



**JOHN PAUL  
THE GREAT**  
CATHOLIC UNIVERSITY

# Faculty Handbook

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## Table of Contents

Introduction.....	4
The University's Academic Freedom Statement .....	5
Preamble .....	5
Individual and Institutional Academic Freedom.....	5
Abuses of Institutional Freedom .....	6
Limitations on Individual and Institutional Academic Freedom.....	6
Summary.....	7
Conclusion .....	7
Honor Code .....	8
Academic Appointments.....	9
Terms of Appointments .....	9
Procedure for Appointment and Termination .....	9
Faculty Positions.....	10
Benefits and Services.....	10
Catholic Faculty.....	11
Expectations and Policies for Faculty Members (General).....	12
Faculty Commitments.....	13
Independent Study and Internship Responsibilities .....	14
Expectations and Policies for Faculty Members in Graduate Programs .....	15
The Graduate Culture .....	15
Expectations of Graduate Faculty .....	15
Faculty Evaluation and Assessment .....	17
Data Gathered for Review .....	17
Peer Review .....	17
Ongoing Faculty Development .....	17
Faculty Workload Policy.....	18
Workload Fundamentals .....	18
Teaching Load Policy .....	18
Faculty Organization and Governing Bodies.....	20
Faculty Senate .....	20
Faculty Senate Responsibilities .....	20
Governance of the Faculty Senate .....	20
Subcommittees .....	21
Organization of Faculty.....	21
Faculty Grievance Procedure.....	22
Procedures for Teaching and Grading .....	24
Student Learning Outcomes .....	24
Faculty Resource Website .....	26

Understanding the Course .....	27
Preparing the Syllabus .....	27
Submitting the Syllabus and Required Texts to the Registrar .....	27
Preparing for the First Day .....	28
Taking Attendance .....	28
Reviewing the Syllabus .....	28
Dress Code .....	28
Addressing Student Issues During the Quarter .....	29
Adding or Dropping a Class .....	29
Auditing a Class.....	29
Student Course Evaluations .....	29
Suspicion or Evidence of Academic Dishonesty .....	30
Calculating and Submitting Grades.....	30
Gathering Evidence for Learning Outcomes Assessment .....	30
Reviewing the Course.....	30
School Policy on Classrooms and Other Facilities.....	31
Scheduling the Use of a Room .....	31
Audio Visual Equipment .....	31
Eating and Drinking in Class .....	31
Turning Out Lights .....	31
Library Services .....	32
Information Regarding Student Services and Resources.....	33
Students with Disabilities .....	33
JPCatholic Syllabus Template.....	34
Sample Syllabus .....	38

## Introduction

The purpose of this handbook is to describe current personnel policies, procedures and expectations of all faculty at John Paul the Great Catholic University (JPCatholic); the handbook is intended to provide general guidance only.

The Board of Trustees maintains the discretion to interpret and apply the policies set forth in this and other handbooks and the decisions of the Board shall be final and binding on the faculty and administration. Further, the Board of Trustees and the University reserves the right to change these and other policies and procedures at any time, and without notice.

In addition to this document, faculty members are responsible to be familiar with the contents of the John Paul the Great Catholic University employee handbook. Copies of this handbook are available from Human Resources and from the JPCatholic website. Employees are responsible to periodically review the JPCatholic website for updates and changes.

Nothing contained in this or other handbook is intended, nor should it be construed, to confer any right on an employee, or to impose any contractual or other obligation on the University. This handbook shall not be modified by any statements contained in other handbooks, employment applications, University recruiting materials, University memorandums, or other materials provided to any employee in connection with their employment. Specifically, this handbook or other documents, in part or total, should not be construed in any fashion or manner to imply, directly or indirectly, an employment contract on the part of the employee and/or the University; nor does this handbook guarantee any fixed terms and conditions of one's employment with the University.

In this handbook the term "faculty" is used to describe any employee responsible for instructing students in a course that serves as part of the university's curriculum. Faculty are further distinguished by the terms "full-time" or "part-time". For further information on the workload that constitutes "full-time" or "part-time" faculty, see "Faculty Workload Policy" below.

# The University's Academic Freedom Statement

## Preamble

At John Paul the Great Catholic University, faculty and students are called to come to know, love and serve Jesus Christ. As a Catholic University, "it is a place to encounter the living God who in Jesus Christ reveals his transforming love and truth. This relationship elicits a desire to grow in the knowledge and understanding of Christ and his teaching. In this way those who meet him are drawn by the very power of the Gospel to lead a new life characterized by all that is beautiful, good, and true; a life of Christian witness nurtured and strengthened within the community of our Lord's disciples, the Church." (Pope Benedict XVI to Catholic Educators; 4/17/2008) For those who seek the truth Christ reveals, JPCatholic offers a genuinely true academic freedom.

JPCatholic embraces the traditional freedoms of scholarship, inquiry, and dialog, together with the responsibilities implicit in its Catholic mission.

The following statements articulate JPCatholic's principles of individual and institutional academic freedom. They are strongly informed by *Ex Corde Ecclesiae*, the apostolic constitution of Pope John Paul II on Catholic Universities.

## Individual and Institutional Academic Freedom

JPCatholic balances and distinguishes between individual and institutional academic freedom - both are necessary to maintain our unique intellectual climate.

### Individual Academic Freedom

At JPCatholic, individual academic freedom celebrates the value of free inquiry and the freedom of conscience of each person is fully respected. The Catholic Church "affirms the great value of academic freedom. In virtue of this freedom faculty are called to search for the truth wherever careful analysis of evidence leads them. Yet it is also the case that any appeal to the principle of academic freedom in order to justify positions that contradict the faith and the teaching of the Church would obstruct or even betray the university's identity and mission; a mission at the heart of the Church's *munus docendi* and not somehow autonomous or independent of it" (Pope Benedict XVI to Catholic Educators; 4/17/2008).

### Institutional Academic Freedom

JPCatholic defines itself as a distinctively Catholic university with an adherence to the magisterial teachings of the Catholic Church. JPCatholic claims the right to maintain this identity by the appropriate exercise of its institutional academic freedom, expressing the privilege universities have to pursue their distinctive missions. This time-honored concept of academic freedom guarantees institutional autonomy. JPCatholic, while established with the consent of the diocesan Bishop, is owned and operated by an independent Board of Trustees. JPCatholic provides a university education in an atmosphere consistent with the ideals and principles of the magisterial teachings of the Catholic Church. Catholic faculty must live lives

reflecting faithfulness to the Word of God and sign a statement reflecting that fidelity. In addition, theology faculty must interview with the diocesan Bishop and must obtain his mandate as a condition of employment. Faculty of other faiths must agree to respect the Catholic nature of the university and its mission, while the university in turn respects their religious convictions. Thus JPCatholic, as a Catholic institution, informs and carries out its teaching, and all other activities with Catholic ideals, principles and attitudes. This differs clearly and deliberately from the public university that is legally bound to a separation of church and state. It is not expected that the faculty will agree on every point of Catholic doctrine, much less on the issues in the academic disciplines that commonly divide faculties everywhere. It is expected, however, that a spirit of Christian charity will unite even those with wide differences and that questions will be raised in ways that seek to strengthen rather than undermine faith.

### **Abuses of Institutional Freedom**

Institutional academic freedom is critical for JPCatholic with its distinct Catholic mission. Academic freedom must include an individual's freedom to ask tough questions as well as the institution's freedom to claim a religious identity. There is no way to completely eliminate the friction between individual and institutional academic freedom, without suppressing the claims of one freedom or the other. Thus, the university establishes principles and procedures to reduce conflict and that help the Board of Trustees, faculty, and administration navigate through differences as they arise.

### **Limitations on Individual and Institutional Academic Freedom**

Individual and institutional academic freedom are subject to reasonable limitations based on careful consideration of what lies at the core of the mission of the university. In general, a limitation is reasonable when the faculty behavior obstructs or even betrays the university's identity and mission or the Catholic Church. A faculty member is considered innocent of the academic freedom violation until it be can fairly established that he or she is aware that the expression violates the standard. Examples would include articulating positions with students or in public that:

- Dispute or oppose fundamental Catholic teachings;
- Intentionally attack or mock the Catholic Church or its hierarchy and clergy; or
- Breach JPCatholic's Honor Code.

These principles shall be interpreted and applied with humility and love in the spirit of Jesus Christ and through established university procedures. The ultimate responsibility to determine harm to the university mission or the Church, however, remains vested in the university's governing bodies - including the University President, the senior administration and, finally, the Board of Trustees.

## **Summary**

Individual academic freedom is almost always unrestrained, while institutional intervention is rare. Individual faculty freedom is essentially unrestrained except for matters that obstruct or even betray the university's identity and mission or the Catholic Church. Faculty members approach their commitment to the university with a sense of fidelity to the mission.

Institutional intervention is rare and limited to cases the university's trustees or administration determines a compelling threat to JPCatholic's mission or to the Catholic Church. The faculty, administration, and the board should work together in a spirit of Christian love, trust, and charity. The faculty has an obligation of dealing with sensitive issues sensitively. JPCatholic expects Catholic faculty to be faithful to Church teachings, and other faculty to be respectful of the Church and the university's mission.

## **Conclusion**

JPCatholic is a Catholic university. Its mission is to provide students an opportunity to encounter Jesus Christ and to grow in a deep personal relationship with Him. For those who embrace the truth Christ reveals, JPCatholic offers a genuinely true academic freedom.

## Honor Code

Faculty shall enforce the student honor code and shall commit to the same standards.

The JPCatholic community honor code of “**Love in Action and Truth**” encourages us to love others as Christ loved us who came “not to be served but to serve.” Our love is marked by **action**, especially sacrificial service to others, and **truth**, which demands that our “yes” be “yes” and our “no” be “no.”

In particular, this honor code entails a certain kind of living in the classroom, the JPCatholic community, and in the wider community:

1. In the **classroom**, both faculty and students are to pursue knowledge of the **truth** with personal integrity, that is, through the pursuit of both the intellectual (knowledge, understanding, and wisdom) and moral virtues (prudence, justice, temperance, and fortitude), wherein they not only attain a deeper knowledge of the **truth**, but **act** in accord with **truth** through honest and respectful classroom engagement. As a result, this necessarily excludes all manner of cheating (plagiarism, lying, etc.) and calls for each student to fully commit to the pursuit of truth and professional excellence together with their classmates.
2. In the JPCatholic **community**, faculty, staff, and students are to seek to **love others as Christ loved us** through building friendships that are ordered to **truth** and goodness in service to both God and the university. In order to build a community rooted in such friendships, not only are various forms of improper conduct necessarily excluded - verbal (e.g., gossip), physical, sexual, etc. - but the grace of self-sacrificial **love** is needed. In the person of Jesus we find the perfect example of this, for His self-sacrificial **love** mandates not shying away from sharing hard **truths** with His friends, but He does this with profound humility and gentleness, with the goal of helping His friends prepare for life in the heavenly world to come.
3. In the **wider community**, faculty, staff, and students are to seek the grace to serve society at large in order to impact culture for Christ and demonstrate **love in action and truth**. While encouraging such engagement among students, it is also important that each student be able to balance both their classroom and community commitments with any additional service opportunities; for while essential, these additional opportunities should not lead to academic hardship but contribute to each students' overall development while at JPCatholic.



## Academic Appointments

### Terms of Appointments

All full-time, adjunct, and visiting faculty appointments are without term.

### Procedure for Appointment and Termination

Faculty appointments are made according to the following procedures:

1. The department chair, the Academic Dean and the CFO assess the need for a new faculty member in a department.
2. The Academic Dean notifies the President of the faculty vacancy.
3. With the President's approval, a Search Committee is formed.
4. The Academic Dean advertises for the vacant position including a position description and a start date. Visiting and adjunct faculty (current or prior) who may be interested in the position are also notified, and may be given preference by the Search Committee.
5. The Search Committee will review all applications, and will interview applicants whose credentials meet the requirements via conference call to assess their competency and fit with the University and its mission.
6. The Search Committee will invite selected applicants to interview on campus. The interview will include the candidate teaching a demonstration lesson for the Search Committee, other faculty and selected students. The applicant is interviewed by the following:
  - a. The Search Committee
  - b. The Academic Dean
  - c. The department chair
  - d. Other selected faculty
  - e. Selected students
  - f. The President
7. The Search Committee recommends to the Academic Dean and the President the successful applicant for hire.
8. A letter of hire spelling out the terms and conditions of employment is given to the successful applicant in writing by the CFO.
9. The new faculty member must agree to abide by the expectations of the University laid out in this faculty handbook. Most importantly, faculty are asked to affirm positively in writing:
  - a. An acceptance of the JPCatholic academic freedom policy
  - b. A willingness to sign the faculty agreement of the university
10. New faculty orientation will be conducted by the appropriate department chair or his or her designee. The new faculty member will be given a tour of the campus and his or her office space. He or she will also be given a copy of the faculty handbook, and the person giving the orientation should explain important policies and procedures such as how to turn in grades and assessment data, who to contact for help with common issues, and the faculty evaluation process. The new faculty member should also be

introduced to key administrative staff such as the Academic Dean, the Registrar, and the Director of Institutional Research.

11. All full-time faculty appointments are reviewed quarterly and renewed unless cause for termination is given. In the case of termination, the relevant department chair will give reasons for the notice of termination to the faculty member.
12. Part-time faculty appointments are dependent on course schedule and university needs.

## **Faculty Positions**

### **Professor of Practice**

Ordinarily to be appointed as an instructor, a faculty member must hold a recognized industry certification with at least 5 years of experience in the field in which he or she is teaching. No previous university teaching experience is necessary nor is a terminal degree required. A Professor of Practice will be hired at the appropriate category of the salary schedule.

### **Professor**

Ordinarily to be appointed Professor a faculty member must have one of the following: an earned academic doctorate, or a Master's Degree with exceptional industry qualifications or its equivalent, the highest professional degree in one's field (J.D., M.D.) and at least three years industry experience or its equivalent, In addition faculty members must show promise as a teacher and a scholar. A Professor will be hired at the appropriate category of the salary schedule.

### **Visiting Professor**

Ordinarily a visiting professor is a teacher of high academic and professional achievement, who teaches at John Paul the Great Catholic University for a specified period of time, but whose usual employment is at another institution. Salary is determined by the professor's experience and assignment.

### **Adjunct Professor**

An adjunct professor designates a part-time teacher of high academic and professional achievement who teaches in a field of special expertise.

## **Benefits and Services**

### **Salary**

Salary reflects level of education, years of service and professional experience. The Academic Dean, in consideration of internal and external economic realities, including cost of living and budget constraints, will adjust salaries.

### **Faculty Professional Development**

As part of the evaluation and development process, each full-time faculty member conducts an annual self-assessment of performance in the areas of teaching, professional activity and

service. The faculty member meets annually with his or her department chair (or in the case of the department chair, with the Academic Dean). The faculty member and department chair or Academic Dean discuss how the faculty member is planning to continue their contributions to the areas of teaching, professional activity, and service, and how the department can best support their efforts. In addition, all faculty have a regularly scheduled development meeting where members share best practices for teaching and learning.

The university budgets funds for faculty development. Division of the funds is regulated by the Faculty Senate. Specifically, department chairs propose how money should be spent. A subcommittee of the Faculty Senate approves allocation of resources.

#### **Office space and resources**

Full-time faculty will be assigned on-campus office space and provided with equipment necessary for their work.

#### **Technical assistance**

All faculty are given access to training and assistance through the school's Information Technology department.

### **Catholic Faculty**

In accordance with *Ex Corde Ecclesiae*, JPCatholic is committed to maintaining its Catholic identity. At least 51% of the full-time faculty are to be practicing Catholics (cf. *Ex Corde Ecclesiae* II, art. 4 § 4).

## Expectations and Policies for Faculty Members (General)

The major components of faculty work at JPCatholic are: teaching, research, and service to the students and the community. The Faculty Senate prescribed that a full-time faculty teaching workload constitutes approximately 80% of a faculty total workload, with 20% attributed to scholarship, research and service. For further information on workload expectations see the “Faculty Workload Policy” section.

### Teaching and Administration

1. Faculty will ensure that their programs offer a curriculum of instruction that is both broad and deep enough to equip students with the knowledge and skills needed for careers in their chosen fields. Faculty will take an active role in developing and assessing the curriculum with their departmental peers.
2. Full-time faculty will ensure, by tracking comparative data over time, that all aspects of their programs conform to the highest academic standards and provide mechanisms of correction when they fall below those standards. In a more limited but still important way, part-time faculty will commit to providing data and input from their teaching experience at JPCatholic that can be used in assessing and developing JPCatholic’s programs.
3. Faculty will create an ethos of collegiality so that learning takes place within a community of scholars.
4. Faculty will frequently offer interpretations and positions contrary to their own, exposing students to a wide variety of perspectives.
5. Faculty will promote a culture of inquiry and dialogue, respecting academic freedom. Faculty will ensure that students engage in discussion of issues, evaluating various positions staked out by influential figures and scholars. Students are not required to agree with their professors. No faculty will ever penalize a student on the grounds that the students disagreed or challenged him or her, so long as the student offers cogent, coherent, arguments that can be supported by a study of the evidence. All dialogue must be characterized by charity befitting a commitment to Christian principles.
6. Faculty will avoid all situations that could put them or their students in positions of any conflicts of interest.
7. Faculty will prepare students to enter the job market with requisite professional skills, with an appropriate range of professional contacts, and with a realistic view of the current state of that market, both within and outside of the academy.
8. Faculty will be fair, impartial, and professional in all dealings with students in accordance with university policies governing nondiscrimination, harassment of all sorts, and normative standards of confidentiality.
9. All faculty will seek to improve their teaching ability, attending events focused on faculty development, participating in dialogue regarding pedagogical tools and approaches, and remaining open to input from others.

## Scholarship and Research

1. Full-time faculty must commit to having a membership in at least one professional or academic society (e.g., Catholic Theological Society of America).
2. Full-time faculty must commit to attending a scholarly conference or professional meeting within one's discipline once a year.
3. Full-time faculty members are expected to engage in research or other significant professional activity with the goal of making a scholarly or creative contribution to their field. Faculty members are expected to commit themselves to completing at least one significant contribution every other year. Examples may include:
  - a. Presenting at one academic event or conference
  - b. Publishing one academic work (article, monograph)
  - c. Writing one script for a feature film or TV pilot

## Service

1. Faculty will encourage student participation in scholarly, creative, and entrepreneurial activities, including conference presentations, publications, professional networking, media projects and productions, business ventures, and project funding.
2. Faculty will assist students, where appropriate, in joining collaborative projects in accordance with the accepted norms of the discipline.
3. Faculty will encourage students to participate in public service and civic engagement programs to enrich communities extending from campus to locations across Southern California and beyond.
4. Faculty will incorporate service learning into their courses and program where appropriate.
5. Each faculty member will engage in service to his or her profession.

## Faculty Commitments

Faculty members will be involved in the life of the university and commit themselves to professional development, including the following:

1. Regular participation in the Faculty Senate. Part-time faculty members are encouraged to participate in meetings of the Faculty Senate, but are not required to do so.
2. Serve on faculty committees (e.g., formed to assess learning outcomes). Part-time faculty members are not required to serve on faculty committees, but are welcome to do so as they are able.
3. Attend the university's annual graduation exercises.
4. Work with student organizations (i.e., clubs), particularly those related to the faculty member's academic discipline and/or professional interest.
5. Work with the Dean of Students on creating co-curricular events or organizations related to one's discipline when appropriate.
6. Be on campus to meet with their classes. In case of illness or other emergency, they should notify the relevant department chair and the Registrar in a timely manner of their absence and the reason for the absence. It is the responsibility of the faculty member to reschedule missed classes or to provide equivalent instruction or

assignments. A faculty member who misses a class should work with the Registrar to reschedule the missed class at a time that works for most of the students. In cases of extended illness and in consultation with the Academic Dean, a substitute may be found to teach classes.

7. Post and keep regular office hours on campus when students may meet with the faculty member.
8. Be on campus to meet their obligations when courses are in session. Faculty must meet classes according to the academic calendar. Administrative staff, however, will observe stated holidays.
9. Serve as academic advisors to students majoring in their discipline and also help to mentor students, both professionally and personally. Faculty members will advise students about their class schedule, career goals, and other concerns. Students who are admitted provisionally or who are on academic probation will require special attention in consultation with the Registrar and the Admissions Department. Part-time faculty are not required to serve as academic advisors.
10. Communicate in a timely manner with the Registrar according to stated deadlines regarding student attendance. Every effort should be made to alert the Registrar and the Dean of Students of a student that might need special attention due to excessive absence or poor performance.
11. Administer final examinations in their courses that have examinations or coordinate with the Registrar to find a suitable proctor.
12. Report grades to the Registrar on the proper form by 8:00AM on the tenth day following the last scheduled class day of the quarter (normally the second Monday after the last day of the quarter).
13. Report learning outcomes assessment data to the Institutional Research office by 8:00AM on the tenth day following the last scheduled class day of the quarter (normally the second Monday after the last day of the quarter).

### **Independent Study and Internship Responsibilities**

Independent study and internship supervision fall to full-time faculty. Adjunct faculty can provide supervision as requested by the chair of the department. Adjunct faculty involvement in such activities is optional and there shall be no expectation that they take on such responsibilities. In a case where financial reimbursement of adjunct faculty involved in such efforts is to be considered, it is the responsibility of the chair of the relevant department to make that case following the usual budgetary procedures of the university.

In the case where a faculty member is overseeing a student who is submitting critical components of a failed course (see Catalog policy "Submitting Critical Components of a Course to Remedy a Failing Grade") the faculty member will be paid a stipend of \$150.

## **Expectations and Policies for Faculty Members in Graduate Programs**

In addition to the general expectations and policies for faculty members at JPCatholic mentioned in the previous section, further expectations are placed on professors in the graduate programs. The following policies are meant to supplement those listed in the section above.

### **The Graduate Culture**

The primary mission of graduate education at JPCatholic is to prepare the next generation of professional, scholarly, and educational leaders to impact culture for Christ. In order to fulfill this mission, we seek to provide each student the opportunity to encounter Jesus Christ, and to instill in each one an understanding of and capacity for scholarship, independent critical judgment, academic rigor, and intellectual honesty. It is the shared responsibility of faculty and graduate students to work together to foster these ends through reflections on the teachings of Jesus Christ and relationships that encourage freedom of inquiry, demonstrate personal and professional integrity, and foster mutual respect. High quality Catholic graduate education depends upon contemplating the truth that is Jesus Christ, and the professional and ethical conduct of both faculty and students. The graduate education to which we are committed, moreover, encompasses at least four separate components:

1. Preparation for the student's future role in society
2. Development of an individual's intellectual and academic agenda
3. Opportunities for professional career development
4. Active participation in the professional community with a mission to evangelize

The faculty, the graduate students, and the university community have particular responsibilities in ensuring the achievement of these four primary goals.

### **Expectations of Graduate Faculty**

The major components of faculty work at JPCatholic are: teaching, research, and service to the students and the community. The Faculty Senate prescribed that a full-time faculty teaching workload constitutes approximately 80% of a faculty total workload, with 20% attributed to scholarship, research and service. For further information on workload expectations see the "Faculty Workload Policy" section. In addition to those expectations and commitments listed in the section above, graduate faculty must also fulfill the following expectations.

#### **Teaching and Administration**

1. Faculty will ensure that their graduate programs offer a curriculum of instruction that is both broad and deep enough to equip students with the knowledge and skills needed for careers in their chosen fields. Faculty will take an active role in developing and assessing the curriculum with their departmental peers.

2. Full-time faculty will ensure, by tracking comparative data over time, that all aspects of the graduate programs conform to the highest academic standards and provide mechanisms of correction when they fall below those standards. In a more limited but still important way, part-time faculty will commit to providing data and input from their teaching experience at JPCatholic that can be used in assessing and developing JPCatholic's programs.
3. Faculty will provide students with knowledge of the current frontiers of scholarship and opportunities in multi-disciplinary research.
4. All faculty, but particularly full-time faculty, will commit in some way to provide intellectual guidance, rigor, progress guidelines and constructive evaluation on students' educational programs, their research interests/goals and specific research projects including expected timetables for the completion of research projects and assisting students in pursuing/achieving them.
5. Any full-time faculty member will agree to serve, when requested, as an academic advisor and a nurturing professional mentor to graduate students.

### **Scholarship and Research**

1. Full-time faculty must commit to having a membership in at least one professional or academic society (e.g., Catholic Theological Society of America, Society of Biblical Literature).
2. Full-time faculty must commit to attending a scholarly conference or professional meeting within one's discipline once a year.
3. Full-time faculty members are expected to engage in research or other significant professional activity with the goal of making a scholarly or creative contribution to their field. Faculty members are expected to commit themselves to completing at least one significant contribution every other year. Additional requirements may be implemented on a departmental basis dependent on the standards of graduate faculty in the discipline. Examples may include:
  - a. Presenting at one academic event or conference
  - b. Publishing one academic work (article, monograph)
  - c. Writing one script for a feature film or TV pilot

### **Service**

Graduate faculty members will abide by the same expectations for service as all other faculty, however, they should encourage graduate students to participate in scholarly, creative, or entrepreneurial activities and service projects appropriate to the graduate level.



## **Faculty Evaluation and Assessment**

Full-time faculty will be evaluated in their first year and subsequently at least once every 3 years. In consultation with the department chair, a faculty member may elect to be evaluated more frequently to assist with continued professional development. The first quarter that a part-time faculty member teaches a class, he or she will be formally evaluated. Subsequent to the initial evaluation, part-time faculty will be evaluated at least once per year.

### **Data Gathered for Review**

Faculty evaluations should be viewed as a useful mutual tool to assess performance and as such, can be relevant for decisions regarding continued employment and/or promotional qualifications. The evaluation process includes:

1. A self-evaluation form involving three areas (teaching, professional activity, and service)
2. A classroom visitation by the department chair (or in the case of the department chair, by another department chair or the Academic Dean)
3. Student course evaluations
4. Sample student work
5. Syllabi for all courses taught during the evaluation period

### **Peer Review**

Annually, the Faculty Senate will elect at least three and no more than five members to serve on a Faculty Evaluation Committee.

A faculty member's evaluation package will be evaluated by the department chair and by the Faculty Evaluation Committee. Both the department chair and the Faculty Evaluation Committee will make a recommendation concerning the performance of the faculty member to the Academic Dean, who will review the recommendations. If the recommendation of the Faculty Evaluation Committee conflicts with the recommendation by the department chair, the Academic Dean will determine the outcome of the evaluation. Outcomes would be: continuation of employment, a period of probation (no less than one quarter and no more than three quarters), or termination of employment. In the case of probation, the senate will make a recommendation concerning corrective steps needed and the timeline for completion of those measures.

### **Ongoing Faculty Development**

To assist with ongoing development, full-time faculty will annually submit a self-evaluation form to their department chair (or in the case of the department chair, to the Academic Dean). The faculty member and the department chair (or in the case of the department chair, the Academic Dean) will then mutually discuss any areas of concern and opportunities for assisting with improvement.

## Faculty Workload Policy

The JPCatholic Faculty Senate sets forth general faculty workload policies that facilitate accountability in the use of University resources, while avoiding excessive or inequitably distributed workloads. The policies recognize that special circumstances may exist from time to time. The Faculty Senate will periodically review these policies.

Three critical principles underpin these policies:

- **Commitment to mission** demands faculty who have strong work ethic to deliver on the University's mission to train and form students to impact culture for Christ. Faculty members are men and women prepared to work above and beyond the academic norm because the mission is so important.
- **Excellence in teaching** is an expectation of all faculty members. JPCatholic is a community of learners where student-faculty interaction produces impactful cross-disciplinary learning. Faculty teaching and mentoring are primary activities.
- **Engagement in research, application and service** is an expectation of all faculty members that is shared and/or published for the benefit of the University and the broader scholarly community.

## Workload Fundamentals

The major components of faculty work are: teaching, research and service. The Faculty Senate decided to assume that a full-time faculty total workload equals 100%, and that as a general principle teaching a single three-credit course equates to 20% of the total workload. Online instances of a course are considered to be separate from on-campus instances for the purposes of workload calculations. The faculty member usually spends far less time in the classroom than in preparation, grading, and mentoring. The teaching load for faculty, in general, is 12-credit hours per quarter (a 4/4/4 class load for the academic year). A 12-credit hour per quarter teaching load would, therefore, constitute approximately 80% of a faculty total workload, with 20% attributed to scholarship, research and/or service. The Faculty Senate recognizes that for faculty to create a robust culture of research, they themselves will have to possess a passion and vigor, and give generously of their own time for scholarship and research. A faculty member with a significant administrative (for example: department chair) or academic responsibility (creating a feature film) may receive release time for administrative duties (e.g. teach 3 rather than 4 three credit unit courses in a quarter).

The Faculty Senate seeks to maintain the model described above. It is recognized however that some faculty members may have workloads that diverge from these norms in a given quarter. If a faculty member's workload consistently goes beyond what is envisioned here that faculty member should address concerns to the Faculty Senate.

## Teaching Load Policy

The teaching load policy recognizes differences between full-time faculty and adjunct faculty.

**Full-time faculty**

The standard instructional load maximum for full-time faculty is 12-quarter hours per quarter, which equates to four 3-unit face-to-face classes per quarter. Instructional load may vary based upon a number of factors including, but not limited to, administrative responsibilities, class size, development of new courses, modality of instruction, special assignments, level of instruction, and discipline.

Once per calendar year (four quarters) each full-time faculty member will be eligible to be scheduled to teach half the normal instructional load (two 3-credit hour courses) during one quarter. This will allow additional time for the faculty member to participate in scholarship, research, and/or service that directly benefits the university and/or students. The faculty member must submit a proposal to the department chair describing the specific research or project they plan to complete during their half-load quarter. If approved, the department chair will work with the Registrar to schedule the half load quarter for the full-time faculty member.

**Adjunct Faculty**

In general, no Adjunct Faculty may teach more than 9-quarter hours per quarter, which equates to three 3-unit face-to-face classes per quarter.

## Faculty Organization and Governing Bodies

### Faculty Senate

The JPCatholic Faculty Senate is the all-school, policy-forming, representative body of the University's faculty. Its mission is to help ensure that faculty have final oversight over and remain the driving force of the school's academic curriculum as well as its faculty development and assessment. In addition, in offering proposals ordered towards the overall improvement of the students' learning experience at JPCatholic, the Faculty Senate works to enable the University to fulfill its institutional goal: Impact Culture for Christ! It does this by remaining faithful and compliant with the directives for Catholic higher education laid out by *Ex Corde Ecclesiae* and other documents of the Catholic Church. The Senate thus assumes an active role in the University governance system through its responses to other school committees and its policy resolutions.

### Faculty Senate Responsibilities

The Faculty Senate shall participate in University governance in five ways:

1. **Regulative:** The Faculty Senate has the responsibility of determining policies and procedures regulating the school's faculty, curriculum, and academic affairs. In this the Faculty Senate remains accountable to the Board of Trustees. The Faculty Senate also takes an active role in evaluating faculty hiring decisions.
2. **Consultative:** The Faculty Senate may discuss with or provide information to any administrator with authority and responsibility for a decision. Such decisions will in part be informed by the Faculty Senate's regular assessment of on-going student performance.
3. **Advisory:** The Faculty Senate may recommend policies to any administrator who is authorized to make a decision.
4. **Shared Responsibility:** The Faculty Senate's policy resolutions will be presented to the President or Academic Dean or other authorities responsible for university policies. If the Faculty Senate and the administrator disagree then they or their representatives must confer in an attempt to resolve the differences.
5. **Delegated Authority:** The University President or an authorized designee may delegate authority to the Faculty Senate on specified matters.

### Governance of the Faculty Senate

#### Leadership

The Faculty Senate is presided over by an elected chair. The Faculty Senate chair sits in on the school's Cabinet meetings where he or she will be responsible for representing the Faculty Senate and communicating the proposals and concerns it has made decisions about. The chair is to be elected at the first meeting of the Faculty Senate of the academic year (i.e., Fall Quarter). If the elected chair is unable or unwilling to fulfill his duties, the Faculty Senate may vote in a replacement for the chair.

### **Membership**

Voting members of the Faculty Senate include the chairs of each of the school's programs, all full-time faculty, and any adjunct faculty member who has taught at least eight courses. All faculty members are welcome to attend the meetings of Faculty Senate and participate in its discussions. The voting membership of the Senate may be expanded by vote.

### **Decision-Making**

All decisions require a two-thirds vote of approval among those present for ratification.

### **Meeting Schedule**

The Faculty Senate meets at least once a month, though meetings can be waived or added to the schedule by a vote.

### **Records of Meetings**

The chair has the responsibility of seeing to it that the minutes of the Faculty Senate meetings are recorded. Minutes of meetings will be available to all faculty members upon request.

### **Subcommittees**

Subcommittees will be formed by the Faculty Senate to serve various needs of the university. Currently formed subcommittees include the Assessment Committee and the Faculty Evaluation Committee. The Faculty Senate will form an Institutional Review Board to review research proposals for research to be conducted on campus. Most subcommittees meet on an as needed basis. Members of the Faculty Senate will form other subcommittees as various needs arise.

Members of the Faculty Senate will also participate in the Academic Appeals Committee and the Disciplinary Board. These committees include members from other departments of the university and are not directed by the Faculty Senate.

### **Organization of Faculty**

JPCatholic's faculty members are organized by the programs in which they teach. Theology, Philosophy and Humanities faculty report to the Dean of Theology; Business and MBA faculty report to the chair of Business; Communications Media faculty report to the chair of Communications Media. The Business and Communications Media department chairs report to the Dean of Creative Arts & Business.

## Faculty Grievance Procedure

If a faculty member has a complaint against a member of the university community or involving one or more of the policies of the university (including situations related to academic freedom), they may file a grievance in accordance with the following procedures.

The grievance procedure described in this section applies to any dispute involving one or more employees of the university involving a law, the John Paul the Great Catholic University Articles of Incorporation, the Bylaws, the faculty handbook, or any other written or unwritten procedure, or precedent concerning employment related matters. Any allegations involving discrimination or harassment should be handled under the appropriate policy given in the JPCatholic Employee Handbook.

The faculty member should initially attempt to solve the grievance informally, promptly and satisfactorily to the parties involved. The faculty member should discuss his or her grievance with his or her department chair (or in the case of a department chair, with the Academic Dean) within ten (10) workdays of the alleged violation or after knowledge of the alleged violation reasonably should have been acquired. The department chair or Academic Dean is expected to give a verbal response within five (5) workdays.

If the grievance is not resolved informally to the satisfaction of the faculty member, he or she may file a formal written grievance with the Academic Dean within ten (10) workdays after the verbal response received from the department chair. If the grievance is with the Academic Dean, the President shall serve in place of the Academic Dean during the grievance process. The written grievance should include a summary of the parties to the grievance, the nature of the grievance, any other pertinent information, and the resolution desired by the faculty member. The Academic Dean, or his or her designee, will work with both parties to reach a resolution agreeable to all. The Academic Dean will provide this resolution in writing to both parties and the President within fifteen (15) workdays after the faculty member filed the formal written grievance.

If either party is not satisfied with the resolution reached by the Academic Dean, they may request a hearing by the Faculty Grievance Committee within five (5) workdays after receiving the written response from the Academic Dean. The Academic Dean will work with the chair of the Faculty Senate to convene the Faculty Grievance Committee. The Faculty Grievance Committee will include two members of the faculty in departments other than the department of the party or parties involved and the Academic Dean. The Faculty Grievance Committee will review all written documentation of the grievance proceedings thus far, and allow time for both parties to present their case before the committee. The committee will meet as soon as feasible, but within twenty (20) workdays of the request for the hearing. The committee will reach a decision and provide a written response to both parties and the President within five (5) workdays of the hearing.

If either party is not satisfied with the decision of the Faculty Grievance Committee, they may appeal the decision to the President within five (5) workdays after receiving the written response from the committee. The President will review all the documentation of the grievance proceedings thus far and provide a written decision within ten (10) workdays of the request for appeal.

## Procedures for Teaching and Grading

This section of the handbook aims to help new faculty members get started, and serve as a reference for returning faculty members.

### Student Learning Outcomes

All courses at JPCatholic should be guided by the Institutional Learning Outcomes (ILOs) and Program Learning Outcomes (PLOs) that have been established. These are listed here and are also available in the University Catalog.

#### Institutional Learning Outcomes

John Paul the Great Catholic University has six institutional learning outcomes that describe what all students in all programs should know and be able to do.

- Values and knowledge based on the teachings of Jesus Christ as articulated by the Catholic Church
- Communication Fluency – Written, Oral, and Audio Visual
- Quantitative and Qualitative Assessment
- Leadership and Decision-making
- Information Literacy
- Critical and Creative Thinking

#### General Education Program Learning Outcomes

##### IMPACT

In order to have an impact, students must be able to

- Describe strategies and demonstrate a desire to learn independently.
- Use critical thinking and logical reasoning to sift truth from falsehood.
- Communicate and evangelize using empathetic listening and applying reason in a logical form.

##### CULTURE

In order to impact culture, students must be able to

- Analyze the causes of culture and evaluate culture's impact on the individual, family and society.

##### CHRIST

In order to impact culture for Christ, students must be able to

- Demonstrate an understanding of Christian prayer and virtue arising from a friendship with Jesus Christ.
- Demonstrate an intimacy with the Sacred Page through academic work.
- Demonstrate an understanding of the teaching of the Catholic Church.
- Articulate an approach to ethics informed by Catholic teaching, offering an account of the moral responsibilities of the human person and society requisite for human fulfillment.



## **Business Program Learning Outcomes**

### Spiritual and Ethical Development

- Students integrate their faith into their practice of business, considering how business impacts the spiritual life of all stakeholders and developing virtues to help with business decision making.

### Business Knowledge and Understanding

- Students develop critical thinking, analytical skills, and interpersonal skills to help them succeed in a constantly changing business environment.
- Students apply the approach of business storytelling and planning to communicate effectively in oral and written communications.
- Students explain the principles and basic practices in the following core business disciplines including: economics, accounting, finance, management, leadership, marketing, risk, strategy, law, and global markets.

### Business Leadership and Execution

- Students identify core business problems and opportunities, and develop entrepreneurial skills to respond with concrete proposals and business plans.

## **Communications Media Program Learning Outcomes**

### Ethical and spiritual development

- Students articulate a response to an ethical dilemma they are likely to encounter while working in media, based on a personal code of ethics informed by the teachings of Jesus Christ.

### Media knowledge and understanding

- Students apply the concepts of storytelling, as practiced by the commercial entertainment industry, to create forward-thinking projects that communicate meaning and benefit their audience.
- Students demonstrate knowledge of specific aspects of media production that are directly relevant to their area of study.
- Students analyze media products at various stages of development from multiple points of view for technical and artistic excellence, effectiveness and meaning.

### Entrepreneurial orientation & professional focus and development

- Students identify their specialized interest and value within media, and use the knowledge, skills and experience necessary to be hired by media companies, and, when appropriate to their specialty, analyze the commercial prospects for media products and articulate strategies to take advantage of business opportunities in both traditional and new media.

### **Master of Business Administration in Film Producing Program Learning Outcomes**

- Knowledge of Jesus Christ: Graduates will identify and address the ethical challenges and dilemmas faced when working in the film, TV, and media industries based on a personal code of ethics informed by the teachings of Jesus Christ.
- Knowledge of the Profession: Graduates will comprehend the distinct nature of the three basic types of producer: executive, creative, and physical, identify a specialized area of interest, and then perform the roles and responsibilities connected to that area of producing.
- Knowledge of Production Theory and Practice: Graduates will understand and possess the ability to apply media production skills within typical production environments.
- Knowledge of Business of Producing: Graduates will understand, apply, analyze and evaluate the various business processes common to the development, packaging, financing, production and distribution of film, TV, and media products.
- Synthesis of Theory and Practice: Graduates will successfully plan, create and implement an MBA Thesis Project, as well as an industry related internship.
- Critical Evaluation: Graduates will evaluate, critique and discuss literary and other works that serve as a basis for a compelling visual story, with a view to generate, develop, refine and package scripts and projects for the screen.

### **Master of Arts in Biblical Theology Program Learning Outcomes**

By the time they graduate, students will be able to:

- Analyze and explain the literary, historical, and theological dimensions of the books of the Bible.
- Critique contemporary biblical scholarship from a Catholic perspective.
- Analyze the various branches of Catholic theology (e.g., dogmatic, sacramental, moral) and their relationship with one another, with particular attention to how the “study of the sacred page” informs each field.
- Develop ways to effectively improve their ability to communicate and / or teach their understanding of Scripture and Theology to others.

### **Faculty Resource Website**

A website with links to information on teaching and learning, as well as other important information for professors at JPCatholic is available at [https://jpcatholic.edu/jplibrary/faculty\\_resources.php](https://jpcatholic.edu/jplibrary/faculty_resources.php). Included on this website is information about assessment of student learning outcomes and the use of rubrics for these assessments. Rubrics are available for use or modification for the Institutional Learning Outcomes, and there are links to other websites explaining the use of rubrics. The website also includes contact information for key staff members. Finally, there are many links with ideas for classroom activities as well as various forms of assessment. All faculty are encouraged to take advantage of this reference website.

## Understanding the Course

To best understand the course to be taught, faculty members teaching a course for the first time ought to do the following:

1. Speak with the relevant program chair about the course to understand its purpose and relationship to the broader curriculum (e.g., which program learning outcomes it is aimed at introducing, developing, mastering).
2. Faculty should also obtain a class description from the course catalog. The course catalog can be found online here: <https://jpcatholic.edu/catalog>.
3. Faculty should ask the relevant program chair and/or the Registrar for past syllabi used for the course. While faculty members are not usually constrained by them, consulting them will often be helpful in designing the course.

## Preparing the Syllabus

Faculty should begin to design a syllabus well before the course is scheduled to be taught. New faculty ought to also consider having the relevant program chair review the syllabus. A syllabus template and a sample syllabus are found at the end of this handbook. For information regarding the work expected for non-standard courses, e.g., practicum courses, see the Credit Hour Policy in the University Catalog.

Each syllabus should include the following:

1. The course's title and catalog number
2. The name of the professor
3. The number of units a course involves
4. JPCatholic's Mission Statement
5. Learning outcomes for the program the course is a part of, indicating which ones are introduced, developed or mastered in the course.
6. Learning outcomes for the course
7. Contact information for the professor (e.g., email)
8. Description of assignments, course requirements, required texts
9. Attendance policy
10. Grading policies
11. Avenues for academic advising and assistance (including ways to contact the professor outside of the classroom for further help, e.g., office hours)
12. Information about other student resources (e.g., library resources and resources for technical support)

## Submitting the Syllabus and Required Texts to the Registrar

Textbook information for each course must be sent to the Registrar prior to publication of the internet course schedule. This enables the Registrar time to post the assigned texts and students sufficient opportunity to purchase them before the course begins. The full syllabus must be provided to the Registrar before the first class meeting. The professor ought to also

email the Registrar to highlight any assignments for the first day of the course that may appear on the syllabus.

Prior to the first day of class, faculty should check the website which notifies students about the class schedule and assigned texts/materials for the quarter in which they are teaching to ensure the accuracy of the information listed. The link appears at <https://jpcatholic.edu/> under "Academics" at the top of the page.

### **Preparing for the First Day**

Faculty members are more than welcome to arrive early at the school - even on a day prior to the beginning of the quarter - to print off materials needed for their course, to find the location of their class and to familiarize themselves with the audio/visual equipment in the classroom. If the faculty member needs any help with audio/visual equipment, they should contact the Information Technology department.

### **Taking Attendance**

Faculty members *must* take attendance. For financial aid purposes, it is *essential* that attendance be taken on the first day of the course. Rosters are provided prior to the first day of class by the Registrar's office via email. If a faculty member does not receive a class roster prior to the first class of the quarter, he or she should contact the Registrar.

### **Reviewing the Syllabus**

Faculty members need not review every aspect of the syllabus with students on the first day of class. However, on the first day of class faculty members must mention:

1. The name of the course
2. The learning outcomes of the program in which they are teaching, identifying which are introduced, developed or mastered by the course
3. The learning outcomes of the class
4. The date significantly weighted assignments are due and/or the date of major exams (midterm, final)
5. The JPCatholic policy regarding final exams
6. How students will be graded, i.e., how various assignments are to be weighted (to be determined by the professor)
7. The JPCatholic attendance policy along with any additional attendance requirements set by the professor
8. How students may get assistance from the faculty member outside of class time

### **Dress Code**

Besides the dress code provided by the student handbook, faculty members may further institute other requirements for student attire in their class. Faculty are encouraged to have their students dress according to the professional expectations relating to their class (e.g.,

those in business classes should dress according to standards their future employers might expect; those taking courses requiring physical exertion, e.g., lighting a set, should dress in a less formal way).

### **Addressing Student Issues During the Quarter**

JPCatholic is committed to assisting struggling students. If a faculty member has a student who is particularly disruptive or who is especially struggling, the Dean of Students should be consulted. Faculty members also discuss how to solve problems with particular students and how to improve the student learning experience in meetings of the Faculty Senate. All faculty members are highly encouraged to participate in these meetings.

### **Adding or Dropping a Class**

A student may add or drop a course before the end of the first week of instruction by filing the appropriate form with the Registrar, after first notifying the instructor and/or department. A student who wishes to take more than 5 classes in a quarter must have at least a 3.5 GPA. A student who wishes to drop all courses will be required to file the appropriate form with the Registrar's Office. Students considering withdrawing from a course will be urged to consult with their academic advisor.

See the sections of the University Catalog on Adding or Dropping a Class and Withdrawing from the University for further information.

### **Auditing a Class**

With the consent of the instructor, registered students and interested individuals are permitted to audit classes. Arrangements are made directly with the faculty member under the rules the faculty member may establish, and those auditing ordinarily do not participate in discussions, exams, or written papers. The instructor is not obligated to devote time to the work of individuals not officially enrolled in the class. All persons auditing are required to abide by University policies and campus regulations.

### **Student Course Evaluations**

Faculty members must have all of the students in each course they teach complete course evaluations. These should be administered at the last class session and prior to the final exam. These should be sealed in an envelope and returned to the Institutional Research office by a student volunteer. Faculty members are only allowed to view the contents of these evaluations after grades have been submitted. To receive the results, contact the Institutional Research office.

## **Suspicion or Evidence of Academic Dishonesty**

JPCatholic takes academic integrity extremely seriously. When a faculty member suspects that an incident of academic dishonesty has occurred, the faculty member may: (a) communicate in writing and promptly arrange a conference with the student to discuss the matter, or (b) refer the case directly to the disciplinary board process. Further details regarding resolving academic honesty incidents are available in the University Catalog section "Academic Ethics and Honesty Policy."

## **Calculating and Submitting Grades**

When submitting grades, faculty members are expected to submit a letter grade (e.g. "B+") rather than the numeral percentage (e.g. 90%). Grades must be reported to the Registrar on the proper form by 8:00AM on the tenth day following the last scheduled class day of the quarter (normally the second Monday after that last day of the quarter). Other information regarding grading and academic policies can be found in the University Catalog or by consulting the Registrar.

## **Gathering Evidence for Learning Outcomes Assessment**

All faculty members are expected to submit assessment data on one assignment per class each quarter. Data should be submitted to the Institutional Research office. Further information regarding the type of data needed is available by contacting the Institutional Research office or the department chair.

## **Reviewing the Course**

After grades have been submitted, faculty members ought to do a brief review of the course, analyzing how effectively the course outcomes were achieved.

## **School Policy on Classrooms and Other Facilities**

### **Scheduling the Use of a Room**

To request the use of a room/soundstage outside of the scheduled class time, contact the Registrar.

### **Audio Visual Equipment**

JPCatholic classrooms are equipped with audio and visual equipment aimed at enhancing the learning experience, including, a projector, Blu-ray/DVD/CD player, and surround sound stereo equipment. Professors needing help using these resources should contact the school's Information Technology department.

### **Eating and Drinking in Class**

While students may drink water in class, drinking other beverages and eating food is not allowed. Food and drinks are strictly forbidden in the media lab.

### **Turning Out Lights**

Professors should see to it – particularly if they are teaching the last class of the day – that the lights are turned out in classrooms.

## Library Services

### **Print Holdings, Checking Out Books and Course Reserves**

The on-site library is accessible to all students and faculty when the Academic Building is open. The library catalog can be accessed on the JPCatholic website at <https://jpcatholic.edu/jplibrary/index.php>.

Books may be checked out for 2 weeks. The library uses a self-checkout process. Students are responsible for listing the books they have checked out in the "checkout binder".

The course reserve section includes books that are being used in classes during the current quarter. These books must be used in the library and may not be checked out. This allows more students to access these high demand books.

### **On-Line Resources**

The library subscribes to the ATLA Database with Serials, the premiere on-line collection of academic journals devoted to Scripture, Theology and Religious Studies. Journal articles are available in full-text through this service. This database is accessible to students either on campus or off campus. The database requires students to log-in through their eLearning account.

### **Library Staff**

The school has a professional librarian on staff. Do not hesitate to ask questions about the library or your research needs.

### **Contact the Librarian**

Students can visit the librarian in person or by email. Students are also encouraged to email the librarian to set up an appointment or to address particular questions. See the library's website for the librarian's hours and email address.

### **Library Services for eLearning Students**

Online students are welcome to come to campus, use the library and check out books. Since this is often not possible for online students, the library will mail books to students studying from a distance. In order to receive books by mail the student must email the librarian the Title, Author, Call Number and Location of the book(s) requested. This information can be found in the library catalog. Books with a location of "Reserves", "Item is in storage," "Item is missing," "Item is in repair" cannot be requested. Rare books and books that will not fit in a flat rate box cannot be sent. Students are also encouraged to check the Library & Online Resources course in eLearning for more information about library services.



## **Information Regarding Student Services and Resources**

John Paul the Great Catholic University is committed to pursuing excellence in its service to students, seeking to provide all the means necessary for student success. Full information regarding the range of student services offered is available in the Student Handbook, the University Catalog, or by contacting the Student Life Office.

### **Students with Disabilities**

JPCatholic does not discriminate against students with disabilities and happily makes accommodations for such students as mandated by federal law. Students are not required to publicly disclose their disabilities. If special accommodations or adjustments are needed regarding housing or living accommodations, the student must inform the Dean of Students and complete a confidential disability disclosure form accompanied by the signature of a credentialed medical doctor or mental health professional.

## JPCatholic Syllabus Template

[Catalog Number and Course Name]  
[Professor's Name] / John Paul the Great Catholic University / [Amount of Units] / [Professor's email]  
Term: [e.g. Fall 2014] / [Day of the week and time of class] / [Office Hours]

### Course Schedule / Reading Assignments

[Include general notes if necessary about reading / special notes on meeting schedule, etc.]

Session 1: [Date]	[Topic] [Assignments to be completed for this session, e.g. reading]
Session 2: [Date]	[Topic] [Assignments to be completed for this session, e.g. reading]
Session 3: [Date]	[Topic] [Assignments to be completed for this session, e.g. reading]
Session 4: [Date]	[Topic] [Assignments to be completed for this session, e.g. reading]
Session 5: [Date]	[Topic] [Assignments to be completed for this session, e.g. reading]
Session 6: [Date]	[Topic] [Assignments to be completed for this session, e.g. reading]
Session 7: [Date]	[Topic] [Assignments to be completed for this session, e.g. reading]
Session 8: [Date]	[Topic] [Assignments to be completed for this session, e.g. reading]
Session 9: [Date]	[Topic] [Assignments to be completed for this session, e.g. reading]
Session 10: [Date]	[Topic] [Assignments to be completed for this session, e.g. reading]

[Dates for significantly weighted course requirements, e.g. the midterm exam, the final exam, research projects, etc. These dates should also be listed in the session descriptions above.]

**JPCatholic Mission Statement**

To impact culture for Christ by forming students as creators and innovators, leaders and entrepreneurs at the intersections of media, business and theology, guided by the teachings of Jesus Christ as preserved by His Catholic Church.

**Program Learning Outcomes, [Program Name]**

[Faculty should consult the relevant curriculum map available from the department chair or the Institutional Research office to determine which program learning outcomes are addressed in their course. These program learning outcomes should be listed here. In addition, the syllabus should indicate whether the program learning outcomes are introduced, developed, or mastered in the course being taught.]

**Course Learning Outcomes**

[List course learning outcomes here.]

**Required Texts**

[List required texts. If readings will be provided by the professor, indicate and explain how these are to be obtained.]

[Academic Mentoring / Availability Outside of the Classroom, Office Hours, etc.]

[Explanation of course requirements, assignments, and other elements.]

**Attendance Policy**

Physical attendance is mandatory for students taking a course on campus. Students must be present at the beginning and remain for the entirety of each class session or they will be marked absent. In addition, student participation will involve participating in class discussion. Attendance requirements for online or hybrid courses may not simply be fulfilled by physical attendance but through other activities (e.g., online interaction, conference calls, etc.). A student who misses more than 20% of a course due to *unexcused* absences cannot receive a passing grade for the course. Penalties for missing up to 20% of the course are to be determined by the professor. A student may not be excused for more than 30% of course sessions. Excused absences may be granted at the professor's determination (e.g., serious illness; make-up assignments may be assigned to cover missed material, etc.).

[Weight of assignments / Method of grade calculation]

**Final Exam Policy**

All students are required to take the final exam on the date published in the course syllabus. Faculty members will not administer a Final Exam to a student at another time unless the student formally requests an alternate testing time. The request must be made to the course faculty member who will present the request to the Faculty Senate for a decision.

### **Academic Ethics and Honesty Policy**

Unethical behavior and acts of dishonesty in class work, assignments, or test taking are serious offenses against morality and academic standards. The theft of intellectual property, including but not limited to the work of one's classmates, published scholars, and other sources, is a grave offense and can lead to academic dismissal.

It is evident that tests are meant to measure an individual's grasp of class material. Unless otherwise specified by the instructor, the use of books, notes, other student's work, or anything other than the student's own mind is expressly prohibited in test taking and the violation of this policy can result in academic dismissal.

Plagiarism is the use of other's intellectual property, including but not limited to ideas and writings inserted into a student's work without appropriate acknowledgement including a source citation and quotation marks where appropriate. A source often should be cited even when quotation marks are not appropriate, i.e. not a direct quote. Plagiarism is a grave offense and can lead to academic dismissal.

Please refer to the University Catalog for further details on the consequences of violation of the Academic Ethics and Honesty Policy.

### **Library and Online Resources**

JPCatholic maintains an on-site library that is accessible to all faculty and students when the Academic Building is open. The library catalog can be accessed on the JPCatholic website at <http://www.jpccatholic.com/jplibrary/index.php>. The course reserve section includes books that are being used in classes during the current quarter. These books must be used in the library and may not be checked out. This allows more students to access these high demand books. Students are also encouraged to check the Library & Online Resources course in eLearning for more information about library services.

[\*\*\*Choose appropriate "Progress Toward Degrees" section to include on your syllabus\*\*\*]  
[For undergraduate courses:]

#### **Progress Toward Degrees**

In order to apply the credit units of a course toward the unit requirements for a degree, a student must receive an A, B, C, D, or P grade in the course. Further, a student must have a cumulative 2.4 or higher GPA and his or her record must not bear more than two entries with a grade of a D to receive a bachelor's degree.

[For MA Biblical Theology graduate courses:]

**Progress Toward Degrees**

In order to apply the credit units of a course toward the unit requirements for a degree, a student must receive an A, B, or P. Students who receive a C will need to retake the course, unless an exception is granted by the department chair. A grade below C- cannot apply towards a graduate degree. A student must have a cumulative 2.70 or higher GPA to receive a MA in Biblical Theology degree.

[For MBA Film Producing graduate courses:]

**Progress Toward Degrees**

In order to apply the credit units of a course toward the unit requirements for a degree, a student must receive an A, B, or P. Students who receive a C will need to retake the course, unless an exception is granted by the department chair. A grade below C- cannot apply towards a graduate degree. A student must have a cumulative 2.70 or higher GPA to receive a MBA in Film Producing degree.

**Academic Support Services**

JPCatholic does not discriminate against students with disabilities and happily makes accommodations for such students as mandated by federal law. JPCatholic supports student learning in several ways. When students with learning disabilities who require learning accommodations inform the University, the Dean of Students and the Academic Dean collaborate with faculty who provide learning accommodations, as appropriate to the course situation.

[A select bibliography of sources relating to the study of the material covered in the course may be included.]

## Sample Syllabus

### THEO 100 Introduction to Scripture I

Michael Barber, Ph.D. / John Paul the Great Catholic University © 2012 / 3 units<sup>1</sup>

[www.JPCatholic.com](http://www.JPCatholic.com) / [www.TheSacredPage.com](http://www.TheSacredPage.com) / email: [mpsbarber@yahoo.com](mailto:mpsbarber@yahoo.com)

Summer 2012 / Select Mondays and Fridays, 8am-11am / Office Hours: Tues., 5–6pm (or by appointment)

#### Reading Schedule<sup>2</sup>

Session 1: Mon., 7.2.12      *Who was Jesus? / What the Church teaches about on Scripture / Background to Synoptic Gospels*

Session 2: Mon., 7.9.12      *Rosary / Three Criteria & Four Senses / Infancy narratives / Mary as Virgin and Ark*

**For this class read:** *Ignatius Catholic Study Bible*, xv–xxiii, 3–5; 61–63; 99–100; Matt 1–2; Luke 1–2; Benedict XVI, *Jesus of Nazareth*, 1–8; 46–63: “Jesus Christ” in the *Catholic Bible Dictionary* (=CBD)(433–447)

Session 3: Mon., 7.16.12      *Jesus’ Baptism & Temptation / Background to Gospel of John & the New Creation in John 1–3*

**For this class read:** Genesis 1–3; Matt 4; Luke 4; John 1–2; CCC 535–569<sup>3</sup>; Benedict XVI, *Jesus of Nazareth*, 9–45; *Ignatius Catholic Study Bible*, 157–58

Session 4: Mon., 7.23.12      *The Sermon on the Mount: The New Law of Christ*

**For this class read:** Matthew 5–7; Mark 7; Luke 6; “Sermon on the Mount” in *CBD* (827–828); CCC 577–582; Benedict XVI, *Jesus of Nazareth*, 64–98

Session 5: Mon., 7.30.12      *The Coming of the Kingdom / Jesus’ Sacramental Miracles / Opposition to Jesus*

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<sup>1</sup> Credit hour policy: A one unit credit hour is assigned to one hour (55 minutes) of classroom time with a minimum of two/three hours of out-of-classroom time spent preparing for class, studying, doing homework or research per week throughout one quarter. Thus, a three-unit class requires nine hours of total work per week, and 90 hours per quarter on the part of the student. For off-campus students taking the course exclusively on-line “classroom time” is measured as follows: Online students are required to watch the videos for each class meeting (=30 hours overall), leaving comments on the class sessions. Online students must also turn in a course journal, demonstrating participation attendance (see below). The same reading assignments apply to both on-campus and off-campus students. Thus, the same expectation of 90 hours of work applies to both on campus and off campus students.

<sup>2</sup> All readings from the Gospels should be done in the *Ignatius Catholic Study Bible: New Testament*. Readings include the footnotes.

<sup>3</sup> All numbers in assignments from the *Catechism of the Catholic Church* refer to paragraph numbers, not page numbers.

**For this class read:** Matt 8-12; 22:15–46; John 4-5, 8; Benedict XVI, *Jesus of Nazareth*, 99–126; 169–182; “Miracles” in *CBD* (619–622)

Session 6: Mon., 8.6.12      *The Parables of the Kingdom, the Prodigal Son, and the Suffering Son of Man*

**For this class read:** Matt 13:1–16:12; Luke 15–16; Matt 22:1–14; John Paul II, *The Church*, 62–70; Benedict XVI, *Jesus of Nazareth*, 183–217

Session 7: Mon., 8.13.12      *The Multiplication of the Loaves and Fishes and Jesus’ Eucharistic Sermon*

**For this class read:** Matt 14–15; John 6:1–71; 1 Cor 10:1–22; 11:23–32, Scott Hahn, *A Father Who Keeps His Promises*, 225–243

Session 8: Mon., 8.20.12      *“Upon this rock. . .”: Jesus Establishes His Church & The Transfiguration*

**For this class read:** Matt 16–18; John 20–21; Acts 1–2; 15, Benedict XVI, *Jesus of Nazareth*, 287–318

–Paper Due–

Session 9: Mon., 8.27.12      *Jesus’ Triumphal Entry, the Cleansing of the Temple and His Condemnation of Jerusalem*

**For this class read:** Matt 21–25; Mark 13; John 7–8; CCC paragraphs 583–586, Benedict XVI, *Jesus*, 238–286; Barber, *Coming Soon*, 11–22

Session 10: Mon., 9.3.12      *Jesus’ Passion, Death and Resurrection*

**For this class read:** Matthew 26–28; John 13-20; Mark 16; Luke 24, Benedict XVI, *Jesus of Nazareth*, 319–356; CCC 595–667

–Final Exam–

### **JPCatholic Mission Statement**

To impact culture for Christ by forming students as creators and innovators, leaders and entrepreneurs at the intersections of media, business and theology, guided by the teachings of Jesus Christ as preserved by His Catholic Church.

### **Program Learning Outcomes, General Education**

#### **IMPACT**

In order to have an impact, students must be able to

- Describe strategies and demonstrate a desire to learn independently.
- Use critical thinking and logical reasoning to sift truth from falsehood.
- Communicate and evangelize using empathetic listening and applying reason in a logical form.

#### **CULTURE**

In order to impact culture, students must be able to

- Analyze the causes of culture and evaluate culture's impact on the individual, family and society.

## CHRIST

In order to impact culture for Christ, students must be able to

- **Demonstrate a friendship with Jesus Christ through an understanding of prayer and virtue. [I]**
- **Demonstrate an intimacy with the Sacred Page through academic work. [I]**
- **Demonstrate an understanding of the teaching of the Catholic Church. [I]**
- Articulate an individual code of ethics and apply it to predict and assess probable life situations.

## Course Learning Outcomes

Students will be able to . . .

- Describe and explain the Catholic understanding of the doctrine of the inspiration of Scripture
- List the fundamental principles guiding Catholic biblical study
- Discuss the major events of the life of Christ and explain their significance
- Describe historical issues relating to the study of the Gospels
- Explain how Jesus' teaching and ministry fulfills God's plan as it was set in motion in the Old Testament
- Describe how understanding the first-century Jewish and Greco-Roman context of Jesus' day sheds light on the meaning of his teaching
- Discuss the meaning of Jesus' teachings, particularly those laid out in the Sermon on the Mount
- Articulate ways the study of Scripture relates to and deepens one's personal prayer, especially in the Rosary

## Required Texts

- The Holy Bible. Revised Standard Version Catholic Edition (=RSVCE)
- Scott Hahn and Curtis Mitch, eds., *Ignatius Catholic Study Bible: New Testament*. San Francisco: Ignatius Press, 2010. ISBN-10: 1586174843; ISBN-13: 978-1586174842.
- *The Catechism of the Catholic Church*. Second Edition. ISBN-10: 0385508190; ISBN-13: 978-0385508193
- Joseph Cardinal Ratzinger (Pope Benedict XVI). *Jesus of Nazareth*. New York: Doubleday, 2007. ISBN-10: 0140448950; ISBN-13: 9780140448955
- Scott Hahn, ed., *Catholic Bible Dictionary*. New York: Doubleday, 2009. ISBN-10: 0385512295; ISBN-13: 978-0385512299.
- Supplemental readings supplied by professor (see course website).

## Assignments and Other Course Requirements and Resources

**Reading Exams:** A number of reading exams will be administered during the quarter. These exams *will not* be announced, though students should expect to take one each week. The lowest grade (or a missed exam) will be dropped from a student's final score. Exams cannot be



made up or rescheduled. If you are commuting to class and have a long drive, come early—no exams will be made-up due to traffic. The professor will exclude the lowest score reading exam score when he tabulates the students' overall reading exam grade. If a student misses a reading exam due to tardiness or absence, that will be the reading exam dropped from the overall course grade.

**Final Exam:** All class participants must take a final exam in which they will demonstrate that they have learned the material covered throughout the class. JPCatholic school policy requires all students to take the final exam on the date published in the course syllabus. Unless permission is obtained from the Faculty Senate, faculty members are not allowed to administer a final exam to a student outside that scheduled for the entire class. Students requesting an alternate testing time must make their request to the Faculty Senate through a faculty member. Failing to take the final exam will result in failing the course.

**Course Website:** All students will be given access to the online Moodle platform designed specifically for this course. Here students will find videos of each class lecture (approximately 1 week after they have been delivered), course documents, readings and scores. Students are highly encouraged to participate in the online forums, engaging in discussion of the course topics with one another, asking questions and commenting on the course. *For on campus students, thoughtful interaction may result in added points to the student's final grade, assuming the student attended and participated in that class session.* Students will take exams on-line and upload papers to this website. Because of this students in the classroom will be required to bring their laptop computer to each class session in the event of an exam. During class sessions, students are not to use their laptops for any other purpose other than exam testing. Violation of this policy will result in dismissal from class.

**Online Students' Course Journal:** All on-line students must keep a course journal, which is to be written out in a Word Processor. This journal is the primary way online students demonstrate attendance and participation in the course. Participation is also measured through activity on the online website—though students may also reuse some of the material taken from their journal in this forum (indeed, they are encouraged to do so!). In this course journal students must outline the contents of each video watched (e.g., Session 1 – Part 1). There should be an entry for each video watched. Each entry must discuss the material covered in a brief outline. This outline must not look identical to the course handout; i.e., it should briefly summarize material covered but also include tangents, anecdotes or interesting student questions and the professor's answer as proof the whole session was watched carefully. Each entry must end by offering at least one paragraph (3 or 4 sentences) of thoughtful reflection. These thoughts should *also* be posted to the message boards.

**Paper:** Students will be required to submit a paper on the rosary. The paper must take what is learned throughout the class and apply it to the Joyful, Luminous, Sorrowful, and Glorious mysteries of the Rosary. By the end of the quarter the log must have 20 entries—*one for each mystery*. The student must explain each mystery, discussing:

1. The biblical backdrop of each mystery, i.e., where this mystery is described in Scripture (e.g., the Annunciation is found in Luke 1:26–38). Students should give precise chapter and verse citations and a brief description of the mystery itself (e.g., what happened at the annunciation).
2. How each mystery involves Christ bringing to fulfillment some dimension of Old Testament hopes (e.g., the Annunciation fulfills the prophecy in Isaiah 7:14 that the virgin would conceive and bear a child and that he would be called “Immanuel”).
3. A reflection on how each mystery relates to the life of the Christian (e.g., Mary faithfully answered God’s call for her life—how does meditating on this mystery relate to *your* life?)

The paper should make use of the required textbooks. In addition, students are strongly encouraged to use other sources. No internet sources are allowed, with the exception of those listed on the eLearning course website. Plagiarism of any kind will result in the loss of the 30% of the grade attached to the paper—at the very least. Further penalties may be incurred. For further instructions see “Guidelines for Submitting Papers at JPCatholic.” The paper must be posted to the eLearning website (see “Paper Dropbox”) by 11:59pm on 12/7/11.

**Study guides:** The questions for each week’s reading exam are based on study guides posted on the course website. Students should consult these reading guides as they prepare to be tested on what they have learned.

**Computer technology and proficiency requirements.** All students are required to have access to a personal computer with internet capabilities and with the ability to play sound. In addition, students must have a basic proficiency in internet browser technology, including the ability to use a program such as Windows Explorer, Mozilla, Safari, etc., to navigate the world wide web. In addition, all students must be able to run videos from iTunes on their computer. If a student has any questions about the computer technology or proficiency requirements needed to take this course, s/he must contact the Program Manager immediately.

#### **Basis for grades**

30%: final exam / 30%: paper / 30%: reading exams / 10%: attendance and participation (online students: course journal and participation on course website message boards)

#### **Honor Code**

The JPCatholic community honor code of “**Love in Action and Truth**” encourages us to love others as Christ loved us who came “not to be served but to serve.” Our love is marked by **action**, especially sacrificial service to others, and **truth**, which demands that our “yes” be “yes” and our “no” be “no.”

In particular, this honor code entails a certain kind of living in the classroom, the JPCatholic community, and in the wider community:

1. In the **classroom**, both faculty and students are to pursue knowledge of the **truth** with personal integrity, that is, through the pursuit of both the intellectual (knowledge, understanding, and wisdom) and moral virtues (prudence, justice, temperance, and

fortitude), wherein they not only attain a deeper knowledge of the **truth**, but **act** in accord with **truth** through honest and respectful classroom engagement. As a result, this necessarily excludes all manner of cheating (plagiarism, lying, etc.) and calls for each student to fully commit to the pursuit of truth and professional excellence together with their classmates.

2. In the JPCatholic **community**, faculty, staff, and students are to seek to **love others as Christ loved us** through building friendships that are ordered to **truth** and goodness in service to both God and the university. In order to build a community rooted in such friendships, not only are various forms of improper conduct necessarily excluded - verbal (e.g., gossip), physical, sexual, etc. - but the grace of self-sacrificial **love** is needed. In the person of Jesus we find the perfect example of this, for His self-sacrificial **love** mandates not shying away from sharing hard **truths** with His friends, but He does this with profound humility and gentleness, with the goal of helping His friends prepare for life in the heavenly world to come.
3. In the **wider community**, faculty, staff, and students are to seek the grace to serve society at large in order to impact culture for Christ and demonstrate **love in action and truth**. While encouraging such engagement among students, it is also important that each student be able to balance both their classroom and community commitments with any additional service opportunities; for while essential, these additional opportunities should not lead to academic hardship but contribute to each students' overall development while at JPCatholic.

### **Office Hours and Help from the Professor**

**Office hours: Thursdays 4pm–6pm, Fridays 1pm–2pm.** The professor of this course is deeply committed to providing students with the best learning experience possible. To facilitate that goal, the professor is available to talk with students throughout the week in his office. Sending an email in advance asking for time to meet is the best way to schedule an appointment, however, in general the professor is available in his office during scheduled office hours (Mondays 3pm–5pm, Fridays 9am–9:45am). Students are encouraged in the strongest possible terms to come and speak with the professor about difficulties, questions, etc., pertaining to this course.

**Online office hours (by appointment, schedule with the professor via email): Tuesdays from 5pm–6pm, PST.** In addition, on-campus students are also permitted to call in to participate in the on-line office hours. To ensure the professor's availability please send him a note that you are interested in taking advantage of this opportunity to talk. If necessary, students will be set up on conference call where multiple students can participate at once. If students are unable to speak with the professor at this time, an appointment may be scheduled.

### **Other Expectations**

- *Tardiness.* Students are expected to be in class at the start of each session. *Late students will be marked absent.*

- *JPCatholic policy regarding food and drinks in classrooms.* “While students may drink water in classrooms, *drinking other beverages and eating food is not allowed.* No food or drinks are allowed in the media lab.”
- *Dress code.* Students must come dressed nice for class. T-shirts are NOT permitted. Those wearing them will be asked to leave and be marked absent for class that day.
- *Accountability.* If the professor says it in class, students are accountable for it. Inattention or absence is never an acceptable excuse.

### **Library and Online Resources**

While preparing one’s research paper, students must consult with the professor and contact the librarian to ensure that the school’s available resources can support their research into their chosen topic. For contact information see the Moodle website.

JPCatholic maintains an on-site library that is accessible to all faculty and students when the Academic Building is open. The library catalog can be accessed on the JPCatholic website at <http://library.jpcatholic.com/>. Books may be checked out for 2 weeks. The library uses a self-checkout program. Students are responsible for listing the books they have checked out in the “checkout binder”.

The course reserve section includes books that are being used in classes during the current quarter. These books must be used in the library and may not be checked out. This allows more students to access these high demand books.

The library subscribes to the ATLA Database with Serials, the premiere on-line collection of academic journals devoted to Scripture, Theology and Religious Studies. Journal articles are available in full-text through this service. This database is accessible to students either on campus or off campus. The database requires students to log-in through their eLearning account.

Faculty and students can visit the librarian in person or by email. Faculty and students are also encouraged to email the librarian to set up an appointment or to address particular questions. See the library’s website for the librarian’s hours and email address.

### **Academic Support Services**

JPCatholic does not discriminate against students with disabilities and happily makes accommodations for struggling students. Students are not required to publicly disclose their disabilities. However, if special accommodations or adjustments are needed, the student must inform the Dean of Students of his/her needs, and complete a confidential disability disclosure form accompanied by the signature of a credentialed medical doctor or mental health professional. The Academic Dean, Dean of Students and the student’s professor(s) will then decide what reasonable accommodations may be made.

### **Academic Mentoring and Career Planning**

JPCatholic wants every student to achieve academic success. To this end, all students receive academic mentoring from the school's faculty. In addition, faculty members are eager to help students make plans for their future, identifying career paths appropriate to their degree program. On campus students should schedule a visit at their convenience. Off campus students should schedule a time speak to professors over the phone.

### **Select Bibliography for Rosary Paper Research:**

#### **Sources on the Life of Christ, the Gospels and the Mysteries of the Rosary**

Aquinas, Thomas. *Catena Aurea*. 4 vols. London: Baronius Press, 2009 [available for free online; link on course website].

[...]

### **Other Works Cited on Course Handouts**

#### **Select Bibliography of Important Reference Works for Biblical Study**

Achtemeier, Paul J., ed. *HarperCollins Bible Dictionary*. New York: HarperCollins, 1996.

[...]

#### **Select Academic Bibliography for Research on Jesus and the Gospels**

Allison, Dale C. *Constructing Jesus*. Grand Rapids: Eerdmans, 2010.

[...]