

# Catalog 2011/2012

John Paul the Great Catholic University



This institution has received a temporary approval to operate from the Bureau for Private Postsecondary and Vocational Education. A temporary approval is merely an interim designation the Bureau can authorize pending a qualitative review and assessment of the institution. At the time it is issued, determines the Institution's operational plan satisfies the minimum standards listed in Education Code (CEC) §94900 or 94915, whichever is applicable. The temporary approval will remain in effect for at least 90 days, but no more than 360 days in order to enable the Bureau to conduct the site visit; the Bureau will then determine whether the institution should be approved on a permanent basis.

John Paul the Great Catholic University  
10174 Old Grove Road, Suite 200  
San Diego, CA 92131  
858.653.6740  
[www.JPCatholic.com](http://www.JPCatholic.com)

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<sup>1</sup> This catalog was prepared by John Paul the Great Catholic University, 10174 Old Grove Road, San Diego, CA 92131. The information contained herein applies to the academic years 2011–2012. Curriculum, fees, expenses, and other matters described herein are subject to change without notice at the discretion of John Paul the Great Catholic University. For more information, write to the above address or phone 1-858-653-6740. These policies are effective as of July 5, 2011.

## University Overview

*This catalog covers the degree program curriculum that will be offered by John Paul the Great Catholic University from July 1, 2011 through June 30, 2012.*

John Paul the Great Catholic University was founded to integrate the moral and ethical principles espoused by Jesus Christ, with both the business and creative principles of communications media and technology to create business ready graduates. These graduates will bring to their communities, workplaces, and marketplaces the ability to apply the integrated learning. Increasing marketplace moral, ethical, and social consciousness will benefit the whole community.

## Vision & Mission

**To invent the future of Catholic higher education, graduating students who will boldly proclaim the Gospel of Jesus Christ with faithfulness and understanding, as innovators and creators, leaders and entrepreneurs.**

**JP Catholic shapes innovators and creators, leaders and entrepreneurs at the intersections of business, technology, and communications media, guided by the spiritual, moral and social teachings of Jesus Christ.**

**JP Catholic is built on three core values that define its fundamental beliefs:**

**To put into action in our lives the teachings of Jesus Christ, being faithful to his word.** The Catholic commitment at JP Catholic is organically embedded in a total, active and joyous life of faith. It aspires to dynamically develop the student's personal knowledge of and relationship with God through an ongoing and active prayer life, both personal and communal, and a thorough knowledge of scripture, thus leading to an active living of God's commandments.

**To develop all students and staff spiritually, personally and intellectually.**

JP Catholic recognizes that the student's vocation is intellectual development with the ultimate purpose of becoming a mature, productive, creative and responsible citizen. JP Catholic's greatest resources are its people, and pledges to treat each person with dignity and respect. JP Catholic welcomes and respect all students, faculty and staff and appreciates diversity among its students with respect to age, intellectual talents, financial resources, creed and ethnic background.

**To put into practice within the university what we teach, by being innovative with our curriculum development, pioneering in our educational niche, and entrepreneurial in defining our future.** JP Catholic provides an education that emphasizes the integration of theory with practice, enhances the professional competence and ethical judgment of the student and has a particular focus on innovation and entrepreneurship. JP Catholic, in its internal business processes and procedure, practices the very principles it teaches. JP Catholic recognizes the need to maintain leadership in its niche and will continue to be boldly entrepreneurial in maintaining its position as a leading teaching university.

## Core Commitments

John Paul the Great Catholic University takes seriously its obligation to the spiritual and intellectual development of all students, faculty, and staff, and embraces the following fundamental core commitments to:

- The spiritual development of all students, faculty and staff, and to striving to put into action, in our lives and in the lives of those we touch, the teachings of Jesus Christ, being unapologetic for and uncompromising with His Word. The Catholic commitment at JP Catholic is organically embedded in a total, lively, and joyous life of Faith. It aspires to dynamically develop a personal knowledge of and relationship with Jesus Christ through an ongoing and active prayer life, both personal and communal, and a thorough knowledge of scripture, thus leading to an active living of God's commandments. JP Catholic welcomes and respects all students, faculty, and staff, and honors diversity among its students with respect to age, intellectual talents, financial resources, creed, and ethnic background.
- The intellectual development of all students, faculty and staff, and to being innovative in our program development, leaders in our educational niche, and entrepreneurial in defining our future. JP Catholic recognizes that the student's vocation is intellectual development, with the ultimate purpose of becoming a mature, productive, creative, and responsible citizen. JP Catholic provides an education that emphasizes the integration of theory with practice, enhances the professional competence and ethical judgment of the student, and has a particular focus on creativity and innovation, leadership and entrepreneurship. JP Catholic recognizes the need to maintain leadership in its academic niche and to be boldly entrepreneurial in maintaining its position as a leading teaching university.

## Commitment to Students, Faculty and Staff

Catholic liturgy is at the center of the student life on campus, with the Mass being at the very core. Other time-honored traditional liturgical celebrations contribute to Catholic life, such as Reconciliation, Eucharistic Adoration, Benediction, the Rosary and other Marian devotions, and the celebration of the feasts and seasons of the liturgical year.

### **Students** can expect:

A welcoming campus that is competitive and challenging with high expectations where they learn to: think lucidly, analytically, and autonomously; to write and speak clearly; and to reason quantitatively.

- To develop an intellectual curiosity through rigorous exchange with faculty and other students
- An educational philosophy that strives to develop the whole person to be capable of forming sound and discerning beliefs.
- The promotion of participation in entertainment and recreational activities that enhances the lives of those involved.
- An encouragement of service to the materially and spiritually poor, locally and globally.
- A strong academic as well as extracurricular focus on developing an appreciation of the rich culture, fine arts, and music (both secular and sacred) that exist within the Catholic Church, a treasure of inestimable value.

### **Faculty** can expect:

A welcoming campus environment that recruits and retains creative, scholarly, and accomplished practitioners, who show concern for the total development of students through extensive time and effort spent with them, and through their eagerness to involve students through joint workplace projects, internships, and service to the community.

A demand that they continuously develop in their teaching effectiveness, ongoing professional consulting, and collaboration with colleagues and students in creative and innovative entrepreneurial activities.

A strong expectation to maintain their intellectual currency in their fields of practice.

### **Staff** can expect:

A welcoming campus environment that is committed to living the ideals of the Gospel with respect and dignity for all, providing opportunities for career growth and job satisfaction, consistent with core values of JP Catholic.

## Academic Focus and Broad Educational Expectations

The academic focus at John Paul the Great Catholic University is in the areas of:

- Communication Media
- Business
- Theology

The degree programs seek to integrate the fundamental learned knowledge in these three academic disciplines with the moral and ethical principals empowered by Jesus Christ to prepare students to become innovators and creators, leaders and entrepreneurs, capable of building sustainable businesses that benefit local and global communities. JP Catholic University's broad educational expectations are that students are provided with an in-depth learning opportunity in the classroom, and through homework, course-based project assignments, and in a major two-year team business or media project, in:

- A nationally accepted core body of knowledge in their major area of study
- A fundamental and critical knowledge in the life-critical areas of Spirituality and Humanities with the intent of acquiring time-tested moral, ethical, social and cultural values
- The business fundamentals and specific nuances of their major field of study

### **Unique Aspects of the Faculty and the Method of Instruction**

The senior faculty at John Paul the Great Catholic University have real world industry experience as innovators and creators, leaders and entrepreneurs - all with advanced degrees. They are recognized for their significant accomplishments in industry. They are seasoned teachers, with numerous years of classroom experience. While actively consulting to industry, faculty mentor, encourage, and help students in their efforts to ideate new business concepts. The curriculum focuses on invention, innovation, creativity, business, and the creation of sustainable companies. The Senior Business Plan is a significant 2-year long business planning and implementation exercise that brings together the student's passions and talents, teaches a real world application of learned and researched technical and business principles, and is guided by Catholic ethical, moral and social principles. John Paul the Great Catholic University is the first university to require all of its students to participate in a major business planning and commercialization project. Faculty are major catalysts and play a strong mentoring and coaching role in student business plan activities.

The method of instruction is traditional direct instruction delivered live in a classroom. This is supplemented by seminars, workshops, and lectures by guest speakers. JP Catholic organizes and hosts colloquia featuring leaders in

the fields of media, theology, and business. Hands-on laboratory instruction is required in the technology and media courses. Tutorials provide the student with out-of-classroom assistance on course materials. The teaching technique involves active participation by the student through course projects that expose the students to real businesses, real products and services, and real markets.

## Institutional Learning Objectives

John Paul the Great Catholic University has explicit institutional objectives and learning outcomes that describe what a student will be able to do as a result of the learning experiences that lead to a Bachelor of Science degree. The outcomes shape the curriculum completely: assessment, delivery, support, credentialing, and program evaluation. The institutional outcomes are connected with the general learning outcomes of each of the degree programs. The degree learning outcomes are connected to the learning outcomes for each course within the degree program.

JP Catholic graduates will be known for their:

- Faith based on knowledge of and love for Jesus Christ
- Personal values system based on the teachings of Jesus Christ
- Ability to reason
- High ethical standards
- Concern for social justice, the family and community
- Appreciation for the great works of literature, art & music

and for their expertise and ability to apply their multidisciplinary knowledge and skills in innovative ways to solve novel problems. They will be entrepreneurial, show initiative, and possess characteristics developed to high levels that will include skills in:

- Oral and written communication
- Negotiations
- Math and problem solving
- Analysis and critical evaluation
- Internet business tools

and their abilities in:

- Leadership & decision-making
- Integrating multi-disciplinary knowledge within the business enterprise
- Assuming responsibility
- Applying their expertise & problem solving abilities in real world problems
- Working effectively as a member of a team

and for their capacity for:

- Independent lifelong learning.

The Institutional Learning Outcomes are reflected specifically in the General Education Core Program. All JP Catholic students take the same set of core education courses in order to complete the General Education Program. The mission of JP Catholic is to Impact Culture for Christ. As such, our general education learning outcomes are designed to enable students to achieve this mission.

## General Education 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 demonstrative, dialectical, rhetorical and poetic 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.
- Demonstrate intimacy with the Sacred Page through academic work.
- Demonstrate an understanding of the teaching of the Catholic Church and her Magisterium.
- Articulate an individual code of ethics and apply it to predict and assess probable life situations.

## Admissions and Enrollment

### **Admission**

A candidate student seeking admittance must, as a prerequisite, be a high school graduate or hold a General Educational Development (GED) Certificate, or have earned a bachelor's degree or higher from an accredited institution. In the case of an exceptional student, the requirement of graduation from a secondary school may be waived at the discretion of the Admissions Committee. Students who have completed high school or its

equivalent, yet cannot provide the necessary documentation, may provide alternate documentation to satisfy this requirement. The Provost must approve all exceptions. Each applicant seeking admission is interviewed either in person or by telephone by Admissions staff to assess whether the student has a reasonable chance of successfully completing a degree program. The interview will:

- Explore the applicant's academic interests as they relate to the degree programs offered;
- Help the applicant identify the appropriate area of study consistent with his/her background and interest; and
- Provide information concerning degree offerings and support services available.

JP Catholic University, compliant with Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and The Americans with Disabilities Act will admit qualified students of any race, color, creed, national and ethnic origin, disability, and sex, to all the rights, privileges, programs, and activities generally accorded or made available to students at the school.

A complete application includes:

- A completed application form;
- Two letters of reference;
- Results of the SAT I or ACT tests. SAT verbal should range from 550 - 800, while applicants should achieve a math score should be in the 500-800 range. ACT composite score should range from 23-36. Applicants with lower scores will still be considered for admissions, since decisions are made after weighing all admissions factors (i.e. GPA, extracurricular activities, essay, and reference letters). The standardized test requirement may be waived if a student has over 25 credits of college or has over a 3.5 GPA.
- All transcripts indicating date of high school graduation and/or obtainment of GED certificate with scores. An applicant who has not yet graduated from high school at the time of application must provide the most recent partial transcript in order to be evaluated for early acceptance.
- An essay of approximately 500 words describing why an education at JP Catholic will help them attain their personal and professional goals. The application form has the flexibility to allow students to express their academic aspirations and strengths. It is critical that the applicant state why JP Catholic is the appropriate school for them, and to include all information that the Admissions Committee will need to evaluate an applicant's potential for success. Personal or conference telephone interviews may also be required by the Admissions Committee or requested by an applicant.

The Admissions Committee acts upon applications submitted by high school students as early as the first quarter/semester of the senior year. A final transcript of high school studies must be submitted as soon as possible after graduation and will complete the application. Applicants who have undertaken college-level studies elsewhere before applying for admission to JP Catholic should submit both previous college and high school transcripts.

Applicants who have graduated from institutions located outside of the United States must provide professionally translated official transcripts to JP Catholic.

The application fee is \$20.

### **Campus Tour**

Prospective students are strongly encouraged to visit JP Catholic University, although a visit is not a condition for submitting the application for admission or enrollment agreement. Contact the Admissions Office to arrange a tour.

### **Orientation of New Students**

An orientation program is held and required for all new students and their parents or guardians, if appropriate. Students will be notified of the date, time, and events, which will be scheduled prior to the new quarter for which they have been enrolled.

### **Visa services**

Visa services to international students are not currently offered but will be added later.

### **English Proficiency**

Student applicants must fulfill certain English proficiency requirements to be admitted. The minimum requirements are listed below. Applicants who satisfy these requirements will not automatically be accepted. JP Catholic carefully reviews the background and qualifications of each applicant to ensure that those admitted will have a successful experience.

Language Requirements Non-native English speaking applicants must submit one of the following test scores:

- TOEFL paper: 550
- TOEFL computer based: 213
- TOEIC: 760
- IELTS: 6.5
- Cambridge (Advanced and Proficiency Exams): Pass

Language of Instruction: All instruction is in English.

## **Student Health Requirement**

New students are required to complete a Medical History Form and to send it to the Dean of Students. Forms and instructions will be sent to entering students well in advance of registration. In addition, they are available from the Dean of Students. Information submitted to the Dean of Students is kept confidential and is carefully reviewed to help provide individualized health care.

## **Mandatory Health Insurance**

Health insurance is required as a non-academic condition of enrollment for all students.

**Hepatitis B Immunization:** The State of California mandates that first-time enrollees who are eighteen years of age or younger provide proof of full immunity against Hepatitis B prior to their enrollment. All students who enroll at JP Catholic, and who will still be under eighteen years old by the beginning of the Fall Quarter, will receive the Hepatitis B information in the mail. The immunization consists of a series of three vaccinations. Students can receive further information from their health care provider or county health department.

## **Notification of Admission**

JP Catholic will notify the student (freshman and transfer) applicant, in writing, of his or her acceptance no later than one month after the receipt of their completed application. All offers of admission are provisional until the receipt and verification of test results and official final high school transcript (and college transcript, if applicable). For a student who will be offered admission based on a self-reported academic record, an official document will be used to verify the self-reported academic data submitted. Offers of admission will be rescinded if: a) there are discrepancies between official transcripts and self-reported academic records; b) the applicant does not complete the courses listed as “in progress” or “planned”; or c) the applicant does not complete twelfth-grade courses at the same academic level as in previous course work.

## **The Enrollment Process**

After you receive notification of your admission to JP Catholic, you must complete and submit the Enrollment Agreement (EA) to the Admissions Office along with the \$100 nonrefundable enrollment fee by mail. Please note the deadline to return your EA. If it is submitted or is postmarked after this date, you may be denied enrollment due to space limitations. For fall quarter the deadline for return of your EA is July 1. JP Catholic is on a rolling admissions system. If space allows, JP Catholic will consider applicants after the May 1st deadline. For applicants considered after May 1st, the enrollment deadline

will be three weeks from the date of the acceptance. Also, please carefully read the information in the applicant's admission notification carefully, noting any special provision governing your admission. Request that any outstanding transcripts be forwarded to the Office of Admissions.

Upon receipt of your Enrollment Agreement (EA), the Admissions Office will provide information to various campus offices including the Business Office, Student Life, and the Provost. The applicant will then receive additional information from each of these offices.

### **Transfer of Credit and Experiential Learning Policy**

**Transfer Students:** Transfer students are welcome. However, a student must complete the last 6-quarters at JP Catholic. Applicants for winter, spring and summer quarters are notified as soon as possible (within three months) following receipt of all appropriate documents.

**Credit for prior experiential learning:** JP Catholic does not offer credit for prior experiential learning.

### **Transfer Credit**

Credit is given for JP Catholic equivalent college courses successfully completed with a grade point of A or B only at other accredited colleges and universities. The Registrar's Office determines course equivalency. No more than 90 quarter-units of JP Catholic equivalent transfer credit are accepted.

#### **Prerequisites for Transfer Credit Review**

- The student must provide JP Catholic with an official copy of his/her transcript from the university previously attended.
- The student must provide the official course description for the specific course requested for transfer credit. The course description must come from an official university document such as the catalog, website or a syllabus.

Transfer students must complete their final two years of education at JP Catholic, for a total of 90-quarter units. While not all upper-level courses need be earned at JP Catholic University, all 6 Senior Business Plan courses must be completed at JP Catholic. Requirements for academic degrees are listed in the Academic Programs section of this Catalog.

The transferability of units from other postsecondary institutions is as follows: (1) the Office of the President determines unit transfer policies; (2) the applicability of transferred units to general-education requirements is determined by the Office of the Provost; (3) applicability of units toward a major is determined by the appropriate JP Catholic academic department.

Before applying to JP Catholic, transfer students should obtain further information on transfer of units from the Admissions Office.

Applicants who have completed courses at a postsecondary JP Catholic equivalent institution outside the U.S. should have these records sent to the Admissions Office.

Full credit is given for these JP Catholic equivalent courses transferred from an institution that is approved by the Bureau for Private Postsecondary and Vocational Education, or accredited by an accrediting association that is recognized by the U.S. Department of Education, provided the grade for each course is an A or B only. Courses in which a grade below a college B is earned are not transferable. No college credit is given for home school or correspondence course work.

A final Advanced Standing Evaluation is completed after all official transcripts have been received. This evaluation is subject to the approval of the student's academic advisor. In no case may a student earn credit for a course, or equivalent, for which prior credit was earned. Students must take the JP Catholic courses for which they have not received transfer credit.

### **Notice Concerning Transferability of Credits and Credentials Earned at our Institution**

The transferability of credits, as well as acceptance of the degree, diploma, or certificate earned at John Paul the Great Catholic University is at the complete discretion of an institution to which the student may seek to transfer. If the credits, degree, diploma, or certificate earned at JP Catholic are not accepted at the institution to which the student seeks to transfer, the student may be required to repeat some or all coursework at that institution. For this reason, students should make certain that attendance at JP Catholic will meet their educational goals.

## Tuition Expenses

<b>Undergraduate Tuition and Fees   July 1, 2011 – June 30, 2012</b>				
	Quarterly	Academic Year (3 Quarters)	Annual (4 Quarters)	Refundable
<b>Tuition</b>	\$7,400	\$22,200	\$29,600	Yes
<b>Room</b>	\$2,000	\$6,000	\$8,000	No

<b>MBA Tuition and Fees   July 1, 2011 – June 30, 2012</b>				
	Quarterly (18 units)	Annual (4 Quarters)	Refundable	
<b>Tuition Year One*</b>	\$7,800	\$31,200	Yes	
<b>Room</b>	\$2,000	\$8,000	No	

\* Tuition is calculated at a rate of \$433 / credit hour. These rates reflect taking the full course load to graduate on schedule in two calendar years.

<b>MA Biblical Theology   July 1, 2011 – June 30, 2012</b>				
	Per Course	Total	Cumulative	Refundable
<b>Background Undergraduate Courses (10)</b>	\$500	\$5,000	\$5,000	Yes
<b>Graduate Courses (21)</b>	\$925	\$19,425	\$24,425	Yes
<b>Practicum (2)</b>	\$925	\$1,850	\$26,275	No
<b>Comprehensive Exams</b>	\$925	\$925	\$27,200	No

<b>One Time Fees</b>	
<b>Enrollment</b>	\$100
<b>Room Deposit (Non-Refundable)</b>	\$500
<b>Graduation</b>	\$300

<b>Additional Estimated Expenses</b>		
	Estimate	Required but NOT paid to JP Catholic
<b>Annual Food</b>	\$4,200	
<b>Annual Books</b>	\$600	Course Dependent
<b>Supplies</b>	\$200	Course Dependent
<b>Laptop</b>	\$600 - \$2,600	One-time. Student owns.
<b>Business Software</b>	\$500	One-time. Student owns.
<b>Media Software</b>	\$1,000	One-time. Student owns.

## Notes:

1. Undergraduate tuition fees cover 12 or 15 units per quarter. 15 units per quarter are required to graduate in: **3 calendar years (= 4 academic years = 12 academic quarters)**
2. For students taking less than 12 units or more than 15 units of credit per quarter, the cost of tuition per 3 units of credit (typically 3 units=1 class) is \$1850. Tuition includes all costs associated with the course, but excludes textbooks.
3. In addition to tuition & fees, students are required to pay a one-time, non-refundable \$100 enrollment fee. This fee is to be paid before the student is enrolled in any class.
4. **Room and Security Deposit Fee:** A \$500 non-refundable deposit is required of all residential students. This fee must be paid prior to moving into the student apartments. This fee is collected in order to secure an apartment for the student in the upcoming quarter as well as pay for any damages and cleaning needed. The fee will not be applied towards the room expense.
5. Minimum Payment Frequency is Quarterly.
6. **Late Payment Penalty:** All tuition and fee payments are due by 5:00 PM on the Friday before the first day of class. Failure to pay by the required deadline will result in late payment charge of 4%. These penalties will be assessed on unpaid balances each quarter one week after the first day of classes. The 4% penalty assessment on delinquent account balances takes place quarterly, on an ongoing basis until the entire outstanding balance is paid in full. If current or past account balances are delinquent, the University reserves the right to un-enroll current students from their classes. Please be aware that students with past-due account balances are not entitled to receive final grades, transcripts, a diploma or certificate, and/or other possible University-provided verifications until the balance is paid in full.
7. STRF – State of California Student Tuition Recovery Fee. Required Assessment of \$2.50 per \$1000 tuition for CA residents only. **This fee is currently being collected**
8. A parking permit (cost \$25) is required for student owned cars parked within the student apartment complex. The Student Life Office issues this parking permit. Limited garage parking is available on a first-come first-serve basis. A \$100 refundable deposit is required. A public Park-and-Ride parking lot is adjacent to the Legacy apartments and has limited free parking. Limited parking is available to students at the classroom facility at 10174

Old Grove Rd.

9. All single undergraduate students, who are under 25 years of age, are required to live on campus. Married students and single students 26 years of age and older must live off-campus. Students, whose parents live in San Diego County, may live at home. Graduate students are not required to live on campus. Some on-campus housing may be available for single graduate students.
10. **For MA in Biblical Theology students:** Once the student commences the required practicums the tuition is non-refundable. Once the student has committed to the Comprehensive Exam, the tuition is non-refundable.

**Student Tuition Recovery Fund (STRF)** The Student Recovery Fund (STRF) was established by the Legislature to protect any California resident who attends a private postsecondary institution from losing money if they prepaid tuition and suffered a financial loss as a result of the school closing, failing to live up to its enrollment agreement or refusing to pay a court judgment.

To be eligible for STRF, you must be a California resident and reside in California at the time the enrollment agreement is signed or when you receive lessons at a California mailing address from an approved institution offering correspondence instruction. Students who are temporarily residing in California for the sole purpose of pursuing an education, specifically those who hold student visas, are not considered a California resident. Further, those students who are the recipients of third-party tuition and course costs are not eligible for protection under and recovery from the STRF. To qualify for STRF reimbursement you must file an STRF application within one [1] year of receiving notice from the Bureau that the school is closed. If you do not receive notice from the Bureau, you have four [4] years from the date of closure to file an STRF application. If a judgment is obtained you must file an STRF application within two [2] years of the final judgment.

It is important that you keep copies of the enrollment agreement, financial aid papers, receipts or any other information that documents the monies paid to the school.

Questions regarding STRF may be directed to the address shown on the reverse side of the Enrollment Agreement. State of California Department of Consumer Affairs, Bureau for Private Postsecondary and Vocational Education, 400 R Street, Suite 5000, Sacramento, CA 95814, Telephone: (916) 445-3427

*“Notice: any holder of this consumer credit contract is subject to all claims and defenses that the debtor could assert against the seller of goods or services obtained pursuant hereto or with the proceeds hereof, recovery hereunder by the debtor shall not exceed amounts paid by the debtor hereunder.”*

**If you have any questions, complaints or problems which you cannot work out with the school, write or call the:**

**Bureau for Private Postsecondary and Vocational Education  
400 R Street, Suite 5000  
Sacramento, CA 95814  
Telephone: (916) 445-3427**

## Financial Aid

### Paying for College

Paying for college can be a daunting task. We are committed to provide assistance to students as they plan how they will cover the cost of their attendance here at JP Catholic; however, financial aid is supplementary to the financial ability and commitment of students and their families. Every prospective student is encouraged to apply for financial aid, and seventy five percent of our students receive institutional assistance. The earlier a student applies, the more likely they are to receive financial help.

There are various sources of funds:

- 1. Federal Financial Aid (FAFSA)**
- 2. Scholarships & Grants**
- 3. Part-time Job**
- 4. Loans**

**Federal Financial Aid** (Title IV programs) assist students across the nation in funding their education. It is recommended that undergraduate students at JP Catholic fill out the FAFSA on an annual basis to determine their eligibility for Pell Grants and the Direct Loan program.

**Scholarships and grants** are available from JP Catholic and many outside organizations. There is no need to repay such awards, but they will carry certain requirements. Scholarships are typically based on merit, while grants are most often need-based. Students should search and apply for scholarships in the following places:

- Parishes, businesses, clubs, etc. in their local area
- Website searches
- Institutional aid from JP Catholic (limited amount per student)

A **part time job**, where a student works at minimum wage (\$8/hour) for 15 hours a week for 40 weeks (the time that school is in session), will gross \$4,800 per year.

And finally, private **loans**. This option requires paying interest on the amount borrowed, may have additional fees associated with them, and may require a cosigner. It is a good idea to exhaust the other options first so as to lower your debt burden coming out of school, but they are a viable option to close the funding gap.

## **Federal Student Aid**

JP Catholic is an eligible institution under the Higher Education Act and our undergraduate students are qualified to participate in programs under the Title IV student financial assistance programs. It is recommended that undergraduate students at JP Catholic fill out the FAFSA on an annual basis to determine their eligibility prior to utilizing private student loans due to typically lower, capped interest rates. Unsubsidized federal loans accrue interest during the time the student is in school and is capitalized (added to the initial amount borrowed) at the beginning of repayment. Only on federal subsidized loans (not all students are eligible; FAFSA results determine eligibility) does the government pay the interest during the in-school period.

In order to apply for Federal Aid students will need to fill out the FAFSA (Free Application for Federal Student Aid) and the VFAO (Virtual Financial Aid Office) Application. You can complete these online at the [FAFSA](#) and [VFAO](#) websites.

1. You do not need to fill out the VFAO application if you do not want federal aid, but a FAFSA is required for any institutional aid. Fill out the FAFSA and VFAO only if you want federal grants and loans. If you are unsure, please contact the Financial Aid Office at JP Catholic.
2. In order to complete the [FAFSA](#), you will need our **school code: 041937**.
3. The amount of financial aid for which this process qualifies you may not reflect your institutional scholarship/grant.

Instructions for the VFAO Interview can be found on the JP Catholic website or through the Financial Aid Office.

JP Catholic's **Federal School Code** is **041937**.

Students must maintain Satisfactory Academic Progress in order to be eligible for Title IV programs; please see policy on page 42.

**PLEASE NOTE:** Graduate students are not eligible for Federal aid. It is our hope to have it available for the graduate programs by Winter or Spring quarter, 2013.

## **Institutional Aid**

Institutional aid at JP Catholic is awarded to students on the basis of merit and financial need. Students will not be granted institutional aid until they have been accepted for admission by JP Catholic; however, they are encouraged to apply early for priority review.

In order to apply, students must mail the required essay(s) to JP Catholic and complete the Free Application for Federal Student Aid (FAFSA). Student's financial aid award must be considered tentative until we receive any requested verification information.

Undergraduate students taking less than 12 units of credit per quarter are typically not eligible for institutional financial aid.

### **HOW IS FINANCIAL NEED DETERMINED?**

The information detailed on your completed FAFSA is used to determine the amount a student's family can provide toward the cost of their education. It allows for necessary family expenditures such as taxes, reasonable living costs, sibling's educational costs, and medical expenses. It calculates the Estimated Family Contribution, or EFC, which is what the student and their family are expected to contribute before receiving any need-based aid.

### **WHO IS ELIGIBLE FOR FINANCIAL AID?**

Any student whose family is unable to meet the costs of a JP Catholic education is encouraged to apply for financial aid. All regularly admitted students with demonstrated financial need are eligible for financial aid. Students who have clearly demonstrated achievement or need and apply early will get financial aid. Approximately 75% of the undergraduate student body receives either a scholarship or grant from JP Catholic.

## **JP Catholic Scholarships & Grants**

All awards are available to incoming undergraduate students.

### **Eligibility and Rules**

1. Student must be accepted to the undergraduate program at JP Catholic before they may apply for a scholarship.
2. Student's application for Institutional Aid must include:
  - FAFSA output document (if student completed application with the JP Catholic school code, there is no need to send anything)
  - Essay for desired scholarship (see below)
3. All award amounts per academic year are divided into three equal amounts and applied to each quarter.

4. All aid is renewable on a quarterly basis after the freshman year. Renewal is dependent on the student's cumulative GPA (minimum of 3.0) and on-going commitment to the school's mission. **Please read the complete renewal requirements.**
5. Recipient must be a full-time student, enrolled for 15 units per quarter. This may be waived in exceptional cases, in which case the award amount will be prorated based on course load.
6. Awards apply toward the expense of tuition only and may not be applied against room or other fees.
7. To provide institutional aid to as many students as possible, no student will receive more than an average of \$9,000 per academic year in awards (of scholarships and/or grants). This may be waived in very exceptional cases.

<b>Scholarship / Grant</b>	<b>Essay Topic / Comments</b>
<b>John Paul II/Leadership Scholarship</b>	Essay will articulately convey a student's significant contributions (as defined by the applicant) or leadership accomplishments to society during the past 4-years.
<b>Creativity Scholarship</b>	Essay will demonstrate student's significant creativity accomplishments.
<b>Entrepreneurship Scholarship</b>	Essay will discuss student's significant entrepreneurial accomplishments.
<b>St. Jude Grant</b>	Based on demonstration of financial need; please write summary detailing circumstances of student's exceptional need.  Grants are also subject to renewal requirements.

**What to Expect**

1. Completed applications are typically reviewed by the Financial Aid Committee during Friday meetings.
2. Award letters are mailed on the Monday following the meeting.
3. Most students will be given an option between two awards. One averages a lower amount but is the same for all four academic years; the other averages a higher amount but increases with each academic year. The average is what is used to determine a maximum award (\$9000/academic year).
4. Students are asked to sign and return the award letter to accept the award of their choice. With this acceptance is the assumption that the student has reviewed and accepted the terms of renewal.

## **Institutional Aid Renewal**

### **Student Commitments:**

Institutional financial aid is a gift from a JP Catholic benefactor to a JP Catholic student. It is not an entitlement. The initial financial aid award is made for the student's first three quarters on-campus. The renewal of financial aid for subsequent quarters is dependent on three critical performance metrics:

1. Spiritual Growth Commitment
2. Commitment to Building Community
3. Academic Performance - measured by cumulative GPA

### **1. Spiritual Growth Commitment**

JP Catholic requires ALL students to make a reasonable commitment to grow spiritually. This is measured by their participation in the two weekly and two quarterly spiritual activities:

1. He/she will attend a weekday Mass with their assigned peer group
2. He/she will spend one full hour per week in Adoration in the campus chapel with their assigned peer group
3. He/she will attend 'On-Mission' events - usually twice per quarter

Sign in is required for each event. Holy Mass and Adoration days will be announced at the beginning of each quarter, and "On-Mission" events will be announced in advance.

Students who embrace and fulfill these commitments will be eligible to retain their financial aid. Students not meeting this commitment will lose all their financial aid independent of the other two commitments.

### **2. Commitment to Building Community**

JP Catholic students receiving financial aid must demonstrate a commitment to build community and must not participate in community destroying activities.

Examples of Community building activities include: Active membership in a household or campus club; teaching RCIA/CCD at Good Shepherd; active in San Diego pro-life prayer groups and events; leading a sports activity for students

Examples of community destroying include: immodest dress; excessive video gaming; poor hygiene; lying; argumentative; non participation in JP Catholic social events. Students involved in community destroying activities will lose all their financial aid independent of the other two commitments.

### **3. Academic Performance Commitment:**

JP Catholic students receiving financial aid must maintain a **cumulative GPA** of at least 3.0. After a student completes his/her second quarter at JP Catholic – their financial aid renewal is described in the table. If their 'cum GPA'

exceeds 3.0 in a later quarter, their financial aid is restored and remains as long as their 'cum GPA' remains above 3.0.

<b>Academic Performance</b>	
<b>Cumulative GPA</b>	<b>% of Eligible Financial Aid</b>
<b>3.00-4.00</b>	100%
<b>2.90-2.99</b>	80%
<b>2.80-2.89</b>	60%
<b>2.70-2.79</b>	40%
<b>2.50-2.69</b>	20%
<b>2.00-2.49</b>	0%
<b>&lt; 2.00</b>	Withdraw from JP Catholic

**Evaluation Process:**

If it is determined that a student has lost their financial aid, they will be summoned before the *Financial Aid Renewal Committee*. This group meets quarterly on the Friday at the midpoint of the quarter, to approve Financial Aid renewals. **See Schedule.**

If a student has appeared to have neglected their 'Spiritual Growth' or 'Building Community' commitments, they will be invited to submit a 1-page report detailing their commitment to both 'Spiritual Growth' and to 'Building Community'. The Committee will review these reports, along with academic GPA data, and decide whether the student has actively, somewhat, or rarely participated in the spiritual life activities on campus, in the parish and in the community. The Committee will discuss their decision individually with students they deem have not been actively participating - giving them the opportunity to describe, in person, their commitment.

<b>Student Commitment Performance Metric</b>	
<b>Participation</b>	<b>% of Eligible Financial Aid</b>
Active	100%
Somewhat Active	50%
Rarely/Never	0%

## **Student Employment**

A **part time job**, where even if the student works at minimum wage (\$8/hour) for 15 hours a week for 40 weeks (the time that school is in session), they will gross \$4,800 per year. There are many retail businesses within walking distance of the apartments, and more opportunities nearby for those students who are motivated. Occasionally, internships that qualify for class credit are paid positions as well. Job searching requires the initiative of the student and can be a challenge; it is recommended that students apply as soon as they arrive in San Diego, as there are typically fewer jobs later in the year.

A limited number of part-time positions are available on campus. These payroll positions provide limited additional financial assistance to students in extreme need. These positions are advertised as needed. Note that earnings are taxable and taxes will be withheld.

## **Private Scholarships**

Private aid is available from many outside organizations. There is no need to repay, but most carry certain requirements. Scholarships are typically based on merit, while grants are most often need-based. Students should search and apply for scholarships nationally and in their local area.

**If students are awarded aid from an outside organization, they *must* report those awards to JP Catholic to avoid over awarding of Federal aid.**

Ideas of who to ask include:

- Parishes
- Businesses
- Clubs
- Activism groups

Scholarship search engines can also be helpful; some require registration, while others do not. Here are a few as a place to start:

- ScholarshipHelp.org (<http://www.scholarshiphelp.org/>)
- Free Scholarship Search (<http://www.freschinfo.com/>)
- **FastWeb**
- **Student Scholarship Search**
- **MACH25**

## **Other Opportunities:**

- **The San Diego Foundation: [www.sdfoundation.org](http://www.sdfoundation.org).**
- **Knights of Columbus Scholarships: [www.kofc.org](http://www.kofc.org)**
- **Italian Catholic Federation Scholarships**
- **National Catholic Society of Foresters**

- **Gates Millennium Scholars**
- **MANA de San Diego**
- **Common Knowledge Scholarship Foundation**

## **Loans**

This option of paying for school requires paying interest on the amount borrowed, may have additional fees associated with them, and may require a cosigner. It is a good idea to exhaust the other options first so as to lower your debt burden coming out of school, but for many students they are a viable option to close the funding gap.

It is recommended that students fill out the FAFSA to determine their eligibility and borrow through the Direct Loan (federal aid) program prior to utilizing private student loans due to typically lower, capped interest rates. Private student loans and unsubsidized federal loans accrue interest during the time the student is in school and is capitalized (added to the initial amount borrowed) at the beginning of repayment. Only on federal subsidized loans (not all students are eligible; FAFSA results determine eligibility) does the government pay the interest during the in-school period.

John Paul the Great Catholic University has a partnership with Wells Fargo Bank to make private deferred loans available to our students. **JP Catholic provides this partnership as a convenience for students, but does in no way endorse Wells Fargo or require that a student get an educational loan from Wells Fargo Bank.**

### ***Important to note:***

1. Student is not required to make payments while in school—payments begin six months after leaving school.
2. Most students will need to apply with a cosigner in order to meet Wells Fargo credit history, income, and employment requirements.
3. Collegiate Loan amounts can amount to up to the cost of education minus other financial aid, with a total aggregate loan limit of \$120,000.
4. It has a 15-year repayment term.

Students applying for a student loan must do so through [www.wellsfargo.com/student](http://www.wellsfargo.com/student).

## Refund Policy

*Students must be aware that the institutional refund policy may differ from the Return to Title IV policy, and if they received Federal Financial Aid, they may be liable for the return of funds while still owing a debt to JP Catholic. Please carefully review both policies below.*

### Refund Provisions:



Enrollment Fee and Housing Costs are non-refundable.

**STUDENT'S RIGHT TO CANCEL:** Any student has the right to cancel the Enrollment Agreement for their program of instruction until the close of business (5:00 PM) on the business day prior to the first class they attend. This Enrollment Agreement includes fees for instruction only. Equipment such as laptops, software, books, or any other goods related to the instruction offered in this Agreement are purchased separately by the student from vendors and are NOT covered by this Enrollment Agreement.

Cancellation shall occur when written notice is delivered to the address of JP Catholic University shown on Page 1 of the Enrollment Agreement. This delivery can be by mail or hand delivery. If the notice is sent by mail, it is effective when postmarked. If a student cancels this Agreement, JP Catholic will refund any money that the student has paid for tuition within thirty days after their Notice of Cancellation is received.

The Institutional refund policy for students who have completed 60% or less of the course of instruction shall be a pro rata refund.

**WITHDRAWAL FROM A PROGRAM:** Any student will have the right to withdraw from their program of instruction at any time. The refund policy for students who have completed 60% or less of the course shall be based on a pro rata formula. If a student withdraws from their course after the close of business (5:00PM) of the business day prior to the first class they attend, JP Catholic will remit a refund, within thirty days following their withdrawal. Students are obliged to pay only for educational services rendered. The refund shall be the amount paid for instruction multiplied by a fraction, the numerator of which is the number of hours of instruction which the student has not received but for which they have paid, and the denominator of which is the total number of hours of instruction for which they have paid.

If the amount student has paid is more than the amount they owe for the time they have attended, then a refund will be made within thirty days of

withdrawal. If the amount that the student owes is more than the amount already paid, then the student must make arrangements to pay for it. Students with past-due accounts are not entitled to receive final grades, transcripts, a diploma or certificate, and/or other possible University-provided verifications until the balance is paid in full.

Students whose entire tuition and fees are paid by a third party organization are not eligible for a refund.

### **Return of Title IV Funds Policy:**

The Office of Financial Aid is required by federal law to recalculate federal financial aid eligibility for students who withdraw, drop out, are dismissed or take a leave of absence prior to completing 60% of any payment period (quarter). The Return of Title IV Funds Policy applies to all students who have or could have been disbursed Title IV funds. In accordance with federal regulations, the institution **and** the student are required to return unearned portions of Title IV assistance.

The return of the funds is based upon the percentage of time the student was attending the University. The withdrawal date used to determine the refund is the date the student began the college's withdrawal process. When the student withdraws during his payment period, the amount of Title IV funds he has earned up to that point is determined by the Federal Return of Title IV funds formula: Percentage of payment period (quarter) completed equals the number of days completed up to the withdrawal date divided by the total days in the payment period of term. Any break of five days or more is not counted as part of the days in the term. This percentage is also the percentage of earned aid.

Funds are returned to the appropriate federal program based on the percentage of unearned aid using the following formula: Aid to be returned equals 100% of the aid that could be disbursed minus the percentage of earned aid multiplied by the total amount of aid that could have been disbursed during the payment period or term.

If the student earned less aid than was disbursed, the institution would be required to return a portion of the funds and the student would be required to return a portion of the funds. **Keep in mind that when Title IV funds are returned, the student borrower may owe a balance to the institution.** If a student earned more aid than was disbursed to him/her, the institution would owe the student a post-withdrawal disbursement which must be paid within 120 days of the student's withdrawal.

The institution must return the amount of the Title IV funds for which it is responsible no later than 45 days after the date of the determination of the date of the student's withdrawal.

Refunds are allocated in the following order:

-PLUS Loans

-Unsubsidized Direct Stafford Loans

-Subsidized Direct Stafford Loans

-Federal Pell Grants

## Schools and Degree Programs

John Paul the Great Catholic University offers the following undergraduate and graduate degree programs within three schools. The schools, degree programs and areas of emphasis, are:

### School of Business

The School of Business is critical in accomplishing the mission and vision of JP Catholic, which is to shape creators and innovators, leaders and entrepreneurs at the intersections of communications media, technology, and business, guided by the spiritual, moral and social teachings of Jesus Christ. The curriculum prepares students to create, lead, manage, sustain, and grow entrepreneurial product and service companies.

#### **Bachelor of Science in Business (BS)**

This degree program focuses students on the leadership and management of innovation driven product and service organizations, with a strong emphasis on entrepreneurial start-ups. The curriculum is designed to prepare students to master the complexities of today's global and ever-changing business environment. Courses provide the key fundamentals of management and in-depth exposure to the trends shaping the foundations of business today.

Students learn to passionately pursue new and innovative ideas, to defy conventional wisdom, to dare mighty things, and to lead through action and example. Students can expect a "transforming" experience, acquiring self-confidence, knowledge, and the tools they will need to chart their own future, and likely in partnership with peers from JP Catholic. The industry-experienced faculty brings a unique blend of entrepreneurial spirit underpinned by a serious focus on forming student-led businesses to thrive within the increasingly competitive global marketplace.

#### **Occupations for Which Students Will be Prepared**

The BS degree in Business prepares students for careers as leaders and managers of organizations and companies that create and commercialize general products and services in the global marketplace; business development; marketing and sales.

**The learning experience at JP Catholic is influenced by the call of the late Pope John Paul II to the need that "the world needs genuine**

**witnesses to Christian ethics in the field of business" making the world's marketplaces and workplaces better for every race and creed.**

### **Program Learning Outcomes**

#### **Spiritual and Ethical Development**

- Students articulate how business impacts the spiritual life of all stakeholders (customers, employees, community, etc.).
- Students describe and respond to ethical dilemmas that they are likely to encounter while working in business, based on a personal code of ethics informed by the teachings of Jesus.

#### **Business Knowledge and Understanding**

- Students can apply the approach of business storytelling to communicate effectively in oral and written communications.
- Students can explain the principles and basic practices in the following core business disciplines including: accounting, economics, finance, management, leadership, information systems, marketing, risk management, strategy, and law.
- Students can identify core business problems and develop concrete proposals as solutions to those problems.

#### **Business Leadership and Execution**

- Graduates will be able to describe the process of developing business opportunities and how to develop and synthesize the knowledge of the program into a viable business plan.

### **Master of Business Administration (MBA)**

**Wanted – Students with Passion.** Leaders and managers, creators, innovators and entrepreneurs in Business and Media have a tremendous role in shaping our culture and the world in which we live. Our world needs many more leaders with integrity who will shape their organizations so that ethical behavior is not just tolerated but promoted. With passion, they bring Christ to the marketplace and workplace.

**Integrating faith and business:** Our programs integrate a radical blend of Catholic teaching and tested business principles that prepare graduates to excel both spiritually and professionally. Students learn to see their work through the prism of Christ's teaching and to understand how their enterprise will impacts culture.

**Emphasis in Producing (Business of Entertainment)**

Our MBA in Film Producing provides a firm stepping-stone as you transition from an educated undergraduate to a successful producer and studio executive. The curriculum empowers you with a rigorous integration of film producing and entertainment development courses, graduate business training, and Catholic formation in Scripture, philosophy, and theology.

You will work in the classroom and in the real world as part of a functioning production company. You'll begin by reading scripts and selecting a story that you'll guide in your Advanced Production Project from pre-production through marketing and distribution. JP Catholic faculty help you in the challenge of building an extensive professional network that will be invaluable in finding the talent and funding you need to launch your project.

You will graduate equipped with a solid knowledge of core business principles and the competence and foundational experience to join a working studio or create your own.

### **Program Learning Outcomes**

#### **Ethical and spiritual development**

- Students articulate a response to an ethical dilemma they're 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 to communicate meaningfully in every aspect of their careers.
- Students understand and work within the potentials and limitations of each medium by creating media products that benefit their audience.
- Students demonstrate knowledge of media production from concept through end use.

#### **Entrepreneurial orientation**

- Students analyze the commercial prospects for media products and use their understanding of the business of media to recognize and take advantage of business opportunities in both traditional and new media.
- Students initiate and lead forward-thinking projects in existing and emerging forms of media.

## **School of Communications Media**

### **Bachelor of Science in Communications Media (BS)**

Emphasis in:

- Producing

- Screenwriting
- Production
- Interactive Media
- New Evangelization
- Mission and Purpose

JP Catholic University recognizes the sacramentality of the performing arts in communicating truth to global cultures. JP Catholic has therefore designed a curriculum to prepare students spiritually, physically, emotionally, and professionally for careers as writers, directors, producers, business owners, and investors in film, television, video, interactive media, and the stage. JP Catholic provides an academic, artistic, and practical environment for individuals who feel they are called to influence culture with Christian values.

Pope John Paul II wrote "all communication has a moral dimension.... People grow or diminish in moral stature by the words they speak and the messages they choose to hear."

The curriculum tightly integrates the study of entertainment media - creative, technical and business. JP Catholic aims to mold creative, independent thinkers and leaders. Upon graduation, these leaders will work tirelessly to create and distribute media products that promote values beneficial to the common good and that strengthen family life. JP Catholic seeks to develop creative students to explore and realize novel ideas that are acknowledged for their artistic originality, creativity, and profitability.

JP Catholic believes that communications media has a serious public and spiritual mission, and that committed Catholic creators and leaders can and must make a significant difference in the world. JP Catholic wants to educate those who concur. Possibilities for positive societal impact abound, but the possibility to do compelling work consistent with Catholic teachings that entertains, informs, engages, and is relevant to the societies in which we live is what drives our faculty, inspire our students, and mold our basic approach. JP Catholic will be a place where serious creative entertainment media is pursued, taught, dialoged, improved—and hopefully invented. The primary emphasis will be the practical instruction focused on creativity and building businesses based on that creativity, religion, classical literature, ethics, world history, and culture. Students learn to observe the world's marketplaces for media and then target a media response that is both aligned with Catholic values as well as being profitable and sustainable.

The Communications Media student is exposed to the fundamentals of both liberal arts and to the business of entertainment, as well as to advanced coursework, directed studies, industry experiences, and team projects. Students are exposed to all facets of entertainment project ideation, development, production, and distribution.

## **Emphasis in Producing**

The BS in Communications Media degree with an emphasis in Producing (The Business of Entertainment) curriculum places equal emphasis on developing the creative/artist and acquiring key business leadership and management fundamentals. The curriculum is designed and continually updated to prepare students to master the complexities of today's global and ever-changing business environment for entertainment content creation in film, television, and new media. The students learn the fundamentals of the entertainment media industry, followed by two years of advanced coursework, directed studies, industry experiences, and team projects. Students learn the financial nuances of all facets of entertainment project development, production and distribution.

### **Occupations for Which Students Will be Prepared**

The BS degree in Business with an emphasis in Producing prepares students for careers as leaders and managers of organizations and companies that create and commercialize entertainment media products and services in the global marketplace; business development; marketing and sales; and financial analysis.

## **Emphasis in Screenwriting**

The BS in Communications Media degree with an emphasis in Screenwriting curriculum encompasses the visual tools of storytelling, developing stories from characters, the skills necessary to write a compelling visual story for film, TV, and the web. Also covered are financial, legal and labor issues.

### **Occupations for Which Students Will be Prepared**

Students learn to passionately pursue new and innovative story ideas, to defy conventional wisdom, and to dare mighty things. Students can expect a "transforming" experience, acquiring self-confidence, knowledge, and the tools they will need to write their own future, and likely in a production partnership with peers from JP Catholic. Students will be prepared for careers as freelance writers, script readers, staff writers, and creative producers.

## **Emphasis in Production**

The BS in Communications Media degree with an emphasis in Production curriculum covers the various aspects of production with a strong emphasis on shaping the creative and artistic vision of an entire project and executing its production. This program teaches the student's the art and craft of film and video production, while expanding their understanding of the critical

components of this art form. The program seeks to stimulate the creative imagination, combined with the sense of Christian responsibility to give the visual storyteller the ingenuity and skill to take creative risks. At every stage, students are working on their own films with other students. The curriculum includes screenwriting, directing, cinematography, editing, sound, production simulation, managing talent, financing and logistics. The facilities, equipment, and resources provide students with an industry-standard education and experience with a brand new soundstage, post-production lab, new HD cameras, and all digital classrooms.

### **Occupations for Which Students Will be Prepared**

The BS degree in Communications Media with an emphasis in Production prepares students for film, industrial, television, and commercial production jobs. At JP Catholic, we are more than just a film school. The graduate may enter other areas of the entertainment industry such as film financing, film development, script development, film and TV criticism and review, teaching, reporting, screenwriting, and owning businesses such as costume supply, lighting rentals, casting agencies, site location, acting schools, film schools and many more.

### **Emphasis in Animation and Gaming**

The BS in Communications Media degree with an emphasis in Animation and Gaming curriculum enables the student to acquire a fundamental and practical knowledge that will position them on the frontiers of the design and implementation of animation and gaming applications on the web, in entertainment and publishing, gaming and virtual reality and various other multimedia applications. Students learn the fundamentals of art and drawing as well as the major design tools, web applications, and the life cycle profiles of commercial product and services across the domains. They will learn how successful animation and gaming companies combine technical principles with various novel market opportunities and business models to gain marketplace competitive advantage. Graduates will be skilled in animation and gaming product concept selection and design through launch. Graduates will expect to pursue career opportunities as innovators, leaders, or entrepreneurs either in their own companies or with existing enterprises within the animation and gaming industry.

### **Occupations for Which Students Will be Prepared**

The BS degree in Communications Media with an emphasis in Animation and Gaming prepares students for careers as animators; 3D modelers; web, graphic, interactive media, digital arts, educational media, and gaming designers.

## **Emphasis in New Evangelization**

The BS in Communications Media degree with an emphasis in New Evangelization curriculum is inspired by Pope John Paul II's exhortation to young people to be inspired with new energies to the call to spread the Gospel to all nations. Our new millennium has ushered in an explosion of new media and channels in which to spread the Good News of Christ, and John Paul II called us to embrace these new means of communications to impact the culture in which we live. The 'New Evangelization' major embraces John Paul's exhortation to bring the light of the Gospel to all nations by passionately articulating the faith using new forms of communication.

The program is a rigorous integration of Sacred Scripture and theology, new media and film production. Students study God's Fatherly plan (the 'divine economy'), the unity of the Old and New Testament ('typology') and the relationship of salvation history to the Church's celebration of the Liturgy ('mystagogy'). Students are firmly rooted in the magisterial teaching of the Catholic Church as well as the philosophy and theology of St. Thomas Aquinas. In addition, students will be trained to effectively communicate what they have learned to others, focusing on ways to apply what they have learned to the task of evangelization. The Practicum classes give students the opportunity to practice teaching and articulating the faith, while having the guidance of experienced professors.

Students take a comprehensive mix of classes in media production, screen writing and storytelling, camera and lighting operations, sound recording and editing, post-production essentials, directing, producing, and documentary creation. The students will also take a production simulation class in which they will work in a group setting producing a short film, webisode or documentary in its entirety. The student's academic career will culminate with the Senior Project, a 30-week venture in which they will combine all their media production and evangelization education into the creation of a culture impacting work of media.

## **Program Learning Outcomes**

### **Ethical and spiritual development**

- Students articulate a response to an ethical dilemma they're 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 to communicate meaningfully in every aspect of their careers.
- Students understand and work within the potentials and limitations of each medium by creating media products that benefit their audience.

- Students demonstrate knowledge of media production from concept through end use.
- Students analyze media products at all stages of development from multiple points of view for technical and artistic excellence, effectiveness and meaning.

### **Entrepreneurial orientation**

- Students analyze the commercial prospects for media products and use their understanding of the business of media to recognize and take advantage of business opportunities in both traditional and new media.
- Students initiate and lead forward-thinking projects in existing and emerging forms of media.

### **Professional focus**

- Students explore and identify their specialized interest and value within media and demonstrate the specialized knowledge, skills, and experience necessary to be hired by media companies, and promote themselves to such industry.

## **Graduate School of Biblical Theology**

### **Master of Arts in Biblical Theology (MA)**

#### **Mission and Purpose**

By focusing their study on God's Fatherly plan (the 'divine economy'), the unity of the Old and New Testament ('typology') and the relationship of salvation history to the Church's celebration of the Liturgy ('mystagogy') students will learn a biblically based approach to Dogmatic, Moral and Liturgical Theology. Students will be rooted in the magisterial teaching of the Catholic Church as well as the philosophy and theology of St. Thomas Aquinas — for whom the study of theology was synonymous with the study of Scripture. In addition, students will be trained to effectively communicate what they have learned to others, focusing not only on academic research but also on ways to apply what they have learned in their own lives and thus be well formed for the task of evangelization, as well as further work in biblical and theological scholarship.

Our program offers a unique integration of the various branches of theology with a heavy concentration in the study of Sacred Scripture. In this our curriculum is unique. Whereas most schools of theology offer little more than basic introductory classes in the Old and New Testaments, students in our program will learn to follow the lead of Pope Benedict XVI, who has frequently stressed the need for a biblically based approach to theology. This scriptural focus has been the hallmark of his own work, which provides a model for

contemporary Catholic Biblical Theology. In addition, our students will not only learn this material themselves but be trained how to communicate to others. Above all, students will learn how to incorporate their study into their own prayer life, thus turning their work into an expression of their personal commitment to Christ.

### **Program Learning Outcomes**

Students will be able to...

- analyze and evaluate the literary, historical and theological dimensions of the books of the Old Testament and explain the relationship between.
- analyze and evaluate the literary, historical and theological dimensions of the books of the New Testament and explain the relationship between.
- analyze the various branches of Catholic theology, their relationship to one another with particular attention to how the “study of the sacred page” informs each field.
- use New Testament Greek and Ecclesiastical Latin to explain and understand The Bible and Theology.
- communicate and teach their understanding of Scripture and Theology to others.

## Academic Policies

### **Bachelor's Degree Requirements**

To earn a Bachelor of Science degree at JP Catholic University, a student must:  
Complete 180 units of credit.  
Fulfill the University's General Education requirements.  
Fulfill the major program requirements.

This can be achieved in 3 years taking fifteen units per quarter for four successive quarters per year. JP Catholic University operates on the quarter system. Most courses carry 3-units of credit unless otherwise noted. **3-units of credit requires** at least 30 contact hours of lecture, discussion, recitation, seminar, or colloquium, as well as a minimum of 60 hours of student homework. One contact hour is the equivalent of 50 minutes of class time or 60 minutes of independent study work.

### **Graduation and Commencement**

Commencement at John Paul the Great Catholic University is a symbolic ceremony provided for students, faculty, and families in celebration of the students' accomplishments.

Students who are in good academic standing, have completed all degree requirements (including the official recording of any transfer work), and are clear of all financial obligations to the university may participate in the University's annual Commencement exercises. Students who have not satisfactorily completed all academic requirements for graduation at the time of Commencement may also participate if they meet the criteria described below.

An undergraduate student who is within two (2) courses or fewer of fulfilling degree requirements may be eligible to participate in the Commencement ceremony. The student is permitted to "walk" in the Commencement ceremony provided they complete the remaining credits in the Fall quarter following commencement. The student must enroll and pay tuition for the remaining courses prior to participating in commencement.

Participation in the Commencement ceremony does not constitute official graduation from the university. Students may only participate in Commencement once. Degrees are awarded only after all required courses are completed with minimum required credits and grades are earned and posted for all courses.

Students with outstanding balances on their account will not be permitted to participate in the Commencement ceremony and are not entitled to receive a

diploma or certificate, transcripts, final grades, and/or other possible University-provided verifications until the balance is paid in full.

### **Attendance Policies**

All course work required for a Bachelor's degree must be completed by the end of the Summer quarter of the year of filing for graduation. Every candidate for a bachelor's degree must have completed a major – the requirements for each major are laid out in its course matrix. A student must have declared a major upon completion of their second year of study at JP Catholic. A change of major after that will require individual petition to the Provost.

JP Catholic's policy relating to student attendance, academic progress and performance is derived from its fundamental belief that the student's success is core to its mission. It recognizes that students in general will not all share the same levels of commitment and motivation. The Dean of Students tracks the progress of all students in real-time, and notifying both students and parents in real-time of that progress, mirroring the financial tracking of Return on Investment (ROI) used in major companies. Particular attention will be paid to raising an alert when a student's performance has started to spiral downwards.

### **Academic Disqualification**

**Undergraduates:** A student is subject to academic disqualification from further registration if at the end of any quarter his or her GPA for that quarter is less than 1.5 or if he or she has completed two successive quarters on academic probation without achieving a cumulative GPA of 2.0. Continued registration of the student who is subject to disqualification will be at the discretion of the Office of the Provost. If a student is not currently in scholastic good standing or has been denied registration for the next ensuing quarter on the date on which he or she left the university, a statement of his or her status shall accompany his or her transcript.

**Graduate student:** A student is subject to academic disqualification from further registration if at the end of any quarter his or her GPA for that quarter is less than 2.5 or if he or she has completed two successive quarters on academic probation without achieving a cumulative GPA of 3.0.

### **Auditing a Course**

Interested individuals, who are registered students, are permitted to audit courses only with the explicit permission of the faculty member in charge of the course. The instructor is not obligated to devote time to the work of individuals not officially enrolled in the course. All persons auditing are required to abide by University policies and campus regulations.

## **Credit by Examination**

With the faculty's approval and concurrence by the Provost, a currently enrolled and registered student in good standing may petition to obtain credit for some courses by examination. Credit by examination is intended for students who study the course material on their own and then petition for credit by examination when they feel they are prepared.

The examination will cover work for the entire course. Except as authorized by the instructor and Provost, credit by examination may not be used to repeat a grade of D, F, or W. A part-time student who, by registering to take a course credit by examination, surpasses the number of units allowed for part-time status must pay fees as a full-time student. There is a \$50 fee for each Credit by Examination petition.

The student must retrieve an "Application for Credit by Examination" form from the Registrar's Office.

## **Final Examinations**

Final examinations are obligatory in all courses except the Senior Business Plan courses. Each such examination shall be conducted in writing whenever practical and must be completed by all participants within the allotted time.

### **Retention of Examination Papers**

Faculty are required to retain examination papers for at least one full quarter following the final examination period, unless the papers have been returned to the students.

## **Independent Study**

The purpose of an independent study is to provide students with the opportunity to pursue, for academic credit, a particular area of special interest beyond the scope of current course offerings.

Independent study courses are permitted if they (1) supplement existing courses in the curriculum with deeper study in a subject area, (2) delve into topics of special interest not currently covered by a regular course in the JP Catholic curriculum, or (3) work on specific projects that are designed to extend the student's knowledge in a particular subject area.

Students may arrange to work on independent study projects under the direction of a full-time or adjunct faculty member. A student wishing to do an independent study project must contact the individual faculty member directly. The instructor specifies the requirements to be completed by the student including tests, periodic class attendance, term papers, etc.

To enroll in an independent study course, the student must complete an “Add” form, which must be signed by the faculty member instructing the independent study course, and approved by the Provost. The Registrar’s office will process the form and assign a course code for the Independent Study.

Students may earn a maximum of nine (9) independent study credits toward graduation requirements. The regular grading system applies to all independent study courses as it is a regular course like all other classroom-based instruction. Independent Study grades must be submitted by the instructor grade submission deadline.

### **Satisfactory Academic Progress: Federal Financial Aid**

Registrar will check undergraduate grades and credits at the end of each academic year to determine satisfactory progress of each student. The Registrar will document whether students have maintained, lost, or reestablished their satisfactory progress. If eligibility is impacted, student will be notified by letter. Maximum timeframe for completion of the Undergraduate degrees while receiving Title IV (Federal Financial Aid) funds is 270 credit hours. At the time of each determination, each student’s GPA must be 2.0 or higher.

The minimum pace required for a student to maintain Satisfactory Academic Progress is 67%. This means that students must complete at least 67% of the credits attempted. A student is subject to disqualification from further registration if he or she does not **earn** thirty units in any one academic year (three consecutive quarters) of enrollment. Continued registration of a student who is subject to disqualification due to lack of minimum progress will be at the discretion of the Office of the Provost. Eligible transfer students may file for an exemption from the minimum progress requirement by completing the Part-time Study application and receiving approval prior to the end of the second week of the quarter.

Documentation will be kept in the student’s file and financial aid record. Special circumstances (death of a relative, injury or illness) can be documented on a case-by-case basis to waive requirements for SAP. Students receiving institutional financial assistance should refer to information in the Financial Aid section of this catalog; unique scholarship eligibility requirements must be met.

### **Progress toward Degrees**

**Undergraduates:** In order to apply the units of a course toward unit requirements for a degree, a student must receive an A, B, C, D, or P grade in the course. (Plus or minus suffixes (+/–) may be affixed to A, B, C, and D.) Further, a student must have a cumulative 2.0 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.

**Graduate students:** In order to apply the credit units of a course toward unit requirements for a degree, a student must receive an A, B, C, or P grade in the course. (Plus or minus suffixes (+/-) may be affixed to A, B, and C.) A student must have a cumulative GPA of 3.0 or higher to complete a degree. A graduate degree will not be awarded to any student whose overall cumulative GPA falls below 3.0.

### **Probation**

An undergraduate student is subject to academic probation if at the end of any term his or her GPA for that term or his or her cumulative GPA is less than 2.0. At the end of each academic year, the student's GPA must be 2.0 or higher to maintain Satisfactory Academic Progress. The Registrar will check grades and credits at the end of each academic year to determine satisfactory progress of each student, documenting by letter (copy in file) whether a student has kept, lost, or reestablished their satisfactory progress.

Graduate students: A student is subject to academic probation if at the end of any term his or her GPA for that term is less than a 3.0.

### **Record Retention Policy**

Transcripts: 50 Years; Grades: 3 years; Financial: 5 years; Discipline: 3 years

### **Residency Requirements**

Each candidate for the bachelor's degree must complete at minimum 90 units in residence at JP Catholic. Under rare circumstances, the Provost may grant exceptions. All six Senior Business Plan courses must be taken at JP Catholic.

### **Transcripts**

All official transcripts of a student's record bear the seal of the University. Transcript requests should be directed to the Registrar's Office. Transcripts are not issued until the student has made a written request and has made satisfactory arrangements with the Student Accounts Office in regard to payment of all University bills and fines. The charge for a transcript is \$5.

### **Use of Student Petition**

For exceptional circumstances, students may request approval for variances to regulations and policies. This should be done by filling out a Student Petition (available in the Provosts' office), securing the necessary approvals, and filing the petition with the appropriate department or the academic advising office.

### **Dropout and Leave-of-Absence Policies**

Students, in good academic standing, who are absent between one and three quarters are considered to be continuing students and should contact the Admissions Office for readmission no later than four weeks prior to the beginning of the next quarter they wish to re-enroll. A nonrefundable fee of \$40 is charged.

Students in good academic standing, who were absent for more than three quarters and who have been readmitted, must consult with an academic adviser before enrollment. Students must adhere to the graduation requirements in effect at the time of readmission or those subsequently established.

Students who were on probation or subject to dismissal the last quarter of attendance at JP Catholic, but were not dismissed, must consult with an academic adviser and establish a contract before enrollment.

Students who were dismissed from JP Catholic, but have subsequently met the conditions stipulated in their original dismissal letter, must consult with an academic adviser and establish a quarterly contract before readmission and enrollment.

Students who attended another institution since leaving JP Catholic must submit official transcripts for all academic work completed. This work must have a passing grade.

### **Withdrawal from the University**

JP Catholic recognizes that there are various reasons for students withdrawing from the university. Enrolled or registered (paid fees) students who wish to withdraw either prior to or during the quarter will be required to complete the Application for Withdrawal. The form should be filed with the Admissions Office. These forms will serve two purposes: 1) a means to provide a refund of fees, if appropriate; 2) automatic withdrawal from classes (see also the section on "The W Grade"). Students considering withdrawing will be urged to consult with their academic advisor.

### **Grading Policy, Rules of Operation and Conduct**

Grades are defined as follows:

A, excellent

B, good

C, fair (minimum passing in courses for graduate credit; fair in undergraduate courses)

D, poor (minimum passing in courses for undergraduate credit; failed in courses for graduate credit)

F, fail

I, incomplete (work of passing quality but incomplete for good cause)

IP (In Progress courses approved for more than a one-quarter sequence)

The designations P (Pass) and NP (Not Pass) are used for the six Senior Business Plan courses. P denotes a letter grade of C- or better. A blank grade indicates no record or no report of grade was received from the instructor. W is recorded on the transcript indicating the student withdrew or dropped the course sometime after the beginning of the fifth week of a quarter. Instructors have the option of assigning plus (+) and minus (-) suffixes to the grades A, B, C and D.

## **Repeating a Course**

Repetition of Courses for credit has the following limitations:

A student may not repeat a course for which a grade of A, B, C, I, or P is recorded on his or her transcript. (Plus or minus suffixes (+/-) may be affixed to A, B, and C.)

Repetition of a course for which a student's transcript bears two or more entries with grades among D, F, or NP will require approval of the provost or appropriate dean.

All grades received by a student shall be recorded on the student's transcript. The first sixteen units of courses that have been repeated, and for which the student received a grade of D, F, or NP shall not be used in grade-point calculations on a student's transcript. The course with the highest grade will be used to compute the cumulative GPA.

Note:

- Although GPA will not include these repeated courses, other institutions/graduate programs, and agencies may recalculate the GPA to reflect all assigned grades.
- A student must declare his or her intent to repeat a course prior to re-enrolling in the course by filling out a "Notice of Intent to Repeat a Course" form which can be retrieved from the Office of the Registrar. The form must be submitted to the Registrar's Office no later than two weeks after the start of the quarter in which the course is being repeated.

## **Grade Points**

For each student, the Registrar calculates a grade-point average (GPA) over courses taken. Grade points per unit are assigned as follows: A=4, B=3, C=2, D=1, F=0. When attached to the grades of B and C, plus (+) grades carry three-tenths of a grade point more per unit. The grade of A+, when awarded, represents extraordinary achievement but does not receive grade-point credit beyond that received for the grade of A. When attached to the grades of A, B and C, minus (-) grades carry three-tenths of a grade point less per

unit than the un-suffixed grades. Courses in which an I, IP, P, NP, or W grade has been awarded will be disregarded in grade-point calculations.

JP Catholic uses the following grading system:

A+:	4.0
A :	4.0
A- :	3.7
B+ :	3.3
B :	3.0
B- :	2.7
C+ :	2.3
C :	2.0
C- :	1.7
D+ :	1.3
D :	1.0
F :	0

The grade-point average is computed by dividing the total number of grade points earned by the total unit value of letter-graded courses completed. At the end of each quarter, the instructor of each course will assign a letter grade to each student who was enrolled in that course at the end of the ninth week of instruction on the basis of the work required for the entire course. An “I grade” may be assigned if appropriate.

### **Changes in Grades**

All grades except IP and I are final when filed by instructors on end-of-term grade reports. However, a final grade may be corrected when a clerical or procedural error is discovered. No change of a final grade may be made on the basis of revision or augmentation of a student’s work in the course. No term grade except Incomplete may be revised by further examination. No grade may be changed after one calendar year from the time it was recorded. Petitions for exceptions are referred to the Provost’s Office.

### **No Report/No Record**

A blank entry appearing on student transcripts in lieu of a grade indicates that the instructor assigned no grade. A blank entry will lapse automatically into an F or NP if not replaced by a final grade by the last day of instruction of the subsequent quarter, and will be computed in the student’s GPA.

### **Pass/Not Pass**

The Pass/Not Pass option is designed to encourage undergraduate students to venture and risk in the Senior Business Plan courses, which they might otherwise hesitate to take because they are uncertain about their ability or preparation.

## **The W Grade**

When a student withdraws from JP Catholic or drops a course between the beginning of the fifth week of instruction and the end of the ninth week of instruction of a quarter, the Registrar will assign a W to the student for each course affected. Only the Registrar may assign a W.

Courses in which a W has been entered on the student's transcript will be disregarded in determining a student's grade-point average.

## **Dropping Courses and the W Grade**

A student may drop a course before the end of the second week of instruction by filing the appropriate form with the Registrar, after first notifying the instructor and/or department. A student who wishes to drop all courses will be required to file a Request for Withdrawal form with the Academic Advising or Dean's Office.

1. A course dropped before the end of the second week of instruction will not appear on the student's transcript. If a student drops a course after the end of the second week of instruction and before the end of the ninth week of instruction, the registrar will assign a final grade of W to the student for that course.

2. A student may not drop a course after the end of the ninth week of instruction.

When an instructor has assigned a grade in a course prior to the end of the ninth week of instruction, dropping the course or withdrawing from the university may not subsequently change that grade.

## **Withdrawing From the University and the W Grade**

A student may withdraw from the university before the end of the 9th week of a quarter.

If a student withdraws before the end of the fourth week of instruction, no course entries will appear on the student's transcript for that quarter.

If a student withdraws after the end of the fourth week of instruction and before the end of the ninth week of instruction, the registrar will assign a final grade of W to the student for each course in which the student was enrolled at the beginning of the fifth week of instruction.

Each student will receive a final grade for each course in which the student was enrolled at the end of the ninth week of instruction of the quarter.

When an instructor has assigned a grade in a course prior to the end of the ninth week of instruction, dropping the course or withdrawing from the university may not subsequently change that grade.

### **The In Progress (IP) Grade**

For exceptional and compelling reasons, a course extending over more than one quarter may be authorized. In such courses an evaluation of a student's performance may not be possible until the end of the final term. In such cases faculty may assign the provisional grade IP (in progress).

IP grades shall be replaced by final grades if the student completes the full sequence. The instructor may assign final grades, grade points, and unit credit for completed terms when the student has not completed the entire sequence provided that the instructor has a basis for assigning the grades and certifies that the course was not completed for good cause. An IP not replaced by a final grade will remain on the student's record.

In calculating a student's grade point average, grade points and units for courses graded IP shall not be counted. However, at graduation, courses still on the record as graded IP must be treated as courses attempted in computation of the student's grade-point average.

### **The Incomplete (I) Grade**

An Incomplete may be given as the instructor sees fit, with the following conditions:

- At least 75% of the student's work has been completed;
- The student currently has a passing grade;
- The student's has missed no more than one class;
- Completion of the student's work is prevented by a legitimate, verifiable extenuating circumstance, such as an illness (with medical verification).

An Incomplete grade "I" shall be disregarded in determining a student's grade-point average, except at point of graduation, when students must have an overall 2.0 (C) on all work attempted at JP Catholic. All work required for a degree must be completed by the end of the quarter the student filed for graduation. Students requesting an "I grade" the last quarter before graduation may have their graduation date delayed.

Students whose work is of non-failing quality but incomplete for good cause, such as illness, must file a Request to Receive/ Remove Grade Incomplete form. If the required work is not submitted by the end of the first week of classes of the following quarter (the first Friday on which classes are held), so that the instructor can report the grade, the Registrar will automatically change the grade to a "Fail".

Students should complete their portion of the request form, including the reason they are requesting the Incomplete. The deadline for filing an Incomplete shall be no later than the first working day after final examination week.

The instructor has the option to approve or disapprove the request and should state on the form how and when the “I grade” is to be completed. If approved, the instructor submits the form with term grade reports.

Students must complete the work to remove the Incomplete on or before the date agreed upon with the instructor and in time for the instructor to assign a grade and submit it no later than one week following the completion of the work (the end of the second week of the following quarter).

Failure to complete this work within the regulation time limit will result in the incomplete lapsing to a permanent F or NP grade.

A student who has received an “I grade” should not re-enroll in the course to make up the missing work. If the student were to re-enroll, the course would be considered a repeat and would not remove the prior quarter’s Incomplete, which would lapse to a permanent F or NP grade.

### **Intended Use of the Incomplete**

The Incomplete is intended for use when circumstances beyond a student’s control prohibit taking the final exam or completing course work.

The Incomplete is not intended as a mechanism for allowing a student to retake a course. A student who has fallen substantially behind and needs to repeat a course can drop the course prior to the end of the ninth week of classes. Otherwise, the instructor should assign the appropriate final grade (D, F, or NP for example).

An Incomplete may not be used simply to allow a bit more time for a student who has fallen behind for no good reason. An “I grade” may be granted only to students who have a legitimate excuse. Examples of unacceptable reasons for approving an Incomplete include the need to rewrite a paper; the demands of a time-consuming job; the desire to leave town for a vacation, family gathering, or athletic contest; the desire to do well on Business Plan work; and the like.

### **Extension of Incomplete**

For justifiable reasons, such as illness, students can petition their provost or graduate office to extend the Incomplete past one quarter. These petitions must have the prior approval of the instructor and the department chair. The petition must include the reasons for requesting the extension and how and when the ‘I’ is to be completed. These petitions must be filed before the

'Incomplete' grade lapses to an F or NP grade. The extension cannot be made retroactively.

An I grade may be replaced upon completion of the work required by a date agreed upon with the instructor, but no later than the last day of finals week in the following quarter. If not replaced by this date, the "I grade" will lapse into an F or NP grade, depending upon the student's initial grading option.

### **Student Copy of Final Grades**

Grades will usually be available 10 business days after final exams. Students should examine their record for accuracy and report any omissions or errors to the Registrar's Office immediately.

### **Grade Appeals**

If a student believes that nonacademic criteria have been used in determining his or her grade in a course, he or she may appeal to the Committee of Grade Appeal (CGA) Nonacademic criteria mean criteria not directly reflective of academic performance in this course. It includes discrimination on political grounds or for reasons of race, religion, sex, or ethnic origin. Appeals to the CGA are confidential unless both the complainant and the instructor agree otherwise. They may agree to allow the student representatives to the committee to participate in the deliberations of the committee, or they may agree to open the deliberations to members of the university community.

The student may attempt to resolve the grievance with the instructor. If the grievance is not resolved to the student's satisfaction, he or she may then attempt to resolve the grievance through written appeal to the department chair or equivalent, who shall attempt to adjudicate the case with the instructor and the student within two weeks. If the grievance still is not resolved to the student's satisfaction, he or she may then attempt to resolve the grievance through written appeal to the provost, who shall attempt to adjudicate the case with the instructor, the chair, and the student within two weeks. If the grievance is not resolved to the student's satisfaction by the provost or dean, the student may request consideration of the appeal by the CGA. This request must be submitted before the last day of instruction of the quarter following the quarter in which the course was taken.

### **Policy on Integrity of Scholarship**

The principle of honesty must be upheld if the integrity of scholarship is to be maintained by an academic community. We expect both faculty and students to honor this principle and in so doing protect the validity of university grading. This means that all academic work will be done by the student to whom it is assigned and without unauthorized aid of any kind. Faculty will

exercise care in planning and supervising academic work, so that honest effort will be encouraged.

### **Faculty Responsibility**

The instructor should state the objectives and requirements of each course at the beginning of the term and clearly inform students in writing what kinds of aid and collaboration, if any, are permitted on graded assignments.

### **Students' Responsibility**

Students are expected to complete the course in compliance with the instructor's standards. No student shall engage in any activity that involves attempting to receive a grade by means other than honest effort, for example:

- No student shall knowingly procure, provide, or accept any unauthorized material that contains questions or answers to any examination or assignment to be given at a subsequent time.
- No student shall complete, in part or in total, any examination or assignment for another person.
- No student shall knowingly allow any examination or assignment to be completed, in part or in total, for himself or herself by another person.
- No student shall plagiarize or copy the work of another person and submit it as his or her own work.
- No student shall employ aids excluded by the instructor in undertaking course work.
- No student shall alter graded class assignments or examinations and then resubmit them for re-grading.
- No student shall submit substantially the same material in more than one course without prior authorization.

A student acting in the capacity of an instructional assistant (IA), including but not limited to teaching assistants, readers, and tutors, has a special responsibility to safeguard the integrity of scholarship. In these roles the student functions as an apprentice instructor, under the tutelage of the responsible instructor. An IA shall equitably grade student work in the manner agreed upon with the course instructor. An IA shall not make any unauthorized material related to tests, exams, home-works, etc. available to any student.

A committee, appointed by the Provost, shall be responsible for handling cases of academic dishonesty. It will include faculty, administration and student representatives.

## **Required Courses Bachelor of Science in Business**

JP Catholic will endeavor to offer the courses as outlined below; however, unforeseen circumstances sometimes require a change of scheduled offerings. Students are strongly advised to check the Schedule of Classes before relying on the schedule below.

Students must complete a minimum of 90 units of business related courses. Those courses are expected to consist of:

BUSI 100	Introduction to Products and Markets
BUSI 101	Entrepreneurial Management of Companies
BUSI 104	Introduction to Financial Accounting
BUSI 105	Introduction to Marketing
BUSI 120	Project Management
BUSI 201	Marketing Products and Services
BUSI 202	Leadership and Management
BUSI 203	Introduction to Finance
BUSI 206	Entrepreneurial Management
BUSI 211	Managerial Finance
BUSI 212	Managerial Accounting
BUSI 213	Small Business Principles and Practices
BUSI 214	Writing a Business Plan for Small Business
BUSI 215	Legal Considerations for Small Business (Business Law)
BUSI 217	Statistics for Managers
BUSI 218	Microeconomics
BUSI 219	Macroeconomics
BUSI 220	Business Development
BUSI 222	Execution I
BUSI 300	Advertising
BUSI 302	Competitive Strategies
BUSI 310	Intellectual Property Law
BUSI 313	Managing Innovation & New Product Development
BUSI 314	Business Model Design (Integrative Thinking)
BUSI 315	Sales Strategy
BUSI 316	Public Relations
BUSI 317	Dealing with the Press
BUSI 318	Leadership
BUSI 319	Public and Non-Profit Landscape
BUSI 321	Small Business and Non-Profit Financial Management
BUSI 322	Execution II
BUSI 390	Junior LaunchPad I
BUSI 391	Junior LaunchPad II
BUSI 392	Junior LaunchPad III
BUSI 402	HR & Organizational Management
BUSI 403	Advanced Leadership & Execution
BUSI 405	Cause Marketing
BUSI 407	Business of New Media

- BUSI 408 Applied Market Research
- BUSI 409 Entrepreneurial Finance
- BUSI 414 Social Media Marketing & Self Promo
- BUSI 421 Internet Strategies for Business
- BUSI 422 Leadership & Management -Advanced Topics
- BUSI 415 Risk Management
- BUSI 490 Senior LaunchPad I
- BUSI 491 Senior LaunchPad II
- BUSI 492 Senior LaunchPad III
- COMM 102 Negotiation Skills
- COMM 200 Business Communications

**Required Courses Master of Business Administration with an Emphasis in Producing**

JP Catholic will endeavor to offer the courses as outlined below; however, unforeseen circumstances sometimes require a change of scheduled offerings. Students are strongly advised to check the Schedule of Classes before relying on the schedule below.

**MBA Program Overview**

<b>Fall</b>	Intro to New Testament	Managerial Accounting	Media Industry Overview	Marketing Media	Story	TV & New Media Development
<b>Winter</b>	Intro to Philosophy	Film Finance	Media History & Economics	Producing Pre-Production	Analyzing Story	Leadership
<b>Spring</b>	Fundamentals of Catholicism	Media Law	Scheduling & Budgeting	Producing Production	Adaptation	Project Management
<b>Summer</b>	Moral Theology & Ethics	Entertainment Management: Negotiation & Deal Making	Thesis Development	Producing Post-Production	Pitching	Hollywood Mentor Series
<b>Fall-Summer</b>	Over the course of the second year students will take their Thesis project (typically a feature film or a pilot for an episodic television series) through development, pre-production, production, post and distribution. Students generally work on a team thesis project.					

In order to earn a Master of Business Administration degree with an emphasis in Producing, the student must complete at least 80 units of credit.

Note: The MBA program is designed for those students without a Business undergraduate degree. Students who have completed undergraduate courses that fulfill the requirements of some of the Core courses, and who received a grade of B or better in those courses, will be considered for a waiver of up to

30 credits. Courses eligible for waiver consideration must have been taken in the previous 6 years at an accredited baccalaureate-degree-granting institution. The determination of course equivalencies for waiver purposes will be made by the program Coordinator and faculty on the basis of transcript evaluation. In most cases waivers are granted for two undergraduate courses serving as the equivalent of one MBA Core course.

### **Required Courses Bachelor of Science in Communications Media**

JP Catholic will endeavor to offer the courses as outlined below; however, unforeseen circumstances sometimes require a change of scheduled offerings. Students are strongly advised to check the Schedule of Classes before relying on the schedule below.

Students must complete a minimum of 90 units of media related courses. Those courses are expected to consist of:

ENTM 100	Overview of Story History and Theory
ENTM 101	Story, Genre and Structure
ENTM 102	Media Survey
ENTM 103	Fundamentals of Post Production
ENTM 104	Fundamentals of Production
ENTM 105	Writing and Pitching a Script
ENTM 120	Introduction to Directing
ENTM 200	Fundamentals of Story Development
ENTM 201	Writing for Stage and Screen I
ENTM 202	Writing for Stage and Screen II
ENTM 203	Producer: Planning for Production
ENTM 205	Navigating the Media Landscape
ENTM 206	Production Simulation
ENTM 300	Introduction to Film Criticism, Theory & Language
ENTM 302	Directing I
ENTM 303	Directing II
ENTM 304	Commercials
ENTM 305	Short Film & Webisode Production
ENTM 306	Sound in Film
ENTM 307	Documentaries
ENTM 308	Advanced Production Simulation II
ENTM 309	Advanced Producing
ENTM 310	Advanced Post Production
ENTM 311	Adaptation
ENTM 312	Advanced Writing Seminar I
ENTM 313	Introduction to Journalism
ENTM 314	Elements of News I
ENTM 315	Technical Seminar I
ENTM 318	Lighting
ENTM 400	Special Effects

ENTM 401	Visual Effects
ENTM 402	Writing Short Form
ENTM 403	Advanced Writing Seminar II
ENTM 404	Elements of News II
BUSM 306	Film Finance
BUSM 402	Advanced Marketing & Distribution
BUSM 403	Self-Promotion & Demo Reel
BUSM 523	Media Law
BUSI 390	Junior LaunchPad I
BUSI 391	Junior LaunchPad II
BUSI 392	Junior LaunchPad III
BUSI 490	Senior LaunchPad I
BUSI 491	Senior LaunchPad II
BUSI 492	Senior LaunchPad III

(Minimum 12 Units from Area of Emphasis)

**Emphasis in Production Requirements**

ENTM 306	Sound in Film
ENTM 309	Advanced Production
ENTM 310	Advanced Post Production
ENTM 318	Advanced Cinematography: Lighting

**Emphasis in Screenwriting Requirements**

ENTM 311	Adaption
ENTM 312	Advanced Writing Seminar I
ENTM 402	Writing Short Form
ENTM 403	Advanced Writing Seminar II

**Emphasis in Animation & Gaming Requirements**

ARTS 200	Fundamental Drawing
DIGM 210	Computer Animation I
DIGM 304	Computer Animation II
DIGM 305	Introduction to Programming
DIGM 308	Computer Animation III
DIGM 306	Computer Programming
DIGM 310	Mobile Game Programming
DIGM 403	3D Environments
DIGM 404	Game Engines

**Emphasis in Producing Requirements**

ENTM 311	Adaption
ENTM 309	Advanced Producing I
ENTM 310	Advanced Producing II
BUSI 316	Public Relations

**Emphasis in New Evangelization Requirements**

BIBL 500	Evangelization
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BIBL 501	Biblical Hermeneutics
BIBL 511	Pentateuch
BIBL 521	Synoptic Gospels
BIBL 522	Gospel of John
BIBL 523	St. Paul
THEO 501	Fundamental Theology
THEO 551	Practicum
THEO 552	Practicum

## Course Descriptions

### Business

#### **BUSI 100 Introduction to Products and Markets:**

The purpose of this class is to review current information about companies and business trends, to learn important lessons regarding the products they're selling and the markets they're serving. Students will use real-world and timely experience from a variety of businesses by reading the Wall Street Journal. Students will also become proficient in brief Power Point presentations.

#### **BUSI 104 Introduction to Financial Accounting:**

This course provides the student with the fundamental understandings of how the accounting process is used to measure and report economic events to outside stakeholders. The course focuses on fundamental concepts, required financial statements, and key relationships. The course emphasizes the role of accounting in decision making by investors, creditors, and regulators. The primary objective of this class is that students will be able to demonstrate, at a basic level, an understanding of the knowledge and practice of the core business discipline of accounting.

#### **BUSI 105 Introduction to Marketing:**

This course focuses on introducing the idea of "entrepreneurial marketing" and is aimed at students who plan to start a new venture or take a job as a marketing professional pursuing an innovative marketing approach. Students will study a full spectrum of marketing strategy and tactics that are especially suitable for entrepreneurial firms aiming for high growth and innovation yet faced by limited resources and uncertain industry dynamics. Students will work in teams on marketing plans for their own venture or for other high profile entrepreneurs or executives. The focus of this course is on hands-on experiences and practical relevance of innovative marketing concepts.

**BUSI 120 Project Management:**

This course teaches the principles of project management that are commonly used to plan and measure projects in industry. It presents the project management mind-set, tools, and skills for successfully defining, planning, executing, monitoring, controlling, and reporting a project. Topics covered include: the project life cycle; fundamental PM processes; development of the project plan; interpersonal management skills; and managing changes during project execution. Case studies are from technology and media applications.

**BUSI 201 Marketing Products & Services:**

This course explores the special challenges of marketing products in both consumer and business-to-business marketing contexts. It explores the relationship of marketing to other functions and to show how effective marketing builds on a thorough understanding of buyer behavior to create value for customers. The class focuses on a broad range of products, with special emphasis on Internet marketing strategies. Product marketing methods are learned and applied. Topics include: understanding customer needs, strategy formulation, effective and efficient implementation, and building relationships; control of the elements of the marketing mix—product policy, channels of distribution, communication, and pricing—to satisfy customer needs profitably; brand management. This class includes a computerized business simulation.

**BUSI 203 Introduction to Finance:**

This course provides the student with the fundamental understandings of how financial issues impact the decision-making process in companies. Students learn the significance of costs, profitability, and the general financial consequences that result from day-to-day business decisions. They will learn strategies to make better investment and financing decisions in entrepreneurial settings. The course covers all stages of the company growth process, from startup to exit. The case studies cover technology-based businesses, with the emphasis on gaining financial insights. The course will introduce the student briefly to structuring multi-staged start-up financings, understanding business models, and valuing entrepreneurial ventures. The primary objective of this class is that students will be able to demonstrate, at a basic level, a global understanding of the knowledge and practice of the core business discipline of finance.

**BUSI 206 Entrepreneurial Management:**

Students learn the various aspects it takes to start and operate a small business and will function in a small group as if they are the managers of a small business. They become acquainted with business start-up issues, such as unique selling proposition, business plans, and legalities; learn the basics about business operations, such as sales, marketing, hiring, and firing;

become introduced to financial issues such as collections, credit, insurance, and e-commerce.

**BUSI 211 Managerial Finance:**

This course combines theory with sophisticated analytical tools to provide students with the background to develop and manage major corporate financial decisions. Topics covered include: the basic principles of corporate finance; financial statement analysis; financial forecasting; time value of money; valuation of financial securities; management of risk and return; modern capital markets and the cost of capital; and legal and regulatory considerations. Students also learn to estimate and analyze cash flows in the capital budgeting process and to examine capital structure, dividend policies, and long-term financial planning. This class includes a computerized business simulation.

**BUSI 215 Legal Considerations for Small Business:**

Students study in detail the significant legal considerations involved with forming and operating a sustainable small business, becoming acquainted with real-world examples of incorporation issues and trade-offs, taxes and tax liabilities, human resource commitments and limitations, advertising issues and implications; contract law; patent, copyright and trademark law; and digital rights management.

**BUSI 217 Statistics for Managers:**

This introduces students to using data to drive company decisions and actions. Students will learn to use a quantitative approach to answer the questions: Why is this happening? What if these trends continue? What will happen next? What's the best that can happen?

**BUSI 218 Microeconomics:**

This course introduces the basic principles of economics and their applications to managerial decision-making. It begins with an analysis of the decision making of individual consumers and producers and how they interact in a variety of marketing settings. Other topics covered include: decision making in risky situations; the complexity of pricing, production, and market entry and exit; and the relationship between market structure and the strategic choices that are open to the company. The course forces the student to think systematically about achieving competitive advantage through the management of the firm's resources.

**BUSI 219 Macroeconomics:**

This course gives an in-depth introduction to the major concepts of business macro-economics, exposing them to the issues faced by companies

competing in global markets. This course is devoted to the fundamental principles of macro-economics, with particular attention paid to how these principles shape the structure and performance of nations and governments. The course provides conceptual tools for analyzing how governments and social institutions inter-relate, and how their policies influence economic competition on national and global scales. They learn how national systems have affected production, inflation, unemployment, as well as the quality of life in their respective countries.

### **BUSI 220 Business Development:**

A course designed for an aspiring entrepreneur to apply a proven process to generate leads for possible sales. Upon completion of the course, students will be prepared to assess marketing opportunities and target markets, as well as know how to integrate marketing and sales tactics/strategies to support business development. Students will implement a lead generation strategy for their individual venture or example business, and design a multipronged approach to reach the sphere of influence.

### **BUSI 222 Execution I:**

Students will learn how to successfully execute a project, gaining understanding of the key steps in project planning and execution. They will play a key role in a real and complex project by planning, executing and debriefing. By experiencing being a part of a team and having to learn from team members, they will apply their lessons learned in class and eventually in their own businesses.

### **BUSI 302 Competitive Strategies:**

This course focuses on issues central to an enterprise's long- and short-term competitive position. Students learn the importance of sound strategic thinking and apply this knowledge to class room exercises.

### **BUSI 314 Business Model Design**

In today's world there is a need for strategic thinking and business vision based on a different paradigm. Competition is not only between products and services, but also between business models. Students will learn about innovation-driven business strategies and methodologies to develop business designs to successfully compete in the new economy.

### **BUSI 315 Sales Strategy:**

A course designed for the entrepreneur, focusing on strategies to develop long-term business relationships. Students apply a proven process to increase sales, and are prepared for likely selling scenarios

and learn the most effective methods to handle them. Students learn different sales strategies and can determine which method works most effectively for him/her.

**BUSI 316 Public Relations:**

Students will explore the field of public relations from both journalistic and corporate points of view. Through discussion, case studies, and individual and group projects, they will develop an awareness of the important roles branding, PR, and publicity play in our society; learn the differences between news, opinion, advertising, and propaganda; discover basic strategies and tools for attracting publicity and dealing with press attention, and wrestle with the moral and ethical aspects of creating and maintaining a compelling, authentic public image.

**BUSI 318 Leadership:**

Students in this class learn the basics of leading and managing within complex organizational settings. They review the history of organizations and the evolution of thinking around the roles of effective leadership and management, and the difference between them. The course covers the importance of both personal and enterprise mission and vision statements. Students learn the necessity and practicality of, and develop, a personal mission (statement) forged to their lifetime's passions. They also conceive a series of visions (statements) that practically support their mission and utilize the student's unique set of inherent talents and developed skills. They begin to develop and appreciate the skills required to organize a productive team and effectively function within it. Students are exposed to ethical frameworks to guide decision-making. The class provides the student with analytic tools needed to analyze, manage, and lead the organizations of the future. Emphasis is placed on the importance of the organizational context in influencing which individual styles and skills are effective. The class employs a wide variety of learning tools, from experiential learning to the more conventional discussion of written cases.

**BUSI 319 Public and Non-Profit Management:**

Managers of nonprofit organizations are faced with many of the same challenges as their for-profit counterparts. Students will learn how for-profit business frameworks can be applied to public and non-profit organizations.

**BUSI 321 Small Business and Non-Profit Financial Management:**

This course develops the knowledge and skills expected of a finance manager, in relation to investment, financing, and dividend policy decisions applicable in small business and non-profit settings.

### **BUSI 322 Execution II:**

This course is designed for junior/senior-year Entrepreneurial Business majors, and builds upon earlier courses in leadership, project management, and Project Execution I. The course's intent is to show how to successfully visualize, plan, brief, execute, and debrief a more complex project involving the entire class. The center piece of the course is the actual execution of a three-day wilderness campout involving JPCU students as part of their overall academic experience. The course shows how management (represented by half students) can successfully plan and brief a project that is executed by other staff (represented by the other half), which in-turn demonstrates the importance of visualization, discussion, and tapping into the experience of others, as well as how to successfully debrief the team to learn valuable lessons. Consequently, the course gives valuable insight, since the division of duties mimics real-life project execution in the business world, where management and staff have different roles and responsibilities.

### **BUSI 390 Junior LaunchPad I:**

This course will explore in depth the industry the student plans to enter, its size, characteristics and trends, and major customer groups. The students will analyze the distinguishing characteristics of the primary target market and market segments including: its critical needs; how those needs are currently being met; the markets demographics and geographical dependencies; who the decision makers and influencers are; size, anticipated growth and changes; anticipated market penetration; pricing and margin; techniques to reach your market; secondary markets. Students will perform market tests, contacting potential customers, and assessing reactions, satisfaction and willingness to buy. The student teams will assess the competitive landscape by product line or service and will perform a SWOT analysis to discover their competitive advantages and disadvantages, and the barrier to their entry in terms of cost, technology, IP or regulatory restrictions.

### **BUSI 391 Junior LaunchPad II:**

This part of the course will solidify the required management talents and skills. The team will create an initial management structure, describing primary responsibilities, authorities, skills, experiences and compensations. It will describe the skills that will have to be added with growth. The team will address and resolve the legal structure of the business, including proposed ownership, stock plans, and establishing a Board of Directors. The team will detail the operational issues including: POS production and/or delivery; service; operations competitive advantages including efficiencies and direct costs; critical suppliers, lead time, sub-contractors, and contractual relationships.

### **BUSI 392 Junior LaunchPad III:**

Students will explore different and appropriate funding scenarios to launch and grow a new business. They will determine start-up funding requirements including: amount, timing, type (equity, debt, and venture), terms; long-term funding needs; the use of funds, as working capital, debt retirement or acquisition. The team will define their long-range exit strategies, such as going public with IPO, acquisition, leveraged buyout, or remaining closely held. The team will learn the critical nature of the financial management of the venture. They will create the framework for financial data reporting including: income; balance sheets; cash flow; burn rate; capital budget expenditures; audits; and tax obligations; forecasting and scenario planning.

### **BUSI 402 HR and Organizational Behavior:**

Covers the nature of human resource development and utilization in organizations; government programs and policies, labor force statistics, organizational personnel departments, personnel planning, forecasting, selection, training, development, and integration of government and organizational human resource programs.

### **BUSI 403 Advanced Leadership and Execution:**

The purpose of this course is to apply the concept learned in Execution to successfully execute a large project. Students will perform a real and complex project by planning, executing, and debriefing. They will experience being part of a team and having to learn from the other participants.

### **BUSI 405 Cause Marketing & Fundraising:**

This course introduces students to the concept of cause marketing. Cause marketing is a partnership between a for-profit business and a non-profit charity or organization. Through this partnership, the business promotes itself and gains goodwill while at the same time raising money for the non-profit.

### **BUSI 415 Risk Management:**

Over the past few years, the economy has changed radically; traditional business methods are not applicable as they once were. This course explores topics like market turbulence and chaos, managing both opportunity and vulnerability as well as creating resilient management and marketing systems. Students will learn how to help their companies thrive in market turbulence.

### **BUSI 490, 491, 492 Senior Launch Pad:**

This course focuses on developing students' ability to identify 'problems' that if properly solved represent solid business ideas. The problem that the student or student team selects to solve will form the basis of the company they will launch through this capstone sequence. After successfully identifying

a problem students will design the most appropriate solution for the potential customer. This course will incorporate understanding how customers are currently solving this problem and analyzing the competitive landscape of the industry. With the problem and solution identified, students will work to build a plan that will propel them towards proof of concept, prototyping and getting ready to find funding.

#### **BUSI 498 Financial Tools:**

The purpose of this course is to provide students with an in-depth understanding of financial reporting and management accounting systems typically encountered in organizations. Successful leaders have a comfortable relationship with financial information in their organizations, which they use to help make sound organizational decisions about problems and opportunities. This course will improve your understanding of finance, accounting and related financial analysis tools.

#### **BUSI 502 Finding an Opportunity: The Competitive Landscape**

This course will provide the student the competencies needed to identify and transform both technical and non-technical innovation into viable ventures that capture profitable market opportunities. The course will provide students an introduction to the strategic and operational issues of developing an innovation into a competitive and sustainable business. This is a team-based project course in which students will apply management principles, technology strategies, market opportunity assessment/validation strategies and financing strategies in the development of value propositions, business models and business concepts of a potential new business or organization.

#### **BUSI 503 Competitive Strategy Case Studies:**

This course teaches analysis of strategic decisions facing an organization. The primary emphasis is on decisions at the line of business level, although we will also consider strategy at the corporate level. The primary source of analytical method is economics. We cover traditional strategy topics such as competitive advantage and sustainability as well as modern game theory models of competition. A central integrating idea is anticipating the response of other actors in the industry and recognizing that often an organization's profits depend on the actions of other firms. We study non-profits as well as for-profits. Class sessions are a mixture of applications (cases and other examples) and lectures. Our perspective is that of the general manager who has overall responsibility for the performance of the firm or of a business unit within the firm.

#### **BUSI 504 Applied Market Research:**

This class is focused on how to conduct marketing/business research ethically and well in an international context. It is client-based, meaning that you'll

learn the process by working on a project for a client. People are depending upon your team, so it is expected that only your best work will be put forth.

**BUSI 505 Financial Accounting:**

The course focuses on financial accounting, which provides financial information primarily for decision-makers outside the entity. This financial information is provided to external decision-makers primarily by means of general-purpose statements of operating results, financial position, and cash flow. The course concentrates on the application of accounting theory, standards, principles, and procedures to accounting problems. The fundamental rationale for the various aspects of financial accounting is stressed. Students acquire a basic knowledge of the language of business.

**BUSI 506 Entrepreneurial Finance:**

This course is designed to give you a thorough background in one of the most complicated and challenging areas of entrepreneurship. Through a combined use of text, case studies, and live examples we will attempt to define the optimum approach to financing a new and growing company, and avoid the pitfalls of those that have failed.

**BUSI 507 Marketing Management:**

Marketing Management is the art and science of choosing target markets and getting, keeping, and growing customers through creating, delivering, and communicating superior customer value. Marketing management seeks to meet organizational objectives by effectively satisfying customers in a dynamic environment. This course provides an overview of marketing processes and marketing principles, and provides students with the opportunity to apply the key concepts to practical business situations.

**BUSI 509 Film Finance:**

This course is designed to give students an understanding of the various methods and approaches used in film financing. Film finance covers aspects critical to the funding of any major media project including basic discussions on: SEC Law, Crowd Funding, GAP Financing, Equity Investors, Film Business Plans and more.

**BUSI 511 Strengths Based Leadership:**

This course is a critical analysis of strengths-based educational theory and practice with an emphasis on how awareness and application of strengths can increase teaching, learning, and leadership effectiveness. Using case studies of excellence in educational practice, research papers and individual reflection, students develop and evaluate theoretical principles of strengths-

based education and how to move an educational organization towards being a strengths-based institution.

### **BUSI 512 Operations Management:**

The basic purpose of this course is to provide students with a broad understanding and knowledge of several operations management concepts. Such concepts include (but are not limited to) operations strategy, process design, forecasting, inventory management, scheduling, and quality management. Emphasis will be placed on the application of these concepts to actual business situations

### **BUSI 513 Strategic Management:**

This course helps students build and manage a sustainable and successful company by teaching them how to create and manage the processes through which strategies are defined, capabilities are developed, management strengths are built, and results are delivered. The students learn how to integrate the marketing, product development, operations, financial, and human dimensions of the firm. The course is structured around the life cycle of a company. The students are introduced to important leadership and strategy models and frameworks from the start-up to the ultimate rapid growth and onto building mass and muscle through acquisition.

### **BUSI 514 Business Planning & Communication:**

Students will pull together their entire business education and experience to a very practical, hands-on project that they select. Working individually, you will research the market for your product or service idea; prepare marketing, sales, development and operations plans; and make financial projections. Writing a business plan requires asking tough questions about the nature of your business idea. What is the need for your product or service? What are the benefits? What is the target market and how will you penetrate it? What is your sustainable competitive advantage? How will you develop and produce the product or service? What management team is required? What are the risks of the venture and what can you do to mitigate them? What are the financial implications of the plan? What resources, including funding, are required?

### **BUSI 515 Social Media Marketing & Web 2.0:**

This course will prepare you to act both strategically and tactically - utilizing social media tools like blogs, microblogs (Twitter), podcasts, vodcasts, video, e-mail and networking sites to engage with your audience and sell your products and services. You will discover how to use analytic tools to gauge the effectiveness of your campaigns and communicate meaningfully with your audience.

**BUSI 517 Building Web Applications:**

This course aims to provide students with insight to the workings of Joomla!, an open- source content management system, and content management systems in general. Students will also be exposed to MySQL, PHP, and how they interact.

**BUSI 518 Managerial Economics:**

The intention of this course is to introduce to you a wide variety of problems faced by managers. Faced with these problems, you will be given the opportunity to develop strategies and tools for solving the problems, including computer solutions, used by managers every day. Our primary computer tool will be Excel. The intention is for you to become confident in your Excel skills to the point where Excel is an asset, not a liability, when you enter the job market.

**BUSI 520 Emerging Markets:**

This course builds upon earlier courses in leadership, entrepreneurial business basics, managing chaos, macroeconomics, and introduction to markets and services. The course's intent is to show how many foreign multinationals are taking leadership business positions in the global economy. It also studies the rise and future expectations for the emerging economies of the "BRIC" nations (i.e., Brazil, Russia, India, and China). Studied are a number of foreign firms' rise to global prominence, and what key traits they possess. The ultimate goal is to replicate what works for these companies in our own businesses.

**BUSI 521 Financial Management:**

The course provides a working knowledge of the tools and analytical conventions use in the practice of corporate finance. The emphasis is on establishing an understanding of the basic elements of financial theory to be use in the application of analytical reasoning to business finance problems.

**BUSI 522 Principles of Engagement:**

This course exposes the student to the core principles of building an engaged publics, be they customers, clients, benefactors or even parishioners.

**BUSI 550 Internship Overview:**

This course explains the goals, format and process required for successfully completing an internship.

### **BUSI 551 Strategy Formulation:**

This course is concerned with the formulation and analysis of business strategy. Business strategy is the set of objectives and policies that collectively determine how a business positions itself to increase its returns and create economic value for its owners and stakeholders. Strategy is concerned with answering two central questions: "What businesses should we participate in?" and "How should we compete?" In this course, you will learn analytical techniques for diagnosing the competitive position of a business, evaluating business strategies, and identifying and analyzing specific business options. These concepts and frameworks will help you to learn to put structure on complex and unstructured problems in business strategy, in order to provide a solid foundation for managerial decision-making.

### **BUSI 580 Internship:**

This is conducted in coordination with a participating company or non-profit organization and is reviewed by one or more faculty.

### **Entertainment Media**

#### **BUSM 306 Film Finance:**

This course explores the principles of Film Finance including using private equity, tax incentives, distribution, crowd funding and other traditional and emerging methods of funding media projects.

#### **BUSM 402 Advanced Marketing & Distribution:**

Some of the greatest stories of film lore are the breakout hits of THE BLAIR WITCH PROJECT, MY BIG FAT GREEK WEDDING, and THE PASSION OF THE CHRIST. All were independent productions that, at first, could not seem to get distribution. Yet, all were phenomenal successes. This course will look at the unique distribution and marketing strategies of these and other successful films that began with no distribution budget, but still wildly succeeded. In a symposium setting, students will research distribution and marketing elements that are generally not followed by the big studio releases and compile a list of successful and inexpensive strategies accessible to the independent film project.

#### **BUSM 403 Self-Promotion & Demo Reel:**

Whether the student wants to be an agent or talent manager, or have nothing to do with them, everyone in the Entertainment industry must learn to negotiate and work with agents and managers. Agents and managers are perhaps the most harried, and busy individuals in the entertainment business. If a student wants to work outside the agent system they need to understand

self-marketing and promotion. In service to either plan a comprehensive high quality demo reel will be developed.

**BUSM 500 The Art and Business of Producing:**

This course introduces students to the many and varied jobs inherent in the title of Producer. Students will learn the basics of both the creative and business side of producing a major media project.

**BUSM 501 & 502 Hollywood Producer Series I/ II:**

This course takes students to Hollywood for a series of meetings with working Producers, Agents, Managers and Studio Executives to both gain insight and to network with other industry professionals.

**BUSM 504 Television Development:**

This course looks at the peculiarities of developing episodic shows for television.

**BUSM 506 Media Strategy Case Studies:**

This course looks at the history and strategy employed by successful media companies through the years that lead to successfully establishing themselves in the industry.

**BUSM 523 Media Law:**

This courses covers the key concepts that affect most media productions. This includes working with trade unions, licensing, and contract issues.

**BUSM 550 Media Thesis Overview:**

This course explains the process and requirements for the students media thesis project that they will continue working towards.

**BUSM 551 Production Simulation:**

This course provides the students an opportunity to produce an actual media product in a single 10-week quarter. Students will learn the importance of development, pre-production, production and post.

**BUSM 590 Media Thesis:**

Over the course of one to two years students will develop, produce and attempt to distribute a significant media project.

## **Media**

### **DIGM 205 Photoshop:**

Students will be introduced to the Adobe Creative Suite Premium family of products for professional web, design. The suite includes: Dreamweaver and Photoshop. They will learn the basic elements of these critical tools to design visually compelling web sites. They will also learn to read and write basic HTML. Student teams will register and launch their own multi-page web sites using a commercial hosting service. They will learn the essential process and tools for defining, planning, designing, and preparing user-friendly web sites. Students will learn about web site user and technical requirements.

### **DIGM 206 Flash:**

Students will learn the basics of Adobe's animation program Flash. They will create Flash animations by setting stage properties, importing images into Flash, creating drawing objects and more.

### **DIGM 210 Computer Animation I:**

This course introduces the student to computer animation using the Maya platform.

### **DIGM 300 Web Strategy:**

This course provides the student with the fundamental understanding of Internet strategy and trends. Students will gain a thorough understanding of Web 2.0 technologies and business models.

### **DIGM 304 & 308 Computer Animation II/III:**

These course build on DIGM 210 and advanced students to a solid foundation in animation using computer programs, specifically Maya.

### **DIGM 305 Intro to Computer Programming:**

This course is an introduction to the theory and practice of video game design and programming. Video game programming is one of the most challenging disciplines in Computer Science because it attempts to combine, in real time, concepts in: computer graphics, human computer interaction, networking, artificial intelligence, computer aided instruction, computer architecture, and databases.

**DIGM 306 Computer Programming:**

This course builds on the fundamentals of programming and focus on C++ language for video game programming.

**DIGM 310 Mobile Game Programming:**

This course builds on the basics of programming and applies them to a mobile game platform such as the iPhone.

**DIGM 403 3D Environments:**

This course provides an introduction to the creation and implications of single and multiple participant 3D virtual environments.

**DIGM 404 Game Engines:**

Students will build and integrate assets and animation into a working game level. Students will also be introduced to production asset management and content creation requirements to build and populate game environments using the latest game engine technologies and techniques.

**ENTM 101 Story, Genre, and Structure:**

Students analyze story genres as language and how the structures for each are different based on audience expectations. Movie genres include: Action/Disaster, Adventure, Comedy, Coming-of-Age, Detective, Epic/Myth, Fantasy, Gangster, Horror, Love, Science Fiction, Social Drama, Thriller, Historical Drama, Musical, and Western.

**ENTM 102 Media Survey:**

It's show business, but in an ever-expanding media landscape, what does that mean? Students in this course will explore the business of media—who are the players, what do they do, what does that mean for us? IN addition, we will explore what the role of Christians in this new media environment can and should be, and how we can best utilize the opportunities available to us to become who we want to be.

**ENTM 103 Fundamentals of Post Production:**

This class will focus on the basic fundamentals of post-production, which includes picture and sound editing, media management, media capture and the various editing techniques available to editors to communicate ideas. The class will cover the history of cinematic editing and the impact it has had on visual storytelling, as well as the various styles of editing that make up the language of cinema.

### **ENTM 104 Fundamentals of Production:**

This course introduces students to the fundamentals of pre-production and production, and the roles and responsibilities of all personnel and positions that are essential to its success. Students will become familiarized with the detailed preparation required for the shoot and the interdependence of the script, budget, schedule, and breakdown. Students will also learn how a digital video camera works, the characteristics of lenses, how to record clean sound, and how to use lighting to illuminate and shape an image.

### **ENTM 105 Writing and Pitching a Script:**

This course builds on the writing and presentation fundamentals learned in Poetics and Grammar and Story, Genre and Structure, with specific application to writing for the screen. The student will learn the basics of scriptwriting and will combine this with previously acquired writing and storytelling skills to write a spec script for an existing half-hour or hour-long television series. Students will hone their presentation skills to pitch their television story. Class time will be dedicated to covering beginning and intermediate topics including breaking stories, scene writing, dialogue, subtext, direction, giving and receiving notes in a writers' group and script format. Students will critique one another's work in small groups, with instructor supervision and guidance. Considerable time will be required for students to write outside of class. Students will read and respond to the require text a well as assigned episodic television scripts.

### **ENTM 120 Introduction to Directing:**

This course introduces students to the role of director and looks at the work of some of the greatest directors throughout film history.

### **ENTM 200 Fundamentals of Story Development:**

This course builds on student understanding of screen storytelling established in Story, Genre and Structure and Writing and Pitching a Script. Students will develop an original feature-length screen story from multiple ideas through idea evaluation and selection, character creation and development, story structure, treatment, pitch and beat sheet. At the end of the course, students will be required to register their work with the WGA (a \$20 fee). Students will consider more advanced screenwriting concepts presented in the text and will apply those principles to their developing stories.

### **ENTM 201 Writing for Stage and Screen I:**

Students read classic and modern screenplays, teleplays and stage plays. They master scriptwriting software. They write 1) the first two acts of a feature length screenplay, 2) a spec episode for an existing television series, or 3) the

first half of a stage play, and register it with the WGA. Class time is dedicated to covering intermediate topics including scene transitions, writing subtext and visual writing, and further developing skills in scene and dialogue writing and script formatting, including differences in formats for stage, television and film, and solutions to writer's block, goal setting, and writing discipline. Students critique one another's work in small groups, with instructor supervision and guidance. Later class sessions deal with selling the script and project. Considerable time is required for students to write alone or with a writing partner.

### **ENTM 202 Writing for Stage and Screen II:**

Students will continue their study of screenwriting begun in Writing for Screen I. They will complete the first draft of a feature length screenplay and plan and complete a second draft of that screenplay, and they will register their work with the WGA. Class time will be dedicated to covering intermediate and advanced topics including rewriting, working with producers, directors and agents, types of Hollywood meetings and how to make the most of them, how to seek buyers for scripted material, and the articulation of a well-developed personal code of ethics in entertainment. Students will critique one another's work in small groups, with instructor supervision and guidance. Considerable time will be required for students to write. Students will read and respond to the required texts as well as feature screenplays and episodic television scripts.

### **ENTM 203 The Producer: Planning for Film Production:**

This class focuses on role of the producer and creative organizational techniques of producing for film and TV. It details the analysis of procedure, problems, and budgets in planning feature-length script for film and television production.

### **ENTM 206 Production Simulation:**

In this class, students will work as part of a collaborative production team that will write, produce, film and edit a short-form narrative film. Students will gain an understanding and knowledge of the key personnel positions required to produce a film, and will execute those job functions by taking a project through pre-production, production and post-production.

### **ENTM 302 Directing I:**

Students learn to analyze and exploration directorial approaches used in film, and television, looking particularly at the creative use of cameras, sound, composition, and communication with those in front of and behind the camera. They explore, from a directorial perspective, the expressive potential of the image within and beyond the narrative. They learn methodologies, which stimulate visual creativity and positioning the image as the fundamental

element of cinematic expression. They engage in exercises in the analysis of script and character for purpose of directing actors to obtain the best possible performance.

### **ENTM 303 Directing II:**

In this production-intensive class which builds on the directing fundamentals learned in Directing I, students will work together weekly to create short film subjects, dealing with spiritual and Christian subject matter, in an attempt to connect noble themes to photographed light. Students will be assigned weekly subjects and be expected to present them in class for feedback and analysis.

### **ENTM 304 Commercials:**

This course gives students the opportunity to explore one very specific kind of filmmaking. Through exploration of advertising, students gain knowledge about what kind of work is salable in American and foreign markets and how to work within distinct confines of commercial genre. Students will identify the commercial advertising requirements of potential clients, and effectively produce a commercial to achieve identified goals. They will evaluate client needs, identify a target audience, craft a message promoting unique benefits and importance to customers, pitch a concept, and present the finished product to a simulated client for approval and feedback.

### **ENTM 306 Sound in Film:**

This course gives students an understanding of the principles of sound and how they are applied in a production environment. Students will record audio in the field and know which microphone and microphone accessories to use in which environment. Students will create a clean and effective post-production sound track by properly mixing all elements of sound: dialog, effects, foley atmosphere, music and sound design.

### **ENTM 307 Documentaries:**

In this course students will acquire the knowledge and skills necessary to effectively communicate an idea to an audience through the use of a documentary film. Students will view and analyze current and past documentaries and identify the idea, concept and structure that makes up the film. Students will create a documentary film that either records the present using behavioral or anthropological means, or recalls the past using historical or biographical elements, incorporating visuals, statements and interviews with verifiable truths.

### **ENTM 309 Advanced Production:**

This class focuses primarily on the role of the cinematographer. Students will learn how to visually communicate an idea through extensive use of the

camera and lights. Areas of emphasis will include composition, camera techniques, camera placement and movement, lens characteristics, color, depth of field, lighting techniques, the qualities of light and color temperature.

**ENTM 310 Advanced Post Production:**

In this class students gain an understanding and command of advanced post-production workflow techniques and applications so they can communicate emotion, texture, style and mood to the visual character of a film project. Students will work with the entire Apple Final Cut Studio editing suite, and create individual project using these tools.

**ENTM 311 Adaptation:**

Students learn how to adapting scripts from other sources, such as books, articles and true stories.

**ENTM 312 Advanced Writing Seminar I:**

Students spend time, in close individual consultation with faculty, developing and writing multiple scripts for a variety of outlets, chosen by the student.

**ENTM 313 Intro to Journalism:**

Students will gain an overview of the journalistic marketplace by exploring the following questions: What is news? How is it gathered, organized, and disseminated? How are electronic newsgathering and convergence changing the profession – and how will the news of tomorrow be presented and understood? What are the moral, ethical, and legal implications for practitioners of this “gatekeeper” profession? The class will also examine the roles and responsibilities of journalists as well as the professional opportunities and challenges that exist for those aspiring to enter the field.

**ENTM 314 Elements of News I:**

Students will master the fundamentals of electronic newsgathering and dissemination in this sequence of two highly practical, hands-on courses. Students will learn the basic format and structure of various news story elements (VO, SOT, standard and long form packages, teaser, stand-up) as well as interview and research techniques and the legal and ethical standards of the profession. Building on that foundation, they will work individually and in teams to develop, research, write, and produce professional quality segments for a broadcast and inclusion on a resume reel.

**ENTM 318 Lighting:**

This course concentrates on the understanding of how light works, how to manipulate it, and how to use light and its supporting instruments to light in a way that will communicate emotion and help establish the visual character of a film. Students work with various types and styles of lighting instruments, stands, grip equipment and light modifiers as they light a variety of scenes.

**ENTM 401 Visual Effects:**

Students examine the evolution and the current state of the art of visual effects, as well as problems and blessings inherent in constantly evolving technology.

**ENTM 402 Writing for Short Form:**

Students learn how to write for short films and new media (Twitter stories, webisodes, podcasts of oral stories, YouTube shorts, micro features, and micro documentaries, content that can be self-distributed and virally marketed)

**ENTM 403 Advanced Writing Seminar II:**

Students spend time, in close individual consultation with faculty, developing and writing multiple scripts for a variety of outlets, chosen by the student.

**ENTM 404 Elements of News II:**

Students will master the fundamentals of electronic newsgathering and dissemination in this sequence of two highly practical, hands-on courses. Students will learn the basic format and structure of various news story elements (VO, SOT, standard and long form packages, teaser, stand-up) as well as interview and research techniques and the legal and ethical standards of the profession. Building on that foundation, they will work individually and in teams to develop, research, write, and produce professional quality segments for a broadcast and inclusion on a resume reel.

**ENTM 510 Fundamentals of Cinematography:**

This course is a rapid and in-depth hands-on experience for those new to working on set. Each student will work through the roles of all key people typically found on the set of any major media production.

**ENTM 511 Feature Film Development:**

This course explores the process of developing an idea into a shooting-script and attaching necessary components to make a media project a reality.

## General Education Core

### Core Curriculum

The traditional liberal arts are those defined as the Trivium (Grammar, Rhetoric and Logic) and the Quadrivium (Arithmetic, Geometry, Music and Astronomy). For centuries these were the recognized foundation for higher education. Unfortunately most high school and college liberal arts programs no longer focus on building this foundation. The JP Catholic core begins with this understanding. The courses below describe the basics of the liberal art studies at JP Catholic

#### **ARTS 100 Art Humanities:**

This course teaches students how to look at, think about, and engage in critical discussion of the visual arts.

#### **ARTS 200 Fundamentals of Drawing:**

This course teaches students the fundamentals of drawing.

#### **ART 203 Efficient Cause of Art:**

This course explores the artist as the efficient cause of art and builds an appreciation for complete works of liberal art.

#### **COMM 102 Negotiation Skills:**

This teaches students to meet and resolve objections and conflicts that result from written and oral proposals and pitches. Emphasis is on resolving customer obstacles before addressing your own. Topics covered include: Wants vs. Needs; Win-Win Strategies; Best Alternatives to Agreement; Schedule vs. Quality vs. Cost; Progress vs. Perfection. The class progresses through carefully structured, progressively more complex negotiation exercises. Students learn how external and internal negotiation has become a way of life for effective managers in a constantly changing business environment.

#### **COMM 200 Business Communications:**

Students learn how to craft a significant report and present its content. They learn the written structure of the Business Plan, as well as how to craft a compelling business strategy with a novel business model. In teams, students learn to construct an engaging presentation of their business idea to potential customers, partners or investors. They understand key strategies for giving effective presentations and how to perfect the 30-second elevator pitch.

### **HUMA 105 Poetics & Grammar: The Art of Storytelling**

This is the first of three courses that explore logic as art. This course specifically focuses on grammar, reading and analyzing classic western imaginative literature, writing and speaking.

### **HUMA 106 Logic:**

This is the third course in a series of three that explore logic as art. This course prepares students for in-depth reading and analysis of literature in the following series of Western Literature courses. This course focuses on the forms of reasoning and using, most specifically on the scientific method.

### **HUMA 107 Rhetoric: The Art of Persuasion**

This course is the second in a series of three that explore logic as art. This course focuses on rhetorical discussion and literature. This course incorporates an analysis of practical evangelization.

### **HUMA 202 Global Cultures – Europe:**

At the highest level, the course looks at how nations and regions across the world are navigating the tumultuous currents of globalization. The course, in particular, offers a synthesis of globalization's dramatic impact on Ireland. Since 1990, Ireland has transformed from a sleepy and depressed European backwater to the 'emerald tiger', a country with a booming economy based on knowledge and high-tech industries. Not long ago it was one of the poorest and most traditional countries in Europe, yet now it is one of the wealthiest and most cosmopolitan. Using case studies the student is exposed to what this means for traditional Irish culture and society in the current globalizing Ireland.

### **HUMA 203 Social Studies:**

This class explores the origin of man and the idea of culture. How did man develop diverse cultures? How did he invent writing, the sciences and educational institutions? How is culture shaped by mass media and business today?

### **HUMA 300 Masterpieces of Art and Literature:**

This course will advance the students' understanding through study and discussion of some of the most significant works of literature, visual arts, and music. The course teaches students to analyze literary texts and to construct intellectual arguments of increasing sophistication and complexity.

### **HUMA 302 Culture Making:**

This course examines how media and business shape the attitudes, practices and beliefs of individuals and groups, and develops in students a rich understanding of the subtle and powerful cultural currents swirling around them, so that they can make valuable contributions to the development of future cultures. Students will consider critically how media and business shape them, learning to recognize the attitudes, assumptions, arguments and ideas promoted by media and business enterprises and products. They will develop a full, thoughtful and practical understanding of what cultures are and how they grow, and of the university's mission to impact culture for Christ. They will gain an understanding of how Christians are perceived by the cultures around them, and appreciate how one gains the privilege of participation in the shaping of cultures. Finally, students will learn to articulate what of value they have to offer the cultures around them, and how they hope to make that contribution over the course of their lives and careers.

### **HUMA 304 Global Cultures II:**

This course examines and contrasts the development of human cultures in South America, Africa and Asia, from the earliest civilizations on each continent, the factors influencing the emergence of urban societies, religious beliefs and practices, cultural contacts and conflicts, divisions between rich and poor, gender relations across cultures, and the artistic and literary achievements.

### **HUMA 402 American Politics:**

This course provides an overview of the American political system. Beginning with the Founding Fathers and examining their thought process and progressing through the modern day political landscape this course explores both the system and the importance of the citizen in the political process.

### **MATH 115 Algebra and Statistics:**

This course is a review of basic mathematics skills, with a focus on those needed to review and understand business statistics and information. The course is fast-paced, and focuses on the subtleties of mathematics and commonly made errors. It also shows how some key concepts can be used to check the quality of calculations, the interpretation of data, and the assessment of trends.

### **MATH 120 Geometry and Design:**

This course explores science of numbers and magnitudes. A special emphasis is placed on how mathematical concepts impact good design and how math impacts art and music.

**PHIL 100 Introduction to Philosophy:**

This course will help guide the students as they inquire what it is to ask a philosophical question, to think philosophically, and how one learns to think in this way. Philosophy of the human person studies what it is to say that human beings are persons and have freedom and subjectivity; the different powers of the human person, including the powers of understanding, willing, feeling, and loving; the difference between body and soul in human beings, and the unity of the two; and the question of the immortality of the soul.

**PHIL 102 Philosophy of Man:**

This course is an investigation into systematic philosophical anthropology: the relation between the soul and the body, life after death, free-will and determinism, the role of reason, language and emotions in human nature, the relationship between the individual and community, the meaning of personhood and the dignity of the human person. This course critically engages key thinkers and their representative texts from ancient times continuing through medieval and modern up to contemporary times.

**PHIL 105 Classical Philosophy (Formerly History of Philosophy I):**

This course is an introductory examination of the principal philosophies from the Pre-Socratics to the later Scholastic period. Emphasis is placed on the basic ideas of Plato, Aristotle, Augustine and Aquinas. Themes to be considered are: faith and reason, nature and creation, causality and teleology, the existence and attributes of God, body and soul, the good life, happiness and virtue, and the purpose of political life.

**PHIL 106 Modern Philosophy (Formerly History of Philosophy II):**

The first part of the course will focus on the main ideas of representative thinkers and their writings from the early rationalist and empirical schools, the reaction of Rousseau, the transcendental critical philosophy of Kant, and Hegel's Idealism. The course will examine epistemological, ethical, cultural and religious principles of modernity. The second part of the course is an introductory examination of the main lines of contemporary thought from the late nineteenth century philosopher Wilhelm Dilthey to Hans-Georg Gadamer in the second half of the twentieth century. Representative texts from phenomenology, existentialism, hermeneutic philosophy and then 'Linguistic Turn' in philosophy are studied. The course begins with the Hegelian influence on Feuerbach and Marx, the reactions of Kierkegaard and Nietzsche; the historicism of Dilthey, the new attempts to re-found philosophy in phenomenology, existentialism, hermeneutics and language. Some attention is paid to the notion of 'post-modern' philosophy. Special attention is also paid to the revival of Thomism in the twentieth century.

### **PHIL 200 Epistemology:**

Epistemology is the branch of philosophical inquiry that seeks to examine fundamental questions related to the possibility, nature, sources and justification of knowledge. The focus of the course is an intensive discussion of epistemological issues such as the nature of belief, truth, rationality and justification. Special attention will be given to the rationality of religious belief, the modern 'critique of knowledge' and the development of Thomistic realism. Selected readings will likely include Aristotle, Thomas Aquinas and Hume.

### **PHIL 201 Ethics:**

A detailed study in the various understandings of the nature of ethics, beginning with the foundational work, Aristotle's *Nicomachean Ethics*, continuing in Thomas Aquinas's *Treatises on the Virtues and on Law*, going into the modern period with *Kant's Grounding for the Metaphysics of Morals*, and concluding with Nietzsche's *Genealogy of Morals*.

### **PHIL 300 Philosophy of Nature:**

This course focuses on the principles of nature and the realm of contingent being. The relationship between philosophy and science is discussed. Consideration is given to such areas as change and motion, nature and mechanism, space and time, life and soul, and the philosophical problems posed by modern science, such as evolution and design.

### **PHIL 301 (THEO 301) Moral Theology and Ethics:**

The principles of Catholic moral theology are studied, as they are found rooted in the New Testament documents, Sacred Tradition, and articulated by the magisterial teachings of the Catholic Church. Students will examine these principles as they provide a basis for a moral compass for today's business leader. Topics covered include: the history and current state of business ethics; Catholic teachings on business ethics; the role of societal and organizational culture and power on business ethics; the moral responsibility of corporations; economic policy, business practices, and social justice; rights and obligations of employers and employees; meaningful work, motivation, and the worker; affirmative action and reverse discrimination; environment and natural limits of capitalism. Classroom discussion and exercise will role-play students in recent business controversies.

### **PHIL 305 Metaphysics:**

This course studies the science of 'being,' substance and form, act and potency and the transcendental attributes of being. Special attention will be paid to the problem of analogical language.

## **Philosophy Electives (Required for Pre-Theology students)**

### **PHIL 402 Political Philosophy:**

This course is an introduction to the basic concepts of political thought in the Western tradition through reading classic texts, beginning with ancient Greece and Rome and continuing to the twentieth century. This includes a study of papal social thought, which constitutes a Catholic intellectual response to liberalism, socialism and nationalism.

### **PHIL 404 Philosophy of God:**

This course is an inquiry into those problems which pertain to the justice of God, or the justification of God to man-theodicy. The course begins with the problem of faith and reason: as rational beings, how can we accept faith, which seems not only to be incapable of proof but also to conflict with that reason tells us? This question is investigated by examining the arguments that attempt to show that reason and faith can be harmonized. Special emphasis will be given to the traditional proofs for the existence of a creator god. The course then turns to a second problem, which stems from the first: the problem of evil. If the universe is governed by a creator and providential governor, how can one justify the existence of evil in the world, e.g., suffering and death, human ignorance and man's inclination to sin?

### **PHIL 500 Capstone Seminar:**

This course is a seminar integrating the major disciplines of the philosophy program (philosophy, theology and the liberal arts). Classic texts from the major disciplines are read and then discussed in class. These texts will be approached with philosophical questions in mind, as befits the capstone to the philosophy program. In order to bring about a genuine integration of the different disciplines, the seminar revolves around the theme of love and friendship, a theme common to all of the major disciplines. This theme is chosen not only because of its integrating character, but also because of its importance for philosophy and liberal education in general, and its peculiar relevance for seminary training in particular.

### **SCI 200 Natural Science:**

This course explores the scientific method and reasoning. A special emphasis is placed on the design found in nature and environmental science.

### **THEO 100 Introduction to Scripture I:**

In this course the student explores the Scriptures, particularly the four Gospels (Matthew, Mark, Luke and John) to discover and get to know Jesus. The Scripture course serves as the foundation of the religion curriculum because it explores God's completed plan of salvation for mankind. Students,

through a study of the Gospels, review the life and teachings of Jesus Christ and learn to apply these principles to their lives.

### **THEO 200 Introduction to Scripture II:**

Students will learn about the principle events that form the core of the story of salvation as it is found in the Old Testament. The course covers the doctrine of inspiration and its implications, basic hermeneutical guidelines laid out by the Church, how the Bible relates to our prayer life, and why its proper context is the liturgy.

### **THEO 201 Fundamentals of Catholicism:**

This course introduces the student to the teaching of the Catholic Church as it is rooted in Sacred Scripture, in Tradition and in the Magisterial teaching of the Church. In addition to a thorough introduction to Catholic doctrine as set forth in the Catholic Catechism, the course includes discussions of significant Church history, major figures and Church institutions, global Catholic life, and introduces Catholic theology.

### **THEO 202 Early Church Fathers:**

Students will learn to articulate the key idea of specific early Christian authors, explaining their significance. The course covers key events in early Christian history, icons, and the characteristic elements of early Christian liturgy and sacred music.

### **THEO 300 The Sacraments, Liturgy and Prayer:**

This course provides: a systematic survey of Roman Catholic beliefs and practices; a basic understanding of Catholic Theology; and its principle teachings. Students explore: the biblical foundations of the Catholic Church; some significant figures and events of Church history; various branches of Christian authority; principles underlying church worship practices; global church-state relationships; and ecumenism.

### **THEO 301 (PHIL 301) Moral Theology and Ethics:**

The principles of Catholic moral theology are studied, as they are found rooted in the New Testament documents, Sacred Tradition, and articulated by the magisterial teachings of the Catholic Church. Students examine these principles as they provide a basis for a moral compass for today's business leader. Topics covered include: the history and current state of business ethics; Catholic teachings on business ethics; the role of societal and organizational culture and power on business ethics; the moral responsibility of corporations; economic policy, business practices, and social justice; rights and obligations of employers and employees; meaningful work, motivation,

and the worker; affirmative action and reverse discrimination; environment and natural limits of capitalism.

**THEO 400 Catholic Social Teaching:**

This course is a broad study of general Church teaching on social questions with strong emphasis on the papal encyclicals and other Church documents. Major issues explored are poverty and the distribution of wealth, prejudice and racism, war and peace, criminal justice, the Gospel and the State, and international community and business ethics.

**THEO 401 Marriage and Family:**

This course introduces the student to the teachings of the Catholic Church on the sacramental understanding of marriage. It examines marriage from a biblical, historical, and doctrinal viewpoint. The course provides a Catholic understanding of human sexuality and the issues that arise in premarital and marital love-relationships. It contrasts the current societal norms with church expectations. The implications of commitment and the realities of today's external forces on marriage and the family are analyzed. Students will learn the significant implications of parenthood and the spiritual and financial duties of raising children.

## Academic Administration

### Office of the Registrar

The Office of the Registrar provides academic support services to students, faculty, staff, and alumni by maintaining the integrity of academic policies and accuracy of student records. The Registrar's Office is responsible for the registration and maintenance of student records. It provides students with authoritative interpretation of JP Catholic policies and procedures regarding registration, posting of degrees, grade reporting and other matters related to student records and registration.

### Office of the Dean of Students

The Office of the Dean of Students is responsible for the student services that seek to enhance overall quality of student life at JP Catholic. The office provides coordination and direction to student services and works to ensure that programs, services, policies, and procedures foster the development of students and the achievement of their academic and career goals. The staff of the Dean of Students office provides help, advice, counseling, and referral for students and parents in many areas including commuter, transfer, and residential matters. The deans' offices develops and coordinates activities such as New Student Orientation, Welcome Week, commencement; leadership and co-curricular learning opportunities; decisions about remaining in or withdrawing from school; disciplinary matters; involvement in student governments; community service and volunteer opportunities; the planning of social, educational and cultural activities; assisting students with disabilities; and assisting in grievance hearing procedures.

Student life at JP Catholic is a critical component of the learning experience and of the human development process. JP Catholic seeks to form the student in soul, mind, and body. The spiritual, cultural and athletic programs that take place within the campus setting, but also outside of the classroom are crucial in the student's robust development into being future innovators and creators, leaders and entrepreneurs.

JP Catholic leases multiple apartments, which are sub-leased to students, providing a supervised residential community experience. Rooms are furnished and provide ample space for effective studying, sleeping, and storing of personal belongings, books, and clothes. The Student Life Office administers all details related to housing contracts.

The Academic Advising is coordinated through the Dean of Students Office. They are responsible for providing official academic advice and direction to students. They assist new and continuing students to develop educational plans, which are compatible with their interests, academic preparation, educational and career goals.

Students have quality recreation programs available. They are designed to meet leisure-time needs and interests through on-campus clubs, intramural sports, recreation classes, outings, and a myriad of activities and special event programming. The goal is to provide opportunities that promote a lifetime of health-conscious choices.

**Recreation Clubs** facilitate special interest student or staff led activities, which are open to the entire campus community. The clubs bring together people with common interests. Students may join or begin new recreation clubs.

**Sport Clubs** are those teams that compete on an intercollegiate basis but without many of the restrictions of the formal Intercollegiate Athletic Teams. The clubs offer students the opportunity to become involved in somewhat less traditional competitive sports, while still enjoying the travel to and competition against other institutions. Teams are formed based on student and staff interests.

## **Information Technology**

JP Catholic information technology services include: support of instructional computing; management of the main academic computer infrastructure and administration of site agreements for the licensing and distribution of software. JP Catholic maintains the computing platform deployed on campus, and the students wireless network. The JP Catholic Editing Lab is available to all students.

## **Library**

JP Catholic library serves as a center for study, reading, and scholarship.

Students have access to the library from 8am to 7pm daily. The library facility currently houses about 19,000 volumes. There are 3 library facilities housing the following collections: Theology, Business, and Film & Literature.

In addition, students have access to local public and university libraries. Miramar Community College library is 200 yards from the residential facility and a major bookstore (Barnes and Nobles) is 50 yards from the facility.

Miramar Community College (<http://www.miramar.sdccd.net>) library has:

- 21,608 volumes
- 76 periodical titles
- 63,683 microform units
- 1,101 audio-video units
- 17 computer workstations

- 11 electronic databases
- Internet access
- 3 full-time librarians, several adjunct librarians
- 5 full-time staff, three .45% FTE staff members, occasional hourly staff

Barnes & Nobles, open daily 9am to 11 pm offers students the convenience of a book superstore, with vast inventory of books, music, DVD and magazines with a comfortable library-like ambiance. It offers students a great place to research and study.

The JP Catholic librarian will coordinate all requests for resource materials from students and staff. The librarian will be charged with defining the evolving strategy for resource materials in an increasingly web-centric world.

University Administration

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This institution received temporary approval to operate from the Bureau for Private Postsecondary and Vocational Education. A temporary approval is merely an interim designation the Bureau can authorize pending a qualitative review and assessment of the institution. At the time it is issued, it determines the Institution's operational plan satisfies the minimum standards listed in Education Code '94900 or '94915, whichever is applicable. The temporary approval will remain in effect for at least 90 days, but no more than 360 days in order to enable the Bureau to conduct the site visit. The Bureau will then determine whether the institution should be approved on a permanent basis.

John Paul the Great Catholic University  
10174 Old Grove Road, Suite 200  
San Diego, CA 92131  
858.653.6740  
[www.JPCatholic.com](http://www.JPCatholic.com)