

JOHN PAUL THE GREAT COLLEGE

Student Handbook
2023-2024

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I. PREFACE

INTRODUCTION

This handbook contains information regarding admissions, curricula, related policies and procedures, graduation requirements, and fees. John Paul the Great College reserves the right to change policies or revise the information herein contained. All such changes will be effective at the time deemed appropriate by the authorities of the school and may apply to enrolled as well as prospective students.

It is the student's responsibility to read this publication carefully and to check his/her email and the college bulletin boards to keep informed of changes to academic programs, policies, procedures, and regulations. The student should also familiarize him/herself with all the requirements for his/her degree program and assume responsibility for meeting those requirements.

May your experience at John Paul the Great College be a fruitful and rewarding one!

OUR PATRON, ST. JOHN PAUL II

Pope St. John Paul II was chosen to be the patron of the college because of his love for youth and his desire to bring the love of Christ to the whole world. Born and raised in Poland, Karol Wojtyla, as he was then known, decided to become a priest during the Nazi occupation. He began studying in 1942, despite the danger of death if he were discovered. He was ordained to the priesthood on November 1, 1946.

In the next twenty years, he became bishop, archbishop, and then Cardinal. He took part in the Second Vatican Council and the Synod of Bishops. The Cardinals elected him Pope in 1978, and he took the name of John Paul II. His pontificate, one of the longest in the history of the Church, lasted nearly 27 years. Driven by his pastoral solicitude for all Churches and by a sense of openness and charity to the entire human race, John Paul II exercised the Petrine ministry with a tireless missionary spirit, dedicating to it all his energy. As pope, John Paul II visited 128 countries. He was always greeted by crowds of the faithful, many of them youth, grateful that he came and showed them his love. His love for young people brought him to establish World Youth Day. John Paul II celebrated Mass in Belize on March 9, 1983. By praying with Anglican, Mennonite and other non-Catholic Christians, John Paul II reminded our new nation of the unity that Christ brings to all Christians. John Paul II also proclaimed, "God's design for a world where justice, freedom and mutual respect are the authentic expression of a civilization of love."

Pope John Paul II passed away on Divine Mercy Sunday in 2005. He was canonized on April 27, 2014. His feast day is celebrated on October 22.

CLASSICAL EDUCATION IN THE CATHOLIC TRADITION

Since its founding in 2013, John Paul the Great College has provided a liberal education in line with the Catholic tradition of higher education. It offers concentrations in Business Administration, Theology & Catechetics, English, Classics, and Cybersecurity in addition to the required liberal arts core. The college hopes to expand its

academic program, providing more opportunities at an affordable cost for young adults seeking to nurture service leadership in distinct areas of professional service.

John Paul the Great College began operating as an evening program at Mount Carmel High School with 28 full-time students. The faculty members included and still include missionary teachers from the United States of America. Its first chancellor was Fr. John Robinson, SOLT. After two years in the old BRC Printing building, the College moved to its new campus on Chapel Hill in August 2016.

Many thanks are due to the Charles Hunter S.J. Commission for funding our market study, Mr. Meliton Auil, and Mr. Salvador Habet Sr. for making our signature building and campus possible. Phase II in the construction project began in May 2021 for the provision of a chapel, four additional classrooms and bathrooms.

OUR MISSION, VISION, & PHILOSOPHY

Mission

Through engaging students in a profound dialogue with the greatest thinkers in the history of Western civilization and by promoting an authentic Catholic culture on campus, John Paul the Great College forms the person intellectually, spiritually, and morally. This formation produces free, virtuous, and professionally competent persons who can direct themselves to their proper end of attaining true happiness and thus contribute effectively to the authentic good of humanity.

Vision

A world transformed through education in an authentic encounter with the Way, the Truth, and the Life.
I came that they may have life, and life to the full. (John 10:10)

Philosophy

John Paul the Great College is a tertiary institution under the patronage of the Society of Our Lady of the Most Holy Trinity (SOLT), a religious community serving at Our Lady of Mount Carmel Parish since 1969. Rooted in the sacred mystery of the Blessed Trinity, SOLT institutions are committed to a wholesome education that leads the individual towards Trinitarian relationships to bear fruit for God's Kingdom.

WHY LIBERAL ARTS?

Young people in higher education today face a daunting array of specialized classes. They can earn a degree in anything from Information Technology to Biology Education and many studies in between. It is a wiser plan, however, to first obtain a more general, foundational education that will best serve them for the remainder of their lives. As Cardinal Newman observed: "A cultivated intellect, because it is good in itself, brings with it a power and a grace to every work and occupation which it undertakes."

John Paul the Great College's liberal arts core comes from a distinguished tradition and is reflected in a carefully designed, chronologically and disciplinarily integrated curriculum that is required of all students. This curriculum challenges students to think far beyond what seems easy, to stretch themselves in new areas of learning, to discover their human potential, and to become fully educated. Robert Hutchins once wrote:

The liberal arts are not merely indispensable; they are unavoidable. Nobody can decide for himself whether he is going to be a human being. The only question open to him is whether he will be an ignorant,

undeveloped one, or one who has sought to reach the highest point he is capable of attaining. The question, in short, is whether he will be a poor liberal artist or a good one (“The Great Conversation”).

Liberal education addresses the whole of life enabling one to live well in the midst of family, church, and society. By attaining it, students gain an appreciation of all that life offers and develop their physical, intellectual, and spiritual capacities.

PRINCIPLES OF THE CURRICULUM

To maintain a well-ordered curriculum, John Paul the Great College (JP) follows five principles derived from the mission statement.

I. CULTIVATION OF HUMAN EXCELLENCES OR VIRTUES

All subjects in our core curriculum, to a greater or lesser degree, cultivate the three human excellences that constitute educational perfection on the natural level: (1) physical virtue, said of a sound and graceful body and of well formed powers of sense, both external and internal; (2) moral virtue, which pertains to an ordered and harmonious soul; and (3) intellectual virtue, said of a disciplined mind.

II. INTEGRATED CURRICULUM

With tradition as the guide and in consultation with other Catholic institutions in the United States versed in the liberal arts, like Wyoming Catholic College and Thomas Aquinas College, JP has taken due care in choosing the right subjects and putting them in the right order. Many other colleges and universities have abandoned even a semblance of order in respect to liberal arts studies. Due to a false view of egalitarianism in education, which holds that all subjects are of equal value and that each student must be free to pick and choose, there is commonly a proliferation of course listings. Anarchy instead of order reigns in many liberal arts studies. Consequently, during their college careers, conventional students find themselves “dabbling in a little bit of this and a little bit of that,” seldom learning anything of value. JP, on the contrary, agrees with the educator Mark Van Doren, who said that when education abdicates its ability to direct, it can hardly be called an education.

In discharging its duty to direct, JP has adopted an integrated curriculum required of all students. This, we believe, has two great benefits. First, students experience an ordered approach to education and note how subjects are related to each other. Second, since all students will have studied the same subjects and the same readings, they will be able to converse on academic topics with all of their fellow students. This creates a true community of scholars who know that ideas and the life of the mind truly matter.

III. GREAT BOOKS

Whereas a specialist tends to reap facts, a generalist, with his liberal education, reaps wisdom. Because the Great Books were written for the generalist, they stand at the heart of the JP core curriculum. These books have been called the “great conversation,” “a storehouse of wisdom,” and the “greatest possible collection of teachers.” This traditional array of authors comprises an intellectual and cultural inheritance of inestimable value, the rightful legacy of any liberally educated man or woman. Liberal education thrives upon and deepens the love of great literature, momentous ideas, profound beauty, truth, and moral dignity.

The secular canon of Great Books is deficient, however, because it enshrines the principle “to the (cultural) victors go the spoils.” Truth, not worldly influence as such, is the ultimate criterion of greatness. Authors little recognized by the world, such as St. Thomas Aquinas, St. Francis de Sales, or Cardinal

Newman, are not only great by objective criteria, but also far greater than many more famous names that populate the conventional Great Books list. The curriculum at JP recognizes religious genius no less than it does secular genius, and so nourishes students with some of “the best that has been thought and said” by those who prayed and loved best.

Nor is that other vast domain—the great works of art— neglected, for the Fine Arts curriculum introduces students to masterpieces of painting, sculpture, architecture, and music, and gives them the tools they need to interpret and appreciate these fruits of genius.

IV. IMMERSION IN THE OUTDOORS

Central to the curriculum at JP is the principle of “immersion in the reality of nature.” Given the temptation of modern people to be enmeshed in the artificial world of technology and given the increasingly narrowed use of the sense powers, especially the imagination, it is imperative that students regularly experience the world of nature, which restores, exercises and develops these sense powers. JP students are immersed in a one week outdoor leadership adventure in Mountain Pine Ridge as part of their college experience. They are also encouraged to take part in hikes and outdoor retreats throughout the year.

V. TWO KINDS OF CLASSES

Subjects at JP are classified as *theoretical* classes or as *practical* classes. In theoretical classes, the teacher uses a variety of teaching methods depending on the nature of the subject or the reading in question. He may choose to lecture, with an openness to student questions. He may choose a Socratic approach that continually engages students in answering his queries. He may encourage a more free-flowing conversation among students, especially if they are upperclassmen. In any case, students are always actively participating, whether by their attentive listening, their questions and answers, or their conversation. Disciplines like the humanities, theology, and philosophy are very much theoretical.

In the practical classes, normally the teacher does not lecture but guides students in developing skills or habits such as reasoning, writing, and speaking. The teaching here is more in the manner of coaching. The Trivium, Latin, and particular courses in the focus areas are skilled oriented.

II. INSTITUTIONAL ORGANIZATION

FACULTY AND ADMINISTRATION

The governing body of John Paul the Great College is the Board of Directors chaired by the chancellor of the College. It includes the parish pastor, the dean, two members of faculty, and members of the larger community appointed upon the discretion of the Board. The Board is charged with the direct supervision of the College.

ADMINISTRATION

Chancellor
Fr. Beau Schweitzer, SOLT

Dean
Natalie Gallatin

STAFF

Office Administrator
Shirley Panti Gentle

Registrar
Jocelyne Lemus

Residential Directors
Sarah Davis
Natalie McIntyre

Maintenance
Ervin Aldana

Security
Rosendo Cunil
Roberto Martinez

TEACHING FACULTY

Connor Anderson
Joseph Bergan
Olivia DiMaggio
Cole Hamilton
Jessica LaFontaine

Paul Manuszak
Harry Noble
David Ruiz
Sr. Gianna Marie Short, SOLT
Seth Winter

PROGRAMS OFFERED

John Paul the Great College offers tertiary studies at the Associate Degree level. Its primary focus is the Liberal Arts with concentrations in Classics, English, Theology & Catechetics, Business Administration, and Cybersecurity. John Paul the Great College received a license to operate in Belize from the Ministry of Education on July 16, 2013 and joined the Association of Tertiary Level Institutions of Belize (ATLIB) and the Consortium for Belize Educational Cooperation (COBEC) in 2016.

ADMISSION OF APPLICANTS

John Paul the Great College is a two-year co-educational Catholic college whose primary objective is to offer a traditional liberal arts education that schools the whole person in his or her three dimensions: physical, intellectual, and spiritual. We accomplish this by immersing our students in the beauty of the outdoors, by introducing them to the wisdom of Western tradition and thought as found in the Great Books of the past millennia, and by making students part of a small Catholic community.

This unique combination of educational spheres results in graduates who know that there is truth and learn how to seek it, how to think clearly and express their thoughts eloquently, how to learn and to find delight in learning, and how to attain a great measure of happiness by a moral life led in relationship with God.

JP provides a comprehensive education that embraces many disciplines and skills: literature, history, philosophy, theology, writing, reasoning, oratory, Latin, art, mathematics and natural science. A curriculum of such breadth and depth allows students to know their place in history, to see the truth of what best serves them and the world, and to be free to pursue any career path they choose after graduation. As such, JP is open to those who have earned diplomas from recognized four-year secondary schools or have earned equivalent certification and who give evidence of capacity for continued growth, sensitivity to the moral and spiritual dimensions of life, and willingness to undertake the rigor and demands of higher studies while growing in service leadership. The

admissions policy of JP gives fair educational opportunity in accordance with the Constitution of Belize prohibiting discrimination on grounds of sex, race, place of origin, political opinions, color, or creed.

In addition to those admitted to the full program of John Paul the Great College, the school is also open in a limited way to high-school students, who are invited to enrich their education and get a taste of the program by taking individual courses.

ADMISSION PROCESS

We consider students for admission after the general application and supplementary materials have been submitted and an interview with the applicant has been completed. In light of our mission to educate the whole person, we look for an overall fit between the applicant and the college including aptitude and character traits demonstrating the likelihood of success with our challenging course of study.

A complete application consists of the following components:

- 1. The Application Form.** Full instructions for completing the form itself and all related application components are found on the form, to be accessed [here](#). Paper applications can be requested by visiting campus.
- 2. Essay Component.** Please write one paragraph, with 5-8 sentences, for each of the following questions. 1. Many of our classes focus on books written more than a thousand years ago. What do you think is the purpose of studying the thinkers of Western Civilization? 2. Please describe how your family upbringing and school experience have shaped you and how continuing your education may shape Belize.
- 3. Official Transcript(s) of All Schools Attended.** Kindly submit the official high school transcript in a sealed envelope. Include any tertiary-level transcript if seeking to transfer to John Paul the Great College. The official transcript will be submitted at the time of the applicant's interview.
- 4. Academic or Employment Reference.** If currently in secondary school or recently graduated, please provide your high school principal's email address. Otherwise, please provide your employer's email for reference.
- 5. Financial Proof of Support.** Kindly provide proof of support to finance your education. This may be in the form of a Bank Statement or a Letter of Intent to Pay from a guardian or sponsor. The proof of support will be submitted at the time of the applicant's interview.
- 6. Application Fee.** An application is incomplete without payment of the corresponding fee as set forth by Admissions, \$25.00. This may be paid in person at our campus, or through Heritage Bank: John Paul II Junior College, Acct: 7141045. If paid through Heritage, please email payment records to info@jpji.edu.bz.
- 7. Other Documents.** Copies of the applicant's Social Security card, high school diploma, and the statement of CSEC results, if applicable. These documents will be submitted at the time of the applicant's interview.

For any queries regarding the application process, please contact registrar@jpii.edu.bz

English Proficiency

The language of study is English. CSEC and ATLIB scores will be considered, as well as the fluency exhibited by the applicant.

Educational Prerequisites

JP admits as regular students only individuals who have a high school diploma or its recognized equivalent. In addition, students must successfully complete a mandatory English Intensive in the summer before starting their studies.

Admissions and Deadlines

The deadline for submitting applications is June 15. The applicant will be notified immediately upon acceptance.

ADMISSION OF APPLICANTS WITH CRIMINAL RECORD

Applicants with a criminal record will be requested to submit particulars. John Paul the Great College reserves the right to deny admission to any applicant who poses a threat to persons or property of the school community.

ADMISSION AS A TRANSFER STUDENT

Full-time enrollment is possible only at the beginning of Semester I in August of each year given the organic nature of the curriculum at John Paul the Great College. A student in good standing at another tertiary institution may have his credits accepted towards his or her professional major, subject to an evaluation of courses. However, each student is required to satisfy the liberal arts core curriculum at John Paul the Great College. In this regard, it is possible for candidates who meet all the matriculation requirements to enroll in any given semester and do selected courses in any of the concentrations offered in the curriculum.

Transfer credits will only be considered for courses in which grades of C or better were obtained. Not more than twenty (20) credit hours toward the degree will be allowed for work done at another junior college, college or university. Courses completed ten (10) or more years before the date of application cannot be transferred. Students transferring into any degree program at John Paul the Great College are warned that a course with the same name as at another institution is not automatically transferable. The Office of Academic Affairs will review the respective course descriptions, course objectives, and course content to determine course equivalency and transferability. All students should complete the general core curriculum at John Paul the Great College.

RE-ADMISSION

Prospective students who are accepted to a degree program at John Paul the Great College must enroll during the academic year for which they have been accepted unless they have been granted a deferral. Enrollment is defined as registering for a minimum of one course per semester.

Any student who does not maintain enrollment status for an academic year and wishes to re-enroll, must re-apply. Students placed on academic dismissal are not eligible to apply for readmission until one academic year has elapsed from the date of dismissal. Readmission after academic dismissal is not automatic and is at the discretion

of the dean. Students seeking readmission must submit a standard application form to the Office of Admissions and Enrollment.

When a student is readmitted, credits for courses in which a grade of “C” or better was earned will be counted toward degree requirements but credits earned ten (10) or more academic years before the date of readmission will not be carried forward. Calculation of the readmitted student’s grade point average will begin at the time readmission is gained. Readmitted students who require four or fewer courses to graduate and who wish to complete their original program must apply in writing to the dean.

FEES AND FINANCING

John Paul the Great College offers competitive college fees in order to make this unique education available to qualified students regardless of their financial need.

The college endeavors to meet the needs of financially disadvantaged students through its program of financial assistance, Friends of Mount Carmel Scholarship Program (ONLY for MCHS graduates), and a work-study program sponsored by Cross Catholic Outreach. Work-study positions make a genuine contribution to the common good of the entire college community.

Work-study scholarships are limited and are dependent upon the financial need and academic standing of each student. Additional information may be obtained from the Assistant Dean.

Tuition and Fees Table

# of Courses per Semester	ONE	TWO	THREE	FOUR	FIVE	SIX
Tuition	\$420	\$840	\$1,260	\$1,680	\$2,100	\$2,520
Registration	\$100	\$100	\$100	\$100	\$100	\$100
Student Services, Campus Activity & Admin Fee	\$1,820	\$1,820	\$1,820	\$1,820	\$1,820	\$1,820
TOTAL	\$2,340	\$2,760	\$3,180	\$3,600	\$4,020	\$4,440
John Paul the Great Fellowship*	(\$1,850)	(\$2,080)	(\$2,285)	(\$2,490)	(\$2,525)	(\$2,855)
Total after Aid	\$490	\$680	\$895	\$1,110	\$1,495	\$1,585

All tuition and fees are inclusive of book rentals and student insurance.

**John Paul reserves the right to reduce fellowship grants should students demonstrate diminished financial need throughout the course of the semester.*

III. ACADEMIC PROGRESS & PROCEDURES

The curriculum of John Paul the Great College is mostly the same for all students in the first and second semesters, since the subjects and methods required for a true liberal education are not arbitrary. The curriculum integrates the major components of liberal education in a way that illuminates their meaning and shows their relevance to one another. As a consequence, all students in the program take the same courses in the same order.

It is the student’s responsibility, therefore, to be familiar with and to comply with all academic regulations, including (but not limited to) those published here.

ACADEMIC PROGRAM INFORMATION

John Paul the Great College offers associate degree programs in Liberal Arts with concentrations in Classics, English, Theology & Catechetics, Business Administration, and Cybersecurity. John Paul the Great College provides a comprehensive core education that embraces many disciplines and skills. A curriculum of such breadth and depth allows students to know their place in history, to see what best serves them and the world, and to be free to pursue any career path they choose after graduation.

REGISTRATION

The responsibility for meeting all the necessary requirements for matriculation at John Paul the Great College rests on each applicant who must meet all the required deadlines. A student registering for 15 credit hours or more is recognized as a full-time student.

Registration entails identifying and enrolling in the courses and paying the relevant tuition and fees. Once students have signed up for a set of courses for the semester, a preliminary invoice will be issued, and payment must be made within the time frame stipulated by the college. Failure to comply with payments may result in the student not being allowed to enter classes.

Students are expected to register for the new semester prior to the start of the semester on given dates set by the College. The individual student must go to the Registrar to register and ensure the procedures and requirements set by the College are in place.

LATE REGISTRATION

The College reserves the right to accept students up until the Friday of the 3rd week in the semester. Students will then be required to obtain all necessary notes and evaluations.

ADJUSTMENTS AFTER REGISTRATION

Withdrawing and Adding Courses

A student may choose to withdraw from/add any course(s) in any given semester. Withdrawing/Adding a course requires the recommendation of the student's course instructor. The withdrawal/adding form must be filled out with the Registrar.

(1) Early in the semester — Withdrawal with 100% refund:

If the student withdraws in the first two weeks of the semester, a refund of what he/she has paid for the course. If, however, the student still owes a balance, the refund will be applied to this balance.

If a student received a scholarship, he/she cannot have these funds refunded to him/her.

(2) Middle of the semester — Withdrawal with W and partial refund:

If a student withdraws after this date but before the end of the eighth week of the semester, he/she will receive a W on his/her report card and transcripts, which does not impact the GPA. Further, the student

will be refunded or released from paying 50% of tuition for the course. If the student is paying in installments, this means he/she will be responsible for paying half of the cost of the course.

- (3) Late in the semester—Withdrawal between the eighth week and the end of the twelfth week with WP or WF and no refund:

When a student withdraws/adds a course, the instructor, having notified the Registrar, records a grade of either WP (Withdrawing while Passing) for withdrawal while doing passing work or WF (Withdrawing while Failing) for withdrawal while doing failing work. These marks do not impact the student’s GPA but will appear on transcripts. Payment in full is required.

- (4) End of the semester — Withdrawal not Permitted:

Withdrawal is not permitted after the twelfth week. After this point, a student will simply receive a zero for every assessment missed.

- (5) Stopping without Withdrawing:

Students who stop going to classes without officially withdrawing will be marked as absent and will receive a zero for all assessments not turned in. This may result in a failing grade for the course. They may also receive an F grade if they are in violation of the attendance policy.

Withdrawal Timing	Tuition Refund Percentage
Withdraw before end of 2nd week	100%
Withdraw before end of 8th week and receive a "W"	50%
Withdraw before end of 12th week and receive a "WF" or a "WP"	0%

Under no circumstances will a student be allowed to withdraw from a course once the examination period has started.

The college reserves the right to withdraw students academically (AWP/AWF) in circumstances involving breach of the Honor Code.

SUMMER ENGLISH INTENSIVE

Once accepted officially, all students are required to take the Pre-College English Intensive, which runs for three weeks. Given the demands of our integrated curriculum in the liberal arts, students are required to have certain skills in research, writing and speaking in English, the language of instruction. This class brings students to a new level in their communication skills, helping them to attain greater success in their college education. A fee determined by the college will be levied for this course.

CREDIT LOAD GUIDELINES

In addition to attending class, students are obliged to complete assignments and study for their courses. Each credit hour of class is expected to generate about one and a half hours of additional work. Students who fail to complete assigned tasks, including reading, cannot pass a course.

The minimum number of credit hours required for full-time students is fifteen (15) credit hours per semester. As a general rule, the credit load maximum for full time students is eighteen (18) credit hours per semester or the number indicated for that semester

GENERAL ASSOCIATE DEGREE REQUIREMENTS

Successful completion of the entire set curriculum, including the 45 credits in the core curriculum and the Outdoor Leadership Adventure, is required to graduate with an Associate Degree from John Paul the Great College. A minimum cumulative grade point average (GPA) of 2.0 is also required.

All students are held to the requirements stated in the bulletin of the year in which they enter.

Applicants for the Associate Degree from John Paul the Great College must:

- (1) Pass all courses in their program of study with a grade of C or above.
- (2) Complete the General & Professional Core requirements of the College with a minimum cumulative grade point average of 2.0;
- (3) Complete at the College a minimum of sixty percent (60%) of the credit hours required for the degree, transferring no more than a maximum of 20 credit hours of study from other institutions, unless enrolled in an institutional partnership program;
- (4) Complete the Outdoor Leadership Adventure at Mountain Pine Ridge;
- (5) Complete and submit an application for degree completion according to the instructions and date set on the application for degree completion form; and
- (6) Fulfill all financial and other obligations to the College before graduation.

All students of John Paul the Great College are required to meet specified academic standards. Failure to meet these standards may lead to dismissal. The following are policies and procedures relating to academic deficiencies.

ACADEMIC SUPPORT

Since, as stated below, a student will be dismissed after earning a GPA of less than 2.0 for two consecutive semesters or for failing a course three times, when a student has already earned a GPA under 2.0 or is attempting a course for the third time, he/she will be placed under academic support for the semester.

It is hoped that academic support will help students avoid academic dismissal. While under academic support, a student will be assigned an advisor and will be required to meet with this advisor every week to converse about his progress in all courses.

Academic Advising: Each student will be assigned an academic advisor. In addition, the dean and the faculty are readily available to students for consultation and counsel about any difficulties they may be having. Additional tutoring in any subject can be arranged for students who request it; at times students may be required to seek tutoring. In general, it is the student’s responsibility to seek out help from instructors, rather than waiting for it to be offered.

EMAILS & STUDENT INFORMATION DATABASE (SID)

Upon matriculation, students will receive personalized school emails and corresponding passwords to have access to SID, the online platform where grades are posted throughout the semester. The personalized school emails will be the only emails utilized by professors.

GRADING SYSTEM

John Paul the Great College uses a 4.0 grading scale. Letter grades are awarded for courses; the grade of “A+” is not given. The chart below indicates numerical equivalents for letter grades, as well as a description of how the grades are to be understood.

A student’s GPA for each semester, as well as the cumulative GPA, is recorded on a report card and on the student’s transcript. At the end of each semester, grades are issued to students via a report card. If a student or the student’s parents have any outstanding debts to the College, the student will not receive his/her report card nor will he/she be allowed to re-register or to obtain a transcript or letter of recommendation.

GPA	Letter	Percentage	Description
4.0	A	100-90	Work of surpassing excellence
3.5	B+	89-85	Work that is worthy of much praise
3.0	B	84-80	Work that is done well
2.5	C+	79-75	Work that is passable
2.0	C	74-70	Work passable on most criteria but not all
1.5	D+	69-65	Work that is not acceptable; does not count towards graduation
1.0	D	64-60	Work that is not acceptable; does not count towards graduation
0	F	59-0	Failed
	I		Incomplete; course requirements have not been met
	WP		Withdrew with a passing grade
0	WF		Withdrew with a failing grade
	AWP		Administratively withdrawn while passing
0	AWF		Administratively withdrawn while failing
	AC		Auditing a Course

AUDITING CLASSES

The College makes provisions for students who wish to audit a particular course or courses in which case the student sits in the course or courses for non-credit purposes, in accordance with requirements set by the College.

REPEATING COURSES

A student who fails to earn the minimum grade required for a course must repeat and pass the course.

No single course may be attempted more than three (3) times. Course withdrawals will be counted toward the number of attempts allowed, while courses where there is no record of attendance will not.

Although all grades for courses, whether repeated or not, are included in the calculation of grade point averages, the credits earned in a repeated course will not be included in the total number of credits needed to meet graduation requirements. Courses for which students have earned C or above, if repeated, will not be counted towards the Associate Degree.

WITHDRAWAL FROM SCHOOL

A withdrawal is a formal notification by a student of the decision not to continue at the College. A student is expected to notify the dean in writing or via email of his/her decision to withdraw from the college. A student withdrawing from the College during any semester or summer session forfeits credit for work done in that semester.

A student who does not register for any courses for two consecutive semesters and who has not applied for leave of absence will be considered to have withdrawn from the school. Such a student would have to reapply for admittance in order to continue his/her studies.

ACADEMIC HONORS

To encourage academic excellence, John Paul the Great College publishes an Honor Roll at the end of each semester. Students who have obtained a grade point average of 3.0 or above on at least fifteen (15) semester hours of work will be placed on the Honor Roll.

The St. John Paul II Award & the St. Thomas Aquinas Award

The awards issued at Commencement include (a) the St. John Paul II Award based on academic excellence, high ethical standards, and exemplary leadership service, and (b) the St. Thomas Aquinas Award given to the student with the highest cumulative GPA. The principal address is based on academic excellence and leadership service, not necessarily given to the student with the highest cumulative GPA. The recipient of this honor should have fulfilled all graduating requirements. All other interventions in the ceremonies rest at the discretion of the dean in consultation with the faculty.

Students graduate with honors if they achieve praiseworthy cumulative GPAs: cum laude (“with praise”) for a GPA above 3.0, magna cum laude (“with great praise”) for a GPA above 3.5, or summa cum laude (“with highest praise”) for a GPA above 3.8.

GRADUATION

A student must file an application for graduation with the Office of the Registrar before the deadline set in the academic calendar in the semester before he/she expects to complete graduation requirements. Students must apply for graduation even if they do not plan to participate in Commencement Exercises. The degree awarded represents the successful completion of the prescribed curriculum, including general education requirements as well as professional requirements for an area of concentration.

Pre-Exam Review

In order to facilitate the planning of graduation, preparations will begin before the conclusion of the school year. Two weeks before the end of the year, potential graduates will meet with faculty members to review grades and make a prediction about passing. Based on the result of this meeting, the student will decide whether to go forward with graduation preparations.

Nevertheless, a student must in fact pass the semester to graduate. If a student pays the graduation fee but is unable to graduate, the funds will be applied to his/her balance.

COMMENCEMENT EXERCISES

Commencement Exercises for the College are held once each academic year. Except at rare discretion of the dean, all degree requirements must be 100% completed at the end of the semester preceding the Commencement Exercises in order for a student to be eligible to participate in the Commencement Exercises and for conferral of the degree.

All recipients of degrees and honors rest on the approval of the Board.

IV. ACADEMIC POLICIES

AUTHORITY OF INSTRUCTORS

An instructor may exclude or suspend from class a student acting in a disruptive or unbecoming manner. If there are repeated violations, the dean may administratively dismiss the student from the course and/or refer the matter to the Disciplinary Committee for action, which could include expulsion.

CLASS ATTENDANCE

Class attendance at John Paul the Great College is mandatory. In exceptional cases, as determined by the teacher, a student may be excused from class, but only for good cause (serious illness, emergencies, and so forth), and only if the cause is directly communicated to the teacher by the student. If a student is absent from class, he must, as soon as possible, arrange with his teacher to make up missed work.

Absence of three weeks' worth of class, regardless of whether the absences are excused or unexcused, will result in the judgment that the student is not fulfilling the course requirements and must be given an incomplete or failure. In general, the student should bear in mind that any absence from class, including arriving late, may affect his final grade by way of the class participation component, as explained in the syllabus for each course.

Students who were admitted up until the 3rd week in the semester will only be allowed one week's worth of class absences, excused or unexcused.

Holidays begin after the last class or examination that the student is required to attend and end with the first class or event to which the student is required to return. Leaving early for travel or arriving late due to travel does not in and of itself constitute an excusable absence.

INCOMPLETES

If a student is unable to complete the requirements for a required academic course by the end of the semester, he may ask the instructor for an incomplete, and the instructor, in consultation with the dean, is permitted to grant the student one month from the last day of the semester to complete the work. Incompletes are granted only in dire circumstances, such as a serious illness. The instructor and student must agree upon deadlines and sign a contract; if it is not upheld the student will fail the course.

RECORDS POLICY

The academic transcript and its contents, as well as alumni contact information, will be maintained upon a student's departure in good standing. Dismissal records are also maintained. All other files will be destroyed five years after the date of graduation or departure.

Student Access to Records

Students will have supervised access to all their records. Records are kept with the Registrar. Access to the student files is permitted to those who have a legal right and who demonstrate legitimate cause to the Registrar. Students have access to their grades through SID which is closed prior to exam week.

Transcripts

The student transcript is an official record that lists final grades assigned to required academic courses, verifies the completion of the Outdoor Leadership Adventure, and notes enrollment in outdoor and extracurricular programs.

A student who wishes to obtain a transcript shall fill out a Transcript Request Form and submit it to the Registrar together with the corresponding receipt of payment. Transcripts will not be released for a student with any outstanding obligations to the College, which include (but are not limited to) tuition, unreturned books rented from the school, overdue library books and fines, return/repair/ replacement of equipment, work study shortfalls, and other fees.

Transcripts from other institutions submitted to John Paul the Great College become the property of the College and will not be reproduced or mailed to other institutions, agencies or individuals as an official transcript. Students must request such transcripts from the institution from which those transcripts were originally issued.

ACADEMIC ETHICS

At the center of our mission is the formation of the mind. Teachers use written and other assignments to discover whether a student understands a certain truth or possesses certain intellectual habits, and then they teach based on what they have discovered. Any attempt to defeat these assignments by deceiving the teacher about what work the

student has done for him/herself constitutes intellectual dishonesty. Because it is an offense against truth itself, and because it attempts to prevent teachers from teaching, such dishonesty is a direct attack on the common good of the College: as far as it lies in his/her power, the student who cheats or plagiarizes destroys the reason for JP's existence. Moreover, any commendations or benefits the cheater or plagiarist gains through his grades are effectively stolen, and in some cases stolen from others who should rightfully have received them.

Teachers expect that students will help each other in the initial brainstorming stage of an assignment, and so they are not deceived when students help each other in this way. Students also commonly ask one another to read an essay draft to check for clarity and persuasiveness.

However, it is wrong to do any of the following:

- To submit an essay written in whole or in part by any other person, including another student, a parent, or an associate, as if it were your own
- To use or download an essay from the internet, then quote or paraphrase from it, in whole or in part, without acknowledging the original source;
- To restate verbatim or paraphrase another author's work or to reproduce the substance of an author's argument without acknowledging the source;
- To take work originally done for one instructor's assignment and resubmit it to another teacher without permission;
- To cheat on tests or quizzes, through the use of hidden notes, viewing another student's paper, revealing or receiving test or quiz answers through verbal or textual communication, sign language, or other means of storing and communicating information.

Any action of this sort will result in failure of the assignment. Repeated acts of intellectual dishonesty will normally entail expulsion from John Paul the Great College.

PENALTIES

Students found guilty of violating academic integrity are subject to the following penalties, regardless of the assignment or assessment involved.

1st Offense

Grade loss. A grade of 0% (ZERO) on the assignment or assessment involved.

Formal warning and probation. The student is formally warned that he or she is on academic probation as well as signing a contract that states such, meaning further offense(s) in any course will result in the penalty below. The probation period will last the remainder of the current academic year.

2nd Offense

Course failure. Further offenses against academic honesty in the same course or the 1st offense in any other courses will result in immediate failure of the course in which the second offense occurred.

All instances of academic dishonesty must be reported to the dean who keeps such reports of incidents on file until the student leaves the college.

PROCEDURES FOR IMPOSING PENALTIES

When an instructor believes that an act of academic dishonesty has taken place, the instructor documents the commission of the act, writing down the time, date, place, and a description of the act. The instructor also collects evidence, such as photocopying the plagiarized assignment and assembling various samples of the student's work showing a radical disparity in style or ability. The instructor has the right, without incurring any liability, to temporarily detain any property of the student or other persons for the purposes of documenting or recording evidence of suspected academic dishonesty.

The instructor then reports the incident in writing to the dean and Head of Discipline.

The instructor, along with the dean and Head of Discipline, then meets with the student as soon as possible after the incident. In the meeting, the dean explains to the student the purpose of the meeting, the penalties for academic dishonesty, and the procedures to be followed. The instructor informs the student of the accusation, reviews the evidence with the student, then allows the student reasonable time to present evidence or comment on the evidence that has been presented.

The dean, Head of Discipline, and the instructor, then review the evidence again and determine whether or not an act of academic dishonesty has taken place.

The Head of Discipline documents the determination and notifies the student of the determination and the penalty, copied to the instructor and dean.

The dean and Head of Discipline implement the appropriate penalty outlined above.

APPEAL PROCESS

A student may choose to appeal the determination and/or penalty. The steps in the appeal process are:

1. The student files a written appeal to the dean within five (5) working days of the date of notification of the determination.
2. Within five (5) working days of receiving the written appeal, the dean reviews the evidence from the instructor and the student and makes one of three decisions: 1) uphold the determination and the penalty, 2) dismiss the determination and the penalty, or 3) uphold the determination and modify the penalty.
3. The dean informs the student of the decision in writing.
4. If the student wishes to appeal the decision of the dean, he/ she must file a petition for review with the Appeals Committee within five (5) working days of the date of the notification of the decision of the dean.
5. The Appeals Committee reviews the written records and issues a written decision. The decision of the Appeals Committee is final.

ACADEMIC DISMISSAL

At the discretion of the dean, a student may be dismissed for academic deficiencies:

- if he/she is not able to meet the College’s standards for progression;
- if he/she fails to achieve a required minimum grade in a required course or courses within the permitted number (3) of attempts;
- if he/she demonstrates continued disregard for academic integrity;
- if he/she has a semester GPA of less than 2.0 for two consecutive semesters;

When the decision for academic dismissal has been made, the dean informs the student in writing of the academic dismissal and the reasons. Students who are dismissed for academic deficiencies are eligible to apply for readmission after a minimum of one academic year has elapsed from the date of dismissal. Readmission after academic dismissal is not automatic and is at the discretion of the dean.

Appeal Procedure for Academic Dismissals

A student may appeal an academic dismissal decision by presenting a written appeal to the Appeals Committee of the College no later than the fifth business day following the date of the dismissal decision. In the written appeal, the student should discuss the following concerns:

- the steps the student would take to address the factors outlined above; and
- any extenuating or mitigating circumstances which the student believes warrant consideration.

A copy of the notice of academic dismissal must accompany the appeal. Upon receipt of the written appeal, the Appeals Committee reviews the student’s academic records and college policies before making the final decision regarding the appeal. There is no appeal to the decision of the Appeals Committee.

During the appeal process, the dean determines whether the student will be allowed to register for or attend classes or continue any activities reserved for students in good academic standing.

V. CODE OF CONDUCT

INTRODUCTION

In *Ex Corde Ecclesiae*, Pope John Paul II states, “Students are challenged to pursue an education that combines excellence in humanistic and cultural development with specialized professional training.” That is, a Catholic school prepares men and women – inspired by Christian principles, ideals, and attitudes – to assume positions of responsibility in a world fraught with serious moral challenges. John Paul the Great College recognizes that respect for moral truth cannot be separated from the pursuit of intellectual truth, and so cultivates honesty and integrity as part of the school’s mission. To uphold its dedication to excellence and truth, JP established an Honor Code.

THE HONOR CODE

By virtue of their enrollment, the student is held to John Paul the Great College Honor Code. On Convocation Day each student is asked to make an oath of personal and academic integrity.

Jurisdiction:

The honor code applies to on-campus and off-campus conduct of all students and registered student organizations in direct connection with:

- Academic discourse requirements or any credit-bearing experiences such as field trips, internships, seminars, forums, or lectures;
- Any activity in support of pursuit of a degree such as research at another institution or a professional practice assignment;
- Any activity sponsored, conducted or authorized by the College or by registered student organizations.

Students are subject to the laws of Belize, and violations of those laws may also constitute violations of the code of conduct. In such cases, JP may proceed with College disciplinary action under the code, independently of any criminal proceeding involving the same conduct and may impose sanctions for violations of the code even if such criminal proceeding is not yet resolved or is resolved in the student's favor.

Students are to hold each other accountable to the Honor Code. This accountability includes the student's commitment to JP's work program. If a student observes another student(s) preparing to violate the Honor Code, he/she should approach the other student in the spirit of charity and encourage him not to go through with the violation. If a violating student does not turn himself or herself in to the instructor or dean in a reasonable period of time, then the advised student is encouraged to report the violator to the proper faculty member or administrator.

Any student who violates the Honor Code is expected to turn himself or herself to the proper faculty member or administrator.

Violations include, but are not limited to the following:

- Disruption or obstruction of teaching, research, administration, disciplinary proceedings, or other JP activities, including public-service functions on or off campus, or authorized non JP activities, when the activities occur on the college's premises.
- Physical abuse, verbal abuse, threats, intimidation, harassment, coercion, assault (including sexual), stalking, hate speech, or any other conduct that threatens or endangers the health or safety of any person or is based on race, creed, color, gender, national origin, religion, physical ability, sexual orientation, or illness.
- Attempted or actual theft of and/or damage to JP property or property of a member of JP community.
- Forgery of signatures or information or fabrication of JP related documents.
- Failure to comply with directions of JP officials or law enforcement officers acting in performance of their duties; failure to properly identify oneself to these persons when requested to do so; furnishing false information.
- Unauthorized possession, duplication or use of keys to any JP premises.
- Violation of national or local laws on JP premises or at the College's sponsored or supervised activities.
- Use, possession or distribution of narcotic and/or other controlled substances or paraphernalia, except as permitted by law.
- Use, possession or distribution of alcoholic beverages on campus except as part of dean-approved events.
- Smoking on campus or within college jurisdiction, for example while on a field trip.
- Possession of firearms, including handguns and concealed weapons allowed by permit, explosives, fireworks, other weapons and/or dangerous chemicals or substances as determined by a JP official on College premises.
- Conduct that is disorderly, lewd or indecent, or is in any way inconsistent with the Christian goals and values that are an integral part of the JP community.
- Gambling on campus or within college jurisdiction.
- Unauthorized use of the school logo or name.

- Intentionally using authorized student identification for fraudulent purposes, including but not limited to furnishing ID card to a third party.
- Inappropriate display of affection on campus such as kissing, heavy petting, sexual intercourse, sexual contact.
- Unauthorized entry to College premises, facilities or properties.
- Theft or other abuse of computer time, including, but not limited to, the following:
 - Unauthorized entry into a file to use, read or change the contents or for any other purpose;
 - Unauthorized transfer of a file;
 - Unauthorized use of another individual's identification password;
 - Use of computer facilities to harass, coerce, or in any way intimidate persons;
 - Acceptance or distribution of pornographic material via JP computer lines or within JP jurisdiction.
- Acting as an agent of JP unless authorized to do so.
- Use of skateboards, in-line skates, roller skates, bicycles and motorized vehicles inside buildings.
- Failure to perform work study duties in a timely or agreed upon manner.
- Failure to comply with financial obligations that were promised in writing to JP.
- Abuse of JP's judicial process, including but not limited to the following:
 - Falsification, distortion or misrepresentation of information before a judicial body;
 - Discussing a judicial proceeding following the proceeding without the expressed written consent of the accused, the accuser and the hearing officer.

STUDENT DRESS CODE

Students are required to adhere to the prevailing standards of good judgment in their choice of attire and are expected to conduct themselves in a way that best represents themselves and the college. For example, sportswear, such as athletic shorts, sleeveless jerseys, leggings, or yoga pants, are appropriate attire for sports, but not appropriate for class or Mass. While the following explicit guidelines are provided, the dean reserves the right to forbid any other attire the school deems inappropriate. Students are to respect any staff or faculty member that asks them to change or gives them a warning regarding violations. In addition, violations will be kept on record by the dean.

During class and around campus, students are asked to respect these guidelines:

- Dresses and skirts must reach the knee;
- Shorts must be fingertip in length, when standing fully erect;
- Shirts, blouses, and dresses must have sleeves and cover shoulders, entire back, and midriff, when standing or sitting;
- Clothes should not be excessively tight. Skirts and pants should be loose enough to hold material (without stretching) on the sides;
- Underwear should not be visible under shirts or pants or sticking out of clothes;
- Sagging and excessively baggy trousers are not allowed;
- Clothes should not have noticeable holes;
- Slippers are not appropriate for class. Shoes and sandals should have at least a backstrap around the heel;
- To be respectful, hats, hoods, and sunglasses should be removed inside buildings and during Mass and Adoration;
- Obscenities or depictions of drugs, hate, or violence are prohibited;
- Superstitious, pagan, political, or anti-Christian attire is prohibited.

For school events outside of regular campus activity, such as sports, hikes, and swimming, other attire is appropriate. For these events, sportswear must still cover front, sides, and back and, in length, must reach fingertips. For swimming, shirts must be dark-colored.

CAMPUS FACILITIES AND USAGE

The use of audio devices without headphones is prohibited in the library and is discouraged elsewhere.

Leaving trash anywhere other than trash cans should result in verbal correction and will possibly be subject to heavier penalties.

During class instruction, teacher permission is needed to eat or drink anything other than water.

ILLNESS POLICY

Students who become ill on campus are expected to notify anyone - a faculty or staff member, a student, or a security guard - immediately in the area so that help can be provided. Such incidents of illness should be reported to the main office.

Any student suffering from any contagious disease or complaint deemed by medical authorities likely to be injurious to the health of other students in the school must stay away from school.

POSTING AND DISTRIBUTION OF LITERATURE

Information posted on bulletin boards is provided exclusively for students. Such information includes notices addressed to students through College offices, student organizations, the Student Government, and members of the general student body. Notices require approval by the main office for their posting. Any student who defaces a sign or tampers with notices may be subject to disciplinary action. Approval must be obtained from the office for any flyer to be distributed to the student body. Magazines, newspapers or notices to be posted on College bulletin boards are subject to inspection by Administration.

MATERNITY POLICY

Pregnant students are responsible for informing the dean and their teachers, so that changes necessary to their academic programs may take place. Pregnant students are responsible for informing the dean so that changes necessary to their academic programs may take place. The school desires to support pregnant mothers, but, to confer meaningful degrees, must be fair about degree requirements and honest about the impact of absences on authentic learning and the common pursuit of wisdom.

Therefore, pregnancy and birth will be handled case by case by the dean in consultation with the student. The dean will endeavor to form a realistic plan and altered expectations, to which the student will be held.

SALES AND PRIVATE BUSINESS POLICY

No sales or private business on campus by students may be conducted without the approval of the office. No student may carry on any form of business undertaking on campus without such approval.

SCHOOL TRIP POLICY

Student trips that have specific educational advantages for the students are encouraged by the College. The proper management of trips safeguards the safety and well-being of each student going on a trip while meeting guidelines prescribed by College. All school trips coordinated by teachers or student organizations must be approved by the dean. A trip planned by an individual student or a group of students on their own, without specific communication channeled through the Office of Student Services, will not be considered a school trip. In those instances, the name of the College must not be used, as the College does not assume responsibility in matters connected to such a trip.

Contact the office to get information on procedures to follow when planning a school-related trip.

SOLICITATION/FUNDRAISING

No solicitation or fundraising may be conducted by students without the approval of the dean. No student may use the name of John Paul the Great College to solicit financial or other contributions.

USE OF SCHOOL NAME AND LOGO

No individual student or student organization may use the name or logo of John Paul the Great College, in any print or electronic or other communication medium, to express any views or promote any activity or function on- or off-campus without the written authorization of the dean.

PERSONAL AND GENERAL CONDUCT SANCTIONS

The following non-academic sanctions may be imposed upon any student found to have violated the Student Honor Code:

- (1) Warning - A written notice to the student that he/she is violating or has violated the Student Honor Code. The notice may specify that more severe disciplinary action will occur should the student be involved in further violations during the period the warning is in effect.
- (2) Probation - A written notice to the student that he/she is violating or has violated the Student Honor Code and is placed on probation for a designated period of time. This notice may specify that more severe disciplinary action will occur should the student be involved in further violations during the period of the probation.
- (3) Loss of Privileges – Denial of specified privileges for a designated period of time.
- (4) Fines – Specific fines are listed below.
- (5) Restitution – Compensation for loss, damage or injury. This sanction may take the form of appropriate service and/or monetary or material replacement.

- (6) Behavioral Requirement - Participation in required activities such as academic and/or personal counseling, conducting specific projects with administrative offices, and writing letters of apology, among others.
- (7) Discretionary Sanctions - Work assignments, community retribution, and service at JP, among other things.
- (8) Co-curricular Suspension - Exclusion from all facilities, services and functions, except the attendance of classes.
- (9) Suspension – Separation from JP for a designated period of time, after which the student is eligible to appeal for return. During the period of suspension, the student shall be banned from the college’s premises.
- (10) Dismissal - Removal from JP. The student is ineligible to enroll in classes for a minimum of one year and may petition for reconsideration or readmission at the conclusion of the dismissal period. During the period of dismissal, the student shall be banned from the College’s premises.
- (11) Expulsion - Permanent separation from all JP facilities, services and functions. The student shall be permanently banned from JP’s premises.

Minimal Sanctions for Offenses

The following are the minimal sanctions for violations of the Student Honor Code. These sanctions apply only to first time offenses. Repeat offenders may receive more serious sanctions, up to and including any combination of the aforementioned sanctions.

- (1) Alcohol-related activity: Probation, Fine (\$50 minimum), Counseling, Community Retribution (25 hours minimum)
- (2) Damage to JP property or equipment: Probation, Restitution, Community Retribution (20 hours minimum)
- (3) Failure to comply with directions: Probation
- (4) Failure to return reserved space to proper condition: Probation
- (5) False Alarms: Fine (\$200 minimum)
- (6) False testimony: Suspension
- (7) Forgery of signatures or fabrication of documents: Suspension
- (8) Hazing: Probation, Community Retribution (15 hours minimum)
- (9) Lewd conduct: Probation, Behavioral Requirement, Counseling
- (10) Misuse of computer resources and/or e-mail accounts: Probation
- (11) Misuse of telephone or long distance service: Probation, Restitution
- (12) Non-compliance with community retribution or other discretionary sanctions: Fine (\$5 minimum per hour of unperformed service)
- (13) Physical abuse, verbal abuse, harassment or sexual assault: Suspension
- (14) Possession or use of firearms or other weapons: Expulsion
- (15) Possession or use of narcotics or controlled substances: Expulsion
- (16) Smoking indoors and in designated smoke-free areas: Probation, Community Retribution (10 hours)
- (17) Theft of property: Restitution, Suspension

DISCIPLINARY PROCEDURES AND APPEAL

John Paul the Great College is committed to maintaining an atmosphere of mutual respect and safety. All violations of the Student Honor Code and College policy must be reported to the dean who keeps reports of incidents on file for the duration of the student’s enrolment at the college.

The college seeks to preserve flexibility in the imposition of sanctions so that each student or group offender is afforded the greatest possibility for appropriate and just treatment. Significant mitigating or aggravating factors shall be considered, which may include the current demeanor and the presence or lack of a disciplinary or criminal record of the offender, as well as the nature of the offense and the extent of any damage, injury, or harm resulting from it. All serious/major violations are reviewed by the dean in consultation with the disciplinary committee made up of two faculty members and a representative from the Board for John Paul the Great College.

In situations that may involve violation of Belize law, the dean will notify the police.

Procedures for Addressing Violations:

When any violation of the Student Conduct Code has been reported to the office, the dean first documents the violation, writing down the time, date, place, and description of the act, and then collects evidence and pertinent details for the files.

The dean then meets with the student as soon after the incident as possible. In the meeting, the dean a.) informs the student of the accusation, b.) reviews the evidence with the student, and c.) allows the student to present evidence or comment on the evidence that has been presented. In cases where substantial grounds exist to accuse a student of use of illicit drugs or alcohol, the dean may require the student to undergo an alcohol breath analyzing test or a laboratory substance screening, at the student's expense. Refusal to submit to such test or screening may be grounds for immediate suspension or dismissal.

After the meeting with the dean, the student is given up to two instructional days in which to respond to the evidence presented or to present evidence in his/her favor. The dean then determines, in consultation with the Disciplinary Committee and based upon a preponderance of evidence (which may include the student admitting to committing a violation of the Student Honor Code), whether or not a violation of the Student Honor Code has taken place. The dean then informs the student in writing of the determination and the penalty. The student, in writing, acknowledges receipt of the communication.

Appeal Procedures:

A student may choose to appeal the decision of the dean. The steps in the appeal process are:

1. The student files a written appeal to the dean within two (2) working days of the date of receipt of the written notice of the determination and penalty. The appeal should clearly state the grounds upon which the appeal is based.
2. Within two (2) working days of receiving the written appeal, the dean reviews the evidence and reaches a determination. Three determinations are possible: 1) uphold initial determination and penalty; 2) dismiss initial determination and penalty, or 3) uphold initial determination and impose new penalty.
3. The dean informs the student in writing of the determination. The student, in writing, acknowledges receipt of the communication.
4. The student may appeal the dean's determination to the Appeals Committee consisting of a member of the council, a faculty member from Mount Carmel High School, and a faculty member from John Paul the Great College. The student must file a petition for review with the Chair of the Appeals Committee within five (5) working days of the date of receipt of written notification of the decision of the dean.
5. The Appeals Committee reviews the written records and issues a written decision. The committee's decision is final.

Petition for Review:

A petition for review is a formal written request from a student to the Chair of the Appeals Committee of John Paul the Great College that the response to an appeal be reviewed. A petition for review will be considered only when one or more of the following three conditions exist:

- (1) There is new and significant evidence which was not available for the appeal and which may further clarify and support the defense of the student;
- (2) There is clear reason to believe that the penalty imposed is inconsistent with the seriousness of the violation; There is substantial credible evidence that the consideration of the appeal was not fair or impartial, or that the established process was not followed.

The petition for review must be submitted in writing within the timeframe specified and must state the grounds or reasons for review. A copy of the written decision of which review is requested must accompany the petition.

VI. STUDENT INFORMATION AND SERVICES**IMMERSION IN THE OUTDOORS**

The success of the academic and spiritual spheres of a liberal arts education depends on students being able to assimilate the knowledge being presented. John Paul the Great College includes a third sphere of education, immersion in the reality of nature, as a corrective to the modern world's over-emphasis on technology and virtual reality. Every student has the glorious opportunity of deepening his knowledge of the world created and sustained by God. By living in the outdoors, students are taken beyond their normal comfort zone and into an environment where they must make real decisions that have real consequences. After gaining new strengths in the wilderness the students become more successful at their studies and better men and women in everyday life.

STUDENT GOVERNMENT

A president, vice-president, secretary, public relations officer, and treasurer are elected by their schoolmates. They assist in organizing student-related activities and represent the student body when needed.

CAMPUS MINISTRY

All students, Catholic as well as non-Catholics, are invited to partake of the spiritual and moral formation present at John Paul the Great College. As the Second Vatican Council teaches, the sacred liturgy—and above all, the Holy Eucharist—is “the source and summit” of the Christian life. This is true in a special way for a community of learners who are dedicating themselves to the effort of acquiring Christian wisdom. This effort, to be successful, requires a well-formed prayer life, and at the center of our prayer life stands the Holy Sacrifice of the Mass. The Eucharist is celebrated once a month at our college chapel on campus.

The College chaplain offers devotions on campus for the spiritual welfare of students, faculty, and staff. Devotion to the Blessed Virgin Mary and an understanding of Marian spirituality are encouraged throughout the school year. There are frequent opportunities for students and faculty to receive the Sacrament of Penance and spiritual direction. Each year features a penitential service and a retreat.

DISTINGUISHED LECTURER SERIES

An important cultural activity is the Distinguished Lecturer Series, which brings to John Paul the Great College men and women outstanding in their academic field. Two such lectures are held each year, once every semester. Concerts are also included in the Series.

COMMUNITY SERVICE

Another important component of being formed at John Paul the Great College is that of growing in the spirit of voluntarism and sharing talent, time, and treasure with the surrounding communities beyond the college campus. To this effect, John Paul the Great College encourages and supports students to volunteer in the parish, local community groups and organizations, and to participate actively in our community service projects throughout the year.

The Office of Student Activities also offers a program of activities which gives students opportunities to engage in community service.

SCHOOL VAN

A school van exists to provide transportation for students and faculty to our campus. Students are invited to pay a small fee for transportation along designated routes before school, during lunch, and after school at times to be announced.

VII. ACADEMIC PROGRAMS & CURRICULA

GENERAL CORE

The general core at John Paul the Great College, amounting to 46 credits required for graduation, is part of the integrative curriculum geared at forming the whole individual. Studies include literature, history, mathematics, science, philosophy, fine arts, and theology. The use of great books, as well as studies on the natural world, effect a rich combination of intellectual, experiential, and poetic knowledge. Students' imaginations are enriched and their capacity for wonder deepened.

The general curriculum is as follows:

First Year		Second Year	
Semester I	Semester II	Semester III	Semester IV
HUM101 Greco-Roman Roots of Western Civilization (3)	HUM 102 The Middle Ages to Enlightenment (3)	HIST 101 World History & Geography (3)	HUM 202 Belizean Studies (3)
TRIV 101 Grammar (3)	TRIV 102 Logic (3)	ART/MUS 201 Art/Music Appreciation (3)	TRIV 201 Rhetoric (3)
THEO 101: The Word of God (3)	THEO 102: Theology of Christ and the Sacraments (3)	THEO 201: The Life of Grace (3)	THEO 202: Theology of the Body Capstone (3)
PHIL 101 Intro. to Philosophy (3)	MATH 101 Euclidean Geometry (3)	PHIL 102 Phil.of Nature & Man (3)	PHIL 201 Ethics (3)
ENED 101 Outdoor Leadership Adventure (1)			

N.B. The number in parentheses indicates the course's credit hours.

PROFESSIONAL CORE

Students are required to successfully complete a series of courses intended to develop knowledge, interaction with information, problem solving, and theoretical foundations of the particular program of study in which they seek a degree. Students need to pay close attention to course sequencing and prerequisites when registering for professional core courses.

ASSOCIATE DEGREE

Upon successful completion of the General and Professional Core, students at John Paul the Great College are awarded an Associate in Arts Degree (A.A.). The A.A. degree is designed for those who plan to transfer to a four-year institution for the completion of a Bachelor of Arts (B. A.) degree.

VIII. DEGREE REQUIREMENTS

A.A. in Liberal Arts with a concentration in Business Administration requirements: 73 credits

General Core (49 credits)

Professional Core (24 credits)

- BUS 105 Principles of Management
- ECO 106 Principles of Economics
- ACC 101 Principles of Accounting I
- BUS 201 Global Business
- BUS 252 Small Business Management
- ACC 105 Computer Applications in Accounting
- BUS 213 Principles of Marketing
- BUS 223 Business Finance

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Year I

PCE Pre-College English Intensive (Prerequisite Summer Course) 0 credits

HUM 101 Greco-Roman Roots of Western Civilization	3	HUM 102 Middles Ages to Enlightenment	3
TRIV 101 College English I: Grammar	3	TRIV 102 Logic	3
THEO 101 The Word of God I	3	THEO 102 Theology of Christ & the Sacraments	3
PHIL 101 Introduction to Philosophy	3	MATH 101 Euclidean Geometry	3
BUS105 Principles of Management	3	ACC 101 Principles of Accounting I	3
ECO 106 Principles of Economics	3	BUS 201 Global Business	3
ENED 101 Outdoor Leadership Program	1		
	19		18

Summer Internship 0 credits

Year II

HIST 101 World History & Geography	3	HUM 202 Belizean Studies	3
ART/MUSIC 201 Art or Music Appreciation	3	TRIV 201 Rhetoric	3
THEO 201 Life of Grace	3	THEO 202 Theology of the Body	3
PHIL 102 Philosophy of Nature and Man	3	PHIL 202 Ethics	3
BUS 252 Small Business Management	3	BUS 213 Principles of Marketing	3
ACC 105 Computer Applications in Accounting	3	BUS 223 Business Finance	3
	18		18

A.A. in Liberal Arts Degree with a concentration in Classics requirements: 73 credits

General Core (49 credits)

Professional Core (24 credits)

- SCI 101 Biology I
- SCI 102 Astronomy
- SCI 201 Biology II
- LATIN 101 Elementary I
- LATIN 102 Elementary II
- LATIN 201 Intermediate I
- MATH 201 Euclidean Geometry II
- ENG 260 Modern Literature

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Year I

PCE Pre-College English Intensive (Prerequisite Summer Course) 0 credits

HUM 101 Greco-Roman Roots of Western Civilization	3	HUM 102 Middles Ages to Enlightenment	3
TRIV 101 College English I: Grammar	3	TRIV 102 Logic	3
THEO 101 The Word of God I	3	THEO 102 Theology of Christ & the Sacraments	3
PHIL 101 Introduction to Philosophy	3	MATH 101 Euclidean Geometry	3
LATIN 101 Latin: Elementary I	3	SCI 201 Biology II	3
SCI 101 Biology I	3	LATIN 102 Latin: Elementary II	3
ENED 101 Outdoor Leadership Program	1		
	19		18

Summer Internship 0 credits

Year II

HIST 101 World History & Geography	3	HUM 202 Belizean Studies	3
ART/MUSIC 201 Art or Music Appreciation	3	TRIV 201 Rhetoric	3
THEO 201 Life of Grace	3	THEO 202 Theology of the Body	3
PHIL 102 Philosophy of Nature and Man	3	PHIL 202 Ethics	3
LATIN 201 Latin: Intermediate I	3	SCI 102 Astronomy	3
MATH 201 Euclidean Geometry II	3	ENG 260 Modern Literature	3
	18		18

A.A. in Liberal Arts Degree with a concentration in English requirements: 73 credits

General Core (49 credits)

Professional Core (24 credits)

- LATIN 101 Latin I: Elementary I
- ENG 232 Creative Writing
- LATIN 102 Latin: Elementary II
- ENG 220 Spanish & Belizean Literature
- ENG 250 British Literature Survey
- ENG 210 Advanced College Composition
- ENG 227 Fundamentals of Linguistics
- COM 230 Communication for Mass Media or COM 256 Media Analysis

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Year I

PCE Pre-College English Intensive (Prerequisite Summer Course) 0 credits

HUM 101 Greco-Roman Roots of Western Civilization	3	HUM 102 Middles Ages to Enlightenment	3
TRIV 101 College English I: Grammar	3	TRIV 102 Logic	3
THEO 101 The Word of God I	3	THEO 102 Theology of Christ & the Sacraments	3
PHIL 101 Introduction to Philosophy	3	MATH 101 Euclidean Geometry	3
LATIN 101 Latin: Elementary I	3	ENG 220 Spanish & Belizean Literature	3
ENG 232 Creative Writing	3	LATIN 102 Latin: Elementary II	3
ENED 101 Outdoor Leadership Program	1		
	19		18

Summer Internship 0 credits

Year II

HIST 101 World History & Geography	3	HUM 202 Belizean Studies	3
ART/MUSIC 201 Art or Music Appreciation	3	TRIV 201 Rhetoric	3
THEO 201 Life of Grace	3	THEO 202 Theology of the Body	3
PHIL 102 Philosophy of Nature and Man	3	PHIL 202 Ethics	3
ENG 250 British Literature Survey	3	ENG 227 Fundamentals of Linguistics	3
ENG 210 Advanced College Composition	3	COM 230 or COM 256 Communication for Mass Media or Media Analysis	3
	18		18

A.A. in Liberal Arts with a concentration in Theology & Catechetics Degree requirements: 73 credits

General Core (49 credits)

Professional Core (30 credits)

- LATIN 101 Latin: Elementary I
- LATIN 102 Latin: Elementary II
- THEO 210 Christian Moral Living
- THEO 220 The Word of God II
- CAT 205 Scriptural Catechesis
- THEO 215 Ecclesiology
- CAT 220 Life of Prayer
- CAT 240 Youth Ministry Methods

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Year I

PCE Pre-College English Intensive (Prerequisite Summer Course) 0 credits

HUM 101 Greco-Roman Roots of Western Civilization	3	HUM 102 Middles Ages to Enlightenment	3
TRIV 101 College English I: Grammar	3	TRIV 102 Logic	3
THEO 101 The Word of God I	3	THEO 102 Theology of Christ & the Sacraments	3
PHIL 101 Introduction to Philosophy	3	MATH 101 Euclidean Geometry	3
LATIN 101 Latin: Elementary I	3	THEO 220 Word of God II	3
THEO 210 Christian Moral Living	3	LATIN 102 Latin: Elementary II	3
ENED 101 Outdoor Leadership Program	1		
	19		18

CAT250 Catechetics Summer Internship 6 credits

Year II

HIST 101 World History & Geography	3	HUM 202 Belizean Studies	3
ART/MUSIC 201 Art or Music Appreciation	3	TRIV 201 Rhetoric	3
THEO 201 Life of Grace	3	THEO 202 Theology of the Body	3
PHIL 102 Philosophy of Nature and Man	3	PHIL 202 Ethics	3
CAT 205 Scriptural Catechesis	3	CAT 220 Life of Prayer	3
THEO 215 Ecclesiology	3	CAT 240 Youth Ministry Methods	3
	18		18

Certificate in Theology & Catechetics (27 credits)

Year I

PHIL 101 Introduction to Philosophy	3	THEO 102 Theology of Christ & the Sacraments	3
THEO 210 Christian Moral Living	3	THEO 220 Word of God II	3
	6		6

Year II

THEO 201 Life of Grace	3	THEO 202 Theology of the Body	3
CAT 205 Scriptural Catechesis	3	CAT 220 Life of Prayer	3
THEO 215 Ecclesiology	3	CAT 240 Youth Ministry Methods	3
	9		9

THE CYBERSECURITY PARTNERSHIP PROGRAM

Through a brand-new partnership with the University of St. Thomas in Houston, Texas (UST), John Paul the Great College students studying Cybersecurity will be able to take their Cybersecurity courses through UST and their liberal arts core classes through JP.

The classes in UST's Associate of Applied Science in Cybersecurity Program are delivered online through Blackboard with UST professors. Our students, however, will meet in person on the JPII campus with a designated Teaching Assistant. This hybrid approach ensures our students receive the best education our two institutions can offer.

UST is generously granting a 75% institutional scholarship for students wishing to join this program. All JPII tuition and fees are inclusive of book rentals and student insurance. View the table below for more financial details.

Cybersecurity Partnership Program								
John Paul II Junior College and the University of St. Thomas								
	Tuition and Fees Per Course	Institutional Aid Per Course	Semester I	Semester II	Semester III	Semester IV	Semester V	TOTAL
John Paul II courses/semester	\$900	\$625	4	4	4	4	0	
			\$3,600	\$3,600	\$3,600	\$3,600	\$0	\$14,400
University of St. Thomas courses/semester	\$1,200	\$900	3	3	4	3	2	
			\$3,600	\$3,600	\$4,800	\$3,600	\$2,400	\$18,000
Total before Aid			\$7,200	\$7,200	\$8,400	\$7,200	\$2,400	\$32,400
John Paul the Great Fellowship			(\$2,500)	(\$2,500)	(\$2,500)	(\$2,500)	\$0	(\$10,000)
UST Scholarship			(\$2,700)	(\$2,700)	(\$3,600)	(\$2,700)	(\$1,800)	(\$13,500)
TOTAL			\$2,000	\$2,000	\$2,300	\$2,000	\$600	\$8,900

**John Paul the Great College reserves the right to reduce Fellowship grants should students demonstrate diminished financial need throughout the course of the semester.*

A.A. in Liberal Arts Degree with a concentration in Cybersecurity requirements: 94 credits

General Core (49 credits)

Professional Core (45 credits)

- ANET 1300 Hardware and Software Environment
- ANET 1305 Basics of Networking
- AMAT 1300 Foundations of Mathematics I
- ANET 1350 Introduction to Servers I
- ANET 1355 Physical Networks

- ANET 1360 Introduction to Servers II
- AMAT 1355 Foundations of Mathematics II
- ASFT 1300 Foundations of Programming
- ANET 2300 Introduction to Linux Networking
- ASFT 1305 Working with Databases
- ANET 2305 Securing Information
- ANET 2350 Basics of IP Networking
- ACYB 2300 Risk Management and IT Security
- ACYB 2305 Network Communications Infrastructure
- ANET 2375 Advanced Operating Systems

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Semester I - 22 credits

PCE Pre-College English Intensive (Prerequisite Summer Course) 0 credits

HUM 101 Greco-Roman Roots of Western Civilization	3	1st Quarter	
TRIV 101 College English I: Grammar	3		ANET 1300 Hardware & Software Environment 3
THEO 101 The Word of God I	3	2nd Quarter	
PHIL 101 Introduction to Philosophy	3		ANET 1305 Basics of Networking 3
ENED 101 Outdoor Leadership Program	1		AMAT 1300 Foundations of Mathematics I 3

Semester II - 21 credits

HUM 102 Middles Ages to Enlightenment	3	1st Quarter	
TRIV 102 Logic	3		ANET 1350 Introduction to Servers I 3
THEO 102 Theology of Christ & the Sacraments	3	2nd Quarter	
MATH 101 Euclidean Geometry	3		ANET 1355 Physical Networks 3
			ANET 1360 Introduction to Servers II 3

Semester III - 24 credits

HIST 101 World History & Geography	3	1st Quarter	
ART/MUSIC 201 Art or Music Appreciation	3		AMAT 1355 Foundations of Mathematics II 3
THEO 201 Life of Grace	3		ASFT 1300 Foundations of Programming 3
PHIL 102 Philosophy of Nature and Man	3	2nd Quarter	
			ANET 2300 Introduction to Linux Networking 3
			ASFT 1305 Working with Databases 3

Semester IV - 18 credits

HUM 202 Belizean Studies	3	1st Quarter	
TRIV 201 Rhetoric	3		ANET 2305 Securing Information 3
THEO 202 Theology of the Body	3	2nd Quarter	
PHIL 202 Ethics	3		ANET 2350 Basics of IP Networking 3

Semester V - 9 credits

1st Quarter		
ACYB 2300 Risk Management and IT Security	3	
2nd Quarter		
ANET 2350 Network Communications Infrastructure	3	
ANET 2375 Advanced Operating Systems	3	

IX. COURSE DESCRIPTIONS

This section provides descriptions of all courses offered by John Paul the Great College. The courses are listed by field of study.

THE CORE

ART 201: Art Appreciation

Art Appreciation is a general survey of western art through visual and experiential approaches. The course is an explanatory approach to the humanities by way of considering the special role of fine arts as a repository and revealer of values. The course focuses on architecture, sculpture, and painting within a chronological framework. While allowing each work to unfold its fullness, the course will underscore the ways in which art shapes the world as we know it by shaping perception.

ENED 101: Outdoor Leadership Adventure

This program is valued at one (1) credit hour and is a requisite for graduation. In this, students will be spending a one-week long leadership training retreat in surroundings at the SOLT retreat grounds at Mountain Pine Ridge in Belize's pristine forests. This experience with the outdoors provides encounters with the true, the good, and the beautiful in God's "first book": the natural world. This will reinvigorate students' imaginations, summon forth creative thinking, and teach the laws, moral and material, which open their minds and hearts to the rest of what the College has to offer. Students receive seminars on basic first aid, leadership conferences, and immerse in team-building to consolidate friendships that will nurture the rest of their journey through John Paul the Great College.

TRIV 101: Grammar

The course will start with an introduction to the Liberal Arts and the Trivium, including an apology for its inclusion in a complete education. It then moves to study the nature and mysteries of language, and the principles of the art of grammar, while at the same time learning, practicing, and sometimes observing the practical employment of the art itself in the English language.

HIST 101: World History & Geography

This course seeks to introduce students to the study of history and geography. Given the exposure students will have had on the study of history in the Humanities, this course will focus mainly on the last two and a half centuries of world history, the period whose fingerprints on the current globe are still the most obvious. The course will be broken up into units, each representing a major event or theme. These are arranged more or less in historical order. Each will be accompanied by readings from primary sources. In addition, geography lessons will be interspersed throughout, with the general pattern being that any new regions introduced in the history lessons will be covered geographically at the same time.

HUM 101: Greco-Roman Roots of Western Civilization

In this course, students will understand better their own position as heirs to the Greco-Roman contribution to Western Civilization. In the first part, students will study the culture and history of Ancient Greece, with a special emphasis on the study of Homer's Iliad. The focus will then shift on ancient Rome as the forerunner of Western civilization. Through select literary works, it will demonstrate how ancient Rome has influenced the West in the past and in the present.

HUM 102: Middle Ages to the Enlightenment

This course will study the collapse of the Roman Empire through to the age of the Renaissance and the Enlightenment. This is the environment that produced such great figures as St. Benedict, St. Francis and St. Thomas Aquinas and many others who continue to have great impact in the world today. This course aims at exposing students to the fullest flowering of the medieval synthesis between the pagan past and the Christian present. Students will be introduced to Dante's *Commedia*, and the works of philosophers such as Descartes, Locke, and Rousseau. The class will also cover both the history of the reformation and its principal characters, especially Martin Luther.

HUM 202: Belizean Studies

This course will trace the history of Belize in its socio-cultural and economic development as a nation-state from pre-European to contemporary times. It will study three epochs, the Maya or the preEuropean period, the period as colony, and post-modern Belize. During these three periods, the concept of the nation-state and its relation to the world will be examined in light of selected literary pieces. Students will learn about the Belizean story of struggle and resistance in light of historic figures like Marcos Canul, Antonio Soberanis, George Cadle Price, and Julian Cho, as well as the contributions of the many cultural and ethnic groups that comprise our multifaceted profile. More than a course in history, Belizean Studies seeks to retell the story of a land and its people through the life of key characters and events that helped shape our contemporary society and which enable us to confront the challenges of nation-building.

MATH 101: Euclidean Geometry

In this course, students will study the first six books of Euclid's *Elements*, which will provide exposure to fundamental definitions, postulates, common notions, and rigorously proven theorems of Geometry. Students will learn to demonstrate a proposition, indirectly learning argument construction and analysis.

MUS 201: Music Appreciation

This course is an overview of basic musical trends throughout history, focusing particularly on the development of Western music since the Renaissance. Students begin the study of music in the school of the ancient Greeks, who first discovered the wondrous relationships between music, mathematics, nature, and the human soul. Then ensues a guided tour of music's rich history, starting with the Middle Ages, continuing through the Renaissance, Baroque, Classical, and Romantic periods, and concluding with an overview of the 20th century to the present. Throughout, attention is given not only to great works of great composers (e.g. Palestrina, Bach, Mozart, Beethoven), but also to the overall development of musical styles, the aesthetics, morality, and spirituality of music, and the relationship between music and the other fine arts.

PHIL 101: Introduction to Philosophy

This course introduces philosophy as a rational science. It studies the ancient philosophies, principally of Socrates and Aristotle, focusing especially on their consideration of the structure and nature of rational thought. Students first consider the nature of Philosophy and its relationships with reason and faith. After this introduction to philosophical inquiry, they consider the first operations of the intellect: simple apprehension and composing and dividing.

PHIL 102: Philosophy of Nature & Man

This class will begin with a focus on the general presuppositions of biology, physics, and chemistry which study material beings. It will study change in material things and will differentiate between substantial and accidental change and define both potency and act, as well as the four causes: formal, material, efficient, and final. The class will then shift to living material beings. It will define man and show the similarities and differences man shares

with other creatures. Students will study the powers of the senses, the passions, the rational powers of the intellect and the will, the unity of body and soul, as well as the immortality of the soul.

PHIL 202: Ethics

This course will answer the questions of how man should act both as an individual and in the context of society. Because happiness is the ultimate goal sought by all, Ethics begins with the question "What is happiness and how does one attain it?" and proceeds to investigate mistaken notions of happiness, the nature of a moral act, the moral and intellectual virtues, notably the cardinal virtues, the question of contemplation as man's highest good, and the Natural Law, as well as man in relation to society and the state. The course will cover Aristotle's Nicomachean Ethics and Politics, possibly with supplemental selections from the Summa Theologiae or Summa Contra Gentiles by Thomas Aquinas or other philosophical texts.

THEO 101: The Word of God

Mindful that "the study of the sacred page is, as it were, the soul of sacred theology" (DV, 24) and that, as St. Jerome says, "Ignorance of Scripture is ignorance of Christ," this course will bring students to encounter the very inspired words of Scripture. In place of interpretations or summaries, the Bible itself will be the primary text. Students will begin by reading important selections of Genesis; Exodus; 1-2 Samuel; Isaiah; the Psalms; Luke (or another synoptic Gospel); Acts; Philippians or Ephesians (or another Pauline Epistle); and Revelation. The semester will conclude with a short study of Dei Verbum to ground the Catholic approach to Scripture on this experience in a more explicit way. By covering the Scriptures themselves and opening the way for further theological reflection upon them, this course will provide a foundation for the later theology courses and the rest of the core curriculum.

THEO 102: Theology of Christ and the Sacraments

As Jesus Christ himself says in John 17:3, the Triune God and the Incarnate Lord Jesus Christ are the two central mysteries in which our beatitude consists. This course will investigate these two mysteries in that order. It will begin with a short investigation of God as One, Three, and Creator. It will then consider Jesus Christ in his life, death, resurrection, and identity as God and man. Lastly, the course will cover the continuing presence and action of Jesus Christ in the sacraments and liturgy of his Church. Sources for the study of Jesus Christ will be drawn from the Church Fathers, including St. Athanasius' On the Incarnation, and from St. Thomas Aquinas for the study of the Sacraments.

THEO 201: The Life of Grace

An archer must know two things: his target and how to hit it. This course, a study of the Christian life of Grace, will first consider the target of the Christian life and then the means to reach this target. The first part will consist in reflection upon God as our final end, Heaven, and the Communion of Saints. The second part will study moral action, the theological virtues, grace, freedom, prayer, the role of the Church and the sacraments in the life of grace, and spiritual union with God. This course will cover selections from St. Augustine's Confessions, as well as some excerpts from the Church Fathers and St. Thomas Aquinas.

THEO 202: Theology of the Body Capstone

This course will reflect on John Paul II's Theology of the Body (TOB), a series of one hundred twenty-nine General Audiences he gave as pope which focus especially on our vocation as men and women created in the image of God. This reflection on TOB will be supplemented by a study of his earlier work, Love and Responsibility.

The semester will culminate in the development and execution of a capstone project. In this interdisciplinary work, students will identify key principles in Theology of the Body; observe how they are, or are not, lived within the local culture; and attempt to engage and enhance the culture in a meaningful way. The students will communicate their capstone experience in a final presentation.

TRIV 102: Logic

In the first part of this course students will complete the study of the first two operations of the intellect which they began in the Introduction to Philosophy. The second part of the course will study the third operation of the intellect: reasoning. The course will cover both inductive and deductive reasoning; students will learn about the human order of knowing, and the places of the two types of reasoning in that order.

TRIV 201: Rhetoric

This course will focus on putting together an argument and on transmitting that argument in a clear and comprehensible way. The word ‘argument’ means: ‘to make clear’. The students will learn to follow important rules when constructing an argument. Such rules include distinguishing premises and conclusions, presenting ideas in natural order, starting from reliable premises, being concrete and concise, avoiding loaded language, and using consistent and univocal terms. These rules will be learned, applied, and practiced throughout the semester in both written and oral form. In today’s relativistic world, the importance of acquiring the skill of clear thinking and coherent writing/speaking cannot be understated. Students will take the skills they have acquired in all their subjects and learn to apply them in this class.

BUSINESS ADMINISTRATION

ACC 101: Principles of Accounting I

This course will present the fundamental concepts and techniques of the basic accounting system, including accounting for a complete cycle of business activities for a service enterprise and a merchandising firm. Additionally, this course seeks to explore the responsibility role of accounting in a society where there is a scarcity of, and competition for, economic resources, and its role as an information system for measuring, processing, and communicating information that is useful in decision-making.

ACC 105: Computer Applications in Accounting

This course will help students to develop basic computer skills specific to financial accounting. Topics include setting up a business entity’s accounting system, recording financial transactions, and working with budget development and evaluation. Students will create invoices, create and analyze accounts receivable and payment aging reports, and develop financial statements and reports with the assistance of a software application, for example Quickbooks. Students will be required to use computers to complete projects.

BUS 105: Principles of Management

The course is designed to provide students with an appreciation of current basic management theories and techniques. The course material is theoretical and emphasizes good leadership skills and practices. The course will examine basic management theory and organizational concepts. Areas of interest include the management process, motivation, leadership, corporate culture, and human resource management. The course also allows for students to effectively and efficiently plan, execute and manage fundraising activities, thereby utilizing their management skills.

BUS 201: Global Business

Global Business seeks to introduce the student to the world of business beyond Belize. It offers a window through which students will gain an objective view of business practices employed beyond Belize's borders and, as such, allow them to possess the knowledge to tap into that external marketplace. This course will also address the theories and practical reasons behind the global transfer of funds, goods and services. Much of the class material will be inspired by real world events with special emphasis on how such events affect Belize. The students will be exposed to an understanding of Belize's trade position and will also be exposed to the restrictions of trade and the arguments for and against such national policies.

BUS 213: Principles of Marketing

The course is an introduction to the language and issues of marketing with an emphasis on learning to develop responsive marketing strategies that meet customer needs. The course focuses on basic marketing concepts, the role of marketing in the organization, the role of marketing in society and the use of technology in an evolving marketing era. Topics include market segmentation, product development, promotion, distribution, and pricing. Other topics, which will be incorporated into the course, are external environment (which will focus on integrative topics with marketing, such as technology, economics, politics, government, and nature), marketing research, international/global marketing with relevance to cultural diversity, ethics, the impact of technology on marketing, and careers in marketing.

BUS 223: Business Finance

This is an introductory course in finance. Students learn how to value assets and businesses given forecasts of future cash flows. The course also concentrates on the risk characteristics of different asset classes. The first part of the course (week 1 to 4) focuses on acquiring understanding of basic concepts and principles of finance. The second part of the course deals with Time Value of Money, and Bond and Stock Valuation. The third part of the course introduces students to Capital Budgeting and Financial Planning. The final part of the course introduces students to Forecasting and Capital Management. This course will combine the theoretical underpinnings of finance with some real-world examples, including several case discussions.

BUS 252: Small Business Management

Welcome to the entrepreneurial revolution! Small Business Management is an introductory course intended to provide students with a solid foundation in terms of the vital role played by entrepreneurs and entrepreneurship in the 21st century global economy. In a sense, this is the cornerstone course, which is complemented with the capstone business plan course. In this course, students assess, explore, critique, and celebrate the phenomenon of entrepreneurship. This is a course of many ideas and questions which integrates a number of different disciplines, ranging from sociology and psychology to economics, finance, marketing, and human resource management. Furthermore, it is a course that mixes theory with practice, in which students will be challenged to apply principles, concepts and frameworks to real world situations.

ECO 106: Principles of Macroeconomics

Macroeconomics introduces the students to the development of economic concepts and their application within a national and international economic scale. The course will cover simple economic terminology, concept basics, and introduce demand and supply determinants and equilibrium, leading into a more in-depth study of income determination with emphasis on monetary and fiscal policies. Aggregate supply and demand analysis is presented with an emphasis on measurement and determination of national income, the price level, and the rate of economic growth. Additional topics include the development of currency, central and local bank relations, objectives of full employment, price stability, and international trade.

ECO 106: Principles of Microeconomics

This course allows individuals to develop an understanding of market structures and their operations in the economy at home. It equips students with the knowledge that allows them to identify characteristics, strengths, weaknesses, and examples of market structures. Concepts like economic efficiency, market failure and its causes are covered in depth.

HRM 205: Human Resource Management

This course examines the main concerns in personnel administration, sound personnel policies, and procedures. Among the topics presented are the personnel management systems, meeting human resources requirements, developing effectiveness in human resources, creating a productive work environment, and providing compensation and security.

CLASSICS**LATIN 101: Latin: Elementary I & LATIN 102: Latin – Elementary II**

By the end of courses 101 and 102, students will read Latin texts of medium difficulty, understand basic Latin grammar, demonstrate command of a fundamental practical vocabulary, and be able to speak and write elementary Latin with some facility.

LATIN 201: Latin: Intermediate I & LATIN 202: Latin – Intermediate II

These two courses build on the foundation started in first year Latin. Students augment their basic vocabulary, strengthen their memory through self-expression in spoken and written Latin, and advance to more difficult texts, reading selections from the Biblia Vulgata and from classical and medieval authors including Virgil, Livy, Ovid, Cicero, and Aquinas.

SCI 101: Survey of Biology I

In this course, students revel in the beauty and mystery of life. Beginning in natural history, students marvel at the intricacies of nature, especially in insects, mostly through the writing of J. Henri Fabre. They learn to classify the seemingly infinite variety that they see. In studying the experiments of other scientists, students learn to question what they observe and seek the truth about living things, especially in the areas of instinct and sensation.

SCI 102: Survey of Biology II

Building on their habits of observation developed in SC 101, students study the internal organization of living creatures in SC102. Through most of the semester, students will study the groundbreaking work of scientists such as Harvey and Mendel. By studying the experiments and conclusions that these scientists came to in areas that were long a mystery, such as the circulation of the blood and genetics, students will further appreciate the value of observation and asking questions in seeking the truth. Towards the end of the semester, students devise their own experiment on a plant or animal to answer a question of their own.

SCI 201: Astronomy

This course encourages students to think of the order of the entire universe and the earth's place in it. Studying the regularity of the stars will bring students to a greater appreciation of math in the natural world. The course will start with Ptolemy and proceed with Copernicus and Kepler to show how astronomers through the ages have developed their understanding of the universe. Students will make their own observations of the stars and also learn rigorous mathematical proofs discovered by the great astronomers.

CYBERSECURITY

ACYB 2300: Risk Management and IT Security

This course explores the roles of risk management in ensuring the security of information systems. Areas of study include standards, policies, best practices, and compliance laws for risk management. The course discusses methods of assessing, analyzing, and managing risks. Further, it discusses how to create a business continuity plan, disaster recovery plan, and computer incident response team plan for a given scenario within an organization.

ACYB 2305: Network Communications Infrastructure and Technology

This course explores computer networking and telecommunications technologies. Students analyze the performance, management, and security challenges associated with network communications infrastructure through voice, data, and video applications.

AMAT 1300: Foundations of Mathematics I

This course focuses on developing analytical and problem-solving skills by having students solve logical problems. Topics include fundamental mathematical concepts, including quadratic, polynomial and radical equations, linear functions and their graphs, systems of linear equations, and functions and their properties. Activities include solving problems and using appropriate technological tools.

AMAT 1355: Foundations of Mathematics II

This course focuses on developing analytical and problem-solving skills by having students solve logical problems. Topics include systems of equations, matrices, probability, and trigonometry. Activities include solving problems and using appropriate technological tools.

ANET 1300: Hardware and Software Environment

The organization of a computer is examined in a typical operating systems environment. Terminology and underlying principles related to major computer functions are discussed in the context of hardware and software environments.

ANET 1305: Basics of Networking

This course explains the fundamentals of networking concepts. It focuses on technological advances made in the field of computer networks. It also covers impact OSI and TCP/IP model and how it relates to network communication. The course also details the importance of different protocols in a network and tools required to secure the network.

ANET 1350: Introduction to Servers I

This course offers students an introduction to server hardware and provides a baseline level of learning that can be leveraged should they be interested in taking the CompTIA Server+ Certification Exam.

ANET 1355: Physical Networks

This course explains how computer networks are created using physical components. Students get an opportunity to construct a physical network by using wires, network devices, network protocols, tools, and standards. The course also compares and contrasts different transmission media and network devices based on transmission rates.

ANET 1360: Introduction to Servers II

This course offers students and introduction to the Windows Server platform and provides a baseline level of learning that can be leveraged should they be interested in further learning or certification specific to Microsoft Windows Servers.

ANET 2300: Introduction to Linux Networking

This course introduces various features of the open source operating system, Linux. It starts with the fundamental commands of the operating system and covers installation and network configuration steps. The course also covers how to maintain and troubleshoot client and server network services.

ANET 2305: Securing Information

This course focuses on the importance of securing the IT infrastructure. It also covers ways that make the IT infrastructure vulnerable and steps that should be taken to secure it against malicious attacks. It introduces the role of security policy and implementation issues related to it. Students get an opportunity to audit, test, and monitor an IT system.

ANET 2350: Basics of IP Networking

This course is intensively focused on the study of TCP/IP protocol and OSI model. It covers key concepts related to IP Networking, subnetting, and troubleshooting. The course details concepts of IP routing, dynamic routing protocols, bridging, switching, and LAN/WAN technologies.

ANET 2375: Advanced Operating Systems

This course is a study of server operating systems including installation, configuration, management, core infrastructure services, policies and permissions, and virtualization. It covers many of the concepts needed for the Microsoft Certified Professional Installing and Configuring Windows Server 2012 certification exam.

ASFT 1300: Foundations of Programming

This course lays the foundation of programming logic using flowcharts and pseudocode. It develops understanding of logic and algorithms in programming. The focus is on developing programming skills and knowledge by implementing conditional statements, loops, and functions.

ASFT 1305: Working with Databases

This course discusses fundamentals of database design and relational databases. It also explains normalizing a database. Student implement relational database concepts by developing a database and running SQL queries. The course includes concepts to implement a database design and secure data in the database.

ENGLISH

COM 230: Communication for Mass Media

This course prepares students to employ a diverse range of written and oral skills to communicate to a public audience. Emphasis will be placed on collecting, evaluating, and selecting information to be publicized for a variety of purposes, including objective journalism, persuasion, and entertainment. Writing, editing, and proofreading skills will also be developed. The course will include practical assessments.

COM 252: Language of Cinema

The Language of Cinema teaches students to effectively analyze cinema as a means of communication by tracing the history of cinema from 1895 to the present in Europe, Asia, and the U.S., focusing on significant directors,

movements, influences, films, and terminology. The course helps students identify important moral and philosophical issues raised by serious as well as entertainment films. It also helps students develop an appreciation of the artistry involved in film production and introduces them to the technical language of audio-visual production. This course includes weekly screenings of significant films.

COM 254: Radio/Television Scriptwriting

This course provides practical scriptwriting experience for radio and television. The process of developing scripts for a variety of broadcast applications is presented. It also covers format rules for a variety of genres including public affairs, drama, and commercials.

COM 256: Media Analysis

This course explores the history, influence, advantages, disadvantages, and the Church's teachings on media and its various forms. Written communication skills will be applied as students analyze the course content. As students learn about various forms of media, they will also practice communicating through each form learned while developing a website portfolio of their work.

ENG 210: Advanced College Composition

This course in college writing continues the process of critical thinking enabling students to formulate mature, assertive opinions and views of global issues and current affairs. Students will be engaged in writing exercises while being exposed to various writing styles with emphasis on persuasion and argumentation. This course will also introduce students to academic writing using the APA conventions through direct instruction in the use of the APA formatting and citation. Students will be engaged in writing and presenting a Researched Position Paper using the writing process of first, revised drafts and peer editing. Emphasis will be placed in correct use of sources and academic integrity.

ENG 220: Spanish & Belizean Literature

In this literature course students study key literary texts, short stories, novels, and poetry from Belizean, Caribbean, and Spanish-speaking authors. The course will be devoted to literary analysis, use of literary terms, the study of multiple languages, and discussion of select pieces in the various literary genres, from local poetry and fiction to Spanish classics such as José Zorrilla, Gabriel García Márquez, Pablo Neruda, Rubén Darío, Jorge Luis Borges, and Miguel Angel Asturias. It also emphasizes the similar themes, social issues, and stylistic elements in the Belizean and the Caribbean texts. The historical effect of religion and colonialism and the presentation of social and cultural issues are a few of the topics that are discussed.

ENG 227: Fundamentals of Linguistics

Fundamentals of Linguistics exposes students to the concepts about language that are essential for the effective study of communicative and linguistic competence. The main course topics are nature of language; phonology and orthography; morphology, etymology and syntax; semantics and pragmatics, as well as first and second language acquisition.

ENG 232: Creative Writing

This course will encourage students to read a variety of literary forms (including poetry and both fictional and non-fictional prose) with a view to developing their own individual voice and expressing themselves in a similar range of forms. Close study of published texts and of students' compositions will accompany creative writing exhibiting originality and effective style.

ENG 240: Belizean Literature in the Caribbean Context

In this literature course students study short stories, novels, and poetry. The course focuses on key literary texts, one collection of short stories, a novel, and select poetry from three separate Belizean as well as three separate Caribbean authors. This course aims to teach students about the recognition and use of literary terms and places a strong focus on the analysis of the literary texts. It also emphasizes the similar themes, social issues and stylistic elements in the Belizean and the Caribbean texts. The historical effect of religion and colonialism and the presentation of social and cultural issues are a few of the topics that are discussed.

ENG 250: British Literature Survey

This is a survey course on the most fundamental writings in English literature. It will cover material from Chaucer (Middle English) to Hardy (Twentieth Century). Because the works in this course cover a wide variety of genres including introductory biographies, sonnets, poetry, and drama, they offer a wonderful opportunity to explore how genre operates in each period covered and how the authors themselves represent specific genres.

LATIN 101 & LATIN 102 (Refer to course description in the Classics)

SPA 210: Literature and Culture (Refer to course description in the Classics)

THEOLOGY & CATECHETICS

CAT 205: Scriptural Catechesis

How should someone go about communicating the Word of God? This course will be focused on the content and teaching of Sacred Scripture. By the principles outlined in this class, students will write their own teachings so they can effectively communicate God's Word to others.

CAT 220: Life of Prayer

At the heart of every Catholic is their relationship with God. This course seeks to develop an understanding and love for God by understanding different methods of prayer historically used within the Church. Students will examine different themes of holiness from Scripture and lived witnesses in the lives of the spiritual masters of the Catholic tradition.

CAT 240: Youth Ministry Methods

Students are provided with an opportunity in this class to present their own catechetical presentations at the guidance and instructional foundation given by the teacher. Guidance will be given prior to presentations on different methods and sources to incorporate within a catechetical presentation. The goals of youth ministry will also be discussed through topics such as conversion, proper and healthy boundaries in ministry, and structure of Catholic diocesan ministry.

A mandatory aspect of this class will be the completion of the school mission trip which involves practicing the methods of youth ministry in the Catholic schools in the Toledo district.

CAT 250: Catechetics Internship

This course provides students with a work-experience opportunity. Students will be able to choose to work alongside one of the various active Catholic ministries. This pastoral experience involves a reflection paper under the direction of the course's respective professor and a final written analysis.

CAT 260: Catechetics Capstone Project

This course provides certificate-students with a work- experience opportunity which involves planning and executing a project in ministry with a reflective paper component, under the guidance of the professor.

THEO 210: Moral Theology

This course will examine moral theology, and therefore use revealed truth and the Church's teaching on morality to investigate the principles of the moral life: happiness, human nature, law and freedom, conscience, grace, the human and moral act, and virtue, and how these principles work together to lead us to our ultimate end and fulfillment. This class will differ from the Ethics class in its use of the Church's authority as a foundation and consequent ability to focus on the profusion of practical applications.

THEO 215: Ecclesiology

The exorbitant number of denominations of Christianity will be historically examined in this class to understand the nature, mission, and goal of Catholicism. While this class is primarily historical, topics such as the existence of grace within the Church, the function of the different Eastern and Western rites, and papal authority will also be examined. Significant attention will be given to the Sacraments and their efficacy in the Catholic Church.

THEO 220: The Word of God II

God's self-revelation is one of the greatest gifts humanity has received. This course explores Divine Revelation in the specific mode of Sacred Scripture, with the aim of expanding the student's exposure to Scripture begun in THEO 101 by covering additional texts. The formation of the canon and liturgical use of Scripture will also be considered.