



Faculty Handbook

2026-2027 Edition

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To Our Faculty:

Catholic International University is grateful for the service offered by you, our faculty, who contribute as course developers and instructors. We acknowledge God's loving Providence in providing so many outstanding teachers, many of whom are renowned in their fields, and who are willing to work generously and faithfully to support the mission of Catholic International University.

Thank you and God bless you!

Introduction

Catholic International University is a fully accredited online university offering instruction worldwide in theology, the liberal arts, education, and ecclesial administration and management.

History of the Institution

Catholic International began as the Catholic Home Study Institute, a project started in 1983 by Marianne Evans Mount, Bishop Thomas J. Welsh, and Father John Hardon, SJ. This correspondence institute was designed to fill a need to train adult Catholics in Church teachings found in the documents of the Second Vatican Council.

As Bishop Thomas J. Welsh stated, "[The university] was established by the Church in 1983 to offer adults the unique option of learning more about the Catholic Faith in the convenience and privacy of the home. Distance education is a proven method of learning and is now used widely with great success."

From these humble beginnings, Catholic International has progressed to become an online university. In 1999, it partnered with a web-based learning company to begin piloting online interactive seminars. In 2004, it added graduate online courses in theology, and by 2006 the MA in Theology program was available totally online. The BA in Theology program was also added in 2004, and the AA degree program was added in January 2012. In 2015, Catholic International added the MA in Theology and Educational Ministry and an associated certificate program for Catholic educators. Since the beginning, the online campus has been regularly updated to sustain a vibrant global learning community.

In 2023 the university launched a Spanish-language AA in Theology with a concentration in Catholic Social teaching, and in 2024 the offering expanded to include a Spanish-language MA in Theology and, in English, an MA in Liberal Arts Education and a MA in Ecclesial Administration and Management.

Students taking AA-, BA-, and MA-level courses receive academic credit. Our non-credit continuing education courses may provide an impetus for those thinking of entering or reentering the academic environment in a formal manner. The primary

purpose of all of these courses is to provide quality academic study, faithful to the teaching of the Catholic Church.

Mission Statement

The mission of Catholic International University is to communicate the mind and heart of the Church in support of the New Evangelization. In pursuit of Truth, the university educates learners globally through personal and relational online programs in Catholic theology and faith development, liberal arts, science, and technology, to foster faith, leadership, and service for the Church and the world.

Academic Philosophy

Five primary principles guide Catholic International University:

1. Guided by the Apostolic Constitution *Ex corde Ecclesiae*, Catholic International's curriculum faithfully transmits the teachings of the Catholic Church, promotes the authentic renewal of the Second Vatican Council, and illuminates recent papal documents in support of the New Evangelization.
2. Catholic International provides accredited education that reflects a commitment to academic excellence. This includes qualified faculty, a sound curriculum, and systematic academic programs, including graduate, undergraduate, degree and certificate programs that enhance professional careers and foster lifelong learning.
3. Catholic International uses online education to provide universal access to its educational programs and services through the Internet. Digital communication enables Catholic International to accommodate learners in their various unique circumstances, including Catholics who serve in the military and their families.
4. Catholic International serves the Catholic Church's mission of the New Evangelization through partnerships with dioceses and organizations, and uses current research to inform program development and support the educational goals and needs of the faithful, especially the underserved.
5. Catholic International fosters a vibrant learning community among students, faculty, alumni, and staff through its interactive online campus and academic programs that deepen the encounter with the living God in communion with the Church.

Catholic International University is the premier online Catholic institution of higher education using the latest technology to create a global community of faculty and students dedicated to the search for truth and a love of knowledge for the glory of God.

Who's Who

[Catholic International Organizational Chart](#)

Meet the Faculty

Check the [website](#) for information about other Catholic International faculty members. While you are there, confirm that your information is current. Please forward any necessary updates or other changes to provost@catholiciu.edu.

Academic Organization

Academic Governance Structure

Academic Committee of the Board

The Academic Committee of the board of trustees meets at least twice annually under the leadership of a designated board member. This committee is composed of a minimum of three trustees. The board also appoints distinguished faculty and administrators from relevant institutions with similar aims to Catholic International's who often provide outside advice. The president, provost, and chair of the Academic Senate serve as ex officio members of the committee. The board of trustees has charged the Academic Committee with the responsibility to ensure that the academic programs, degrees, certificates, curricula, and policies are consistent with the university's academic mission, strategic plan, and institutional priorities. The Academic Committee also provides oversight regarding compliance with all academic related standards and criteria of accreditors. Working with the president, provost, and chair of the Academic Senate, the Academic Committee considers and makes recommendations to the board of trustees relating to educational affairs especially with regard to new or substantive changes in programs, degrees, and policies.

Academic Senate

The Academic Senate is a body composed of the president, provost, department chairs, elected representatives of the part-time and full-time faculty, as well as select ex officio members. It meets monthly from September through May, to address all aspects of the academic programs. The [Senate Constitution](#) details the composition, role and responsibilities, committees, and procedures of the Senate.

Provost

The provost is the university's Chief Academic Officer and exercises oversight of all academic affairs, including the work of Departmental Chairs and Program Directors.

Department Chairs

Department chairs are responsible for faculty issues related to the content and instruction of all courses. This includes:

- Selection of faculty for each course.
- Approval of any significant changes in course content by faculty.
- Oversight of the teaching of courses.
- Support constructive feedback to the faculty including the annual faculty evaluation.
- Facilitation in training of faculty in latest technology in online teaching either through workshops or through third-party training.

The current department chairs are:

- Business & Ecclesial Management – Dr. Roberto Dandi, rdandi@catholiciu.edu
- Liberal Arts & Education – Dr. Ann Brodeur, abrodeur@catholiciu.edu
- Theology – Dr. Ana Machado, amachado@catholiciu.edu

Faculty

Excellence in instruction is crucial to the success of any university. Catholic International provides an orientation and training for all new faculty in the techniques of online learning and teaching, and faculty are encouraged to learn as much as possible about the Canvas learning management system through tutorials and guides.

Faculty agree to:

- Be accountable to the department chair.
- Follow the prescriptions of the signed contracts.
- Teach, maintain, and update assigned online courses, including evaluating and grading assignments, facilitating online discussion, evaluating how well students are mastering the learning outcomes for the course, submitting a final grade according to the contract and making adjustments, enhancements, and improvements to the course based on student feedback, best practices in instructional design, and the availability of new learning technologies in consultation with the department chair.
- Keep courses up-to-date, by revising errors or outdated facts.
- Notify the appropriate staff member when changes are made to reading assignments, especially when new books need to be available to students.
- Review and update course syllabi and contact hour worksheets as needed each term the course is offered.
- Facilitate online courses while being responsive to students in a timely and respectful manner.

- Submit an official transcript of their highest degree, along with a brief biography and suitable headshot for use in the LMS (Canvas) and SIS (Populi), and on the university's website and social media accounts.

Academic Advisement

If students have academic questions about course content, choosing elective courses, how courses or academic programs relate to their personal or career goals, how to prepare for comprehensive exams, whether to choose the thesis option, preparing for work or further study after Catholic International, or simply wish to receive academic advice, they should contact the registrar, department chair, or relevant academic advisor. The Director of Library Services also serves as the Faculty Advisor to Student Life, hosting weekly open Office Hours available to the whole student body.

Types of Faculty

Full-Time Faculty

Members of the faculty have either full-time or part-time status. Full-time faculty members with administrative duties are directly involved in curriculum and course development, student advising, scholarship, and/or administrative tasks associated with their programs of study, including additional duties assigned by department chairs, the Academic Senate, or the provost.

A full-time faculty member without administrative duties carries a course load of five courses per year. A full-time faculty member with administrative duties (chair, program director, accreditation liaison officer, etc.) carries a course load of three courses per year.

In addition, full-time faculty with administrative duties will be expected to hold no other job that interferes or conflicts with his or her duties at Catholic International. These faculty members will be required to report all outside employment at the time of signing their contracts and obtain approval from the provost for any outside employment.

Full-time faculty with administrative duties may not be full-time employees of any university, school, college, or institution of higher education other than Catholic International University; this includes holding administrative, staff, and teaching positions.

Full-time faculty support student research and marketing efforts. Full-time faculty are also usually involved in committees (such as the Academic Senate or Assessment Committee) or in approved outreach efforts, both for the advancement of the university and to provide development opportunities for full-time faculty.

Part-Time Faculty

Part-time faculty may teach up to but not exceed five courses per academic year. No minimum number of registrations, classes, sections, or unique courses is promised to part-time faculty.

Staff members who teach do so with the approval of their immediate supervisor and the provost.

Academic Programs

Graduate Degree Programs

- *MA in Ecclesial Administration and Management*
- *MA in Liberal Arts Education*
- *MA in Theology*
- *MA in Theology and Educational Ministry*
- *Maestría en Teología con especialidad en Doctrina Social de la Iglesia*

Graduate Certificates

Graduate certificates are offered in the following areas:

- *Catholic Social Teaching*
- *Sacred Scripture*
- *Church History*
- *Catechetical Leadership*
- *Ecclesial Administration & Management*
- *Liberal Arts Education*
- *Catholic School Leadership*
- *Person-Centered Technology*

Undergraduate Degree Programs

- *BA in Theology*
- *BA in Liberal Arts*
- *AA in Theology*
- *AA in Liberal Arts*
- *AA en Teología con Especialidad en Doctrina Social de la Iglesia*

Undergraduate Certificates

Undergraduate certificates are offered in the following areas:

- *Catechetical Coordinator*

- *Catholic Apostolate Leadership*
- *Doctrina Social de la Iglesia*
- *History*
- *Philosophy*
- *Sacraments and Liturgy*
- *Sacred Scripture*
- *Theology*

Faculty Responsibilities and Resources

Faculty members are partners and leaders in academics at Catholic International. They are the front line in achieving the goal of academic excellence in Catholic online education. The primary responsibilities of faculty are teaching and supporting students to achieve their educational objectives.

Onboarding

New faculty members are able to join the Canvas LMS and are given access to the Faculty Zone, where they can learn more about Canvas and course development. The department chair or Course Development Manager will review the basics of Canvas, including setting up the account, account notifications, overall course structure and editing course content, setting the course card image, managing the navigation bar, tools and expectations for student management, contacting students, accessing the library, contacting the Director of Library Services. They will also explain the frequency and types of faculty meetings, ongoing development opportunities, etc.

Course Design

All newly designed courses are subject to review by designated faculty and quality assurance staff.

Course Responsibilities

[Pre-Course Checklist](#) - *can also be found in the Faculty Zone*

[Post-Course Checklist](#) - *can also be found in the Faculty Zone*

Credit Hour Worksheets and Course Materials

As stipulated in faculty contracts, prior to the beginning of every course, faculty are required to validate course materials in Canvas by identifying and repairing bad links and reviewing exams, quizzes and other features. In addition, faculty are required to review and confirm, or create if missing, the credit hour worksheet, which itemizes coursework to demonstrate how the course includes 15 hours of engagement and 30 hours of preparation per credit hour.

Canvas Gradebook

Faculty should set up and maintain a gradebook in Canvas to reflect all course assignments and their relative weights, as detailed in the course syllabus, even if they are using an external learning platform to manage course assignments.

Course Videos

Faculty should follow the process described in [this document](#) in order for course videos to be uploaded and stored on the Catholic International YouTube channel.

Student Engagement

Faculty are required to regularly engage with students through the course discussion board, ideally at least once daily. Faculty are encouraged to host live video conference sessions with students during the term. They are also responsible for ensuring that students are participating in the course. Any student who hasn't signed in at the beginning of the course or hasn't participated in a given week should be emailed promptly at the beginning of the following week, and the student retention director should also be alerted.

Faculty Course Assignments and Schedules

Department chairs manage all faculty teaching workloads to ensure maximum teaching effectiveness. First priority for scheduling is normally given to full-time faculty, provided they have the proper credentials to teach a given course. Department chairs consider the type of courses scheduled, the number of courses a faculty member is teaching, the number of simultaneous sections, and scheduled time-off as needed to balance faculty workload. Some classes are more labor-intensive than others, and attention to workload is an important component of effective faculty scheduling.

Faculty members may have courses to which they are assigned as the primary instructor. It is expected that the primary instructor of a course will teach that course whenever it is offered. Teaching assignments are generally arranged over the summer for the upcoming academic year. However, personal and professional schedules (especially for part-time faculty) may warrant scheduling adjustments at various times throughout a faculty member's association with Catholic International, and individual schedules will be accommodated to the maximum extent possible. Any faculty member who becomes unable to teach an assigned course should notify the respective Chair as soon as possible. Faculty members who exhibit a pattern of inability to teach may forfeit course assignments and may even be dismissed from Catholic International.

Catholic International retains the right to withdraw a course assignment from a faculty member at any time.

Technological Requirements

To teach a course, faculty **must** have:

- Access to a desktop computer, laptop, or other network-ready device with an up-to-date web browser, high-speed Internet access, and the tools necessary to participate in video conferencing.
- An @catholiciu.edu email address, which will be provided by the university. This should be the primary means of contact with staff and students enrolled in courses. When they are not teaching, faculty must regularly check their @catholiciu.edu account or forward messages from that account to another they check regularly.
- The entire Google suite, which comes as part of the @catholiciu.edu account. This includes accounts with YouTube, Google Meet, and unlimited file storage in the applications in the Google drive such as docs, sheets, forms, and Meet. Catholic International also uses the Pronto app as a means of text communication and video conferencing with students.

It is **highly recommended** that faculty have the Canvas app on a portable device.

Faculty Meetings

Departmental faculty meetings are held in September, January, and June. These meetings convey important information concerning university policies, teaching and learning initiatives, course delivery updates, improvements, and other notices. They are also opportunities for soliciting faculty input for improvements, updates, and any ongoing issues. Faculty meetings may also be occasions for training or other professional development. Department chairs organize these meetings, which are generally conducted via video conference. Teaching contracts stipulate that faculty members are required to participate in these meetings or watch recordings at their earliest convenience if they are not able to be present.

Assessment

All aspects of the Catholic International experience are regularly assessed with the goal of continuous improvement. The assessment process is driven by the use of rubrics and other assessment tools including juried assessments and targeted assignments, along with a variety of academic reports and surveys to gather data. The data is submitted to the Assessment Committee for analysis and program recommendations, which are then reviewed by the university's administration and department chairs. An Educational Effectiveness Statement is published annually. Further, Catholic International uses retention, persistence, and completion data, Federal Financial Aid data, and complaint logs to inform the development and revision of institutional policies and practices.

Periodically, the assessment plan is subject to external review by accrediting agencies or other reviewers.

Faculty members are at the very center of this "culture of assessment" through their gathering, interpreting, and acting on assessment data, thereby "closing the loop" to

ensure Catholic International is tireless in its commitment to continuous improvement. In every course, in all academic programs, and at all levels, one to three assignments have been aligned to program outcomes. If an assignment has been aligned, there is a corresponding rubric attached to the assignment in Canvas. Faculty should contact the provost if these alignments seem unsuitable or if the course or aligned assignment will change in some way.

Assessment is not the same as grading. Grading evaluates individual students' performance, while assessment seeks to answer the question, "Does my course teach what it claims to teach?"

To find the aligned assignments in a given course, simply click the "Outcomes" button on the left course level navigation bar in Canvas. A list of outcomes will appear. Click through each to view aligned assignments. For questions about aligned assignments please consult with the provost.

Annually, some faculty perform a juried assessment of culminating program artifacts, such as the comprehensive exam and the MATHem integration papers, to measure achievement of program outcomes. Additionally, the Assessment Committee reviews the full breadth of program assessment data in order to make data-driven decisions to improve academic programs.

Professional Development

All faculty have professional development responsibilities, including participation in faculty meetings, online colloquia, and developmental workshops that Catholic International offers. Often training in new learning technologies occurs during faculty meetings, and resources are also available in the [Faculty Zone](#). Catholic International requires that all faculty be trained in the university's assessment program as well as FERPA and Title IX compliance.

Faculty who are able are asked to attend in-person retreats from time to time. Faculty are strongly encouraged to maintain memberships in learned societies and other professional organizations. They are also urged to attend relevant academic conferences and workshops in their fields of expertise. Any faculty member interested in attending a professional conference or workshop should contact his or her department chair to determine if funds are available to support this activity.

Catholic International provides faculty with opportunities to build community, friendship, and collaboration. Faculty members support one another through online interaction, build relationships through video conferences, and collaborate in sharing best practices. All faculty are welcome and encouraged to attend the annual Gala and graduation as an opportunity to connect with colleagues and students.

Typical sabbatical arrangements are not provided by Catholic International at this time, but time off to pursue scholarship or other professional activities can usually be arranged in consultation with the department chair.

Academic Publishing

Catholic International highly encourages faculty to share any recent publications of books, articles, or other materials that can be shared within the university community and as part of broader efforts to promote the university externally.

Community of Inquiry

Online presence is of paramount importance. Catholic International employs the Community of Inquiry model whereby the social presence, cognitive presence, and teaching presence overlap to deliver the optimal educational experience for students.

Teaching presence is evident through faculty presence in their courses, as they lead daily discussions, answer questions, and grade assignments. Faculty must also post weekly office hours (at least one hour per course each week) and are strongly encouraged to make themselves available by phone, video conference, or live chats in Canvas.

Cognitive presence is evident through course lectures, video content, discussion participation, and other means of instruction.

Social presence is evident through course discussions as well as in introductory videos, video conferencing, and activity on Pronto and university social media.

The social presence, cognitive presence, and teaching presence of faculty are assessed through student evaluations, faculty self-evaluations, and department chairs' evaluations. A detailed description and further reflection on the Community of Inquiry Model are available in the Faculty Zone.

Evaluations

Self-Evaluation

Faculty who teach a load of more than two courses per year will also complete an annual self-evaluation, which the relevant department chair reviews. The self-evaluation will include updated curriculum vitae information, teaching and research activities, as well as specific plans for improvement of courses in the coming year.

Department Chair's Evaluation

Each department chair evaluates his or her faculty:

- on the basis of timeliness in grading and in responding to student inquiries, course evaluations from students (which the Chair and other staff review), and any other feedback received from students;

- on course reviews conducted by the Chair and Catholic International staff. The Chair communicates with faculty regarding their performance on an as-needed basis throughout the academic year.

The Chair's evaluation of faculty includes comments on areas of teaching growth and goals for course development and improvement for the coming year. Faculty who teach only one course a year will receive an abridged evaluation. Department chairs issue evaluations in the second quarter of the calendar year for teaching in the prior academic year.

Faculty Zone

Faculty members are encouraged to familiarize themselves with the [Faculty Zone](#) in Canvas, which is a central location for faculty information and resources, including the following items:

- recordings and minutes of all faculty meetings and Academic Senate meetings
- the Faculty Handbook and key policies concerning faculty
- resources for course development and maintenance
- guides for relevant technology
- faculty development resources, including information on pedagogy, assessment, and the community of inquiry model
- recordings of online colloquia and webinars

Faculty Support/Communication and Feedback

At the beginning of each term, faculty will receive a formal communication from the Course Development Manager listing important dates for the upcoming term and other important administrative information, including the Pre-Course Checklist. At the end of each term, department chairs communicate formally with faculty through email or in the Faculty Zone in Canvas. Department chairs will also provide faculty with feedback at the end of each course based on student course evaluations and/or staff observations.

Catholic International regularly solicits feedback from faculty regarding courses and programs during faculty meetings and through correspondence with department chairs regarding student evaluations and teaching effectiveness.

Grading Policies

Numeric Grading System

Catholic International uses a numerical grading system. The grading scale is shown below:

Numerical Grade	Letter Grade	Quality Point
96 – 100	A	4.0
90 – 95	A-	3.75
87 – 89	B+	3.5
83 – 86	B	3.0
80 – 82	B-	2.75
77 – 79	C+	2.5
73 – 76	C	2.0
70 – 72	C-	1.75
65 – 69	D	1.0
Below 65	F	0

Other Grading Terms	
W	Withdrawn after the 5-day period initiated by student: some assignments turned in
P	Pass
NP	Not Pass
Au	Audit
FS	Failure due to stopped attending

To receive academic credit at the undergraduate level, students must earn a 2.0 (C) or better in each course. Students in undergraduate programs must have a cumulative GPA of 2.0 or better in order to graduate.

To receive academic credit at the graduate level, students must earn a 2.0 (C) or better in each course. Students in graduate programs must have a cumulative GPA of 3.0 or better in order to graduate.

Any student who receives a C- or below in any course may re-enroll in the course in a later term. If he or she subsequently receives a higher grade, the lower grade will be expunged, and only the higher grade will appear on the transcript and be factored into the GPA calculation. Once a student earns a grade sufficient for graduation, he or she is no longer permitted to re-enroll in the course.

Grading

All faculty are encouraged to offer students who score below 65 on a written assignment the opportunity to redo the assignment. Only one such opportunity should be granted per student per course. It is good practice to consider suggesting that students review specific sections of the lesson, to provide directives for study, and to offer an example of how the work should be done. If needed, additional resources or study aides may be communicated to the student. Students should be encouraged to seek writing help from the Director of Library Services who can work with them individually by appointment. For any revised and resubmitted work, faculty have the discretion to grade the assignment and assign credit, up to and including full credit, as they see fit.

Faculty are required to keep Canvas gradebooks up to date throughout the term. Students need to understand where their grades stand, particularly before the end of the drop period (no "W" on transcript) and the withdrawal period (drop with "W" on transcript).

Faculty are encouraged to use rubrics for grading assignments. Rubrics offer specific details on the requirements and distribution of points for each assignment and give students a robust understanding of how they will be assessed.

Faculty are encouraged to give students formative assessment through their assignments in the course. Formative assessment means that students receive helpful and timely feedback on areas for improvement or guidance on course content so that they can better understand and integrate the information that they are learning in the course.

At the end of the term, faculty are required to finalize course grades in the Student Information System, Populi. After course grades are finalized, the registrar will receive notice that they are ready to be authorized. New faculty members will receive Populi access instructions and user guides from the Course Development Manager.

Grade Disputes

Any student who disputes a course grade must attempt to resolve the dispute with the relevant faculty member. The faculty member should be prepared to justify any grade by referring to grading rubrics or other standards that are clearly stated in the course materials. If a faculty member determines that a grade change is warranted, the registrar should be informed in order to execute the change. If the student and faculty member are unable to resolve the grading dispute, the matter will be referred to the provost for adjudication. Beyond the provost, an appeal may be made to the president, who will render a final judgment.

Extensions

Incomplete Work and Course Extensions

Catholic International respects the unique circumstances of our students' lives. Military deployments, emergency public safety and law enforcement missions, hospitalizations, professional demands, and inability to access the internet from remote locations are commonplace among the community of students the university serves.

Students who foresee difficulty in completing their coursework on time are encouraged to approach faculty first, and as early as possible, to discuss the situation. Faculty are encouraged to be sensitive and attentive to the needs of their students while maintaining academic integrity. When possible, students and faculty should work together informally to arrange an alternative plan for the student that does not require a formal extension.

A formal course extension should be sought when a student has reasonable justification for being unable to complete one or more assignments or exams before the last day when all coursework and exams are to be completed for the term, as stated in the university calendar for that term. (Please Note: Not all late assignments require extensions: only those that must be submitted after this date.)

How Extensions Affect Final Grade Records

When grades are posted for a term and before the student has completed the work for which he or she has been granted an extension, the student will receive an initial course grade calculated on the assumption of a zero grade for any missing work that will be completed during the extension period. NOTE: In general (except for active duty military called into service), Catholic International does not give “I” (incomplete) grades for students with extensions.

An extension enables the university registrar, when notified by the faculty member, to update the official record of a student’s course grade after those grades are locked on the day when final grades are posted for the term. This allows the student’s grade to reflect the work submitted after the last day of the term during the extension period. Without a documented extension, all posted grades are final.

Eligibility

To be eligible for a course extension, at the time of the request the student must:

- have completed at least 50% of the already-assigned coursework, and
- have an overall passing grade for the work already completed.

Procedure

This process will be followed for all course extensions:

1. The student must initiate an extension request using the Course Extension Request Form.
 - a. Requests submitted after the last day of the course will not be considered. (Faculty are encouraged to deny such requests when received.)
 - b. A separate form submission must be entered for each course for which the student wishes to request an extension.
2. The faculty member will be notified of the student’s request and submit their approval or denial.
3. The registrar will then inform the student of the faculty member’s decision.

Alternatively, a faculty member may, if he or she wishes, enact an extension by emailing the registrar directly with the necessary information. However, it remains the student’s responsibility to complete the Course Extension Request Form.

A student who has been granted an extension must notify the faculty member when coursework has been submitted for grading. The faculty member has up to five days following the extension deadline to review and grade coursework and seven days to send a revised final grade to the registrar or course development manager, who will update the final grade in Populi. If the faculty member does not contact these staff within seven days of the end of the extension, the initial grade recorded at the end of the term will be considered final.

Implications of Extensions

- **Registration limitations.** A student with two or more courses on extension may have the ability to register for future courses blocked or limited until the extensions are resolved.
- **Possible impact on graduation date.** A student extending a course beyond the end of the semester (e.g. beyond the end of Fall II term in the fall, or Spring II term in the spring) may have his or her graduation eligibility and degree conferral date delayed until the next semester, due to processing timelines. Extensions must officially end prior to the degree conferral date.
- **Students using Military Tuition Assistance** (does not apply to Go Army Ed students). Any student using TA is responsible for informing his or her Education Office when the initial grade changes to the final grade posted by the faculty member by printing an official Grade Report from their record and sending it to their ESO. A student using TA is also encouraged to contact his or her military TA official to make sure the grade was received. Students having difficulty with the submission of their final grades to the military should contact goarmyEd@apus.edu.
- **Students using Federal Student Aid.** An extension that overlaps with an academic semester and/or blocks further registration may have an impact on a student's financial aid. Also, during the extension period, the course no longer counts as a current enrollment, which may impact the student's enrollment status for both financial aid awards and for loan deferments.
- **Withdrawal.** A student who extends a course no longer has the option to withdraw from that course once the extension has started. He or she must either complete the work agreed to in the extension request form or receive the initial recorded grade (calculated on the assumption of a zero grade for any missing work).

Professional Conduct Policies

Academic Freedom

As a Catholic university, Catholic International follows the General Norms of the Apostolic Constitution of Pope John Paul II, *Ex corde Ecclesiae*, which addresses the issues of academic freedom and the rights, privileges, and responsibilities of faculty in a Catholic university.

Catholic International exists to impart the Truth in its fullness, as revealed in both Scripture and Tradition of the Catholic Church under the guidance of the Magisterium. “It is the honor and responsibility of a Catholic University to consecrate itself without reserve to the cause of truth. This is its way of serving at one and the same time both the dignity of man and the good of the Church, which has ‘an intimate conviction that truth is its real ally • and that knowledge and reason are sure ministers to faith’” (John Paul II, *Ex corde Ecclesiae*, 4).

With Truth and Virtue as its goal, Catholic International is committed to promoting genuine academic freedom in conformity to the clear direction provided by the Holy See, in particular the Congregation for the Doctrine of the Faith and its instruction, “*Donum Veritatis*, On the Ecclesial Vocation of the Theologian.” As the instruction notes, “Freedom of research, which the academic community rightly holds most precious, means an openness to accepting the truth that emerges at the end of an investigation in which no element has intruded that is foreign to the methodology corresponding to the object under study. In theology this freedom of inquiry is the hallmark of a rational discipline whose object is given by Revelation, handed on and interpreted in the Church under the authority of the Magisterium, and received by faith. These givens have the force of principles. To eliminate them would mean to cease doing theology.” (*Donum Veritatis*, 12.)

The instruction additionally urges fruitful collaboration between the theologian and the Magisterium of the Church, stating: “The living Magisterium of the Church and theology, while having different gifts and functions, ultimately have the same goal: preserving the People of God in the truth which sets free and thereby making them ‘a light to the nations.’ This service to the ecclesial community brings the theologian and the Magisterium into a reciprocal relationship. The latter authentically teaches the doctrine of the Apostles. And, benefiting from the work of theologians, it refutes objections to and distortions of the faith and promotes, with the authority received from Jesus Christ, new and deeper comprehension, clarification, and application of revealed doctrine. Theology, for its part, gains, by way of reflection, an ever deeper understanding of the Word of God found in the Scripture and handed on faithfully by the Church's living Tradition under the guidance of the Magisterium. Theology strives to clarify the teaching of Revelation with regard to reason and gives it finally an organic and systematic form.” (*Donum Veritatis*, 21.)

One of the trademarks of the academic structure is that Catholic International seeks out highly qualified teachers whose scholarship, writings, and reputation confirm their

loyalty to the Magisterium of the Catholic Church and their openness to a fuller understanding of the Truth through legitimate intellectual exploration within their respective disciplines.

In order to emphasize the fidelity of the faculty to the Magisterium, Catholic International asks all faculty to take the Oath of Fidelity as likewise stipulated by the CDF and also according to the Code of Canon Law: "Collaboration between the theologian and the Magisterium occurs in a special way when the theologian receives the canonical mission or the mandate to teach. In a certain sense, such collaboration becomes a participation in the work of the Magisterium, linked, as it then is, by a juridic bond. The theologian's code of conduct, which obviously has its origin in the service of the Word of God, is here reinforced by the commitment the theologian assumes in accepting his office, making the profession of faith, and taking the oath of fidelity." (*Donum Veritatis*, 22; cf. *Code of Canon Law*, can. 833; *Professio fidei et Iusiurandum fidelitatis*: AAS 81 (1989) 104 f.)

Catholic International also seeks to foster mutual respect between faculty and students, united in faith, hope, and charity in the Catholic Church.

Cases concerning the course content as regards fidelity to the Magisterium or academic procedures used by a faculty member are referred to the department chair, who will make a judgment and refer the issue to the provost. The issue can be raised with the president if necessary. Such issues/complaints must be made in writing. Each faculty member is accorded the right to give an explanation of his or her actions to the provost. The Academic Committee and/or the board of trustees may also be consulted. If necessary, the president will refer the case to the Bishops who serve as ex officio members of the board and who ensure fidelity to the Church's teachings of faith and morals.

Copyright Policy and Intellectual Property

Catholic International abides by all copyright laws and requires faculty and staff in its employ to do likewise. Faculty are required to abide by U.S. copyright law which generally requires permission by the copyright holder to reproduce, disseminate or transmit copyrighted material. However, fairly well defined and established exceptions are provided in the law for Academic Fair Use. Generally speaking, a strong "Fair Use" claim exists when the usage of material is to be:

1. Limited in scope (as it generally is in a course to only the students taking the course).
2. Proportionate (reproducing a chapter in a book or a clip from a movie as opposed to a whole book or whole movie).
3. Transformative (adding value to the original work through teaching, discussion, interpretation, demonstration, illustration or parody).

For more on Fair Use in the academic realm faculty may consult [this helpful checklist](#) provided by the University of Georgia.

In general, a chapter in a book or article in a journal may usually be reproduced and distributed to course students only provided that there is real commentary or discussion in the class as a result. When there is a need to draw more material than this from a single source, generally the book should be purchased by students or, in the case of out-of-print books, permission should be obtained from the publisher for a limited reproduction.

Movie clips and otherwise copyrighted images are generally acceptable under “Fair Use” provided there is commentary added on the part of the course developer or faculty member and that the use is proportionate to the academic need.

Links to material already available online either in print, graphic, audio or video form are nearly always acceptable. However the source of the link must be checked periodically as it may no longer be available.

Caution must be exercised however with the addition to a course of images and/or music that serve a more decorative or ambient function and less an instructional purpose. **The safest course here is to use only images that are in public domain or are through a “Fair Use” source such as Creative Commons.** Indeed Canvas for this reason, provides an easy LTI to upload “Fair Use” images directly from Flickr-- a site in which creators of images have chosen to make their work available to the public.

Catholic International retains the rights of all materials in the courseroom except for third party software and other material placed under Fair Use, permission or Creative Commons.

Plagiarism

Education often begins with imitating what someone else has already done, whether in a course manual, an assigned text, or while participating in an online discussion with a faculty member. But there is an important difference – important both on educational and moral grounds – between beginning to learn through imitation, and stealing other people’s work in what is technically called “plagiarism.”

Plagiarism will not be tolerated. Students may not represent others’ words or work as their own. Faculty must guide students to proper sources, and may recommend students meet with the Librarian to help them understand the proper citations needed for giving credit to their sources. Students may also not submit a substantially similar paper or project for credit in two (or more) courses, unless expressly authorized to do so by course faculty.

Use of AI Tools

Catholic International University is committed to scholarly rigor, intellectual integrity, and educational excellence. The university acknowledges that the implementation of generative AI poses unique challenges to academic integrity, while also offering possibilities that may enhance teaching and student engagement. To ensure

responsible use of generative AI in courses, the university has established the following guidelines:

- *Responsible Use of AI Tools:* Within their own courses, faculty may choose to allow students to use AI tools for assistance with coursework in defined and limited ways. However, even when their use is permitted, these tools should never replace the student's own understanding and learning. Students are expected to review, validate, and understand the output from these tools. Any use of AI-generated content should be clearly cited in students' work.
- *AI and Academic Integrity:* Even in courses where the use of AI tools is permitted for assistance with coursework in defined and limited ways, the use of AI to complete assignments, write papers, answer quiz questions, or generate contributions to class discussions on behalf of the student is strictly prohibited. Such acts constitute a breach of the university's Academic Conduct Policy, similar to plagiarism or cheating, and will be subject to the same penalties.
- *Data Privacy:* Using AI tools often involves sharing data with third-party entities. Students and faculty should be mindful of what information is being shared through AI tools and always prioritize protecting personal and academic data.

Ethical Computer Use

Since participation in an online campus involves multiple users accessing various programs via computer, Catholic International expects all staff, faculty, and students to observe the very highest standards of respectful behavior towards one another and the institution as a whole, consistent with the overall mission of the university, in their use of computers. Respectful behavior includes but is not limited to: respecting the privacy of individuals; refraining from predatory language and actions; not viewing or sharing internet pornography or other illicit materials; not advertising goods and services; not plagiarizing or falsifying information.

Needless to say, any attempts to interfere with the technical functions of the online campus or the ability of others to access programs will be subject to disciplinary action up to and including termination. The university reserves the right to determine certain actions are unethical and to subsequently notify or discipline as needed.

[Acceptable Use of Catholic International Computers and Networks](#)

Communication

Effective June 8, 2021 students who are enrolled in academic courses will be assigned a Catholic International email address that will also be populated in Populi and Canvas.

The official student email address will be used for all university email correspondence. Faculty can continue to choose to communicate with students through Canvas,

discussion forums, Pronto chat, or via the student's official Catholic International email address.

Faculty Responsibilities regarding Student Misconduct

Catholic International expects all students to conduct themselves in accordance with the Christian principles of justice and charity. Catholic International will strive to treat students with the same principles of justice and charity based on the Gospel of Jesus Christ, from which it derives its mission and to which it bears witness. Catholic International will investigate and address all alleged infractions. Faculty are responsible for reporting any misconduct—academic or ethical—to the department chair. See the [Academic Integrity and Personal Conduct policies](#).

Procedure for Addressing Student Misconduct

- (1) Any faculty or staff member who encounters grave misconduct that could warrant immediate expulsion should inform his or her department head, and any staff member his or her immediate supervisor, as soon as possible and provide documentation of the misconduct. Faculty and staff should use their discretion but, if in doubt, should err on the side of immediately reporting such instances. The faculty member and department head, or staff member and supervisor, will then provide a recommendation, accompanied by evidence, to the provost.
- (2) Any faculty or staff member who encounters student conduct that is in violation of this policy but not sufficiently grave to merit immediate expulsion should privately communicate in writing with the student to inform him or her of the violation, to request an explanation, and/or to clarify that the problematic behavior has been noted and must cease immediately. In this communication, the faculty or staff member should directly cite the policy that the student has violated as well as the problematic behavior. The student should also be informed that a copy of the communication and supporting evidence are being forwarded to the provost.
- (3) A copy of this communication with the student should be saved and forwarded to the provost, along with documentation of any relevant evidence (e.g., screenshots, emails). These materials will be saved in the student's record.
- (4) If there is continued problematic behavior after this initial communication, the faculty or staff member should inform the provost, who will then send the

student an official letter of student misconduct that will also be saved in the student's record.

- (5) If any further misconduct occurs after the student receives an official letter of student misconduct, the provost will determine whether the student should be placed on suspension pending review of the case for possible expulsion.
- (6) If the student disagrees with the decision of the provost, he or she may appeal in writing to the president, who will consider the request and decide on its merits.

Human Resources Policies

Hiring

Recruitment and Qualifications

To ensure a wide applicant pool reflecting the diversity and breadth of the Catholic Church and the student body, academic and teaching competence, and compatibility with Catholic International's mission, when openings occur for teaching and/or course development that cannot be filled by the available pool of qualified faculty, department chairs will begin a search for qualified individuals. A job announcement describing the position and requirements will be posted on the catholiciu.edu website. Qualified applications will be reviewed and applicants will be interviewed. Chairs will present the strongest applicant's materials (cv, transcript, writing samples, etc.) to their faculty for consideration. Criteria for selection include faithfulness to the Magisterium of the Catholic Church; teaching experience, including experience with online education; references; referrals; and openness to or experience working in an online educational format. Once the departmental faculty votes to approve a new hire, Chair informs the provost. New faculty complete standard onboarding paperwork, and faculty who teach theology or theology-related disciplines such as Church history seek the mandatum from the Bishop of Wheeling-Charleston. All Catholic faculty sign a Profession of Faith. Chairs announce new faculty at the first departmental faculty meeting after new faculty are hired.

Faculty who teach at the graduate level shall possess a terminal academic degree relevant to the field in which they are teaching (PhD, STD or DMin), or be ABD (all but dissertation) or possess equivalent experience (see policy below). ABD faculty members must have a plan for completion of dissertation that is acceptable to the department chair. Catholic International may hire faculty members for the MA level with less than a terminal degree based on "equivalent experience" who possess an impressive body of academic scholarship, highly specialized knowledge, demonstrable professional experience and qualifications, or ministerial expertise in the field being

taught. “Equivalent experience” must be established by consent of the Faculty Governance Council upon review of the established [Faculty Exception Rubric](#).

Faculty teaching theology at the BA level shall have at least an MA, MTS, or MDiv degree in theology or higher.

Faculty teaching general education courses or other non-occupational courses that transfer shall hold a master’s degree or higher in the discipline or subfield. Alternatively, if a faculty member holds a master’s degree or higher in a discipline or subfield other than that in which he or she is teaching, that faculty member should have completed a minimum of 18 graduate credit hours in the discipline or subfield in which he or she teaches or have “equivalent experience” as defined by [Faculty Exception Rubric](#).

Faculty members are required to submit official transcripts reflecting their academic degree(s). Any faculty member who earned a degree from an institution outside the United States must produce a transcript that is evaluated by an independent agency such as [World Education Services \(WES\)](#). It is the faculty member’s responsibility to submit evaluated transcripts, presented in English language, to Catholic International.

Faculty Experience Equivalence

The Faculty Governance Council created and adopted a [rubric](#) for faculty equivalence that is used by Chairs when considering new faculty members who may not have the traditional prerequisites for the courses for which they are being considered. Candidates with an STL are considered equivalent to an ABD.

Contracts

Faculty remuneration is offered for developing a course, as well as for revising, improving, and updating a course to a higher level, serving as a faculty, grading comprehensive exams, and thesis advising. Course developers are strongly encouraged to serve as the faculty for their respective courses. Contracts are signed by the provost, the department chair, the CFO, and the faculty member. Contracts indicate the stipend payment schedule for each teaching assignment. All faculty not currently on staff are required to sign a contract for the specific teaching assignments they have accepted. With few exceptions, Catholic International generally contracts on an annual basis with faculty members to teach regularly assigned courses for which faculty members become responsible for maintaining, updating, and upgrading over time. Termination of a contract occurs when a faculty member does not meet the requirements of the contract or voluntarily resigns.

Rank and Promotion

[Rank & Promotion](#) policies and procedures were formalized and approved by the university’s board of trustees in January 2025. At this time, there are no tenure policies for faculty. Regardless of the issue of rank, all members of the faculty share a

commitment to the mission, which is part of the Church's overall mission of evangelization.

Maximum Faculty Workload

Managing faculty workload is necessary to ensure that students receive the best possible educational experience from faculty members who are not overworked and who devote an appropriate amount of time to each student and course. As a growing institution, Catholic International manages its faculty workload to support faculty effectiveness and well-being and to effectively manage enrollment requirements.

The recommended maximum number of courses a faculty member may teach simultaneously is as follows:

- Full-time faculty: up to three courses in a given term
- Part-time faculty: up to two courses in a given term and no more than five courses in a given academic year.

Activities outside the Institution

The employment status of faculty is often part-time – i.e., adjunct – and occasionally faculty members have primary employment at other institutions of higher learning. For this reason, Catholic International does not restrict outside activities. However, all faculty are expected to list teaching at Catholic International as part of their professional bylines, biographies, and at public lectures etc. In addition, consistent with training and ongoing professional enhancement, faculty members are asked to share material on social media and participate in efforts to market the university.

Compensation and Benefits

Catholic International compensates its faculty upon consideration of their academic credentials, experience, longevity, and past performance. As employees, all faculty are paid to teach and develop courses at an agreed upon contractual rate.

Catholic International does not currently offer benefits to part-time faculty. In the case of regular faculty, a leave of absence may be granted by the department chair provided there is sufficient notice and the faculty member is not already under contract.

Full-Time Faculty Benefits

Full-time faculty without administrative duties are not currently eligible for benefits available to all full-time employees. Such faculty do not accrue vacation or sick time. In the case of periods between terms when a such a faculty member is neither actively teaching a course nor on vacation, he or she is expected to use the time productively in course development, course revision or enhancement, or other academic activities. Sabbatical arrangements typical of traditional residential universities are not available at Catholic International at this time; however, unpaid time off for regular faculty,

especially those pursuing scholarly projects, can usually be arranged in consultation with department chairs.

Part-Time Faculty Benefits and Payment

Part-time faculty do not accrue vacation time and are not eligible for paid vacation or other benefits received by full-time employees. They are paid based on the terms of their respective contracts for courses taught and/or courses developed. The payment for courses taught will be disbursed in two installments. The first installment will be paid in the first pay period after the completion of Week 2 of the given term, and the second will be paid the first pay period after the faculty member has attended to all [End of Course Responsibilities](#). Due to Catholic International 's biweekly payroll schedule and the timing of the end of the terms, payments can take up to three weeks to be processed.

Faculty Sick-Time or Emergencies

Neither full- nor part-time faculty without administrative duties receive paid sick time. Any faculty member needing assistance for any reason or suddenly becomes unable to teach a course due to a personal issue, tragedy, or illness should contact the department chair immediately.

Faculty are expected at all times to meet their teaching obligations related to presence in the classroom. Presence in the classroom, participation in discussion forums, and regular and substantive interaction, all aim to support the goal of "student success first." On occasion, life events occur and faculty are in need of support to be absent from the classroom. Efforts are made to assist faculty at these times while still sustaining presence and student success in the classroom. Faculty are to be in contact immediately with the department chair when such life events arise that impede their ability to teach courses. Failure to contact the Chair in these circumstances and failure to perform in a class places a faculty member at risk of dismissal.

Termination

The provisions of this Handbook are not intended to create, express, or imply a contract of employment with any employee of the university. Employment with the university is one of employment-at-will, which means that either the employee or the university may terminate the employment at any time or for any lawful reason. As such, no policy or procedure set forth herein guarantees employment for any specific time period. Any agreement to the contrary must be put in writing and signed by the president of the university.

Internal Grievances (Disciplinary Action)

Any member of the student body or the faculty and staff may bring an allegation of serious or continued abusive behavior to the attention of the administration's Disciplinary Committee. Such allegations must be made in writing.

The Disciplinary Committee will determine whether the alleged conduct is appropriate for investigation. If the Committee considers it to be serious enough to warrant examination, they will gather evidence from both the person reporting the misconduct and the student accused of misconduct.

Both sides will have two weeks in which to present evidence about the case. The Disciplinary Committee will render a decision within one week of having received all evidence, and will send written notification of its decision to all concerned parties. It will also determine appropriate penalties, which may range from a period of probation to expulsion from the university.

A final appeal may be made to the president within one week of the Disciplinary Committee's decision. The determination of the president will be final and binding.

See the Catholic International website for further information on the [Complaint/Grievance Policy](#) for students.

Faculty Appeals Procedure

Faculty who wish to appeal a disciplinary decision may do so by petitioning the president in writing, who at his/her discretion may take up the case with the Academic Committee or the Board.

Non-discrimination in the Provision of Educational Programs, Services, and Other Activities

In compliance with applicable state and federal laws, including Section 504 of the Rehabilitation Act of 1973 and Title VI of the Civil Rights Act of 1964, Catholic International University does not discriminate on the basis of race, gender, color, national origin, disability, or any other prohibited factor in student admissions and student participation in the university's educational programs, services, or activities. This policy applies to each member of the university's faculty whether contracted on an annual or on a course-by-course basis. The university's commitment to non-discrimination should not be construed to ever conflict with its priorities to uphold the doctrinal teachings of the Roman Catholic Church. Questions regarding the implementation of this policy may be addressed to the president.

Accommodation of Students with Disabilities

Catholic International recognizes that learning styles vary, and learning differences exist among students capable of doing college work. Any Catholic International student who feels he or she may need an accommodation based on the impact of a disability should follow the process to request and obtain reasonable accommodations detailed [here](#).

Catholic International will review all requests for accommodation and will determine if the accommodations can be met reasonably and feasibly. Catholic International's ADA coordinator will discuss a plan for accommodations with the student if

accommodations are possible. The student is then responsible for informing the instructor at the beginning of each course of any need for accommodation according to the plan. While Catholic International strives to assist all students, certain services are not feasible. For example, Catholic International is not able to provide personal tutors, coaches, or assistive technology, and cannot compromise its academic standards or course components. Students may appeal any ruling regarding accommodations by writing to the provost.

Moral Requirements for Employees

Catholic International University is committed to being a Catholic institution of higher education that is faithful to the teachings of Jesus Christ as handed on by the Church. The Catholic Church views the primary purpose of a Catholic school as a means of building up the Kingdom of God through the holistic and authentically Catholic formation of each student, and that such development can only truly be fostered in a wholly Catholic environment.

In keeping with the university's Catholic Intellectual Tradition and Mission as described in *Ex corde Ecclesiae*, the university is responsible for being of service to Christian thought and education in the Catholic community, and to promote Catholic social teaching in service to the nation and the world. As representatives of the university, we are expected to model Christian-Catholic principles in conducting the work of the university as well as in our personal lives.

Regardless of our religious affiliations, all staff and faculty acting on behalf of the university are expected to honor the university's mission and adhere to the following tenets:

- Conduct our business in good faith and in keeping with the Christian virtues, federal and state law, and in a manner that advances the university's values and mission, safeguards its human, financial, and physical resources, and protects its academic and research reputations;
- Take individual responsibility and be accountable for our own actions;
- Be stewards for the property and resources entrusted to us and protect them from theft or misuse;
- Protect the privacy of students, employees, donors, and others who entrust confidential and proprietary information to us, and use that information only for the purposes for which access was provided;
- Avoid even the appearance of impropriety and exercise care so that our personal relationships and interests do not result in situations that conflict with the university's interest or interfere with our objective judgment;
- Act honestly, fairly, and courteously at all times towards all members of the university community and with others when conducting business on behalf of the university;

- Promote a culture of equality and inclusiveness free from unlawful discrimination; and
- Refrain from abusing the authority entrusted to us or harassing others.

FERPA

From time to time issues of disclosure of personal information about students arise. Faculty are required to be aware of and follow the guidelines of the Family Educational Rights and Privacy Act (FERPA). FERPA affords students certain rights with respect to their education records. (An “eligible student” under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution.) These rights include:

- The right to inspect and review the student's education records within 45 days of the day the university receives a request for access. Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The university official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the university official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
- The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. Students may ask the university to amend a record that they believe is inaccurate. They should write to the Catholic International official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate. If the university decides not to amend the record as requested by the student, the university will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
- The right to provide written consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is:
 - A person employed by the university in an administrative, supervisory, academic or research, or support staff position.
 - A person elected to the board of trustees.
 - A person or entity employed by or under contract to the university to perform a special task, such as an attorney or auditor or an outside vendor.

A legitimate educational interest is defined as:

- Performing a task that is specified in his or her position description or contract agreement.
- Performing a task related to a student's education.
- Performing a task related to the discipline of a student.
- Providing a service or benefit relating to the student or student's family, such as health care, counseling, job placement or financial aid.
- Maintaining the safety and security of the online campus or physical administration.

FERPA permits the disclosure of personal identifying information (PII) from students' education records without consent of the student if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials as described above, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information (see below), and disclosures to the student, §99.32 of FERPA regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures.

A postsecondary institution may disclose PII from the education records without obtaining prior written consent of the student in the following situations (please note further limits on disclosures listed below are contained in 34 CFR § 99.1, et seq.):

- To officials of another school in which a student seeks or intends to enroll or is already enrolled if the disclosure relates to purposes of enrollment or transfer.
- To authorized representatives of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local educational authorities. Disclosures under this provision may be made in connection with an audit or evaluation of federal- or state-supported education programs or for the enforcement of or compliance with federal legal requirements related to those programs.
- In connection with financial aid for which the student has applied or received if the information is necessary to determine aid eligibility, amount, or conditions, or to enforce the terms and conditions of such aid.
- To organizations conducting studies for or on behalf of the school to: develop, validate, or administer predictive testing; administer student aid programs; or improve instruction.
- To accrediting organizations to carry out accrediting functions.
- To parents of an eligible student if the student is a dependent for IRS tax purposes.
- To comply with a judicial order or lawfully issued subpoena.

- To appropriate officials in connection with a health or safety emergency.
- To a victim of an alleged perpetrator of a crime of violence or non-forcible sex offense. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense.
- To the general public, the final results of a disciplinary proceeding, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and has committed a violation of the school's rules or policies with respect to the allegation.
- To parents of a student regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines that the student committed a disciplinary violation and is under the age of 21.
- If the disclosure concerns sex offenders and other individuals required to register under section 17010 of the Violent Crime Control and Law Enforcement Act of 1994.

The following data is considered to be directory information and may be given to an inquirer, either in person, by mail or by telephone, and may be otherwise made public: name of student, address (both local, including email address and permanent), photograph, dates of registered attendance, enrollment status (e.g., full-time or part-time), school or division of enrollment, major field of study, nature and dates of degrees and awards received, participation in officially recognized activities and sports, and weight and height of members of athletic teams.

An individual student currently enrolled may request that such directory information not be disclosed by completing the Request to Prevent Disclosure of Directory Information form and submitting it to the registrar.

Sexual Harassment and Discrimination

All students, faculty and staff at the university have the right to expect an environment that allows them to enjoy the full benefits of their work or learning experience. It is, therefore, Catholic International's policy that no member of the university community may engage in conduct which discriminates against or harasses another individual or group on the basis of race, color, national or ethnic origin, sex, age, disability, veteran's status or any other criteria protected by applicable law. Likewise, Catholic International prohibits conduct which constitutes sexual harassment, sexual assault and other forms of sexual violence, dating violence, domestic violence and stalking.

The intent of this policy is to prohibit unlawful discrimination, discriminatory and sexual harassment, sexual assault and violence, dating violence, domestic violence and stalking, and to promote the full realization of equal opportunity while preserving its religious nature as prescribed in the university's Mission Statement. It is understood then that nothing in this policy will undermine its integrity as a Catholic university. Therefore, no oral or written statement that is in conformity with the teaching of the

Roman Catholic Church shall be deemed as violating this policy, and no absence of a statement, oral or written, when such silence is again in accord with Catholic teaching, shall be deemed a violation of this policy. Finally, the approved policies of academic freedom shall be respected and are understood to be consistent with the implementation of this policy.

Title IX

Please follow the link to the website for the policy language regarding Title IX.

Other University Policies

Admissions Policy

Students are admitted on a rolling admissions basis after successfully meeting all application and admissions requirements for the program for which they are seeking entry. In alignment with the Civil Rights Act of 1964, admission is solely based on merit and perceived ability to succeed in the academic offerings of the institution and not based on race, color, national origin, sex, or religion.

Statement on Dignity and Inclusion

“Each one of us is the result of a thought of God. Each of us is willed, each of us is loved, each of us is necessary.” Pope Benedict XVI

Catholic International University is committed to upholding and safeguarding the dignity of all persons, recognizing each human person as created in the image and likeness of God. Rooted in the Catholic Church’s teaching that each human life is sacred, brought into existence through the creative love of God and made for relationship with Him (CCC 2258), Catholic International University strives to welcome, respect, esteem, and love every person in our community.

Human Sexuality

The Catechism of the Catholic Church teaches that all persons, regardless of orientation, “must be accepted with respect, compassion, and sensitivity. Every sign of unjust discrimination in their regard should be avoided.” (CCC 2358). Catholic International University therefore condemns any and all direct or indirect intimidation or harassment of any person on the basis of their sexuality. Such behavior is an affront to human dignity. At the same time, Catholic teaching holds that all persons, regardless their experience of sexuality, are called to live the virtue of chastity according to their vocation and state in life. To act with injustice or to act against the virtue of chastity is to undermine the dignity of the human person.

Catholic International University upholds this teaching of the Catholic Church with regard to human sexuality, calling on its community to uphold the dignity of the

human person with both clarity and compassion. We recognize that these perennial teachings are often in conflict with the practice and vision of the dominant culture. Nonetheless, we assert our fundamental mission to uphold Catholic teaching as an educational institution deeply committed to *Ex corde Ecclesiae*. The Catholic International University community values and loves all persons.. We are dedicated to creating a community that fosters healthy and life-giving encounters that uphold the dignity of each person.

As a university committed to the pursuit of truth communicated in love, we encourage others to join us in that pursuit with mutual respect and a desire to know and live with “joy in the truth.”

Racism

In challenging racial discrimination and racial ideology, Catholic International University draws upon the deep tradition of the Catholic Church’s intellectual tradition and social teachings to help meet the contemporary challenges to human dignity. Our mission to serve the Church and the world rests on our belief in the fundamental dignity of each human person, created in the image and likeness of God, the call to solidarity with men and women everywhere, and the call of each one to union with God.

The Church unequivocally speaks of the equality of all and their fundamental personal rights when she states, “The equality of men rests essential on their dignity as persons and the rights that flow from it: ‘Every form of social and cultural discrimination in fundamental personal rights on the grounds of sex, race, color, social conditions, language, or religion must be curbed and eradicated as incompatible with God’s design.’” (CCC 1935) Catholic International University upholds that all are brothers and sisters, equal in dignity, and made for “the glorious freedom of the children of God.” (Romans 8:21)

Policy Upholding the Sanctity of Human Life

The Catholic Church proclaims that human life is sacred and that the dignity of the human person, rooted in the reality that each person is a child of God, is the foundation of a moral vision for society. This belief is the foundation of all of the principles of our social teaching. As such, Catholic International University believes and teaches that all life is sacred, from the moment of conception to the moment of natural death, and that every person is precious and created by God to fulfill his or her ultimate destiny.

Policy Regarding the Elimination of Pornography on Campus

As an institution of higher education that is guided by the teachings of the Catholic Church, Catholic International prohibits pornography in its online campus, library, and facility. Pornography is a grave offense (CCC 2354) and commodifies the human

person; it deeply harms people and impacts their lives and interactions with others. Because Catholic International offers its programs completely online, the Catholic International Acceptable Use of Computers and Networks Policy makes clear to staff, faculty, and students that using its computers and networks to access pornography is prohibited.

Policy on Facility Use

Catholic International University will not allow any outside organization, company, vendor, or person to use its facility for activity contrary to the university's mission or the teaching and practice of the Catholic Church.

Service Contracts, Institutional Membership, and Outside Associations

Catholic International University shall carefully review all service contracts, philanthropic commitments, and institutional memberships to ensure that, insofar as is possible, such association will not undermine the reputation and mission of Catholic International.

Public Awards and Honors Policy

As an educational institution that is committed to communicating the mind and heart of the Church in a digital world, Catholic International University selects honorees for its public awards who have contributed significantly to Catholic education, formation, and evangelization, and to those who impart Catholic values in their various fields of study and chosen careers for the greater good of society. Catholic International selects award recipients whose views are aligned with the teachings of the Catholic Church.

Policy on the Invitation of Outside Speakers

Catholic International University is committed to the pursuit of truth and academic freedom for students and faculty. However, as a private institution, Catholic International is not required to provide a forum for those whose values are counter to those of the university or the Catholic Church. Catholic International may refuse permission to prospective speakers who promote or advocate values counter to those advanced by the Catholic Church. When speakers are invited, balanced programs explaining positions on both sides of a controversial societal, political, moral, and/or Church-related issue may be provided for a more complete educational experience and a greater understanding. Thus, in such matters, even in those in which the Catholic Church provides clear and unambiguous official teaching, programs involving informed spokespersons representing opposing viewpoints may be deemed appropriate by Catholic International.

Appendix

[Catholic International Employee Handbook](#)