



Jesuit Worldwide Learning

Higher Education at the Margins

# COURSE CATALOGUE 2022-2023







## OUR VISION: LEARNING TOGETHER TO TRANSFORM THE WORLD

### OUR MISSION:

JWL provides equitable high-quality tertiary learning to people and communities at the margins of societies – be it through poverty, location, lack of opportunity, conflict or forced displacement – so all can contribute their knowledge and voices to a global community of learners and together foster hope to create a more peaceful and humane world.

### WE

- Bring those who would normally be unable to access higher education together with institutions seeking a practical way to deliver education where it is most needed.
- Enable the creation of a global, virtual, immersive learning environment through which Jesuit higher education can be delivered in a manner that is scalable, sustainable and transferable.
- Promote human dignity and gender equality.
- Give life to the principles of Ignatian pedagogy by offering higher education capable of transformative learning.
- Share the common human and spiritual values of all religions and cultures.

# THE IGNATIAN PEDAGOGY

Our Ignatian pedagogy accompanies learners through the different stages of their learning experience:



## CONTEXT

It is important for learners to gain full awareness of the context in which they live and learn. Their prior learning is part of this context and influences the way in which each student pursues her/his learning experience.



## EXPERIENCE

Experience begins with the recollection of previous learning of facts, feelings and insights that may be of relevance to the discipline. Discipline-specific information, skills and knowledge are added to this experience through the learning process.



## ACTION, SERVICE AND EVALUATION

At its culmination, learners are invited to consider how their new skills and knowledge can put into action within their communities, to create a more just world. They are also invited to evaluate their own learning.



## REFLECTION

As part of the learning process, learners are invited to pause and question the significance to both themselves and their communities in the context of their discipline-specific coursework.

# COURSE CATALOGUE

The Course Catalogue should be published on the institution's website, indicating the course/subject titles in the national language (or regional language, if relevant) and in English, so that all interested parties can easily access it. The institution is free to decide the format of the Catalogue, as well as the sequencing of the information. It should be published sufficiently in advance for prospective learners to make their choices.

The Course Catalogue includes detailed, user-friendly and up-to-date information on the institution's learning environment (general information on the institution, its resources and services, as well as academic information on its programs and individual educational components), that should be available to learners before enrolling and throughout their studies to enable them to make the right choices and to efficiently manage their time.

## CREDITS (ECTS)

ECTS credits express the volume of learning based on the defined learning outcomes and their associated workload. 60 ECTS credits are allocated to the learning outcomes and associated workload of a full-time academic year or its equivalent, which normally comprises a number of educational components to which credits (on the basis of the learning outcomes and workload) are allocated. ECTS credits are generally expressed in whole numbers.

## DIPLOMA SUPPLEMENT

The Diploma Supplement (DS) is a document accompanying a higher education diploma, providing a standardized description of the nature, level, context, content and status of the studies completed by its holder. It is produced by higher education institutions according to standards agreed by the European Commission, the Council of Europe and UNESCO. The Diploma Supplement is also part of the Europass framework transparency tools.

It has the following eight sections of information:

- the holder of the qualification
- the qualification
- its level and function
- the contents and results gained
- certification of the supplement
- details of the national higher education system concerned (provided by the National Academic Recognition Information Centers (NARICs))
- any additional relevant information

Graduates in all the countries taking part in the Bologna Process have the right to receive the Diploma Supplement automatically and for free, in a major European language.





## EUROPEAN CREDIT SYSTEM FOR VOCATIONAL EDUCATION AND TRAINING (ECVET)

The ECVET system aims at allowing the transfer, recognition and accumulation of learning outcomes to obtain a qualification. It is a decentralized system relying on volunteer participation of Member States and stakeholders of vocational training, respecting national legislations and regulations. It gives a methodological framework for describing qualifications in terms of learning outcomes using units, allowing the allocation of transferable points for Member States with different education and qualification frameworks. ECVET is founded on partner agreements regarding qualification transparency and mutual stakeholder trust (ECVET, 2010).

## EUROPEAN QUALIFICATIONS FRAMEWORK FOR LIFELONG LEARNING (EQF)

The European Qualifications Framework for Lifelong Learning is a common European framework of reference which enables countries of the European Union to link their qualifications systems to one another. It was adopted by the European Parliament and Council on 23 April 2008. The EQF uses eight reference levels based on learning outcomes that are defined in terms of knowledge, skills and competence. It shifts the focus from input (length of a learning experience, type of institution) to what a person holding a particular qualification actually knows and is able to do. It makes qualifications more readable and understandable across different countries and systems in the European Union.

# FRAMEWORK FOR QUALIFICATIONS OF THE EUROPEAN HIGHER EDUCATION AREA (QF-EHEA)

In the European Higher Education Area, qualifications frameworks are found at two levels. An overarching framework (QF-EHEA) was adopted in 2005 and all member countries committed themselves to develop national qualifications frameworks that are compatible with this overarching framework.

A national qualifications framework for higher education encompasses all the qualifications in a higher education system. It shows the expected learning outcomes for a given qualification and how learners can move between qualifications.

The aim of QF-EHEA is to organize national higher education qualifications into an overarching European-wide qualifications framework. Within this framework, qualifications are defined according to levels of complexity and difficulty (Bachelor, Master, Doctor).

The QF-EHEA identifies four main cycles which are described by the 'Dublin Descriptors'. They offer generic statements of typical expectations of achievements and abilities associated with awards that represent the end of each cycle. The short, first and second cycles are also characterized by credit ranges.

# FRAMEWORK OF CREDIT CALCULATION IN THE UNITED STATES

A 'credit hour' is the unit of measuring educational credit, usually based on the number of classroom hours per week throughout a term. Learners are awarded credit for classes on the basis of the Carnegie unit. This defines a semester unit of credit as equal to a minimum of three hours of work, one hour lecture plus 2 hours of homework per week for a semester ([www.lasc.edu](http://www.lasc.edu)). A traditional semester is based on 16 weeks - for courses offered over 8 weeks the minimum number of hours for student engagement in a course would be six hours per week.

To compare the award of credit for student learning time between the European ECTS and the US credit system, the following formula provides an estimate while realizing conversion standards may vary between higher education institutions in the US (for a college or university in the US):

1.67 ECTS = 1.00 US College Credit Hour ([mastersportal.com](http://mastersportal.com))

# LEARNING OUTCOMES

Learning outcomes are statements of what a learner knows, understands, and can do on completion of a learning process. The achievement of learning outcomes must be assessed through procedures based on clear and transparent criteria. Learning outcomes are attributed to individual educational components and to programs as a whole. They are also used in European and national qualifications frameworks to describe the level of the individual qualification.

# NON-FORMAL LEARNING

Non-formal learning takes place through planned activities (in terms of learning objectives, learning time) where some form of learning support is present (e.g., learner-teacher relationships). It may cover programs to impart work skills, adult literacy and basic education for those who left school early. Very common cases of non-formal learning include in-company training, through which companies update and improve the skills of their workers such as ICT skills, structured online learning (e.g., by making use of open educational resources) and courses organized by civil society organizations for their members, their target group or the general public (ibid.).

# ACADEMIC RECOGNITION

Recognition is the approval of courses, qualifications, or diplomas from one (domestic or foreign) higher education institution by another for the purpose of admitting learners to undertake further studies.

Academic recognition can also be sought for an academic career at a second institution and in some cases for access to other employment activities on the labor market (academic recognition for professional purposes). As regards the European Higher Education Area, three main levels of recognition can be considered, as well as the instruments attached to them (as suggested by the Lisbon Convention and the Bologna Declaration):

- Recognition of qualifications, including prior learning and professional experience, allowing entry or re-entry into higher education.
- Recognition of short study periods in relation to student mobility, having as the main instrument the ECTS (European Credit Transfer System).
- Recognition of full degrees, having as the main instrument the Diploma Supplement (Vlăsceanu et al., 2004).

# GLOBAL ENGLISH LANGUAGE (GEL)

The GEL program brings a comprehensive high-quality, internationally known approach to learning Global English using the textbook *English Unlimited*. The course is designed to provide learners with the English they need to be able to access tertiary education (be it a JWL professional/academic program or a local university program) or the job market.

The Language Program uses the Common European Framework of Reference for Languages (CEFR) at 6 levels, from beginners to advanced (A1, A2, B1, B1+, B2 and C1). In most centers there are 2 hours of classroom teaching and 2 hours of independent study per day. Learners do three courses per year and it takes two years to complete all six levels. The program includes multiple activities outside of the classroom to ensure learners enhance the skills they have learned in class.

Learners do the online Cambridge English Placement test at the start and the Cambridge Linguaskill test at the end of the course. They leave with a JWL GEL certificate and a Cambridge test report, equipping them for the next step in their studies or professional life.

## Admission Criteria

- An objective to learn English in order to access higher education or the job market.
- Availability to come to the center to attend lessons on a daily basis.
- Time commitment: minimum one year of study (to do 3 levels) for approximately 20 hours per week, including both lesson time and independent study. Two years are required to complete all 6 levels.





# TECHNICAL, VOCATIONAL PROGRAMS AND PROFESSIONAL CERTIFICATE PROGRAMS

## GENERAL DESCRIPTION

Technical and Vocational Programs called **Professional Certificate Programs** are designed to address the United Nations Sustainable Development Goals and lead to work and service opportunities for learners. Professional certificates are not-for-credit education programs that result in a certificate awarded by Jesuit universities or other mission-centric universities or colleges. To maximize transferability of the certificate, the European ECVET model<sup>1</sup> is incorporated into each professional certification program. Through the different Professional Certificate programs, ECVET requirements are met to ensure the acquisition of knowledge, practical skills and attitudes preparing learners for meaningful and relevant participation in work and life. Subsequently, JWV reaches out to universities partnering with them in order to review, approve and award certificates for the different professional programs it offers.

Professional Certificate programs are intentionally designed using the Ignatian Pedagogical Framework in a blended learning setting. In order to prepare high-quality content, Subject Matter Experts (SMEs) work side-by-side with an instructional designer to develop the curriculum, and a production team produces electronic content that is adapted for mobile and online learning using portable computing devices (such as smartphones or electronic tablets). A course Playbook or an extensive course description is also produced to ensure program objectives are addressed across all learning centers.

Learners study in an environment that is both synchronous and asynchronous. This environment is supported by the JWV-owned learning management system (LMS) HeLP (Humanitarian Educational Learning Platform), that is specifically designed to support mobile learning in the contexts where JWV is active and where many challenges hinder connectivity and reliable access to online resources.

JWV's blended learning model requires asynchronous participation in a virtual classroom with learners around the world and synchronous participation on-site with other learners in their local community.

Relying on the playbook, on-site facilitators support learners through small group discussions and activities, and supervision of practicum experiences, while expert faculty facilitate online learning to bring their knowledge and expertise of the content into the global learning environment.

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<sup>1</sup> The European Credit System for Vocational Education and Training (ECVET) system aims at allowing the transfer, recognition and accumulation of learning outcomes to obtain qualifications through vocational and professional training programs.

# PROFESSIONAL LEARNING EXPERIENCE

Learners demonstrate the knowledge and skills identified in the course outcomes through active engagement in the course, and through formative and summative assessments, including practicum experiences. Participation in the online and on-site learning communities contributes to a transformation in thinking. This transformation helps learners become people for others.

As an essential part of the course, learners engage in a practicum experience. This 40-hour experiential practicum concludes the work required of learners. The Practicum Experience provides authentic, real-world situations for learners to develop their experience and demonstrate their ability to the community and potential employers.

Learner responsibilities include:

- Commitment to learning evidenced by completion of course learning activities.
- Active participation in on-site and online discussion forums, journal reflections, activities and assignments.
- Time management: Engage in 20-25 hours of total learning (contact hours, self-study hours, hands-on and online hours, assessment hours) per week. This time includes online and on-site learning.
- Support peers in the program through small group participation and online fora.
- Proactively notify faculty if learning is delayed due to unexpected circumstances.
- Contribute to a safe learning environment for all learners and look after the technology used in the course.





# PROFESSIONAL CERTIFICATES

## Ecotourism

*Awarded by IQS Ramon Lull University of Barcelona, Spain*

The Ecotourism professional certificate program, awarded by the IQS Ramon Lull University (Spain), addresses the needs of communities all over the world to promote responsible tourism that allows the generation of income, while preserving the community's fragile resources.

The program provides both understanding and skills in managing ecotourism resources. It introduces the concepts and principles of tourism and ecotourism and the necessary knowledge and practices to design and promote sustainable tourism-related products and services.

Participants have the opportunity to practice throughout the program, through well-targeted case studies and onsite activities.

### **Admission Criteria**

- A strong interest and desire to work in the eco-friendly hospitality sector
- English proficiency of B1 or higher in the Linguaskill test
- Written essay showing real motivation
- Time commitment: 6 months of study for approximately 20 hours per week to study online and on-site, including practicum experiences



# Creative Writing and Design

*Awarded by St. Joseph's College, Bangalore, India*

The Creative Writing and Design professional certificate program, awarded by St. Joseph's College Bangalore (India), equips learners with specific technical skills that will immediately increase their employability, notably their chances to work online or develop their own business.

Creative Writing introduces participants to creative writing, to enable them to creatively express their thoughts and plans with text.

Graphic Design provides an overview of the graphic design field. It introduces participants to expressing their ideas and messages graphically, with attractive visuals and appealing designs.

Through Web Design, participants move one step further and learn how to create their own websites, blogs and other engaging content with a corporate style, combining written and graphical creations.

## **Admission Criteria**

- A strong interest and desire to express ideas creatively through text, graphic by means of a webpage
- English proficiency of B1 or higher in the Linguaskill test
- Written essay showing real motivation
- Time commitment: 6 months of study for approximately 20 hours per week to study online and on-site, including practicum experiences

# Commerce

*Awarded by St. Joseph's College, Bangalore, India*

In an increasingly connected world where the importance of the internet continues to grow and influence business, the Commerce professional certificate program, awarded by St. Joseph's College, Bangalore (India) prepares participants to engage in this dynamic environment. Participants will:

- Understand the qualities of an effective Web business process.
- Understand Web marketing approaches and elements of branding.
- Explain the concepts underlying accounting, record of finance statements, non-profit organization.
- Use information to support business processes and practices, such as problem analysis and decision making.
- Understand various business opportunities, entrepreneurship as innovation, and problem solving.
- Understand business arithmetic and resource mobilization

This 6-month program consists of three courses of 2 months/8 weeks each:

- E-Commerce course

- Accounting course
- Entrepreneurship course

#### **Admission Criteria**

- A strong interest and desire to use the internet to promote business
- English proficiency of B1 or higher in the Linguaskill test
- Written essay showing real motivation
- Time commitment: 6 months of study for approximately 20 hours per week to study online and on-site, including practicum experiences

## **LEARNING FACILITATOR**

*Awarded by the Catholic University of Eichstätt-Ingolstadt, Germany*

Learning Facilitators are teachers, tutors, coaches, mentors, or any individual who desires to support the learning of others. Graduates of this program will be prepared to facilitate learning in formal classrooms and non-formal settings using tools such as a computer, tablet or smartphone. Learning technologies extend the reach of education and this course trains facilitators to integrate best practices of online and on-site learning. This professional certificate program was developed in response to requests for JWU to help meet the need for learning and education at all ages. Six units of one month each focus on the roles and strategies learning facilitators use to support learning, including how to create effective learning environments, accommodate different styles of learning, measure learning, and develop learning materials.

The program culminates with a final project and practicum experience in which learners apply sound educational principles and practices to meet a collective concern within the community. Participants will contribute in meaningful ways to the advancement of Jesuit Worldwide Learning's vision: learning together to transform the world.

#### **Admission Criteria**

- A strong interest and desire to support the learning of others
- English proficiency of B1 or higher in the Linguaskill test
- Written essay showing real motivation
- Time commitment: 6 months of study for approximately 20 hours per week to study online and on-site, including practicum experiences

## **PEACE LEADER FACILITATOR**

*Awarded by Hekima University College, Kenya*

The Peace Leader professional certificate program is an introduction to the role and practices of a peace leader. The program integrates selected best practices from the disciplines of Peace Studies and Servant Leadership.

As peace leaders in training, learners will examine and practice personal and communal skills and values that are foundational for nurturing a culture of peace. This professional

certificate is designed around three core themes: self-awareness and cultural awareness; conflict resolution and reconciliation; and servant leadership.

Each theme is presented with theory and applied exercises designed to enhance the student's awareness, skill and familiarity with foundational methods and practices for peace leader development. The program is designed for six months of study and culminates with a final project in which learners apply peace leader principles and practices to address a collective concern within a local community. Students learn together in both the global virtual classroom and the local, on-site community.

### **Admission Criteria**

- A strong interest and desire to develop as leaders able to engage individuals and communities in the development of peaceful resolutions
- English proficiency of B1 or higher in the Linguaskill test
- Written essay showing real motivation
- Time commitment: 6 months of study for approximately 20 hours per week to study online and on-site, including practicum experiences

## **YOUTH SPORTS FACILITATOR (YSF)**

*Awarded by the Metropolitan State University of Denver, USA for the Arabic Version*

*Awarded by the Catholic University of Eichstätt-Ingolstadt, Germany, for the English Version*

The Youth Sports Facilitator professional certificate program strives to be a vehicle to transform a community through the interactions that young people have through sports. The course trains learners and the host community to become facilitators who create, manage and sustain youth sports programs in communities at the margins, especially communities with forcibly displaced populations.

The course is designed to introduce the fundamentals of planning, implementing and evaluating a youth sports program. The core learning outcomes focus on the development of leadership, collaboration, fairness, tolerance and responsibility for youth between the ages of 14-24 in a supportive, fun and healthy environment.

Facilitators will engage youth by bolstering their physical, emotional and psychological well-being, building an ethical mindset, learning teamwork, sportsmanship and developing moral character.

Course participants will learn how to build a sense of safety and security with a focus on protection, inclusiveness of gender, conflict management, psychosocial first aid, understanding referral pathways and building cross-cultural relationships among youth. Learners will develop skills to inspire leadership and team-building skills in youth through their participation in sports.

### **Admission Criteria**

- A strong interest to develop as sports leaders to help youth avoid idleness and become productive members of their community
- For English version: English proficiency of B1 or higher in the Linguaskill test



- Written essay demonstrating strong motivation
- Time commitment: 6 months of study for approximately 20 hours per week (including on-site and online study and practicum experience)

# GLOBAL ENGLISH LANGUAGE TEACHER CERTIFICATE

*Awarded by Creighton University, USA*

The primary purpose of the program is to prepare new TESOL (Teaching English to Speakers of Other Languages) teachers and to provide professional development for experienced TESOL teachers in the international English classroom.

The certificate is primarily available to JWU GEL program teachers, but it is also open to other English language teachers from countries where JWU is present.

The course introduces learners to methodologies for teaching English as an International Language (EIL) to speakers of other languages. Through course readings, discussions, lectures and reflection, learners examine the beliefs and principles of Jesuit education. They learn about different English teaching theories and methods, curriculum development, how to teach to different language areas (speaking, listening, reading, writing, grammar and vocabulary), classroom management, use of technology and how to create a student-centered classroom.

The participants learn together in the global virtual classroom or on-site in monthly discussion groups. Online course facilitators all possess at least a master's degree in teaching English, with several years' experience teaching English to non-native speakers at university level in both the United States and other countries around the world.

By the end of the course, learners are able to discuss the spread and impact of the English language and the forces (political, social, economic) that contribute to its continued globalization. They can identify ideology, culture, and theory in curricular products. They are able to match English language instruction to student needs and design instruction according to research on effective TESOL pedagogy.

## **Admission Criteria**

- A strong interest and desire to support the learning of English as an international language
- English proficiency of B1 or higher in the Linguaskill test
- Time commitment: 28 weeks of study online for approximately 5 hours per week
- Ability to access the internet approximately 3 times per week to retrieve readings and post responses

# CALENDAR FOR VOCATIONAL-TECHNICAL PROFESSIONAL CERTIFICATES

Admission occurs twice per year and applications for each admission cycle occur approximately three months in advance of the start of the program.

Intake	Program start
Spring	1 <sup>st</sup> week of April
Autumn	3 <sup>rd</sup> week of September

Please note: New programs are first offered as a pilot. A pilot requires learners from at least two locations (to ensure Global Thinking is promoted) and a limited number of learners (up to 20) are admitted to test the curriculum and the technology. A pilot offering may run on a different timeline but once completed, the program enters the regular calendar cycle.

# CERTIFICATE IN LIBERAL STUDIES

## CURRICULUM

The JWL-XIM University Certificate in Liberal Studies (CLS), includes 30 academic credits of coursework over a maximum of two years. Upon completion, the Certificate is awarded by JWL's academic partner, XIM University (Bhubaneswar, India). The Certificate program has been developed within the framework of Ignatian pedagogy that seeks to develop the whole person, or *cura personalis*. Within each course and across the curriculum, student learning is structured around the concepts of experience, reflection, and action.

The courses of the Certificate program begin with a no-credit Bridge to Learning Course, followed by ten courses (30 credits) in core liberal studies as detailed below.

## PREPARATORY COURSE

Bridge to Learning – 0 credits

## FOUNDATIONAL COURSES

3 credits each

- |                                      |   |
|--------------------------------------|---|
| 01. Academic Writing                 | 06. Religions and Relations                         |
| 02. Interpersonal Communication      | 07. Introduction to Political Thought               |
| 03. Dynamic Algebra                  | 08. Introduction to Sociology                       |
| 04. Introduction to Physical Science | 09. Introduction to Human Rights and Women's Rights |
| 05. Ethics and the Human Person      | 10. Introduction to Business                        |

The definition of a credit hour<sup>2</sup> is based on time spent in mentored learning activities that are directed toward student learning outcomes. All JWL CLS courses have designated student learning outcomes. Three-credit courses require a minimum of 30 hours of learning activities during an 8-week session. All CLS courses require learners to complete individual studying, reading and writing in addition to mentored learning activities that are not counted towards credit hours.

## FACULTY

The international faculty (on average 180) represents over 30 universities and other educational institutions around the world. They accompany our learners throughout their

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<sup>2</sup> A "CREDIT HOUR" is the unit of measuring educational CREDIT, usually based on the number of classroom hours per week throughout a term. For courses offered over 8 weeks, as it is the case of JWL Certificate in Liberal Studies, the minimum number of hours of student engagement for each credit hour would be six hours per week.



educational journey.

## TECHNOLOGY

JWL's CLS courses are delivered over the internet using a learning management system (LMS) designed by a German company (Seitwerk GmbH) and owned by JWL. The LMS provides learners and faculty with a platform that enables asynchronous threaded discussion; communication tools for announcements and e-mails; hosting of videos, articles and assignments; submission of student work; space for collaborative and individual work; and a grade center for individualized instructor feedback to learners.

## STUDENT RESPONSIBILITIES

Learners are expected to have strong English language comprehension when they enter the program (B2 level; upper B1 for select candidates who demonstrate a commitment to learning) and the ability to attain college-level writing skills through participation in two early courses (Bridge to Learning and Academic Writing). These skills include writing mechanics (grammar, spelling, punctuation, word usage and structure), analytical thinking, argumentative writing, and proper citation. Each student is responsible for meeting the writing standards designated by the program.

## ONLINE

Online courses are offered in an accelerated eight-week format over the Internet. These courses are designed to provide an interactive learning experience. Faculty and learners communicate and collaborate through online discussions and via e-mail. Course materials generally include required readings and videos, asynchronous lectures, individual and/or group assignments, and assessments.

## CLASS ATTENDANCE

Learners are expected to make every effort to complete classwork online each week. Discussion posts are due each week and most course assignments are due at the end of the week. Some courses include final exams as part of the assessment while others only require the submission of assignments and participation in the discussions.

# ATTENDANCE AT FINAL EXAMINATIONS

Final examinations may be given at the end of each academic period. Learners who miss a final examination, or who fail to submit all required work without a justifiable excuse, are awarded a grade based on all course requirements. Learners who are unable to take a final examination or complete final course requirements for a valid reason (i.e., circumstances beyond the student's control) must make a request in writing to the instructor for an extension of the course deadline(s). More information on requesting an extension can be found in this catalogue.



# COURSE DESCRIPTIONS

## BTL-1 BRIDGE TO LEARNING 0 CREDITS

The course is designed as an orientation to the Certificate in Liberal Studies. It will assist learners in understanding how to work more effectively individually as well as with on-site and online groups. Learners develop the ability to formulate academic arguments through online research and discussion.

## ACW-1 ACADEMIC WRITING 3 CREDITS

Learners develop an effective process for moving from critical reading and thinking to critical writing. The course assignments integrate critical thinking, reading and writing processes.

## IPC-1 INTERPERSONAL COMMUNICATION 3 CREDITS

The course focuses on the elements of interpersonal communication and how we can better tell our stories. Learners will explore verbal and non-verbal communication, communication domains, conflict resolution and negotiation.

## ALG-1 DYNAMIC ALGEBRA 3 CREDITS

The course introduces algebra principles and procedures and applies techniques to model culturally relevant, real-world phenomena. Topics include order of operations, properties and complex numbers, algebraic notation and operations, various types of equations and inequalities, and graphing functions.

## IPS-1 INTRODUCTION TO PHYSICAL SCIENCE 3 CREDITS

(Pre-requisite: successful completion of Dynamic Algebra) The course provides an overview of essential topics in Physics and Chemistry.

## EHP-1 ETHICS AND THE HUMAN PERSON 3 CREDITS

Two basic dimensions of philosophical investigation are inquiry into the nature and

meaning of our being human (the philosophy of human nature) and inquiry into the right life and conduct of the human being (ethics). The course undertakes these closely related investigations from a personalist perspective. What does it mean to be a person? In what ways does being a person guide moral conduct, especially within the practice of leadership?

## **RAR-1 RELIGIONS AND RELATIONS**

### **3 CREDITS**

Religion functions as a powerful force in the lives of individuals and their societies and is worthy of our attention as we seek a better understanding of the world and the forces that help to shape it. The course is an opportunity to study what it means 'to be human' in a variety of social and historical contexts, from a religious studies perspective. The course covers the study of religion, Hinduism, Buddhism, Chinese spirituality (Confucianism and Taoism), Judaism, Christianity, and Islam.

## **IPT-1 INTRODUCTION TO POLITICAL THOUGHT 3 CREDITS**

Political thought is an investigation into the nature, causes and effects of good and bad government. Because government profoundly affects our lives, it is important that we understand the nature, causes and effects of government. Topics explored in the course include: political authority, democracy, freedom and its limits, human rights and justice. Learners are introduced to the concept of feminist philosophy and the role of multiculturalism. Learners will explore political thought as it affects us personally and globally. Learners will explore peace and reconciliation on an academic level.

## **ISO-1 INTRODUCTION TO SOCIOLOGY**

### **3 CREDITS**

The course explores a variety of social issues through the lenses of major sociological perspectives: functionalism, conflict theory and symbolic interactionism. The course includes basic historical data, sociological processes, concepts and contemporary issues concerning various social constructs (e.g., race, ethnicity, social status, economic class), social institutions (e.g., family/marriage, education, religion, economic systems) and their evolution over time and geographic space. The course will also challenge learners to compare and contrast sociological perspectives with commonplace views of society, to 'question the obvious', and to challenge their own assumptions and understandings of individuals, society and social reality.

## **HWR-1 HUMAN RIGHTS AND WOMEN'S RIGHTS**

### **3 CREDITS**

The course provides an anthropological overview of current human and women's rights topics through the lenses of the universalism vs. cultural relativism debate. Learners first encounter human rights and women's rights laws and declarations through an overview of the Universal Declaration of Human Rights, the Convention on the Elimination of Discrimination Against Women, and the Convention on the Prevention and Punishment of the Crime of Genocide. Learners also critically examine current topics including female genital mutilation, cultural criticisms, human trafficking, and polygamy.

## IBU-1 INTRODUCTION TO BUSINESS

### 3 CREDITS

This is an introductory course in business, management and finance. It introduces the basic principles, concepts and theories of business and links them to applications via the use of case studies. The course begins with the forms of business organizations and entrepreneurship. This is followed by the basic functions of business, which include: human resource management, production and operations, marketing, finance and accounting. Since all organizations, including government departments, non-profits and foundations must also perform most of these functions, the course may have broader appeal to non-business track students.





# ACADEMIC POLICIES AND PROCEDURES

JWL follows the academic policies as displayed below with the understanding that the situations in a few learning centers (Wi-Fi inadequacy) may merit consideration of minor adjustments.

## ADMISSION POLICY

See Appendix I.

## ACADEMIC POLICY

In principle, JWL agrees to follow the academic policies of Xavier Institute of Management University, Bhubaneswar, India with the understanding that the situations in the learning centers (WIFI inadequacy or computer insufficiency, etc.) may merit consideration of minor adjustments.

The Certificate of Liberal Studies (CLS) courses are organized in terms. A term is an 8-week period following a pre-set academic calendar.

### 1. Academic Advising/Mentoring

Students see their academic advisor in the middle of each term to discuss academic progress and planning. It is compulsory to meet the advisor before either of the following is requested: leave of absence, withdrawal, taking more or less than 2 courses per term, or retake. **A record of the meeting must be submitted together with the request.**

### 2. Duration of the CLS

The 11 courses of the CLS are studied in 6 terms. One academic year has 6 terms. The ordinary duration of the program is 1 year.

Under extraordinary circumstances and with valid proof, a student can be allowed to finish the certificate in 12 terms (2 years). It is compulsory to meet the advisor if a student plans to complete the program over a period of 2 years and thereby takes only one course per term. They agree on an order of the courses.

A leave of absence is added to the maximum duration.

### 3. Course Enrolment per Term

Students will be enrolled in the 2 courses in each term which are listed in the academic calendar. A maximum of 3 courses can be taken in a term for valid reasons and with prior approval by the Academic Director.

If a student does not wish to study two courses in a term, they must inform the Centre Coordinator and specify which course should be dropped.

### 4. Non-Participation at the Beginning of a Term

Students must participate in all discussions and complete assignments according to deadlines

specified in the learning management system. Students must communicate with the online instructor if they find that they are unable to participate in the course or submit assignments in a timely manner.

Students who do not submit at least 50% of the assignments (inclusive of all online assignments and online learning activities) will be removed from that course unless the online faculty requests otherwise (by Thursday of the second week, at the latest).

### **5. Course Withdrawal**

Under special circumstances, students can seek permission to withdraw from a course. Withdrawal is allowed until the end of week six of the term, and no later than that. A maximum of three course withdrawals can be availed during the program of study.

### **6. Late Submission**

Students must submit all assignments before the given deadlines. Submissions which are more than 7 days overdue are not accepted. For any justified and fair reasons, online faculty can accept submission but not later than 14 days after the due date. Submission after the extension period of the course cannot be accepted.

### **7. Extension**

Students can benefit from an extension beyond the end of the course date by 7 days. Extensions must be requested during weeks seven and eight and are allowed only when at least 75% of the course work (until the end of week 6) has been completed with a passing grade at the time of the extension request. The extension request must be approved by the online faculty.

### **8. Grade Improvement Option for Previously Passed Courses**

Students may repeat any course to improve their passing grades. A total of 2 retakes is permitted. The latest grade will be the final grade.

### **9. Submission of Previous Assignments while Repeating a Course**

Students can submit their own assignments which they handed in before. It should always be a revised version of the earlier paper, however. Students must inform the instructor on top of the submission that their assignment is based on a former submission.

### **10. Leave of Absence**

Students are expected to study the prescribed courses in all the terms without any breaks. But under special circumstances and with valid reasons, students are permitted to take **one** break/leave of maximum two terms during the program. Students need to get approval prior to departing.

### **11. Program Leave and Return**

Students who leave the program must fill a withdrawal form. They can request a transcript. In case they want to return they must submit a written request. They must finish the program within the maximum allowed time plus prior granted leaves of absence starting from the first day of enrolment. **Courses which are in the maximum time are counted for. Courses which are too old need to be repeated.**

### **12. Credit Transfer**

If a student already followed similar courses within a period of three years, and subject to the approval of the University, the credits of these courses can be transferred, and the student is exempted from taking these courses.

### **13. Satisfactory Academic Progress for Graduation**

To complete the certificate program in six terms, the student must:

1. Continuously enroll in all the courses as mentioned in the list of courses and the proposed calendar, subject to having the courses offered.

2. Submit quality assignments on time and communicate properly and in a timely manner with their peers and instructors.
3. Earn letter grades of C or above (as listed in the table below) in all courses.
4. Comply with other stated policies, with particular attention to upholding academic honesty (discussed in the Plagiarism Policy).

Letter Grade	Grade Point	Range of Final Score (Total)
O (Outstanding)	10	100% to 95%
A+ (Excellent)	9	<95% to 90%
A (Very Good)	8	<90% to 80%
B+ (Good)	7	<80% to 70%
B (Above Average)	6	<70% to 60%
C (Average)	5	<60% to 50%
F (Fail)	0	<50% to 0%
P (Pass)	Not counted for GPA	Not applicable
Ab (Absent)	Not counted for GPA	Not applicable
W (Course Withdraw)	Not counted for GPA	Not applicable

## CONFIDENTIALITY OF STUDENT RECORDS

See Appendix 2a.

## ACADEMIC INTEGRITY POLICY

See Appendix 3.

## APPEALS OF ACADEMIC INTEGRITY SANCTIONS:

The student may appeal or dispute the charge itself, the level of violation assigned and/ or the specific sanction applied by submitting a written request to the faculty member in whose class the charge was issued. If still unsatisfied, the student may then appeal to the USA Academic Director for further consideration. The highest sanction involving the removal of the JWL scholarship may be appealed all the way to the Vice-President of Academics and Research. The written request for appeal must include the student's reasons and rationale for the appeal. The student has the right to read all written reports that document the charge, the level of violation and/or the specific sanction applied.

The student has the right to confidentiality in the proceedings. The decision of the Vice-President of Academics and Research is final.

**NOTE:** The appeal process is limited to consideration of matters that deal exclusively

with academic integrity.

## STUDENT ETHICS STATEMENT

An integral component of the Certificate in Liberal Studies and the Pre-STEM certificate program is student and facilitator/instructor self-disclosure and the use of personal experience for the purpose of facilitating coursework. Each student is expected to honor confidentiality as it pertains to student disclosure. It shall be a violation of the ethical standards to use shared information, comments, or opinions expressed by another student or facilitator/instructor in the educational setting in a manner which is intended to humiliate, embarrass, harass, damage, or otherwise injure the student in his/her personal, public, or business/professional life. In addition, confidentiality must be upheld by not disclosing any information which would identify a particular individual or organization.

An additional integral component of higher education is challenging one's own perceptions and beliefs regarding the course content and integrating information as well as understanding opposing perceptions and beliefs. Thus, learners have the right to choose how much they will disclose and must also accept the responsibility of respecting disclosure of other learners and facilitators/instructors.

## SUPPORT SERVICES

### SUPPORT SERVICES/HELP DESK

In the Certificate in Liberal Studies, JWL offers a help desk to direct and to respond to questions. This support is available by e-mailing [jwlhelp@jwl.org](mailto:jwlhelp@jwl.org).

## REASONABLE ACCOMMODATIONS

Jesuit Worldwide Learning is committed to making reasonable accommodations for qualified learners with documented disabilities.

# ACADEMIC CALENDAR FOR THE CERTIFICATE IN LIBERAL STUDIES FOR CREDIT-BEARING COURSES 2022/23

<b>Term Name</b>	<b>Start Date</b>	<b>Est. End Date</b>
SP08W1	3 <sup>rd</sup> Jan 2022	27 <sup>th</sup> Feb 2022
SP08W2	7 <sup>th</sup> Mar 2022	1 <sup>st</sup> May 2022
SU08W1	9 <sup>th</sup> May 2022	3 <sup>rd</sup> Jul 2022
SU08W2	4 <sup>th</sup> Jul 2022	28 <sup>th</sup> Aug 2022
FA08W1	29 <sup>th</sup> Aug 2022	23 <sup>rd</sup> Oct 2022
FA08W2	24 <sup>th</sup> Oct 2022	18 <sup>th</sup> Dec 2022

<b>Term Name</b>	<b>Start Date</b>	<b>Est. End Date</b>
SP08W1	9 <sup>th</sup> Jan 2023	6 <sup>th</sup> Mar 2023
SP08W2	6 <sup>th</sup> Mar 2023	31 <sup>st</sup> Mar 2023
SU08W1	8 <sup>th</sup> May 2023	2 <sup>nd</sup> Jul 2023
SU08W2	3 <sup>th</sup> Jul 2023	27 <sup>th</sup> Aug 2023
FA08W1	28 <sup>th</sup> Aug 2023	22 <sup>nd</sup> Oct 2023
FA08W2	23 <sup>rd</sup> Oct 2023	17 <sup>th</sup> Dec 2023

\*Pilot offerings of new Certificate programs will vary from the standard calendar.



# JWL CERTIFICATE IN LIBERAL STUDIES AND THE PRE-STEM CERTIFICATE PROGRAM FACULTY

JWL seeks to hire highly qualified and dedicated faculty to teach the online part of their classes. The following list below is a sample of the qualifications of JWL online faculty.

Musa Al Hindi M.A. Creighton University	Connie Singh PhD University of Leiden
Dani Babb PhD Capella University	Christopher Smith MA University of Notre Dame Indiana
Charles Beach MA Marquette University	Susan Stryker PhD University of San Francisco
Lisa Bennett MS George Mason University	Ling Thompson PhD University of Northern Colorado
Mirjeta Beqiri PhD Southern Illinois University	Greeley Philip Tran MBA Santa Clara University
Adolfo Canales Munoz MS Ume <sup>o</sup> a University, Sweden	Karim Trueblood MPS Georgetown University
Mary Castang PhD Regis University, USA	Larry Varys MS Southern Methodist University
Luisardo Constantino PhD St Joseph University, USA	Nicole Velazquez MA Metropolitan State University Denver Colorado
Tracy Corbett MS Florida State University	Brian Walker MA Prairie View A&M University
Carrie Crandall MA Saybrook University	Quinn Waller MA Regis University
Joanne Dacek PhD Dowling College	Dan Walsh MS University of Nebraska at Omaha
Wendy Daeges PhD California Institute of Integral Studies	Tamora Whitney PhD University of Nebraska-Lincoln
July Dodson PhD Gonzaga University	Jim Wiemer MA Azusa Pacific University California
Noor Dughri JD Tufts University	Shawn Willox MA University of Notre Dame Indiana
Michael Fanning MS Rochester Institute of Technology	Jeff Wofford MBA Colorado Christian University Denver
Vivian Faustino-Pulliam MBA Regis University	Sarony Young MA University of Denver
Wendy Felese PhD Arizona State University	Kevin Zook MS South University Georgia
Andrea Fitzsimmons MS Regis University	Holley Norris MA Regis University
Julie Friedemann MS Regis University	Sierra Olthoff MA University of Denver
Michelle Gardner PhD Northcentral University Arizona	Patricia Pilcher PhD Gonzaga University
Jodi Gill MS South University Georgia	Jessika Redman PhD Arizona State University
Tricia Harkless MS University of North Dakota	Heather Richards Mann MA University of British Columbia, Canada
David Hawkes MA Catholic University of Louvain, Belgium	Trish Ross PhD Duke University Durham, USA
Katie Hile MA Seton Hall University New Jersey	Martin Rotting PhD Ludwig-Maximilians University Munich, Germany
Andrew Honker PhD Arizona State University	Terry Shorey MS National University
Sherry Janda MA Gonzaga University	Richard Sibbernsen JD Creighton University
Kevin Kane PhD Creighton University	
Dave Rowson MS University of Denver	

# JWL PRE-STEM CERTIFICATE PROGRAM CURRICULUM

The JWL Pre-STEM Certificate Program (“Pre-STEM program”), includes 30 academic credits of coursework over a maximum of two years. Upon successful completion, Creighton University (CU), Omaha, USA, provides the official transcript. The Pre-STEM program has been developed within the framework of Ignatian pedagogy that seeks to develop the whole person, or *cura personalis*. Within each course and across the curriculum, student learning is structured around the concepts of experience, reflection, and action.

The Pre-STEM program begins with a no-credit Bridge to Learning course, followed by 5 courses (15 credits) in core liberal studies and 5 courses (15 credits) in STEM subjects to introduce methods and strategies of this area, as detailed below.

## PREPARATORY COURSE

Bridge to Learning – 0 credits

## FOUNDATIONAL COURSES

3 credits each

- |                                      |                                       |
|--------------------------------------|---------------------------------------|
| 01. Academic Writing                 | 06. Religions and Relations           |
| 02. Interpersonal Communication      | 07. Introduction to Astronomy         |
| 03. Dynamic Algebra                  | 08. Introduction to political thought |
| 04. Introduction to Physical Science | 09. Data Structures and Algorithm     |
| 05. Ethics and the Human Person      | 10. Introduction to Statistics        |

The definition of a credit hour<sup>3</sup> is based on time spent in mentored learning activities that are directed toward student learning outcomes. All JWL Pre-STEM program courses have designated student learning outcomes. Three-credit courses require a minimum of 30 hours of learning activities during an 8-week session. All Pre-STEM courses require learners to complete individual studying, reading and writing in addition to mentored learning activities that are not counted towards credit hours.

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<sup>3</sup> A “CREDIT HOUR” is the unit of measuring educational CREDIT, usually based on the number of classroom hours per week throughout a term. For courses offered over 8 weeks, as it is the case of JWL Pre-STEM program, the minimum number of hours of student engagement for each credit hour would be six hours per week.

# FACULTY

The international faculty of over 180 instructors represents over 30 universities and other educational institutions around the world. They accompany our learners throughout their educational journey.

# TECHNOLOGY

JWL's Pre-STEM program courses are delivered over the internet using the learning management system (LMS) of Creighton University. The LMS provides learners and faculty with a platform that enables asynchronous threaded discussion; communication tools for announcements and e-mail; hosting of videos, articles and assignments; submission of student work; space for collaborative and individual work; and a grade center for individualized instructor feedback to learners.

# STUDENT RESPONSIBILITIES

Learners are expected to have strong English language comprehension when they enter the program (B2 level; upper B1 for otherwise very convincing candidates) and the ability to attain college-level writing skills through participation in two early courses (Bridge to Learning and Academic Writing). These skills include writing mechanics (grammar, spelling, punctuation, word usage and structure), analytical thinking, argumentative writing, and proper citations. Each student is responsible for meeting the writing standards designated by the program.

# ONLINE

Online courses are offered in an accelerated eight-week format over the Internet. These courses are designed to provide an interactive learning experience for learners. Faculty and learners communicate and collaborate through online discussions and e-mail. Course materials generally include other required readings, videos, asynchronous lectures, discussions individual and/or group assignments, and assessments.

# CLASS ATTENDANCE

Learners are expected to make every effort to complete classwork online each week. Discussion posts are due each week and most course assignments are due at the end of the week. Some courses include final exams as part of the assessment while others only require the submission of assignments and participation in the discussions.

# ATTENDANCE AT FINAL EXAMINATIONS

Final examinations may be given at the end of each academic period. Learners who miss a final examination, or who fail to submit all required work without a justifiable excuse, are awarded a grade based on all course requirements. Learners who are unable to take a final examination or complete final course requirements for a valid reason (i.e., circumstances beyond the student's control) must make a request in writing to the instructor for an extension of the course deadline(s). More information on requesting an extension can be found in this catalogue.



# COURSE DESCRIPTIONS

## BTL-1 BRIDGE TO LEARNING

0 CREDITS

The course is designed as an orientation to the Pre-STEM program. It will assist learners in understanding how to work more effectively individually as well as with on-site and online groups. Learners develop the ability to formulate academic arguments through online research and discussion.

# FOUNDATIONAL COURSE DESCRIPTIONS

## ENGL150 Contemporary Composition

3 CREDITS

Learners develop an effective process for moving from critical reading and thinking to critical writing. The course assignments integrate critical thinking, reading and writing processes.

## COM152 Civic Engagement through Public Communication

3 CREDITS

The course focuses on the elements of interpersonal communication and how we can better tell our stories. Learners will explore verbal and non-verbal communication, communication domains, conflict resolution and negotiation.

## MATH000 DYNAMIC ALGEBRA

3 CREDITS

The course introduces algebra principles and procedures and applies techniques to model culturally relevant, real-world phenomena. Topics include order of operations, properties and complex numbers, algebraic notation and operations, various types of equations and inequalities, and graphing functions.

## IPS-1 INTRODUCTION TO PHYSICAL SCIENCE

3 CREDITS

(Pre-requisite: successful completion of Dynamic Algebra) The course provides an overview of essential topics in Physics and Chemistry.



## PHL320 God & Persons

### 3 CREDITS

Two basic dimensions of philosophical investigation are inquiry into the nature and meaning of our being human (the philosophy of human nature) and inquiry into the right life and conduct of the human being (ethics). The course undertakes these closely related investigations from a personalist perspective. What does it mean to be a person? In what ways does being a person guide moral conduct, especially within the practice of leadership?

## TRF000 RELIGIONS AND RELATIONS

### 3 CREDITS

Religion functions as a powerful force in the lives of individuals and their societies and is worthy of our attention as we seek a better understanding of the world and the forces that help to shape it. The course is an opportunity to study what it means 'to be human' in a variety of social and historical contexts, from a religious studies perspective. The course covers the study of religion, Hinduism, Buddhism, Chinese spirituality (Confucianism and Taoism), Judaism, Christianity, and Islam.

## IPT-1 Introduction to Political Thought

### 3 CREDITS

Political thought is an investigation into the nature, causes and effects of good and bad government. Because government profoundly affects our lives, it is important that we understand the nature, causes and effects of government. Topics explored in the course include: political authority, democracy, freedom and its limits, human rights and justice. Learners are introduced to the concept of feminist philosophy and the role of multiculturalism. Learners will explore political thought as it affects us personally and globally. Learners will explore peace and reconciliation on an academic level.

## Introduction to Astronomy

### 3 CREDITS

The course provides a broad survey of our scientific understanding of the physical processes, structure, and evolution of objects in the universe, focusing on two crucial skills: how various uncertainties (errors) affect measurement, and numerical estimates.

## CSC121 Computer Skills and Scientific Thinking

### 3 CREDITS

The course provides the fundamentals of programming using Java, the concept of object-oriented programming, and the concept of recursion, various sorting algorithms and their complexity in terms of effort and runtime.

## IBU-1 Introduction to Statistics

### 3 CREDITS

This course teaches the most important ideas and tools from statistics. Statistics could be alternatively described as the science and art of learning from data. The course is designed for beginners and for students of all fields who are interested in developing their data literacy and learn how to reason with data to answer questions about the world. The course will teach you three basic skills: First, exploring data through visualization and computation to detect patterns, second, making predictions, which means using available data and information to make informed guesses about data and information we do not have and third quantifying the uncertainty we have to attach to our predictions. The course will work with many real world data set and teach you how to apply the methods of data exploration, prediction and quantifying uncertainty of predictions by using the computer.

# ACADEMIC POLICIES AND PROCEDURES

JWL follows the academic policies as displayed below with the understanding that the situations in a few learning centers (Wi-Fi inadequacy or computer insufficiency, etc.) may merit consideration of minor adjustments.

## ADMISSION POLICY

See Appendix I.

## ACADEMIC POLICY

The JWL Pre-STEM program courses are organized in terms. The length of a term is 8 weeks. All terms and courses follow a pre-set academic JWL calendar. One academic year has 5 terms.

### 1. Duration of the JWL Pre-STEM program

The 11 courses of the Pre-STEM program are studied over 6 terms.

The maximum duration of the Pre-STEM program is two years. It is compulsory to meet the advisor if a student plans to study less than one course per term and the student and advisor must agree on an order of the courses (a plan of study).

A leave of absence is added to the maximum duration.

### 2. Course Enrolment per Term

Students will be enrolled in the 2 courses in each term which are listed in the academic calendar.

A maximum of 3 courses can be taken in a term for a valid reason and with prior approval by the Academic Director.

If a student does not wish to study two courses in a term, s/he must inform the Center Coordinator and specify which course should be dropped for the next term, before the term begins.

### 3. Non-Participation at the Beginning of a Term

Students must participate in all discussions and complete assignments according to deadlines specified in the learning management system. Students must communicate with the online instructor if they find that they are unable to participate in the course or submit assignments in a timely manner.

Students who do not submit at least 50% of the assignments (inclusive of all online assignments and online learning activities) will be removed from that course unless the

online faculty requests otherwise, by Thursday of the second week at the latest.

## 4. Course Withdrawal and Adding a Course

Under special circumstances, students can seek permission to withdraw from a course. Withdrawal is allowed until the end of week six of the term, and no later than that.

A maximum of three course withdrawals per year can be availed during the program of study.

Students may add a course or drop a course without penalty during the first seven days after the course has started. Students may withdraw from a course (earning a grade of W).

## 5. Late Submission

Students must submit all assignments by the given deadlines.

Submissions which are more than 7 days overdue do not have to be accepted by the faculty.

For any justified and fair reasons, online faculty can accept submissions but no later than 14 days after the due date.

Submissions after the extension period of the course cannot be accepted.

## 6. Extension and Incomplete

Students can benefit from an extension beyond the end of the course date by 7 days.

Extensions must be requested during weeks seven and eight and are allowed only when at least 75% of the coursework (until the end of week 6) has been completed with a passing grade at the time of the extension request.

The extension request must be approved by the online faculty.

A grade of incomplete or 'I' denotes that the required work for the course is incomplete due to unforeseen circumstances. Unforeseen circumstances mean, for example, that an accident, an illness, a death, or a major life transition has occurred. A grade of I is issued only when the student has completed at least 75% of the work for the course with a passing grade when the Incomplete is requested. The Incomplete must be requested of the faculty member in week seven and must be initiated by the Center Coordinator, approved by the faculty member, and the Academic Director. The work for the course must be completed by the end of the subsequent eight-week term, but it is recommended that all coursework be completed within a maximum of ten days from the end of the course. Once all work is submitted, the faculty member will complete a Change of Grade Form and return it to the Student Records Officer.

If the unforeseen circumstance occurs earlier in the course, the student should withdraw from the course.

## 7. Grade Improvement Option for Students with a C- Grade or Below

Students may repeat any course in which he/she has received a “C-” , “D” or an “F” grade. A total of 2 retakes per year of study is permitted. The latest grade will be the final grade.

## 8. Submission of Previous Assignments while Repeating a Course

Students can submit assignments which they previously handed in but they should always revise their work to avoid self-plagiarism, which is an academic honesty violation and subject to penalty.

Students must mention on top of the submission that it is based on a former submission to avoid plagiarism charges.

## 9. AUDITING AND PASS/FAIL

JWL does not permit auditing of a class.

Bridge to Learning is the only JWL offered class with a Pass/Fail grade. Students successfully completing (passing) the class need a cumulative grade score of 60% or above.

## 10. Leave of Absence

Students are expected to study the prescribed courses in all the terms without any breaks.

Under special circumstances and with valid reasons, students are permitted to take one break/leave of a maximum two terms during each year of the program.

Students need to obtain approval from the JWL USA Academic Director and must complete a Leave of Absence Form prior to departing.

The Leave of Absence expires after two semesters. If the student returns to the JWL Pre-STEM program after two semesters, s/he must be readmitted to the JWL Pre-STEM program by completing a new Application for Admission.

## 11. Program Leave and Return

Students who leave the program must fill out a temporary withdrawal form.

Upon request, they will receive a transcript.

Students wishing to return to their studies after a temporary withdrawal must submit a written request to the JWL USA Academic Director.

Returning students must finish the program within the maximum allowed time plus prior granted leaves of absence starting from the first day of enrollment. Courses which are in the maximum time are counted toward the completion of the degree.

## 12. Enrollment by Section

It is recommended that the number of students in a section be a minimum of 8 with 20



students as a maximum. Professional judgement and student service will be utilized when a class enrollment is fewer than eight students, particularly if the course is the last one needed by a student in order to graduate.

Each course section will enroll a maximum of twenty (20) JWL students and overrides will be provided only by mutual agreement between JWL and CU.

### 13. Reasonable Accommodations

Jesuit Worldwide Learning is committed to making reasonable accommodations for qualified students with documented disabilities.

### 14. Satisfactory Academic Progress for Certificate Completion

The table that follows lists grades, grade points and grade descriptions used for all courses in the Pre-STEM program.

Letter Grade	Grade Points/ Hour	Range of Final Score (Total)
A (Outstanding)	4.0	100% to 93%
A- (Outstanding)	3.67	92.9% to 90%
B+ (Good)	3.33	89.9% to 87%
B (Good)	3.0	86.9% to 83%
B- (Good)	2.67	82.9% to 80%
C+ (Satisfactory)	2.33	79.9% to 77%
C (Satisfactory)	2.0	76.9% to 72%
C- (Inferior, but passing)	1.67	71.9% to 69%
D (Inferior, but passing)	1.0	68.9% to 60%

F (Fail)	0	59% to 0%
UN (Unsatisfactory work)	0	59% to 0%
I (Work Incomplete – no credit)	*	
P (Pass-Credit)	*	100% to 60%
NC (No credit)	*	
NP (Not pass- no credit)	*	59% to 0%
SA (Satisfactory work)	*	100% to 60%
W (Official Withdrawal from the course)	*	

\* Where no grade points are indicated, the grade does not calculate into the grade point average.

To complete the certificate program in six terms, the student must:

- Enroll continuously in all the courses as mentioned in the list of courses and the proposed calendar, subject to having the courses offered.
- Submit quality assignments on time and communicate properly and in a timely manner with their peers and instructors.

- Earn letter grades of C or above (as listed in the table above) in all courses and maintain a 2.0 GPA. Most universities will accept only a C grade or better for transfer credit into the new program.
- Comply with the other stated policies, particularly upholding full academic honesty (discussed in the Plagiarism Policy).

## 15. Grade Appeal Process

Students have the right to appeal grades. The first step of the appeal goes to the faculty member. The student must include in his letter of appeal the student's reasons and rationale for the appeal. The next step in the appeal goes to the JWL USA Academic Director for consideration. The third and final step of the appeal goes to the JWL Vice President of Academics and Research for the final decision.

The student has the right to confidentiality in this process.

## 16. Academic Integrity

See appendix 3.

## 17. APPEALS OF ACADEMIC INTEGRITY SANCTIONS

The student may appeal of dispute an academic integrity charge, the level of the charge, and the sanction by writing a letter of appeal to the JWL USA Academic director, including in a written request the student's reason and rationale for the appeal. The student has the right to read all written reports documenting the charge, the level of violation, and the specific sanction applied. For charges that involve the highest level of sanction, removal from the JWL scholarship to this program, the student may appeal to the JWL Vice President of Academics and Research, who determines the final decision.

The student has the right to confidentiality throughout the proceedings.

## Privacy Policy – for Data handled by Creighton University

See Appendix 2b.

## Privacy Policy – for Data handled by

See Appendix 2a.

Creighton University complies with the Family Educational Rights and Privacy Act (FERPA). Information about students or former students will not be released without the consent of the student other than in the exceptions stated in the Federal Act. FERPA affords students certain rights with respect to their educational records.

# CODE OF CONDUCT - JWL

Staff within Jesuit Worldwide Learning will uphold the highest standards of efficiency, competence, integrity and transparency. Due to the nature of work, it is imperative that all staff working for, or persons assisting or co-ordinating with Jesuit Worldwide Learning behave with ethical prudence and integrity at all times. Any behaviour inappropriate to the objectives of our work and any breaches of the below conditions in the opinion of Jesuit Worldwide Learning, at any time can lead to immediate termination of contract or other disciplinary action. The term 'staff' for the purposes of this Code of Conduct, applies to all those associated with Jesuit Worldwide Learning, including employees, interns, volunteers, independent contractors, consultants, freelancers, third party vendors and any religious or lay assigned to work and/or volunteer in our organisation.

## Definition of JWL staff

JWL staff refers to and is defined as, but not limited to, employees (full & part-time), temporary staff including students and volunteers (non-paid), tutors and teachers (either paid or non-paid), all third- party contractors and freelancers, independent contractors (includes Subject Matter Experts), which are either contracted by JWL or another organization that is contracted or has an agreement with JWL.

## Professional Behaviour

I commit myself to:

- Undertake my duties diligently and in keeping with the organization's values and mission.

- Uphold and promote the highest standards of ethical and professional conduct in carrying out my

assigned duties in the workplace and in my life outside the official work environment.

- Display at all times equal respect for all persons regardless of their race, gender, religion, colour, national or ethnic origin, language, sexual orientation, age, socio-economic status, political

conviction, or any other distinguishing features.

- Help create and maintain a work environment characterised by mutual respect, integrity, dignity

and which prevents exploitation, abuse and non-discrimination.

- Maintain the highest degree of confidentiality in professional matters.

- Facilitate open and honest communication within the organisation.
- Help create a healthy and positive working environment that allows and encourages all team members to work harmoniously even through challenging and stressful times.
- Respect all local laws in the country where I am staffed and honour my legal obligations.
- Ensure that my conduct neither reflects negatively on Jesuit Worldwide Learning nor impacts or undermines my or others' ability to undertake the role for which I am contracted.
- Be accountable for the property and funds of Jesuit Worldwide Learning entrusted to me and to those whom I supervise. I understand that, if I am proven to have been involved in theft or fraud or if I have mishandled assets, funds or records, I will be liable to pay compensatory damages and will be subject to dismissal.

#### JWL Code of Conduct Policy 2020

- Behave in a way that does not endanger my security, safety, health and welfare of JWL students and staff.
- Use my best endeavours to protect the natural environment and work in a sustainable way.
- Never possessing or being under the influence of illegal substances while on duty or representing the organisation. The same prohibition applies for being under the influence of alcohol in the workplace or while representing the organisation.
- Receive clear instructions and approval before taking part in any communications or media task associated with my work.
- Avoid any public statement which may unnecessarily reflect poorly on the name and reputation of the organisation.
- Report behaviours of staff when I have reasonable suspicion of breaches of the Code of Conduct.

## Safeguarding

I will:

1. Treat all children and adults at risk equally, observing their personal dignity regardless of their

age, sex, language, tribe, religion, disability, property, opinion or other status.

2. Immediately report concerns or allegations of any abuse in accordance with our Safeguarding

policy.

3. Apply the following self-assessment questions regarding my professional boundaries:

- Am I dealing in a different manner with a particular child than with others under the same circumstances?
- Is my dress/availability/language different from normal with a particular child or adult at risk?
- Would I do or say this to a child if a colleague were present?
- Would I condone my conduct if I observed it in another adult?
- Is there anything in the way I behave that is likely to impact negatively on a particular child or children, or harm them or place them at risk of harm?

I will never:

- Put a child or an adult at risk of harm through inaction (including failure to report a concern).
- Condone or participate in any child related activity which is illegal, exploitative, unsafe or abusive;  
this includes behaviour by other children.
- Use computers, mobile phones, video and digital images to exploit or harass children or to access  
child pornography through any medium.
- Use language or behaviour towards children or adults at risk that is harassing, abusive, sexually



provocative or that is intended to shame, humiliate or emotionally abuse or place a child at risk

of abuse.

- Hit or otherwise physically assault a child or adult at risk irrespective of cultural norms, including

as discipline.

- Abuse my position to withhold professional assistance or give preferential treatment, gifts or

payment of any kind to a child, or another person in relation to a child or an adult at risk, in order

to solicit any form of advantage or sexual favour from a child.

- Seek to make contact or spend time with any child with whom I come into contact as part of my

work except as part of the designated activities set out in my role.

- Do things of a personal nature for a child or adult at risk with whom I come into contact as part of

my work that the child or adult at risk can do for themselves (e.g. toileting, bathing, dressing).

- Visit a child or an adult at risk's home alone during a field visit; invite unaccompanied children or adults at risk into my accommodation when on a field visit; spend excessive time alone with children or adults at risk away from others during a field visit; share a bedroom with or sleep close

to an unsupervised child/children or adults at risk during a field visit.

- Have sexual intercourse or participate in any form of sexual activity, including paying for sex, with any person under 18 years old or under the local age of sexual consent (where higher) or adults at risk. This applies to all staff regardless of the age of consent in Ireland or the age of consent in the country being visited or for any social, cultural or religious reasons.

- Seduce nor be seduced into any form/act of sexual activity with children or adults at risk.

Bullying, Intimidation or Harassment

Staff should be free from any activity or behaviour in the workplace that adversely affects their dignity. Staff should have the freedom to conduct their work without having to suffer bullying, intimidation or harassment, including sexual harassment. Staff should be aware that bullying, intimidation or harassment, including sexual harassment, affects the dignity of people at work, undermines them as human beings and is unacceptable.

Bullying, intimidation and harassment, including sexual harassment, constitute misconduct and can be grounds for disciplinary action. Any confirmed case of exploitation and abuse, whether of a sexual or non-sexual nature, is grounds for immediate dismissal.

I will never:

- Shout or swear at colleagues, both publicly and in private
- Insult a colleague's appearance
- Spread malicious rumours, which have no basis in fact
- Harass verbally or in writing through jokes, offensive language or gossip
- Freeze out, isolate, ignore or exclude
- threat or act of violence, physical or verbal, either within or outside the workplace environment
- bring weapons to the workplace or carry them while conducting work or representing Jesuit Worldwide Learning which is grounds for dismissal, unless approval is clearly stated in one's job

description (e.g., guards)

- Physically contact a beneficiary or colleague ranging in an unwanted way ranging from unwanted

touching to serious assault

- Stare, leer, or make aggressive gestures etc
- Persistently and negatively attack a person on their personal or professional performance without

good reason or legitimate authority

- Refuse a colleague's annual leave in an unreasonable and unfounded manner
- Abuse a position of power by unnecessarily undermining a colleague's work and/or

placing

unreasonable demands on a particular individual

- Unreasonable or inappropriate monitoring of a colleague's performance
- Persistently setting objectives with unreasonable or impossible deadlines or unachievable tasks
- Over-monitoring a colleague with malicious intent
- Exchange money, employment, goods, or services for sex, including sexual favours or other forms

of humiliating, degrading or exploitative behaviour. This includes exchange of assistance that is

due to beneficiaries; This also includes engaging with commercial sex workers.

- Use Jesuit Worldwide Learning communication and/or IT equipment or premises (e.g., phones, computers, tablets, e-mail, etc.) to transmit harassing, abusive, sexually explicit, racially or

ethically offensive, or defamatory material

- Sexually harass a colleague or beneficiary. This includes, but is not limited to:

Verbal:

- requests or demands for sexual favours
- suggestive remarks
- degrading abuse or insults
- jokes or tricks of a sexual nature

Physical:

- gesturing of a sexual nature
- unnecessary touching
- indecent exposure
- actual assault

Visual:

- displaying pornographic material at the workplace

Sexual harassment should not be confused with simple friendly behaviour or with more intimate exchanges, if these are mutually desired and accepted. The difference between friendly behaviour and sexual harassment is that sexual harassment is neither

solicited nor accepted by the recipient; it is unwelcome and/or imposed.

#### Conflict of Interest

Furthermore, I agree to:

- Avoid activities outside the formal work setting (e.g., additional time-consuming employment or volunteer work) that would create a conflict of interest with my duties and responsibilities or detract in any way from my work assignments.
- Not create business relationships between Jesuit Worldwide Learning and members of my own extended family or friends or any private businesses in which I have a financial interest that may lead to a conflict of interest. If I become aware of a potential conflict of interest, I must immediately discuss this matter with my line manager.
- Neither offer nor accept from beneficiaries, partners or contractors any favours, bribes or other forms of personal enrichment under any circumstances. Small tokens of appreciation may be offered or received, but I must inform my line manager of any such gifts.
- Disclose any potential conflict of interests prior to my appointment with Jesuit Worldwide Learning or if a potential conflict arises during my service, I will share it immediately with my line manager for discussion. [I have removed the part about the staff member confirming review of policy, etc.]

## TECHNICAL SUPPORT

Learners who have technical issues in their online course should contact the JWL USA Academic Director. All online courses are located on the Creighton's CANVAS platform and are continually monitored. Where there are difficulties related to low bandwidth, environmental issues, or other unforeseen instances where computers are not working, on-site academic advisors can request additional time for learners to complete assignments by contacting the JWL USA Academic Director.

## STUDENT TRANSCRIPTS

CU will provide each JWL student with two copies of their official transcript free of charge. CU and JWL will negotiate the method of delivery of these transcripts based on student location and/or need. Additional transcripts may be provided for an additional fee.

Transcripts may be ordered through the following link:

<https://www.creighton.edu/registrar/transcriptorders>

# ACADEMIC CALENDAR

2022-2023 Academic Year	Pre-STEM Program Standard Schedule	
<b>Fall 2022</b>		
<b>Term 1</b> Classes start	August 15, 2022 (Mon)*	15/08/2022
<b>Term 1</b> Last day to add	August 17, 2022 (Wed)	17-Aug
<b>Term 1</b> Last day to drop	August 17, 2022 (Wed)	17-Aug
<b>Term 1</b> Census day for billing	August 18, 2022 (Thurs)	18-Aug
<b>Term 1</b> Withdrawal for non-participation	August 25, 2022 (Thurs)	25-Aug
<b>Term 1</b> Last day to withdraw with grade of 'W'	September 23, 2022 (Fri)	23-Sep
<b>Term 1</b> Classes end	October 8, 2022 (Sat)*	08-Oct
<b>Term 2</b> Classes start	October 17, 2022 (Mon)*	17-Oct
<b>Term 2</b> Last day to add	October 19, 2022 (Wed)	19-Oct
<b>Term 2</b> Last day to drop	October 19, 2022 (Wed)	19-Oct
<b>Term 2</b> Census day for billing	October 20, 2022 (Thurs)	20-Oct
<b>Term 2</b> Withdrawal for non-participation	October 27, 2022 (Thurs)	27-Oct
<b>Term 2</b> Last day to withdraw with grade of 'W'	November 25, 2022 (Fri)	25-Nov
<b>Term 2</b> Classes end	December 10, 2022 (Sat)*	10-Dec
<b>Fall 2022</b> Billing cycle closed	December 12, 2022 (Mon)	12-Dec
<b>SPRING 2023</b>		
<b>Term 1</b> Classes start	January 9, 2023 (Mon)*	09/01/2023
<b>Term 1</b> Last day to add	January 11, 2023 (Wed)	11-Jan
<b>Term 1</b> Last day to drop	January 11, 2023 (Wed)	11-Jan
<b>Term 1</b> Census day for billing	January 12, 2023 (Thurs)	12/01/2023
<b>Term 1</b> Withdrawal for non-participation	January 19, 2023 (Thurs)	19/01/2023
<b>Term 1</b> Last day to withdraw with grade of 'W'	February 17, 2023 (Fri)	17/02/2023
<b>Term 1</b> Classes end	March 4, 2023 (Sat)*	04/03/2023
<b>Term 2</b> Classes start	March 13, 2023 (Mon)*	13/03/2023
<b>Term 2</b> Last day to add	March 15, 2023 (Wed)	15/03/2023
<b>Term 2</b> Last day to drop	March 15, 2023 (Wed)	15/03/2023
<b>Term 2</b> Census day for billing	March 16, 2023 (Thurs)	16/03/2023
<b>Term 2</b> Withdrawal for non-participation	March 23, 2023 (Thurs)	23/03/2023
<b>Term 2</b> Last day to withdraw with grade of 'W'	April 21, 2023 (Fri)	21/04/2023
<b>Term 2</b> Classes end	May 6, 2023 (Sat)	06/05/2023
<b>Spring 2023</b> Billing cycle closed	May 8, 2023 (Mon)	08/05/2023
<b>SUMMER 2023</b>		
<b>Summer Term</b> Classes start	May 15, 2023 (Mon)*	15/05/2023
<b>Summer Term</b> Last day to add	May 17, 2023 (Wed)	17/05/2023
<b>Summer Term</b> Last day to drop	May 17, 2023 (Wed)	17/05/2023
<b>Summer Term</b> Census day for billing	May 18, 2023 (Thurs)	18/05/2023
<b>Summer Term</b> Withdrawal for non-participation	May 25, 2022 (Thurs)	25/05/2023
<b>Summer Term</b> Last day to withdraw with grade of "W"	June 23, 2023 (Fri)	23/06/2023
<b>Summer Term</b> Classes end	July 8, 2023 (Sat)	08/07/2023
<b>Summer 2023</b> Billing cycle closed	July 10, 2023 (Mon)	

# JWL PRE-STEM PROGRAM

## FACULTY 2020-2021

The table below gives but a small sample of the qualified faculty who teach for JWL:

Musa Al Hindi M.A. Creighton University	Connie Singh PhD University of Leiden
Dani Babb PhD Capella University	Christopher Smith MA University of Notre Dame Indiana
Charles Beach MA Marquette University	Susan Stryker PhD University of San Francisco
Lisa Bennett MS George Mason University	Ling Thompson PhD University of Northern Colorado
Mirjeta Beqiri PhD Southern Illinois University	Greeley Philip Tran MBA Santa Clara University
Adolfo Canales Munoz MS Ume <sup>a</sup> University, Sweden	Karim Trueblood MPS Georgetown University
Mary Castang PhD Regis University, USA	Larry Varys MS Southern Methodist University
Luisardo Constantino PhD St Joseph University, USA	Nicole Velazquez MA Metropolitan State University Denver Colorado
Tracy Corbett MS Florida State University	Brian Walker MA Prairie View A&M University
Carrie Crandall MA Saybrook University	Quinn Waller MA Regis University
Joanne Dacek PhD Dowling College	Dan Walsh MS University of Nebraska at Omaha
Wendy Daeges PhD California Institute of Integral Studies	Tamora Whitney PhD University of Nebraska-Lincoln
July Dodson PhD Gonzaga University	Jim Wiemer MA Azusa Pacific University California
Noor Dughri JD Tufts University	Shawn Willox MA University of Notre Dame Indiana
Michael Fanning MS Rochester Institute of Technology	Jeff Wofford MBA Colorado Christian University Denver
Vivian Faustino-Pulliam MBA Regis University	Sarony Young MA University of Denver
Wendy Felese PhD Arizona State University	Kevin Zook MS South University Georgia
Andrea Fitzsimmons MS Regis University	Holley Norris MA Regis University
Julie Friedemann MS Regis University	Sierra Olthoff MA University of Denver
Michelle Gardner PhD Northcentral University Arizona	Patricia Pilcher PhD Gonzaga University
Jodi Gill MS South University Georgia	Jessika Redman PhD Arizona State University
Tricia Harkless MS University of North Dakota	Heather Richards Mann MA University of British Columbia, Canada
David Hawkes MA Catholic University of Louvain, Belgium	Trish Ross PhD Duke University Durham, USA
Katie Hile MA Seton Hall University New Jersey	Martin Rotting PhD Ludwig-Maximilians University Munich, Germany
Andrew Honker PhD Arizona State University	Terry Shorey MS National University
Sherry Janda MA Gonzaga University	Richard Sibbersen JD Creighton University
Kevin Kane PhD Creighton University	
Dave Rowson MS University of Denver	



# BACHELOR OF ARTS IN SUSTAINABLE DEVELOPMENT (BASD)

Environmental and social crises are affecting large populations on a global scale and in particular regions at the margins, in crisis, in conflict or in post-conflict zones. Environmental sustainability is key to the future of humanity. Xavier Institute of Management University Bhubaneswar (XIM University) is committed to the mission of education for the margins and believes in making education more inclusive and affordable. In order to fulfill this mission, XIM University is partnering with JWL to offer an academic accredited Bachelor program for marginalized communities without distinction of creed with an emphasis on forcibly displaced populations. XIM University and JWL jointly offer a Bachelor of Arts in Sustainable Development (BASD) to communities at the margins.

## Program Objectives

This program consists of 40 courses of 126.75 credits. It aims at enabling the learners to:

- Develop a deeper understanding of the development landscape at local, regional & global levels.
- Acquire analytical and managerial skills to plan, implement, monitor & evaluate sustainable development programs.
- Set up business and social enterprises leading to sustainable development.
- Act as stewards for protecting our common home.
- Become leaders of peace and voices to foster hope for creating a more just and humane world.

## Mode of Delivery

The Bachelor program is organized in a blended-learning mode and is clearly structured around activities and graded assignments using the principles of Ignatian Pedagogy common in Jesuit universities. Students will study online with laptops and smartphones with planned work, both individual as well as in groups, in a learning center near to them. Their learning journey is supported by experienced professors and on-site facilitators. Their learning experience will be enriched by:

- Studying specially designed and collected study texts
- Watching documentary-style video-clips
- Doing self-assessed quizzes.
- Analyzing case-studies
- Discussing in peer-groups
- Engaging in fieldwork
- Learning in local organizations (internships)

# ADMISSION POLICY

See appendix I.

See successful completion of the CLs or preSTEM program is a prerequisite for admission to the BASD.

# CURRICULUM

Course Title	Credits	Year
<b>Foundational Courses</b>		
The Journey of Sustainable Development	5	First
Fundamentals of Environmental Science	5	First
<b>Sustainability Environment</b>		
Humans and Environment	3.75	First
Responding to Environmental Challenges	3.75	First
Sustainable Water Management	3.75	First
Sustainable Agriculture	3.75	First
Agroforestry	3.75	First
<b>Sustainable Development</b>		
Climate Change	5	First
Development and Global Poverty	5	First
Social Research Methods	5	First
Food Security and Mitigation of Hunger	3	Second
Community Organization and Social Action for Sustainable	3	
Education for the Margins: Challenges and Choices	3	Third
Sustainable Energy Systems	5	Second
Sustainable Consumption and Production	5	Second
Institutions and Agencies for Sustainable Development	3	Third
Waste Management for Sustainable Livelihood	5	Second
Public Health systems and Services	3	Third
Water, Sanitation, and Hygiene (WASH)	5	Third
Access to Clean and Affordable Cooking Technologies	3	Third
Disaster Preparedness, Relief and Response	5	Third
Sustainable Development Programmes: Monitoring, Evaluation and Reporting	5	Fourth
Circular Economy	3	Third
Environment and Social Impact Assessment	5	Third
Natural Resource Economics	5	Third
<b>Business Enterprise &amp; Management</b>		
Organizational Behavior and Management	3	Third
International Marketing	3	Third

<b>Leadership for Peace Building</b>		
Self-Care and Conflict Coaching as a Peace Leader	3	Third
Theory of Conflict	3	Third
Forming an integrative Peace Leader	3	Third
<b>Internships and Final Year Project</b>		
Two 2-Week duration Internship	4	First and Second
A Final Project	6	Third

## GRADING SCHEME

<b>Letter Grade</b>	<b>Grade Point</b>	<b>Range of Final Score (Total)</b>
O (Outstanding)	10	100% to 95%
A+ (Excellent)	9	<95% to 90%
A (Very Good)	8	<90% to 80%
B+ (Good)	7	<80% to 70%
B (Above Average)	6	<70% to 60%
C (Average)	5	<60% to 50%
F (Fail)	0	<50% to 0%
Ab (Absent)	Not counted for GPA	Not applicable
W (Course Withdraw)	Not counted for GPA	Not applicable

## ACADEMIC CALENDAR

<b>Term Name</b>	<b>Start Date</b>	<b>End Date</b>
SP08W1	3 <sup>rd</sup> Jan 2022	27 <sup>th</sup> Feb 2022
SP08W2	7 <sup>th</sup> Mar 2022	1 <sup>st</sup> May 2022
SU10W1	9 <sup>th</sup> May 2022	17 <sup>th</sup> Jul 2022
FA08W1	15 <sup>th</sup> Aug 2022	9 <sup>th</sup> Oct 2022
FA10W1	25 <sup>th</sup> Jul 2022	2 <sup>nd</sup> Oct 2022
FA10W2	10 <sup>th</sup> Oct 2022	18 <sup>th</sup> Dec 2022
Internship	25 <sup>th</sup> Apr 2022	

<b>Term Name</b>	<b>Start Date</b>	<b>End Date</b>
SP08W1	9 <sup>th</sup> Jan 2023	5 <sup>th</sup> Mar 2023
SP08W2	13 <sup>th</sup> Mar 2023	7 <sup>th</sup> May 2023
SU10W1	15 <sup>th</sup> May 2023	23 <sup>rd</sup> Jul 2023
FA08W1		
FA10W1	24 <sup>th</sup> Jul 2023	1 <sup>st</sup> Oct 2023
FA10W2	9 <sup>th</sup> Oct 2023	17 <sup>th</sup> Dec 2023
Internship	23 <sup>rd</sup> Oct 2023	

# BACHELOR PROGRAMS CREIGHTON LEADERSHIP BACHELOR'S PROGRAM

Awarded by Creighton University, Omaha Nebraska USA

In partnership with Creighton University, a Jesuit University in Omaha, Nebraska, graduates of the Diploma in Liberal Studies program (taught out in December 2021) can pursue their bachelor's degree. Learners receive a scholarship from Creighton and JWL to cover their tuition costs. Courses in ethics, finance, and theory help prepare graduates to enhance their communication skills and to become innovative leaders for social justice. The program is offered online and JWL learners enter the same global classroom as other Creighton learners.

Creighton University offers a limited number of Diploma in Liberal Studies graduates scholarships to complete their bachelor's degree in its online Bachelor's degree programs in Leadership Studies with a minor in Healthy Lifestyle Management. Learners will take 1-2 online courses every 8 weeks. A Creighton advisor will assist the student throughout his/her academic career at Creighton.

## B.S. IN LEADERSHIP STUDIES (MAJOR)

Grounded in the Jesuit leadership paradigm, this program prepares learners for leadership opportunities not just at work, but also in the ordinary activities of everyday life. Central to this adult-focused interdisciplinary leadership program is the premise that the leader must know him or herself.

## MINOR IN HEALTHY LIFESTYLE MANAGEMENT

The goal of the Minor in Healthy Lifestyle Management is to offer a program that focuses on whole person health by providing learners the knowledge, skills and values to work with people on an individual level to improve their personal health and well-being and prevent the onset and/or progression of chronic diseases.

Student fees and access to textbooks will be covered by this scholarship for up to 91 credit hours needed to complete the credits required for the obtainment of the degree. JWL will provide access to these textbooks. Access to the online Creighton library and the online tutoring and writing centers will be available.

The 45 transcribed credit hours from Regis University for the Diploma courses will transfer to Creighton University and will count toward the 128 hours needed for obtainment of a bachelor's degree.

The curriculum, as defined in the Creighton University catalogue, is outlined below:

### 36 Credits for Major Requirements

### **21 credits in Program Core Courses**

- Introduction to Integrated Leadership Studies
- Strategic Leadership & Project Management
- Ethical Dimensions of Leadership
- Financial and Quantitative Dimensions of Leadership
- **One of the following: Leadership and Social Justice: Faith Traditions and Global Perspectives OR Social Justice: In Thought and Action**
- Theories of Leadership and Organizational Change
- Leadership Capstone

### **15 Credits in Elective Courses**

- Additional 15 credits from ILS courses numbered 300 or above. Non-ILS courses with leadership relevance may be applied to major electives with approval of the program director.
- 35 Credits in Magis Core Curriculum
- Contemporary Composition
- Critical Issues in Human Inquiry
- Mathematical Reasoning
- Philosophical Ideas
- The Christian Tradition
- Understanding Natural Science
- Understanding Social Science
- Global Perspectives in History
- Literature
- Ethics
- The Biblical Tradition
- Intersections

### **42 Remaining Credits**

This program generously accepts up to **80 hours of credit** from other institutions. A minimum of **48 hours of the program** must be completed at Creighton University; **64 hours** if graduating with honors. Credits from the Diploma in Liberal Studies program, awarded by Regis University, transfer in as credits toward the Bachelor's degree.

# ADMISSION POLICY FOR THE CERTIFICATE IN LIBERAL STUDIES AND PRE-STEM CERTIFICATE PROGRAM

## GUIDING PRINCIPLES

JWL forms a global community of learners from marginalized communities to foster a more peaceful and humane world. JWL uses equitable high-quality tertiary learning to accomplish its mission.

It is the policy of JWL to ensure that all its academic processes, including admissions, reflect a commitment to diversity, equity, and student success.

1. JWL's commitment to diversity seeks to reflect among its student population differences that may include race, gender, religion, sexual orientation, ethnicity, nationality, language, disability, etc.
2. JWL's commitment to equity seeks to promote justice, impartiality, and fairness within all JWL procedures and processes, while ensuring that affirmative actions are taken to strive for equality.
3. JWL's commitment to inclusion seeks that all students feel welcome in all JWL programs and can participate fully.
4. JWL's commitment to student success seeks to ensure that prior to admission all students possess minimum academic readiness qualities (English language, math, etc.) to attain satisfactory academic progress leading to course completion/graduation.

## JWL ACADEMIC ADMISSIONS PROCESS

1. JWL Programs Team: Responsible for student prospecting, outreach, academic readiness, and equitable/fitness determination (meeting vulnerability, diversity, and student success criteria). A pool of pre-screened candidates is recommended to formally submit their applications into the JWL admission portal.
2. Responsibility of JWL's Academic Admissions and Registrar's Team: Upon receipt of the pre-screened student pool from the Programs Team, gather all student documentation, coordinate Linguaskill testing, interview students, grade essays, and make final recommendations for student intake finalists to universities.

## EQUITABLE HIGH-QUALITY TERTIARY LEARNING TARGETS

1. Equitable Tertiary Learning: JWL's target student population is determined by multiple aggregated factors including poverty, location, lack of opportunity, conflict, and forced displacement. As such, for every community learning center (CLC) a composite target student population should be specified during the CLC's inception. Generally, JWL observes the following best practices:



- a. In forced displacement settings (refugee camps) the target student population will reflect the following criteria:
    - i. At least 80% made up of a diverse refugee/asylum seeker student population.
    - ii. Up to 20% of the student population can be made up of local host community students, with an affirmative preference given to the recruitment of host community women making up at least 50% of host community students selected. Host community status will be determined through the presentation of a high school diploma indicating that the applicant graduated from a local high school located within the geographical confines of the refugee camps (location).
    - iii. 100% of applicants should not possess a prior higher education degree(s) or be current students in a higher education degree program (lack of opportunity).
    - iv. Gender parity seeks an equal share male/female ratio. Where this ratio is not achievable, women should represent at least 30% of the student cohort intake even if this causes to limit the cohort size for the course.
  - b. In poverty-stricken settings or places of conflict the student target population will reflect the following criteria:
    - i. 100% made up of a diverse local population reflecting socio-economic vulnerability and lack of opportunity to access higher education. This will be demonstrated by students not possessing prior higher education credentials and by acknowledging the absence of institutions of higher learning in a particular location.
    - ii. Gender parity seeks an equal share male/female ratio. Where this ratio is not achievable, women should represent at least 30% of the student cohort intake even if this causes to limit the cohort size for the course.
    - iii. JWL will only allocate funded study places to partners once these selection criteria have been met.
2. High-Quality Tertiary Learning:
- a. JWL is committed to student success and as such will take diligent care to ensure that students are not prone to fail. One strategy that JWL adheres to is ensuring pre-admission that students meet a minimum English Language Competency, as follows:
    - i. All applicants will be tested using the JWL English Language Diagnostic Test. The expected score for the diagnostic test will be C1.
    - ii. Students not scoring C1 on the JWL Diagnostic Test will be required to start at the appropriate level GEL course as indicated by the Diagnostic Test and study through to completion of B2 level. The Cambridge Assessment Linguaskill test will then be administered.
    - iii. Those scoring C1 on the JWL Diagnostic Test will then take the Cambridge Assessment Linguaskill test to see if they are exempt from the English requirement (score must be B2). Those not scoring B2 on the Cambridge

Assessment Linguaskill test will be required to take GEL classes through B2.

- iv. A Cambridge Assessment Linguaskill score of at least a B1+ (150) or above is required for admission into the JWL Pre-STEM program whose school of record is Creighton University. Students should be at B2 level after their first year in the certificate program to continue to the bachelor's completion programs.
- v. Students who applied and are not accepted due to insufficient English language proficiency will not be able to reapply unless they enroll in a JWL-run/sponsored GEL program or attend a similar course of study offered by another provider/institution, and obtain a certificate attesting that they have attained the level of English language proficiency required for admission to the JWL Pre-STEM program.
- b. Good academic record in high school: Students must prove that they have completed their high school requirements and hold minimum academic credentials including at least a C in math on their high school record/national exam.
- c. In sum, successful applicants will meet the following requirements:
  - i. Meet minimum Cambridge Assessment Linguaskill score of 150 (B1+)
  - ii. Write an invigilated academic essay that will be scored and considered for admission
  - iii. Interview
  - iv. Completion of a GEL course through B2 level unless applicants score B2 on the Cambridge Assessment Linguaskill test
  - v. Meet minimum academic requirements

Admission is based on a composite score of all admission criteria. Special circumstances are considered for women.

The on-site JWL Representative/Coordinator can advocate for an applicant based on academic potential and community engagement. The Chief Academic Officer and the Program Director of the partnering university. carry out the final review of admission scores from all sites. The final authority for admission decisions rests with the partnering university.

# Privacy Policy – for Data stored by JWL

Please see <https://www.jwl.org/governance/greater-good-principles> for the latest version.

Privacy Policy – January 22, 2022

Jesuit Worldwide Learning – Higher Education at the Margins (JWL) is a registered non-government Association in Geneva, Switzerland (registration CHE 334 930 55999); registered in the United States of America as a 501 c(3) non-profit entity organized in the State of Washington (#46-2795989) and registered in Germany as a support Association (Förderverein VR Nr.207992). JWL is committed to protecting your privacy.

We endeavour to at all times respect any personal information You share with Us, or that We receive from other organisations, and keep it safe. The provision of your personal information to Us is voluntary. This Privacy Policy (henceforth referred to as 'Policy') contains important information about your personal rights to privacy, sets out Our data processing practices and your rights and options regarding the ways in which your personal information is collected (through Our Website – [www.jwl.org](http://www.jwl.org)) and used. Please read it carefully to understand how We use your personal information.

## Interpretation

The words of which the initial letter is capitalized have meanings defined under the following conditions. The following definitions shall have the same meaning regardless of whether they appear in singular or in plural.

## Definitions

For the purposes of this Privacy Policy:

- Account means a unique account created for You to access Our Service or parts of it.
- Organization / JWL (referred to as either "the Organization", "We", "Us" or "Our" in this Agreement) refers to Jesuit Worldwide Learning.
- Cookies are small files that are placed on Your computer, mobile Device or any other Device by a Website, containing the details of Your browsing history on that website among its many uses.
- Country refers to: Switzerland, United States or Germany, where JWL is legally registered.
- Device means any Device that can access the Service/Website such as a computer, a cell phone or a digital tablet.
- Personal Data is any information that relates to an identified or identifiable individual.
- Service refers to the Website.
- Service Provider means any natural or legal person who processes the data on behalf of the Organization. It refers to third-party companies or individuals employed by the Organization to facilitate the Service, to provide the Service on behalf of the Organization, to perform Services related to the Service or to assist the Organization in analyzing how the Service is used.

- Usage Data refers to data collected automatically, either generated by the use of the Service or from the Service infrastructure itself (for example, duration of a page visit).
- Website refers to the Jesuit Worldwide Learning “Website”, accessible at <http://www.jwl.org>
- You means the individual accessing or using the Service, or the Organization, or other legal entity on behalf of which such individual is accessing or using the Service, as applicable.

## Policy Content Index

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  14. Links and third parties
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  16. How to contact Us
- 
1. How is your Personal Data protected?

Your Personal Data is protected by specific legislation, including:

- The Privacy and Electronic Communications (EC Directive) Regulations 2003, as amended by The Privacy and Electronic Communications (EC Directive) (Amendment) Regulations 2011
- Directive 2009/136/EC of 25 November 2009 (“The European Union Cookie Directive”).
- European Union’s General Data Protection Regulation (EU) 2016/679, specifically Article 5 (GDPR).
- United States of America Gramm-Leach-Bliley Act (GLBA).
- United States of America Family Educational Rights and Privacy Act of 1974 as amended (FERPA).
- United States of America Health Insurance Portability and Accountability Act (HIPPA).

## 2. When do We collect personal information about You?

- When You give it to Us directly

For example, personal information that You submit through Our Website by making a donation, signing up for Our e-mail newsletter or filling in a form to register your interest in Our activities (volunteering, becoming a professor, a tutor, a donor), or personal information that You give to

Us when You communicate with Us by email, phone, letter, through Our Website and social media sites.

- When it is available publicly

Your personal information may be available to Us from external publicly available sources. For example, depending on your privacy settings for social media services, We may access information from those accounts or services (for example when You choose to interact with Us through platforms such as Facebook, You-Tube, Instagram or Twitter).

When You visit Our Website

We do not collect any personal information when You browse Our Website. We only collect personal information if You choose to do so by subscribing to Our newsletter, communicate an interest in becoming a professor and tutor via the online application process or volunteer by emailing [jwlinfo@jwl.org](mailto:jwlinfo@jwl.org), and wish to donate). In general, We may combine your personal information from these different sources for the purposes set out in this Policy.

JWL Newsletter

Via Our Website You can also register for Our Newsletter. In this case, You are giving your consent to processing your email address for the purpose of sending a Newsletter with

information about JWL. We will not transfer the email address We have received for newsletters to any third party, except for the purpose of sending out the newsletter, where We may work with a specialised provider contracted by Us:

Mailchimp: <https://mailchimp.com/legal/privacy/>, The Rocket Science Group LLC d/b/a MailChimp, 675 Ponce de Leon Ave NE, Suite 5000 Atlanta, GA 30308 USA. You can, of course, unsubscribe from the newsletter at any time via email [jwlinfo@jwl.org](mailto:jwlinfo@jwl.org), or better by following the instructions provided at the bottom of each newsletter. After unsubscribing, your email address will be removed from the system handling the newsletter.

Social Plugins

- Facebook Like Button: [https://de-de.facebook.com/full\\_data\\_use\\_policy](https://de-de.facebook.com/full_data_use_policy) by Facebook Inc., 1601 S. California Avenue, Palo Alto, CA 94304, USA; Facebook, 4 Grand Canal Square, Dublin 2, Ireland
- Twitter Tweets: <http://twitter.com/privacy> by Twitter Inc., 1355 Market St, Suite 900, San Francisco, CA 94103, USA; Twitter, 1 Cumberland Place, Dublin 2, Ireland
- Instagram integration, <https://help.instagram.com/155833707900388>, by Instagram LLC, 1601 Willow Rd, Menlo Park CA 94025, USA
- LinkedIn Share Button, <https://www.linkedin.com/legal/privacy-policy> by LinkedIn Ireland Unlimited Company, Wilton Plaza, Wilton Place, Dublin 2, Ireland
- YouTube: <https://support.google.com/youtube/answer/2801895?hl=en>, YouTube LLC, 901 Cheery Ave., San Bruno, CA 94066, USA

Most of those services will not be contacted unless You specifically click on the respective buttons, but they may also establish a direct connection, which will allow the services to combine the information that you are accessing Our Service with your Account information, if You are logged in to the respective service. Upon clicking the respective logo, the information will then be made publicly available, according to the specific policies of the service as well as your preferences within that service.

## Becoming a JWL Professor or Tutor

Should You be interested in applying and registering to become a JWL Professor or Tutor, You will have to agree to the following data application processing. In order to register as a JWL Professor or Tutor, You must successfully apply first. The application process meets two more goals:

- To ensure that You are eligible to become a Professor or Tutor.
- To ensure that You meet Our eligibility criteria as a JWL Professor or Tutor, according to your qualifications and motivation.

The following pieces of data are collected and used to create your JWL Professor or Tutor Account as an applicant:

- first name
- last name
- email
- gender
- country
- city
- date of birth
- phone number
- languages spoken
- country You went to school
- your education level
  
- your previous educational degrees
- name of university
- resume
- Your current position
- Your current employer and employer location
- Previous experience and skills

The respective documents uploaded or emailed to Us by You are stored separately from your Account information.

When your application is successful You may be provided an email Account with an address having either your first and last names or two letters, representing the first initial of your first and last names, and a number. This Account will be maintained either by Microsoft 365 or Google Inc., and administered by Us as part of their Microsoft and/or Google-for-Nonprofits programme respectively.

The Data is transferred to Microsoft or Google Inc., under an agreement, which includes the standard-clauses predefined by the European Commission, as a possible legal basis for such transferal.

To use Our Service You will need to agree to Microsoft's terms of Service and Privacy Policy:

<https://privacy.microsoft.com/de-de>

<https://www.microsoft.com/en-ie/eucomplancedoc/default.aspx>



<https://privacy.microsoft.com/de-de/privacystatement>

To use Our Service You will need to agree to Google's terms of Service and Privacy Policy:

<https://www.google.com/intl/en/policies/terms/>

<https://www.google.com/policies/privacy/>

Effectively, the Account entails a number of functions. A core functionality, besides Email, is the use of the login-mechanism, i.e. You will need to login via this Account, when wanting to access Our Services.

#### Services

As a JWL Professor or Tutor, You are given access to a number of Services and functionalities of the platform, for which Personal Data needs to be collected. Specifically:

- to provide recommendations for supporting which online courses
- to provide further information about Our recent developments at JWL
- to deliver a possibility for exchange through Our online learning forum

JWL may collect, process and use the content and other information Users provide when using the Services, including the data submitted for signing up for a Service, creating or sharing content, and messaging or communicating with others on the Website. Such information may include:

- first name
- last name
- email
- gender
- country location
- city
- date of birth
- phone number
  
- etc.

Additional Information via phone, email and other means. JWL may send You updated information via email or other messaging Services for which the respective contact details are used.

These Services include:

- WhatsApp: for certain services We may also ask You to communicate through WhatsApp Messenger service ( <https://www.whatsapp.com/legal/#privacy-policy>)
- Microsoft 365 (<https://www.microsoft.com/en-us/microsoft-365>) and its Teams App (<https://www.microsoft.com/en-us/microsoft-teams/group-chat-software>)
- Google Hangouts: may be used for phone conversations with students and video calls within JWL -organized group tutorial sessions ([https://www.google.com/+policy/call- phones-terms.html](https://www.google.com/+policy/call-phones-terms.html))
- Facebook Groups: May be used for recruiting purposes and for the Organisation of student events. ([https://www.facebook.com/legal/FB\\_Work\\_Privacy](https://www.facebook.com/legal/FB_Work_Privacy))

Such messages may include information about Our Organization and recent developments. We may also contact You in case of questions in connection with the JWL Website, as well as to inform You on changes with regard to this Data Privacy Policy or any other Terms of Services.

#### Other disclosures

Other than in the aforementioned cases, JWL will not transmit your Personal Data to any third parties, unless We are obliged to do so because of legal regulations (e.g. disclosure to courts or law enforcement authorities), You have given Us your explicit consent, or the disclosure is permitted by law. A disclosure may for example be permitted when such disclosure is required for Us to be able to render Our Services to the user on the JWL Website.

### 3. What personal information do We use?

We may collect, store and otherwise process the following kinds of personal information:

- your name and contact details including postal address, telephone number, email address and, where applicable, social media identity;
- your financial information, such as bank details and/ or credit/ debit card details, Account holder name, sort code and Account number;
- personal descriptions and photographs;
- details of your qualifications/ experience;
- any other personal information which You choose to share with Us.

#### Do We process special categories of data?

The EU General Data Protection Regulation (GDPR) recognizes certain categories of personal information as sensitive and therefore requiring more protection, for example information about your health, ethnicity and political opinions.

In certain situations, the JWL may collect and/or use these special categories of data. We will only process these special categories of data if there is a valid reason for doing so and where the GDPR allows us to do so.'

### 4. How and why will We use your personal information?

Your personal information, however provided to Us, will be used for the purposes specified in this Policy. In particular, We may use your personal information:

- to provide You with information You have requested;
- to provide Services to Our beneficiaries (students);
- to provide further information about Our work, Services or activities (where necessary, and only where You have provided your consent to receive such information);
- to process your donations;
- to answer your questions/ requests and communicate with You in general;
- to manage relationships with Our supporters and beneficiaries;
- to further Our charitable aims in general, including for fundraising activities;
- to analyse and improve Our work, Services, activities or information (including Our Website), or for Our internal records;

- to report on the impact and effectiveness of Our work;
- to run/ administer Our Website, keep them safe and secure and ensure that content is presented in the most effective manner for You and for your Device;
- to register, administer and personalise online accounts;
- to register and administer your participation in events;
- to process your application for a job or volunteer role with Us when You apply through Our Becoming a professor, Becoming a tutor or Get involved pages;
- to administer your employment/contracting/voluntee agreement relationship with Us;
- to audit and/ or administer Our accounts;
- to satisfy legal obligations which are binding on Us, for example in relation to regulatory, government and/ or law enforcement bodies with whom We may work (for example requirements relating to the payment of tax or anti-money laundering);
- for the prevention of fraud or misuse of Services; and/or
- for the establishment, defense and/ or enforcement of legal claims.

## 5. Lawful bases

The GDPR requires Us to rely on one or more lawful bases to use your personal information. We consider the grounds listed below to be relevant:

- Where You have provided your consent for Us to use your personal information in a certain way (for example, You have subscribed to receive Our newsletter or e-mailed Us asking for further information about or programmes).
- Where necessary so that We can comply with a legal obligation to which We are subject (for example, where We are obliged to share your personal information with regulatory bodies which govern Our work and Services).
- Where necessary for the performance of a contract to which You are a party or to take steps at your request prior to entering a contract (for example, if You apply to work for/ volunteer with Us).
- Where there is a legitimate interest in Us doing so.

The GDPR allows Us to collect and process your personal information if it is reasonably necessary to achieve Our or others' legitimate interests (as long as that processing is fair, balanced and does not unduly impact your rights).

In broad terms, Our "legitimate interests" means the interests of running JWL as a charitable entity and pursuing Our aims and ideals; for example providing information about current humanitarian crises, processing donations, administering events and taking applications for volunteers.

When We process your personal information to achieve such legitimate interests, We consider and balance any potential impact on You (both positive and negative), and your rights under data protection laws. We will not use your personal information for activities where Our interests are overridden by the impact on You, for example where use would be excessively intrusive (unless, for instance, We are otherwise required or permitted to by law).

## 6. Communications for marketing/ fundraising

We may use your contact details to provide You with information about Our work, events, Services and/ or products which We consider may be of interest to You (for example, about Services You previously used, or updates about fundraising appeals and/or volunteering opportunities via Our newsletter).

Where We do this via email or telephone, We will not do so without your prior consent (unless allowed to do so via applicable law). Where You have provided Us with your consent previously but do not wish to be contacted by Us about Our projects in the future, please let Us know by email at [jwlinfo@jwl.org](mailto:jwlinfo@jwl.org). You can opt out of receiving emails from the JWL at any time by clicking the “unsubscribe from this list” link at the bottom of Our emails.

## 7. Donations

When You use Our secure online donation function You will be directed to a specialist payment Services provider who will receive your financial information to process the transaction. We will provide your personal information to the payment Services provider only to the extent necessary for the purpose of processing your donation.

## 8. How long do We keep your Personal Information?

In general, unless still required in connection with the purpose(s) for which it was collected and/or processed (for example for employment, contracting or volunteering), We remove your personal information from Our records six years after the date it was collected. However, if before that date (i) your personal information is no longer required in connection with such purpose(s), (ii) We are no longer lawfully entitled to process it or (iii) You validly exercise your right of erasure (please see Section 11 below), We will remove it from Our records at the relevant time. Please note where legally required, We will maintain your Data accordingly and as required by law as it relates to employment, contracting or volunteering.

If You request to receive no further contact from Us, We will keep some basic information about You on Our suppression list in order to comply with your request and avoid sending You unwanted materials in the future.

## 9. Will We share your personal information?

We do not sell or rent your personal information to third parties for marketing purposes. However, in general We may disclose your personal information to selected third parties in order to achieve the purposes set out in this Policy:

- JWL USA;
- JWL Förderverein Germany;
- JWL Association Switzerland;
- Suppliers, partners and sub-contractors for the performance of any contract We enter into with them, for example IT service providers such as website hosts or cloud storage providers (Seitwerk GmbH);
- financial companies such as Paypal that collect or process donations on Our behalf;

- professional service providers such as accountants and lawyers;
- news media outlets;
- social media platforms (certain online identifiers, such as IP address, only);
- regulatory authorities, such as tax authorities;

In particular, We reserve the right to disclose your personal information to third parties:

- if We are under any legal or regulatory duty to do so; and/or
- to protect the rights, property or safety of JWLL, its personnel, users, visitors or others.

## 10. Security/ storage of and access to your personal information

JWLL is committed to keeping your personal information safe and secure. We have appropriate and proportionate security policies as well as organisational and technical measures in place to help protect your information. Your personal information is only accessible by appropriately trained staff, volunteers and contractors, and stored on secure servers with features enacted to prevent unauthorised access.

### IT Security

For the purpose of handling security incidents and to help diagnosing problems with Our servers, We automatically store log files of the data which your browser sends when visiting the page. Additionally We collect diagnostic data which may include personally identifiable information, such as:

- Name (as You enter it to a form on Our Website)
- Email address (which You use to Login or enter on Our Website)
- Username (which You use on Our Website)
- Mobile Device ID (of your mobile Device)
- IP Address (the number that is automatically assigned to your computer when You use the Internet)
- Browser type and -version
- Operating System
- Referrer URL (the page, from which this page was linked, including the search term, in case of a search engine)
- Time and date of the request.

## 11. International Data Transfers

Given that We are part of an international organisation and because We use agencies and/ or suppliers to process personal information on Our behalf, it is possible that personal information We collect from You will be transferred to and stored in a location outside the European Economic Area (“EEA”), for example the United States.

Please note that some countries outside of the EEA have a lower standard of protection for personal information, including lower security requirements and fewer rights for individuals. Where your personal information is transferred, stored and/or otherwise processed outside the EEA in a country that does not offer an equivalent standard of protection to the EEA, We will take all reasonable steps necessary to ensure that the recipient implements appropriate

safeguards (such as by entering into standard contractual clauses) designed to protect your personal information and to ensure that your personal information is treated securely and in accordance with this Policy. If You have any questions about the transfer of your personal information, please contact Us using the details noted under section #16.

Unfortunately, no transmission of your personal information over the internet can be guaranteed to be 100% secure – however, once We have received your personal information, We will use strict procedures and security features to try and prevent unauthorised access.

## 12. Exercising your Rights

Where We rely on your consent to use your personal information, You have the right to withdraw that consent at any time. You also have the following rights:

- Right of access – You can write to Us to ask for confirmation of what personal information We hold on You and to request a copy of that personal information. Provided We are satisfied that You are entitled to see the personal information requested and We have successfully confirmed your identity, We will provide You with your personal information subject to any exemptions that apply.
- Right of erasure – at your request We will delete your personal information from Our records as far as We are required to do so. In many cases We would propose to suppress further communications with You, rather than delete it.
- Right of rectification – if You believe Our records of your personal information are inaccurate, You have the right to ask for those records to be updated. You can also ask Us to check the personal information We hold about You if You are unsure whether it is accurate/up to date.
- Right to restrict processing – You have the right to ask for processing of your personal information to be restricted if there is disagreement about its accuracy or legitimate usage.
- Right to object – You have the right to object to processing where We are (i) processing your personal information on the basis of the legitimate interests ground, (ii) using your personal information for direct marketing or (iii) using your information for statistical purposes.
- Right to data portability – to the extent required by the GDPR, where We are processing your personal information (that You have provided to Us) either (i) by relying on your consent or (ii) because such processing is necessary for the performance of a contract to which You are party or to take steps at your request prior to entering into a contact, and in either case We are processing using automated means (i.e. with no human involvement), You may ask Us to provide the personal information to You – or another service provider – in a machine-readable format.
- Rights related to automated decision-making – You have the right not to be subject to a decision based solely on automated processing of your personal information which produces legal or similarly significant effects on You, unless such a decision (i) is necessary to enter into/perform a contract between You and Us/another organisation; (ii) is authorised by EU or Member State law to which JWL is subject (as long as that law offers you sufficient protection); or (iii) is based on your explicit consent.

We may ask You for additional information to confirm your identity and for security purposes, before disclosing personal information requested to You. Please note that some of these rights

only apply in limited circumstances. For more information, We suggest that You contact Us using the details below.

You are further entitled to make a complaint about Us or the way We have processed your personal information to the data protection supervisory authority in your home country. In the Switzerland, the data protection authority is the Federal Data Protection and Information Commissioner (EDÖB/FDPIC) (<http://www.privatim.ch/de/privatim/> or <https://www.edoeb.admin.ch/edoeb/de/home.html>). In Germany, it is Die Bundesbeauftragte für den Datenschutz und die Informationsfreiheit (<http://www.bfdi.bund.de/>).

### 13. Changes to this Policy

We may update this Policy from time to time. We will notify You of significant changes by contacting You directly where reasonably possible for Us to do so and by placing an update Policy on Our Website. This Policy was last updated on 25 January 2022. You are advised to

review this Privacy Policy periodically for any changes. Changes to this Privacy Policy are effective when they are posted on this page.

### 14. Links and third parties websites

We link Our Website directly to other sites. This Policy does not cover external websites and We are not responsible for the privacy practices or content of those sites. We encourage You to read the privacy policies of any external websites You visit via links on Our Website.

Our Website may contain links to other websites that are not operated by Us. If You click on a third party link, You will be directed to that third party's site. We strongly advise You to review the Privacy Policy of every site You visit. We have no control over and assume no responsibility for the content, privacy policies or practices of any third party sites or services.

### 15. Cookies

In order to optimize Our Services, We use Cookies on different pages of the JWL platform. Cookies are small text files that are stored on your Device. We use Cookies and similar tracking technologies to track the activity on Our Website and store certain information. Some of the Cookies will be deleted at the end of your browser session (so-called session Cookies). Other Cookies may remain on your Device and allow Us to identify your browser the next time You visit the JWL platform (so-called persistent Cookies).

If any of the Cookies which are implemented on Our Website process personal information, then only for the purpose of improving the usability of the Website and within Our legitimate interest in accordance with Art. 6 para. 1 lit. f EU GDPR.

Tracking technologies used are beacons, tags, and scripts to collect and track information and to improve and analyze Our Website. The technologies We use may include:

- Cookies or Browser Cookies. A cookie is a small file placed on Your Device. You can

instruct Your browser to refuse all Cookies or to indicate when a Cookie is being sent. However, if You do not accept Cookies, You may not be able to use some parts of our Service. Unless You have adjusted Your browser setting so that it will refuse Cookies, our Service may use Cookies.

- **Web Beacons.** Certain sections of Our Service and Our emails may contain small electronic files known as web beacons (also referred to as clear gifs, pixel tags, and single-pixel gifs) that permit the Company, for example, to count users who have visited those pages or opened an email and for other related website statistics (for example, recording the popularity of a certain section and verifying system and server integrity).

Cookies can be "Persistent" or "Session" Cookies. Persistent Cookies remain on Your personal computer or mobile Device when You go offline, while Session Cookies are deleted as soon as You close Your web browser. We use both Session and Persistent Cookies for the purposes set out below:

#### Necessary / Essential Cookies

Type: Session Cookies / Administered by: Us

Purpose: These Cookies are essential to provide You with Services available through the Website and to enable You to use some of its features. They help to authenticate users and prevent fraudulent use of user accounts. Without these Cookies, the Services that You have asked for cannot be provided, and We only use these Cookies to provide You with those Services.

Cookies Policy / Notice Acceptance Cookies

Type: Persistent Cookies / Administered by: Us

Purpose: These Cookies identify if users have accepted the use of cookies on the Website.

#### Functionality Cookies

Type: Persistent Cookies / Administered by: Us

Purpose: These Cookies allow Us to remember choices You make when You use the Website, such as remembering your login details or language preference. The purpose of these Cookies is to provide You with a more personal experience and to avoid You having to re-enter your preferences every time You use the Website.

You can set your browser so that it enables You to decide in each case whether or not to accept or reject all Cookies or specific Cookies being installed by a webpage. In case of non-acceptance of Cookies, the functionality of the JWL platform may be limited. More information about the Cookie settings for your browser can be found under following links:

Google Chrome:

<https://support.google.com/accounts/answer/61416?hl=en&co=GENIE.Platform%3DDesktop>

Mozilla Firefox:

<https://support.mozilla.org/en-US/kb/cookies-information-websites-store-on-your-computer>

Microsoft Internet Explorer:

<https://support.microsoft.com/en-us/help/17442/windows-internet-explorer-delete-manage-cookies>

Apple Safari: <https://support.apple.com/kb/ph21411>

Opera: <http://help.opera.com/Windows/10.20/en/cookies.html>



## 16. How to contact Us

Please let Us know if You have any questions or concerns about this Policy or about the way in which JWL processes your personal information by contacting Us at the following channels:

Email: [jwlinfo@jwl.org](mailto:jwlinfo@jwl.org) Telephone: +41 (0)22 525 3833

Post: Jesuit Worldwide Learning, 18 Rue Jacques-Dalphin, 1227 Carouge, Geneva, Switzerland

## Appendix 2b.

### Creighton privacy policy

Creighton University's policy relating to the confidentiality and privacy of student records is in keeping with the Family Educational Rights and Privacy Act (FERPA). Information about students or former students will not be released without the consent of the student other than in the exceptions stated in the Federal Act. FERPA affords students certain rights with respect to their educational records. They are:

1. 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, Department Chair, or other appropriate official, a written request that identifies the record(s) they wish to inspect. The University official will make arrangements for, 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.

2. The right to request the amendment of the student's education records that the student believes is inaccurate or misleading. Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write the University official responsible for the record, clearly identifying the part of the record they want changed and specify why it is inaccurate or misleading. 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.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosures without consent. One exception that 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 (including Public Safety personnel and Student Health staff); a person or company with whom the University has contracted (such as an attorney, auditor, collection agency, and the National Student Clearinghouse); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

Generally, schools must have written permission from the student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions:

- School officials with legitimate educational interest
- Other schools to which a student is requesting transfer or enrollment
- Specified officials for audit or evaluation purposes
- Appropriate parties in connection with financial aid to a student
- Organizations conducting certain studies for or on behalf of the school
- Accrediting organizations

- To comply with a judicial order or lawfully issued subpoena
- To a parent of a student under the age of 21 concerning the student's violation of any law or policy regarding the use or possession of alcohol or a controlled substance
- Appropriate officials in cases of health and safety emergencies
- Disclosures to the student

FERPA permits disclosure of education record information to a student's parent or guardian if the student is their dependent for federal tax purposes. To rely on the exception, the University must verify a student's dependent status by asking the student for confirmation or by asking the parent/guardian to provide a copy of the portion of their tax return showing they claimed the student as a dependent. Students may grant their parents or another third party access to their academic records by following the procedure on their N.E.S.T. account.

FERPA also allows the University to disclose directory information without the written consent of the student. Directory information is information contained in an education record of a student which generally would not be considered harmful or an invasion of privacy if disclosed. Directory information includes the student's full name, the fact that the student is or has been enrolled, full-time/parttime status, local and permanent address(es), e-mail address(es), telephone number(s), date and place of birth, dates of attendance, division (school or college), class, major field(s) of study and/or curriculum, expected graduation date, degrees and awards received, participation in officially recognized activities and sports, weight and height of members of athletic teams, photographs, and previous educational agency or institution attended by the student. A currently enrolled student may request any or all directory information not be released by indicating this on their N.E.S.T. account. The restriction shall not apply to directory information already published or in the process of being published. Once the student has designated a confidential classification, it will not be removed until the student indicates this through their N.E.S.T. account or submits a signed request to the Registrar's Office.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Creighton University to comply with requirements of FERPA.

## 22 Course Key to Abbreviations and Symbols

The name and address of the office that administers FERPA are:

Family Policy Compliance Office  
 U.S. Department of Education  
 400 Maryland Avenue, SW  
 Washington, DC 20202

## Location, Types, and Custody of Educational Records

Following is a listing of the location and types of education records and the office of the respective official responsible:

### Registrar's Office (Brandeis Hall 202)

- Application for admission and supporting documents, including standardized test scores, transcripts of academic work completed elsewhere
- Cumulative academic records

- Academic action reports
- Correspondence, etc.

#### School or College Dean's Office

- Records will vary with Dean's Office, but may include records and reports in original or copy form, generally comparable to those maintained by Registrar
- Academic progress reports, evaluations and related actions
- Attendance data
- Correspondence, etc.

#### Academic Advisor's Office

- Cumulative files containing academic information are maintained by some academic departments and by some faculty advisors concerning their advisees

#### Athletic Department (Ryan Athletic Center)

- Directory information
- Recruiting and eligibility records
- Performance statistics

#### Center for Health and Counseling (Harper Center, Room 1034)

- Medical records
- Counseling records

#### Office of International Programs (Creighton Hall, Third Floor)

- Records of international students
- Records of students who studied abroad

#### Residence Life Office (Swanson Hall 136)

- Housing information

#### Student Financial Aid Office (Harper Center 1100)

- Financial aid records

#### Student Financial Services Office (Harper Hall 1100)

- Financial records, including those pertaining to tuition, fees, and student loans

#### University Relations (Wareham Building, 3rd Floor)

- Directory information and other personal data about former students and graduates, and their subsequent activities and achievements

#### Vice Provost for Student Success (Creighton Hall 224)

- Disciplinary records

#### University Ministries (Creighton Hall, Room 110)

- Directory information
- Religious affiliation

Questions concerning the Student Records Policy may be referred to the University Registrar, who is designated as the University Custodian of Student Records.

## Appendix 3

### Academic Integrity Policy

Academic Integrity is a hallmark of academic excellence. The International Center for Academic Integrity defines academic integrity as a commitment to five fundamental values: honesty, trust, fairness, respect, and responsibility<sup>4</sup>.

Academic Integrity is a simple prerequisite for the pursuit of knowledge. Students, online instructors and onsite facilitators are expected to adhere to the standards of good academic conduct: being responsible for one's own academic work, participating with good faith in academic discussions, and acknowledging the work of others.

Displaying ethical behaviours in a learning environment will help the students develop leadership traits, mainly honesty and respect of the others. Jesuit Worldwide Learning and its partner universities consider Academic Integrity as a prerequisite for any academic achievement. This is why we dedicate this document to introduce the concept of plagiarism, one of the most common infringements to Academic Integrity.

### What is Plagiarism?

Plagiarism is a form of dishonesty by which a person

- i) misrepresents someone else's words, ideas, phrases, sentences or data as his or her own, or gives some fictitious reference; and
- ii) fails to properly acknowledge the source of the phrases, sentences, paragraphs or paraphrased ideas.

This also involves self-plagiarism where one takes without referencing/acknowledging one's own published works.

This definition applies to other persons being **authors or resources** found online in **whatever language** and also applies to appropriating the work of **peers and other students**. Both the intentional and unintentional use of another's work constitutes plagiarism. Put in simple terms: Taking someone else's work without acknowledging that properly is a type of **"theft"**, and should be viewed as such.

Examples of plagiarism include, but are not limited to the following. JWLV will apply plagiarism checking tools and any percentage above 0% states a violation of this policy:

- *Directly quoting another person's words without the use of quotation marks and/or acknowledging the source*
- *Paraphrasing, or restating, another person's ideas, opinions or theories without acknowledging the source*
- *Inspiring from another person's artwork: song, poem, novel, drama, etc. without acknowledging the original author*
- *Using facts, statistics, or other material taken from a source without acknowledging the source*
- *Translating a source from another language without acknowledgement of the original source*
- *Failing to properly cite an original source when using a secondary source*

Unfortunately, the use of uncited, unreferenced, and improperly quoted material is common among students of all ages and worldwide. This policy intends to clarify the rules to be followed and make them accountable to any deviation. We therefore require you to respect the standards and show full honesty in all your submissions, otherwise the sanctions will be increasingly severe and you might risk failing the course.

In case a student shares his works with another student, he has to request, that he is referenced properly. If the one who uses the works, fails to reference his source, both parties are subject to the same sanction.

Please refer to your onsite facilitator if you feel that the idea of plagiarism is still not clear to you, or if you feel confused about a specific case.

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<sup>4</sup> The Fundamental Values, Second Edition, the International Center for Academic Integrity, 2014.

## Actions in case of Violation

The online instructors are requested to report all offenses of plagiarism, including first time violations even without sanction to the concerned onsite facilitator. The table hereafter depicts three levels of violations. The onsite facilitator is responsible for keeping track and maintaining records of all the levels. Depending on the level of infringement, the information is escalated as follows:

- **Level I:** The onsite facilitator and the online instructor.
- **Level II:** As Level I and the center coordinator.
- **Level III:** as level II and JWL Academic Director.

The center coordinator is informed and keeps tracks of offenses of level II and III to help the learning centers identifying repeat offenders across programs.

EXAMPLARY VIOLATIONS	CORRECTIVE ACTIONS AND/OR POTENTIAL SANCTIONS
<b>Level I</b>	
<ul style="list-style-type: none"> <li>• Unintentional oversight of proper citation guidelines</li> <li>• Offenses in which there are considered to be mitigating circumstances</li> </ul> <p><u>Any subsequent Level I violation will be considered at least a Level II violation.</u></p>	<p>At the discretion of the online instructor, sanctions are limited to the level of the assignment or the week. They may include but are not limited to the following:</p> <ul style="list-style-type: none"> <li>➤ Resubmission of work with penalty of retaining points, OR awarding 0 for the assignment.</li> </ul> <p>AND/OR</p> <ul style="list-style-type: none"> <li>➤ Other pedagogical measures which help the student to improve his academic writing skills.</li> </ul>
<b>Level II</b>	
<ul style="list-style-type: none"> <li>• Deliberate violations of the academic integrity policy</li> <li>• Subsequent Level I violations may be considered at least a Level II</li> </ul>	<p>First time violations in this category will be dealt with at the course level and sanctions may include the following:</p> <p>Awarding 0 for the assignment, OR awarding 0 for the entire week work, AND/OR</p> <p>Other appropriate remedial action as directed by the online instructor.</p>
<b>Level III</b>	

EXAMPLARY VIOLATIONS	CORRECTIVE ACTIONS AND/OR POTENTIAL SANCTIONS
<ul style="list-style-type: none"> <li>• Flagrant disregard for academic integrity policy, or obvious violations of the policy</li> <li>• Subsequent Level II violation may be considered a Level III violation</li> </ul>	<p><b>Level III:</b> Consultation by the Online Teacher with the JWL USA Academic Director and/or the Director of the Creighton University program is required for all offenses assigned to Level III. Sanctions for Level III violations may include course failure, and the withdrawal of the JWL scholarship to a JWL program.</p>

### Examples of incidents from other JWL programmes

Incident Level	Incident	Action
Level I	Student X plagiarized on their week 2 paper in Interdisciplinary Arts Section 2. I've attached the plagiarism detection tool report which shows an 89% match.	Redo the assignment
Level I	Student Y made use of an assignment from a student in a previous cohort. And this is his first violation.	Redo the assignment & Discuss with the local center facilitator/Advisor to help him avoid any future violations.
Level II	Student Y is plagiarizing for the second time. He copied from Khan Academy. The introductory paragraph is also border-line too close to other online sources. About 40%-50% of his work is taken directly from online sources	Award 0 for the assignment without Redo
Level II	The student copied portions of her essay directly from an online source in French. This the second time for the student	Award 0 for the assignment without Redo

Level III	Quoting from the Instructor "Unfortunately, this has occurred a third time. I gave the student the opportunity to redo their first paper and it came back as plagiarized at 76%. In reviewing the paper, large portions were copied from various sources. I've attached the Plagiarism Detector Report."	Fail the course
Level III	The student has repeatedly plagiarized three times in this course despite the advice and follow-up of the online and the onsite facilitators	Fail the course



