



JESUIT WORLDWIDE LEARNING
HIGHER EDUCATION AT THE MARGINS

COURSE CATALOGUE 2020-2021





JWL'S MISSION AND VISION

OUR MISSION LEARNING TOGETHER TO TRANSFORM THE WORLD

OUR VISION

To empower those at the very edges of our societies – be it through poverty, location, opportunity or circumstance – through access to higher education, so that they may contribute their knowledge and wisdom to our global community of learners so that together we 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 take to deliver education where it is most needed;
- We enable us to collaborate fully and freely to create global, virtual, immersive learning environments 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 transformational learning;
- Share the common human and spiritual values of all religions and cultures.

THE IGNATIAN PEDAGOGY

Our Ignatian pedagogy accompanies the learners through different stages:



CONTEXT

It is important for the learners to gain full awareness of the context in which they live and learn. Their prior learnings are part of this context and they influence the way 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. To this experience, discipline-specific information, skills and knowledge are added through the learning process.



ACTION, SERVICE AND EVALUATION

At its culmination, learners are invited to consider how their new skills and knowledge can be put into action within their communities in order 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 entering 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 the 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). 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)

LEARNING OUTCOMES

Learning outcomes are statements of what a learner knows, understands and is able to do on completion of a learning process. The achievement of learning outcomes has to 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 course or a local university course) 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 cut 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 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, JWL 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 is also produced to ensure course objectives are addressed across all learning centers.

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

JWL'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.

¹ 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.

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

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 the 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 by the 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 course through small group participation and online forums.
- 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

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 certification will be prepared to facilitate learning in formal classroom settings or non-formal settings using tools such as the computer, electronic 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 Certification was developed in response to requests for JWL 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, how to accommodate different styles of learning, how to measure learning and the development of learning materials.

The course 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. Learners in the course will contribute in meaningful ways to the vision of Jesuit Worldwide Learning: 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 exam
- 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 College, Kenya

The Peace Leader Certificate 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 assessment
- 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 Metropolitan University, USA

The Youth Sports Course 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, psycho-social 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
- English proficiency of B1 or higher in the Linguaskill exam
- 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)

ENGLISH LANGUAGE TEACHER TRAINING CERTIFICATE COURSE

Awarding University: Creighton University

The primary purpose of the course 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 JWL GEL programme teachers, but it is also open to other English language teachers from countries where JWL 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 a 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 English and the forces (political, social, economic) that contribute to the continued globalization of English today. 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 exam
- 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

Future Technical and Vocational Certification Programs for 2020:

- Global Information Technology certification from Microsoft
- Literacy training
- JWL Literacy
- Ignatian Experience Literacy
- Science, Technology, Engineering and Mathematics (STEM) training
- Ecotourism

CALENDAR FOR VOCATIONAL-TECHNICAL PROFESSIONAL CERTIFICATES

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

Please note: New programs are offered first 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 be on a different timeline but once completed, the Certification enters the calendar cycle.

DIPLOMA IN LIBERAL STUDIES

CURRICULUM

The JWL-Regis Diploma in Liberal Studies, includes 45 American credits of coursework over three years. Upon successful completion, the Diploma is awarded by JWL's academic partner, Regis University (in Denver, Colorado). The Diploma 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 Diploma program begin with a no-credit Bridge to Learning Course, followed by ten courses (30 credits) in core liberal studies and five courses (15 credits) in a concentration area, as detailed below.

PREPARATORY COURSES

Bridge to Learning – 0 credits

Ten Foundational Courses – 3 credits each during the first two years

- | | |
|--------------------------------------|--|
| 01. Academic Writing | 06. Interdisciplinary Arts |
| 02. Interpersonal Communication | 07. Religions of the World |
| 03. Dynamic Algebra | 08. Introduction to Political Thought |
| 04. Introduction to Physical Science | 09. Introduction to Sociology |
| 05. Ethics and the Human Person | 10. Elective (see Course Descriptions) |
| | a) Introduction to Human Rights and Women's Rights |
| | b) Introduction to Leadership Studies |

Five Concentration Courses - 15 credits per concentration over five courses

- Business Concentration
- Social Work Concentration

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

² 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 diploma, the minimum number of hours of student engagement for each credit hour would be six hours per week.

FACULTY

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

TECHNOLOGY

JWL's Diploma courses are delivered over the internet using a learning management system that has been donated by Georgetown University. The LMS provides learners and faculty with a platform that enables asynchronous threaded discussion; communication tools for announcements and email; 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) 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 email. Course materials generally include textbook(s), 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

JC-1000 BRIDGE TO LEARNING

0 CREDITS

The course is designed as an orientation to the Diploma 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.

FOUNDATIONAL COURSE DESCRIPTIONS

JC-2015 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.

JC-2016 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.

JC-2020 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.

JC-2030 INTEGRATED SCIENCE

3 CREDITS

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

JC-2003 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?

JC-2025 INTERDISCIPLINARY ARTS

3 CREDITS

Interdisciplinary Arts is the study of connections among various art forms and genres within their respective historical context. Learners will conduct intrinsic analyses to reveal internal necessities related to form, structure and content, composing a work of art.

JC-2005 WORLD RELIGIONS

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.

JC-2056 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.

JC-2055 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 the 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.

ELECTIVES 3 CREDITS EACH

Learners will choose one elective course to fulfill the core requirements.

JC-3015 INTRODUCTION TO 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, CEDAW and the Genocide Convention. Learners also critically examine current topics including female genital mutilation, cultural criticisms, human trafficking and polygamy.

JC-3018 INTRODUCTION TO LEADERSHIP STUDIES 3 CREDITS

The course focuses on the elements of leadership and group dynamics. Learners develop important skills, including perception, insight into causes of problems among individuals within group contexts and understanding of the dynamics necessary for long-term problem solving. Learners explore the following questions: What do I want as a leader? What is required of me to be a leader? How will I lead?



PROGRAM CONCENTRATIONS AND DESCRIPTIONS

Program Concentrations: Concentrations are developed in response to identified demands within the student community.

BUSINESS CONCENTRATION

This concentration focuses on the skills, theories and strategies necessary to launch or expand a small business in multiple environments. This concentration is designed to introduce the fundamentals of starting a business while providing a macro view of the fundamentals of business, the global marketplace and specific tools needed to plan and to implement a small business. After completion of the core curriculum, learners in the Business Concentration take five courses in the following order:

1. Introduction to Business
2. Organizational Behavior and Management
3. Principles of Microeconomics
4. International Marketing
5. Entrepreneurship

1. JC-2061 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 covers the forms of business organization and entrepreneurship and 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 has broad applicability.

2. JC-2062 INTRODUCTION TO ORGANIZATIONAL MANAGEMENT AND BEHAVIOR 3 CREDITS

The course provides an introduction to how people are managed and organized at work. Managing people is one of the most challenging aspects of a manager's job since people, though creative, can be willful and unpredictable. Learners explore the topics of motivation, interpersonal dynamics, conflict, teams, leadership, power, decision-making, organizational design and culture, and managing change and diversity.

3. JC-2070 PRINCIPLES OF MICROECONOMICS

3 CREDITS

The course incorporates current issues in microeconomics and international economics and provides opportunities for learners to share information about economic issues within their own communities. Learners will also reflect on their own economic business practices in terms of social impact and business ethics.

4. JC-3011 INTRODUCTION TO MARKETING

3 CREDITS

The course is an overview of marketing principles and provides a survey of critical marketing concepts, language and tools. Product and brand management, pricing, integrated marketing communications, market research and channel management frame the course content, which also takes into account the sustainability of the firm, the environment and human capital. Marketing strategies are assessed against the demands of competitor dynamics, customer satisfaction and loyalty.

5. JC-3005 INTRODUCTION TO ENTREPRENEURSHIP 3 CREDITS

The course provides a framework of sustainable entrepreneurial thinking. Learners build a strategic business plan that exhibits authentic engagement, collaboration, interest of stakeholders, investment of future consumption and long-term sustainability. The course promotes creative development, invention and innovation skills.



SOCIAL WORK CONCENTRATION

This concentration provides an introductory overview of social work and practical application which prepares learners for social work practice in their community. After completion of the core curriculum, learners in the Social Work Concentration take five courses in the following order:

1. Introduction to Social Work
2. Interpersonal Communication and Documentation for Case Managers Social Work
3. Special Topics in Social Work
4. Social Casework
5. Community Practice and Advocacy

1. JC-2054 INTRODUCTION TO SOCIAL WORK 3 CREDITS

The course content covers the history, knowledge, skills and values that guide the social work profession. Within a micro, mezzo, macro framework, learners develop an understanding of the application of these theories of different size client systems and contexts. Learners explore the various social work roles and systems where they work. The course also challenges learners to recognize populations that have been historically oppressed in society, develops knowledge of social work ethics and explores common ethical dilemmas and boundary issues that confront case managers in social work.

2. JC-2053 INTERPERSONAL COMMUNICATION AND DOCUMENTATION FOR SOCIAL WORK 3 CREDITS

Developing a trusting and genuine relationship is fundamental to working with individuals, families and communities. Learners engage in building culturally sensitive communication skills and tools. The course includes training on basic interviewing, assessment, and appropriate documentation skills.

3. JC-2058 SPECIAL TOPICS IN SOCIAL WORK 3 CREDITS

Learners familiarize themselves with common issues in the social work field and how to assess and respond to them. Using a multi-dimensional framework for assessment, learners closely examine individuals within their environments to discover how the issue that they may be experiencing can affect all of the other systems in which they are involved.

4. JC-2057 SOCIAL CASEWORK 3 CREDITS

The course presents the fundamental aspects of case management theory and models, including case management roles, processes and responsibilities in a multicultural context. Learners become familiar with how case managers and clients interface with individual, group and family systems. The course reviews different models for case assessments, goal setting and contracting to develop action plans, including opening cases, writing case notes, following up and making referrals, as well as case monitoring and evaluation of services.

5. JC-2052 COMMUNITY PRACTICE AND ADVOCACY 3 CREDITS

The course endeavors to help learners understand and develop awareness of social injustices in their environment, learn assessment tools, apply information collection techniques, and advocate to change the social conditions of that environment.



ACADEMIC POLICIES AND PROCEDURES

JWL agrees to follow the academic policies of Regis University with the understanding that the situations in a few learning centers (Wi-Fi inadequacy or computer insufficiency, etc.) may merit consideration of minor adjustments. Regis University policies note exceptions that are agreed upon with the JWL-Regis academic team.

ADMISSION PROCESS

Admission to the Diploma program is contingent on being 18 years of age or older and successful completion of four tasks that follow completion of the online application: Learners complete an English test and must score at the 75% or above. 2) Learners complete a written essay which is scored with a rubric. 3) Learners must demonstrate a B2 level of English on the Linguaskill exam. 4) Learners must successfully complete an oral interview.

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 Regis Director for Jesuit Worldwide Learning carry out the final review of admission scores from all sites. The final authority for admission decisions rests with Regis University.



REGIS COURSE GRADING SYSTEM

The table that follows lists grades, grade points and grade descriptions used for all courses in the Diploma Program.

GRADE	GRADE POINTS	DESCRIPTION
A	4.00	Outstanding Scholarship
A-	3.67	
B+	3.33	
B	3.00	Superior Work/Satisfactory
B-	2.67	
C+	2.33	
C	2.00	Satisfactory/Unsatisfactory
C-	1.67	
D+	1.33	
D	1.00	
D-	0.67	
F	0.00	Failure (no credit)
P *		Pass
N *		No Pass (no credit)
W *		Withdrawal
I / - *		Incomplete - the grade accompanying the "I" becomes the permanent Grade if additional work is not completed by the IncomPlete deadline for the course. If submitted work is sufficient to raise the grade, faculty must process a grade change form.

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

PASS/NO PASS GRADES

Pass/No Pass (P/NP) grading is used for the Bridge to Learning course that provides an orientation to the Diploma in Liberal Studies.

SATISFACTORY ACADEMIC PROGRESS IN DIPLOMA

Learners in the Diploma must make Satisfactory Academic Progress which prescribes the conditions to which a student must adhere if s/he wishes to complete his/her education in three years Recommended. Satisfactory Academic Progress Policy for the Diploma:

In order to complete the Diploma in three years, the student:

1. Must earn a grade of Pass in the Bridge to Learning course in order to continue in the Diploma. If a NP is given the student has one term to achieve a passing grade.

2. Must enroll continuously in one course each eight weeks.

Learners who fail to enroll continuously must complete a Leave of Absence Form and upon reentry, must write a letter to the Regis Director requesting reenrollment . An Academic Action Plan must accompany the letter.

3. Must earn grades of B - or above in all concentration courses.

Learners earning a grade point average of 1.9 or below will be placed on Academic Probation and will remain so until the grade point average is 2.0. Grade point average is calculated at the close of each semester. Learners who remain on Academic Probation for more than three semesters will be suspended.

4. Must earn letter grades in all courses for academic credit and must have no more than two course withdrawals each academic year (August to July). Although grades of W do not affect a student's grade point average, excessive course withdrawals reflect negatively on the student's record, increase the amount of time for degree completion and may result in the loss of scholarships. Learners withdrawing from more than two courses in an academic year will be asked to take a Leave of Absence from the University. After one semester, should reentry be desired, the student must write to the Regis Director requesting reenrollment. An Academic Action Plan must accompany the letter.

LEAVE OF ABSENCE

In the Diploma program, a student who elects to leave the Diploma for one or two semesters and then plans to return may request a Leave of Absence. This status guarantees the student the same curricular requirements that pertain to the student before leaving Regis. The student must complete a Leave of Absence Form prior to departing.

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

COURSE EXTENSIONS

In exceptional circumstances, learners may request an extension of the course end date to enable the completion of assignments without having to retake the course. Learners should have completed 75% of all coursework and should consult with their online instructor and on-site advisor before making a request for an extension of the course end date.

To request an extension:

- With the support of the instructor and the local program advisor, the student should make an official request for an extension of the course end date by completing the Course Extension Form provided by his/her local program advisor.
- The student and faculty should agree on a date by which remaining student work for the course will be completed. Ideally, extensions should be no longer than two weeks after the course end date. The maximum extension allowed by the first request is the end date of the following session (usually 8 weeks later). Extensions beyond the end date of the following session require a new request.
- The Regis Director receives the extension request once the student submits the Course Extension Form and notifies the faculty member.
- The approval of the request for an extension and the determination of the length of the extension are at the discretion of faculty, who are responsible for notifying the student and the Regis Director of their decision.
- If the faculty member grants approval to the request, the Regis Director will notify the on-site program advisor and the Student Records Officer.
- If the request is approved, the faculty should record a grade of Incomplete in the Final Grade Column. It should be designated with an I followed by the grade the student will receive if no additional work is completed. For example, if the student would receive an F if no further work or improved work is completed, the faculty would post I/F in the Final Grade Column.
- The faculty member should only update the final grade column with the final grade one time: when the student has completed his/her work or the extension period has ended, whichever comes first.

If coursework is not completed by the end of the extension time frame and a grade change form is not submitted by the instructor, the Incomplete grade reverts to the alternate grade assigned by the instructor and is calculated in the grade point average.

In rare circumstances, a student may request in writing that an extension beyond the initial period be granted. The extension must be approved by the faculty member and the Regis Director.

Repeat Grade Improvement Option

Learners have the option of improving a grade earned in a course at Regis by repeating the same course at Regis. Diploma learners may repeat a course one time only and may repeat only one course each academic year. The following guidelines apply:

- The student must obtain approval from the Regis Director in order to retake a course and improve the grade received.
- Regardless of whether the repeat grade is higher or lower than the original grade, the last grade earned is the grade for which credit is awarded and grade points are calculated in the grade point average. All previous grades are replaced with an (R) notation and the hours are recorded as zero (0.00) with a repeat notation indicating that the course has been retaken.
- Courses taken for grade improvement must be taken with the same grading option (i.e. letter grading versus Pass/No Pass) when repeated.
- If a student withdraws from a course being taken for a repeat grade, the original grade remains on the transcript and a grade of "W" is posted to the transcript for the second course.

The Repeat Grade Improvement Option may be exercised only while the course requested for repeat remains active in the University's curriculum. Substitutions of similar or revised courses for the original course are not allowed. Upon graduation, the Repeat Grade Improvement Option is no longer available for that educational intent.

COURSE ENROLLMENTS PER TERM

Learners in the accelerated Regis program are advised to enroll in only one course each eight-week term. Learners seeking to enroll in two courses per term must hold an overall 3.0 grade point average in the first five courses that they complete in the Program. Learners seeking to enroll in three courses per term must hold an overall 3.0 grade point average in the first ten courses in the Program.

ADD/ DROP AND WITHDRAWAL

The Add/ Drop Policy and Withdrawal Period policies used by Regis are those followed for the Diploma.

Learners may add a course or drop a course without penalty during the first seven days after the course has started. Learners may withdraw from a course (earning a grade of W) immediately after the add/drop period and up to and including the end of week six. After week six, learners may not withdraw from a course.

If the decision is made to withdraw from an individual course or for a temporary period, the student should fill out the Course Withdrawal Form provided by the on-site program advisor. If the student wishes to withdraw from the program, s/he should fill out the Program Withdrawal Form.

The official date of withdrawal is the day the withdrawal form is submitted and/or received by the Regis Director.

Learners who have not logged in for the first two weeks and learners who have logged in but have still not participated or submitted any assignments, will be automatically withdrawn.

Faculty members may ask that learners who have missed over two-weeks' worth of work throughout the first 6-weeks of the term be withdrawn by the Community Learning Center Coordinators.



ENROLLMENT BY SECTION

It is recommended that the number of learners in a section be a minimum of 8 with 15-18 learners as a maximum. Professional judgement and student service will be utilized when a class enrollment includes fewer than eight learners, particularly if the course is the last one needed by a student in order to graduate.

NON-PARTICIPATION

Learners must participate in all discussions and complete assignments according to the due dates specified. Learners must communicate with the faculty member if they find that they are unable to participate in the course or submit assignments on the dates due. Learners who do not log into the course within the first two weeks of the course will be removed from the course on the first day of week three and their registration will be withdrawn. Learners who log into the course but do not submit assignments or post to the course during the first two weeks will also be removed from the course and their registration will be withdrawn on the first day of week three.

MINIMUM GRADE

Learners seeking admission to an Associate's or Bachelor's degree program must not earn any grade lower than a C- in all courses.

LATE ASSIGNMENTS

Student assignments that are submitted beyond the date due are flagged as late and two points are forfeited for each day that the submission is delayed. Faculty are not required to accept assignment submissions that are more than one week late.

EXTENSION/INCOMPLETE

An Extension denotes that the required work for a course is incomplete. The purpose of the extension is not to enable a student to make up work from weeks one through seven of the class. The extension provides learners with ten days beyond the end of the course to complete a final assignment or to enhance a paper. An extension beyond the end of the course date is 10 days. Extensions must be requested of the faculty member and must be approved by the faculty member, Community Learning Center Coordinator and the Regis Director.

A grade of incomplete or 'I/F' 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/F 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 Community Learning Center Coordinator, approved by the faculty member and the Regis Director. All course work must 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.

In cases of conflicting policies, Regis University policies prevail.

APPEALS OF DISPUTED GRADES

Learners who wish to dispute a grade earned in a course should use the following procedures:

- 1.** The student contacts the instructor of the course to request a review of the issue.
- 2.** If the dispute is not resolved with the instructor, the student submits a written request for review of the grade to the on-site academic advisor. The written request must be initiated within 60 days after the last official day of the term in which the course in question was taken. The request must provide rationale indicating why the grade earned is not appropriate and all relevant documentation must be included (course syllabus, copies of exams, quizzes, papers, presentation materials, etc.) The request must include the student's name, address, e-mail address, course number, instructor name and the term in which the course was completed.
- 3.** The Regis Director reviews the appeal. If needed, the Chief Academic Officer will contact the student and the instructor to arrange a personal interview. The faculty approves or disapproves the appeal. If the faculty approves the appeal, a Change of Grade form is completed and submitted to the Student Records Officer. The faculty informs the Regis Program Director that the student and the on-site academic advisor in writing of the decision regarding the appeal.
- 4.** If the grade dispute is not satisfactorily resolved, the student may appeal the decision to the Dean of the College of Contemporary Liberal Studies. This written appeal must be submitted within two calendar weeks of receipt of the decision in step 3 above. The Dean will review the proceedings and any additional information provided by the student. The decision of the Dean is final.

CHANGE OF RECORDED GRADE

No final grade of A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F, or W submitted to the Student Records Officer can be changed unless the change is requested by the course instructor and the Regis Director. Grade change forms are available to the instructor from the Student Records Officer and the Regis Director. The completed form should be submitted to the Student Records Officer. No grade may be changed after it has been on the permanent record for one calendar year. This policy does not include courses retaken for repeat grade improvement.

GRADE REPORTS

Only final grades are official and entered on the student's permanent record. Grades for all current learners are available online through the WebAdvisor access at Regis University. Learners will receive an official printed transcript from Regis University after their completion of studies in the Diplom.

CALCULATION OF GRADE POINT AVERAGE (GPA)

Only grades and credits earned through Regis are used to calculate the student's grade point average. The grade point average is calculated by dividing the total number of grade points earned by the total number of attempted credits. Grade points earned are calculated by multiplying the number of credits for a course by the grade points associated with the grade received.

The grade points associated with each letter grade appear in the section of this Catalogue entitled 'Regis Course Grading System' When no grade points are indicated, the grade and the credits do not calculate into the grade point average.

CONFIDENTIALITY OF STUDENT RECORDS

Regis University maintains an educational record for each student who is or has been enrolled at the University. In accordance with the United States Family Educational Rights and Privacy Act (FERPA), the following student rights are covered by FERPA and afforded to all eligible learners at Regis University:

- The right to inspect and review information contained in the student's educational records.
- The right to request amendment of the contents of the student's educational records if believed to be inaccurate, misleading, or otherwise in violation of the student's privacy or other rights, and the right to have a hearing concerning such amendment request.
- The right to prevent disclosure without consent, with certain exceptions, of personally identifiable information from the student's educational records. The right to file complaints with the US Department of Education concerning alleged failures by JWL (and the degree awarding institution, Regis University) to comply with the provisions of FERPA.

Regis University and JWL may provide directory information in accordance with the provisions of FERPA without the written consent of an eligible student, unless it is requested in writing that such information not be disclosed. The items listed below are designated as Directory Information and may be released to any person for any purpose at the discretion of JWL or Regis University unless a written request for nondisclosure is on file:

- Name, address, telephone number, e-mail address, dates of attendance, class.
- Previous institution(s) attended, major/minor field of study, awards, honors, degree(s) conferred.
- Past and present participation in officially recognized sports and activities, physical factors of athletes (height and weight) and their date and place of birth.

Current eligible learners may prohibit general disclosure of this Directory Information by notifying their on-site program advisor in writing. Situations involving non-release of Directory Information that are deemed as 'extraordinary' by the student should be brought to the attention of the on-site academic advisor and the Student Records Officer. JWL and Regis University honor the request for one calendar year only; therefore, the student must file the request on an annual basis. JWL and Regis University assume no liability that may arise out of its compliance with a request that such information be withheld. It is assumed that the failure on the part of the student to request the withholding of Directory Information indicates the student's consent to disclosure.

Any questions concerning the student's rights and responsibilities regarding FERPA should be referred to the Regis Director. General information and forms pertaining to FERPA may be found at www.regis.edu.

ACADEMIC STATUS NOTATIONS

Learners in good standing have either no academic status notation on their transcript or an academic status of 'Probation Removed' and are eligible to continue, return, or transfer elsewhere. A student with an academic status of probation ('Admitted on Probation', 'Probation New', 'Probation Continued'), suspension ('Academic Suspension'), or dismissal ('Academic Dismissal') has the appropriate notation recorded on the transcript. A student may continue or return when in a probationary academic status, but a suspended student is not eligible to return for one calendar year. A student who is dismissed from Regis is not eligible to return. All transcript notations are recorded within the appropriate semester.

ACADEMIC PROBATION

Academic probation is an official sanction that is applied when a student falls below the minimum acceptable cumulative grade point average for the program. Academic probation may also be applied for violations of the Academic Integrity Policy.

ACADEMIC DISMISSAL

Academic dismissal is an action taken by Regis University that renders a student ineligible to return to the program for any further study. Academic dismissal may be imposed for serious violations of academic integrity or failure to meet the conditions of a prior academic suspension. In the case of academic suspension for grade point average, a student must have been suspended for low cumulative grade point average, been re-admitted to the program on academic probation and subsequently failed to achieve the required cumulative grade point average. Academic dismissal is recorded on the permanent academic record (transcript).

ACADEMIC EXPULSION

Academic expulsion is an action taken by Regis University that renders a student ineligible to return to Regis and JWL for any program of study. Academic expulsion may be imposed by the Dean of the College of Contemporary Liberal Studies, Regis Program Director or Executive President for serious violations of academic integrity or failure to meet the conditions of a prior academic suspension.

ACADEMIC STANDING

GOOD STANDING

A student in the Diploma in Liberal Studies Program must maintain at least a 2.000 cumulative grade point average to be in good academic standing. The cumulative grade point average is computed by dividing the total number of grade points earned by the total number of credit hours attempted.

PROBATION

A student in the Diploma in Liberal Studies Program whose cumulative grade point average falls below 2.00 at the end of any given semester is placed on academic probation. During the next semester (fall, spring, summer) of enrollment, JWL and Regis expect the student to raise his/ her cumulative grade point average to a minimum of 2.00. If the cumulative grade point average remains below 2.000, the student may be academically suspended at the end of the probationary semester. The student must work closely with his/her on-site academic advisor to determine the number of semester hours to be taken during the probationary semester to maximize the possibility of earning the required cumulative 2.00 grade point average by the end of the semester. Learners are formally notified of their academic probation in a letter from the awarding institution. Academic probation is recorded on the student's permanent academic record (transcript).

Occasionally, a student's cumulative grade point average is so low that the student finds it mathematically impossible to attain a 2.000 cumulative grade point average during only one semester. In this case, the student may enter into an agreement with Program Advisor and Regis Director to earn a provisional grade point average for the semester. The agreed-upon grade point average is set within a range that is a fair and reasonable expectation for the student. If the provisional semester grade point average is earned for the semester, but the student's cumulative grade point average is still below 2.000, the student may be permitted to continue on probation rather than be suspended.

SUSPENSION

If a JWL-sponsored student in the Regis Diploma in Liberal Studies Program has been placed on academic probation and does not achieve a 2.000 cumulative grade point average at the end of the next semester of enrollment, he/she is suspended. Academic suspension is recorded on the student's permanent academic record (transcript). Learners are formally notified of their suspension from the Diploma in Liberal Studies program in a letter from the Regis' Dean of the College of Contemporary Liberal Studies.

Learners who are notified of academic suspension for the previous semester and who are currently in attendance in a JWL class may complete that class. Any additional registrations will be dropped.

After one calendar year, the student may apply for readmission by fulfilling the following written requirements:

- **Submit a letter requesting readmission and an explanation of the previous academic difficulties and how the problem(s) have been addressed.**
- **Submit a written contract, signed by the student, the Program Advisor and the Regis Director, which states how the student will meet the required minimum grade point average or an agreed-upon provisional grade point average within a defined period.**

DISMISSAL

Academic dismissal is action taken by Regis University by which the student is rendered ineligible to return to Regis and JWL for any program of study. For this action to be taken, a student must have been suspended, applied for and been re-admitted to Regis University on academic probation and failed to achieve either the required minimum grade point average or an agreed-upon provisional grade point average. The provisional grade point average is pre-determined by the student and the Program Advisor. Academic dismissal is recorded on the permanent academic record (transcript).

SUSPENSION/DISMISSAL APPEAL PROCEDURE

Learners who wish to appeal their suspension/dismissal must complete the following requirements within 30 days of the date on the letter of notification for Suspension/Dismissal.

The student must write a letter or send an email to the Dean of the College of Contemporary Liberal Studies at Regis University explaining why s/he should not be suspended or dismissed from the program. The correspondence should include the following information:

1. What prevented the student from successful progress toward completion of academic goals.
2. An indication that the student is committed to and ready to proceed with serious academic study.
3. Why the student failed to achieve the required grade point average. Were there, for example, any extenuating circumstances beyond the student's control?
4. The names of the student's on-site academic advisor or faculty members from whom supporting statements may be solicited by the student.

The Dean of the College of Contemporary Liberal Studies is interested in any pertinent information which has genuine bearing on the matter. The focus is on why the suspension/dismissal action should be reversed and why the student failed to reach his/her academic goals.

Decisions on Suspension/Dismissal appeals by the Dean are final; no further appeals are accepted.

CHANGES IN REQUIREMENTS

The re-evaluation of requirements listed in this section is the responsibility of Regis and JWL, and is subject to revision. The JWL Catalogue provisions in effect at the time of acceptance will prevail. All learners wishing to transfer from one concentration to another must meet all degree requirements at the time the transfer is made.

DISCIPLINARY STATUS NOTATIONS

“Disciplinary Suspension” and “Disciplinary Expulsion” are recorded on the academic transcript within the appropriate semester. Learners may petition to remove “Disciplinary Suspension” from the transcript by appealing to the Dean of the College of Contemporary Liberal Studies at Regis University. Notification of “Disciplinary Expulsion” appears on the transcript for five years. Following that period, a student may petition Regis to have this notation removed from the transcript. A student who is expelled from Regis is not eligible to return.

ACADEMIC INTEGRITY POLICY

JWL and Regis are committed to integrity in all academic pursuits. Academic integrity is governed by the policies adopted by JWL and Regis and is discussed throughout this catalogue.

ACADEMIC INTEGRITY

Academic integrity is built upon the values and virtues of honesty, loyalty and trustworthiness. A failure to observe these basic values undermines the very foundations and bonds of a learning community and impairs the most basic goals of education. As members of the Regis and JWL community, collective academic integrity is a prerequisite for the pursuit of knowledge and excellence in professional practice. In particular, the Jesuit principles that underlie the JWL mission and vision, with their call to ethical inquiry and care of the whole person, demand that learners commit to academic integrity in all aspects of their professional education and development. Likewise, faculty and all JWL employees must demonstrate and model the same high standards with respect to being responsible for one’s own academic work, participating with good faith in academic discussions and acknowledging the work of others.

At JWL, academic integrity is viewed as an academic matter rather than an issue of student conduct.

In order to establish and foster a community in which academic dishonesty and misconduct are socially and professionally unacceptable, all learners and faculty are expected to adhere to the Academic Honor Code. This Academic Honor Code is intended to support the shared responsibility of faculty and learners in maintaining an academic environment in which the values of truth and justice prevail in all activities related to learning, teaching, research, scholarship and professional practice.

ACADEMIC HONOR CODE

Learners and faculty are committed to the highest standards of academic integrity and assume full personal and professional responsibility for maintaining those standards. All members of the JWL community are to exhibit the qualities of honesty, loyalty and trustworthiness in all academic and clinical activities, holding themselves and each other accountable for the integrity of the learning community. The Academic Honor Code provides the expected standards for all academic work. In the Bridge to Learning course, all learners will sign this Code and take a plagiarism workshop to educate them of both its contents and how to meet its expectations.

Each student is responsible for understanding the Academic Honor Code and demonstrating academic integrity in their work and in their interactions with their classmates. It is the responsibility of each student to review all aspects of the course syllabus and agree to adhere to the Academic Honor Code. In doing so, the student acknowledges that the work represented in all assignments and all examinations is his or her own and that he or she has neither given nor received unauthorized information. Furthermore, the student agrees not to divulge the contents of any assignment or examination to another student in any session.

The Academic Honor Code applies to any student in a Diploma course, regardless of the student's location and will be enforced according to the policies and procedures of the Code. Violations of academic integrity are taken very seriously by Regis and JWL and include cheating, plagiarism, fabrication, collusion and other forms of academic misconduct. All violations will be reported with appropriate sanctions applied. All faculty have access to plagiarism detection software, which can be used with or without a student's knowledge, in any course.



VIOLATIONS OF ACADEMIC INTEGRITY INCLUDE, BUT ARE NOT LIMITED TO, THE FOLLOWING:

CHEATING: A form of dishonesty by which the person misrepresents his or her mastery of the course content or experience. Cheating applies to examinations, labs, written assignments, clinical experiences, online discussions and any other form of student assessment.

PLAGIARISM: A form of dishonesty by which the person misrepresents someone else's words, ideas, phrases, sentences or data as his or her own or otherwise fails to properly acknowledge the source of such material through complete and accurate citations and reference lists.

When a student submits an assignment with the product, words, ideas, or data of others, the source must be acknowledged by the use of complete, accurate and specific references. This includes copying and pasting from online media or from any website. By placing one's name on work submitted for credit, the student certifies the originality of all work and identifies and acknowledges work that is quoted or paraphrased. Plagiarism, whether blatant or accidental, will be in violation of this policy.

SHARING ASSIGNMENTS: Using another student's paper, forum post, or other work is not acceptable. Each student must produce his or her own original work. The act of sharing with the intent of claiming as one's own work is considered plagiarism. Both the individual that plagiarized and the one who shares their work will be in violation.

FABRICATION: A form of dishonesty by which the person invents or falsifies information or research findings.

COLLUSION: A form of dishonesty involving two or more persons acting in a manner so as to misrepresent individual effort, learning and/or contributions to course assignments; form of dishonesty by which the person invents or falsifies information or research findings.

OTHER EXAMPLES OF ACADEMIC MISCONDUCT:

- Posting another person's work on the Internet without that person's permission.
- Unauthorized or inappropriate access or use of another's computer account, access codes or electronic file.
- Misrepresentation to avoid academic work by fabricating an otherwise justifiable excuse (such as illness, injury, accident, personal emergency, etc.) in order to, among other things, avoid or delay timely submission of academic work or the taking of an examination, or to request an incomplete or administrative drop in the course.
- Submitting the same work or extending previous work to fulfill the requirements of more than one course without the explicit permission of the instructors. This may be characterized as "self-plagiarism" or "recycled papers/assignments" and is a form of academic misconduct.
- Coercing any other person to engage in academic dishonesty or misconduct.
- Aiding any other person engaged in academic dishonesty or misconduct.
- Changing, altering, falsifying or being an accessory to the changing, altering or falsifying of a grade report or form.
- Denying access to scholarly resources or otherwise impeding the progress of another student or scholar. Violations include, but are not limited to giving other learners false or misleading information; making library materials unavailable through stealing or defacement; deliberately misplacing or destroying reserve materials; deliberately misplacing or destroying technology used in the program, or altering and/or destroying someone else's computer files.

PROCEDURE

All offenses of Plagiarism, including first-time violations, must be reported to the Community Learning Center Coordinator and program advisor where the student resides. The Community Learning Center Coordinator should keep a record of violations for every offense.

Recording of all offenses, regardless of the violation level allows the Community Learning Center Coordinator and on-site program advisor in each learning center/college to identify repeat offenders, as the Community Learning Center Coordinators will maintain a running document of all offenses reported. If the Online Teacher identifies a possible violation in a course and allows the student to re-write an assignment without a sanction, reporting is not necessary.

Reports must be filed whenever a sanction is imposed (see chart below). A first time egregious Level III or subsequent violation of any level may result in both course and institutional penalties, including possible probation, suspension or expulsion from not only the Diploma program but also any other JWL program.

All cases of Level III plagiarism should be handled by the Online Teacher, Community Learning Center Coordinator and on-site program advisor, documented and e-mailed to Regis Director and cc'd to JWL Assistant Director.

Please consult the Regis Website for more information: <http://www.regis.edu/About-Regis-University/Policies-and-Procedures/Academic-Integrity-policies.aspx>

LEVELS OF OFFENSE	CORRECTIVE ACTIONS AND/OR POTENTIAL SANCTIONS: Adaptations for the JWL program
<p>LEVEL I:</p> <p>Unintentional oversight of proper citation guidelines</p> <p>Offenses in which there are considered to be mitigating circumstances</p> <p>Any subsequent Level I violation will be considered at least a Level II violation</p>	<p>LEVEL I:</p> <p>At the discretion of the Online Teacher, sanctions may include but are not limited to the following: resubmission of work with penalty, OR failure of the assignment, OR failure of the course and review of college and/or university academic integrity training modules.</p>
<p>LEVEL II:</p> <p>Deliberate violations of the academic integrity policy</p> <p>Subsequent Level I violations may be considered at least a Level II</p>	<p>LEVEL II:</p> <p>First time violations in this category will be dealt with at the course level and sanctions may include the following:</p> <p>Failure of the assignment, OR failure of the course and/or other appropriate remedial action as directed by the course instructor.</p>
<p>LEVEL III:</p> <p>Flagrant disregard for academic integrity policy, or egregious violations of the policy</p>	<p>LEVEL III:</p> <p>Consultation by the Online Teacher with the designated academic integrity body where the infraction took place AND the Regis Director and Assistant Director is required for all offenses assigned to Level III. Sanctions for Level III violations may include course failure, program suspension and academic dismissal from the Program, or expulsion from the University.</p>

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 Dean of the College of Contemporary Liberal Studies. 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 Dean 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 Diploma courses 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

JWL offers a help desk to direct and to respond to questions. This support is available by e-mailing jwlhelp@jwl.org.

REASONABLE ACCOMMODATIONS

Jesuit Worldwide Learning is committed to making reasonable accommodations for qualified learners with documented disabilities. To be eligible for disability accommodation services, qualified learners with documented disabilities must register with Regis University Student Disability Services to request accommodations for each and every term. Appropriate accommodations are based on documentation.

TUTORING

The primary purpose of the online tutor is to work with JWL learners, in collaboration with the on-site staff and online faculty, to enhance their academic writing skills and better understand the academic environment in which they work. Online tutors play a key role in ensuring appropriate and effective academic support for the learners. The JWL online tutor is a volunteer position. Learners can improve writing skills, grammar usage, punctuation and citation competence by working with a tutor. Information on how to schedule a tutor is included in the appendix.

TECHNICAL SUPPORT

Each site has its own dedicated technical support team. Learners who have technical issues in their online course should contact their on-site academic advisor or technical support team. All online courses are located on the Georgetown Blackboard 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 Director of Academic Operations for approval.

RETAKING A COURSE

Please refer to the Regis Extension Policy for specifics in retaking a course. If sanctioned, the faculty notifies the JWL Chief Academic Officer and Regis Director for prior approval.

In cases of resettlement or leaving the JWL program for any reason, learners forfeit their Diploma student status. In cases where a student has 1-2 classes remaining, the Regis Director can approve, on a case-by-case basis, student completion of up to two Diploma courses with the condition the student pays for the cost of the course(s). For more information, please contact the JWL Chief Academic Officer or e-mail jwlhelp@jwl.org.

GRADUATION INFORMATION

Those learners who have met all the requirements for the Diploma in Liberal Studies can participate in graduation ceremonies. Dates, regalia and event specifics for commencement will be announced and provided by the Community Learning Center Coordinator.

STUDENT TRANSCRIPTS

Once learners complete their Diploma studies, a printed transcript will be mailed to them. Future transcripts must be ordered from the Academic Records and Registration Office at Regis University at:

<http://www.regis.edu/About-Regis-University/University-Offices-and-Services/Academic-Records-and-Registration/Transcript%20Request.aspx>

JWL learners and graduates incur the cost of receiving additional transcripts.

ALUMNI ASSOCIATION OF JWL

With a growing number of alumni in Diploma and Certificate programs, JWL's goal is to maintain contact with its alumni. Please contact the Global Student Services and Alumni Manager to learn of ways to stay in touch with your classmates beyond your studies at JWL.

APPENDIX

HOW TO SCHEDULE A TUTOR:

1. Locate the online scheduler at <https://regis.mywconline.com/>

2. Register for an account

- a. On the Online Scheduler's sign-in page, click "Click here to register."
- b. Complete the "Create a New Account" form and click "Register" to finalize your account.
- c. Login and access the desired schedule.

3. Schedule an appointment

- a. The schedule will show availability for each tutor starting from the current date. Tutors have been assigned to individual classes and course sections:
 - White areas = Open/Available
 - Blue = Existing appointment/Unavailable
 - Dark Blue = Not on shift/Unavailable
 - Orange = Appointments created by a member of staff/Writing consultant/Tutor account
 - b. Click on a white area (available time) to create an appointment. A new window will pop up requiring you to complete necessary fields to save the appointment.
- The blank tabs in the appointment request form will allow the student to provide information to the writing consultant or tutor that will help him/her prepare for the session.
 - **IMPORTANT:** After the student saves the appointment, a "Success" screen will appear. At this point, the student will follow the prompt to "attach a file to this appointment."
 - Within 24 hours of student submission, the consultant will attach the student's paper, with comments, to the appointment. Open the appointment and scroll to the bottom to see the tutored paper attached. "eTutoring" means that the student will work asynchronously with a writing consultant who will provide feedback in the form of comments inserted into the paper.
 - **c.** In addition, once the appointment has been saved, both the student and the writing consultant or tutor will receive an email to confirm the tutoring session.
 - If the appointment is made more than 24 hours in advance, the student will receive a reminder email as well.
 - Generally, the student will make the appointment and submit the paper at the same time.

4. Appointment Verification: Client Report Forms

This form can be emailed to the student or the student's professor if needed for verification (for a requirement or extra credit, etc.)

ACADEMIC CALENDAR

FOR CREDIT BEARING COURSES 2019

JANUARY, 2019

- 14 SPRING 8W1 Classes Begin
- 22 Add/drop ENDS
- 23 SPRING 8W1 Withdrawal Period Begins

FEBRUARY, 2019

- 24 Spring 8W1 Withdrawal Period Ends

MARCH, 2019

- 10 Spring 8W1 Classes End
- 11 Spring 8W2 Classes Begin
- 14 Spring 8W1 Grades Due
- 18 Spring 8W2 Add/drop Ends
- 19 Spring 8W2 Withdrawal Begins

APRIL, 2019

- 21 Spring 8W2 Withdrawal Period Ends

MAY, 2019

- 5 Spring 8W2 Classes End
- 6 Summer 8W1 Classes Begin
- 9 Spring 8W2 Grades Due
- 13 Summer 8W1 Add/drop Ends
- 14 Summer 8W1 Withdrawal Period Begins

JUNE, 2019

- 16 Summer 8W1 Withdrawal Period Ends
- 30 Summer 8W1 Classes End

JULY 2019

- | | |
|----|-------------------------------------|
| 1 | Summer 8W2 Classes Begin |
| 3 | Summer 8W1 Grades Due |
| 9 | Summer 8W2 Add/drop Ends |
| 10 | Summer 8W2 Withdrawal Period Begins |

AUGUST 2019

- | | |
|----|-----------------------------------|
| 11 | Summer 8W2 Withdrawal Period Ends |
| 25 | Summer 8W2 Classes End |
| 26 | Fall 8W1 Classes Begin |
| 29 | Summer 8W2 Grades Due |

SEPTEMBER, 2019

- | | |
|---|--------------------------|
| 3 | Add/drop Ends |
| 4 | Withdrawal Period Begins |

OCTOBER 2019

- | | |
|----|-----------------------------------|
| 6 | Summer 8W2 Withdrawal Period Ends |
| 20 | Summer 8W2 Classes End |
| 21 | Fall 8W1 Classes Begin |
| 24 | Summer 8W2 Grades Due |
| 28 | Fall 8W2 Add/drop Ends |

DECEMBER 2019

- | | |
|----|---------------------------------|
| 1 | Fall 8W2 Withdrawal Period Ends |
| 15 | Fall 8W2 Classes End |
| 19 | Fall 8W2 Grades Due |

The dates above represent the best projection of start and end dates for the sessions 2019 and are subject to change.

Academic Calendar for Professional and Technical Certificates

July 1st – December 15th

January 6th – June 26th

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

JWL DIPLOMA PROGRAM

FACULTY 2020-2021

The faculty list below includes the faculty member's highest degree and institution where earned.

Musa Al Hindi PhD 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 Greeley
Mirjeta Beqiri PhD Southern Illinois University	Philip Tran MBA Santa Clara University
Adolfo Canales Munoz MS Umeå 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	
Julie Friedemann MS Regis University	
Michelle Gardner PhD Northcentral University Arizona	
Jodi Gill MS South University Georgia	
Tricia Harkless MS University of North Dakota	
David Hawkes MA Catholic University of Louvain, Belgium	
Katie Hile MA Seton Hall University New Jersey	
Andrew Honker PhD Arizona State University	
Sherry Janda MA Gonzaga University	
Kevin Kane PhD Creighton University	
Joy Katusabe MA United States International University, Kenya	
Jeff Kelling MA Theology Aquinas Institute of Theology	
Elizabeth Kinsey MA Regis University	
Katie Knight MA Southwestern Baptist Theological Seminary	
Daniel Kratochvil PhD Columbia University New York City	
Kunaraj Kumarasamy PhD CEG Anna University, India	
Brian Martens PhD Lincoln College Oxford	
Kim McClelland MA Colorado State University Ft. Collins	
Thomas McFarland PhD University of Iowa	
Ami McNally PhD Nova Southeastern University	
David McNamee PhD Gonzaga University	
Ted Neitzke MS Cardinal Stritch University	
Nina Njoku PhD Capella University	
Holley Norris MA Regis University	
Sierra Olthoff MA University of Denver	
Patricia Pilcher PhD Gonzaga University	
Jessika Redman PhD Arizona State University	
Heather Richards Mann MA University of British Columbia, Canada	
Trish Ross PhD Duke University Durham, USA	
Martin Rotting PhD Ludwig-Maximilians University Munich, Germany	
Dave Rowson MS University of Denver	
Terry Shorey MS National University	
Richard Sibbensen JD Creighton University	

BACHELOR PROGRAMS

CREIGHTON LEADERSHIP BACHELOR'S PROGRAM

BACHELOR OF SCIENCE - LEADERSHIP

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 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.

B.A. IN HEALTHY LIFESTYLE MANAGEMENT (MINOR)

The goal of the Bachelor's in Healthy Lifestyle Management is to offer a degree 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.

SOUTHERN NEW HAMPSHIRE UNIVERSITY

ASSOCIATE OF ARTS AND BACHELOR OF ARTS

Awarded by Southern New Hampshire University, USA

In partnership with the Global Education Movement of Southern New Hampshire University (SNHU), graduates of the Diploma in Liberal Studies program can pursue competency-based Bachelor's degrees in business-related subjects. Learners receive a scholarship from SNHU and JWL to cover the costs of tuition and on-site support. Project-based curricula, which emphasizes the mastery of critical competencies rather than the number of classes taken, allow learners to enhance critical foundational skills, personal and social skills, and specific content knowledge in various business disciplines that prepare the graduate for success in the workforce and in career development. The program is offered online, where JWL learners may access academic projects according to their own independent learning schedules, making the program very flexible for learners with other work, family, or leadership commitments. All learners begin first with an Associate of Arts degree and then continue to a Bachelor of Arts. The degree offerings, as defined by Southern New Hampshire, are outlined below:

ASSOCIATE OF ARTS IN GENERAL STUDIES WITH A SPECIALIZATION IN BUSINESS

60 Competencies transferred from the Diploma in Liberal Studies

As part of the JWL – SNHU partnership, SNHU generously accepts 30 credits from the Regis Diploma and applies them to the Associate's degree. SNHU maps these credits to 60 competencies that are grouped into 10 projects: Confront Culture, Chart the Evolution of Media, Apply Economic Theories, Access Information, Consider the Environment, Experience Art, Build Teamwork through Marketing, Examine Ethical Perspectives, Evaluate Popular Psychology, Experiment with Psychology. With these credits applied, learners begin their Associate of Arts studies with 60 out of 120 total competencies already completed.

60 Competencies from Core Projects

Learners complete 10 remaining projects (60 competencies) to complete their Associate's degrees: Decode Media, Analyze Data, Plan for Success, Own your Career, Develop a Budget, Explore Writing, Leverage Business Tools, Interact Effectively in the Workplace, Solve Problems in the Workplace, Investigate Business Ethics

BACHELOR OF ARTS IN MANAGEMENT

Core Projects

The Bachelor of Arts in Management includes the following 17 core projects (102 competencies): Account for Business, Conduct Business Globally, Contribute to Society, Demonstrate Cultural Competence, Employ Human Resources, Improve Organizational Effectiveness, Innovate Like an Entrepreneur, Investigate Managerial Accounting, Lead a Team, Manage a Business Organization, Market a Product or Service, Negotiate Difference, Orchestrate Business Operations, Research Management, Use Math to Solve Problems, Work Within the Law, Capstone Goal.

Public Administration Concentration

Learners who select the Public Administration concentration also complete the following 3 projects (18 competencies) for completion of the Bachelor of Arts in Management degree: Administer Policy Ethically, Navigate Public Administration, Explore State and Local Government.

Logistics and Operations Concentration

Learners who select the Logistics and Operations concentration also complete the following 3 projects (18 competencies) for completion of the Bachelor of Arts in Management degree: Manage a Project, Oversee Logistics, Serve Customers Effectively.

Insurance Services Concentration

Learners who select the Insurance Services concentration also complete the following 3 projects (18 competencies) for completion of the Bachelor of Arts in Management degree: Insure Against Risk, Sell Like a Professional, Serve Customers Effectively.

BACHELOR OF ARTS IN HEALTH CARE MANAGEMENT

Core Projects

The Bachelor of Arts in Management includes the following 17 core projects (102 competencies): Account for Business, Conduct Business Globally, Contribute to Society, Demonstrate Cultural Competence, Employ Human Resources, Improve Organizational Effectiveness, Innovate Like an Entrepreneur, Investigate Managerial Accounting, Lead a Team, Manage a Business Organization, Market a Product or Service, Negotiate Difference, Orchestrate Business Operations, Research Management, Use Math to Solve Problems, Work Within the Law, Capstone Goal.

Communications Concentration

Learners who select the Communications concentration also complete the following 3 projects (18 competencies) for completion of the Bachelor of Arts in Healthcare Management degree: Leverage Social Media, Market a Product or Service, Negotiate Difference.

Global Perspectives Concentration

Learners who select the Global Perspectives concentration also complete the following 3 projects (18 competencies) for completion of the Bachelor of Arts in Healthcare Management degree: Conduct Business Globally, Map the World, Support Global Health.

BACHELOR OF ARTS IN COMMUNICATIONS

Core Projects

The Bachelor of Arts in Communications includes the following 18 core projects (108 competencies): Market a Product or Service, Advertise a Product or Service, Research Communications, Leverage Social Media, Demonstrate Cultural Competence, Negotiate Difference, Use Math to Solve Problems, Lead a Team, Contribute to Society, Construct and Deconstruct Media, Represent an Organization, Convey Technical Information, Create Multimedia, Go Behind the News, Communicate Across Cultures, Control the Message, Manage a Business Organization, Capstone Goal.

Business Concentration

Learners who select the Business concentration also complete the following 2 projects (12 competencies) for completion of the Bachelor of Arts in Communications degree: Work Within the Law, Account for Business.

Healthcare Management Concentration

Learners who select the Healthcare Management concentration also complete the following 2 projects (12 competencies) for completion of the Bachelor of Arts in Communications degree: Navigate the US Healthcare System, Promote Health and Wellness.

