



JESUIT WORLDWIDE LEARNING
HIGHER EDUCATION AT THE MARGINS



Liberal Studies
Diploma Program

Course Catalog



Message From the Executive President



Peter Balleis, S.J., has taken over from the previous International Director, Dr. Mary McFarland, the leadership of Jesuit Worldwide Learning - Higher Education at the Margins. Along with an exceptional international team, he is accountable for implementation of the vision and mission of JWL, formerly called JC:HEM. He works closely with University partners, faculty, and staff to ensure those at the margins have access to Jesuit higher education.

Greetings JWL Diploma Students –

It is with pleasure that I introduce you to JWL's 2017-2018 Liberal Studies Diploma Program Course Catalog. You will find that the catalog provides a diverse range of information from class descriptions to important policies for you to review.

The catalog begins with a reminder of JWL's mission. You will find specific information about our curriculum, including the required foundational courses, course electives and, most notably, the final concentration courses that will complete your Diploma in Liberal Studies. The catalog includes descriptive information for each course to assist you in your discernment of your final concentration in the Diploma program. You will choose among the Business, Education or Social Work concentration, each offering five concentration courses in that field of interest.

Finally, the catalog also includes some reminders for Academic Policies and Procedures and the Support Services we offer our learners.

Most importantly, the catalog explains what a Program of Liberal Studies implies. Like some of you, I was also curious some years ago when I first heard about the academic Diploma in Liberal Arts. But in actual fact, all my humanistic formation in classical languages and philosophy were in the field of Liberal Studies and equipped me with the tools of critical analysis and thinking. I would not like to miss this formation in my own life. It is our hope that the overall outcome of this Diploma in Liberal Studies is the formation of people with the capacity to think critically, be leaders in their communities, and be women and men for others.

From all of us with JWL, we wish you all the best for your studies.

Kind regards,

Peter Balleis SJ

The Jesuit Worldwide Learning: Higher Education at the Margins (JWL) catalog contains information about Jesuit Worldwide Learning and the programs it offers; it also includes policies and procedures as they pertain to students enrolled in JWL programs. Wherever policies are not herein specified, and where applicable, the most recent Student Handbook of Regis University shall provide guidance.

Please note the catalog is subject to change without prior notice. JWL reserves the right to remove courses, revise the academic calendar, and change curriculum and policies. The catalog is not intended to be a contract between the student and JWL but as an informative guide. JWL students are bound by the policies, standards, procedures and requirements that are in effect. For general information about JWL please go to www.jwl.org or contact jwlhelp@jwl.org.

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WHO WE ARE

Jesuit Worldwide Learning: Higher Education at the Margins (JWL) is an initiative of the Society of Jesus that, through partnerships with local organizations and universities around the globe, creates access to higher education for unserved or underserved communities. JWL began offering donated courses through a pilot program in 2010. By 2014, JWL had designed and implemented its own curriculum for the Diploma in Liberal Studies. As of 2017, JWL has 21 active learning centers across Asia, Africa, the Middle East, and North America; and our students come from over 30 countries.

JWL's Mission and Vision

Mission: Learning together to transform the world.

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 can 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.

Our services:

- Bring together those who would normally be unable to access higher education, with institutions seeking a practical way to take education where it is needed most;
- 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 with educators accompanying learners;
- Give life to the principles of Ignatian pedagogy offering higher education capable of transformational learning;
- Share the common human and spiritual values of all religions and cultures.

DIPLOMA IN LIBERAL STUDIES

Curriculum

The JWL Academic Program includes both credit-bearing and certificate-level courses. The Diploma in Liberal Studies, which is the focus of this catalog, includes 45 credits of coursework over three years and is awarded by 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.

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.

Reflection: As part of the learning process, students are invited to pause and consider questions of significance to themselves and their communities in the context of their discipline-specific coursework.

Action, Service, and Evaluation: At its culmination, participants are invited to consider how their new skills and knowledge can be put into action within their communities.

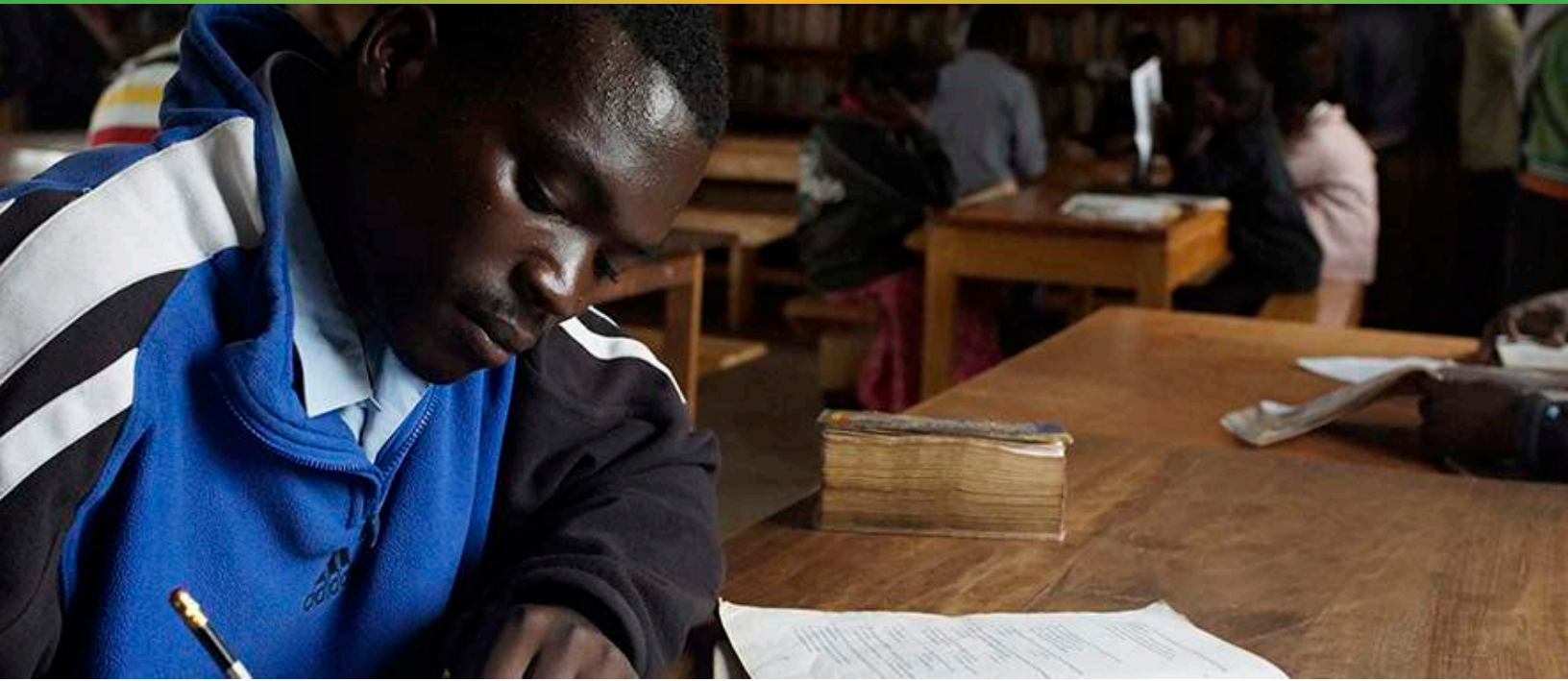
The courses of the Diploma program begin with a no-credit Bridge to Learning Course, followed by ten courses (30 credits) in core liberal studies and five courses (15 credits) in a concentration area, as detailed below.

Preparatory Courses

Bridge to Learning – 0 credit

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

1. Academic Writing
2. Interpersonal Communication
3. Dynamic Algebra
4. Introduction to Physical Science
5. Ethics and the Human Person
6. Interdisciplinary Arts
7. Religions of the World
8. Introduction to Political Thought
9. Introduction to Sociology
10. Elective (see Course Descriptions)



Five Concentration Courses - 15 credits per concentration over five courses

- **Business Concentration**
- **Education 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 mentored learning activities during an 8 week session. All JWL courses require learners to complete individual studying, reading, and writing in addition to mentored learning activities, but these activities are not counted toward credit hours.

Each course includes both a confidential student evaluation survey and a confidential faculty evaluation survey. While responses will not be associated with the name of the responder, they will be summarized to provide important program feedback and inform continuous revision and improvement of the program.

Faculty

The international faculty represents over 25 universities and other educational institutions around the world. They accompany our students throughout their educational journey.

Technology

JWL delivers its Diploma courses over the internet using a learning management system that has been donated by Georgetown University. Blackboard provides students and faculty with a platform that enables asynchronous discussion; communication tools for announcements and email; hosting of video, articles, and assignments; submission of student work; space for collaborative and individual work; and a grade center for individualized instructor feedback to students.

Student Responsibilities

Students are expected to have strong English language comprehension when they enter the program 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 students. Faculty and students communicate and collaborate through online discussions and e-mail. Course materials generally include textbook(s), required readings and videos, asynchronous lectures, individual and/or group assignments, and assessments.

Class Attendance

Students are expected to make every effort to attend class online throughout each week. Discussion posts are due each week, and most course assignments are due at the end of the week. Students should let instructors know ahead of time if they cannot meet a course deadline. Even with prior notification, late penalties may apply.

Attendance at Final Examinations

Final examinations may be given at the end of each academic period. Students 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. Students 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 of the instructor for an extension of the course deadline(s). More information on requesting an extension can be found in this catalog.



COURSE DESCRIPTIONS

JC-ENGL-110 Bridge to Learning – 0 credits

The course is designed as an orientation to the Diploma in Liberal Studies. It will assist students in understanding how to work more effectively individually and with on-site and online groups. Students learn how to make academic arguments through online research and discussion.

FOUNDATIONAL COURSE DESCRIPTIONS

JC-ENGL-110 Academic Writing – 3 credits

Students 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-COMM-110 Interpersonal Communication – 3 credits

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

JC-MATH-101 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-SCIE-110 Introduction to Physical Science – 3 credits

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

JC-PHIL-110 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 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-ARTS-110 Interdisciplinary Arts – 3 credits

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

JC-RELI-110 Religions of the World – 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-POLS-110 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. Students are introduced to the concept of feminist philosophy and the role of multiculturalism. Students will explore political thought as it affects us personally and globally. Students will explore peace and reconciliation on an academic level.

JC-SOCI-110 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 and concepts, and contemporary issues concerning various social constructions (e.g., race, ethnicity, social status, economic class) and social institutions (e.g., family/marriage, education, religion, economic systems) and their evolution over time and geographic space. The course will also challenge the students 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

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

Introduction to Leadership Studies – 3 credits

The course focuses on the elements of leadership and group dynamics. Students 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. Students engage in the following questions: What do I want as a leader? What is required of me to be a leader? How will I lead?

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. Students 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. Students also critically examine current topics including female genital mutilation, cultural criticisms, human trafficking, and polygamy.

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 implement a small business. After completion of the core curriculum, students 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. 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. 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. Students explore the



topics of motivation, interpersonal dynamics, conflict, teams, leadership, power, decision-making, organizational design and culture, and managing change and diversity.

3. Principles of Microeconomics - 3 credits

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

4. Principles of 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 and customer satisfaction and loyalty.

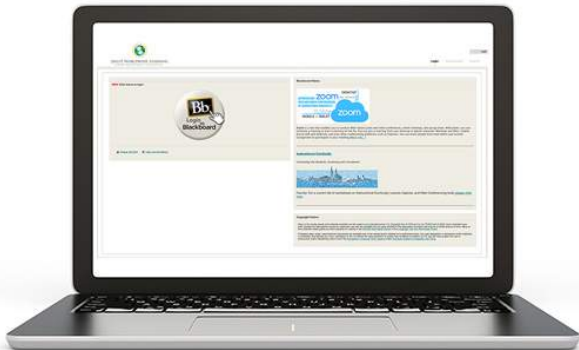
5. Entrepreneurship- 3 credits

The course provides a framework of sustainable entrepreneurial thinking. Students 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.

EDUCATION CONCENTRATION

This concentration provides an introductory overview of education and practical application for preparing students to teach in a classroom environment. After completion of the core curriculum, students in the Education Concentration take five courses in the following order:

1. Foundations of Education
2. Education Psychology
3. Creating and Managing Learning Environments
4. Instruction Across Cultures and Exceptionalities
5. Practical Application of Teaching





1. Foundations and Perspectives in Education - 3 credits

The course introduces the perspectives in education that are equitable for all learners globally. Topics include global competencies and standards, influential learning theories, sound educational models, and effective strategies for learners. Students not only review and research these four areas, but they also engage in and reflect upon assignments and projects that are useful and conducive to the environments where they reside.

2. Educational Psychology - 3 credits

At the heart of effective teaching is to understand the needs and desires of the learner. The course aims to define, describe, and summarize the essential constructs that make-up the profile of individual learners. This is accomplished through the intentional exploration into the work of educational theorists, aligned psychological theories, and educational practices essential to knowing the learner. The deeper and clearer understanding of learners needs and desires leads to effective teaching and enhanced learning.

3. Creating and Facilitating Learning Environments - 3 credits

The course focuses on the creation and facilitation of learning environments and explores the why, how, what, who, when and where of learning environments; optimal conditions of learning; lesson planning; classroom design and management; and designing a learning environment. Like previous courses in the education concentration, the intent of the course is to not only review best practices and research, but to also have students actively engage and reflect upon assignments and projects to improve learning environments where they reside.

4. Instruction Across Cultures and Exceptionalities - 3 credits

The course focuses on examining learner's multiple identities, the lens through which they see the world, cultural diversity, inclusion of learners with a disability, and the roles of men and women. It also provides opportunity for application of cross cultural research skills and strategies in the diverse contexts in which learners work and live.

5. Practical Application of Teaching - 3 credits

The course prepares students to teach in a classroom environment and provides practical execution of theories, strategies, frameworks, and foundational knowledge for the teaching profession. Students deliver a completed lesson plan and supporting components.

SOCIAL WORK CONCENTRATION

This concentration provides an introductory overview of social work and practical application for preparing students for social work practice in their community. After completion of the core curriculum, students 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. 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, students develop an understanding of the application of these theories of different size client systems and contexts. Students explore the various social work roles and systems where they work. The course also challenges students 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. Interpersonal Communication and Documentation for Social Work - 3 credits

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

3. Special Topics in Social Work - 3 credits

Students learn about common issues in the social work field and how to assess and respond to them. Using a multi-dimensional framework for assessment, students 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. Social Casework - 3 credits

The course presents the fundamental aspects of case management theory and models, including case management roles and processes and responsibilities in a multicultural context. Students become familiar with how case managers and clients interface with individual, group, and family systems. The course reviews different models for case assessments, goal settings, 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. Community Practice and Advocacy - 3 credits

The course endeavors to help students 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 Course Grading System

The table that follows lists grades, grade points, and grade descriptions used for all courses at JWL.

| 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 JWL Diploma in Liberal Studies.

COURSE EXTENSIONS

In exceptional circumstances, students may request an extension of the course end date to enable the completion of assignments without having to retake the course. Students 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 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 advisor.
- The student and faculty should agree on a date by when 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 Director of Academic Operations 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 Director of Academic Operations of their decision.
- If the faculty member grants approval to the request, the Director of Academic Operations will notify the on-site 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 Director of Academic Operations.

Repeat Grade Improvement Option

Students have the option of improving a grade earned in a course at JWL by repeating the same course at JWL. The following guidelines apply:



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• The student must obtain approval from the on-site academic advisor in order to retake a course in order to 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.

Withdrawal

Students are permitted to withdraw from an individual course, from all courses for an academic period, or from their program. If a student wishes to withdraw, he/she should consult with the on-site academic advisor to discuss options for their involvement in the program. 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 academic advisor. If the student wishes to withdraw from the program, he/she 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 Director of Academic Operations.

Students may withdraw from a course(s) for the current term beginning the first business day following the add/drop deadline through 75% of the term, which is at the end of week 6 of the 8-week session. The add/drop deadline for 8-week courses occurs 7 days after the start of the course.

When the student withdraws by the end of week 6, he or she will receive a grade of "W" in the course(s). The grade is reflected on the transcript but not calculated in the grade point average.

Appeals of Disputed Grades

Students 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 Director of Academic Operations reviews the appeal. If needed, the Director of Academic Operations 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 Director of Academic Operations, 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 Director of Academic Operations. This written appeal must be submitted within two calendar weeks of receipt of the decision in step 3 above. The International Director will review the proceedings and any additional information provided by the student. The decision of the International Director 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 Director of Academic Operations. Grade change forms are available to the instructor from the Student Records Officer and the Director of Academic Operations. 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 students are available online through the WebAdvisor access at Regis University. Students will receive an official printed transcript after their completion of studies with JWJL.

Calculation of Grade Point Average (GPA)

Only grades and credits earned through JWJL 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 Catalog entitled “JWL 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

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

- 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 U.S. Department of Education concerning alleged failures by JWL (and the degree awarding institution, Regis University) to comply with the provisions of FERPA.

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 students may prohibit general disclosure of this Directory Information by notifying their on-site academic 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 honors 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 Director of Academic Operations. General information and forms pertaining to FERPA may be found at www.regis.edu.

ACADEMIC STATUS NOTATIONS

Students 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 Suspension

Academic suspension is an official sanction that is applied when a student on academic probation fails to achieve the required minimum acceptable cumulative grade point average or other conditions established under their probation. Academic suspension 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 readmitted 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 Director of Academic Operations 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 JWL student 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

The JWL student whose cumulative grade point average falls below 2.000 at the end of any given semester is placed on academic probation. During the next semester (fall, spring, summer) of enrollment, JWL expects the student to raise his/her cumulative grade point average to a minimum of 2.000. 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 2.000 grade point average by the end of the semester. Students 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 their on-site academic advisor and JWL 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 student 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). Students are formally notified of their suspension from the Diploma in Liberal Studies program in a letter from the Director of Academic Operations.

Students 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 on-site academic advisor, and the Director of Academic Operations, 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 readmitted 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 on-site academic advisor. Academic dismissal is recorded on the permanent academic record (transcript).

Suspension/Dismissal Appeal Procedure

Students 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 Director of Academic Operations explaining why he/she 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 Director of Academic Operations 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 Director of Academic Operations are final; no further appeals are accepted.

Changes in Requirements

The reevaluation of requirements listed in this section is the responsibility of JWL, and is subject to revision. The JWL Catalog provisions in effect at the time of acceptance will prevail. All students 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. Students may petition to remove "Disciplinary Suspension" from the transcript by appealing to the Director of Academic Operations. Notification of "Disciplinary Expulsion" appears on the transcript for five years. Following that period, a student may petition JWL to have this notation removed from the transcript. A student who is expelled from JWL is not eligible to return.

ACADEMIC INTEGRITY POLICY

JWL is committed to intellectual integrity in its academic pursuits. Academic integrity is governed by the policies adopted by JWL and is discussed throughout this catalog.

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 JWL community, the 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 students 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 students and faculty are expected to adhere to the JWL Academic Honor Code. This Academic Honor Code is intended to support the shared responsibility of faculty and students 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

Students and faculty of JWL 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 JWL Academic Honor Code provides the expected standards for all academic work. In the Bridge to Learning course, all students 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 JWL 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 JWL Academic Honor Code applies to any student in a JWL 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 at JWL and include cheating, plagiarism, fabrication, collusion, and other forms of academic misconduct. All violations will be reported



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 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 students 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

Incidents of plagiarism and academic dishonesty are cumulative across all courses, and are tracked by the Director of Academic Operations. If a faculty member or on-site academic advisor suspects that a student has plagiarized an assignment or otherwise violated the academic honor code, he or she will first notify the Director of Academic Operations who can determine if the student has plagiarized previously and which number offense the new infraction will be.

The faculty member or on-site academic advisor then initiates a conversation with the student via email and copies the student's advisor, faculty, and the Director of Academic Operations. Suggested penalties are outlined below, but are at the discretion of the faculty member.

First Offense: Rewrite the assignment and/or grade deduction (discretion of faculty).

Second Offense: Failing grade for assignment and a reflection writing on their actions.

Third Offense: Fail the course.

Fourth Offense: Academic probation or suspension (determined by the Director of Academic Operations in consult with the site advisor and faculty member).

In the event of course failure, academic suspension, or academic probation in which the transcript code for violation of academic integrity is requested, the Student Records Officer is notified.

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 JWL 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.

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 Director of Academic Operations. 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 Director of Academic Operations 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 JWL 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, students have the right to choose how much they will disclose and must also accept the responsibility of respecting disclosure of other students and facilitators/instructors.

DIPLOMA IN LIBERAL STUDIES

The Diploma program is 45 credit hours studied over three years with fifteen courses at 3 credits each. Each course is delivered online, with on-site support for eight weeks. Currently, the diplomas are awarded and accredited by Regis University, Denver, Colorado, United States.

SUPPORT SERVICES

Support Services/Help Desk

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

Tutoring

The primary purpose of the online tutor is to work with JWL students, 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 students. The JWL online tutor is a volunteer position. Students 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. Students 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 to ensure they are in proper working condition. In cases where there is low bandwidth, environmental issues, or other unforeseen instances where computers are not working, on-site academic advisors can request additional time for students to complete assignments by contacting the Director of Academic Operations for approval.

Retaking a Course

Please refer to the JWL Extension Policy for specifics in retaking a course. If sanctioned, the faculty notifies the Director of Academic Operations for prior approval.

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

Graduation Information

Those students 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 site coordinator.

Student Transcripts

Once students complete their studies with JWL, 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 students 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 Director of Student Support and Alumni 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

- On the Online Scheduler's sign-in page, click "Click here to register."
- Complete the "Create a New Account" form, and click "Register" to finalize your account.
- 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 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 2017-2018

https://www.jwl.org/bundles/seitwerklayout/files/mfriedem_12-15-2017_9-24-26.pdf

The dates above represent the best projection of start and end dates for the sessions in 2017 and 2018, and are subject to change.



JWL Faculty 2017-2018

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

Oula Abu-Amsha Ph. D.
University of Versailles –
St-Quentin en Yvelines

Lena Alazawi M. A.
Clark University

Musa Al-Hindi M. A.
Creighton University

Manar Aoun Ph. D.
Montpellier University

Lila Bauman Ph. D.
New York University

Fr. Joseph Ciccone Ed. D.
Nova Southeastern University

Teresa Clancy Jackson M. A.
Saint Louis University

Richard Clark Ph. D.
State University of New York Albany

Cyndi Condrey M. A.
University of Oklahoma

Luisardo Constantino M. S.
St. Joseph's University

Staci Corbett M. B. A.
Capella University

Angelina Cordova Ed. D.
Argosy University

Caroline Cusano M. A.
New School for Social Research

Sheila Doran M. Ed.
Xavier University

Wendy Felese M. A.
Iliff School of Theology

Jack Gabel Ph. D.
Catholic University of America

Rachael Godlove M. A.
Georgetown University

Raul Gonzalez Fabre Ph. D.
Universidad Simon Bolivar

Juan Luis Gonzalez Santander Ph. D.
Universidad Catolica de Valencia

Thomas Gunther Ph. D.
University of Munster

Joanne Huffstutter M. A.
Eastern Washington University

Alisa Kellington-Welsh M. A. T.
University of Pittsburgh

Patrick Kolb M. S.
Arizona State University

Heather Lattimer Ed. D.
University of California San Diego

Don Lindley Ph. D.
Northcentral University

Matthew Low Ph. D.
University of Iowa

Susan J. Marnell Weaver Ed. D.
West Virginia University

Chad McBride Ph. D.
University of Nebraska- Lincoln

Patricia McCloskey Ph. D.
University of Toronto

Ami McNally Ed. D.
Nova Southeastern University

Kimberley Mercedes Jones Ph. D.
Ohio University

Katie Murphy M. F. A.
Emerson College

Ronnie Murrill M. A.
Liberty University

Susan Nagelsen M. Ed.
University of Central Florida

Patricia Pilcher Ph. D.
Gonzaga University

Maria Poggi Johnson Ph.D.
University of Virginia

Brent Pulsipher M. F. A.
University of Iowa

Holly Sawyer Ph. D.
Trident University

Fr. Eustace Sequeira Ph. D.
University of St. Thomas Aquinas

Terry Shorey M. S.
National University

Lahra Smith Ph. D.
University of California Los Angeles

Inga Storen M. S.
Drexel University

John Thompson Ph. D.
University of California Santa Barbara

Jaclyn Tonini M. Ed.
Slippery Rock University

Beverly J. Whelton Ph. D.
Catholic University of America

Carol Zuegner Ph. D.
University of Tennessee



LEARNING TOGETHER to *Transform* THE WORLD



JESUIT WORLDWIDE LEARNING
HIGHER EDUCATION AT THE MARGINS