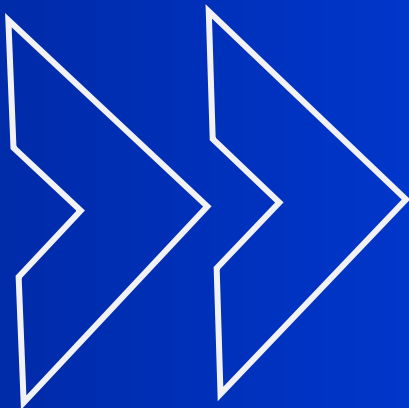




Faculty Handbook 2025-2027

Toll-free number: 800-888-3537

<https://jala.university>



Version 3.0
Effective Date: 12/2025

TABLE OF CONTENTS

OVERVIEW	6
Statement from CEO.....	6
History of Jala University	7
University Mission.....	8
University Vision.....	9
University Goals	9
Accreditation.....	9
Board of Trustees.....	9
Office of the Chief Executive Officer.....	10
Office of the Chief Academic Officer.....	10
Governance	10
Academic Support Team.....	10
Contact list	11
Academic Calendar and Holidays.....	13
FACULTY EXPECTATIONS	14
Appointment	14
Administrative Department Requirements.....	14
Bi-annual Administrative Department Requirements	14
Reappointment	14
Termination.....	14
Faculty Qualifications.....	14
Faculty Service Agreement (Hiring Documents).....	15
Faculty Disability Accommodations.....	17
Faculty Folder	17
Compensation	18
Pay Scale.....	18
Pay Dates	18
Professional Expectations	18
Faculty Review and Evaluations.....	19
Observations	19
Annual Performance Review	19
Course Assignments.....	19

Workload	20
Class Sizes	20
Under Enrollment of Classes	20
Required Module Activities	20
Pre-Mod Start Prep Checklist	20
Course Syllabus – Reviewed Each Mod	20
Weekly Professor and Practitioner Meetings – Guidance	20
At-Risk Reports	21
Reporting Student Issues Daily	21
Textual Feedback on Activities	21
Timely Grading of Activities	21
ESP – English in Final Projects	21
Mid-Mod Surveys	22
End-of-Mod Surveys	22
Faculty Absences and Substitutes	22
Planned and Unplanned Absence	22
Class Rescheduling – Allowable vs. Non-Allowable	23
Backup Platform Policy Steps	23
Vacation Time	23
Faculty Professional Development and Scholarship	23
Internal Professional Development	23
External Professional Development	24
Scholarship and Professional Engagement	24
RESOURCES AND TECHNOLOGY	26
Technology Requirements	26
Hardware (Minimum)	26
Software (Minimum)	26
MeetPoint Classroom:	26
VALIS	27
SharePoint Site	27
Library	28
LMS Platform - Canvas	28
Jala University Faculty Spaces	29
Teaching Materials	29

Textbooks.....	29
Non-textbook Materials	30
IT Support.....	30
ACADEMIC MODEL AND POLICIES	32
Overview of Academic Model.....	32
Faculty Role Definitions and Responsibilities.....	33
Professors.....	34
Professor Role in the Learning Process	34
Professor Oversight and Collaboration.....	34
Faculty Practitioners	34
Practitioner Role in Learning Process.....	34
Practitioner Labs and Practitioner Support and Collaboration	34
Faculty Practitioner Oversight	35
Lead Practitioners	35
Academic Freedom	35
Academic Responsibility	35
Academic Freedom Policy.....	35
AI Adoption Strategy.....	37
AI Committee Audits.....	37
AI Policy (regarding students).....	37
AI Bot Usage Policy	38
Curriculum Review and Assessment	39
Instructional Methods and Policies – Working with Students.....	40
Course Models	40
Guest Speakers.....	40
Syllabus.....	41
Capstone Presentation	41
Student Feedback.....	41
Grading Policy	41
Grading Scale.....	42
Grading For Courses	43
Professionalism & Attendance Point Deduction.....	44
Classroom Attendance	44
Incomplete Grades	45

Make-up Work.....	46
Change of Grade	46
Grade Appeal	46
Final Grade Submission.....	46
8-week and 10-week classes	47
Recordkeeping	48
Important Student Policies.....	48
Professionalism expectations for students	48
Academic Honesty and Self-Plagiarism.....	48
Camera Policy.....	48
Attendance and Professionalism Policy	49
Professionalism and Attendance Grade Component (5%).....	50
Faculty Responsibilities	50
Student Absence and Leave of Absence Policy.....	50
Attendance Rules Summary.....	51
Student with Disabilities Policy.....	51
Student Accommodation Process.....	51
ETHICS AND STANDARDS	52
Academic Honesty	52
Student Interactions	56
Anti-Harassment Policy	56
FERPA Policy.....	57
Security and Technology Policies.....	57
FACULTY QUICK REFERENCES	58
Jala University Faculty - Contact Information.....	58
Academic & Instructional Support	58
Technology & Systems Support	58
Student & Academic Services.....	59
Administrative & Compliance	59
University Resources	59
Policies, Forms, Guidelines Resource List	60
Update Log.....	61
FACULTY HANDBOOK ACKNOWLEDGEMENT	62

OVERVIEW

Statement from CEO

Disadvantaged is often a misclassification of talent. Jala University strives to provide quality opportunities of learning for traditionally marginalized students who may lack the economic resources and access to pursue promising careers in technological fields, including Software Engineering. Jala's sole purpose and sole commitment is to transform the future by investing in the next generation. With this vision, Jala University uses an innovative academic model, delivers instruction with remote technology, and collaborates with industry academic experts for dynamic and engaging instructional classrooms of learning.

In the Jala model, student career readiness begins on day one. Students are exposed to newly defined courses for General Education based on reasoning, including initial courses in Logic and Discrete Mathematics. Classroom instruction is student-centered, adaptable, and flexible to accommodate different forms of learning. Instructional models promote integrated critical thinking skills throughout all courses and support student inter-reliance with collaborative models using hands on learning and remote labs.

Jala University's innovative academic model is designed to scale and serve the unique needs of its student demographic by providing 100% remote access to Faculty (Masterclass Professors and Lab Practitioners) for academic instruction. Remote technology supports our vision for reaching geographically remote regions and offering students hands on learning throughout their academic journey. Using seamless integration, technology facilitates students and Faculty, needs by reducing physical constraints and encouraging technology-based solutions that incorporate future needs.

Professors, just as Faculty Practitioners, are valuable contributors to the learning process of our students. In collaboration with our Faculty Practitioner industry experts, we will provide students with tools to become successful professionals in the field of Software Engineering. This unique collaboration supports an education through the lens of reasoning and logic that contributes to building more structured critical thinking skills. At Jala, we define "Knowledge" as the sum of theoretical education and the subject-matter expertise obtained through the daily work and practice of both Professors and Faculty Practitioner experts.

As a professor, you are an integral, essential and valued part of the learning process for students, and we recognize the specialized academic knowledge and high-quality instruction that you bring to the classroom. Your classroom innovation matches our desire to impact the future and create classrooms that are student-centered, forward thinking, and engaging.

Together, our aim is to impact the lives of people and regions, creating a transformative and enduring legacy for future generations and a foundation for lifelong learning.

Welcome to Jala University!

Juan Salinas, CEO

Jala University

History of Jala University

Jala University was founded in 2021 as a bold and strategic response to one of Latin America’s most persistent challenges: the profound disconnects between traditional academic education and the practical demands of the technology industry. The institution was born from the vision of Jorge B. López Lafuente, a Bolivian-American software engineer and entrepreneur who, after a successful career in Silicon Valley California—as one of the early employees at Adobe Systems and a co-founder of NetIQ—returned to his home country with a clear mission: to create meaningful opportunities through knowledge.

A Vision That Began in 2001: Although Jala University officially launched in 2021, its roots trace back to 2001, when Jorge began investing in Bolivia—a country that, at the time, still lacked internet access and faced countless structural disadvantages. Despite those obstacles, Jorge moved forward with a visionary project. From over 300 applicants, only six were selected, marking the beginning of a decades-long educational journey. By hiring the best and designing an in-house training model, Jorge built a team and a system in which experienced engineers at Jalasoft trained newcomers using real industry problems. These early bootcamps, long before the term became mainstream, embodied a simple but powerful approach: learning by doing, guided by excellence.

Fundación Jala: Tackling the Educational Gap Over Time: Jorge’s team uncovered a deeper problem: Bolivian university graduates entered the job market with only 30–35% of the knowledge needed to meet U.S. industry standards. To address this gap, Jorge’ team founded Fundación Jala, an institution dedicated to raising that level. In just 12 months, its intensive programs helped graduates reach 60% proficiency—covering topics they had never seen in five years of formal university studies.

After this stage, students were hired as junior engineers at Jalasoft and spent two more years receiving full salaries and benefits while continuing to train. It took three years to fully prepare an export-ready engineer— “an engineer ready for the industry “a significant investment, but one that paid off in high-impact, high-quality talent.

A Dream University and the Toughest Decision: Along the way, Jorge attempted to implement this model within private and public universities. Unfortunately, these efforts failed: private institutions were more focused on profit than quality, and public faculty members were unwilling to upskill the level required by the tech industry. Still, Jorge did not give up. He proposed creating a new university through the Catholic Church, securing approval in Rome after six years of planning. The campus was to be built on 30 hectares of land, dedicated entirely to education with an industry-aligned vision. But then, the COVID-19 pandemic hit, and Jorge faced the hardest decision of his life.

Rather than pause the dream, he pivoted, seeing in the crisis an opportunity: to take his model digital and scale it across borders—bringing the vision that transformed Cochabamba, Bolivia to other underserved regions across Latin America.

There, the impact was clear: young Jalasoft engineers were buying new apartments and cars, qualifying for home and auto loans—things previous generations spent a lifetime trying to achieve. This was the power of education designed for real economic transformation.

Jala University Today: For over two decades, Jorge has led Jalasoft, growing the company from 6 to over 1,000 plus engineers, proving that world-class talent can be built in Latin America. And not just any engineers—engineers capable of tackling the most demanding high-tech challenges in the U.S. market.

Jala University was born to institutionalize this success. It bridges the outdated, overly theoretical education models with the realities of a rapidly evolving digital economy. Its programs are 100% online, in both Spanish and Portuguese, and designed in close collaboration with active professionals from the tech industry.

From day one, students work on real projects, receive mentorship, and graduate not only with academic credentials, but with the skills and experience to solve real-world problems at the highest level. But there is something even more fundamental that sets Jala University apart: students do not pay—and never will. Charging students for education is not the right model. It often leads to frustration and long-term issues for both sides: graduates who struggle to find their first job, and companies unwilling to invest in junior talent that lacks industry-relevant skills.

In this model, the industry funds the education, ensuring that students receive the training and practical experience they need to succeed, while companies gain access to professionals who are fully prepared for the demands of the global tech market. It's not just a financial model—it's a transformation strategy for both students and employers.

More Than a University, a Continental Vision: Jala University is not just an academic institution—it is the pillar of a greater mission: to accelerate Latin America's transition from an analog, resource-based economy to a knowledge-based digital economy, where innovation is driven by human talent, creativity, and critical thinking.

For Jorge, “*saber*”—the fusion of education and hands-on experience—is the most valuable asset a society can develop. Today, the university is expanding across multiple countries in the region, forming partnerships with leading companies, and preparing hundreds of students to succeed globally. Its founding not only addresses an urgent need—it stands as a bold commitment to unlocking Latin America's hidden potential, and a vision for a future transformed by education.

University Mission

To empower the next generation of software engineers through innovative online academic programs, supported by industry partnerships that provide economic and practical resources, and to bridge education with practicum by immersing students in hands-on, real-world challenges to prepare them for impactful careers.

University Vision

To transform the economies of disadvantaged regions by offering world-class education programs and employment opportunities in the software export industry, enabling them to develop intellectual property and to become active players in the digitization of society.

University Goals

- To bring academy experts and industry experts together so that students reach expertise through practical, industry-supported, education.
- To provide a unique learning experience to students through experiencing hands-on education in a project-based model.
- To open channels of communication between educators and industry experts for the benefit of the students.
- To prepare students for their professional careers by being able to integrate to software engineering teams in the high-tech industry.

Accreditation

Jala University is accredited by the Accreditation Service for International Schools, Colleges & Universities (ASIC) as PREMIER INSTITUTION for the accreditation period: 11th October 2023 to 10th October 2027, Accreditation Number: AS38205/1023. Jala University has been awarded commendable grades in the following areas:

- Premises and Health & safety
- Management and Staff Resources,
- Learning and Teaching; course delivery
- Quality Assurance and Enhancement
- Student Welfare
- Marketing and Recruitment

“ASIC accreditation helps students and parents make a more informed choice and will also help a school, college, university, training provider or distance education provider, demonstrate to the international student body that they are a high-quality institution”.

Board of Trustees

Name	Office
Jorge Lopez	President
Cara Looper	Vice President
John Benson	Secretary
Christopher Bjorstad	Academic Representative

Office of the Chief Executive Officer

Juan Salinas is the Chief Executive Officer for Jala University. With over 18 years' experience in the Software Industry and education, and a background in engineering, management and engineering education program design, Juan has helped hundreds of talented people enter the Software Industry. He is now eager to reach more people in LATAM and help change people's lives and their communities through education.

Office of the Chief Academic Officer

Dr. Dutchie Reid is the Chief Academic Officer for Jala University. She holds a Doctor of Business Administration in Organizational Leadership and Master of Business Administration. She began her career in higher education and excels in the development and leadership of high-performing teams to promote a culture of collaboration, innovation, growth mindset, and excellence.

Governance

The Chief Executive Officer reports to the Board of Trustees. The university's leadership is under the direction of the CEO and this position has the oversight of the academic, administrative and financial policies established by the Board of Trustees.

CEO's Executive Leadership Committee:

- Chief Academic Officer
- Associate Chief Academic Officer
- Chief Financial Officer
- Director of Admissions
- Director of Accreditation and Compliance
- Director of Marketing
- Director of People
- Director of IT
- Director of Research and Development

Academic Support Team

Dean & Associate Chief Academic Officer: The Academic Dean at Jala University, Dr. Sandi Delevante, provides overall leadership and strategic direction for all academic operations. Working collaboratively with other university departments, the Dean ensures the consistent implementation of institutional policies, academic integrity standards, and accreditation requirements. The Dean serves as the central link between Faculty, Faculty Practitioners, Instructors, students, and administrative academic staff—fostering a culture of academic excellence, innovation, and accountability. The Dean directly supervises and oversees the Academic Team, guiding curriculum development, faculty professional development, instructional quality assurance, and student success initiatives. Through ongoing communication and data-driven decision-making, the Dean supports Jala University's mission to deliver high-quality, technology-driven, and student-centered education across all programs and modalities.

Academic Coordinators: The Academic coordinators collaborate with the Dean for Faculty support, in including areas of recruiting, training and evaluation.

Student Services: The Director of Student Services coordinates with the CAO, serving as an advocate for students, and sharing information with students, colleagues, and other interested parties that promote student success, retention, and matriculation. The Student Services Team creates a culture of learning and engagement for the students by applying student development theories and learning outcomes that promote students' academic and personal success while increasing student satisfaction and student retention.

Country Managers: Country Managers provide administrative and technical assistance to university staff and students, as well as other stakeholders. Country Managers work in conjunction with Marketing, HR, Director of Admissions, and Student Services to design a landing strategy in the specific country to ensure target communities have access. Country Managers also collaborate to retention strategies to help students complete their goals.

Canvas and Instructional Design Team: The Instructional Design and Canvas Team, overseen by the Project Manager for Academic Operations, supports faculty in delivering high-quality, mission-aligned learning experiences. The team maintains the Canvas LMS, manages course blueprinting and module rollouts, and ensures that course content meets university standards for design, accessibility, and engagement.

Library: ELibro is the University's online library platform offering a broad collection of digital books and academic resources to support coursework and research. The University Librarian is available to assist students and faculty with research needs, resource navigation, and citation support. The Librarian is available on Mondays, Wednesdays, and Fridays 7:00-9:00 p.m. (Bolivian time). Faculty are encouraged to direct students to eLibro for course readings and to refer them to the Librarian for individualized research guidance.

Contact list

Office or Department	Email
Chief Executive Officer	CEO@jala.university
Chief Academic Officer	ChiefAcademicOfficer@jala.university
Dean and Associate Chief Academic Officer	Dean@jala.university
Student Services – in Argentina	StudentServicesArgentina@jala.university
Student Services – in Bolivia	StudentServicesBolivia@jala.university
Student Services – in Brazil	StudentServicesBrazil@jala.university
Student Services – in Colombia	StudentServicesColombia@jala.university

Student Services – in Mexico	StudentServicesMexico@jala.university
Academic Advisor	AcademicAdvisor@jala.university
Admissions	Admissions@jala.university
Registrar	Registrar@jala.university
Administrative Department	Admin.Department@jala.university
People Department	People.Department@jala.university
IT Support Help	IThelp@jala.university
Library	Stafflibrary@jala.university

Academic Calendar and Holidays

Term 1 - January 5 thru June 17, 2026

Module 1

January 5 thru February 25
Grades Due February 27

Module 2

March 2 thru April 22
Grades Due April 24

Module 3

April 27 thru June 17
Grades Due June 19

Term 2 – July 6 thru December 16, 2026

Module 1

July 6 thru August 26
Grades Due August 28

Module 2

August 31 thru October 21
Grades Due October 23

Module 3

October 26 thru December 16
Grades Due December 18

New Term Start Dates

January 5, 2026
July 6, 2026

Spanish track holidays:

Easter/Good Friday: Apr 3, 2026; Mar 26, 2027

Labor Day: May 1

Corpus Christi: Jun 4, 2026; May 27, 2027

Argentina Independence Day: Jul 9

Colombia Independence Day: Jul 20

Bolivia Independence Day: Aug 6

Mexico Independence Day: Sept 16

All Souls: Nov 2

Term 1 - January 4 thru June 16, 2027

Module 1

January 4 thru February 24
Grades Due February 26

Module 2

March 1 thru April 21
Grades Due April 23

Module 3

April 26 thru June 16
Grades Due June 18

Term 2 – July 5 thru December 15, 2027

Module 1

July 5 thru August 25
Grades Due August 27

Module 2

August 30 thru October 20
Grades Due October 22

Module 3

October 25 thru December 15
Grades Due December 17

January 4, 2027
July 5, 2027

Portuguese track holidays:

Carnival: Feb 16 & 17, 2026; Feb 8 & 9, 2027

Easter/Good Friday: Apr 3, 2026; Mar 26, 2027

Labor Day: May 1

Corpus Christi: Jun 4, 2026; May 27, 2027

Brazil Independence Day: Sept 7

All Souls: Nov 2

Note: For country-specific holidays, only students enrolled in the given track are subject to the holiday.

FACULTY EXPECTATIONS

Appointment

Full-time, and Faculty are hired under a tentative service agreement. Service request is module-to-module on a contractual basis (Assignment letter). The provision of services in one module does not guarantee provision of services in future modules.

All faculty must meet the minimum standards required by Jala University.

Administrative Department Requirements

- Faculty Application
- Current Resume
- Proof of identification (Passport, National ID Card, or country equivalents)
- Background Certificate (Criminal Records)
- Highest Degree Earned Certificate and Official Transcripts (just for Professors)
- Tentative Independent Contractor Agreement (Signed Job Description)
- Employment Certificates that support at least 3 years of experience (just for Faculty Practitioner)

Bi-annual Administrative Department Requirements

There are additional documents that must be submitted annually and bi-annually to the Administrative Department Annual documents are due on the anniversary of the initial date of hire. The Administrative department and CAO will work together to monitor due dates of both annual and bi-annual documentation.

Reappointment

During the planning of a new module, the Academic Department, in collaboration with the Administrative Department, will send availability queries to the Faculty for consideration for the upcoming module (or reappointment); non-response to the query will be taken as a decline of the invitation.

Termination

Faculty who are underperforming will receive feedback from the Academic Team and in certain cases, there may be a written formal warning from the Dean. For initial warnings, Faculty may be put on a corrective action plan and will have 30 days to improve. Failure to improve may result in termination.

Faculty Qualifications

The university recognizes two Faculty positions – Professor and Practitioners (including Lead Practitioner). The minimum qualification for a professor is a master's degree in the field, with documented academic preparation directly aligned to courses taught. Practitioners must hold at minimum a bachelor's degree in the field with at least three years of relevant industry experience; however, a master's degree is preferred.

Academic credentials must be issued by an accredited institution or its country-specific equivalent. In some cases, faculty who do not meet the minimum degree requirement may be considered based on demonstrated professional experience. Refer to the Faculty Qualification Equivalency policy for details.

Faculty Employment Classification

Full-Time Faculty: Faculty contracted to teach a minimum of 3 courses per term (or equivalent workload as determined by the Dean) and who participate in university governance, curriculum development, and professional development activities throughout the academic year.

Part-Time/Adjunct Faculty: Faculty contracted on a course-by-course basis with no guaranteed minimum workload between modules. Part-time faculty are not required to participate in university governance but must meet all professional development requirements outlined in this handbook.

Note: Employment classification is determined by contract terms and does not necessarily reflect the number of hours worked in a given module.

Faculty Service Agreement (Hiring Documents)

Once the documents submitted by the applicant are reviewed and approved by the Administrative Department, the hiring process will be completed with the signing of the following documents:

- The first document that Faculty must sign is a “**Tentative Independent Contractor Agreement**” this makes the person a part of the University faculty but does not imply a designation of a specific course, it only details the general terms of the role and a job description, the conditions of implementation and the payment aspects, this is signed by the CEO.
- Once an individual is part of the faculty, they become eligible to receive “**Assignment Letters**” at various points throughout the academic period (modules at each term). This document serves as a specific assignment for each course/discipline they will teach. The Assignment Letter provides details such as the role, total payment amount, session dates, workload for each discipline, and more. Assignment Letters require acceptance or rejection by the Independent Contractor through their signature.

Being chosen for an assignment does not imply giving it again in future modules, the evaluation of the academic team is taken into account as well as the feedback from the students for a next assignment.

- “**Video/Photography Release Form for Educational Purposes**” This form helps to obtain permission to use Faculty image and video obtained in Academic Activities in multimedia materials for the university.

As a Faculty, you will be required to complete mandatory trainings before starting your first day. Initial in-house Professional Development includes required training on:

- Training in prevention of abusive conduct and sexual harassment: [Sexual harassment prevention training video](#)

- FERPA Training: Faculty must enroll in and complete the course: [Jala University FERPA Training - 2025.ppsx](#)
 - **Compliance Cycle:**
 - **Initial Training:** All new faculty must complete FERPA training within 7 days of contract signing, before receiving access to student records.
 - **Annual Renewal:** All faculty must renew FERPA certification by September 1 of each academic year.
 - **Renewal Process:**
 1. Administrative Department emails renewal notification in August
 2. Faculty complete online FERPA training module in Canvas
 3. Faculty submit completion certificate to Admin.Department@jala.university
 4. Administrative Department verifies and updates Faculty Folder
 5. Faculty who fail to renew by deadline lose system access until training is completed
 - **System of Record:** Administrative Department maintains official FERPA certificates. Dean reviews faculty folders quarterly for compliance.
 - General Canvas Training: General Canvas Training - Watch the 2 Canvas Videos below.
 - First Look First Look
 - Course Basics
 - New and Returning Faculty Orientation.

There are also other trainings that take place once the instructor receives their first assignment and must be completed during the course implementation period, which are the following:

- AI Adoption Strategy Training
- Teaching Courses Requirement Training (if applicable, focused on practitioners)

Faculty are expected to maintain currency in their discipline and must complete a minimum number of Professional Development activity for each academic year. Full-time faculty must participate in at least two (2) internal professional development activities per academic year. Part-time faculty must participate in a minimum of one (1) internal professional development activity each academic year Proof of completion must be given to the Dean for their respective Faculty Folder. See the Faculty Professional Development section of the handbook for supplemental details.

Additionally, there may be specific supplemental and recurrent trainings required by the Administrative Department. For these required trainings, upon completion, Faculty should confirm successful completion with the Administrative Department at Admin.Department@jala.university in order to receive the respective certificate. Subsequently, the Administrative Department will update their Faculty Folder and notify the Dean compliance. Additional follow-up trainings may be offered as part of ongoing Faculty Professional Development opportunities throughout the academic year. Proof and certificates for in field training and accomplishments, in a given Academic Year, also, should be forwarded to the Dean for the respective Faculty Folder.

Annual FERPA Training Renewal

All faculty are required to renew their Family Educational Rights and Privacy Act (FERPA) certification annually. The training ensures that all members of the academic community understand their legal

responsibilities regarding student data, confidentiality, and communication protocols. Faculty must complete the online training and submit verification to Administrative Department before the renewal deadline. Noncompliance may result in temporary suspension of system access. Jala University's FERPA compliance protects the privacy of student records and maintains trust with learners, parents, and accrediting agencies.

Faculty Disability Accommodations

The University is committed to providing equal employment opportunities and fostering an inclusive and supportive work environment for all faculty members. Faculty with qualifying physical, mental, or medical conditions may request reasonable accommodations to help them perform the essential functions of their positions. Requests for accommodations should be submitted to the Dean and Administration Office, which will engage in an interactive process to assess and determine appropriate adjustments. All information related to disability or accommodation requests will be treated confidentially and shared only as necessary to implement approved accommodations.

Faculty Folder

Each Faculty has a Folder which is co-managed by the Dean and Administrative Manager. Faculty Folders must be updated annually and include:

- Current Resume
- Official Transcripts or the country-equivalent (for Highest Degree earned)
- Training in prevention of abusive conduct and sexual harassment Certificate
- FERPA Certificate
- Canvas Online Training Certificate
- New and Returning Faculty Orientation Training Certificate (includes training on MeetPoint, Classe365, Valis, Elibro, and Proctorizer)
- Proctorizer Training
- Annual Observations
- AI Adoption Strategy Training Certificate
- Teaching Courses Requirement Training Certificate
- Signed documents provided by the Administrative Department (Faculty Handbook, Photo/Video Release)

Faculty Folder Maintenance and System of Record

System of Record: The Administrative Department maintains the official Faculty Folder for each faculty member in the secure administrative file system. This includes all contractual documents, certificates, transcripts, and compliance records.

Dean Access: The Dean has read-only access to all Faculty Folders for review purposes, annual evaluations, and accreditation documentation. The Dean may request updates or flag missing documents but does not directly modify the administrative records.

Faculty Responsibilities:

- Submit all required documents to Admin.Department@jala.university

- Maintain personal copies of all submitted materials
- Notify Administrative Department of any credential updates (new degrees, certifications)

Annual Review Cycle:

- Administrative Department audits all folders in August
- Dean reviews faculty compliance quarterly
- Non-compliant faculty are notified and given 30 days to submit missing documents

Compensation

Payment requirements

Faculty must open an account on a specific payment platform and complete a tax form. Administrative Department will send instructions prior to the start of the service to be able to obtain both requirements.

Pay Scale

Individual course rate compensation is set by payroll and is included in each individual Faculty contract. The hourly rate is available from the Administrative Department and the Dean.

Pay Dates

Administrative Department will publish a list of Pay Dates. The dates will be listed with the Administrative Department Office.

Professional Expectations

Faculty are expected to model professional conduct that reflects Jala University's core values of respect, integrity, and accountability. Professionalism extends to communication with students and colleagues, punctuality in classes and grading, adherence to institutional policies, and maintaining an inclusive, supportive classroom culture. Faculty should dress appropriately for live sessions, use respectful language, and maintain ethical boundaries at all times. Violations of professionalism, including unresponsiveness, unapproved class cancellations, or inappropriate behavior, will be documented and may lead to disciplinary action.

Consistent professionalism supports Jala's mission of academic excellence and student success.

1. Professors are responsible for ensuring that all Canvas shells have been populated and published prior to class start, including the course syllabus, University policies, and assignments.
2. Professors must use class time effectively.
3. Professors must demonstrate adequate course preparation.
4. Professors must demonstrate current knowledge of standard practices in their field of study.
5. Professors must practice courtesy and respect with managers, peers, and students.
6. Professors should strive to create a productive learning environment that is open and encouraging of student questions, comments and interactions
7. Professors must be punctual in starting and ending weekly class sessions
8. Professors must provide reasonable notification, a minimum of 48 hours, notice of absence
9. Professors must update syllabus every Module, to include updates for:

- a. Course calendar, with lecture and Faculty Practitioner session dates and times.
 - b. Weekly breakdown of course materials, assignments, tests, labs, projects with due dates
 - c. If Jala University issues a change to a syllabus or an addendum to a current syllabus the Professor is responsible for uploading the change and notifying students. Professors must provide students with reasonable make-up procedures for verifiable and documented missed exams or other graded work
10. Professor feedback and evaluation of student work must be adequate and include constructive comments and guidance
 11. Professors must evaluate work within a reasonable time frame
 12. Professors must respond to student inquiries within 48 hours
 13. Faculty should not to answer personal phone calls while teaching.
 14. Cell phones should be on silence while teaching
 15. Faculty should not consume food while teaching, unless on a break.
 16. Cameras should remain on while lecturing, Faculty may turn off cameras during a scheduled break.

Faculty Review and Evaluations

Observations

All new faculty are to be observed within 30 days of the start of their first teaching Module. Additionally, all Faculty receive an annual formal observation. Observations last for approximately 30 to 40 minutes and will be conducted by the Dean, or as assigned observer. Observations will occur in the MeetPoint classroom, during a scheduled Live Session or a recorded session viewed at a later time. Faculty can be observed at any time at the discretion of the Dean, CAO or CEO, or assigned observer.

Annual Performance Review

Full time faculty are reviewed annually by the Dean, or assigned academic team member, following the annual Administrative Department employee performance review cycle. This review consists of the self-evaluation, analysis of observations, student survey feedback, professional growth and development and accomplishment of annual goals.

Course Assignments

The Dean, or an Academic Team Member, will provide faculty with a course schedule prior to a module start, and will ask faculty for preferred course assignments. There can be no changes in the assigned time or day of class once the schedule has been finalized.

Due to the nature of the program, course dates and times are not flexible. If a faculty member wishes to change the time of class for any reason, including shifting start or end times, it must be approved first by the Dean. Professors, Practitioners and Instructors must wait for confirmation from the Dean before altering times or dates.

Workload

Course Workload (approximate):

Depending on the course, different workload requirements may apply. However, on average, an eight-week course typically involves the following: 46 hours of teaching (23 sessions, 2 hours each), 7 hours of meetings (once a week), and 27 hours for grading, for a total of 80 hours. These hours may be distributed between the roles of Professor and Practitioner, as required by the course.

It is important to detail that depending on the type of course the workload may vary, the specific detail always being detailed in the "Assignment Letter".

Workload for Adjunct or Full-Time Faculty (Simultaneous Assignments):

A Professor or Practitioner could be assigned to multiple courses in the same module, ensuring that the total workload does not exceed 40 hours per week. Academic Coordinators will always evaluate this so as not to affect the implementation of simultaneous assignments.

Class Sizes

The student-teacher ratio is dependent on enrollment and the needs of the University.

Under Enrollment of Classes

In the event a class is under enrolled, the University may cancel the class.

Required Module Activities

Pre-Mod Start Prep Checklist

Before each module begins, faculty must do their Pre-Mod Start checkup to ensure readiness. This includes verifying course content in Canvas, confirming MeetPoint links, updating the syllabus, reviewing class rosters, checking gradebook rubrics, and confirming MeetPoint integration. Preparedness at the start of each module ensures consistent quality and student experience.

Course Syllabus – Reviewed Each Mod

Faculty are required to review and, if necessary, update the course syllabus at the beginning of each module to ensure alignment with the latest curriculum map, policies, and assessment rubrics. Updates must reflect current grading scales, AI policy statements, attendance rules, and academic integrity clauses. Revised syllabi are submitted to the Lead Practitioner and stored in the course folder for audit readiness. Consistent review ensures course coherence, compliance, and up-to-date communication of expectations to students.

Weekly Professor and Practitioner Meetings – Guidance

Weekly coordination meetings between Professors and Practitioners are essential for instructional alignment and student success. These meetings should address progress toward learning outcomes, grading consistency, attendance trends, and at-risk cases. Faculty must document meeting minutes in the designated

template and share them with the Lead Practitioner. The collaborative structure ensures that academic and industry perspectives are integrated, fostering applied learning and real-world relevance. Consistent participation is required and monitored by Academic Affairs.

At-Risk Reports

At-Risk Reports identify students demonstrating early signs of academic disengagement or performance decline. Faculty are required to submit these reports by mid-module and as needed when significant changes in attendance, participation, or assignment completion occur. The report should detail the risk factors, communication attempts, and recommended interventions. Student Services and Academic Affairs collaborate on follow-up actions such as tutoring, attendance checks, or AI-assisted language support. The goal is early identification and intervention to improve retention, success rates, and overall student satisfaction. Faculty who consistently fail to submit At-Risk Reports may be subject to performance review for lack of compliance with student success protocols.

Reporting Student Issues Daily

The Faculty Observation and Tracking Matrix are the daily reporting tool for faculty to document student issues, including absences, low performance, behavioral concerns, or academic integrity violations. Faculty must log relevant cases promptly to facilitate timely intervention by Student Services and Academic Affairs. Daily reporting ensures transparency, coordination, and proactive student support. Failure to report may result in delayed interventions and affect student success metrics used for accreditation reporting.

Textual Feedback on Activities

Detailed written feedback is a vital component of effective instruction and student development. Faculty are expected to provide individualized, constructive comments on all graded activities, highlighting strengths, areas for improvement, and actionable guidance. Feedback should align with the course rubric and demonstrate engagement with student work. Generic or automated responses are discouraged unless supplemented with personalized notes. High-quality feedback enhances learning outcomes and supports accreditation documentation of substantive faculty interaction.

Timely Grading of Activities

Faculty must grade all submitted assignments, quizzes, and participation activities within four days of submission or 96 hours. Timely grading ensures students receive actionable feedback and maintain motivation throughout the module. Failure to meet grading deadlines may result in performance review or administrative intervention. Faculty are expected to manage grading proactively, using Canvas automation tools where applicable. Timeliness in grading directly impacts student success and institutional quality assurance.

ESP – English in Final Projects

The integration of English for Specific Purposes (ESP) in final projects ensures that students demonstrate both technical mastery and professional communication proficiency. Faculty must evaluate students' ability

to present and document their projects in English, applying the rubric developed by the ESP Program. Collaboration between instructors and ESP faculty is encouraged to ensure linguistic and technical coherence. This guidance reinforces Jala University's academic standards and prepares graduates for global career environments.

Mid-Mod Surveys

Mid-Module Surveys are distributed during the midpoint of each module to gather student feedback on instructional quality, communication, clarity of materials, and engagement. Faculty should encourage participation and review results with their Lead Practitioner or Academic Affairs representative. These surveys serve as formative assessments of teaching effectiveness and allow for course adjustments before module completion. Faculty must acknowledge and, when necessary, act upon constructive feedback to improve student satisfaction and learning outcomes. The aggregate results also inform faculty evaluations and ongoing professional development initiatives.

End-of-Mod Surveys

End-of-Module Surveys are mandatory institutional instruments designed to assess faculty performance, course structure, and overall student experience. Faculty should promote completion among students and use the insights to reflect on their teaching practices. Results are reviewed by Academic Affairs, the Lead Practitioner, and the Dean to identify areas of excellence and opportunities for growth. Data from these surveys contribute to annual faculty performance evaluations, course improvement planning, and accreditation documentation. Faculty demonstrating consistently low satisfaction scores may be required to complete additional professional development or mentorship sessions.

Faculty Absences and Substitutes

No Faculty should accept a contract if there is prior knowledge that the faculty will have multiple absences during a module. To ensure the best outcomes for our students, classes must meet, and faculty are responsible for following all policies regarding absences.

From time to time, you may have a planned absence or experience an unplanned absence from class. In each case, the procedure follows to ensure classes are covered by the appropriate qualified personnel. Faculty are discouraged from taking vacations during the course of the assigned 8-week or 10-week Module.

Planned and Unplanned Absence

In the event of a planned or unplanned absence, Faculty must send an email, as soon as possible to the Dean, Academic Coordinator and Registrar to inform and ask permission to reschedule the classes. A class should not be rescheduled until permission is received.

If the Dean and the Academic Coordinator determine a substitute is required because the rescheduling is not possible, the absence will be granted and the compensation will be adjusted accordingly.

Class Rescheduling – Allowable vs. Non-Allowable

Faculty may only reschedule classes under approved emergency circumstances such as illness, technical failure, or institutional conflict. All requests must be submitted using the Faculty Class Reschedule Form at least 24 hours in advance when possible and approved by Academic Affairs. Non-allowable reasons include personal travel, conflicting commitments, or unapproved schedule changes. Unauthorized cancellations or unreported reschedules constitute policy violations and may result in disciplinary action. Approved reschedules must be communicated to students in writing and recorded in MeetPoint to ensure full accountability and accreditation compliance.

Backup Platform Policy Steps

- If MeetPoint is unavailable for more than 10 minutes, faculty must move class to Teams.
- Faculty must notify students immediately through:
 - Teams chat channel
 - Classroom WhatsApp group (if applicable)
 - LMS announcement (if available)
- Faculty must email MeetPoint Support to report the incident and record the incident in the weekly meeting Minutes with the date incident was reported.

Vacation Time

Depending on the modality of work, full time or part time, planned vacation time corresponds only with full time contracts. Extended vacation time cannot be taken during the teaching module. Extended vacation time that exceeds 7 days must be planned outside of the Module dates. For additional information contact the Administrative Department.

Faculty Professional Development and Scholarship

Internal Professional Development

Jala University provides structured internal professional development coordinated by the Academic Affairs Office. Sessions are designed to enhance teaching quality and industry relevance, covering topics such as:

- Online pedagogy and distance learning best practices
- Learning management system (Canvas) optimization
- Assessment, evaluation, and feedback
- Engaging students in an online education environment
- AI ethics and instructional integrity
- Cultural and linguistic engagement in global classrooms

Requirements:

- Degree and ESP Full-time faculty are required to participate in at least two (2) internal professional development activities per academic year.
- Part-time/adjunct degree and ESP faculty are required to participate in at least one (1) internal professional development activity per academic year.
- Attendance, punctuality, and active participation are mandatory and documented.

- Completion certificates are logged in the faculty record and used for accreditation and performance review purposes.
- Faculty demonstrating outstanding participation may receive “Distinguished Faculty” recognition from Academic Affairs.

External Professional Development

Faculty are encouraged to participate in external professional development that enhances their teaching or technical expertise. Activities can include:

- Industry conferences, workshops, and webinars.
- Professional certifications, micro-credentials, or graduate coursework.
- Membership and participation in professional associations or standards committees.
- Consulting or collaborative projects with technology firms, including Jalasoft client projects.

Requirements:

- Degree and ESP Full-time faculty must participate in at least one (1) external professional development activity per academic year. ESP faculty can focus on ESP/ESL related training and development.
- Part-time/adjunct degree and ESP faculty must participate in at least one (1) external professional development activity per academic year.
- All external PD must be approved by the Office of Academic Affairs to qualify for institutional recognition.
- Faculty must submit documentation of completion (certificates, transcripts, or letters of participation) annually.
- External PD should align with the faculty member’s teaching discipline or directly enhance online teaching effectiveness.
- Faculty are encouraged to maintain active memberships in professional organizations or academic societies.

Scholarship and Professional Engagement

Faculty are expected to engage in scholarship and applied professional activity consistent with software engineering and technical disciplines. Scholarly engagement contributes to innovation, enhances instructional relevance, and supports Jala’s mission of preparing future engineers. Examples of Scholarly Activities:

- Developing or contributing to software projects through Jala’s R&D division or client partnerships.
- Designing or improving software engineering methodologies, tools, or frameworks.
- Publishing or presenting technical papers, case studies, or white papers in the software engineering or online education fields.
- Contributing to open-source projects or community-based technology initiatives.
- Participating in industry or academic conferences as speakers or panelists.
- Serving on advisory boards, review committees, or professional organizations related to software development, education, or AI ethics.

Expectations

- Full-time faculty are required to demonstrate evidence of at least one (1) scholarly or professional engagement activity per year.
- Part-time faculty are encouraged to engage in scholarship as feasible and to document activities related to their teaching or professional field.
- Documentation should be included in the Annual Faculty Evaluation Portfolio submitted to Academic Affairs.

Degree Faculty	Full time Faculty	Part-Time or Adjunct Faculty
Internal Faculty Professional Development	Two (2) Annually per Academic Year	One (1) Annually per Academic Year
External Faculty Professional Development	One (1) Annually per Academic Year	One (1) Annually per Academic Year
Scholarship & Professional Engagement	One (1) Annually per Academic Year	Highly encouraged
ESP Faculty	Full time Faculty	Part-Time or Adjunct Faculty
Internal Faculty Professional Development	Two (2) Annually per Academic Year	One (1) Annually per Academic Year
External Faculty Professional Development	One (1) Annually per Academic Year	One (1) Annually per Academic Year

RESOURCES AND TECHNOLOGY

Technology Requirements

As a remote Faculty Member, you are required to provide your own technology hardware and stable Internet connection to teach your courses. Following are optimum hardware and software recommendations for more effective teaching:

Hardware (Minimum)

- Desktop Computer or laptop not more than 5 years old.
- Internet access with sufficient bandwidth for hosting webinars (30 Mbps Upload, 12Mbps Download)
- Speakers and Microphone, or Headphones with microphone.
- Webcam

Software (Minimum)

- Google Chrome browser (latest version)
- Microsoft Teams
- Activated Operating system with all updates installed.

MeetPoint Classroom:

MeetPoint is Jala University's digital Metaversity platform for communication, collaboration, and engagement. It combines video calls, chat, screen sharing, and interactive 3D spaces, allowing students, teachers, and teams to interact as if they were in the same place. Both productive and recreational rooms, as well as open areas, are part of MeetPoint's immersive environment, designed to make learning and collaboration more engaging. The platform tracks presence and participation in real time and provides insights on engagement, helping faculty support students effectively.



VALIS

VALIS, our collection of AI tutors– is designed to support personalized learning and guide users through problem-solving, encouraging them to think critically and apply their own skills, rather than simply copying and pasting. Valis is Jala University’s educational platform that integrates generative AI into our educational mission. It contributes to our ongoing shift from traditional memorization-based learning towards critical thinking, collaboration and empathy.

Valis features two key AI tutors, Alan and Emily.

- Alan supports students in developing programming skills through conceptual understanding, problem solving, and abstract thinking. Rather than providing ready-made code, Alan guides learners to approach assignments independently, fostering deep comprehension and critical analysis in software engineering.
- Emily focuses on enhancing communication skills essential for software engineering careers. Through role-playing exercises, personalized feedback, and practical strategies, Emily helps students cultivate clear, confident, and culturally aware communication, preparing them for effective interaction in professional scenarios. Together, these AI tutors support personalized adaptive learning. Vallis also supports knowledge bases and integrates seamlessly with coding environments, enriching the practical learning experience at Jala University.

Vallis is not just a tool, it's an invitation to explore what it means to learn and think in partnership with artificial intelligence.

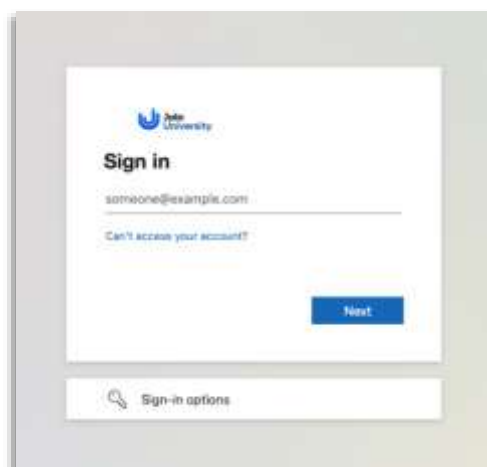
To access VALIS: <https://ai.valis.jala.university>

SharePoint Site

Faculty resources such as the academic calendar, handbooks, policies, procedures and relevant forms can be found at: [Jala University Document Hub](#)

Faculty must use their Jala University login in order to access this page. It is recommended that faculty view this page often for updates to important documents, policies and procedures:

Sample: Email Login



Library

Library Services are offered with [eLibro](#), with access to a professional resource Librarian holding a Master's in Library Science. The *eLibro* library provides academic resources and tools to support Jala University students with access to licensed content in Spanish and Portuguese, in addition to technical support. The *eLibro* library is entirely online and easily accessible 24 hours a day. It provides access to the content organized by Subject Areas (*eLibro* Collections), which includes:

- Architecture, Urbanism and Design
- Biology, Veterinary, Agriculture & Forestry
- Fine Arts, Visual Arts and Semiotic Science
- Business and Economics
- Engineering and Technology
- General Interest
- Health Science
- Information and Communication
- Natural Sciences
- Social Science
- Information Technology, Computer Science and Telecommunication Psychology
- Law
- Literature

LMS Platform - Canvas

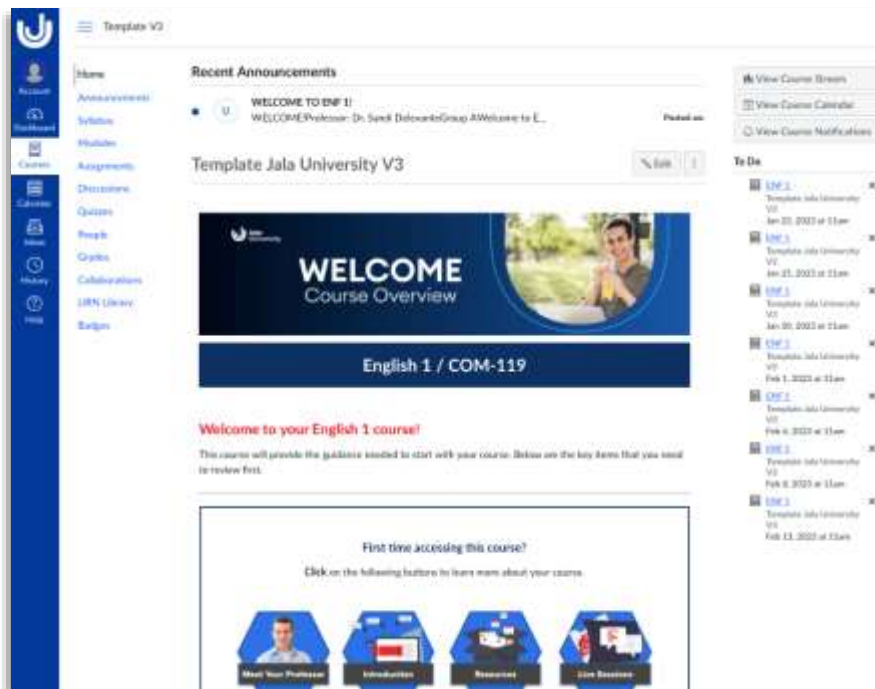
Jala University's instructional learning management platform is Canvas. Canvas is accessible 24/7 at <https://lms.jala.university/>. It is a flexible web-based software that facilitates remote learning.

In Canvas, weekly sessions are laid out as follows and Professors must include the following instructional materials each week for more effective and engaging instruction:

- **Instructions:** Overview of weekly session goals, objectives and activities.
- **Discussion:** Student direct course reflection question(s).
- **Peer Discussion Response:** Student-to-student direct course interaction and engagement based on initial Discussion question(s).
- **Required Readings, Course Videos, and Additional Materials:** This section includes links, PDF's, Google Docs, video, textbooks and non-textbook materials for the weekly session. The goal is to make learning accessible for all students by providing easy access to classroom resources.
- **Assignment:** Course-related learning and activities to be completed with students; in-class assignments may be completed or started during the class session.
- **Faculty Practitioner Section/Labs:** This section is for Faculty Practitioner use. It includes hands on practice, exercises, labs and materials to create a learning context that relates to the concepts, theories, and practices used in the industry.
- **Week Lab Exercises and Hands-On Activity Instructions (For Faculty Practitioners) – Faculty Only, Not to be published to Students:** This space is used as a shared collaboration area

for Practitioner-to-Practitioner training and Professor-to-Practitioner guidance. Lab instructions, exercises, teaching strategies, and best practices are stored here. This section must never be published to students. For sharing materials with students, use the "Faculty Practitioner Section/Labs" module instead. Alternative: Consider moving these materials to SharePoint for enhanced security.

Sample: Canvas LMS Home Page



Jala University Faculty Spaces

- Classe365 SIS - <https://sis.jala.university/>
- Canvas LMS - <https://lms.jala.university/>
- Jala website - <https://jala.university/>
- SharePoint [Faculty - Home \(sharepoint.com\)](https://sharepoint.com)

Teaching Materials

Although traditional textbooks are reliable resources for the classroom, in the field of Software Engineering, information is evolving more rapidly than the textbook production in the field. To be responsive, we encourage Faculty to use a combination of textbook and non-textbook resources in the classroom. Following are suggestions:

Textbooks

Textbooks selection is part of the curriculum review process. Recommendations by faculty are balanced against the advice of the advisory board and industry best practices. Once the faculty leading the curriculum

review process has made a selection, the textbook is formally recommended to the Curriculum Committee for approval.

Non-textbook Materials

Non-textbook resource material must still be suitable for the classroom. It is recommended that all non-textbook materials be reviewed as part of the syllabus and classroom material review process during curriculum review.

IT Support

IT support is available all Faculty via email at ithelp@jala.university

Faculty, in each country, initially, should report technical issues to the Academic Coordinator, who will determine the best course of action to follow and if they require an escalated formal request to the IT Support team.

Services that are handled by the IT staff are as following:

- Password resets for e-mail, MS-Teams, CANVAS, CLASSE365.
- Access and permissions issues with MS-Teams, CANVAS, CLASSE365. Any issue related to CANVAS, TEAMS, CLASSE365, ELIBRO.
- Hardware issues with devices provided by Jala University.
- Report of movement of hardware devices provided by Jala University to different countries.
- Hardware issues will not be handled directly by IT staff. These cases need to be assessed by each Country Manager and coordinated with the IT staff in order to determine how to proceed case by case.

Services that are NOT handled by the IT staff are as following:

- Support for MeetPoint (this is handled by the MeetPoint team)
- Hardware or software issues with personal devices.
- Hardware issues with devices provided by Jala University that have been misused or have provoked damage.
- Software installation issues or compatibility with any device.
- Software or OS updates and upgrades. (Includes reinstallation)
- Any virus-related issue.

IT Support hours of operation follow:

Hours of Operation:	Monday to Friday 8:00AM to 12:00PM and 3:00PM to 7:00PM BOT Please use the electronic resources available and coordinate through MS Teams or e-mail.
Location:	NA (Remote Only)
IT Support Email:	ithelp@jala.university
MeetPoint Support Email	Meetpoint.Support@jala.university

TECHNOLOGY PLATFORMS
Jala University Document Hub
Faculty Sharepoint
Canvas (LMS)
MeetPoint
VALIS
Classe365 (SIS)
eLibro
Proctorizer
Office 365 – Teams
GitHub

ACADEMIC MODEL AND POLICIES

Overview of Academic Model

Jala University offers students opportunities to pursue Undergraduate Bachelor's Degrees in Commercial Software Engineering: Concentration in Design and Architecture. Jala University is an online institute of higher learning offering 100% remote courses to students in Argentina, Bolivia, Colombia, Brazil, Mexico, and beyond.

Students have shown keen interest in technology and have received a full scholarship from industry sponsors, to complete their bachelor's degree in Commercial Software Engineering. Meanwhile, they are taking the English for Specific Purposes for software Engineers certificate program (ESP), aiming to develop the necessary language skills to thrive professionally and internationally.

Students take General Education courses and a few core courses for the first 2 years of their respective program. In years 3 and 4, students move into their core and major courses of this specialization. Students pursue internships with their Sponsors in their final year of study. Upon graduation, the goal is for students to transition into entry to mid-level positions in Commercial Software Engineering Concentration in Design and Architecture with the Sponsor.

The academic model works with Professors and Faculty Practitioners (industry experts), and the ESP Instructors as collaborative teams to deliver, frequent hands-on industry practice, English and reasoning across the curriculum in all courses.

Collaborative industry teams: Jala University's instructional team, led by the Professors, is supported by Practitioner industry experts. Professors and Practitioners form collaborative teams for all courses to support student learning needs. Professors provide the theoretical foundation for each subject with weekly online lectures. Faculty Practitioners bring current field-based experience in Software Engineering to the learning environment for students through direct and frequent hands-on learning in each Module, providing supplemental subject-matter expertise to students in required weekly lab sessions.

Frequent hands-on industry practice: During weekly lab sessions, Professors will provide Practitioners guidance for areas to strengthen academically and areas for additional hands-on practice with students. Through structured sessions with Faculty Practitioners, students will interact with real-life scenarios and case studies in the current software engineering industry. Students will apply theoretical concepts learned with Professors to learning activities in the weekly lab sessions.

Reasoning across the curriculum: Reasoning and logic are the basis of Jala University's curriculum design. Reasoning and logic are built into all courses as a part of the curriculum to provide students with seamless ways to inquire, to organize thinking, and to build advanced prediction skills. As students move through courses, they will have the opportunities to increase thinking outside the box, develop solutions-based thinking and creativity which are the cornerstones for their fields in Software Engineering

Faculty Role Definitions and Responsibilities

Role	Degree Requirement	Experience Requirement	Primary Responsibilities
Professor	Master's degree minimum in field	Academic preparation aligned to courses taught	Deliver theoretical foundation; weekly lectures; course design; grading; student feedback; collaboration with Practitioners
Faculty Practitioner	Bachelor's minimum (Master's preferred)	3+ years relevant industry experience	Hands-on labs; real-world application; industry expertise; weekly practice sessions
Lead Practitioner	Bachelor's minimum (Master's preferred)	5+ years industry experience + teaching experience	Oversee Practitioner team; submit weekly reports; coordinate with Professors; ensure instructional consistency
ESP Instructor	Master's in TESOL, Applied Linguistics, or related field	ESL/EFL teaching experience	English language instruction; communication skills development; professional English for software engineers
Academic Coordinator	Master's degree	Academic administration experience	Faculty support; scheduling; training coordination; policy implementation
Dean	Doctoral degree	Senior academic leadership experience	Overall academic operations; faculty supervision; curriculum oversight; accreditation compliance

Note: In some cases, faculty who do not meet minimum degree requirements may be considered based on demonstrated professional experience. See Faculty Qualification Equivalency Policy for details.

Professors

Professor Role in the Learning Process

Professors are subject-matter experts with at least a master's degree and relevant professional experience. They deliver the theoretical foundation of each course through weekly online classes, prepare and publish course materials, provide timely feedback, and foster an engaging and participatory learning environment. Professors work closely with Practitioners to ensure a seamless and comprehensive learning experience for students.

Professors collaborate with Faculty Practitioners experts before, during, and after each respective Module. Professors must meet weekly with Practitioners to review and assess the effectiveness of weekly sessions and analyze, in advance, the content of the following week. Weekly session sessions are adaptable and may be updated to reflect areas of focus that the Professor deems necessary for increased student learning.

Professor Oversight and Collaboration

Direct oversight of Professors is the responsibility of the Dean, in collaboration with Academic Coordinators. Observations and evaluations are conducted to ensure Professors maintain instructional standards, course preparation, and professional conduct. Weekly meetings involving the Professor, Lead Practitioner, Practitioners, and Academic Coordinators help ensure that classroom objectives are met and learning outcomes are achieved.

Faculty Practitioners

Practitioner Role in Learning Process

Faculty Practitioners are industry experts with direct work experience in the areas of Software Commercial Software Engineering Concentration in Design and Architecture. Each Faculty Practitioner has direct in field expertise in combination with teaching experience at the University level. As field experts, Faculty Practitioners work with students for additional hands-on learning and lab practice to reinforce and support theoretical classroom instruction with Professors. Professor work in close collaboration with Faculty Practitioners to ensure seamless learning for all students. A group of Faculty Practitioners from Argentina, Bolivia, Brazil, Colombia, Mexico, and beyond, is assigned to each course. They collaborate with Professors to deliver instructional support via hands on learning and lab practice as assigned by the Professor in Canvas.

Practitioner Labs and Practitioner Support and Collaboration

In collaboration with Professors, Jala University Practitioners oversee student labs, projects, and hands on learning. Practitioner lab session contents have been developed and reviewed by Professors, in discussion with Practitioner experts. In Practitioner lab sessions, students have additional time to practice theoretic lessons and apply lessons to real life workplace scenarios. Practitioners may update lab session content based on feedback from Professors. Weekly Practitioner sessions are mandatory for all students.

Faculty Practitioner Oversight

Direct Practitioner oversight is the responsibility of the Dean, in collaboration with the Academic Coordinators. Observations are to be conducted by the Dean, Academic Coordinators, or other assigned team member, to ensure Practitioners are providing sufficient educational support to the students. Weekly meetings between the Professor, Lead Practitioner, Practitioners and Academic Coordinators will ensure that classroom objectives are met.

Lead Practitioners

The Lead Practitioner serves as the academic liaison between Practitioners and administration, ensuring that both instructional and operational matters are documented and resolved promptly. Lead Practitioners are required to submit weekly reports summarizing Practitioner engagement, grading timelines, and communication responsiveness within their assigned courses. Weekly reports from Lead Practitioners are only intended to evaluate Practitioners' performance (not student performance). Lead practitioners are responsible for direct management oversight of practitioners and reporting on their instructional performance. The Lead Practitioner report is used by Academic Affairs to monitor instructional consistency with Practitioners and identify areas for instructional improvement. Weekly reports must be submitted by Friday 5 PM local time, with data reviewed in the Tuesday Administrative Sync meeting.

Academic Freedom

Jala University faculty are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of his other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution. Faculty are entitled to academic freedom in the classroom in discussing his subject, but he should be careful not to introduce into his teaching controversial matter with has no relation to his subject.

Academic Responsibility

The concept of academic freedom should be accompanied by an equally demanding concept of responsibility. The college or university teacher is a citizen, a member of a learned profession, and an officer of an educational institution. When he speaks or writes as a citizen, he should be free from institutional censorship or discipline, but his special position in the community imposes special obligations. As a man of learning and an educational officer, he should remember that the public may judge his profession and his institution by his utterances. Hence, he should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that he is not an institutional spokesman.

Academic Freedom Policy

Jala University advocates and supports its commitment to academic freedom. The University is dedicated to the search for truth and its dissemination. Board Directors, administrators, faculty, staff, and students of Jala University recognize and acknowledge that facts and truth are the primary concern. They also recognize and acknowledge that professional integrity requires the protection of freedom for all constituents, in

particular the faculty and students, in order to examine all pertinent data or information, question assumptions, and be guided by the evidence.

Academic freedom is defined as the essential right of faculty and students to seek the truth, inquire and freely express intellectual pursuits within a framework of critical assessment and appraisal. This basic right will be exercised by the faculty in their roles and performance of responsibilities.

All faculty and all students are allowed to have full freedom in research and in publication, except researching or teaching with a deceptive purpose. Academic freedom for instructors includes the right to evaluate and grade the academic performance of students within the boundaries of policies and procedures defined by the university. Academic freedom for students includes the right to be evaluated and graded fairly, transparently, and competently. Punitive grading is not accepted except for justifiable causes such as when a student is found guilty of cheating or plagiarism.

Both instructors and students have the freedom to express opinions about the topic, material offered in their courses. However, they should not discuss a controversial matter that has no relation to their subjects. Students have the right to disagree with the content and/or the teaching method of the class and request a change. However, this does not mean that students have a right to disturb the ongoing class or to avoid doing assignments and projects.

It is not inappropriate for an instructor and a student to meet outside the classroom to share their views about different topics. However, they should explore appropriate and applicable ways to discuss the related subject matter within the content and context of the classroom.

Academic freedom means having the right for a student to pursue appropriate actions against an instructor by filing a formal complaint based on grounds of incompetence and/or unprofessional or unethical behavior. An Instructor also has the right to pursue appropriate disciplinary actions against a student based on grounds of classroom disruption, destruction, or unethical behavior.

Students from all levels and disciplines have the right to receive quality presentations and teaching philosophies related to their disciplines. However, it does not mean that the instructor has to give equal weight to all theories to students from different disciplines or levels.

Faculty are free to express individual opinions (oral or written), free from any censorship or discipline, provided they clearly indicate that they do not speak for or on behalf of JALA University Instructors, staff, and students shall be free to associate through membership in professional, political, religious, fraternal, and social organizations of their choosing, provided they clearly indicate that they do not speak for or on behalf of Jala University.

Jala University adjudication process shall be used to protect individual rights and the integrity and sustainability of JALA University and resolve any disagreement between the student, instructor, staff, and the University regarding their exercise of academic freedom.

AI Adoption Strategy

Jala University's AI Adoption Strategy is a structured institutional initiative to ensure all faculty and students are proficient in ethical, effective, and innovative AI use. Faculty must complete the AI Adoption training and assessment before teaching in any module. The strategy integrates AI applications into curriculum design, grading efficiency, and language support, while emphasizing responsible use. Noncompliance or failed certification requires re-enrollment in the next available training cycle. Faculty are also expected to model appropriate AI behavior for students and contribute feedback on AI integration outcomes to the AI Committee each term.

AI Committee Audits

The AI Committee is responsible for monitoring, guiding, and enforcing Jala University's policies on artificial intelligence use students. Through an AI audit each Mod, the Committee carries out their task. Composed of faculty from Academic Affairs, the committee evaluates AI-related infractions, recommends interventions, and ensures continuous improvement of AI literacy. The AI Committee is assembled in Week 6 of each Mod to review possible AI violation reports and report findings. Faculty may be asked to provide evidence of student AI misuse and to recommend remediation if a student is found to have breached AI integrity standards. All Committee actions are documented in student folders and on the AI Tracker with the Registrar's Office to ensure transparency and fairness in accordance with University policy. *Refer to the AI Audit Committee Guideline Document for more details.*

AI Policy (regarding students)

Jala University embraces Artificial Intelligence (AI) as an integral component of modern learning and professional readiness. Our students are expected not only to understand AI as a tool but to master its ethical, responsible, and innovative application across academic and real-world contexts. The University's Policy for students is guided by the institutional AI Adoption Strategy, which positions Jala graduates as future mid-level engineers capable of collaborating effectively with AI systems. Throughout the curriculum, students progress through three levels of AI interaction - **Automation, Augmentation, and Agency** - learning when and how to responsibly leverage AI for problem-solving and productivity.

Early coursework introduces students to augmentation, where they use proprietary AI tutors to enhance understanding while maintaining full authorship of their work. By the third year, students advance to automation, applying AI to assist in debugging, testing, and code review under faculty supervision. In their final terms, they reach agency—delegating complex prototyping and architectural tasks to agentic AI systems while focusing on ethical oversight, evaluation, and creativity. All AI use must be transparent, properly cited, and consistent with Jala University's Academic Integrity and Code of Conduct policies.

Unauthorized or undisclosed AI-generated work, as well as overreliance that compromises learning outcomes, constitutes academic misconduct. The goal of Jala's AI Policy is to ensure every student develops the critical thinking, collaboration, communication, resilience, and ethical discernment needed to thrive in a world where AI is both a collaborator and a competitor.

AI Bot Usage Policy

The use of AI-powered bots (e.g., ChatGPT, Notion AI, Otter.ai, etc.) is subject to university guidelines on academic integrity, privacy, and classroom participation. AI bots are **not permitted** for notetaking or transcription purposes during **synchronous course sessions**, including **Masterclasses and Labs**. This restriction is in place to protect participant privacy, maintain academic engagement, and uphold course integrity. **Violations of this policy** may be addressed in accordance with the university's student code of conduct procedures.

AI Usage Summary for Students

ALLOWED AI USES (With Proper Citation):

Year 1–2 (Augmentation Phase):

- Using VALIS tutors (Alan, Emily) for conceptual explanations
- Brainstorming ideas and approaches
- Grammar and language support for non-native English speakers
- Clarifying assignment requirements
- Learning syntax and debugging assistance

Year 3 (Automation Phase):

- Code review and debugging with faculty supervision
- Automated testing assistance
- Documentation generation (with review)
- Optimization suggestions

Year 4 (Agency Phase):

- Prototyping and architectural design delegation
- Complex system generation with human oversight
- Ethical evaluation of AI-generated solutions
- Creative problem-solving partnerships

PROHIBITED AI USES (Always)

- Generating complete assignment solutions without understanding
- Copying AI output verbatim without attribution
- Using unauthorized AI tools outside VALIS platform (ChatGPT, GitHub Copilot, etc.) without explicit permission
- Submitting AI-generated work as original student work
- Using AI during proctored exams or assessments
- Sharing university credentials with AI services
- Having AI write final project reports or documentation

CITATION REQUIREMENTS

When using permitted AI assistance, students must include:

1. Statement of AI use in assignment submission
2. Specific tool used (e.g., "VALIS - Alan tutor")
3. Nature of assistance (e.g., "Used for debugging logic error in lines 45–52")

4. Confirmation that submitted work represents student's understanding

VIOLATION CONSEQUENCES

1st Violation - Zero on assignment + formal warning + AI re-training

2nd Violation - Zero on assignment + academic probation + mandatory meeting with Dean

3rd Violation - Permanent dismissal from the University

Note: Severity may result in immediate escalation. Academic review board determines final sanctions.

Curriculum Review and Assessment

Jala University ensures that all curriculum and instructional materials are current, accurate, and aligned with program learning outcomes (PLOs).

Curriculum Development: Jala University hires industry software engineers as Subject Matter Experts (SMEs) to collaborate with the Program Director and faculty in developing course content and instructional materials. Prior to course creation, SMEs review the program's learning outcomes to ensure alignment. The Program Director and Chief Academic Officer conduct training sessions on curriculum design and review standards before SMEs begin development.

Each course includes a minimum of 3-5 Learning Outcomes that align with one or more Program Learning Outcomes (PLOs). The final deliverable, the Academic Course Outline (ACO), includes the course description, credit hours, outcomes, objectives, topics, and assessments. The ACO is reviewed by the Program Director and submitted to the Chief Academic Officer for final approval. The ACO is used to support the creation of course content the course syllabus.

Curriculum Review Cycle: Jala University follows a continuous improvement cycle to maintain curriculum relevance and quality.

- Ongoing Review: Curriculum is reviewed after each 8–10-week module through Retrospective Meetings, faculty curriculum committee sessions, and Quality Assurance (QA) reviews.
- Course Workload Surveys: Deployed at the end of each new course launch to confirm that student workload aligns with credit hour and engagement requirements.
- Annual and Long-Term Review: During the initial program cycle, continuous review will occur until the first cohort graduates (December 2026). Thereafter, a full program review occurs every three years, with interim updates as needed to address industry changes or feedback.

Data Collection and Evaluation: The Curriculum Review process analyzes both direct and indirect measures to evaluate effectiveness and inform updates:

1. Direct Measures: Student performance data, capstone projects, standardized rubrics, and industry-faculty assessments.
2. Indirect Measures: End-of-course surveys, pass and retention rates, student engagement surveys, and (in future cycles) employer evaluations and graduate outcomes.

This data-driven process ensures that the curriculum reflects industry standards, promotes student success, and remains aligned with Jala University’s mission of preparing future engineers.

For the full scope of curriculum and analysis refer to the Curriculum Development Manual and Outcomes Assessment Plan.

Instructional Methods and Policies – Working with Students

Course Models

Jala University offers different course models to accommodate student learning, as follows below. Please note the different course lengths (8 week or 10 weeks models) and the differences in percentages of student learning responsibility between Core and General Education (Gen Ed) courses:

Course Models and Workload Distribution

Course Type	Duration	Faculty Practitioner Responsibility	Professor Responsibility	Total Course Hours	Weekly Breakdown
Core Course	8 weeks	60% (~48 hours: 16 lab sessions × 2 hrs + 16 hrs support)	40% (~32 hours: 16 lectures × 2 hrs)	80 hours	2 hrs lecture + 2 hrs lab + 1 hr meeting
Core Course	10 weeks	60% (~60 hours: 20 lab sessions × 2 hrs + 20 hrs support)	40% (~40 hours: 20 lectures × 2 hrs)	100 hours	2 hrs lecture + 2 hrs lab + 1 hr meeting
Gen Ed Course	7–8 weeks	N/A	100% (~56–64 hours: lectures + grading)	56–64 hours	2–3 hrs lecture + grading time
ESP Course	8 weeks	N/A	100% (~64 hours: instruction + assessment)	64 hours	2–3 hrs instruction weekly

Notes:

- Workload hours are approximate and may vary by course complexity
- Weekly coordination meetings (1 hour) are required for all Core courses
- Grading time is distributed throughout the module (approximately 3–5 hours weekly)
- Specific workload details are included in each Assignment Letter

Guest Speakers

Faculty are encouraged to invite guest speakers to a live video session. Faculty must first provide the Dean with an expected agenda including the theme of appearance. Approval for invited guests must be obtained from the Dean directly. No faculty member is permitted to offer any payment to a guest for speaking. Please see the SharePoint site for the appropriate form.

Syllabus

The Course Syllabus is the official academic document that outlines the essential information, structure, and expectations of a specific course offered at Jala University. It serves as a formal agreement between the instructor and students, detailing the course objectives, learning outcomes, instructional methods, grading policies, required materials, schedules, institutional policies, and assessment criteria. The syllabus ensures transparency, consistency, and alignment with Jala University's curriculum maps and accreditation standards.

Each syllabus includes:

- Course Information: Title, code, credits, clock hours, prerequisites, and instructional modality.
- Instructor Information: Faculty name, contact details, office hours, and communication channels.
- Course Description and Objectives: A concise summary of the course's scope and its contribution to program learning outcomes.
- Learning Outcomes (CLOs): Specific, measurable competencies students are expected to achieve by the end of the course.
- Weekly Topics and Assignments: A schedule of readings, activities, and deliverables.
- Assessment and Grading Criteria: Detailed breakdown of assignments, participation, exams, and evaluation rubrics.
- Institutional and Academic Policies: Attendance, AI use, academic integrity, make-up work, professionalism, and camera policies.

At Jala University, syllabi are reviewed and updated each module to ensure that policies, rubrics, and course content reflect current academic and technological standards. Faculty must review the finalized syllabus in Canvas prior to the start of each course, ensuring that students clearly understand their responsibilities and the standards for academic success.

Capstone Presentation

For courses that include capstone projects, each group must present their work, one group at a time. Please note other groups will not be in attendance during the presentations.

Student Feedback

Following the due date for each assignment, the course Professor and Faculty Practitioner will utilize a clearly defined grading rubric to assess student performance for each metric. Points will be totaled, and grades provided to each student with substantive feedback within 96 hours (4 days) of assignment submission.

Grading Policy

Faculty are required to use the Gradebook provided in Canvas. The course must be populated with the correct assignments, exams and homework, with the correct grade scale applied in order for grades to be correct. Grades must be current and accurate. The course syllabus and the Canvas Gradebook must match in grade distribution.

Grading Scale

(Canvas does not display letter grades in the gradebook, only percentages – use this chart to assist with At-Risk Reports and submission of final course grades in the SIS).

Grade	Percentages	Quality Points
A	94-100	4.0
A-	90-93	3.7
B+	86-89	3.3
B	83-85	3.0
B-	80-82	2.7
C+	76-79	2.3
C	73-75	2.0
C-	70-72	1.7*
D+	66-69	1.3*
D	63-65	1.0*
D-	60-62	0.7** *A grade of D- or lower is considered a failure and will require the course to be repeated for all classes.
F	< 60%	0.0

Pass/Fail Boundaries:

- **Passing Grades:** C- (70%) and above
- **Failing Grades:** D+ (69%) and below
- Any grade of D- (62%) or lower requires the course to be repeated
- **WF (Withdrawal-Failing):** Counts as an F (0.0) in GPA calculation
- Students must maintain a cumulative GPA of 2.0 or higher to remain in good academic standing

Note: Although D grades (60–69%) receive quality points, they are considered failing for program progression purposes and the course must be retaken.

Other letter grades the University may use:

Grade	Description	Impact to GPA
P	Proficient	N/A
AU	Audit	N/A
I	Incomplete	N/A
W	Withdrawn	N/A
WF	Withdrawn – Failing	Counts as an “F”
TR	Transfer Credit	N/A
LOA	Leave of Absence	N/A

Grading For Courses

Course weights are distributed between the Masterclass and the Faculty Practitioner Labs (also called Labs) sections in Canvas. Courses may be: Core courses, General Education courses, ESP courses or ESP Labs. Review the course syllabus for more specific details applicable to a given course.

Withdrawn Students in Canvas

Students who have withdrawn will no longer be visible in the Canvas Gradebook. Faculty are not notified when a student is withdrawn; therefore, if a student no longer appears in your course roster or Gradebook, please assume the change reflects an official withdrawal or drop.

TEMPLATE A: COURSE WEIGHTS FOR CORE COURSES

FACULTY PRACTITIONER: CATEGORY	ASSIGNMENTS	TOTAL POINTS	PERCENTAGE OF FINAL GRADE
Weekly Faculty Practitioner Labs	Weekly Faculty Practitioner Labs	200	20%
Projects	Capstone; Midterm/Progress and Final Defense	400	40%
TOTALS:	N/A	600 Points	60%

MASTERCLASS: CATEGORY	ASSIGNMENTS	TOTAL POINTS	PERCENTAGE OF FINAL GRADE
Discussions	Discussions and Peer Responses	20	2%
Assignments, Quizzes, Tests, Exams	Quizzes, Tests, Exams,	330	33%
Professionalism & Attendance	Active Participation; Professional Behavior; Regular Attendance	50	5%
TOTALS:	N/A	400 Points	40%

TEMPLATE B: COURSE WEIGHTS FOR CORE COURSES GENERAL EDUCATION MATH COURSES

MASTERCLASS: CATEGORY	ASSIGNMENTS	TOTAL POINTS	PERCENTAGE OF FINAL GRADE
Discussions	Discussions and Peer Responses	70	7%
Assignments/Tasks	Assignments/Tasks	280	28%
Collaboration	Group Project	170	17%
Exams	Exams	220	22%
Labs	Labs	210	21%

Professionalism & Attendance	Active Participation; Professional Behavior; Regular Attendance	50	5%
TOTALS:	N/A	1000 Points	100%

TEMPLATE C: COURSE WEIGHTS FOR COMMUNICATION AND WRITING GENERAL EDUCATION COURSES

MASTERCLASS: CATEGORY	ASSIGNMENTS	TOTAL POINTS	PERCENTAGE OF FINAL GRADE
Discussions	Discussions and Peer Responses	100	10%
Exams/Final Project	Exams/Final Project	150	15%
Tasks/Activities	Tasks/Activities	350	35%
Labs	Labs	350	35%
Professionalism & Attendance	Active Participation; Professional Behavior; Regular Attendance	50	5%
TOTALS:	N/A	1000 Points	100%

Note: Although these are the standard Course Weights, some courses may use Core Weights that vary from the above. Check the course syllabus to determine the Course Weights in use for each course.

Professionalism & Attendance Point Deduction

Professionalism/Attendance is worth 5% of the total course grade. Students who have excessive absences and/or violate the professionalism expectations of the course may have deductions applied up to 5% of the total course grade. Deduction is applied by the Masterclass Professor in Canvas within the Professionalism/Attendance grade category. Students exceeding 35% absence (masterclass + lab) will receive a WF for the final course grade. Faculty are responsible for ensuring that attendance entries are up to date and accurately reflected in both MeetPoint and Canvas systems. Any discrepancies must be corrected before final grades are posted. Deductions should be clearly documented with timestamps and supporting evidence (e.g., screenshots or logs). The Registrar and Academic Affairs periodically audit attendance deductions to verify consistency and compliance with institutional policy. Faculty may be asked to apply the WF penalty for students with 35%+ absences. This information can be found from MeetPoint reports. Faculty who identifies systemic errors should immediately report them to IT or Academic Affairs.

Classroom Attendance

Classroom attendance is recorded automatically in MeetPoint. Students must attend only the classes corresponding to their assigned sections. Once students enter your classroom, their attendance is registered. If students arrive late or leave early, that time is also recorded. Students who spend less than 70% of the classroom time in a session will be marked as absent by the Registrar.

For classes conducted on Teams, we will use ZACK, a proprietary Jalasoft tool that automatically records attendance and allows our team to create classes and download reports. Meetings will be created automatically before the module starts.

Students who are absent from a class for 14 consecutive days, including weekends, are automatically withdrawn from that class. If a student is absent from all courses for 14 consecutive days, they are dismissed from the University.

Incomplete Grades

A grade of Incomplete (“I”) is temporary and may be assigned when a student in good standing in a course, has completed and passed most of the required coursework but, for reasons beyond the student's control (circumstance such as an illness, accident, military leave, or family emergency) cannot complete all course requirements prior to the end of the module. An “I” grade is not to be awarded in place of a failing grade or a means for the student to raise their grade by completing additional work. The request of an incomplete grade must be made by the student to the faculty (professor or practitioner) by the Friday of WK7 (8-week course) or WK9 (10-week course). Faculty retain the right to make the final decision and are under no obligation to grant students an incomplete grade.

Incomplete Grade Steps

1. The Incomplete Grade Request Form should be completed by the student and submitted to the faculty no later than the last Friday of the module (Friday of WK7 for an 8-week course or Friday of WK9 for a 10-week course).
2. The faculty determines if the student should be allowed to receive an “I” grade.
 - a. Professor/Practitioner and student reach an agreement of what coursework needs to be completed and the submission deadline. Students have up to seven (7) days after the conclusion of the module to submit missing assignments (Wednesday of WK1 of the subsequent module).
3. Faculty submits the Incomplete Grade Request Form to the Registrar, SIS Administrator and Dean within 48-hours after the last Friday of the module.
4. Enter a final grade of “I” in the SIS
5. Students are given up to but no longer than seven (7) days after the last day of the module to complete and submit the agreed upon assignments to the faculty.
 - a. It is the student’s responsibility to complete and submit the remaining coursework by the agreed assigned deadline.
6. Faculty have three (3) days to review, grade, and update the Canvas course gradebook, if applicable.
7. Submit the Grade Change Form to the Registrar’s Office changing the “I” to the final earned grade within three (3) days of the course extension date (Friday of WK1 of the subsequent module). The Grade Change form should include both the letter and numerical grade.
8. If the student does not meet the criteria of the incomplete grade extension, or if the final grade is unchanged, the professor should still submit a Grade Change Form that reflects the final Canvas course grade in the course gradebook.

Make-up Work

The Make-Up Work Policy allows students with documented emergencies or valid reasons for absence to complete missed assignments or assessments within a defined time frame. Faculty are required to apply this policy uniformly, ensuring fairness and transparency. All make-up work requests must be submitted through official forms and approved by the instructor within seven days of the missed deadline. Faculty should clearly outline make-up opportunities in the course syllabus and maintain evidence of student communication. Abuse or inconsistent application of the policy may result in audit findings during audit reviews

Late Work Policy

Students are responsible for managing deadlines and communicating proactively with the instructor when issues arise.

- Assignments submitted up to 48 hours past the deadline will be accepted with a 20% grade penalty.
- Work submitted more than 48 hours late will not be accepted, unless prior approval has been granted through the Make-Up Work Policy for documented excused circumstances.

Change of Grade

Grade changes are permitted only for legitimate errors in calculation, documentation, or submission. Faculty must submit a Grade Change Form specifying the rationale, evidence of correction, and relevant supporting documentation. All changes must be approved by the Lead Practitioner and Academic Affairs before being processed by the Registrar. Retroactive or undocumented grade changes are strictly prohibited. Faculty are reminded that grading integrity is essential for maintaining accreditation and student trust; therefore, all grade modifications must adhere to the University's established review and approval process.

Grade Appeal

In cases of grade appeals, the student must submit the request along with justification and relevant supporting documents through the Grade Appeal Request Form which will be sent to the Academic Coordinator. If the request is deemed, the request will be forwarded to the Professor and Faculty Practitioner for review. The Professor or Faculty Practitioner will decide whether to change the student's grade. If the grade has been entered into the SIS, the Change of Grade process will be initiated, which must be approved by the Dean.

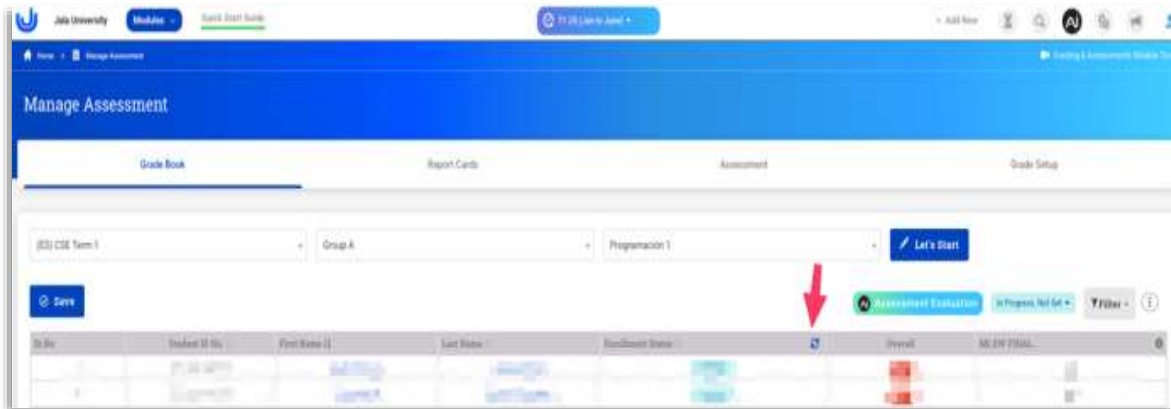
Final Grade Submission

Final Grades are entered in The SIS Classe365 at the conclusion of each Mod for both 8-week and 10-week classes. Faculty must ensure that all student submissions are graded in the Canvas Course Gradebook for both the Masterclass and the Lab Practitioner sections.

Unsubmitted work must not be left blank, but instead a grade of "0" zero must be entered. Faculty must ensure that any Attendance Deductions are applied in Canvas Gradebook. Additionally, grades for

Professionalism must be entered, only as applicable. Once grades have been submitted in the SIS, faculty must send an email for AI confirmation to the Dean, with the Registrar in copy.

The faculty confirmation must read: *"I confirm that I have checked to the best of my ability for AI plagiarism in student submissions."* As a final step in the SIS, faculty must ensure that the enrollment status during the grade import process is updated, as below:



8-week and 10-week classes

Jala University offer both 8-week and 10-week courses. Weeks are pre-defined based on the course credits. To confirm course dates, refer to the Course Syllabus or the Faculty Contract to confirm.

Course Duration Deadline Comparison

Milestone	8-Week Course	10-Week Course
Mid-Module Survey	End of Week 4	End of Week 5
At-Risk Report Deadline	Friday of Week 4	Friday of Week 5
Incomplete Grade Request	Friday of Week 7	Friday of Week 9
Last Day of Instruction	Week 8, Day 5	Week 10, Day 5
Final Grades Due (Canvas)	48 hours after last class	48 hours after last class
Final Grades Due (SIS)	2 business days after module end	2 business days after module end
Incomplete Work Extension	+7 days (Wednesday of Week 1, next module)	+7 days (Wednesday of Week 1, next module)
Grade Change Deadline	Friday of Week 1, next module	Friday of Week 1, next module

Example: For an 8-week course ending Friday, June 17:

- Final grades in Canvas due: Sunday, June 19 (48 hours)
- Final grades in SIS due: Tuesday, June 21 (2 business days)
- Incomplete extensions due: Wednesday, June 29 (+7 calendar days)

Recordkeeping

Faculty must retain all student communications in the event those interactions are needed for special circumstances.

Important Student Policies

Professionalism expectations for students

The Canvas Gradebook now includes a Professionalism column. Professional behavior is expected in the virtual online classroom environment to support an engaged and student focused learning environment. At Faculty's discretion, there may be a point addition for exception professionalism of up to 10 points or a deduction of up to 10 points if a lack of classroom professionalism is observed. Not all students will receive or have points removed for Professionalism. These points are for extreme or exceptional cases only:

- Students are expected to dress appropriately for virtual classroom instruction. Students are expected to dress in a manner that reflects a professional setting. A good rule of thumb is to wear something that would be appropriate if the class was meeting in person such as business casual attire. Student should avoid wearing tight fitting clothing, revealing clothing, or clothing with images or language that could be construed, based on societal norms to be offensive or contribute to a hostile learning environment.
- Students are encouraged to participate in class from a location that has limited distraction and supports student learning such as sitting at a table or desk.
- Other video etiquette criteria for students:
 - Cameras must be turned on during all synchronous class sessions
 - Be on time
 - Mute yourself when not speaking
 - Treat the virtual class with the same respect as a live class
 - Raise your hand or use the chat box to ask questions
 - Be professional and respectful
 - Ensure technology is working properly

Academic Honesty and Self-Plagiarism

Students who are repeating a course are not permitted to resubmit assignments or projects that were originally submitted in previous attempts of the same class., or in any other course. Reusing past work in this way constitutes self-plagiarism, which falls under the broader category of academic dishonesty. Such actions are considered a violation of the University's Code of Conduct and may result in disciplinary measures. All coursework must be newly completed to ensure integrity, fairness, and the demonstration of current learning.

Camera Policy

To preserve engagement and academic integrity in live classes, faculty and students are required to keep cameras on during synchronous sessions, except in cases of approved exceptions (e.g., technical limitations

or accessibility accommodations). Faculty are responsible for reminding students of this policy at the start of each module and documenting compliance through MeetPoint participation logs. The use of cameras enhances community, communication, and the authenticity of class interaction in the virtual learning environment. Faculty who experiences widespread noncompliance should report cases to Student Services for follow-up, ensuring engagement interventions are applied appropriately.

Policy Guidelines:

- **Camera Use Required:** Cameras must remain on unless otherwise directed.
- **Respectful Presence:** Students should use virtual backgrounds if necessary to minimize distractions.
- **Participation & Attendance:** Instructors may factor visual presence into attendance/engagement.
- **Presentations:** Cameras must be on for group work and presentations unless otherwise approved.
- **Professionalism:** Students must dress appropriately and maintain respectful online conduct.
- **Enforcement:** Faculty may remove students from class for noncompliance, per university classroom policy.

** Exceptions to Camera Use May Include:*

- Bandwidth/connectivity issues
- Privacy/environmental concerns
- Medical or personal reasons

*Students seeking accommodations must notify their instructor and contact Student Services at least two weeks before the start of a module.

Accommodation for Disabilities:

Students with documented disabilities that prevent camera use may request an accommodation through Student Services. Approved accommodations will be communicated to faculty in writing at the start of each module. Faculty should not require camera use from students with approved accommodations and must document alternative engagement methods (e.g., increased verbal participation, chat engagement) to verify attendance and participation.

Attendance and Professionalism Policy

Attendance and professionalism are integral components of student success and academic engagement at Jala University. Attendance is mandatory for all scheduled synchronous sessions and is monitored through MeetPoint and Canvas. Faculty must record attendance for each class session, noting punctuality, participation, and camera status.

Students who accumulate more than 35% absences in a course will receive a WF (Withdrawal–Failing) as the final course grade. Faculty are required to document all absences and report any patterns of prolonged non-attendance or disengagement using the At-Risk Report submitted to Student Services and Academic Affairs.

Professionalism and Attendance Grade Component (5%)

Each course allocates 5% of the total course grade to Professionalism/Attendance, reflecting both attendance and professional conduct during synchronous sessions and in the learning environment.

- Students who attend regularly, arrive on time, maintain an active camera, and demonstrate professional behavior (respect, collaboration, preparedness, and adherence to course norms) may earn up to 100 points in this category.
- Excessive absences, chronic tardiness, disengagement, or unprofessional behavior may result in deductions of up to the full 5% (a score as low as 0 points).
- Faculty should apply this component consistently using the course grading rubric or the faculty-established attendance/professionalism criteria.

Faculty Responsibilities

Faculty must:

1. Take attendance at each synchronous session.
2. Maintain accurate and timely records in Canvas.
3. Monitor student participation and professionalism.
4. Communicate attendance or professionalism concerns early to students.
5. Submit At-Risk Reports for students with repeated absences or professional conduct concerns.

Student Absence and Leave of Absence Policy

Short-Term Absences (1–3 days)

Students experiencing brief absences due to illness, family emergency, or other urgent matters must:

1. Notify their Professor(s) and Practitioner(s) via email as soon as possible
2. Copy their Student Services advisor
3. Provide documentation if absence exceeds 2 consecutive days
4. Work with faculty to arrange make-up work per the Make-Up Work Policy

Extended Absences (4–13 days)

For absences lasting 4–13 consecutive days:

1. Student must contact Student Services immediately
2. Student Services will coordinate with faculty and the Dean
3. A catch-up plan will be developed
4. If absence reaches 14 consecutive days, automatic withdrawal will be triggered

Leave of Absence (14+ days or major life events)

Students facing severe medical conditions, emergencies, or significant life events that prevent attendance for 14+ days may request a Leave of Absence:

1. Student must submit a Leave of Absence Request Form to Student Services
2. Documentation must be provided (medical records, legal documents, etc.)
3. Dean reviews and approves/denies within 5 business days
4. Approved LOA suspends enrollment without academic penalty
5. Student must apply for re-entry at least 30 days before intended return date

Automatic Withdrawal Rule

Students absent from a single course for 14 consecutive days (including weekends) are automatically withdrawn from that course. Students absent from ALL courses for 14 consecutive days are dismissed from the University.

Attendance Rules Summary

Attendance Issue	Consequence	Faculty Action Required
Single absence	Document in MeetPoint	None (routine tracking)
3+ absences in one course	Potential grade impact	Submit At-Risk Report
20% absences in one course	Significant grade penalty	Contact Student Services
35% absences in one course	WF (Withdrawal-Failing)	Process WF grade per Registrar instructions
14 consecutive days absent (single course)	Automatic withdrawal	Administrative Process
14 consecutive days absent (all courses)	Dismissal from University	Administrative Process
Camera off repeatedly	Professionalism deduction	Document and deduct points
Late arrival (>15 min)	Counted as absence	Mark absent in MeetPoint
Early departure (>15 min before end)	Counted as absence	Mark absent in MeetPoint

Student with Disabilities Policy

Jala University is committed to providing students with disabilities equal access to the educational opportunities. Recognizing the specific needs of students with disabilities, the University provides an accommodation process and accommodations, within reason, these accommodations may be denied if medical documentation is incomplete or missing, following the Student Accommodations Process.

Disabilities are conditions experienced by certain individuals due to various physical, mental, sensory, or intellectual limitations that can impede their full participation in activities on an equal basis. These conditions are typically identified through specific diagnoses conducted by trained professionals. Within the educational sphere, adaptations are implemented, which involve reasonable modifications aimed at addressing the needs of individuals with disabilities, thereby enabling them to better engage in and benefit from the learning process.

Student Accommodation Process

If Professors and Faculty Practitioners identify special needs in any student, or if an evaluation is required due to performance difficulties in class, they must refer he or she for accommodations to the Student Services department. For more information on student policies pertaining to Student Accommodations Process please refer to the Student Handbook and Catalog.

ETHICS AND STANDARDS

Academic Honesty

Professors are responsible for documenting all instances where there has been a breach of academic integrity to the Academic Dean. To assure the validity of the learning experience Jala University establishes clear standards for student work. Any instance of a breach of academic integrity will result in an automatic provisional zero (0) for the assignment and will initiate an academic review of the incident. The zero is provisional pending the outcome of the academic review process described below. If the review determines no violation occurred, the assignment will be graded normally. If a violation is confirmed, the zero becomes permanent and additional sanctions may apply.

In any presentation - creative, artistic, or research - it is the ethical responsibility of each student to identify the conceptual sources of the work submitted. Failure to do so is dishonest and is the basis for a charge of cheating or plagiarism, which is subject to disciplinary action, including, but not limited to receiving a zero for a specific course assignment, receiving a zero for the course, or other disciplinary actions up to dismissal from the university.

Cheating includes but is not necessarily limited to plagiarism, which includes, but is not limited to, failure to indicate the source of a written phrase, sentence, or paragraph or an idea derived from the work, published or unpublished, of another person with quotation marks or footnotes where appropriate.

Generative Artificial Intelligence (AI) Authorized Usage and Violations of Policy

Student classwork, including submissions of discussions, exams, tests, quizzes, assignments, projects and presentations, are subject to **the *Generative Artificial Intelligence (AI) Authorized Usage and Violations of Policy***. Violations of the AI policy and plagiarism - includes the use or representation of the thoughts, ideas, or words of another as one's own work in any assignment including the paraphrasing of information, the duplication of an author's words or ideas without identifying the source, and the failure to cite quoted material properly.

- Use of unauthorized Generative Artificial Intelligence tools and platforms outside the university approved VALIS AI platform.
- Submission of work that is not the student's own for papers, assignments, or exams.
- Submission or use of falsified data.
- Use of an alternate, stand-in, or proxy during an examination.
- Use of unauthorized material including textbooks, notes, or computer programs in the preparation of an assignment or during an examination.
- Theft of or unauthorized access to an exam.
- Supplying or communicating in any way unauthorized information to another student for the preparation of an assignment before or during an examination.
- Communicating with other individuals (student or non-student) via WhatsApp or other social media platforms during a proctored quiz or exam.

Note: *Sharing university credentials violates the Student Identity Verification Policy (see Academic Honesty section).*

Students who violate the University's AI policy **three times** with the use of unauthorized AI-generated or AI-enhanced code are subject to permanent dismissal from the University. Violation of the AI policy is a serious infraction of school policy and students with two violations may be dismissed without possibility of appeal or re-entry and permanently banned from the University.

Any instance of a breach of academic integrity will result in an automatic 0 for the assignment and will initiate an academic review of the incident.

Professors are responsible for documenting all instances where there has been a breach of academic integrity to the Academic Dean. The Dean will have seven (7) days to make a decision.

The Dean can opt for one of the following:

1. Return to the assignment for a grade if it is determined there was no breach of academic integrity
2. Accept the zero grade and issue a warning to the student if there is sufficient evidence that the breach was unintentional.
3. To forward the case to an academic review board.

Academic Review Board

The Dean will convene an academic review board consisting of two professors not involved in the incident, and Student Service's advisor and staff member to take minutes. The Dean is not a member of the board. The board will set a date and time to meet and request written statements from all parties involved.

The board will review written statements by the instructor as well as the student and any additional information given to the board. The board will consider the issue and vote on a resolution.

The board can consider any combination of the following resolutions:

- Re-grading of the assignment
- Upholding the 0 grade
- Assigning a 0 for the course and requiring the student repeat
- Providing a formal warning to the student
- Suspension of the student
- Dismissal of the student

The board will submit the finding to the Dean who will issue a letter within seven (7) days to the student informing of the decision and the right to appeal.

Student appeals are to the Chief Academic Officer and must be in writing. The Chief Academic Officer will have fifteen (15) days to respond.

Academic Integrity Violation Review Process

Step 1: Detection and Initial Response

When faculty detect a potential academic integrity violation:

- Assign a provisional zero (0) to the assignment
- Document the suspected violation with evidence
- Report to the Dean within 48 hours using the Plagiarism Reporting Form
- Notify the student of the provisional grade and pending review

Step 2: Dean's Initial Review (7 days)

The Dean reviews all submitted documentation and determines one of two outcomes:

- **Outcome A: No Violation Found:** The Dean returns the assignment to faculty for normal grading. Student is notified within 24 hours.
- **Outcome B: Violation Suspected:** The Dean forwards the case to the appropriate review body based on violation type.

Step 3: Review Board Determination

Violation Type	Review Body	Timeline	Members
AI-Related Violations	AI Committee	Convenes Week 6 of module	3 faculty members from Academic Affairs + Academic Coordinator
All Other Violations (plagiarism, cheating, etc.)	Academic Review Board	Within 7 days of referral	2 professors (not involved in case) + Student Services advisor + minutes recorder

Both review bodies follow the same process:

1. Review written statements from instructor and student
2. Examine all evidence and documentation
3. Hold deliberation meeting
4. Vote on findings and sanctions
5. Submit written decision to Dean

Step 4: Sanctions

The review body may recommend any combination of:

- Re-grading of the assignment
- Upholding the zero grade
- Zero for the entire course (student must repeat)
- Formal warning letter in student file
- Academic probation

- Suspension from the University
- Dismissal from the University

***Special Note for AI Violations:** The AI Committee tracks cumulative violations across all modules. Three (3) AI violations result in automatic permanent dismissal from the University.*

Step 5: Student Notification and Appeal Rights

- Dean issues written decision within 7 days of review board submission
- Student has the right to appeal to the Chief Academic Officer (CAO)
- Appeals must be submitted in writing within 15 days of receiving the decision
- CAO responds to appeals within 15 days
- CAO's decision is final

AI Committee Schedule and Procedures:

- Convenes in Week 6 of each module to review all flagged AI cases from that module
- Reviews violations from previous modules if appeals or new evidence emerge
- Maintains the AI Violation Tracker with the Registrar's Office
- All decisions are documented in student academic files
- Committee membership rotates each term to ensure objectivity

Student Identity Verification Policy

Students are responsible for providing their complete and true identity information for all identification verification processes. Each student at Jala University is assigned a unique username and password. All users of the university systems student information system (SIS) and LMS are responsible for maintaining the security of usernames, passwords, and other access credentials as required. An account is given to an individual for the exclusive use by that individual. It is against university policy for a user to give someone his or her password or allow others to use his or her account. Users are responsible for all activity on their accounts.

Proctored Examinations

All online exams that are not deemed open book exams use the university electronic proctoring system, Proctorizer. The proctoring tool implementation safeguards the integrity of course exams which is essential to protecting the value of Jala University degree programs. The proctoring tool allows the university: 1) to manage the lockdown of browsers, by removing accessibility to certain functionality while taking the test, 2) confirm student ID verification, through samples of photo identification and face recognition of the test-taker, and 3) provides the recordings of each user test attempt, everything in compliance with FERPA. After the exam is submitted, the institution can review the recordings or the summary reports. Faculty and students are provided with Proctorizer training tools before exams are delivered. All examinations are given online in Canvas. Faculty teaching courses through distance education methods hold primary responsibility for ensuring that students comply with the Jala University's identity verification policy. As technology and personal accountability are not absolute in determining a student's identity, faculty members are

encouraged to design courses that use assignments and evaluations that support student integrity and academic honesty.

Student Interactions

Faculty members are encouraged to meet with students as part of the educational process. They are expected to keep these meetings professional at all times. And should avoid becoming familiar with students outside of the educational process. This includes using professional language during meetings, avoiding the sharing of personal details, and observing proper decorum. Faculty members are expected to provide an example for students as professionals.

It is prohibited for Faculty members and students to maintain romantic relationships, dating situations or business partnership. Any violation of this policy will result in disciplinary hearings.

Anti-Harassment Policy

Jala University stands as an institution committed to fostering inclusion and equity, while valuing diversity and upholding the rights and dignity of every individual. We strive to cultivate a safe and inclusive environment for all members of our community, both in our educational endeavors and workplace settings. We define harassment as any unwelcome verbal or physical conduct that is offensive and detrimental, causing harm or distress to another person's physical, emotional, or mental well-being.

Our institution unequivocally condemns all forms of harassment, including but not limited to bullying, cyberbullying, sexual harassment, racism, or bias based on any protected characteristic such as race, creed, color, sex, pregnancy/childbirth, gender identity or expression, age, national origin, ancestry, religion, physical or mental disability, marital or domestic partnership status, affectional or sexual orientation.

We expect all individuals, whether they are students, faculty, staff, or visitors, to treat each other with respect, kindness, and consideration at all times.

Any student, faculty member, or staff member who believes they have experienced harassment within the institution is encouraged to report their concerns to the CEO. Upon receipt of a complaint, university officials will act within fifteen (15) business days of receipt of the report.

Formal complaints will include a written complaint and an investigation by designated university officials. The investigation may include interviews with witnesses and gathering written statements from all parties involved. At the conclusion, a report will be submitted which will include recommendations for action regarding the complaint. If it is determined that a party is responsible for such violations, it is grounds for disciplinary action against that party, which may include removal of the party from campus through dismissal or termination of employment, as appropriate.

Jala University prohibits any form of sexual harassment or sexual violence, we adhere to the United States federal law "Title IX" of the Education Amendments of 1972, 20 U.S.C. §1681 et seq., regulation, which

may require following a specific process when the institution becomes aware of or reports any event involving sexual misconduct.

FERPA Policy

The Family Educational Rights and Privacy Act of 1974 (FERPA) is a U.S. federal law that gives students access to their records and protects the privacy of their education records. Jala University and its Faculty members may not disclose personally identifiable information about students or allow inspection of their education records without written permission unless such action is covered by certain exceptions permitted by the act. For more information on student policies pertaining to FERPA Policy please refer to the Student Handbook and Catalog.

Security and Technology Policies

Jala University requires that all Faculty take extra care to protect the operation of computer systems and secure personal information. Please refer to the policies and training on SharePoint related to the University's security policy.

Online Emergency

Although we deliver instruction 100% remotely, there may be an online emergency that requires immediate attention. In the case of a student emergency (for example a student is faced with an immediate threat to safety or welfare during a Live Teams session), the Professor or Practitioner should pause the lecture and contact the appropriate Student Services Manager by email or Teams message. Student Services emails are listed below. If you do not know the student's home country, contact the Dean directly. In the subject line put: **EMERGENCY REQUEST**. Be as specific as possible in the email by providing the student's first and last name and a brief description of the situation.

FACULTY QUICK REFERENCES

Jala University Faculty - Contact Information

Academic & Instructional Support

Role / Department	Purpose	Contact Info
Academic Dean	Oversight of faculty, courses, academic policies, and appeals	Sandi Delevante sandi.delevante@jala.university
Academic Coordinators (PT & SP Tracks)	Scheduling, classroom issues, academic guidance	Wandre Nunes de Pinho Veloso (PT Track) Wandre.dePinho@jala.university Victor Chavez Arteaga (SP Track) Victor.Chavez@jala.university
Instructional Design (ID Team)	Canvas course setup, materials updates, design requests	Raul Gamarra Avila Raul.Gamarra@jala.university
AI Committee	AI violation reviews, guidance on ethical AI use	Wandre Nunes de Pinho Veloso (PT Track) Wandre.dePinho@jala.university Victor Chavez Arteaga (SP Track) Victor.Chavez@jala.university
ESP Program Lead	ESP faculty coordination, training, and curriculum	Gabriela Gutierrez gabriela.gutierrez@jala.university
Librarian	Library support	Bernardo de Palma Bernardo.deOliveira@jala.university

Technology & Systems Support

Role / Department	Purpose	Contact Info
IT Help Desk	Technical assistance for Canvas, MeetPoint, Valis, Teams, Email	ithelp@jala.university
Canvas LMS Administrator	Canvas issues, access requests, course shells	CanvaSsupportTeam@jala.university

Student & Academic Services

Role / Department	Purpose	Contact Info
Registrar	Grade submissions, attendance records, official documents	Registrar Office registrar@jala.university
Student Services Office	At-risk students, retention, counseling referrals	Student Services Argentina studentservicesargentina@jala.university Student Services Bolivia studentservicesbolivia@jala.university Student Services Brazil studentservicesbrazil@jala.university Student Services Colombia studentservicescolombia@jala.university Student Services Mexico studentservicesmexico@jala.university

Administrative & Compliance

Role / Department	Purpose	Contact Info
Administrative Department	Contracts, onboarding, payroll, policies, finance support	Fabio Molina Guzman Paola Lavadenz Gomez Admin.Department@jala.university
Compliance Office / Accreditation	DEAC, FERPA, and policy compliance	Dutchie Reid Dutchie.Reid@jala.university
Academic Integrity Committee	Misconduct cases, appeals	Committee Chair Sandi Delevante sandi.delevante@jala.university

University Resources

Role / Department	Purpose	Contact Info
Faculty Resource Hub (SharePoint)	Forms, templates, policies, handbooks	Jala University Document Hub
Jala University Website	Announcements, calendar, links	https://jala.university

Policies, Forms, Guidelines Resource List

Navigate to the [Jala University Document Hub](#) to access various policies, forms, and resources. The various resources include:

- Curriculum
 - Curriculum Manual
 - Program Assessment Plan
 - Curriculum Alignment Map
 - Administrative Course Outline Template
 - Syllabi Template
 - Course Outline Template
 - Blooms Taxonomy Verbs
- Catalog, Handbooks, and Guidelines
 - Faculty Handbook
 - Catalog + Addendums
 - AI Committee Guidelines
 - Academic Council-Curriculum Committee Guidelines
- Policies and Forms
 - Clock/Credit Hours Policy
 - Workload Capacity Sheet
 - Supplemental Workload Estimation for Canvas Policy
 - Credit Hour Evaluation Chart
 - Attendance Policy
 - Camera Usage Policy
 - Grading Policy
 - Grading Rubric Template
 - Academic Freedom Policy
 - Student Integrity & Academic Honesty (Plagiarism) Policy + AI Policy
 - Conflict of Interest Policy
 - Incomplete Grade Form
 - Grade Change Form
 - Plagiarism Reporting Form
 - Student At-Risk Form
 - Request for Class Date Reschedule Form
 - Other Various Forms and “How To” Guidelines

UPDATE LOG

Version	Date	Effective period	Section(s) Updated	Description of Change
3.0	December 5, 2025	2025-2027	Entire Document	Consolidated information from both documents into a single unified handbook, with updates made to multiple sections throughout the document.
2.0	August 23, 2023	2023-2025	Entire Document	Standardized formatting and implemented general updates to various sections in the Faculty and Lead Faculty Practitioner and Practitioner Faculty Manual.
1.0	June 22, 2022	2023-2025	Entire Document	Initial release of the Adjunct Faculty Manual and Lead Faculty Practitioner and Practitioner Faculty Manual.

FACULTY HANDBOOK ACKNOWLEDGEMENT

I certify that I have received this manual and have read its contents I understand this document is not a contractual agreement and I voluntarily commit to adhering to all its policies.

Signature:

Printed name:

Date:
