



JESUIT[®] SCHOOLS NETWORK
of North America

Ignatian Global Scholars Program



Ignatian Global Scholars Program Toolkit

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JSN Ignatian Global Scholars Program (IGS) Overview

Global Citizenship: An Ignatian Definition

Global Citizens are those who continuously seek to deepen their awareness of their place and responsibility in an increasingly interconnected world, both locally and globally; those who stand in solidarity with others in the pursuit of a sustainable earth and a more humane world as true companions in the mission of reconciliation and justice.

JSN Ignatian Global Scholar Certificate Requirements

To earn an Ignatian Global Scholar Certificate from the Jesuit Schools Network, students will successfully complete 7 of the 9 components listed below, selecting at least 1 component from each of the IPP categories: Context, Experience, Reflection, Action, Evaluation. Each school will have a faculty/staff advisor to review program components and to guide students through completing the requirements, which may be adapted to the school's context. The faculty/staff person need not be a global studies coordinator but could be someone who has a broad view of the curriculum, such as a vice principal, guidance counselor or department chairperson. A minimum of 4 semesters is required to earn a certificate.

Context

- **Curriculum**

Students will complete a minimum of 4 courses with a global dimension. Examples: World Religions, World Literature, history classes that have a global context; global Issues, International Studies; Environmental Science; Marine Biology. *World Language study may fulfill 1 course of this requirement if the student does not pursue the Language Study component of the program.

- **Language Study**

Students will complete a minimum of 3 years of language study. If the school does not offer 3 years of a language, students may take exams in a world language to complete this requirement. Examples of acceptable exam options: Advanced Placement, International Baccalaureate, SAT Subject Tests, CLEP Exams, State or Global Seals of Biliteracy, AAPPL (ACTFL).

- **Global Events**

Students will participate in 2 different events each year that have an Ignatian global citizenship focus. This could take the form of a speaker series, reading list, or workshops.



Experience

- **Intercultural Experience**

Students will take part in a sustained experience where they form a relationship with an organization, group, or a set of people that allows them to interact with a culturally diverse group while sharing a common vision. This should help deepen their awareness of their place and responsibilities in our interconnected world. Examples: Educational travel experiences, virtual exchanges, transnational lived experience within own community or family, ongoing service, local affinity dialogues, work experiences that have cultural diversity or a mission that relates back to global issues.

- **Co-Curricular Involvement**

Students will have an ongoing, active involvement with a group that focuses on either the pursuit of a sustainable earth, a more humane world, or an increasing interconnectedness and understanding of perspectives or cultures other than their own. This may take the form of formal or informal leadership roles. Examples: Recycling Club, Ecology Club, Model United Nations, cultural organizations, student affinity groups.

Reflection

- **Ongoing and Culminating Reflection**

Students will continuously complete self-reflections to evaluate their work in becoming global citizens and to understand how this deepens their relationship with God. At the end of the program, they should complete a final reflection to review their time in the program and how it will inform their future interactions with others, God, and the world.

Action

- **Service**

Students will participate in an ongoing local relationship-building experience that correlates to the global citizenship goals as articulated in the “Ignatian Definition.” *Examples:* Community Garden, tutoring students, conversations with those on the margins.

- **Project**

Students will complete a project with a global focus, which should be shared with other community members. *Examples:* Research project with a presentation to school community members, art display focused on immigrant experiences, action campaign within the school or local community.

Evaluation

- **Project Evaluation**

Students will engage in a school-facilitated evaluation process that includes both their and their advisor’s experience to assess successes and develop opportunities moving forward.



IGS Overview for School Administrators

Mission Fulfillment

The Ignatian Global Scholars Program (IGS) creates opportunities for students to engage in existent, ongoing experiences that form global citizens for and with others. It offers schools a path to acknowledge, celebrate, and deepen the holistic and global dimensions of the school's programs, ministries, and curricula. In so doing, the IGS animates the following foundational documents of Jesuit Education and the prioritization of global citizenship by the Jesuit Schools Network, the Jesuit Global Network of Schools, and the Society of Jesus.

- [*Our Way of Proceeding: Standards and Benchmarks*](#), particularly Benchmarks 5.4, 5.9, 7.8, 9.4, 9.8, 10.1, 10.5, 12.3, 14.2
- [*Jesuit Schools: A Living Tradition in the 21st Century*](#), particularly Global Identifiers 3, 4, 5, 6, 7, 8, 9 and 10
- [*Universal Apostolic Preferences*](#)
- [*Laudato Si': On Care for our Common Home*](#)
- [*Caring for Our Common Home: An Ignatian Perspective*](#)
- [*JESEDU-Rio 2017*](#), particularly Action Items 10-13
- [*SIPEI Seminar – Manresa 2014*](#), educating people of competence, conscience, compassionate commitment

Essential Program Components

Each school will have a faculty/staff advisor to review program components and guide students through completing the requirements, which may be adapted to the school's context. Essential functions of this position include:

- Familiarize oneself with the Ignatian Global Scholars Program and its primary documents.
- Identify colleagues in curricular and co-curricular areas, campus ministry, and athletics with whom to collaborate.
- Using the Ignatian Global Scholars Program documents, collaborate with colleagues to identify school specific program requirements within the school's context.
- Communicate with students about existing global opportunities within and beyond the school.
- Facilitate student recruitment and accompany student planning, progress, reflection, evaluation and celebration.
- Participate as needed in monthly IGS faculty/staff advisor support meetings.

The program is designed to be accessible to all JSN students who wish to pursue the JSN Ignatian Global Scholar Certificate. It requires students to reach deeper into the global dimensions of your programs in their development as citizens of the world. A minimum of 2 years is mandatory for student participation. Students typically enroll in the program at the beginning of their sophomore or junior year.



To earn an Ignatian Global Scholar Certificate from the Jesuit Schools Network, students should successfully complete 7 of 9 components, listed on the IGS Program document. Each school may adapt the JSN IGS Program to its own context, provided the components require commitment beyond the traditional student experience.

Outcomes for Students and Schools

The Ignatian Global Scholars Certificate is the first program of its kind to offer students recognition from the Jesuit Schools Network. Your school's Ignatian Global Scholars will leave your school equipped to give greater glory to God, as people for and with others and as leaders of Ignatian global citizenship in the 21st century.

Scholars will embody the Ignatian Global Citizenship Definition:

Global Citizens are those who continuously seek to deepen their awareness of their place and responsibility in an increasingly interconnected world, both locally and globally; those who stand in solidarity with others in the pursuit of a sustainable earth and a more humane world as true companions in the mission of reconciliation and justice. (Society of Jesus Secretariat of Education Global Taskforce, 2019)

Furthermore, participation in the program allows participants and schools to be active companions in the Jesuit Global Network of Schools.



IGS Frequently Asked Questions

What constitutes a course with a global dimension? How do you determine what courses are required or optional?

The course should have a global dimension of a sustained nature; although, the global aspect may take a variety of forms. Examples include continuous focus on or organization around the Universal Apostolic Preferences, significant content related to the Sustainable Development Goals, or global issues or perspectives suffused across the course curriculum. The Ignatian Global Scholar Program coordinator will determine course eligibility but may also wish to consult with the [JSN IGS Advisory Group](#).

What is the flexibility around a requirement for schools? Can they adapt to the context of their community?

The requirements listed are considered minimums required to achieve the Ignatian Global Scholar Certificate. You can choose to increase the standards for your school to make this program appropriate for your context. This certificate should include standards that are significantly beyond the traditional student experience at your school.

How many years does a student need to participate to receive the certificate?

A minimum of 2 years is mandatory for student participation. Students may not enroll after the first semester of their junior year.

Can students “count” activities that happen prior to this declaration?

This is at the discretion of your school. We recommend that schools place limits on this since activities can be challenging to track, and participation is less meaningful without accompanying reflection and context setting.

Are there helpful electronic tools to track this?

Schools have used programs like Canvas and X2Vol to electronically track requirements.

Where can I find resources for events, programming, and initiatives? Are there sample evaluation rubrics to assess the project or other aspects of the requirements?

Yes! Visit <https://jesuitschoolsnetwork.org/global-perspectives/> to find additional resources, including a sample student feedback form. If you would like to contact other IGS advisors, please fill out [this form](#).

How are students recognized for working towards and completing the program each year?

Students are awarded the Ignatian Global Scholar Certificate upon completion of the program. You are welcome to recognize students in additional ways. Some examples include recognition in graduation program, recognition at an end of year event, or transcript entry. Additionally, students may declare their candidacy for the Ignatian Global Scholar Certificate on their college applications.



If a student is bilingual does that fulfill the language requirement?

Heritage speakers can fulfill this requirement if they show language proficiency through one of the exams listed under Language Study in the Ignatian Global Scholars Program document.

Is travel a requirement?

No. An intercultural experience can take many forms, including sustained engagement in the local community.

Who facilitates this program and tracks the progress of students involved?

Each school will designate at least one staff/faculty/administrator to facilitate and track this program. JSN does not track students for this program.

What is the recommended approach for the initial implementation in terms of year-by-year planning?

For guidance on how to integrate the Ignatian Global Scholars Program into your school, contact Catharine Steffens.

Is there a minimum number of reflections a student should complete?

Students will complete reflections throughout their time in the program. There should be a minimum of one reflection during each of the required 4 semesters of participation. Ignatian Global Scholar Program sample reflection questions can be found [here](#).

If a student has an intercultural experience outside of the school environment, for example travel with family, can this fulfil the requirement?

This is only permissible if the student works in advance with the designated faculty/staff coordinator to ensure depth of experience and set expectations to demonstrate their growth.

Who is eligible to participate in the Ignatian Global Scholars Program?

The program is designed to be accessible to all JSN students who wish to pursue the distinction of being a JSN Ignatian Global Scholar. It requires students to reach deeper into the global dimensions of your programs in their development as citizens of the world.

Contact Catharine Steffens csteffens@jesuits.org with any questions.



IGS Certificate Requirements and Student Planning Document

Sample Student Tracking Document

This document is a sample tracking document for the JSN Ignatian Global Scholars Program. It is intended to be utilized by the student, in conjunction with the faculty/staff advisor, to plan and track a student's progress through the program. It is designed to be adapted to a school's individual context.

IGNATIAN GLOBAL SCHOLAR CANDIDATE			
Name:			
Graduation Year:		Student ID:	

Global Citizenship: An Ignatian Definition

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JSN Ignatian Global Scholar Certificate Requirements

To earn an Ignatian Global Scholar Certificate from the JSN, students will successfully complete 7 of the 9 components listed below, selecting at least 1 component from each of the IPP categories: Context, Experience, Reflection, Action, Evaluation. A minimum of 4 semesters is required to earn a certificate.

[Advisor: modify list to include the approved items for your particular school context]

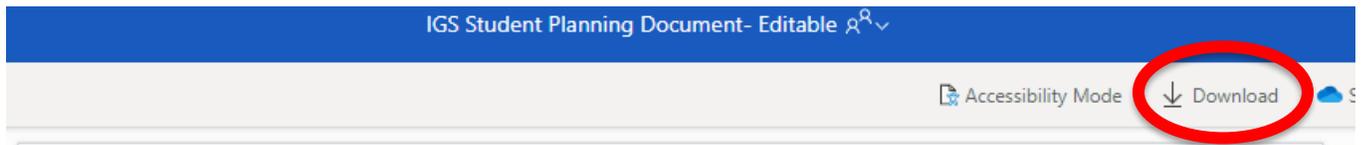
	PROGRAM REQUIREMENTS	EXAMPLES
Context: Complete at least 1 component from this category	Curriculum: Complete a minimum of 4 non-language courses with a global dimension.	World Religions World Literature Global Citizenship International studies Environmental Science Marine Biology 4th year of World Language* *if not completing the language requirement
	Language Study: Complete a minimum of 3 years of consecutive language study. If the school does not offer 3 years of language, students may take exams in a world language to complete this requirement.	Modern Languages Classical Languages American Sign Language <i>Examples of acceptable test options:</i> Advanced Placement, International Baccalaureate, SAT Subject Tests, CLEP Exams, State of Global Seal of Biliteracy, AAPPL (ACTFL).

	<p>Global Events: Participate in 2 different events each year that have an Ignatian global citizenship focus. <i>(Advisor: modify for individual school context)</i></p>	<p>Speaker series, workshops, Ignatian Family Teach-In for Justice (ITFJ)</p>
<p>Experience: Complete at least 1 component from this category</p>	<p>Intercultural Experience: Take part in a sustained lived experience where they form a relationship with an organization, group, or set of people that allows them to interact with a culturally diverse group while sharing a common vision. This should help them deepen their awareness of their place and responsibilities in our interconnected world.</p>	<p>Educational travel experiences, virtual exchanges, transnational lived experience within one’s own community or family, ongoing service, local affinity dialogues, work experiences that have cultural diversity or a mission that relates back to global issues.</p>
	<p>Co-curricular Involvement: Students will have an ongoing, active involvement with a group that focuses on either the pursuit of a sustainable earth, more humane world, or increasing interconnectedness and understanding of other perspectives. This may take the form of formal or informal leadership roles.</p>	<p>Recycling Club, Ecology Club, Model United Nations, Cultural organizations, Student Affinity Groups</p>
<p>Reflection: This category is required of all participants</p>	<p>Students will continuously complete self-reflections to evaluate their work in becoming a global citizen and understand their relationship with God. At the end of the program, they should complete a final reflection to review their time in the program and how it will inform their future interactions with others and the world.</p>	<p>IGS Sample Reflection Questions</p>
<p>Action: Complete at least 1 component from this category</p>	<p>Service: Students will participate in an ongoing local relationship-building project that correlates to the global citizenship goals as articulated in the Ignatian definition.</p>	<p>Ongoing projects such as: community garden, tutoring students, conversations with those on the margins.</p>
	<p>Project: Students will complete a project with a global focus, which should be shared with other community members.</p>	<p>Research project with a presentation to school community members, art display focused on immigrant experiences, action campaign within the school or local community.</p>

<p>Evaluation: this category is required of all participants</p>	<p>Students will engage in a school-facilitated evaluation that includes both their and their advisor's experience to assess the successes and to develop opportunities moving forward.</p>	<p>Sample Student Feedback Form [Advisor: modify to fit your school's context]</p>
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Student Planning Document: Link to Word Template [HERE](#)

***IMPORTANT:** Once you open the link, download a copy of the Word document to your computer. Open the download, enable editing, and you will be able to fill out and save your own version. See Screenshot of the download button which will be at the top of the page:



Instructions: This document will be used and continuously updated throughout your time engaging with the Ignatian Global Scholars program. You can fill in information during advising sessions with your advisor or complete it in advance on your own to discuss during advising. Students must complete at least **7 of the 9 components and at least 1 component in each category.**

Under student plan, you should give a very short and clear explanation of how and when you think you fulfilled the requirement.

CONTEXT		
Criteria: Complete at least 1 component from this category.	Student Plan: What do you plan to do to fulfill this requirement?	Approval: (office use only)
<p>Curriculum: Complete a minimum of 4 non-language courses with a global dimension.</p>		
<p>Language Study: Complete a minimum of 3 years of consecutive language study.</p>		
<p>Global Events: Participate in 2 different events each year that have an Ignatian global citizenship focus.</p>		
EXPERIENCE		
<p>Intercultural Experience: Participate in an experience of sustained engagement with a culturally diverse group or organization, focused on relationship. Take part in a sustained lived experience where they form a relationship with an organization,</p>		

<p>group, or set of people that allows them to interact with a culturally diverse group while sharing a common vision. This should help them deepen their awareness of their place and responsibilities in our interconnected world.</p>		
<p>Co-Curricular Involvement: Students will have an ongoing, active involvement with a group that focuses on either the pursuit of a sustainable earth, more humane world, or increasing interconnectedness and understanding of other perspectives. This may take the form of formal or informal leadership roles.</p>		

REFLECTION
This is a required category

Students will continuously complete self-reflections to evaluate their work in becoming a global citizen and to understand their relationship with God. At the end of the program, they should complete a final reflection to review their time in the program and how it will inform their future interactions with others and the world.

Students can link their reflection documents here:

ACTION

<p>Service: Students will participate in an ongoing local relationship-building project that correlates to the global citizenship goals as articulated in the Ignatian definition.</p> <p>Examples: Community garden, tutoring students, conversations with those on the margins.</p>		
<p>Project: Students will complete a project with a global focus, which should be shared with other community members.</p> <p>Examples: Research project, art display focused on immigrant experiences, action campaign within the school or local community.</p>		

EVALUATION
This is a required category

Advisor: Using this [Sample Student Feedback Form](#), engage students in a school-facilitated evaluation that includes both their and their advisor’s experience to assess the successes and opportunities moving forward.



IGS Sample Reflection Questions

Note: Discussions, art projects, poetry, photography, could replace or enhance written responses.

Semester 1: Setting Context- Global Citizenship

Ignatian Global Citizenship Definition: Global Citizens are those who continuously seek to deepen their awareness of their place and responsibility in an increasingly interconnected world, both locally and globally; those who stand in solidarity with others in the pursuit of a sustainable earth and a more humane world as true companions in the mission of reconciliation and justice.

Early in Semester 1:

- In your own words, what does it mean to be a global citizen?
- Define citizenship.
- In what ways are you a global citizen?
- What are the responsibilities of being a citizen?

Later in semester 1:

- Based on your experiences, how has your definition changed, if at all?
- Relate “people for and with others” to your experience.
- In what ways is Jesus, and his vision for our world community, a role model for a global citizen?

Semester 2: Journeying Toward a Hope-Filled Future

UAP #3: Journeying with Youth - Accompany young people in the creation of a hope-filled future.

- What does a “hope-filled future” look like to you?
- What have you experienced in this program that gives you hope?
- What aspects of Jesus’ vision for the world community give you hope?
- Express your thoughts in a photo, song, art piece, poem, podcast, video, etc.

Semester 3: Walking With the Excluded/Caring for Our Common Home

UAP #2: Walking with the Excluded - Walk with the poor, the outcasts of the world, those whose dignity has been violated, in a mission of reconciliation and justice.

- How have you accompanied others?
- How did this make you feel?
- Identify the broken structures and/or marginalized you’ve encountered in your experiences.
- Fr. Greg Boyle, SJ writes, “We don’t go to the margins to change others, we go to the margins to be changed.” How have you been changed during your global citizenship journey?
- Identify broken structures and/or marginalized people you have encountered in these past semesters. How have you benefited from or participated in these structures/ marginalization of people?
- How does your experience connect you with a God who was marginalized in the life and death of Jesus of Nazareth?



UAP #4: Caring for our Common Home - Collaborate, with Gospel depth, for the protection and renewal of God's Creation.

- In what ways is caring for our common home important to me?
- How do I make time, away from distractions, to nurture a relationship with creation?
- How can I participate in my school's mission to care for our common home?
- What is a God-given gift or talent I can use to contribute to the creation of a sustainable and hope-filled future?

Semester 4: Showing the Way to God

UAP #1: Showing the Way to God - show the way to God through the Spiritual Exercises and discernment.

- Look back at your definition of global citizenship from your first reflection in semester 1. How has your understanding of the concept of a global citizen changed?
- How have your experiences in this program affirmed, challenged, deepened or exposed deficits in your early understanding of global citizenship?
- In what ways do you need to lean on God and discern your path forward with regard to global citizenship?

Final Reflection

Read [Jesuit Education aims to Human Excellence: Men and Women of Conscience, Competence, Compassion and Commitment](#), from the 2014 International Seminar on Ignatian Pedagogy and Spirituality in SIPEI Seminar in Manresa.

- In which of the four C's have you grown the most during your journey as an Ignatian Global Scholar?
- What "life project" is the Holy Spirit stirring within you?
- In what way(s) does this life project connect to the action component of your IGS Program?

Resources

Please find below a collection of links to documents and videos that will help to guide and deepen your global perspectives journey. Contact Catharine Steffens csteffens@jesuits.org with any questions.

JESUIT SCHOOLS NETWORK		
<p>Hemispheres</p> <p>Subscribe to Hemispheres: HERE</p> 	<p>JSN Global Dimensions Inventory (GDI)</p> 	<p><u>JSN Ignatian Global Scholars (IGS) Program</u></p> <ul style="list-style-type: none"> • FAQ Sheet • Admin Page • Student Planning Document • Sample Reflection Questions <hr/>  <p>Ignatian Global Scholars Program</p>

JESUIT GLOBAL NETWORK OF SCHOOLS										
<p>An Integrated Perspective: <u>Infographic</u></p> 	<p><u>Global Map of Jesuit Schools</u></p> 	<p><u>Universal Apostolic Preferences</u></p> <table border="0"> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Showing the way to God Show the way to God through the Spiritual Exercises and discernment</td> <td>Walking with the Excluded Walk with the poor, the outcasts of the world, those whose dignity has been violated, in a mission of reconciliation and justice</td> <td>Journeying with Youth Accompany young people in the creation of a hope-filled future</td> <td>Caring for our Common Home Collaborate, with Gospel depth, for the protection and renewal of God's Creation</td> </tr> </table>					Showing the way to God Show the way to God through the Spiritual Exercises and discernment	Walking with the Excluded Walk with the poor, the outcasts of the world, those whose dignity has been violated, in a mission of reconciliation and justice	Journeying with Youth Accompany young people in the creation of a hope-filled future	Caring for our Common Home Collaborate, with Gospel depth, for the protection and renewal of God's Creation
										
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<p>Global Dimensions: <u>Admissions Brochure</u></p> 	<p><u>A Living Tradition</u></p> 	<p>A Walk Through the Educate Magis Website: <u>Infographic</u></p> 								

SECRETARIAT FOR SECONDARY & PRE-SECONDARY EDUCATION

GLOBAL TASK FORCES

Global Citizenship:
[An Ignatian Perspective](#)

Global Citizenship:
 An Ignatian Perspective
[Interactive Infographic](#)



Caring for Our Home: An Ignatian Perspective

- [English Interactive](#)
- [Spanish Interactive](#)

Framework:

- [English](#)
- [Spanish](#)

Action Poster:

- [English](#)
- [Spanish](#)



GLOBAL GATHERINGS

GATHERINGS	KEYNOTE PRESENTATIONS & VIDEOS
<p>JESEDU Global 2021 Vision Statement</p>	<p>Educating for Faith:</p> <ul style="list-style-type: none"> - J. Hanvey, SJ - A. Orobator SJ <p>Educating for Depth:</p> <ul style="list-style-type: none"> - M. Silf - J. Arun SJ <p>Educating for Reconciliation:</p> <ul style="list-style-type: none"> - J. Nario-Galace - E. Lopez SJ <p>Educating for Global Citizenship:</p> <ul style="list-style-type: none"> - F. Reimers - Secretariat Taskforce on Global Citizenship - Secretariat Taskforce on Global Citizenship Meditation
<p>JESEDU Jogja 2020</p>	<ul style="list-style-type: none"> - Building Reconciliation - Cultivating Depth - Choosing Purpose
<p>JESEDU Rio 2017</p>	<p>Rio Action Statement</p>

SIPEI Seminar 2014	JESUIT EDUCATION AIMS TO HUMAN EXCELLENCE: Men and Women of Conscience, Competence, Compassion and Commitment
ICJSE Boston-2012	

ENCYCLICALS	
<u>Laudato Si'</u>	<u>Fratelli Tutti</u>
Laudato Si': <ul style="list-style-type: none"> - Video - Action Platform 	Fratelli Tutti: <ul style="list-style-type: none"> - Infographic - Lesson Plan



JSN Advisory Group for Global Perspectives 2022

Daniel Annarelli	<i>Loyola High School- Los Angeles</i>
Cora Antonio	<i>Bellarmino College Preparatory</i>
Therese Bower	<i>Saint Xavier High School</i>
Elizabeth Bruce	<i>Saint Bonaventure's College</i>
Brian Carney	<i>Fordham Preparatory School</i>
Robert Chura	<i>Saint Louis University High School</i>
Stacy Dainard	<i>Saint Paul's High School</i>
Harry Egner	<i>Loyola School</i>
Jennifer Ehalt	<i>Boston College High School</i>
Jennie Kuenz	<i>Jesuit High School- Portland</i>
Pete Musso	<i>De Smet Jesuit High School</i>
Lizzie Petticrew	<i>Saint Andrew Nativity School</i>
Drew Rau	<i>Brophy College Preparatory</i>
Kate Schulte	<i>Christo Rey Jesuit High School</i>
Jenny Snyder	<i>Loyola Academy</i>
Catharine Steffens	<i>Jesuit Schools Network</i>
Christina Vela	<i>Regis Jesuit High School</i>
Sal Veniero	<i>Saint Peter's Preparatory School</i>
Alan Wilhelms	<i>Saint Ignatius High School</i>