



GEORGETOWN UNIVERSITY
School of Continuing Studies

SCS Teaching Guidebook

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Welcome

We are delighted to have you as a faculty member in the School of Continuing Studies (SCS) at Georgetown University (GU). The mission of SCS is to educate students to become more reflective, active, purposeful citizens who strive to improve themselves and our shared world, embodying Georgetown's Catholic and Jesuit values and heritage, and respecting the values and traditions of each individual.

Our faculty members represent a balance of traditional research interests and applied professional experience. Across the disciplines, our faculty members hold advanced degrees from the Ph.D. and J.D. to the M.A., M.B.A. and M.Ed., among others. Many have also served as corporate CEOs and vice presidents. Our diverse faculty body has published academic books, novels, articles, and short stories. Regardless of their academic and professional backgrounds, our faculty members all share a true passion and respect for teaching.

Whether you are new to teaching at Georgetown and SCS or an advanced faculty member, we hope this guidebook will serve as a helpful reference when planning syllabi, evaluating student progress, and handling academic administrative policies (such as grade appeals and suspected acts of cheating or plagiarism). More importantly, we hope that you feel welcomed and valued as an active participant within our – and your – inclusive scholarly community.

In addition to using this handbook, we encourage you to visit the SCS Faculty portion of the website at scs.georgetown.edu/faculty/faculty-resources.

University Policies

Faculty Handbook, Georgetown University's

All instructors at the University – regardless of rank, tenure, or full or part-time status – are governed by the Faculty Handbook. We encourage faculty members to familiarize themselves with this important document in its entirety. In this part of the SCS Teaching Handbook, we present, unabridged, those sections that are, perhaps, most relevant to our faculty members, including the University Mission Statement and Faculty Rights and Responsibilities sections. The full Faculty Handbook can be viewed online at www1.georgetown.edu/facultyhandbook/.

Mission Statement

Georgetown is a Catholic and Jesuit, student-centered research university. Established in 1789 in the spirit of the new republic, the University was founded on the principle that serious and sustained discourse among people of different faiths, cultures, and beliefs promotes intellectual, ethical, and spiritual understanding. We embody this principle in the diversity of our students, faculty, and staff, our commitment to justice and the common good, our intellectual openness, and our international character.

An academic community dedicated to creating and communicating knowledge, Georgetown provides excellent undergraduate, graduate, and professional education in the Jesuit tradition for the glory of God and the well-being of humankind.

Georgetown educates women and men to be reflective lifelong learners, to be responsible and active participants in civic life, and to live generously in service to others.

III - C. FACULTY RIGHTS AND RESPONSIBILITIES

(facultyhandbook.georgetown.edu/toc/section3)

Appointment to the University faculty carries with it the rights and responsibilities set forth in this Faculty Handbook or in any policies, contracts, or letters of appointment applicable to the faculty member.

The responsibilities of tenure-line faculty members include teaching, research, and service. The specific responsibilities of other faculty members shall be set out in applicable campus policies and in their individual contracts or letters of appointment.

If a faculty member's rights are violated by administrative action, he or she may seek remedy through the Faculty Grievance Procedure (Section III.G), the Affirmative Action Grievance Procedure (Section IV.A), or other applicable procedures. Failure to fulfill his or her responsibilities may subject the faculty member to appropriate disciplinary action (Section III.G.C). No failure by administrators or faculty to enforce or exercise the provisions or requirements of this Faculty Handbook shall be deemed a waiver, and no such failure to act shall affect the right at a later time to enforce or exercise these provisions or requirements or to pursue related remedies.

Faculty rights and responsibilities shall include but not be limited to the following:

1. Academic Freedom

Free inquiry and unconstrained publication of the results of inquiry are at the heart of a

university. Our University commitment to academic freedom supports all faculty (and professional librarians) in research, teaching, and professional service in and beyond the University by protecting free inquiry and free expression. Faculty enjoy academic freedom in the classroom, the laboratory, the studio, the library, and all the domains of their academic activity. Academic freedom promotes intellectual honesty and requires respect for the academic rights of others. While all faculty enjoy academic freedom, this right is reinforced by the institution of tenure, whereby a select body of faculty are appointed without limit of term and under special conditions (specified elsewhere in this Handbook), and with a responsibility to participate in shared governance. The principles of academic freedom and shared governance give tenured faculty an additional responsibility to help protect all who engage in the University's research, teaching, learning, and service.

2. Research

Research advances knowledge and understanding, and takes different forms in different fields. It includes scholarly inquiry, scientific investigation, and artistic expression that is published or otherwise disseminated.

a. Compliance with Applicable Regulations

Faculty members have a responsibility to comply with all regulations governing research imposed by law or University policy, including but not limited to the Conflict of Interest Policy and the policies and procedures of the Institutional Review Board, the Radiation Safety Committee, and the Animal Care and Use Committee.

b. Sabbatical Leave

Sabbatical leave is granted by the University in order to allow tenured faculty the periodic opportunity to concentrate on research. With an approved application, eligible faculty may take a sabbatical leave after every six years or twelve semesters of counted service. See section III.C.10.b.

3. Teaching

Faculty members have the following specific responsibilities in connection with their teaching:
To remain current in their subjects and courses.

- a. To instruct assigned courses, as scheduled or otherwise approved (promptly beginning and ending each class), on the assigned subject, at the assigned level, and with the degree of rigor/standards appropriate to that level.
- b. To select the materials and approach in assigned courses, make the assignments, and evaluate student academic performance, except when Department or School policy specifies the allocation of authority in team taught or multi-section courses, or when the objectives, materials, and assignments in courses are part of a structured curriculum.
- c. To have the course approved by a duly authorized faculty review body if required by department, school, or campus policy.
- d. To set out in writing clear and appropriate expectations for students at the beginning of the course.
- e. To make arrangements to cover or reschedule any class missed.
- f. To foster free discussion, inquiry, and expression in the classroom while maintaining the course's academic standards and objectives.
- g. To take appropriate steps to ensure that required books and other course materials are accessible when needed.

- h. To hold office hours, or the equivalent consistent with campus policy, and to be available to students outside the classroom on a regular and reasonable basis throughout the academic year, including registration, reading, and exam periods.
- i. To complete in a professional, timely and responsible manner all other teaching and academic assignments which the faculty member has accepted as, or been assigned, including for example, submitting grades, mentoring or reading dissertations or theses, administering comprehensive or qualifying exams, writing letters of recommendation, and conducting tutorials.
- j. To avoid using his or her position as a faculty member to coerce, intimidate, or manipulate students.
- k. To follow the policies and procedures of the Institutional Review Board whenever applicable to course-related activity.
- l. To comply with applicable department, school, or campus policies relating to teaching.

4. Grading

Academic freedom includes the faculty member's right freely to evaluate student academic performance in his or her classes. A faculty member's teaching responsibilities include providing grades in the manner and within the deadlines specified by the Registrar, doing so honestly, fairly, and without bias, using appropriate criteria and following stated procedures.

- a. The grade submitted by a faculty member to the Registrar at the end of the course may be overruled only as the result of an appeal procedure approved by the faculty governance body responsible for academic policy in the campus or school governed by the policy.
 - i. Any such appeal procedure should be designed to protect students against evaluation in which the professor uses inappropriate criteria or ignores stated procedures and grading standards.
 - ii. Such procedures should provide for a faculty committee to review the appeal and authorize any resulting change in a grade.
 - iii. Deans may resolve an appeal only if the faculty committee fails to act in the time specified.
 - iv. Faculty have a responsibility to cooperate fully with grade appeals conducted according to the approved procedures.
- b. The faculty member's ability to change a grade after it has been recorded by the Registrar is limited by School policy.
- c. School policies may also authorize the Registrar or Dean to record administrative Fs when faculty members fail to turn in grades, retroactively withdraw students from courses, and convert letter grades when a course is taken pass/fail.

5. Service

Through service, faculty members play a central role in shaping the future of the University.

- 1. Service includes a broad range of activities that complement and support teaching and research and contribute to the University, the profession, or the public. Service may be performed in leadership positions (e.g., committee chair, department chair, unit or program director, governance body officer) and in other roles.

2. Service may be performed at any level of the University (department, program, school, campus, or University-wide). In any service to the University, faculty members have a responsibility to bring their best judgment of what constitutes good teaching and research, and of the conditions that promote them, to bear on matters of academic policy, institutional priorities, peer evaluation, faculty appointment and promotion, and selection of administrators.
3. Faculty members are encouraged to provide service to their profession and the public. Through service to the public, faculty use their academic expertise to promote the public welfare. Service to the profession promotes teaching and research. Service done well involves using time and talent resourcefully to advance the good of the whole University.
4. Faculty members who have a service responsibility are expected to accept a reasonable number of service assignments.
5. In the evaluation of a faculty member, the quality and quantity of service at all levels of the University, as well as service to the profession or public, will be counted appropriately and equitably.

6. Commencements and Convocations

Faculty members have a responsibility to attend commencements and convocations as directed by their Executive Vice President, Dean, or Chair.

7. The Academic Year

The Academic Year of the Main Campus, the Law Center, and the School of Nursing and Health Studies runs from the beginning of the fall semester to the end of the spring semester as defined by the annual academic calendar approved by the appropriate Executive Vice President. The Academic Year for the Medical Center (except for the School of Nursing and Health Studies) runs for 12 months from July 1 to June 30.

8. Shared Governance

1. Faculty members have the right and responsibility to participate in the governance of the University in accordance with the constitutions or bylaws of established governance bodies. (See Section III.A.)
2. Voting members of departments and other governance bodies have a responsibility to attend its meetings.
3. Faculty members have the right to seek change in department, program, school, campus, or University policy through the appropriate faculty governance body.
4. Tenure-line faculty members have voting rights, and the responsibility to exercise those rights, in the academic unit of their primary appointment except as limited elsewhere in the Faculty Handbook. Tenure-line faculty members with secondary appointments may have additional voting rights as specified in campus policies.

9. Outside Professional Activities

- a. All faculty members are expected to belong to, and participate in the affairs of, the important professional and educational associations and societies in their respective fields.
- b. To the extent possible, faculty members are expected to deliver papers at meetings of professional and educational organizations and to contribute to professional and educational journals and publications at reasonable intervals. Within the limits of the budget, the Chair of the Department may authorize such active participation of a full-time faculty member in the meetings of an important society. Requests for such travel must be

made in due time and must be accompanied by an estimate of cost so that the Chair may have opportunity to consider the budget. All expense accounts for authorized trips, itemized and accompanied by receipts, should be submitted through the Chair to the appropriate University Office for payment. Similar approval must be obtained in cases of travel chargeable to grants or contracts.

- c. A regular full-time faculty member shall not accept regular or part-time employment as a full- or part-time teacher during the academic year in another institution, without the approval of the Department Chair and the appropriate Dean(s).
- d. While full-time status will not afford much extra time, faculty members may serve as consultants. Such consultation or other remunerative occupation outside the University, however, should not exceed an average of eight hours a week and must not be undertaken until the Chair of the Department is satisfied that teaching, research, mentoring, and committee and other school obligations will be met.
- e. Occasional participation in traditional scholarly activities such as, but not limited to, service on study sections and review panels, delivery of academic seminars, the review, presentation or writing of scholarly papers, and service on editorial boards is considered part of the routine academic duty of faculty members. No advance review is required for activities of this type so long as they do not conflict with other faculty duties. Major and ongoing extramural academic commitments that are expected to require commitment of University resources and/or to conflict with other faculty duties do require advance consultation and agreement with the Department Chair, the Dean, or other appropriate administrative officer to assure that teaching, research, mentoring, and committee and other school obligations will be met.
- f. When Faculty members use University equipment or facilities in professional work for clients outside the University, the University shall be compensated for the actual burden, including direct costs, borne by the University for such use, and such compensation shall be at a rate determined by the Chair of the Department and the Dean of the School in question, or by other officials of the University who are concerned with the matter.

10. Absence and Leave

Faculty members have a responsibility to attend commencements and convocations as directed by their Executive Vice President, Dean, or Chair.

a. Absence during the Academic Year

Faculty members are expected to meet their applicable academic responsibilities throughout the academic year. However, absences may be necessary and are permissible to the extent that academic responsibilities are met or adequately covered and campus policies and procedures have been observed.

b. Leave Requests and Limits

Requests for leave must be made in writing by the faculty member through the Department Chair or unit director and the appropriate Dean to the EVP or Provost, whose final decision will be addressed to the faculty member in writing. The decision will take into account the proposed activity during the period of the requested leave and the impact of the faculty member's absence.

Leave approval will include a specified term of no more than four semesters (two academic or calendar years). Only in exceptional circumstances will an extended leave be approved for a consecutive period of more than four semesters up to maximum of four years. Such requests will be considered by the Provost or EVP.

Any request for consecutive leave and leave extension for a combined period of more than four years will be granted only if the proposed leave is recommended by the Provost or EVP and approved by the President. Such approval will be granted only in the most exceptional cases.

A faculty member who does not return from approved leave following the specified term will be terminated from his or her position and, as applicable, relinquish tenure.

c. Sabbatical Leave

Tenured faculty are eligible for a sabbatical leave after accruing six years or twelve semesters of counted service. Rules regarding counted semesters of service are determined by campus policy.

An application setting forth a research proposal must be in writing and should be submitted by December 1 of the academic year preceding the year of absence. Sabbatical leaves will be granted when the research proposal is meritorious, the University will not suffer undue academic inconvenience by the absence, and the faculty member is eligible for a sabbatical. Applications will be reviewed by the department chair and deans, as appropriate. Their recommendations will be forwarded to the Provost or Executive Vice President for decision.

The purpose of a sabbatical leave is to promote research. Sabbatical leaves are usually devoted exclusively to carrying out a research project, but may also consist of a course of study designed to learn new research skills essential for future projects. Any teaching or other paid professional activity during the period of the sabbatical leave must be approved by the Provost or Executive Vice President in advance of the activity. Approval will be based on whether the activity complements the approved sabbatical project.

At the Main Campus and Law Center, the terms of sabbatical leave will be either one academic year at half base salary or one semester at full base salary. At the Medical Center, the terms are six months at full base salary or twelve months at half base salary. At the end of the leave period the faculty member is to report in writing on the progress of research or formal study during that time. This report is to be submitted to the Provost or appropriate Executive Vice President upon completion of the sabbatical.

Sabbatical leave is intended to benefit the University and the individual. By the acceptance of a sabbatical leave, faculty members commit to resume their regular academic duties at Georgetown for at least one year. Faculty members who fail to honor this commitment will be required to return any salary received from Georgetown funds during their sabbatical leave.

11. Professional Conduct

a. Compliance

Faculty members must comply with all applicable department, program, school, campus, and University policies, and with applicable law.

b. Fair Treatment

Every member of the University has the right to be treated fairly, courteously, and professionally by students, colleagues, the Department Chair and by all members of the University administration, and to be protected from arbitrary or capricious action on the part of any such persons. Every member has a correlative responsibility to treat other members accordingly.

Faculty members are to be free from arbitrary or capricious action on the part of the University Administration with respect to the determination of his or her own individual annual compensation. In this regard, faculty members have the right to receive full information concerning all factors material to the determination of his or her own individual annual compensation, provided that an individual is not entitled to receive any information concerning the salaries or the factors material to the salaries of others, nor may the faculty member by this provision be entitled to receive any information received by the University in confidence relevant to initial appointment, the grant of tenure, promotion or retention.

Faculty members must refrain from committing or inciting to acts of physical violence against individuals or property, or acts which interfere with the academic freedom of other persons within the University, or interfere with the freedom of speech or movement of such persons.

c. Private Speech and Action

A Faculty member has rights and responsibilities common to all citizens, free from institutional censorship. In furtherance of this principle, a Faculty member may be held accountable by the University for his or her private acts only as they substantially affect teaching, research or University service. A faculty member should not, however, speak or act for or on behalf of the University, or give the impression of doing so, unless appropriately authorized.

d. Religious Tolerance

Faculty members have a responsibility to respect the religious beliefs and practices of all members of the Georgetown community, and to recognize and respect that Georgetown University is a Jesuit university that is committed therefore to Catholic principles and religious values. Faculty members are under no obligation to conform with respect to their personal beliefs or religious practices.

e. Academic Authority, Supervisory Responsibility, and Impartiality

Faculty members, by virtue of their status in the University, wield significant power and authority over their students and supervisees.

i. Personal Services.

A faculty member may not require students or supervisees to perform service that is outside the scope of their class work or job responsibilities.

To avoid unfairly exploiting the power of their position, or appearing to do so, faculty members are cautioned against asking or allowing students or supervisees to perform any service for them outside the scope of their class work or duties. If a student or supervisee does perform such service, the faculty member should ensure that the arrangement is voluntary and beneficial to the student or supervisee, that it does not interfere with the individual's education or work for the University, and that it does not influence the faculty member's evaluation of the student or supervisee.

ii. Gifts.

For similar reasons, faculty members are cautioned against accepting more than token gifts from students or supervisees. (See also the "Financial Conflicts of Interest Policy," Section IV.C.)

iii. Personal Relationships in General.

If a faculty member has any relationship with a colleague, student, or supervisee outside of the

professional relationship that might affect the faculty member's impartiality, the faculty member shall disclose the relationship to his or her own chair or dean, and may be required to recuse him or herself from certain supervisory and academic responsibilities with respect to that colleague, student, or supervisee. (See also the "Policy on consensual Sexual Relationships Between Senior and Junior Members of the University Community," Section IV.G.

iv. Teaching of Relatives.

Faculty members are prohibited from grading, formally evaluating, or serving as instructor of record for, their own relatives taking Georgetown courses for credit. Similarly, faculty members are prohibited from serving as formal advisor to their own relatives seeking degrees (including serving as a member or chair of their degree committees). Under extraordinary circumstances, the faculty member may request an exception to this policy by making a written request to the dean of the applicable school, indicating why an exception is warranted (and how conflicts of interest will be managed). In the event that the dean is teaching the course in question or has a potential conflict of interest, the written request should be submitted to the appropriate Provost or EVP. The dean or EVP will notify the student and faculty member of his or her decision and, if the exception is approved, may impose any necessary conditions to maintain fairness.

For purposes of this section, a "relative" is a spouse, parent, child, child by adoption, sibling, grandparent, grandchild, uncle, aunt, cousin, niece or nephew of the faculty member or the faculty member's spouse or child. Relative also includes "step" relationships such as a stepchild and stepparent, and anyone who shares the faculty member's household.

f. Confidentiality

Faculty members should make themselves aware of various confidentiality requirements imposed by the University and by federal laws, e.g., the University Faculty Grievance Code (Section III. G. infra), the University Procedures for Alleged Misconduct In Research (Section IV. D. infra), the Family Educational Rights and Privacy Act of 1974, and the Health Insurance Portability and Accountability Act of 1996. Faculty members are expected to use good judgment in determining which affairs of the University are confidential, and to make conservative decisions in case of doubt. University Counsel can be consulted for advice in this regard.

g. Financial Conflicts of Interest

Faculty members must not allow outside obligations, financial interests or employment relationships to compromise their objectivity as teachers, researchers, clinicians, and administrators. In addition, members of the Georgetown University community who are supported by public funds bear a special obligation to preserve the public trust. To further these ends, Georgetown University has developed a policy for the identification and prevention of financial conflicts of interest. The full text of this policy is set out in Section IV. C.

FERPA (The Family Educational Rights and Privacy Act)

The Family Educational Rights and Privacy Act, also known simply as FERPA, is a federal law that protects the privacy of our students. Although this is a lengthy and complex law, it is a fairly simple – and mandatory – one for faculty members to practice.

As a faculty member, you will have access to much student information, most often academic information such as grades and student performance on various assignments. Sometimes students may also share personal information with you, particularly if a medical or private situation arises and they seek your academic counsel. It is imperative that you treat all such information confidentially. You should never share student information with other students nor with other

faculty members – even if you find that do you have the same student in class. A student’s performance in one course should be evaluated independently of that student’s performance in any other course. Additionally, you should not share any such information with friends, relatives (including parents), partners, or spouses of your students. Should any of these parties ask you questions about a particular student, you should encourage them to instead talk directly with that student, noting that you are not able to divulge such information.

The primary exceptions for FERPA arise (a) when you need to share information with another University official on a professional, need-to-know basis (such as grade appeals or issues you may need to discuss with your program Associate Dean; the Assistant and Associate Deans for Academic Affairs; the Dean of the School; and other affiliated University officials) and (b) when you believe that a student may be a danger to him/herself or others. In the latter scenario, it is imperative that you immediately contact a University official for guidance and assistance. You may also contact Counseling and Psychiatric Services, CAPS, (Georgetown Downtown as well as One Darnall Hall; 202-687-6985; caps.georgetown.edu/) in an emergency situation.

If you or students in your class feel the need to discuss aspects of their educational record with someone other than the student who does not meet the exceptions above, you must have the student sign a Privacy Waiver form. This form is available at scs.georgetown.edu/academic-affairs/student-forms.

The official FERPA policy is quoted below in full:

The Family Educational Rights and Privacy Act of 1974 (also known as the Buckley Amendment) is a federal law which states that a written institutional policy with respect to student records must be established and that a statement of adopted procedures covering the privacy rights of students must be made available annually. The law provides that the University will maintain the confidentiality of student educational records.

Georgetown University accords to its students all rights under this law. No one outside the University shall have access to students' educational records, nor will Georgetown disclose any information from these records without the written consent of the student, except to:

1. personnel within the University, on a need-to-know basis;
2. persons or organizations providing student financial aid;
3. accrediting agencies carrying out their accreditation function;
4. persons in compliance with a judicial order or a lawfully issued subpoena (provided that the University will first make a reasonable attempt to notify the student);
5. organizations conducting studies to develop, validate, and administer predictive tests;
6. authorized representatives of federal or state government agencies for the purpose of audit and evaluation of government programs; and
7. persons in an emergency in order to protect the health and safety of students or other persons.

All of these exceptions are permitted under the Act. Information will be released only on the condition that the party to whom the information is released will not disclose it to a third party without the written consent of the student. Furthermore, the University will maintain records of any access provided without the expressed consent of the student, and these records will be made available to the student on request. The University expects that students dependent on their

parents will normally wish to share academic and other information with them. This information will not be provided directly to them, however, without the student's consent.

Within the University community only those members individually or collectively acting in the student's educational interest are allowed access to student educational records. These members include personnel in the offices of the Deans and the Registrars, directors of admissions and directors of financial aid, personnel in counseling offices, and academic personnel within the limitations of their need to know.

The University will provide directory information at its discretion. This information includes the student's name, addresses and telephone numbers, date and place of birth, parents' names, major fields of study, dates of attendance, enrollment status, expected date of graduation, degrees and awards received, the most recent previous educational institution attended, participation in officially recognized activities and sports, and height and weight of members of athletic teams. Students may instruct the Registrar to withhold the release of directory information by providing written notice to the Office of the University Registrar by the second week of classes of the Fall semester. Since instructions will be honored for only one academic year, such notice must be filed annually with the Registrar.

The law provides students with the right to inspect and review information contained in their educational records, to challenge the contents of their educational records, to have a hearing if the outcome of the challenge is unsatisfactory, and to submit explanatory statements for inclusion in their file if they find the decision of the hearing panel to be unsatisfactory. *The word "student" in this context is defined to include all current and former students, but not applicants for admission.*

Academic files are maintained by the graduate and undergraduate program Deans' offices, the Associate Dean for Academic Affairs & Compliance, and the University Registrar. These files may contain admission credentials, requests for exceptions to policies, and records of current and previous academic work. Records are also contained in certain instances by the following offices or departments: the Associate Dean of Student Affairs, the MBNA Career Education Center, the Office of Student Financial Services, the Office of International Programs, the Center for Minority Student Affairs, the Office of Student Accounts, and certain academic departments.

Students who wish to review their educational records must make a written request to the custodian of these records. The information will be made available within 45 days of the request. Students may have copies made of the records with certain exceptions (e.g., a copy of an academic record on which a hold has been placed because of an unsatisfied financial obligation to the University). These copies will be made at the student's expense, at the rate of fifteen cents per page.

Copies of transcripts or an original permanent record from another institution submitted to Georgetown University as admission credentials will not be released to the student or to other institutions.

It should be noted that educational records do not include the following:

1. records of instructional, administrative and educational persons which are in the sole possession of the maker and which are not accessible or revealed to any individual except to a temporary substitute;
2. records of the Campus Public Safety Department;
3. student health records;
4. employment records; or
5. alumni records.

A master's thesis or a doctoral dissertation submitted to SCS in partial fulfillment of the requirements for a graduate degree is not an educational record as defined herein but a scholarly document intended for disclosure and publication by inclusion in the University's library and by other means, and the student's act of submitting it to SCS is deemed to be consent to its disclosure and publication.

Health records, including those maintained by members of the Student Health Service, the Counseling Center, and the Department of Psychiatry, may be personally reviewed by a physician or other appropriate professional of the student's choice.

Students may not inspect or review these records, which are specifically excluded by federal law:

1. financial information submitted by their parents;
2. confidential letters and recommendations associated with admission, employment or job placement, or honors, to which they have waived their rights of inspection and review;
3. confidential letters and recommendations which were placed in the records prior to January 1, 1975; and
4. educational records containing information about more than one student, in which case access will be permitted only to that part of the record which pertains to the inquiring student.

Students who believe that their educational records contain information that is inaccurate or misleading, or is otherwise in violation of their privacy or other rights, should discuss their concerns informally with the custodian of those records. In most cases this will be the SCS associate Dean for academic affairs or the University Registrar. If this discussion does not lead to a resolution of the student's concern, the student has a right to an informal hearing. During this process the student will be afforded a full and fair opportunity to present relevant evidence. If the result of the hearing process is in agreement with the student's request, the appropriate records will be amended. If not, the student will be notified within a reasonable amount of time that the records will not be amended; the student will then be informed of his or her right to a formal hearing.

The Dean of the School of Continuing Studies may establish a subcommittee comprised of representatives of his executive committee and charged with the responsibility of adjudicating challenges to the contents of student records. The formation of the subcommittee is at the Dean's discretion. Requests for a formal hearing must be made in writing to the appropriate Dean's office within one calendar year after the initial denial of the student's request. This petition must be dated and signed by the petitioner and must contain a brief and concise explanation of the item being challenged and the basis for the challenge. It must also contain a statement that the petitioner's initial request to a University official was denied, naming the official and stating the date of the denial. The petition must further specify what relief is being requested.

The Dean will forward the petition to the chairperson of the appropriate committee, the hearing will be convened within a reasonable time, and all concerned parties will be notified in writing of the date, place, and time of the hearing; the hearing will be closed to the public. The chairperson may request a written response to the petition prior to the hearing from the University official who initially denied the student's request. The student will receive a copy of any written response prior to the hearing. The chairperson may also request written verification of the item in question from the author.

The hearing will include an informal presentation of arguments from both sides. The student will have a full and fair opportunity to present evidence relevant to the issues and may be assisted and represented by individuals of his or her choice at his or her expense, including an attorney. Evidentiary rules will be disregarded. Committee members have the obligation to disqualify themselves if there is any indication of personal bias. Additionally, the student has the right to disqualify any member of the committee, after giving adequate reasons to the chairperson; in such cases an alternate will be appointed. After both parties have presented their cases, the committee will have 48 hours to render its decision.

The written findings and conclusion of the committee will be provided in writing to both parties within a reasonable time and will include a summary of the evidence and the reasons behind the decision. Minutes of the hearings will be kept on file in the appropriate Dean's office. The powers of the committee shall include but not be limited to:

1. ordering the destruction of the document;
2. ordering the removal of the document from the file and its return to the author;
3. ordering the denial of the student's request.

After the decision of the committee has been rendered, the student whose request has been denied will have ten days to file a written appeal to the Dean. If the Dean is an interested party to a particular action, the Dean shall appoint a surrogate. Failure to file an appeal within ten days after the decision shall constitute a waiver of appeal rights.

After assessing the grounds for the appeal, the Dean of the Graduate School will decide to accept or reject the request for a further review of the case. Upon allowing an appeal, the Dean will review the hearing record and any new evidence submitted. The Dean is empowered to sustain, reverse or alter the board's decision. The Dean's decision will be communicated in writing within 30 days of receipt of the request for an appeal and this decision will be final.

The above procedures constitute general guidelines for these committees. The committees, however, may establish additional procedures as deemed necessary and appropriate to insure fairness and to facilitate the hearing process. All time limits are to be determined without counting Saturdays, Sundays, and University holidays and vacation periods.

It should be noted that a student may challenge a recorded grade only on the grounds that it was inaccurately recorded, not on the grounds that it was lower than what the instructor ought to have awarded.

Students who believe that the adjudication of their challenges was unfair or was not in keeping with the provisions of the Family Educational Rights and Privacy Act of 1974 may submit a written request for assistance from the appropriate Vice President of the University. Further,

students who believe that their rights have been abridged may file complaints with the Family Educational Rights and Privacy Act Office, Department of Health and Human Services, Washington, DC 20201.

IDEAA, Non-Discrimination, and Anti-Harassment Policies

The mission of the Office of Institutional Diversity, Equity & Affirmative Action (IDEAA) is to promote a deep understanding and appreciation among the diverse members of the University community to result in justice and equality in educational, employment and contracting opportunities, as well as to lead efforts to create an inclusive academic and work environment.

Georgetown University provides educational opportunities without regard to, and does not discriminate on the basis of, age, color, disability, family responsibilities, familial status, gender identity or expression, genetic information, marital status, national origin, personal appearance, political affiliation, race, religion, sex, sexual orientation, source of income, veteran's status or any other factor prohibited by law in its educational programs and activities. Inquiries regarding Georgetown University's non-discrimination policy may be addressed to Institutional Diversity, Equity & Affirmative Action, 37th and O Sts., N.W., Suite M36, Darnall Hall, Georgetown University, Washington, D.C. 20057.

The most up-to-date policies and procedures can be found online at ideaa.georgetown.edu/policies/.

- Grievance Procedures (Revised, Feb. 2014)
- Affirmative Action in Employment
- Equal Opportunity and Non-Discrimination in Employment
- Equal Opportunity and Non-Discrimination in Education
- Non-Discrimination on the Basis of Religion and National Origin
- Policy Statement on Sexual Misconduct (New)
- Policy Statement on Harassment (Revised, Feb. 2014) (En Espanol)
- Policy Statement on Consensual Relationships (En Espanol)
- The Protection of Minors Policy

Reasonable Accommodations for Faculty

Georgetown University's IDEAA office is the division responsible for faculty members who need reasonable accommodations to be made in accordance with the American Disabilities Act. To request reasonable accommodations for your classroom, please visit: ideaa.georgetown.edu/ADA/.

Code of Ethical Conduct

Academic integrity is of fundamental importance within SCS and at Georgetown University. Faculty members should not only familiarize themselves with the Honor Code (described under "The University Honor Code" in this Handbook) as it applies to their students, they should also familiarize themselves with the Code of Ethical Conduct (georgetown.app.box.com/s/jxai9j83boyeo2sevy9c) that applies to them as members of the educational community.

Georgetown University's Office of Compliance and Ethics (compliance.georgetown.edu/) provides guidance on such areas as the University Code of Ethical Conduct, questionable matters

that may arise with teaching and research, and avoiding areas that may be viewed as a conflict of interest. The information provided below comes directly from the website (listed above) for this Office.

Introduction

This University-wide Code of Ethical Conduct articulates the overarching legal and ethical principles that have long governed the University community. It sets forth basic expectations for conduct with which all community members should be familiar. The principles described here provide the fundamental bases for University policies and procedures, which refine and clarify the application of these principles in various contexts. The Code includes references to relevant University policies, procedures and other resources. These references are not exhaustive, and may be updated as appropriate. The Code does not change or expand the scope or coverage of any University policy.

This Code applies to the University-related activities¹ of all faculty and staff of Georgetown University.² Although in general, the Code outlines broadly applicable principles, in places it describes more specific obligations that may apply only to certain individuals or groups.³ Although the principles set forth in this Code reflect values that should guide students, this Code applies to students only when they are employed by, or acting as agents of, the University, such as in their capacities as work-study employees, graduate or research assistants, academic fellows, and as members of University committees.⁴

The ten principles covered by the Code are organized into four categories: People and Community, Honesty and Integrity, Protection and Care, and Duty and Responsibility.

Respect for Others

The Jesuit principle of *cura personalis*, which is a core value at Georgetown University, suggests individualized attention to the needs of others, distinct respect for their unique circumstances and concerns, and an appropriate appreciation for their particular gifts and insights. In furtherance of this principle, Georgetown University respects the intrinsic value of each individual and draws strength from its diversity. An inclusive community committed to equal opportunity, Georgetown does not tolerate unlawful discrimination or harassment on the basis of personal characteristics or beliefs. In their actions on behalf of the University, faculty and staff should treat others with courtesy, civility and dignity and refrain from abuse of the power or authority conferred by their offices or roles. While the University values academic freedom and freedom of speech and expression, these rights should be exercised in a way that is mutually respectful and does not involve the expression of hatred or bias towards a particular individual or group.

A Faculty member has rights and responsibilities common to all citizens, free from institutional censorship. In furtherance of this principle, a Faculty member may be held accountable by the University for his or her private acts only as they substantially affect teaching, research or University service. A faculty member should not, however, speak or act for or on behalf of the University, or give the impression of doing so, unless appropriately authorized.

Individual Responsibility & Accountability

Ethical behavior is an individual, as well as collective, responsibility. Georgetown University relies on the integrity of each faculty and staff member, whether they are acting individually or as part of a group. The University operates on the principle of individual accountability within a system of defined roles and governance. Individuals should assume the responsibilities that are appropriate to their University positions and roles. They are accountable to the University and to

each other for their actions and are expected to exercise sound judgment and to act in good faith to perform their responsibilities. When roles, responsibilities or reporting relationships are unclear, individuals should seek clarification from appropriate sources.

Responsible Conduct of Teaching and Research

Georgetown is committed to achieving the highest standards of teaching and research and to conducting these activities with integrity, objectivity and fairness and in compliance with all applicable laws and regulations. Faculty and staff who pursue scientific and other academic research must do so with rigor and intellectual honesty; refrain from research misconduct; protect the welfare of human and animal research subjects and obtain appropriate approval and consents for studies involving such subjects; be accountable for sponsors' funds; and comply with grant and contract requirements and University policies and procedures regarding research.

Community Health and Safety

The University is committed to protecting the health and safety of its community and ensuring the security of University premises and facilities. The University and its faculty and staff must observe regulations, standards and policies and adhere to sound practices relating to matters of health and safety, including laboratory and workplace safety, the handling and disposal of hazardous materials, and the operation of University facilities, vehicles and equipment. Individuals should report promptly any threat or risk to health or safety, whether their own or others,' and should take reasonable steps, such as locking doors, to promote physical security.

Appropriate Use of University Resources

Faculty and staff are responsible for managing and protecting University property, financial assets and other resources with appropriate care. As the recipient of donations, government and private grants, and other contributions, the University must be an effective steward of its resources. Faculty and staff should ensure that the University's resources are used carefully and appropriately for the benefit of the University and in a manner consistent with all legal requirements. They should not waste University resources or use them for personal benefit or for the benefit of a non-University entity, unless appropriate approval has been obtained. Georgetown controls the use of its name and logos in order to protect the University's reputation and to ensure that their use is consistent with the University's mission, identity and tax-exempt status. Faculty and staff should protect the Georgetown name and logos from improper use.

Information Privacy, Confidentiality and Security

Faculty and staff should generally handle all information in ways that respect individual privacy and protect the University's interests. They may, by virtue of their positions and responsibilities, have access to information that is personal, confidential, sensitive or legally protected. Such information may relate to students, employees, alumni, donors, research subjects, research sponsors, contractors, and others. Careful treatment of such information, including observing applicable laws, policies and procedures for obtaining, securing, maintaining, handling, divulging and destroying it, is of utmost importance, as is limiting the use of such information to the purpose for which access was granted.

Avoidance of Conflicts of Interest

Faculty and staff must conduct their University-related activities in a manner that is objective, independent and impartial and that assigns first priority to the needs and goals of the University. Even the appearance of an undue influence or conflict of interest with respect to one's actions on behalf of the University can be harmful, so faculty and staff must be sensitive to both the reality and the potential appearance of their activities, particularly with respect to outside professional

activities, personal financial interests and the receipt of benefits from third parties (including University contractors and vendors). Potential conflicts must be disclosed in accordance with applicable policies so that they may be evaluated and, when necessary, eliminated, managed, or reduced appropriately.

The Financial Conflicts of Interest Policy from the *Georgetown Faculty Handbook* can be found online at fcoi.georgetown.edu/.

Compliance with Applicable Laws, Regulations, and University Policies

Georgetown University operates in a highly regulated environment. Faculty and staff must conduct themselves ethically and in compliance with the broad array of laws and regulations that apply to their activities. They are also expected to familiarize themselves with and follow applicable University policies and procedures. Many offices and individuals across the University have responsibility for providing guidance on and ensuring compliance with laws, regulations and policies, and all members of the University community are encouraged to use these resources to obtain guidance or raise concerns. The University's Compliance Area Accountability Charts provide a list of the offices and individuals to whom inquiries about specific legal or policy requirements should be directed. In addition, the Office of the Vice President and General Counsel provides guidance to all of these offices on the interpretation of applicable law.

Obligation to Report

Faculty and staff are expected to report suspected violations of laws and regulations or of University policies and procedures, including this Code, to the appropriate University office. Those who make good faith reports of suspected violations are protected from retaliation by the University's Whistleblower Protection Policy. Reports should normally be made through the regular channels that the University defines for handling a particular type of matter. However, in the event that an individual feels uncomfortable using such channels or they are otherwise inappropriate, the Georgetown University Compliance Helpline is available and provides the opportunity for anonymous reporting. The University will review and respond to all good faith reports with appropriate diligence.

Protection of Minors Policy

The Protection of Minors Policy provides guidelines and requirements that apply broadly to University students, faculty, staff and volunteers, and also imposes requirements on non-University organizations that operate programs or activities involving minors on campus. The policy sets forth guidelines to help prevent the abuse or neglect of those under 18 years of age and for reporting and responding to incidents in which the safety of minors may be compromised. In addition to increasing awareness of minor abuse and neglect among all members of the University community and requiring reporting, it imposes additional requirements (training and background checks) on those who participate in programs or activities involving minors. The full policy and guidelines are online at protectionofminors.georgetown.edu/ and is included in the University's Code of Ethical Conduct.

Sexual Misconduct and Sexual Harassment

Georgetown University is committed to providing a safe and hospitable environment for all members of its community. Sexual Misconduct subverts the University's mission, and threatens permanent damage to the educational experience, careers, and well being of students, faculty, and staff. Georgetown University prohibits sexual misconduct, including sexual harassment, sexual assault, domestic/dating violence, and stalking (sexualassault.georgetown.edu/)
Sexual misconduct is unwanted conduct of a sexual nature that constitutes sexual

harassment, sexual assault, relationship violence (including domestic violence and dating violence), or stalking, and includes related acts of retaliation. Sexual harassment is defined as any unwelcome conduct of a sexual nature, including sexual advances, request for sexual favors, or other verbal or physical conduct of a sexual or gender-based nature when:

1. Submission to such conduct is made explicitly or implicitly a term or condition of an individual's employment or academic relationship; or
2. Submission to or rejection of such conduct is used as a basis for making an employment or academic decision affecting an individual; or
3. Such conduct has the purpose or effect of interfering with an individual's work or academic performance, denying or limiting an individual's ability to participate in or benefit from the University's education programs, or creating an intimidating, hostile, or offensive environment for work or academic pursuit (Office of Institutional Diversity, Equity, and Affirmative Action – Policy Statement on Sexual Misconduct (2014)).

All faculty and staff members are obligated to internally report any suspected or knowing situation to their School's Deputy Title IX Coordinator.

Deputy Title IX Coordinator for the School of Continuing Studies
Rachael Godlove, Interim Associate Dean, Academic Affairs and Compliance
640 Massachusetts Avenue N.W.; Washington, D.C. 20001
Phone: (202) 687-5965; Email: titleixscs@georgetown.edu

Instructional Continuity

Instructional activities will be maintained during university closures. Faculty members should prepare for the possibility of an interruption of face-to-face instruction by establishing a policy within the course syllabus to maintain instructional continuity in the case of an unforeseen disruption. During a campus “closure”, the regular class time schedule must be honored by all campus programs so that students will remain available for those faculty members who wish to maintain continuous academic progress through synchronous distance instruction.

In-depth information, assistance, and resources can be found at instructionalcontinuity.georgetown.edu/.

Emergency Closures, Preparedness, and University Safety

During inclement weather or other emergencies, check georgetown.edu/campus-life/safety-and-emergency-preparedness/ or call (202) 687-SNOW for information on whether the university is open. If the University announces a “liberal leave” policy in the event of inclement weather and announces that classes will meet as scheduled then a faculty member who believes that it is unsafe to come to campus may elect to cancel his or her class by notifying the students by email through MyAccess (and notifying the appropriate program offices of this decision).

An instructor who believes that it is unsafe to travel to campus should notify the Executive Director/Associate Dean by email. Through Hoya Alerts, text messages, recorded messages and emails are sent about emergencies. Please sign up for this service via MyAccess.

Planning Your Semester Start-to-Finish

1. Sign and return your contract and any program required hiring paperwork.
2. Complete all steps in GMS (Georgetown Management System) at gms.georgetown.edu/.
3. If you are new to Georgetown, get your NetID and password set up through Georgetown's Office of University Information Systems, UIS (uis.georgetown.edu/).
4. Use your Georgetown University email ([apps.georgetown.edu/](mailto:apps.georgetown.edu)) for all work-related purposes. If you use a non-Georgetown account and end up involved in some type of litigation, your non-Georgetown account and its contents would likely be discoverable if you choose to use it instead.
5. Obtain your GOCard (gocard.georgetown.edu/; Georgetown Downtown or Darnall Hall, 3-G), which is your University ID. This ID allows you access to the Faculty Lounge, to check out books, place books them on reserve, and use other University resources.
6. Decide which textbooks you will use and include their ISBN and price on your syllabus.
7. Plan out your semester week-by-week, allowing students enough time between large assignments and readings and giving you enough time to grade and return those assignments. Students should not have to turn in new assignments without having received feedback from you on prior assignments.
8. Plan for the unplanned! The Instructional Continuity policy became effective in AY14-15, so that "Instructional activities will be maintained during university closures. Faculty members should prepare for the possibility of an interruption of face-to-face instruction by establishing a policy within the course syllabus to maintain instructional continuity in the case of an unforeseen disruption." Faculty members should visit instructionalcontinuity.georgetown.edu/preparation/ before the start of a semester for proper planning.
9. Draft your syllabus and submit it to your academic program for review.
10. After your syllabus is approved, upload it in Explore (explore.georgetown.edu/), the system of record for the University. Many faculty use Blackboard ([campus.georgetown.edu/webapps/portal/execute/tabs/tabAction?tab_tab_group_id= 2611](http://campus.georgetown.edu/webapps/portal/execute/tabs/tabAction?tab_tab_group_id=2611)) to manage course content such as conducting student discussion boards, tracking assignment grades, and emailing the class roster. If you use Blackboard in your course, you should also upload your syllabus there too.
11. Email your academic program your book adoptions per course.
12. Log into MyAccess (myaccess.georgetown.edu) and view your class roster. Print a copy of your roster for the first day of class.
13. On the first day of class, call roll from your roster. Roll taking occurs throughout the semester.
14. If any students who appear on your roster but have never attended, please email them (copying your academic program) before the drop period has ended that they should drop to avoid a failing grade.
15. After the add/drop deadline has passed, alert any students not on your roster that they must stop attending your class and notify your academic program.
16. Prepare a lesson plan for each day to help you plan appropriately.
17. Record final grades in MyAccess.

Course Syllabus

Your syllabus is one of your most important teaching documents, as it outlines your course goals, learning objectives, required readings, grading scale, due dates, and other classroom policies (such as attendance and penalties for late work). Students frequently look at syllabi before deciding which course they wish to take.

Although the syllabus should reflect your teaching style – particularly as you describe learning goals for the class and develop assignments – it must also adhere to some fundamental guidelines required by SCS, the University, and, in some cases, the Higher Education Act. These guidelines are not meant to hinder your creativity and intellectual freedom; rather, they can help you provide better service and information to your students, helping prevent areas of confusion and, in the worst case scenario, potential litigation.

Your syllabus reflects academically and professionally upon you, your academic program, the School, and the University. Should a student pursue a grade appeal or other grievance at the conclusion of your course, your syllabus could be a determining factor in the review process.

Syllabi are due to your academic program at least 2-3 weeks prior to the first day of classes. The sooner you can submit your syllabus, the better, as all syllabi need to be reviewed and published online in Explore.

Course Syllabus Checklist

Basic Information

- Your name and the name of any co-instructors
- Your Georgetown University contact information
- Office hours (e.g. Mondays, 3 – 5pm)
- Course title, course number and section (e.g. Ethics, SCSG-500-03)
- Meeting day and time of the course
- Semester and year of the course

Course Content

- Course description and overview in one or two short paragraphs
- Course objectives (i.e. what you expect students to know or be able to do after completing this course)
- For required courses, a statement on how this particular course fits that requirement for the degree and major
- Required and recommended readings, materials, outside events, and any associated fees
 - Required and recommended readings must be listed in full (e.g. title, author, edition, year of publication and if possible, the ISBN)

Assignments & Grading

- Brief descriptions of each assignment and due dates, including benchmarks for assignments that include multiple parts. For example, a research paper might include a proposal, outline, annotated bibliography, first draft, and final draft, each due at separate points during the semester.
- Date of your final exam, if you are giving a final exam. All MPS courses must have an in-person final exam day.

- If you choose to accept late work, your late policy must be very clear. You might accept late work only for a documented medical reason, for example. You might deduct specific points for every day or week that an assignment is late. Be consistent.
- State the attendance policy and the result absenteeism will have on participation, overall learning, and the final grade. Taking attendance is essential for every class meeting.
 - The Instructional Continuity policy became effective in AY14-15, so that “Instructional activities will be maintained during university closures. Faculty members should prepare for the possibility of an interruption of face-to-face instruction by establishing a policy within the course syllabus to maintain instructional continuity in the case of an unforeseen disruption.”
- You can use a percentage weight or point system for each component of the class, including quizzes, papers, interviews, presentations, and so on. An example follows:

10%	Two Quizzes
15%	Group Project
25%	Midterm Exam
30%	Final Research Paper
10%	Final Presentation
<u>10%</u>	<u>Participation</u>
100%	Total

- Indicate the exact numeric breakdown for final grades in your course. An example follows:

A	100-93	B-	82.99-80
A-	92.99-90	C	79.99-70
B+	89.99-88	F	69.99-0
B	87.99-83		

If you round grades in your course to the nearest decimal, then use whole number grades (e.g., 92-90 for an A-; 89-88 for a B+). If a student is taking a graduate course pass/fail (for a satisfactory, S, or unsatisfactory, U), the student must earn a solid B or higher to be assigned the S grade.

- Graduate course grades include: A, A-, B+, B, B-, C, and F only. There are **no grades** of C+, C-, or D at the graduate level.
- Undergraduate course grades include: A, A-, B+, B, B-, C+, C, C-, D, and F
- The incomplete policy if you choose to allow such an exception.
 - If you do allow incompletes, you should consider the request from the student who needs a little more time to apply the finishing touches to the remaining one or two missing assignments. You may establish a deadline earlier than what is documented in the Student Handbook. No additional or revised coursework can or will be accepted; only the coursework assigned to all students in your course.
 - You should not allow an incomplete to the student who needs longer than the SCS deadline to complete the remaining assignments. No incomplete should be granted to students who take on too much academically and then do not adjust their schedules within the published add/drop and withdrawal period.

Academic Honor Code and System

- You should emphasize that Georgetown expects all students to maintain the highest standards of academic and personal integrity in pursuit of their education. Academic

dishonesty in any form is a serious offense, and students found in violation are subject to academic penalties that include, but are not limited to, failure of the course, termination from the program, and revocation of degrees already conferred.

- All students are held to the Honor Code and the Honor Code pledge is recited at all New Student Welcome sessions and many advisors also require students to sign the pledge for their student file. The Honor Code pledge is as follows:
 - In the pursuit of the high ideals and rigorous standards of academic life, I commit myself to respect and uphold the Georgetown University Honor System: To be honest in any academic endeavor, and To conduct myself honorably, as a responsible member of the Georgetown community, as we live and work together.

□ Student Conduct

- Instructors should expect students to treat others respectfully and with dignity both in and out of the classroom. Classroom management is important and you are essential!
- Any perceived infraction of the Student Code of Conduct can be referred to the student's Executive Director, Associate or Assistant Dean and, in some cases, to the Office of Student Conduct (studentconduct.georgetown.edu/) and other University Offices.

□ Basic Classroom Etiquette

- Students should turn off all cell phones, and other communication devices while in class. Class discussions should be respectful and considerate of others' views and opinions. Students who cause disruptions may be asked to leave the class or be withdrawn if warranted by their behavior.

□ Students with Disabilities Policy

- Students with documented disabilities have the right to reasonable accommodations that do not fundamentally alter the nature of the course. Some accommodations might include note takers, materials in alternative formats (Large Print, Braille, MP3, DESI, DAISY), extended time on tests, and interpreting services, among others. Students must present you with an official letter from the Academic Resource Center that outlines the specific approved accommodation(s) before you provide them. Neither accommodations nor exceptions to policies can be permitted to students who have not completed this process in advance.
- Please include the following text in your syllabus:
 - If you believe you have a disability, then you should contact the Academic Resource Center (School of Continuing Studies, C129; 202-784-7366; arc-scs@georgetown.edu; academicsupport.georgetown.edu/disability) at the before the start of classes for further information. The Academic Resource Center is the campus office responsible for reviewing documentation provided by students with disabilities and for determining reasonable accommodations in accordance with the Americans with Disabilities Act (ADA) and University policies.

□ Human Subjects Research

- Research on human subjects includes not only work in the sciences but also projects in the social and behavioral sciences (e.g. surveys, interviews, etc.) as well as biomedical sciences.
- Federal law requires that all proposed research involving human subjects first be reviewed by a formal and authorized institutional body in order to ensure that adequate

protections are provided. At Georgetown, the only authorized body is the Institutional Review Board, ora.georgetown.edu/irb/irb_101.htm.

☐ University Resources

- Writing Center & Tutors (writingcenter.georgetown.edu; 202-687-4246)
- Counseling and Psychiatric Services (CAPS) (caps.georgetown.edu; 202-687-6985)

Grading Scales

Instructors determine the point value required for final grades in their course. Instructors are not required to round grades, and many choose not to do so; therefore, a student who has earned 89.99 points could reasonably be assigned a “B+” in a course in which that instructor requires 90 points for an “A-”. Additionally, instructors are not required to use the +/- system in assigning grades. Finally, while instructors may assign grades of “C+” or “C-” or “D” on individual assignments, tests, or papers during a course (and include such grades on their syllabi), they cannot assign these as final course grades. Thus, a student with a “C+” average in a class could be assigned a “C” as the final course grade, and a student with a “C-” or “D” average in a class could be assigned an “F” as the final course grade.

Class Attendance/Absence

Students are expected to attend all class sessions, including participation in activities required by the instructor during campus “closure,” and to complete all assignments in a timely fashion. Since active participation and discussion are required in most courses, absences have an adverse effect learning the material, participation and the calculation of a student’s final grade.

In all instances when a student is unable to attend class, the instructor should have been notified well in advance. In the case of religious observances that conflict with class sessions, students must notify the instructor in writing at the beginning of the semester (see “Accommodating Students’ Religious Observances” policy below) to discuss how to best fulfill the academic requirements of the course.

Accommodating Students’ Religious Observances Policy

Georgetown University promotes respect for all religions. Any student who is unable to attend classes or to participate in any examination, presentation, or assignment on a given day because of the observance of a major religious holiday or related travel shall be excused and provided with the opportunity to make up, without unreasonable burden, any work that has been missed for this reason and shall not in any other way be penalized for the absence or rescheduled work. Students will remain responsible for all assigned work. Students should notify instructors in writing at the beginning of the semester of religious observances that conflict with class meetings.

Before classes begin for a given semester, the Office of the Provost, in consultation with Campus Ministry and the Registrar, will publish a list of major religious holidays likely to affect Georgetown students. The Provost and the Main Campus Executive Faculty encourage faculty to accommodate students whose bona fide religious observances in other ways impede normal participation in a course. Students who cannot be accommodated should discuss the matter with an advising dean. Approved holidays can be found at: campusministry.georgetown.edu/document/1242829394348/campus+ministry+religious+holy+days+2014-15.pdf.

Late Coursework

Faculty members are allowed to deduct points for late coursework and may also choose not to accept any late coursework (assigning a grade of zero for that work). Instructors may request documentation of a student's circumstances (such as work or medical documentation) before deciding whether or not an assignment will be accepted late. Out of fairness to the entire class, even with documentation, the faculty member may choose to deduct points or not accept the work. Once the final grade is posted, late coursework cannot be assigned or received for grade change consideration.

Incomplete Grade Requests

Students are expected to complete all coursework by the end of the semester in which that coursework is taken. In extreme, documented instances (typically related to unexpected work or health reasons), it may be necessary for students to request an Incomplete, "I," grade and a limited extension of time to complete the required coursework. Incompletes are not automatic, and some instructors do not allow Incompletes. If they do, the instructor may establish a date prior to the dates given here, and they may also assign a grade penalty or other penalty for late work.

All Incompletes should be requested first by the student of the instructor. If the instructor approves the Incomplete, then the instructor should notify both the program Associate Dean/Executive Director and the Associate Dean of Academic Affairs & Compliance explaining the remaining course requirements and due date (not to exceed the dates listed below).

If the instructor grants a student additional time to complete the coursework and the work is completed on or before the established extension deadline, the "I" is changed to the appropriate grade. Incomplete deadlines are posted in the Student Handbook (scs.georgetown.edu/academic-affairs/student-handbooks) relevant to his or her program.

The student is responsible for ensuring any emailed work, including attachments, is received and can be opened by the recipient. Submissions after the published deadline date and time will not be accepted and the grade of "I" will automatically change to the grade of "F." Upon receipt of the final assignment(s) by the deadline, the instructor will review the work submitted and send a grade change report to the Office of Academic Affairs & Compliance for final review.

In extremely rare cases, students may request an extension of the Incomplete deadline listed above due to unexpected extenuating circumstances that arise while they are working on those incompletes (such as a sudden illness, death in the family, unforeseen professional responsibilities, and so on). Such extensions requests are to be sent for review and approval consideration to both the course instructor and the program Associate Dean/Executive Director in advance of the deadline listed above.

In these cases, the new incomplete deadline cannot exceed the last day of classes in the semester following when the incomplete was granted. For example, an incomplete in a fall semester course would be due no later than the last day of classes in the spring semester. An incomplete in a spring semester course would be due no later than the last day of full-term courses in the summer semester. No additional extensions can be allowed beyond this exception, and unfinished incompletes will be changed to failing grades following these dates. The program Associate Dean should notify the Academic Affairs & Compliance Office in writing of the extension with a copy to the student and instructor.

Course Rosters, Final Grades, and Appeals

Academic Calendar

SCS strictly adheres to the posted academic calendar for course registration, final grade posting, course withdrawals, and the like. The official Academic Calendar – including the add/drop and withdrawal periods – can be found at registrar.georgetown.edu/registration/add-drop/. Tuition Refund Periods can be found at registrar.georgetown.edu/registration/refunds-and-tuition/. It is the student's own responsibility to verify the accuracy of one's own registration schedule every semester in advance of a passing deadline.

Registered Students: Course Roster

Log into MyAccess (myaccess.georgetown.edu) and view your class roster. Print a copy of your roster for the first day of class. On the first day of class, call roll from your roster. Roll taking occurs throughout the semester.

Students should **not** assume that they will be dropped or withdrawn due to absenteeism, however, and they will be charged tuition for the period of time they remain registered in courses and will be assigned a final grade.

If any students who appear on your roster but have never attended, please email them (copying your academic program) before the drop period (see Academic Calendar section above) has ended that they should drop to avoid a failing grade. After the add/drop deadline has passed, alert any students not on your roster that they must stop attending your class and notify your academic program.

Final Course Grades

As a faculty member, you will have a lot of grading to do throughout the semester. You will also have to assign a final course grade that reflects each student's work in your class. We discuss best practices for grading individual assignments (essays, group work, blogs) in "Accreditation, Assessment, and You," and in this section summarize the meaning and recording of final grades in MyAccess.

It is of utmost importance that you officially record your final grades in MyAccess (separate from Blackboard) as soon as possible following the last day of class – ideally within 48-72 hours. Final grades are important for many reasons, including the following:

- All students need final grades before their academic standing (good standing, probation, termination) can be determined;
- Some students will need recorded grades before they can be moved from provisional, non-degree status into degree status;
- Some students need recorded grades for tuition reimbursement from their companies, for visa support from the Office of Global Services, for insurance verification, and for financial aid;
- Graduating students cannot be conferred their degrees until all grades have been recorded.

The grading system differs for undergraduate and graduate students, as do the requirements for good academic standing and graduation.

- *Undergraduate course* grades include A, A-, B+, B, B-, C+, C, C-, D, and F.
- *Graduate course* grades include A, A-, B+, B, B-, C, and F. **There are no grades of C+, C-, or D in graduate-level courses.**

Undergraduate students must maintain a cumulative GPA of at least a 2.000 (solid “C” average) while graduate students must maintain a cumulative GPA of at least a 3.000 (solid “B” average). Georgetown does not round grades, so even an undergraduate GPA of 1.999 or a graduate GPA of 2.999 would mean that a student would not be able to graduate. Students should refer to their degree handbooks (BALS, MALS, DLS, MPS, Exec. MPS) for specific information about academic standing.

Common Grading Questions

Three grading questions often arise at the end of each semester:

- If a student never attends or stops attending your class, we encourage you to notify that student (and your program) immediately so that the student can withdraw within the official adjustment period. This is the student’s responsibility. If the student remains on your roster when you are ready to assign a final grade, then you should assign a failing grade. You should not assign an incomplete or an “NR” (not reported).
- If exceptional circumstances keep a student from completing your course (medical, family emergency, work travel), and you wish to give the student additional time to finish your class, you can assign an incomplete (“N” for undergraduates; “I” for graduate students). Please notify your program’s Executive Director/Associate Dean if you assign an incomplete. Each degree and non-degree program (BALS, MALS, DLS, MPS, Exec. MPS, SWP, PSP, CCPE) has its own specific due dates for incompletes in those respective Student Handbook; however, you can assign an earlier deadline if you choose.
- If you suspect that a student has committed an Honor Code violation, you should report the student immediately to the Honor Council (honor@georgetown.edu) for further investigation (as explained in the section “The Georgetown University Honor Code and Honor System”) and assign an “NR” while the case is under review.

Grade Changes

Students are not allowed to redo assignments, turn in additional work, or do extra credit to improve their course grades after you have recorded the final grade in MyAccess. Once the decided course grade has been recoded, that grade is considered final in order to be fair to all students and to ensure the integrity of the earned grade.

After you have recorded your final grades for a class, those grades can only be changed for the following reasons:

- A recording error (such as accidentally recording a “B” in MyAccess when the student earned an “B+”);
- A calculation error when tabulating the final grade (such as accidentally omitting the mid-term points in the overall grade calculation);
- You granted a student an incomplete, and the student has completed the work by the official deadline to earn a final grade;
- You recorded an “NR” while the student was being investigated for a possible Honor Code violation, and the Board has notified you of its decision;

In order to request a Grade Change for one of these reasons, you should email the Associate Dean of Academic Affairs (rlg27@georgetown.edu) noting the course name, course number, student's name and GUID number, and reason for the grade change. The Associate Dean will then handle the paperwork for the change on your behalf.

Grade Appeal Procedures

Our faculty members have been chosen due to their unique experience and expertise in their respective fields. As such, SCS strongly believes in the authority of its faculty to determine the academic merit and grades of their students. While students may request a review of their final course grade, they should also keep in mind that the faculty member is considered the academic and professional expert in determining their grade. In the case of all grade appeal reviews, the student should also be aware that any re-evaluation of the grade could lead to the grade being raised, sustained, or lowered.

The grade appeal procedure is not set up to address allegations of discrimination. However, SCS takes all such allegations very seriously and asks that you refer students who believe they have been discriminated against to the Office of Institutional Diversity, Equity, and Affirmative Action (202-687-4798; ideaa@georgetown.edu). The Grievance Procedure and Discrimination Complaint form can be found at ideaa.georgetown.edu/policies/.

The Grade Appeal Process differs slightly by degree program (BALS, MALS/DLS, and MPS, SWP, PSP, CCPE) within SCS as follows per each Student Handbook. Some of which are:

Master of Arts in Liberal Studies (MALS)

When a student appeals a grade received for a course, the following steps are to be taken:

- a. The student should first seek an acceptable resolution through a discussion with the professor. This process must begin no later than 30 days after the beginning of the semester following that semester in which the contested grade was received.
- b. If a satisfactory resolution is not reached, the student will then discuss the matter with the Director. This process must begin no later than 60 days after the beginning of the semester following that semester in which the contested grade was received.
- c. If a satisfactory resolution is still not reached, the student may take the case (in writing) to the Dean of the School of Continuing Studies.

Master of Professional Studies (MPS)

In the event that a student would like to appeal the final grade received for a course, the following steps are to be taken:

- a. Students should first seek an explanation for the grade through a discussion with the instructor. This process must begin no later than 30 days after the beginning of the semester following that semester in which the contested grade was received. Students bring copies of the course syllabus and all graded assignments with them to their meeting so that they can discuss all aspects of their grade and how it was calculated and recorded. The syllabus serves as a guideline with the understanding that instructors can make amendments to their syllabi during the semester (adding or deleting assignments, for example, or changing a percentage allocation for an assignment under unusual circumstances) if needed as long as all students in the course are held to the same academic standards.

b. If, after speaking with the instructor, the student still believes that the final grade was incorrectly assigned, he or she may then appeal in writing to the Associate Dean of the program offering the course. The student will supply a copy of the syllabus, relevant emails, and copies of all graded assignments. This process must begin no later than 60 days after the beginning of the semester following that semester in which the contested grade was received. The course instructor may also be contacted by the Associate Dean for additional information. Upon completion of this review, the Associate Dean may decide (1) that there is no basis for the appeal and the original grade will be upheld or (2) that the appeal warrants further review by a faculty committee comprised of three faculty members within that program. If a committee is called, the Associate Dean will name a chair of that committee and all members will review the information and assignments and then make a formal, written recommendation to the Associate Dean. In either case, the Executive Director/Associate Dean will not judge the academic merit of the assignments on his or her own; rather, the he or she will review the situation solely to ensure that the grading criteria were followed and applied to all students. After investigating the matter fully, the Executive Director/Associate Dean of the program will make a recommendation to the Associate Dean of Academic Affairs & Compliance.

c. If, after speaking with the instructor and Executive Director/Associate Dean of the program offering the course, the student would like to appeal further based upon procedural grounds, he or she may then submit a formal request to the Associate Dean for Academic Affairs and the Dean of the School of Continuing Studies for final review. The Associate Dean for Academic Affairs will complete an investigation on behalf of the Dean. This process must begin no later than 90 days after the beginning of the semester following that semester in which the contested grade was received. Please note: This final level of appeal reviews the administrative handling of the appeal only. Neither the associate dean of academic affairs nor the Dean of SCS will evaluate the academic merit of the work (such as re-grading a paper or test). The decision of the Dean is final and not open to further appeal.

Bachelor of Liberal Arts (BALS)

When a student appeals a grade received for a course, the following steps are to be taken:

a. The student should first seek an acceptable resolution through a discussion with the professor. This process must begin no later than 30 days after the beginning of the semester following that semester in which the contested grade was received.

b. If a satisfactory resolution is not reached, the student will then discuss the matter with the BALS Associate Dean. This process must begin no later than 60 days after the beginning of the semester following that semester in which the contested grade was received.

c. If a satisfactory resolution is still not reached, the student may take the case (in writing) to the Dean of the School of Continuing Studies. The Dean may then refer the issue to the Standards Committee which is composed of three faculty members.

The Standards Committee reserves the right to make its judgment based on the written materials alone. If the materials so warrant, a formal hearing may also be held. This process must begin no later than 90 days after the beginning of the semester following that semester in which the contested grade was received. That committee's decision (to raise, lower, or sustain the grade) shall be forwarded to the Dean who will inform the student of the decision which shall be final.

Academic Integrity

The School of Continuing Studies proudly supports Georgetown University's Honor System. All students enrolled in and faculty who teach in the School's programs—including noncredit, credit, high school, summer, undergraduate and graduate students—are held to the highest standards of ethical conduct as defined by the Honor Council. The Honor Council (and Hearing Board for student cases) is comprised of student, faculty, and administrator volunteers who believe in the integrity of the Honor System. We strongly encourage interested faculty members to apply to serve on the Council. Applications are available by emailing honor@georgetown.edu.

The Honor System includes detailed provisions for investigating and adjudicating allegations of academic misconduct. Further information is available at honorcouncil.georgetown.edu/system. Students found to have committed any such offense will be subject to academic penalties. These include but are not limited to failure of the course, suspension or dismissal from the University, and revocation of degrees already conferred.

Georgetown University's Honor Code and System

The Georgetown University Honor System is one of the oldest honor systems in the country and a hallmark of the University. We encourage you to discuss your expectations and *interpretation* of the Code with your students at the start of each semester:

- Is it permissible for students in your class to work together on homework or take-home questions, for example, or should their answers and thought processes be entirely their own?
- Are students in your class allowed to use the Writing Center, tutors, or peers in the class when working on papers?
- If one student cheats on a group project, how might that affect the other students on that assignment?
- Do your students understand what is constituted by plagiarism? For example, do they know to cite – and how to cite – all Internet sources (including Wikipedia and similar sites)?

Without regard to motive, student conduct that is academically dishonest, evidences lack of academic integrity or trustworthiness, or unfairly impinges upon the intellectual rights and privileges of others is prohibited. A non-exhaustive list of prohibited conduct includes but is not limited to cheating on exams and other assignments, committing plagiarism, using false citations, submitting work for multiple purposes, submitting false data, falsifying academic documentation, abuse of library privileges, and/or abuse of shared electronic media. Further information is available at gervaseprograms.georgetown.edu/hc/.

Reporting a Possible Violation for Investigation

1. As a faculty member at Georgetown and in SCS, you must report any and all suspected violations of the Honor Code to the Honor Council at honor@georgetown.edu as soon as you become aware of the possible violation. All students have a right to an investigation; therefore, you should never “bargain” with a student by offering a lower grade on an assignment in exchange for not reporting it.

2. Shortly after you report the incident, you will be contacted by an Investigating Officer (IO) to discuss the details of your report. The IO will also speak with the student and, if necessary, other affiliated parties.
3. Upon completing this initial investigation, the IO will either (a) determine that no violation has occurred or (b) refer the case to a Hearing Board for further review. If the student is found not in violation, then you must treat the student as if no violation has occurred and grade the assignment based solely upon its academic merits. You cannot retaliate against a student if he/she is found not in violation.
4. If the case is referred to a Hearing Board, you may be asked to present during an evening hearing. The Board typically consists of three students, two faculty members, and the hearing chairperson.
5. The Board will complete its review and either (a) determine that no violation has occurred or (b) determine that the student has violated the Code and send a recommendation for sanction to the Dean. If the student is found not in violation, then you must treat the student as if no violation has occurred and grade the assignment based solely upon its academic merits. You cannot retaliate against a student if he/she is found not in violation. If the student is found in violation, then you are free to assign the reduced grade (including a failure in the course) as appropriate.
6. If the suspected violation occurs when grades are due at the end of the semester, you should assign an “NR” (not reported) as a place holder until the hearing has been completed. Thereafter, you can email the Interim Associate Dean of Academic Affairs (rlg27@georgetown.edu) with the final grade.

Plagiarism Awareness and Review: Turnitin.com

“Georgetown subscribes to Turnitin.com, a web-based service that, among other things, is able to sniff out possible plagiarism in student work. Once faculty members have set up their accounts, students and faculty can electronically submit essays to a digital dropbox. Turnitin then automatically searches the essay for passages found on the Internet (including pages no longer online), in the ProQuest Research Library, and in all papers previously submitted by users at any member school.

The Honor Council highly recommends that faculty members make regular use of this service. We believe that when applied to all essays submitted in a class, this technology can be a powerful tool to educate and to deter”
(honorcouncil.georgetown.edu/faculty/turnitin).

Human Subjects Research

Federal law requires that all proposed research involving human subjects first be reviewed by an authorized institutional body in order to ensure that adequate protections are provided to those persons who are participants in or subjects of the proposed research. Research on human subjects includes not only work in the biomedical sciences but also projects in the social and behavioral sciences. Students in all courses, but particularly in the Capstone, should be mindful of this important review process.

Research involving on-the-street intercept surveys or detailed questionnaires delving into attitudes about a controversial subject is also considered to involve human subjects. As such, it is also subject to review. These legal requirements apply regardless of the source of research support. In a large number of cases, research proposals fall into categories which exempt them from full review. For example, research on standard educational techniques or strategies, work

using publicly available survey data where the respondents are not identified, or interviews with public officials or candidates for public office are normally exempt. *However, a specific project's eligibility for exemption cannot simply be determined by the individual researcher. The law requires that institutions provide structured mechanisms for determining exemptions and that they keep records documenting the process and its results.*

Any research that will involve human subjects should contact the University's Institutional Review Board, IRB-C, at 202-687-6553 or 202-687-1506 before beginning their research. Additional information about the Institutional Review Board and required forms are available on the IRB-C website at: ora.georgetown.edu/irb/irbc_index.htm.

Student and Faculty Conduct and Communication

Georgetown University and the School of Continuing Studies expect all members of the academic community – students, staff, and faculty alike – to treat others respectfully and with dignity both in and out of the classroom. At the start of each semester, please let your students know what is expected of them with regard to class discussions, group work, and other related interactions.

If you find a student's behavior in the classroom to be somewhat disruptive, dominating class discussions, for example, then we encourage you to talk to the student outside of class (provided you are comfortable doing so and do not believe the student is a danger to you or others), letting the student know the effect of the behavior and the changes you expect within the class setting. If the disruptive behavior continues, you should notify the student and your program Associate Dean for further intervention. Any infraction of the Student Code of Conduct can be referred to the student's Associate Dean and, in some cases, to the Office of Academic Affairs and to the Office of Student Conduct (studentconduct.georgetown.edu/) and other University Offices, such as Legal Affairs.

If you ever feel that you or a student is in immediate danger, please contact 911 immediately and then contact your Associate Dean for additional guidance.

Communication (Email, Technology, and Social Media)

Students – and faculty members – should be particularly mindful that their interactions through group assignments, email, blogs, and social media (for example, Facebook and Twitter) can reflect upon them personally, academically, and professionally. *Cybercivility* is as important and expected as civility and respectful behavior in the classroom and on campus, and instances of harassment may be referred to the Office of Student Conduct for investigation.

Classroom Etiquette and Student Code of Conduct

Students should turn off all cell phones, pagers, or other communication devices while in class. Class discussions should be respectful and considerate of others' views and opinions. Student blogs, email, online portfolios and social media (i.e., Facebook, Twitter) should remain respectful and professional. Students who cause disruptions may be referred to their Executive Director/Associate Dean or the Office of Student Conduct and may be withdrawn from the course/program.

All viewpoints, editorials, and opinions expressed by students represent those students exclusively – and not the students' instructors, classmates, academic program, School, or University – even in cases when students are using Georgetown-affiliated systems like email, blogs, and online portfolios. Any perceived infraction of the Student Code of Conduct can be referred to the student's Associate Dean/Executive Director and, in some cases, to the Office of Student Conduct (studentconduct.georgetown.edu/) and other University Offices, such as Legal Affairs. Students found in violation of the Code of Conduct could be subject to a variety of sanctions, including mandatory withdrawal from courses (without a refund) and suspension or termination for non-academic reasons.

Technology Services: Explore, Blackboard, and MyAccess

The electronic systems faculty members use most often are Explore, Blackboard, and MyAccess.

Explore is the system of record for courses. In this system, faculty members:

- Create course descriptions
- Post syllabi to individual courses
- Update biographic pages with recent publications and scholarly achievements

Blackboard is the course e-management system used at Georgetown University. In this system, faculty members can:

- Email their class
- Hold discussions
- Organize distribution, collection, and communication related to assignments
- Share documents
- Upload media like live or pre-recorded lectures

MyAccess is Georgetown's Registrar system. In this system, faculty members:

- Post final grades
- See and print class rosters
- Manage faculty-related information that is secure

Course Cancellations, Make-Up Classes, and Technology

Instructors are required to hold all class sessions during the official time periods scheduled for those courses.

The Instructional Continuity policy became effective in AY14-15, so that "Instructional activities will be maintained during university closures. Faculty members should prepare for the possibility of an interruption of face-to-face instruction by establishing a policy within the course syllabus to maintain instructional continuity in the case of an unforeseen disruption." Faculty members should visit instructionalcontinuity.georgetown.edu/preparation/ before the start of a semester for proper planning.

In the unlikely event that an instructor cannot lead a class session, that instructor must notify his/her program Executive Director/Associate Dean in advance and make every effort to have a contingency plan in place to continue with the required period of instruction. Whenever possible, we encourage faculty members to use Blackboard, email, and other technologies with which they might be familiar (such as WebEx, Skype, Explain Anything, Echo 360 Lecture Capture, etc.) to continue with their teaching plans during such times.

Accreditation, Assessment, and You

Georgetown University is accredited through the Middle States Commission on Higher Education (www.msche.org/). Accredited colleges and universities agree to regular, formal evaluations to ensure that they meet specific standards in higher education. Accreditation is an important and valuable process, encouraging institutions of higher education to reflect upon their goals and how they achieve them.

One of the fundamental aspects of this process – and the one that most directly hinges upon faculty support and development – requires schools like Georgetown to articulate specific learning goals for its students and to measure whether or not these goals have been achieved. Our goal is to strive for continual improvement and to assess our work honestly and regularly.

In some types of courses, assessment can be relatively simple. For example, a traditional finance course might state that students will learn how to apply certain formulas and analyses and then measure whether or not they understand these concepts through formal tests taken by all students. A foreign language course might state that students will understand certain verb forms and be able to write and converse at a specific level by the end of the semester. Again, these skill sets can be tested and quantified to determine whether or not the stated goals have been met.

In other types of courses and programs – including, but certainly not limited to the humanities, writing, and creative fields – this kind of formal assessment can be more challenging, but it remains a necessary part of our educational mission, and it can be incorporated into even the most subjective of classes and programs. The Center for New Designs in Learning and Scholarship (CNDLS; cndls.georgetown.edu/) can help faculty describe their learning goals and develop appropriate assessment tools. Similarly, the Office of SCS Academic Affairs can assist faculty members in these areas as they prepare their courses.

For example, the Master of Arts in Liberal Studies (MALS) program requires a final thesis be submitted at the conclusion of the program's 30-Credit/Thesis track. This thesis should be research-based, interdisciplinary, and focused on human values. In order to assess the quality of these theses, Academic Affairs worked with the MALS leadership to develop assessment guidelines for an academic panel to review the quality of the theses. What level of research was expected? What defines a thesis as interdisciplinary? In what specific ways were the theses interdisciplinary (or not)? What aspects of human values are (not) included in the theses? By evaluating the theses systematically, the program can determine if it is, indeed, teaching students its stated objectives. It can also use this information to make improvements in deficient areas.

When developing your course, you should think carefully about – and include in your course planning – the following:

- What do I want students to learn in this course specifically? How do these goals fit the learning goals of my academic program, School, and University?
- Why do I want student to learn these particular skills?
- How can I best determine (measure) whether or not students are learning and achieving these goals?
- How can I use this information to improve their learning? To improve this course? To improve the goals of the program, School, or University?

Resources for Students

Academic Advising to Students

Students are encouraged to seek academic guidance and advising from their Associate Dean/Executive Director early and often. Students can also reach out to their program's Manager, Director or Assistant Dean; faculty members teaching in their academic program. Academic program personnel provide individual advising to students programs may require advising at certain points in the student's tenure, particularly if the student is not in good academic standing. Students are ultimately accountable for their own program enrollment and course registration decisions, however, and are responsible for meeting all of the requirements for the certificate, degree, concentration, track, and major.

Academic Resource Center (ARC)

The Academic Resource Center (ARC) offers an array of academic support services, including study skills workshops, individual consultations and disability support for students with documented disabilities. If a student is experiencing challenges with their coursework, they are encouraged to consult with an ARC administrator who will be able to address their individual needs and outline a plan of action. academicsupport.georgetown.edu/

Conducting Research and the SCS Library

Conducting research is an important and rewarding skill that will elevate one's educational experience far beyond an individual assignment. Students are encouraged to reach out to the Librarian early in the semester to learn best practices for conducting graduate level research. www.library.georgetown.edu/scs

Counseling and Psychiatric Services (CAPS)

The "Counseling and Psychiatric Services (CAPS) is the university's primary mental health provider for students and the campus community....CAPS strives to provide students with ample opportunities to develop greater self-understanding, identify and to solve problems, as well as to improve academic performance through the alleviation of psychological, emotional and cognitive impairments." studenthealth.georgetown.edu/mental-health/about-us

Student Veterans

We recognize that the student veteran is an accomplished and unique individual and the Student Veterans Office was created to support and address the needs of student veterans. To become involved or to seek resources, please visit www.georgetown.edu/campus-life/offices-resources/veterans/

Students with Disabilities

We proudly support the role of GU's Office of Institutional Diversity, Equity, and Affirmative Action (idea.georgetown.edu/) and do not discriminate or deny access to otherwise qualified students on the basis of disability. Depending on their documentation, students with disabilities may be eligible for reasonable accommodations and/or special services in accordance with the Rehabilitation Act of 1973 (www.ed.gov/policy/speced/reg/narrative.html) and the Americans with Disabilities Act of 1990 (www.ada.gov/).

Students with disabilities are strongly encouraged to contact the Academic Resource Center (ARC), academicsupport.georgetown.edu/disability/, in the School of Continuing Studies (C129), arc-scs@georgetown.edu, (202) 784-7366 before the start of classes to allow that office time to

review their documentation and to make recommendations for appropriate accommodations, including note takers, materials in alternative formats (Large Print, Braille, MP3, KESI, DAISY), extended time on tests, and interpreting/CART services among others. There is a procedure for requesting an accommodation: academicsupport.georgetown.edu/disability/medical-accommodations/request/.

If ARC approves and recommends accommodations, its office will provide the student with an official letter to share with professors. Students are responsible for completing this process in a timely manner. Neither accommodations nor exceptions to policies can be permitted to students who have not completed this process in advance. In some instances, recommended accommodations might not be allowable by a professor if doing so would compromise course or degree requirements considered an essential requirement of the program of instruction. Should questions or related issues arise, the student and professor should work directly with ARC to find an appropriate resolution.

Writing Center & Tutors

The Writing Center provides students with the resource of best practices in writing from idea creation to the structure of a paper and more. Appointments with tutors are free and limited each semester, so it is in the student's best interest to come prepared. Editing services are not provided; students are expected to perform all aspects of writing in every course themselves. writingcenter.georgetown.edu/

Office of Academic Affairs & Compliance

The Office of Academic Affairs & Compliance in SCS reinforces the relationship between the School's liberal and professional studies programs and course offerings, and the fundamental Jesuit Values of Georgetown (missionandministry.georgetown.edu/page/1242705532594.html), bridging academic rigor with human values, ethics, and *cura personalis*, a central belief in each individual's unique needs and gifts. We monitor student progress to ensure that minimum academic standards are met; serve as the final point of appeal for exceptions to policy; assess overall program quality; and recommend to programs academic trainings and workshops for students, faculty, and staff in the School's credit and non-credit, high school, undergraduate, and graduate programs. Please contact us with any questions, concerns or comments. scs.georgetown.edu/academic-affairs/