



GEORGETOWN UNIVERSITY

School of Continuing Studies

Teaching Handbook

2012-2013

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Welcome to Teaching in the School of Continuing Studies at Georgetown University

We are delighted to have you as a faculty member in the School of Continuing Studies (SCS) at Georgetown University. The mission of our School 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 a veteran faculty member, we hope this handbook will serve as a helpful reference when planning syllabi, evaluating student progress, and handling 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/

If you have any questions, recommendations, comments, or concerns while working in SCS, please let us know.

Warm Regards,

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Interim Dean for SCS Academic Affairs

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The Georgetown University Faculty Handbook

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. 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. Faculty Policies and Procedures

C. FACULTY RIGHTS AND RESPONSIBILITIES

The basic functions of the University are teaching, research and service. By accepting an appointment in this University, an individual assumes a responsibility to teach, pursue scholarly and professional activities, and participate in the academic life of the University. Faculty members have the rights and responsibilities set forth in this Faculty Handbook, in the Faculty Grievance Code (Section III. G.), in a faculty member's contract or in other appropriately authorized University documents approved by the Faculty Senate, similarly intended to establish faculty rights and responsibilities. Faculty rights and responsibilities shall include but not be limited to the following:

1. Academic Freedom

- a. Academic freedom is essential to teaching and research. Such freedom requires free inquiry, free expression, intellectual honesty, respect for the academic rights of others, and openness to change. The rights and responsibilities exercised within the academic community must be compatible with these requirements. All members of the faculty, in common with all other members of the community, share the responsibility for maintaining a professional atmosphere in which violations of academic freedom and responsibility are unlikely to occur. The University endorses the American Association of University Professor's 1940 Statement of Principles on Academic Freedom and Tenure, with clarifications that place it in the Georgetown University context (see Section XXI).
- b. 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. However, in his or her private pursuits the services of the University shall not be used nor shall the University affiliation be used so as to indicate University approval. When speaking or writing in a controversial field, members of the Faculty should indicate that their viewpoints do not necessarily reflect the official position of the University authorities.

2. Research

Members of the Faculty have a right and a responsibility to pursue scholarly activities designed to advance knowledge in their field. In some fields, creative or professional contributions are appropriate.

3. Teaching

Members of the Faculty have the following specific responsibilities in connection with their teaching:

- a. To remain current in their subjects.
- b. To instruct assigned courses at the scheduled time, promptly beginning and ending each class.
- c. To complete in a professional, timely and responsible manner all other teaching and academic assignments which the faculty member has accepted as, or which are a normal part of, his or her duties.

- d. To avoid using his or her position improperly as a faculty member to coerce students to adopt or feign positions similar to the faculty member's, or to prevent the student from holding a view opposed to it.
- e. To give individual evaluations of student performance.
- f. To hold regular office hours adequate for advising and counseling students, including during the registration and pre-registration periods.
- g. To attend Commencements and Convocations.
- h. To notify the Department Chair of any plans to be absent in order to attend meetings. Members of the Faculty who must be absent because of illness or other emergency should inform the Chairs of the Departments and/or Deans of Schools as soon as possible. Arrangements must be made to cover or reschedule any classes missed. Absence to attend meetings is not sufficient reason for the cancellation of classes.

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. 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

Members of the Faculty have a responsibility to accept a reasonable number of assignments to committee work.

6. Participation in Governance

Faculty members have the right to participate in the governance of the University, and to seek change of University policies by appropriate means and through appropriate channels provided within each part of the University. The principal governance bodies are the University Faculty Senate, the Campus Executive Faculties, and the School Executive Councils (see Section II. C.). In addition, there is a chapter of the American Association of University Professors on campus.

7. Outside Professional Activities

- a. All members of the faculty 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, members of the faculty 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.

8. The Academic Year

The Academic Year of the Main Campus and at Law Center consists of the nine month period that begins with registration and terminates with Commencement, provided all University obligations in the matter of marks, grades, theses, and other reports have been satisfied. Twelve-month contracts normally prevail in the Medical Center. Members of the Faculty should not depart for recess or vacation until all their reports, grades, and current assignments, as may be required by Chairs of Departments and Deans of Schools, have been completed and submitted.

9. Leaves

a. 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.

b. Sabbatical Leave

In the interest of self-improvement, professional advancement, and productive scholarship, full-time faculty members of the rank of Assistant Professor and above are eligible for a sabbatical leave after six years or twelve semesters of service, from the date of initial appointment or following completion of the previous sabbatical leave. Leaves of absence neither count as semesters toward sabbatical eligibility nor require the clock for eligibility to restart. Exceptions to this service requirement (e.g., postponement for departmental exigencies) must be agreed upon in writing by the concerned parties. Delaying one sabbatical need not delay eligibility for future sabbaticals for faculty on the Main Campus, though, in order to bank the time, the faculty member must first apply for the sabbatical and get it approved.

Applications must be made in writing through the Chair of the Department and appropriate Dean to the Provost or the appropriate Executive Vice President, not later than December 1 of the academic year preceding the year of absence. Only tenured faculty members on the Main Campus are eligible. An application from those faculty for sabbatical leave will be reviewed by the applicant's departmental Chair, program director, and the relevant Dean (including the Graduate Dean when appropriate). Their recommendations will be forwarded to the Provost or appropriate Executive Vice President, who will convene the Council of Deans with the expectation that all but the most unusual recommendations will be accepted without discussion.

In general, sabbatical leaves will be granted when the University will not suffer undue academic inconvenience by such absence and when the applicant uses leave for research or for formal study and not to teach in another college or university.

Normally the terms of sabbatical leave will be either one academic year at half basic pay or one semester at full salary. At the end of the leave period the faculty member is to report in writing to the Provost or appropriate Executive Vice President on the

progress of research or formal study during that time. This report is to be submitted upon completion (customarily within thirty days) of the sabbatical.

It is evident that the number of leaves granted in any academic year must be limited. All full-time faculty members of the Medical Center who are on a twelve-month salary basis are eligible to apply for sabbatical leave for twelve weeks with full salary. These faculty members are eligible to apply for sabbatical leave every four years. The above described procedure should be followed accordingly.

Since the award of a sabbatical is an investment which is meant to profit the institution as well as the individual, faculty are committed by the acceptance of this award to return to Georgetown after a sabbatical to teach for at least one year.

10. 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.

- a. Members of the Faculty 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.
- b. Members of the Faculty 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.

11. Religious Tolerance

Members of the faculty have an obligation to recognize that Georgetown University is a Jesuit university committed therefore to Catholic principles and religious values. While this places no obligation on faculty members with regard to their personal beliefs or religious practices, it does require a respect, in their capacity as faculty members, for the basic religious commitment of Georgetown University.

12. Confidentiality

Members of the faculty 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*), and The Family Educational Rights and Privacy Act of 1974. Members of the faculty 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.

13. Financial Conflicts of Interest

Despite the increasing frequency and complexity of the relationships of the University and its faculty and staff with industry, government and other entities, these relationships are governed by one basic principle: Employees of Georgetown University owe their primary professional responsibility to Georgetown University. To fulfill that responsibility they must be alert to the possibility that outside obligations, financial interests or employment relationships run the risk of compromising their objectivity as teachers, researchers, clinicians, and administrators. Acceptance of employment with the University entails a commitment to give one's best efforts to this end and to assign first priority to the needs and goals of Georgetown.

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.

14. The University Policy Concerning Indemnification of Faculty Members

Georgetown University will defend, indemnify and hold harmless its faculty members from and against any and all expenses, including reasonable attorney's fees and disbursements, judgments or settlements, arising out of any act or failure to act by faculty members acting in good faith within the scope of their employment and in performance of their authorized or assigned duties. The University reserves the right not to defend or indemnify a faculty member where the injury or damage results from intentional wrongdoing, gross negligence, or willful violation or

disregard of University policies and procedures. Nor will the University defend or indemnify a faculty member (1) in the event that the action or proceeding on a claim is brought by, on behalf of, or in the right of, the University, or (2) in the event that in the action or proceeding of the claim, the faculty member is aligned as a party adverse to the University. Acts or failures to act by faculty members rendering medical, nursing, legal, or other professional services not within the scope of their employment or not part of authorized or assigned duties are not included herein. In addition, indemnification shall not be available to a faculty member to the extent that any damage or loss is indemnifiable under other insurance covering the faculty member.

Defense and indemnification are conditional upon the delivery to the Office of the University Counsel of the original or a copy of any summons, complaint, process, notice, demand or pleading within 10 working days after service of such document. [8] Secondly, the University must be given the absolute and continuing right to take charge of the claim or litigation including the right to direct any litigation, to appoint counsel and to settle any and all claims in a manner deemed appropriate by the University. The University shall give prior notification to the faculty member of any settlement proposals and allow the faculty member the opportunity to comment upon the proposal and shall give reasonable consideration of such comments. To the extent that it is within its control the University shall maintain the confidentiality of all settlement proposals and agreements. Finally, the University and its counsel are to be given full assistance and continuous cooperation of the faculty member throughout the defense of any covered claim or litigation.

In deciding whether a faculty member will be defended or indemnified the University shall presume that the faculty member acted in good faith and within the scope of his or her employment until evidence to the contrary proves otherwise.

15. Faculty Support

- a. Libraries are provided to support the teaching and research of the faculty and their students.
- b. Computer and information technology is provided to facilitate the teaching, research and communication of the faculty.
- c. Desk and office space and computers are provided as available. These are allotted by the Chair as nearly as possible in order of rank and of seniority of service in the University.
- d. Administrative officers and secretaries are employed in the offices of schools and departments. The services of such personnel must be arranged through the Chairs of Departments, the Deans of the Schools, or the appropriate University official.
- e. Parking facilities are made available by the University to the best of its ability. Faculty members are asked to comply with the parking regulations as promulgated.

The University Code of Ethical Conduct

(www1.georgetown.edu/admin/counsel/oce/)

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 that applies to them as members of the educational community.

Georgetown University’s Office of Compliance and Ethics 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

(compliance.georgetown.edu/codeofethicalconduct/introduction/)

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 www1.georgetown.edu/facultyhandbook/toc/section4/sub3/.

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/.

Jesuit Values at Georgetown University: The Spirit of Georgetown

www11.georgetown.edu/omm/spiritofgeorgetown.html

By its very definition as a Jesuit school, Georgetown is an inclusive community that welcomes students and faculty members from all backgrounds. In the words of Father Philip Borroughs, former Vice President for Mission and Ministry at Georgetown, "Because we respect the wide variety of religious and humanist perspectives of our colleagues, we often describe ourselves as a 'centered pluralism.' In other words, as we cherish Catholic and Jesuit identity which centers this great University, we also respect and engage the plurality of traditions which are held by members of our community."

Faculty members are encouraged to familiarize themselves with the core values that define the University. We understand and appreciate that some of these values will resonate more directly with some faculty members than others; however, our hope is that our faculty will endeavor to find ways to incorporate these values into their teaching as they deem appropriate and practical.

The following text is quoted directly from the website listed above:

A Jesuit institution, Georgetown is grounded in a 450-year-old educational tradition inspired by St. Ignatius of Loyola, the founder of the Society of Jesus. Today, as a consequence of this long tradition, we can identify a number of characteristics or values that inspire our University and that are referred to in our University Mission Statement, our institutional documents, and our iconography. The following values and definitions will help you to understand what makes Georgetown such an inviting and distinctive educational community. And just as Bishop Carroll welcomed Georgetown students from various religious and cultural backgrounds, we hope that whatever traditions you bring to this University community, you will find here values that you can appropriate in your own distinct way.

"Ad Majorem Dei Gloriam"

(For the Greater Glory of God), the motto of the Society of Jesus, appears over the entrance to Wolfington Hall, the Jesuit Residence on campus, and above the stage in Gaston Hall. This motto identifies the religious purpose of all Jesuit endeavors. It is not simply doing good that Jesuits propose, but rather doing what will better or more effectively reveal God's active presence in our work and in our world. Discerning what is better is always an important principle of Jesuit decision-making.

Contemplation in Action

St. Ignatius believed that prayer and reflectivity should so guide our choices and actions that our activity itself becomes a way of entering into union with and

praising God. Contemplation is a critical dimension of the spiritual life and it is reflected in Georgetown's commitment to prayer, worship and retreats. Analogously, in the academic life, a spirit of reflectivity is a critical aspect of intellectual inquiry.

Academic Excellence

In 1547, the first Jesuits were invited to begin a college in Messina, Italy, so that the young men of that town could receive the same quality of education that the early Jesuits promoted in training their own. Georgetown University is a descendant of this original Jesuit commitment to education. Academic excellence describes the great importance that Jesuits have placed on the life of the mind as a means for uncovering truth and discovering meaning. Georgetown's emphasis on academic excellence is reflected in the careful selection of faculty and students, the quality of teaching and the importance of research on our campus, and it has led to our recognition as one of the top 25 universities in the United States.

Educating the Whole Person

St. Ignatius believed that God could be discovered in every human endeavor, in every facet of learning and experience, and in every field of study. Consequently, he promoted the development of the spiritual, intellectual, artistic, social and physical aspects of each person. Georgetown's commitment to educating the whole person is evident in our strong core curriculum, our wide array of academic programs and our commitment to athletic, living-learning and religiously-centered communities.

"Cura Personalis"

This Latin phrase translates as "Care of the Person," and originally was used to describe the responsibility of the Jesuit Superior to care for each man in the community with his unique gifts, challenges, needs and possibilities. This value now is applied more broadly to include the relationship between educators and students and professional relationships among all those who work in the University. "Cura Personalis" suggests individualized attention to the needs of the other, distinct respect for his or her unique circumstances and concerns, and an appropriate appreciation for his or her particular gifts and insights.

Faith and Justice

In 1965, following the 31st General Congregation of the Society of Jesus, the Jesuits made a significant institutional commitment to "the service of faith and the promotion of justice." This commitment links the authentic following of the Gospel of Jesus with an obligation to address the social realities of poverty, oppression and injustice. While not all members of the Georgetown community would base their commitment to justice on these religious principles, our institutional commitment to promote justice in the world grounds our Center for Social Justice Research, Teaching and Service, and inspires numerous University projects with the underserved.

Women and Men for Others

Fr. Pedro Arrupe, S.J., Superior General of the Society of Jesus from 1965 to 1981, employed the phrase "Men for Others" in a notable 1973 presentation in Valencia, Spain. Father Arrupe provocatively challenged the alumni of Jesuit schools and universities to be engaged in the struggle for justice to protect the needs of the most vulnerable. Today, this phrase has become more inclusive and its spirit is evidenced in Georgetown's promotion of service-learning; our local, national and international service projects; and the impressive commitments of our graduates to serve in organizations such as the Jesuit Volunteer Corps and the Jesuit Volunteer Corps International, Teach for America, and the Peace Corps.

Interreligious Understanding

Reflecting themes from the Second Vatican Council, the 34th General Congregation of the Society of Jesus made a significant commitment to ecumenical and interreligious engagement and understanding. As the Georgetown University community comprises a wide variety of religious traditions, our Office of Campus Ministry supports Roman Catholic, Protestant, Orthodox, Jewish and Muslim chaplaincies, a variety of affiliated ministries, and numerous ecumenical and interreligious events and services. In addition, the University sponsors the Prince Alwaleed Bin Talal Center for Muslim-Christian Understanding the Program for Jewish Civilization; the Berkley Center for Religion, Peace, and World Affairs; the Catholic Studies Program; and a partnership with the Woodstock Theological Center.

Community in Diversity

As a Catholic and Jesuit University, the Georgetown community welcomes and sustains rich diversity among our students, faculty and staff. Approximately 52 percent of our student body are women, 22 percent of our undergraduate students are from a minority ethnic background, and over 2,000 students, faculty and researchers come from 130 foreign countries. The University supports the diversity of our community through a variety of resources that include the Diversity Action Council, the Center for Minority Educational Affairs, the Patrick F. Healy Fellows Program, the LGBTQ Resource Center and a wide array of student cultural and performance groups. These values are central to the identity of Georgetown University, and each generation of students, faculty and staff is invited to engage them in ways that sustain our Jesuit character.

IDEAA (Institutional Diversity, Equity, and Affirmative Action)

Employment Non-Discrimination

Georgetown University provides equal opportunity in employment for all persons, and prohibits unlawful discrimination and harassment in all aspects of employment because of age, color, disability, family responsibilities, gender identity or expression, genetic information, marital status, matriculation, national origin, personal appearance, political affiliation, race, religion, sex, sexual orientation, veteran's status or any other factor prohibited by law. 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. (gushare.georgetown.edu/AffirmativeAction/Public%20Access%20Website/EEO%20policy%20in%20Employment.pdf?uniq=-uc0hrp)

Educational Non-Discrimination

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. (gushare.georgetown.edu/AffirmativeAction/Public%20Access%20Website/EEO%20policy%20in%20Education.pdf).

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/.

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 you have the same student(s) 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, (One Darnall Hall; 202-687-6985; caps.georgetown.edu/) in an emergency situation.

If you or a student 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 online 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, 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.

Directory Information Disclosure Policy

There is a student directory, published annually by the Office of the Registrar containing names of all Georgetown students. The Georgetown directory is also available online by clicking on the directory link on the homepage of the main University website. The University may provide directory information at its discretion. This information includes the student's name, address, and telephone numbers, date and place of birth, field of study, dates of attendance, and expected date of graduation. Students may instruct the Registrar to withhold the release of directory information by completing an Information Disclosure Form and giving this written notice to the Office of the University Registrar by the second week of classes of the fall semester.

Constructing Your 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, so these can be a good promotional tool as well.

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 department, 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 department (Associate Dean and Program Manager/Director) 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.

Course Syllabus Checklist

Basic Information

- Your name and the name of any co-instructor(s)
- Your contact information and the contact information of any co-instructor(s)
- Office hours
- Course title, number, and section
- Semester and year of the course
- Meeting time and location of the course

Course Content

- Course description and overview
- Course objectives and specific learning goals
- For all textbooks (required, recommended, and/or supplemental), the Higher Education Act requires that instructors list the price and the ISBN (the International Book Standard Number, ISBN is usually found on the back cover above the bar code or on the inside copyright page). If the ISBN is not

available, instructors should list the author, title, publisher, and copyright date.

- For required courses (ethics and capstone, for example), a statement on how this particular course fits that requirement for the degree and departmental program
- Required readings, materials, outside events, and any associated fees
- Syllabus modification notation: In rare instances, the syllabus might need to be altered, and the instructor retains the right to do so. In those instances, the class must be notified of those changes in a timely manner.

Grading

- Undergraduate final 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.** You should 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 will be rounding grades in your course to the nearest decimal, then you should use whole number grades (for example, 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 for the pass/fail grade of "S." Please note that many courses cannot be taken Pass/Fail. Contact your program administrator prior to advising inquiring students.

- Percentage weight for each component of the class, including quizzes, tests, papers, interviews, journals, participation, projects, and so on. An example follows:
 - 2 Quizzes 10%
 - 2 Blog Posts 10%
 - Midterm Exam 20%
 - Research Paper 25%
 - Group Project 25%
 - Participation 10%
 - Total 100%
- Brief descriptions of each assignment and due dates, including learning goals and 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 presentation or exam, if you are giving a final exam. These dates and times are assigned officially for each class session by the Registrar. If you are not giving a final exam, please let your department know at the start of the semester. All MPS courses include a final exam.
- Your late policy, if you choose to accept late work, should 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.
- Attendance policy and the effect non-attendance could have on participation, overall learning, and final grade. Faculty members should take attendance every class session.
- Your Incomplete (“N” for undergraduates; “I” for graduate students) policy, if you choose to allow Incompletes in your course. You should only allow an Incomplete if you are certain that you will be available to grade it by the official deadline listed in the Student Handbook for that student’s program (scs.georgetown.edu/academic-affairs/student-handbooks).
- The University’s holiday schedule and add/drop and withdrawal deadlines. Once these periods have ended, students cannot withdraw from your class to avoid an unsatisfactory grade. The undergraduate and graduate student withdrawal periods are different and listed through spring 2012 at registrar.georgetown.edu/calendars/combined.htm.

Students with Disabilities Policy

- Students with documented disabilities have the right to specific accommodations that do not fundamentally alter the nature of the course. Some accommodations might include note takers, books on tape, extended time on tests, and interpreting services, among others. Students must present you with an official letter from the Academic Resource Center listing the exact accommodations needed before you provide them, however.
- Please include the following text from the Student Handbook on your syllabus:

Students with disabilities should contact the Academic Resource Center (Leavey Center, Suite 335; 202-687-8354; arc@georgetown.edu; ldss.georgetown.edu/index.cfm) before the start of classes to allow their office time to review the documentation and make recommendations for appropriate accommodations. If accommodations are recommended, you will be given a letter from ARC to share with your instructors. You are personally responsible for completing this process officially and in a timely manner. Neither accommodations nor exceptions to policies can be permitted to students who have not completed this process in advance.

Georgetown Honor System and SafeAssign

- Instructors should emphasize that we expect all students within SCS to maintain the highest standards of academic and personal integrity in pursuit of their education at Georgetown. 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.
- You may choose to have students write or say the Honor Code or have them email you stating that they agree to abide by it. All students are held to the Honor Code regardless of whether they write or state it. The Honor Code pledge 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.

- We recommend that you use SafeAssign, a feature in Blackboard that helps detect possible instances of plagiarism (described in the section of the *SCS Teaching Handbook* called “The Georgetown University Honor Code and Honor System,”). Include the following language in your syllabus:

Students agree that by taking this course all required papers may be subject to submission for a Textual Similarity Review to SafeAssign for the detection of plagiarism. All submitted papers will be added as source documents in this reference database solely for the purpose of detecting plagiarism of such papers in the future.

Classroom Etiquette and Student 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 Associate Dean or the Office of Student Conduct and may be withdrawn from the course/program (without a refund).

University Resources

- Georgetown University Writing Center (Lauinger Library, 217A; 202-687-4246; writingcenter.georgetown.edu/)
- Academic Resource Center (Leavey Center, Suite 335; 202-687-8354; arc@georgetown.edu; ldss.georgetown.edu/)
- Counseling and Psychiatric Services (One Darnall Hall; 202-687-6985; caps.georgetown.edu/) are available for full-time students and for students in emergency/crisis situations.

The Georgetown University Honor Code and Honor System (scs.georgetown.edu/academic-affairs/honor-code)

The Georgetown University Honor System is one of the oldest honor systems in the country and a hallmark of the University. In addition to including specific information about the Honor Code on your syllabus (described in the section “Constructing Your Syllabus”), 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.

You may choose to have students write or say the Honor Code or have them email you stating that they agree to abide by it. The Honor Code pledge 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.

All students are required to abide by the Honor System regardless of whether or not they have been required to state or write it. The Honor System includes detailed provisions for investigating and adjudicating allegations of academic misconduct.

Further information is available at gervaseprograms.georgetown.edu/hc/. 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.

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.

Using SafeAssign for Plagiarism Review

(gervaseprograms.georgetown.edu/honor/faculty/53550.html)

Georgetown subscribes to SafeAssign, a Blackboard web-based service that, among other things, is able to sniff out possible plagiarism in student work. Once faculty members have set up their assignments to be “SafeAssign” assignments, , students

electronically submit essays to a digital dropbox. The SafeAssign feature 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.

How to Get Started

Getting started is easy! Simply follow the instructions found at: [wiki.uis.georgetown.edu/download/attachments/17662603/Blackboard Learn 9.1 SafeAssign Instructor Guide.pdf?version=1&modificationDate=1330020033000](http://wiki.uis.georgetown.edu/download/attachments/17662603/Blackboard_Learn_9.1_SafeAssign_Instructor_Guide.pdf?version=1&modificationDate=1330020033000).

Suggestions for Using Turnitin.com

1. For fairness reasons, the Honor Council recommends that faculty using SafeAssign should submit all students' papers in a course instead of only problematic papers.
2. SafeAssign's Originality Reports are only the means for detecting textual similarities between compared works and do not determine conclusively the existence of plagiarism. When similarities are found in a paper, faculty must check the student's paper to ascertain whether such textual similarities are properly referenced.
3. An Originality Report is a confidential document, and any disclosure by the faculty member or the Honor Council to any third party is at the Institution's own risk.
4. All papers submitted to SafeAssign by Georgetown University and/or its instructors and students shall be retained in this source database solely for the purpose of using such papers as source material to prevent plagiarism of such papers, except as expressly authorized by students and/or instructors. There is a provision in the agreement that will let the University "take down" any paper from the database if so requested by a student or faculty member. However, removal of papers could decrease the usefulness of the database in the future.

Accommodating Students with Disabilities **(scs.georgetown.edu/academic-affairs/students-with-disabilities)**

The School of Continuing Studies proudly supports the role of Georgetown's Office of Institutional Diversity, Equity, and Affirmative Action and does not discriminate or deny access to otherwise qualified students on the basis of disability. Depending upon their documentation, students with disabilities may be eligible for reasonable accommodations and/or special services in accordance with the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

Students with disabilities are strongly encouraged to contact the Academic Resource Center (ARC, Leavey Center, Suite 335; 202-687-8354; arc@georgetown.edu) before the start of classes to allow that office time to review their documentation and to make recommendations for appropriate accommodations, including note takers, books on tape, extended time on tests, interpreting services, and enlarged texts among others. The procedure for requesting an accommodation can be found online at ldss.georgetown.edu/procedure.cfm, and a list of possible accommodations can be found at ldss.georgetown.edu/services.cfm.

If the ARC recommends accommodations, their office will provide the student with an official letter to share with their professors. Students are personally responsible for completing this process officially and 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 modify 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 the ARC to find an appropriate resolution.

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 department 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 the University's Department of Public Safety (DPS; publicsafety.georgetown.edu/) or 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.

All viewpoints, editorials, and opinions expressed by students and faculty members represent those individuals 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. Students found in violation of the Code of Conduct could be subject to a variety of sanctions, including mandatory withdrawal from classes (without a refund) and suspension or termination for non-academic reasons.

Grades, Grade Changes, and Grade Appeals

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 International Programs, 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) 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 department) 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 department Associate Dean if you assign an incomplete. Each degree and non-degree program (BALS, MALS, DLS, MPS, PSP, CCPE) has its own specific due dates for incompletes in each 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:

- 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;
- 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;
- A grading error (when, after reviewing an assignment on your own or by a student's request, you determine that the *original work* should have been graded differently);
- At the conclusion of a grade appeal process as defined by degree program below.

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

Grade Appeal Procedures

You have been chosen to teach in SCS due to your unique experience and expertise in academic and professional field. As such, SCS strongly believes in your authority to determine the academic merit and grades of your students. While students may request a review of their final course grade in the steps outlined below, they should also keep in mind that we consider you the academic and professional expert in determining their grade.

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) within SCS as follows per each Student Handbook:

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.

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.

Doctor of Liberal Studies (DLS)

Consult with the Dean of the School of Continuing Studies regarding the current grade appeal process.

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 should bring copies of the course syllabus and all graded assignments with them to their meeting with the instructor so that they can discuss all aspects of their grade and how it was calculated and recorded. The syllabus should serve 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 should 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 Associate Dean will not judge the academic merit of the assignments on his or her own; rather, the Associate Dean will review the situation solely to ensure that the grading criteria were followed and applied to all students. After investigating the matter fully, the Associate Dean of the program will make a recommendation to the Associate Dean for Academic Affairs.

c. If, after speaking with the instructor and 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 SCS 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.

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. 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 department 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 department, 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 department, School, or University?

Technology Services: Blackboard and MyAccess

The two 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 faculty biographic pages with recent publications and scholarly achievements

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

- Email their class
- Hold discussions
- Monitor their gradebook
- Share documents

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. In the unlikely event that an instructor must cancel a class session, that instructor must notify his/her program Associate Dean in advance and make every effort to have a substitute plan in place to continue with the required period of instruction.

In the event of an unforeseen emergency or inclement weather that closes the University, a class meeting may be cancelled officially by the University and the School. Whenever possible, we encourage faculty members to use Blackboard, email, and other technologies with which they might be familiar (such as Skype) to continue with their teaching plans during such times; however, faculty members should also understand that some students might not have access to those resources during those very situations that resulted in course cancellation.

Course contact hours remain an important part of the classroom experience at Georgetown. In the event of a cancelled class meeting, a make-up should be arranged between the instructor and the department in which the course is offered. Please note that make-ups cannot be done during scheduled University breaks (such as Spring Break, Thanksgiving holiday, reading week, etc.). Additionally, a make up

day cannot be mandatory for students and should be done when the most students are in agreement of availability. Every attempt should be made by the instructor to find a convenient time close to the missed class meeting the scheduled make up day should take place.

Planning Your Semester Start-to-Finish

1. Sign your contract and any required departmental hiring paperwork.
2. Complete all steps in the Georgetown Management System (GMS) in a timely manner.
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/faculty.html).
4. Set up your Georgetown University email account. You will want to use this account when contacting students. 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/; Darnall Hall, 3-G), which is your University ID. This ID will allow you to check out books, place them on reserve, and use other University resources.
6. Go to the Registrar's Office Academic Calendar (registrar.georgetown.edu/calendars/combined.htm) for your semester and print it up as a guideline for important administrative dates (particularly the add/drop and withdrawal deadlines) and holidays.
7. Decide which textbooks you will use and make note of their ISBNs and price. You will need to include this information on your syllabus.
8. 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 old assignments.
9. Write your syllabus and submit it to your academic department for review.
10. Once your syllabus has been approved, upload it in Explore (explore.georgetown.edu/), the system of record for the University, and in Blackboard (cndls.georgetown.edu/blackboard/faculty.html).
11. Contact Linda Newcomb, the textbook manager at ln@georgetown.edu to report 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. Alert any students not on the roster to enroll officially on their own in your class. Repeat this process during the class session before the last day to add.

14. After the add deadline has passed, alert any students not on your roster that they must stop attending your class, as they will not be able to receive a grade or credit for the class.
15. If you have any students who appear on your roster but have never attended, please email them (copying your academic department) before the drop period has ended that they should drop to avoid tuition penalties and a possible failing grade.
16. Prepare a brief lesson plan for each day to help you plan appropriately.
17. Record final grades in MyAccess (myaccess.georgetown.edu).
18. And, finally, enjoy your break between semesters, knowing that you have helped create a valuable learning experience for your students, department, School, and University.

Quick Contact List

Academic Resource Center (ARC)

arc@georgetown.edu; Web: www12.georgetown.edu/student-affairs/arc/index.cfm

Blackboard

wiki.uis.georgetown.edu/display/BBSUPPORT/Home

Bookstore Orders & Text Adoption

Linda Newcomb, 202-687-7628, ln@georgetown.edu

CETS - Classroom Educational Technology Services

Requesting technology for the classroom, cets.georgetown.edu/

CNDLS – Center for New Design in Learning & Scholarship

202-687-0625, cndls.georgetown.edu/

Faculty Evaluations Request

Caitlin Harding, 202-687-6392, cnh36@georgetown.edu

Honor Council

honor@georgetown.edu, Web: gervaseprograms.georgetown.edu/honor/faculty/

Inclement Weather Line

202-687-SNOW (7669)

Lauinger Library

202-687-7452, www.library.georgetown.edu/for-faculty

MyAccess, course rosters, emailing class, submitting grades, etc.

myaccess.georgetown.edu/pls/bninbp/twbkwbis.P_WWWLogin

Faculty Help: uis.georgetown.edu/banner/myaccessfacultyhelp.shadow.html

Payroll, 202-687-3448

Registrar's Office, 202-687-4020

SCS Faculty Resources

scs.georgetown.edu/faculty/faculty-resources

SCS Office (3307 M. ST NW #202), 202-687-8700

SCS Office (Clarendon, VA), 202-687-7000/-3234

SCS Office (ICC 225), 202-687-2800

UIS Help Line, 202-687-4949

In Case of Emergency

GU Dept. Public Safety – 202-687-4343

DC Police/Fire/Rescue – 911