



GEORGETOWN UNIVERSITY
School of Continuing Studies

Professional Studies Graduate Student Handbook

Academic Rules and Regulations

2016 - 2017

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WELCOME

Welcome to Georgetown University and the graduate programs in the School of Continuing Studies (SCS): Doctor of Liberal Studies (DLS); Master of Arts in Liberal Studies (MALS); Master of Professional Studies (MPS); and Executive Master of Professional Studies (EMPS). This handbook is for students, faculty, and staff regarding important academic policies and procedures.

We believe that education should help students build and maintain a genuine spirit of reflectivity to guide them along their academic and intellectual journey. The policies here were developed to maintain the integrity of our programs and to ensure equity and fairness through their application. All students should read through this handbook carefully to familiarize themselves with the requirements of the University, the School and their program. Students should feel free to discuss any questions about academic policies and procedures with their program or the Office of Academic Affairs & Compliance.

University 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.

School Mission Statement

The mission of the School of Continuing Studies (SCS) is to deliver a world-class, multidisciplinary education to a diverse array of communities and individuals throughout their academic and professional careers, to improve employability, develop workforces and contribute to building a civic-minded, well-informed and globally-aware society.

History of the School of Continuing Studies

The School of Continuing Studies (SCS) at Georgetown was founded in 1956 as the Georgetown University School for Summer and Continuing Education (SSCE). In the summer of 1974, Liberal Studies, the oldest degree program within the School, was launched by Joseph Pettit, the Dean of the SSCE at the time. The Bachelor of Arts in Liberal Studies (BALS) and the Master of Arts in Liberal Studies (MALS), each graduated our very first student (one in each program) in May 1978. The Doctor of Liberal Arts (DLS) program began in fall 2005, and the first Doctor of Liberal Studies (DLS) student graduated in May 2010.

The Master of Professional Studies (MPS) and Executive Master of Professional Studies (EMPS) programs, emphasizing a balance of theoretical and applied learning, began in Fall 2007 with majors in Public Relations & Corporate Communications and Journalism. Our first group of MPS students, 14 total, graduated in Fall 2008. MPS majors in Sports Industry Management and Real Estate began in Fall 2008; Human Resources Management in Spring 2009; Technology Management in Fall 2009; Urban & Regional Planning, and Emergency & Disaster Management in Fall 2013; Hospitality Management and Systems Engineering Management in Fall 2014; Integrated Marketing Communications and Global Strategic Communications in Fall 2015; Project Management in Spring 2016; and Program & Portfolio Management in Fall 2016. Our MPS alumni community has grown considerably with over 2,000 graduates from all programs since

their inception.

For over 50 years, SCS has fulfilled Georgetown University's mission of educational outreach and inclusivity by offering a wide range of educational options to a diverse community of students and professionals. Our School offers more than 600 courses, undergraduate and graduate degrees, customized education, special programs, and much more.

Jesuit Values at Georgetown University: The Spirit of Georgetown

<http://missionandministry.georgetown.edu/thespritofgeorgetown>

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."

Students 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 students than others; however, our hope is that our students will endeavor to find ways to incorporate these values into their academic experience 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.

Accreditation & Certification Information

Georgetown University is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104, 215-662-5606. The Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

The Commission is recognized by the U.S. Secretary of Education for accrediting activities in the Middle States region, which includes the District of Columbia, Delaware, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, and the U.S. Virgin Islands. Institutions based outside of the United States, whether or not chartered or licensed within the Middle States region, may not make reference to the Commission's recognition by the U.S. Secretary of Education. Any reference to accredited status may not imply that the Secretary's recognition of the agency extends to foreign institutions.

Disclaimer, Website, and Update Information

This Handbook is published for current and prospective SCS students for the programs contained here. It is not a contract or an offer to contract. Updates to certain policies and procedures may be necessary to the Handbook during your studies, and all students will be held to the most current academic standards and regulations of SCS and their programs. Changes to major policies are proposed, reviewed, and approved, as appropriate, by the SCS Executive Committee, the Academic Council, and the Office of Academic Affairs & Compliance. We therefore encourage students to check our Student Handbook and Policy web page at the start of each semester to download the most recent Handbook for that academic term and to read about academic and non-academic policies that affect all students in the School and at the University. The most recent edition of the Handbook and links to important policies and procedures can be found at: scs.georgetown.edu/academic-affairs/student-handbooks.

While every effort is made to contain costs and achieve economies, Georgetown specifically reserves the right to increase tuition or other fees without prior notice. The University and School further reserve the right to advance the requirements regarding admission, to change the arrangement of courses, the requirements for graduation or degrees, and other regulations affecting the student body. Such regulations may govern current and new students and will be effective whenever determined by the particular School involved or by general University directive.

It is the responsibility of the student to keep well-informed with respect to the regulations and requirements in this Handbook as well as separate policies and procedures established by other University Offices (such as the Registrar's Office, Financial Aid, Billing and Payment Services, and the Office of Global Services) which may affect the student.

Owner of Institution

Georgetown University is a private not-for-profit, congressional chartered institution of higher education located in Washington, DC. As a private corporation, Georgetown University is governed by the President and the Board of Directors. The names of the Board of Directors for Georgetown University are listed on the University's website: <http://www.georgetown.edu/about/board-of-directors/index.html>

Office of Academic Affairs & Compliance

The Office of Academic Affairs & Compliance reinforces the relationship between the School's liberal and professional studies programs and the fundamental Jesuit Values of Georgetown, bridging academic rigor with human values, ethics, and *cura personalis*, a central belief in each individual's unique needs and gifts. We monitor student progress to ensure that minimum academic standards are met; serve as the final point of appeal for exceptions to policy; assess overall program quality; and recommend to programs academic trainings and workshops for

students, faculty, and staff in the School's credit and non-credit, high school, undergraduate, and graduate programs.

Sincerely yours,

Walter Rankin, Ph.D., Deputy Dean
Michele Mackie, Ph.D., Associate Dean
Crystal Watkins, M.A., Senior Assistant Dean
Anka Dadarlat, M.A., Assistant Dean for International Students & Scholars
Brett Kessler, Assistant Director

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UNIVERSITY POLICIES

Educational Records Policy

The Family Educational Rights and Privacy Act of 1974 (also known as FERPA and 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 offices, Academic Affairs & Compliance Office, 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 Career Education Center, the Office of Student Financial Services; the Office of Global Services; the Center for Minority Student Affairs; the Office of Billing and Payment Services; and certain academic programs.

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 or doctoral thesis 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 Associate Dean for Academic Affairs & Compliance 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 SCS may establish a subcommittee comprised of representatives of her 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 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.

Student academic records, including transcripts and grades, will be kept permanently. Student disciplinary records will be kept permanently if the student is found responsible and through graduation or withdrawal if the student is not found responsible.

Non-Discrimination Policy

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

If a student believes that discrimination in such academic matters as coursework, grading, class participation, or the evaluation of any other degree requirements occurred, the matter should be presented to the leadership of that program on an informal basis within 30 days of the alleged incident. If, after the preliminary investigation by the program leadership, or through discussion with the student, the faculty member, and other relevant individuals, the complaint is resolved satisfactorily, no record of the complaint will be placed in the file of the student or the faculty member. If the complaint is not resolved, the student may submit a formal written complaint to the Associate Dean of Academic Affairs & Compliance on behalf of the Dean of SCS; a copy of this formal written complaint should also be sent for information purposes to the University's Special Assistant to the President for Institutional Diversity, Equity & Affirmative Action.

Upon receipt of the formal written complaint, the Office of Academic Affairs & Compliance will complete an investigation and may either render a decision based upon those findings or establish a board of three impartial SCS members to review the complaint. This board may consist of program leadership, or faculty members within the School depending upon the circumstances. The review board will:

1. hear and consider the student's complaint;
2. accept and consider further evidence concerning the complaint;
3. forward its recommendation for resolution or further action in the case to the Associate Dean of Academic Affairs.

Every effort will be made to insure the student fundamental fairness in the complaint process. It should be emphasized, however, that the review board is not a court of law. While the board may review materials and graded work presented as documentation, it does not have the authority to re-grade work or make determinations about the academic merit of assignments. If the board finds that discrimination has occurred that may have affected the student's grade in the course, it will recommend further review by the leadership of the program in consultation with the Office of Academic Affairs & Compliance and a faculty member deemed to have expertise in the course content.

The student will be expected to attend the review board's hearing of the complaint. If, because of extraordinary circumstances the student is unable to attend, he or she may submit a written summary of the case. The student should supply a list in advance of any individuals s/he would like to bring to the meeting to assist in presenting the complaint. The student may be present for all stages of the review board's hearing except for the final deliberation by the board.

The review board shall have at the hearing all available information pertaining to the student's complaint including his/her academic record. The board will accept and review written statements submitted by the student, faculty member, and/or other relevant individuals. The board may also, at its discretion, entertain oral testimony from witnesses.

The general outline of the hearing will be as follows:

1. the board will review the complaint and academic record of the student;
2. the student will have the opportunity to present the case and any attending circumstances;
3. the board may request specific people to appear before it;
4. the board will deliberate and make its recommendation.

After the board has completed its review and forwarded its recommendation to the Office of Academic Affairs & Compliance, that Dean will notify the student in writing and send copies of the board's decision to the Special Assistant to the President for Institutional Diversity, Equity & Affirmative Action Programs and to the Affirmative Action Officer of the relevant campus. Any party to the complaint wishing to appeal the board's decision should file a written appeal within 30 days of the decision to the Associate Dean of Academic Affairs with a copy sent to the University's Institutional, Diversity, Equity & Affirmative Action Office. The written appeal should indicate the grounds for the appeal and any new evidence that was not submitted to the review board. The Associate Dean will accept or reject the appeal based upon the grounds stated, and will render a final decision within 30 days of that appeal.

Although GU and SCS encourage students to avail themselves of these internal mechanisms for discrimination complaints, all students have the right to contact external enforcement agencies such as the District of Columbia Human Rights Commission, the Equal Employment Opportunity Commission, the Office of Civil Rights of the Department of Education, and the Department of Labor. Reprisal or retaliation against an individual for making a complaint regarding discrimination, or for using or participating in internal or external processes, is prohibited.

Anti-Harassment Policy

Georgetown University prohibits harassment on the basis of age, color, disability, family responsibilities, gender identity and expression, genetic information, marital status, national origin, personal appearance, political affiliation, pregnancy, race, religion, sex, sexual orientation, source of income, veteran's status or other factor prohibited by federal and/or District of Columbia law.

This policy on Harassment will be widely disseminated to members of the University community, and will be consistently enforced. The policy will be reexamined, updated as appropriate, and distributed regularly to all students, faculty, and staff. All employees are responsible for completing training provided by the University to prevent harassment and promote a respectful community. The most current University policy statement can be found at ideaa.georgetown.edu/policies/.

Sexual Misconduct and Sexual Harassment

Georgetown University is committed to providing a safe and hospitable environment for all members of its community. Sexual Misconduct subverts the University's mission, and threatens permanent damage to the educational experience, careers, and well-being of students, faculty,

and staff. Georgetown University prohibits sexual misconduct, including sexual harassment, sexual assault, domestic/dating violence, and stalking (<http://sexualassault.georgetown.edu/>) Sexual misconduct is unwanted conduct of a sexual nature that constitutes sexual harassment, sexual assault, relationship violence (including domestic violence and dating violence), or stalking, and includes related acts of retaliation. Sexual harassment is defined as any unwelcome conduct of a sexual nature, including sexual advances, request for sexual favors, or other verbal or physical conduct of a sexual or gender-based nature when:

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

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

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

Harassment Other Than Sexual Harassment

Harassment, other than sexual harassment, is verbal or physical conduct that denigrates or shows hostility or aversion to an individual because of age, color, disability, family responsibilities, gender identity and expression, genetic information, marital status, national origin, personal appearance, political affiliation, pregnancy, race, religion, sex, sexual orientation, source of income, veteran's status or any basis prohibited by federal and/or District of Columbia law, when such conduct has the purpose or effect of: unreasonably interfering with an individual's academic or work performance; creating an intimidating, hostile, or offensive educational or work environment; or otherwise adversely affecting an individual's academic or employment opportunities.

Harassment may include, but is not limited to: verbal abuse or ridicule, including slurs, epithets, and stereotyping; offensive jokes and comments; threatening, intimidating, or hostile acts, and displaying or distributing offensive materials, writings, graffiti, or pictures. Depending on the situation, harassment cases will be reported to the Office of Student Conduct, IDEAA, and in some cases, also to the Department of Public Safety or local authorities.

National Origin and Accent Harassment

The Equal Employment Opportunity Commission (EEOC) has taken the position that harassment of employees on the basis of their national origin or their accent or manner of speaking is a violation of Title VII of the Civil Rights Act of 1964 as amended. Under EEOC guidelines, ethnic slurs and other verbal or physical conduct relating to an employee's national origin, surname, skin color or accent would constitute unlawful harassment when such conduct:

1. Has the purpose or effect of creating an intimidating, hostile or offensive working environment;

2. Has the purpose or effect of unreasonably interfering with the employee's work performance; or
3. Has the purpose or effect of adversely affecting his or her employment opportunities.

Procedure for Complaints

Any member of the University community, who believes that conduct that violates this policy has occurred, or who has questions concerning this policy, is encouraged to contact the Office of Institutional Diversity, Equity and Affirmative Action (IDEAA) immediately at 202-687-4798. This Office is staffed with trained counselors, and administers both a confidential mediation process and a confidential grievance procedure. A full description of the Grievance Procedures may be obtained from the IDEAA office.

In addition, the University recognizes that supervisors bear a particularly important responsibility to deter harassment. Supervisors who learn of conduct that may violate this policy should immediately contact the IDEAA office, and, as appropriate, inform their own supervisors.

In accordance with the guidelines of the EEOC, all complaints will be investigated impartially, and appropriate corrective action will be taken, including discipline for inappropriate conduct. Complaints will be handled confidentially, except as necessary for investigation and resolution.

This policy prohibits retaliation, harassment, or other adverse action against an individual for making a complaint, assisting in an investigation, opposing harassment or otherwise exercising rights protected by law. It further prohibits taking any adverse academic or employment related action against an individual based on an unsubstantiated allegation or rumor of harassment.

The Student Right-to-Know and Campus Security Act

In compliance with the *Student Right-to-Know and Campus Security Act*, it is the policy of Georgetown University to make readily available information concerning the completion or graduation rate of all certificate or degree-seeking, full-time undergraduate students entering the University, as well as the average completion or graduation rate of students who have received athletically-related student aid. This information is available upon request from the Department of Athletics (202-687-2435) and the University Registrar (registrar.georgetown.edu/).

The *Crime Awareness and Campus Security Act of 1990* requires that the University prepare information on current campus law enforcement policies, crime prevention programs, and campus security statistics. This information is available upon request from Department of Public Safety (police.georgetown.edu/; 202-687-4343).

Change of Address

Address change/correction is a two-step procedure that must be made both online and by email by the student to the academic program office:

1. Enter the change into MyAccess to continue to receive University mail, grade reports, etc.
2. At the same time, notify the academic program in order to continue to receive program mailings, registration information, and, in some instances, urgent phone calls.

Directory Information Disclosure Policy

There is a student directory, published annually by the Office of the Registrar containing names and contact information of all current 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 annually and

giving this written notice to the Office of the University Registrar by the second week of classes of the fall semester each year that the student is enrolled at the University.

Emergency Closures, Preparedness, and University Safety

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

An individual student who believes that it is unsafe to travel to campus should notify the faculty member by email and, if necessary, request to be excused from submitting any assignments or tests scheduled for that day until the next possible time to do so. The University can send text messages and recorded messages about emergencies to cell phones and other mobile devices. Please sign up for this service through the MyAccess system.

HOYAlert

<https://emergencymanagement.georgetown.edu/HOYAlert>

We strongly encourage all students to enroll in HOYAlert. This system is designed to send alerts to members of the Georgetown University community in the event of an incident affecting any of our campus locations. HOYAlert allows users to receive these alerts via SMS text messaging to cell phones and PDAs, voice messaging (phone and voicemail options to non-Georgetown University numbers), and email to non-Georgetown University email addresses. Text messages, voice messages, and emails can be sent at any time as incidents occur, 24 hours a day, 7 days a week, 365 days a year.

ACADEMIC INTEGRITY & STUDENT CONDUCT

The Georgetown University Honor Code and System

As a Jesuit Catholic university, committed to the education of the whole person, Georgetown expects all members of the academic community, students and faculty, to strive for excellence in scholarship and in character. To uphold this tradition, the University community has established an honor system for its undergraduate schools, including Georgetown College, the School of Foreign Service, the School of Business, the School of Nursing and Health Studies, the Law Center, and the School of Continuing Studies. The Honor Council is the principal administrative body of this system. The Honor Council has two primary responsibilities: to administer the procedures of the Honor System and to educate the faculty and undergraduate student body about the standards of conduct and procedures of the System. Upon matriculation, you may be required by your program leadership or instructor to state or write the pledge as follows:

In the pursuit of the high ideals and rigorous standards of academic life, I commit myself to respect and uphold the Georgetown University Honor System: To be honest in any academic endeavor, and To conduct myself honorably, as a responsible member of the Georgetown community, as we live and work together.

Faculty may, at their discretion, require students to include a signed version of the pledge with their assignments and tests. 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.

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 <https://honorcouncil.georgetown.edu/system>. Students found to have committed any such offense will be subject to academic penalties. These include but are not limited to failure of the course, suspension or dismissal from the University, and revocation of degrees already conferred.

The Honor System process is described in detail on the Honor System website listed above and in the Honor System Booklet available through their office and typically distributed to students during orientation. We encourage students who not receive this Booklet at orientation to obtain a copy online or through the Honor Council Office (located on the ground floor of the Gervase Building).

The Honor Council Hearing Board is comprised of student, faculty, and administrator volunteers who believe in the integrity of the Honor System. All cases brought before the Board are confidential. SCS respects the integrity of this system and the careful deliberations that go into reviewing cases. After hearing a case, the Board makes a sanctioning recommendation to Associate Dean of Academic Affairs & Compliance on behalf of the Dean of the School and notifies the student and the Honor Council Office of the recommendation. Students who wish to appeal the initial recommendation of the Board must provide new, compelling information and documentation to the Honor Council Office by the deadline specified. After the Dean has made a final decision regarding the sanction, no further appeal of that decision is possible.

Plagiarism, Citing Sources, and Academic Research

Plagiarism is defined by the Georgetown Honor Council as "the act of passing off as one's own the ideas or writings of another" (Please see The Honor Council's "Plagiarism Checklist," available at: <https://honorcouncil.georgetown.edu/faculty>. *Plagiarism, whether intentional or unintentional, is a serious breach of academic integrity at the University. As such, any suspected incidence of plagiarism will be referred to the Honor Council for investigation and review.*

Paraphrasing is the act of putting someone else's ideas into one's own words without quoting that source directly (using quotation marks). Even when paraphrasing, students must cite the original source of the information in both the text of their paper and in their bibliography. *Uncited paraphrasing, whether intentional or unintentional, is also a serious breach of academic integrity. As such, any suspected incidence of uncited paraphrasing will be referred to the Honor Council for investigation and review.*

Students are required to write academic papers that contain both their own original ideas and interpretations and research gathered from outside sources (books, journals, newspapers, websites, blogs, encyclopedias, and so on). Students should discuss appropriate formatting and citing guidelines with their instructors, as different instructors and programs can use different style manuals.

The primary style manuals used by the Professional Studies programs are:

- *The American Psychological Association (APA)*
- *The Modern Language Association (MLA)*
- *The Chicago Manual of Style*
- *The Associated Press Stylebook*

Avoiding Plagiarism and Uncited Paraphrasing

Students are required to cite all information (including, but not limited to: general ideas that are not their own; direct or indirect quotations; and data) taken from outside sources – regardless of that source – in (a) the text of their papers and (b) in their bibliographies. Including a source in the bibliography without citing it in the text of the paper is not satisfactory, nor is including a source in the text of the paper without citing it in the bibliography.

SCS students are expected to maintain the highest standards of personal and academic integrity in pursuit of their education at Georgetown. Academic dishonesty in any form is a serious offense against the academic community in general, and against SCS and Georgetown in particular. Students found to have violated the standards of academic integrity will be subject to academic penalties including, but not limited to, failure of the course, termination from the program, and revocation of degrees already conferred. We strongly encourage all students to complete Georgetown University's Scholarly Research and Academic Integrity Tutorial at www.library.georgetown.edu/tutorials/academic-integrity.

Turnitin.com & Student Essays

Georgetown University subscribes to an online service called Turnitin.com which can assist faculty members in assessing possible plagiarism and original thought in a student's work. Essays are submitted electronically (by the student, faculty member, or, in some cases, the academic program), and this service automatically searches the work for passages found on the Internet (including webpages no longer available online), in the ProQuest Research Library, and in all papers previously submitted by users at any member school.

Human Subjects Research

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

Research involving on-the-street intercept surveys or detailed questionnaires delving into attitudes about a controversial subject is also considered to involve human subjects. As such, it is also subject to review. These legal requirements apply regardless of the source of research support. In a large number of cases, research proposals fall into categories which exempt them from full review. For example, research on standard educational techniques or strategies, work using publicly available survey data where the respondents are not identified, or interviews with public officials or candidates for public office are normally exempt. *However, a specific project's eligibility for exemption cannot simply be determined by the individual researcher. The law requires that institutions provide structured mechanisms for determining exemptions and that they keep records documenting the process and its results.*

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

Student Conduct

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

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

ADMISSIONS STANDARDS & POLICIES

Admission Requirements

For full admission consideration, MPS applicants are required to have an earned undergraduate degree from an accredited college or university. A final cumulative GPA of 3.00 (solid "B") and relevant academic and professional experience are typically required to ensure that applicants are prepared for graduate-level work in the requested field of study. Other factors, such as writing samples, portfolios, and interviews may be taken into consideration when reviewing applicants. Admissions information can be found at: scs.georgetown.edu/admissions/

Provisional, Non-Degree Enrollment

In rare cases, applicants who do not meet our minimum academic requirements might be allowed to enroll in provisional, non-degree status for an opportunity to prove their academic potential at the graduate-level. The academic programs and SCS Admissions make this recommendation; applicants cannot request this status. Due to the course Executive model of the one year Emergency & Disaster Management EMPS, Program & Portfolio Management, and Global Strategic Communications degrees, provisional non-degree students cannot be permitted. These programs can only be taken in full-time status.

Provisional students should verify their non-degree status in MyAccess, on their transcript, as well as from their academic advising office, and their admissions letter. Provisional students are limited to one year (three consecutive semesters) to complete these two courses. The "Ethics" course is highly recommended as one of the two courses. Provisionals may defer the start of their program but they are not permitted to take a Leave of Absence (LOA) once they have begun their studies. The only LOA a provisional student may take is under the "Military: U.S. Armed Forces" policy as described in this Handbook.

Provisional students are limited to 2 courses/6-credit hours (part-time status), and they must earn solid grades of "B" (3.00) or better in both courses before being considered for full admission to a degree program. Those who meet the SCS academic requirements (earning 2 grades, six credits, of "B" or better, regardless of cumulative GPA, within the permitted timeframe of one year) will be transferred into degree-status.

This transfer can only be done after all pending grades are posted. Students should communicate with their Instructors any question regarding grades. Provisional students are notified of their new degree-seeking status by way of email notification, the documented "MPS" in their MyAccess record and on their transcript, as well as the Degree Audit feature now available in MyAccess. All coursework, credits, and grades completed in non-degree status then count toward the MPS degree.

Grades of "B-" (2.67) and below, including a "U" grade, are unsatisfactory and disqualify the provisional student from degree-seeking status. Provisional students who do not meet these minimum standards are automatically academically dismissed.

Confidentiality of Admissions Materials

All information submitted to the SCS Admissions, including personal essays, transcripts, portfolios, and letters of recommendation are considered confidential and cannot be returned to the applicant. Neither the applicant's admission status nor information contained in the applicant's admissions file will be shared with individuals outside of the School and University without a signed waiver from the applicant. By submitting these documents, the applicant attests to their accuracy and validity. All work submitted under the applicant's name (such as the personal essay or writing samples) must reflect the original work of that applicant. If any false

information or plagiarized material is discovered in one's application materials, admission can be revoked, course schedule cancelled without right of refund, and degree(s), if already conferred, revoked.

Applicants are officially admitted when a notice of acceptance signed by the Dean of SCS has been received, e-confirmation to matriculate returned, and course registration has been completed. All new students should attend the New Student Welcome, their program orientation, and Visa students and Visa scholars are required to attend the mandatory immigration session. Students who do not attend SCS or program orientations are held responsible for all information provided during those sessions.

Mandatory Tuberculosis Screening/Immunizations for New Students

The District of Columbia requires all new students, regardless of age, to respond to a Tuberculosis Screening Certificate. It should be completed before the student begins coursework. In addition, any students under age 26 attending school are required by D.C. Law to present evidence of immunization against the following diseases: Poliomyelitis, Measles, Rubella (German Measles), Diphtheria, Mumps, and Tetanus. For further information—or to access the TB Screening Certificate, call the Student Health Center at (202) 687-4500 or visit studenthealth.georgetown.edu/medical-care/.

Deferral of Admission Acceptance

Graduate program acceptance is competitive, and new students should carefully consider deferral. Deferral requests can be granted for no longer than one academic year. All deferral requests must be approved by the leadership of the new student's program, who may also require updated or additional application materials for re-consideration at a future date. If any academic work is completed during the period of deferral, the new student must re-apply through SCS Admissions.

Admission Decision Appeals

Applicants who have been denied admission may request an explanation of the Admission Committee's decision by contacting the SCS Admissions Office. Since these decisions are made by a committee, requests to overturn a decision will only be considered under exceptional, documented circumstances. To appeal a denial, applicants should contact the SCS Admissions Office to request a final review by the Admissions Appeal Committee. This Committee is comprised of faculty and staff from SCS, including representatives of the program to which the student has applied. Appeals must be in writing and specifically address weaknesses in the original application, such as reasons for low GPA, unsatisfactory grades in specific courses, or areas of professional development and experience. Personal circumstances (such as financial aid, loans, athletic eligibility, or Visa status) are not allowable reasons for an appeal. All Committee appeals are considered final and without right of further appeal.

FIRST STEPS AFTER ADMISSION

Activate Your Georgetown Email

Activate your e-mail account. Georgetown University sends e-mails only to your @georgetown.edu address, and students are responsible for all messages and information sent to their accounts by University representatives. Your temporary password was included in your admissions notification. Check this account frequently or forward your Georgetown email to another account. Additional information about managing your email account (including setting up a forwarding address) can be found at <https://uis.georgetown.edu/google-apps>.

Secure Your GOCard (Student ID Card)

You must have a GOCard, a student identification card, to access the Georgetown Downtown campus at 640 Massachusetts Avenue, NW, to check books out from the GU libraries, to enter some classrooms and main campus buildings, to use the University shuttle bus, etc. There is a satellite GOCard Office at 640 Massachusetts Avenue, NW and its main location is on main campus in Darnall Hall. You can complete most of the paperwork in advance; you can also email or fax your information and photo and then simply pick up the card when it is ready. Please visit: gocard.georgetown.edu.

MyAccess (Student System)

Your student record is accessible through the MyAccess (myaccess.georgetown.edu) secure student system. Using your NetID and password, you will register and withdraw from courses, view your schedule and tuition bill every semester, access your grades, email your instructors, and more. If assistance, students should contact the UIS Help Desk at (202) 687-4949.

Verify Your Personal Information

Students are responsible for keeping their personal contact information current and accurate every semester. Verify and update your biographical information, previous academic institution, non-GU email address, current mailing address and phone number. Make sure to update any changes, such as your address or emergency contact information, in MyAccess.

Financial Aid Advising

Requirements and processes to receive financial aid can be complex and time-consuming. We encourage all students seeking aid to work directly with the Office of Student Financial Services (finaid.georgetown.edu/; 202-687-4547) for information regarding eligibility requirements. Students who do not make satisfactory progress towards degree completion (whether through time to completion or academic actions like probation) can subsequently jeopardize their eligibility for aid and may be subject to additional corrective measures established by Student Financial Services and the Office of Academic Affairs & Compliance.

Register for Courses

Register for courses directly through MyAccess. Check the registration dates for your courses in succeeding semesters at the Registrar's website, registrar.georgetown.edu/. Be sure to register as soon as possible. Verify the accuracy of your schedule before classes start. A student not fully registered in a course and on the faculty roster may not be permitted to attend any sessions of that course. Students are responsible for making sure their schedules are accurate.

Pay Your Tuition Bill

Pay for your courses. Tuition is due by the start of the semester or a late fee will be charged. Billing issues and questions should be raised with Billing and Payment Services, NOT with SCS staff. You can pay your bill electronically. Please visit: studentaccounts.georgetown.edu/.

International Students & Scholars (F-1/J-1 Visas)

All incoming international and U.S. permanent resident students must return the mandatory Immigration Questionnaire regardless of degree-seeking or provisional status admission decision. Students in these categories must have the IQ information on file in order to be eligible to register for courses. Provisional students are non-degree and therefore cannot be supplied with GU-sponsored Visa documentation.

Degree-seeking students requesting a GU-sponsored F-1/J-1 Visa status must also do the following: (1) complete all requirements and procedures required by OGS; (2) attend the mandatory immigration session; and (3) maintain full-time status as outlined by OGS. Federal law may also require international students and scholars to follow more restrictive requirements than U.S. citizens.

Please keep in mind that admission to an academic program does not guarantee the conferral of a Visa. The Visa is a separate, required process through OGS and associated government offices that can take 4-8 weeks after receipt of an offer of admission to a program. If a student is not able to complete this process by the start of classes, s/he may defer enrollment until the following semester by contacting the Assistant Dean for International Students & Scholars, the program's leadership, and Admissions Counselor.

Academic Resource Center (ARC)

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

Writing Center & Tutors

The Writing Center provides students with the resource of best practices in writing from idea creation to the structure of a paper and more. Appointments with tutors are free and limited each semester, so it is in your best interest to come prepared. Editing services are not provided by writing tutors; students are expected to perform all aspects of writing in every course themselves. Appointments can be made online at <http://writingcenter.georgetown.edu>.

Conducting Research and the SCS Library

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

Student Veterans

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

Counseling and Psychiatric Services (CAPS)

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

Students with Disabilities

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

Students with disabilities are strongly encouraged to contact the Academic Resource Center (ARC), academicsupport.georgetown.edu/disability/, in the School of Continuing Studies (C129), arc-scs@georgetown.edu, (202) 784-7366 before the start of classes to allow that office time to review their documentation and to make recommendations for appropriate accommodations, including note takers, materials in alternative formats (Large Print, Braille, MP3, KESI, DAISY), extended time on tests, and interpreting/CART services among others. There is a procedure for requesting an accommodation: academicsupport.georgetown.edu/disability/medical-accommodations/request/.

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

Student Forms

Various forms relevant to student needs, from requesting transfer credit consideration, taking or returning from a leave of absence, and requesting to be waived from a Foundation requirement, to list a few, can be found at scs.georgetown.edu/academic-affairs/resources.

Technology Skills Required

Academic programs use multiple learning management systems, such as Blackboard and Canvas, and tools depending on the nature of the course or program in order to stimulate classroom discussion; anyone familiar with popular social networks or other online communities should feel comfortable with the tools. Students will not need to be proficient with distance education technology before enrolling, but basic computer literacy, such as knowing how to access a Web site, upload and download documents, conduct basic Web-based research using Library databases and similar sources is required. Students must log onto the learning management platform using a secure GU login and password. Some courses make active use of synchronous sessions via a web video camera. An orientation module is provided and a technology help-desk is available to both students and faculty.

Technology equipment required

For courses that use Blackboard or Canvas course management programs, students will need access to a computer with the following specifications:

Canvas: A minimum screen size of 1024x600. That is the average size of a netbook. If you want to view Canvas on a device with a smaller screen, we recommend using the Canvas mobile app on a mobile device with iOS 7 and newer or Android 2.3 and newer will work. Students working on a computer will need Windows XP SP3 and newer, Mac OSX 10.6 and newer, or Linux – chromeOS. The computer should be 5 years old or newer when possible, with at least 1GB of RAM and a 2GHz processor. Students also need an internet connect with a bandwidth of at least 512kbps.

Blackboard: In order to join Collaboration sessions in Blackboard, students need a computer with either: Windows XP (32 bit), Windows Vista (32 or 64 bit) or Windows 7 (32 or 64 bit), Pentium III 1 GHz processor; Mac OS X 10.5 (32 or 64 bit) or Mac OS X 10.6 (32 or 64 bit), G4, G5 or Intel processor; Ubuntu 9.10 (64 bit), Pentium III 1 GHz processor. Windows or Linux users will need a sound card with speakers and microphone or headset (or telephone for Telephony users). Mac users will need an internal, USB, or external iSight microphone (or telephone for Telephony users). Students will also need a broadband internet connection in order to access the Georgetown Media Service.

Transfer Credits

Students should consult with their academic program about the possibility of transferring some already completed course credits into your new program before completing their first semester. Requests for transfer credit should be submitted during the student's first academic year of study to ensure a timely review and to allow the student to plan appropriately. Transfer credit will be posted following the student's successful completion of the first semester.

Please note: The Ethics and Capstone courses are considered core requirements to each program and cannot be transferred from other institutions under any circumstances. Programs may also limit the transfer of other program-specific foundation courses.

Only graduate-level courses completed for credit and for which the student received an official grade of "B" (3.000) or better can be considered for transfer into a graduate-level program. Under no circumstances can undergraduate credit be applied or transferred into an SCS graduate degree program. Credits that have been or are being applied to another degree or certificate may not be transferred, nor will Pass/Fail or Satisfactory/Unsatisfactory or Audit courses be considered. In general, only courses completed within the past 7 years will be considered for transfer. Some programs may also impose stricter time limits due to the ever-evolving nature of their industry, particularly with regard to courses in digital, technological, and engineering fields. The GPA earned in coursework completed elsewhere is not calculated in the Georgetown University GPA. No course titles of transferred courses appear on the Georgetown transcript, nor do previous grades earned.

Transfer Credits from Other Graduate Institutions

The new student's program may consider for transfer from another accredited, graduate-level institution where a minimum grade of "B" was earned the maximum number of transfer credits associated with a specific program major as follows:

- A maximum of six credits for the Emergency & Disaster Management (MPS), Hospitality Management, Human Resources Management, Integrated Marketing Communications, Journalism, Project Management, Public Relations & Corporate Communications, Real Estate, Sports Industry Management, Systems Engineering Management, and Technology Management majors (3-credit courses only).

- A maximum of nine credits for the Urban & Regional Planning major (3-credit or 2-credit courses only).
- Zero credits for the Emergency & Disaster Management (EMPS), Program & Portfolio Management, and Global Strategic Management executive MPS majors due to the cohort and lock-step nature of these programs. All EDM, PPM and GSC courses include required on-ground experiential components unique to these programs.

The student's academic program and the Office of Academic Affairs & Compliance have final say regarding which course credits may transfer, and, in general, will consider the content of the course in question and its similarity to a program course, the syllabus, the grade received, the age of the course, and the accreditation of the institution offering the course. Unless approved in advance, transfer credit is not awarded for study at other institutions after students have started their study in SCS. Students should therefore plan on completing all coursework in residence once they have matriculated at the University.

Transfer Credit from another GU Graduate Program into SCS

To transfer from one graduate-level program into another (within SCS or between graduate programs at GU like the Graduate School of Arts and Sciences; McDonough School of Business; and so on), students must secure advance, written permission by the leadership of their new program and they may be required to apply formally through SCS Admissions. Minimally, they must be in good academic standing with a cumulative GPA of 3.000 or better.

Acceptance into one graduate program at GU or within SCS does not guarantee acceptance into another program. Students cannot transfer from one program into another to prevent actions like probation or termination. All courses taken and grades earned remain on the student's permanent academic record and are factored into the determination of academic actions, even if those credits are not permitted into the student's new program.

Students who would like to transfer from one program into another must undergo a formal credit review by their new program's leadership to determine the applicability of previously earned credits, or may need to fully apply to that new program. Students should keep in mind that they may not be able to apply credits (and/or grades) awarded from their previous program – whether at GU or through transfer from another institution – to their new program. Courses that are not approved for the program will be excluded from the degree GPA and be awarded no credit.

Transfer Credit from SCS to another Program or Institution

In the event that a student transfers from SCS to another academic program within GU or to another institution, the credits earned in SCS will be subject to the transfer policies and procedures of the receiving program and/or institution. Students currently enrolled in other graduate programs at the University should secure the advance, written permission of their own program before requesting permission to register in SCS graduate-level courses.

Transfer Credit through the Consortium

<https://registrar.georgetown.edu/registration/consortium>

Georgetown University partners with thirteen institutions in the Consortium of Universities of the Washington Metropolitan Area: American University, The Catholic University of America, Corcoran College of Art+Design, Gallaudet University, George Mason University, The George Washington University, Howard University, Marymount University, National Defense Intelligence College, National Defense University, Trinity Washington University, University of the District of Columbia, and University of Maryland, College Park.

Students enrolled in the Executive Master of Professional Studies (EMPS) programs are not eligible for enrollment through the Consortium. Students in good academic standing who are enrolled in a Master of Professional Studies (MPS) graduate degree program in the School of Continuing Studies may enroll for courses through the Consortium, subject to the following limitations:

- a. MPS graduate students may not enroll through the Consortium for courses that are available and regularly offered within the School of Continuing Studies at Georgetown University.
- b. MPS graduate students may not audit Consortium courses, nor can they enroll on a pass/fail basis. All courses must be completed for a grade and credit.
- c. Provisional and Visiting Non-Degree graduate students may not register for courses through the Consortium.
- d. Students who are simultaneously matriculated at another Consortium institution are not permitted to cross-register between Georgetown and the other institution via the Consortium.
- e. Tuition for courses registered through the Consortium will be billed at Georgetown University rates and paid to Georgetown University.
- f. Course records and grades for Consortium registrations will appear on the Georgetown University transcript. The visited institution will not issue transcripts for Consortium courses. Grades posted to the Georgetown transcript for Consortium registrations will be those of the institution offering the course. Although those grades will not be used in the determination of the student's Georgetown GPA, unsatisfactory grades of B- or lower may be used in the determination of Warning, Probation, or Termination.
- h. Courses completed through the Consortium count towards the total allowable number of transfer credit per program. Please consult the Graduate Professional Studies Student Handbook under "Transfer Credit" for the total number of credits allowed to transfer into your degree program. Students who have already transferred the maximum allowable number of credits will not be permitted to enroll in courses through the Consortium.
- i. Students are responsible for researching available courses and times through the Consortium and submitting accurate requests to their program and the Office of Academic Affairs & Compliance for timely review.
- j. Students enrolled via the Consortium are responsible for abiding by all academic, personal, and professional regulations of the other institution, including but not limited to enrollment, attendance, and withdrawal.

All Graduate students should note that if they enroll in courses by registering directly at a Consortium institution, rather than by registering at Georgetown using the Consortium procedures, those courses will appear on the other institution's transcript. Similarly, courses taken at another Consortium institution prior to admission to Georgetown University, as well as any Georgetown University courses taken while enrolled at another Consortium institution, will appear on the other institution's transcript. Such courses may be applied to a Georgetown University MPS degree only by means of transfer, subject to the School's overall transfer limits and criteria.

Waiver Requests: Foundation Courses

Due to the timeliness of content, continuity of the lock-step curriculum and cohort model, students in the Executive MPS in EDM, PPM and GSC programs cannot be waived from any foundation courses or program requirements.

MPS students enrolled in traditional programs may be waived from some selected courses required within that major or within a concentration with written permission from their program and the Associate Dean of Academic Affairs & Compliance. Students must supply documentation of their proficiency in that course (such as a writing portfolio to request a waiver of the "Fundamentals of Reporting and News Writing" Journalism requirement) during their first semester of study to their academic program for review. Approved waivers will only be posted following the student's successful completion of the first semester.

Students do not receive grades or credit for waived courses; rather, this process allows them to take an Elective in place of a waived course. MPS degree-specific requirements, including the Ethics and Capstone courses, cannot be waived under any circumstances.

PROGRAM ENROLLMENT & COURSE REGISTRATION

Students are required to maintain active registration in all Spring and Fall semesters to make academic progress toward degree-completion. Executive MPS students are expected to be registered in Fall, Spring and Summer semesters. Students who cannot register for any reason must request a formal Leave of Absence (please see policy below) to prevent being withdrawn from the University with the notice "Withdrawn for failure to register" placed on their official transcripts.

Students should register for courses early for many courses reach full capacity soon after registration opens. Students should also reference their MyAccess schedule, their degree audit and unofficial transcript for accuracy.

The *Schedule of Classes* can be found at registrar.georgetown.edu/. Courses that are conducted entirely online may be found on the "Distance" listing while in-person courses may be found on the "Main Campus" listing.

- All traditional Professional Studies courses are found under "Prof Studies" followed by the major designation (EDM, HM, IMC, HRM, JO, PM, PRCC, RE, SEM, SIM, TM and URP).
- All Executive Professional Studies EDM courses are found under "Exec Prof Studies Emerg Mgmt." All Executive Professional Studies PPM courses are found under "Prof Studies Prgm & Portf Mgmt." All Executive Professional Studies GSC courses are found under "Global Strategic Comm".

Attendance for each class meeting is critical and coursework for each class meeting must be completed on time. No Incomplete ("I") grade will be granted to students who take on too much academically and then do not properly adjust their schedules within the published add/drop and withdrawal period.

Course Registration and Tuition Liability

By act of course registration, class attendance, or participation in other activities associated with enrollment at Georgetown, the student accepts financial responsibility for charges assessed to his/her account regardless of attendance in class and regardless of the method of payment used.

Registration includes Pre-registration, Registration, and all courses added after the student's initial registration. Any student who initiates course registration after the close of the regular Registration period must show documented justification for such an exception. If an exception is approved, the late registration will be assessed with any and all late registration fees and late payment fees. The Office of Billing and Payment Services assesses late payment fees and a service charge on any tuition and fees that are not paid by their stated deadline.

GU does not issue paper billing statements. Electronic billing statements are posted to Student Account Services via MyAccess. Upon a new billing posted, an email is sent to the student's preferred email address on file in the student's MyAccess account. Contact studentaccounts@georgetown.edu or (202) 687-7100 with any questions.

Academic Advising

Students are encouraged to seek academic guidance and advising from their academic program early and often. Academic program personnel provide individual advising to students, and programs may require advising at certain points in the student's tenure, particularly if the student is not in good academic standing. Students are ultimately accountable for their own program enrollment and course registration decisions, however, and are responsible for meeting all of the

requirements for the degree, concentration, track, and major; thus, no academic requirements will be waived based upon allegations of an advising error.

Course Modalities (On-Campus & Online Courses)

General Information Regarding Course Modalities:

SCS offers courses in two modalities or formats: *on-ground* (on-campus or face-to-face) and *online*. We do not have any programs that are designated as online-only, and students are able to enroll in whichever format best fits their needs and learning styles, depending on space availability. Specific information for students enrolled in online courses from states outside the District of Columbia can also be found in the SCS [Supplement to Graduate Professional Studies Student Handbook for Online Students](#) and under the Distance Education website maintained by the Office of Compliance & Ethics at:

<https://compliance.georgetown.edu/student-consumer-information/distance-education>

Students may enroll exclusively in on-ground courses, exclusively in online courses, or in both on-ground and online courses during the same semester (mixed modalities). At the time of Admission, students must choose a *primary modality*: on-ground or online. This designation can have specific implications for Veterans and International Students. Additionally, health insurance eligibility and registration priority can be affected by the student's primary modality. Therefore, students and advising staff should be aware of the following information.

I. Veteran Students

A. Online Only

Students who take exclusively online courses receive a percentage (not the entire amount) of their distance education housing allowance. The VA only provides housing allowance for the specific dates of the modules (i.e. the dates the class actually runs). Housing allowance is not provided for any breaks between modules and payments are prorated based on the module dates, NOT the full term of the semester. Most (but not all) of our online classes meet in 7.5-week, half-semester modules. Some of our on-ground courses also meet during these half-semester periods. The dates for these modules can be found on the Modular Course Calendar.

B. Mixed Modalities

Students who enroll in both online and on-ground courses (mixed modalities) within a semester should consult the 15-week, full-semester Academic Calendar and the 7.5-week, half-semester Modular Course Calendar. Students who take at least one on-ground course receive a percentage of the in-residence housing allowance.

In all cases the VA determines the amount of housing allowance students receives based on the students' eligibility of funds and their enrollment in courses.

Veteran students should consult with the Veterans Office Director before making any adjustments to their schedules as this could affect their benefits eligibility.

II. International Students

A. Online Only

In order to remain compliant with federal VISA regulations, international students are not eligible to take courses exclusively online.

B. Mixed Modalities

Students who enroll in both online and on-ground courses (mixed modalities) within a semester should consult the 15-week, full-semester Academic Calendar and the 7.5-week, half-semester Modular Course Calendar. International students are required to be enrolled full-time (3 courses) and can take one online course each fall and spring, provided that the other two courses are on-ground.

Additional Guidance for Modality Selection

I. Selecting a Primary Modality

At the time of their acceptance to Georgetown, students must select a primary modality (on-ground or online) to indicate whether they intend to take primarily online courses or on-ground courses. While students will not be limited to one modality or the other, for the purposes of course registration, specific types of financial aid, and access to student health insurance a modality must be indicated. When selecting a primary modality, students should consider the following:

A. Registration

The primary modality selected determines course selection and registration access. Students who select online as their primary modality will be given priority registration and access to online courses. Similarly, students who select on-ground as their primary modality will be given priority registration and access to on-ground courses. Students may register in courses outside of their primary modality if seats are still available once the priority registration period ends. Each program sets the guidelines for priority registration (deadlines, number of seats available) so students should contact their academic programs for more information.

B. Health Insurance

Students who select online as their primary modality are not eligible for the Georgetown University student health insurance plan.

C. International Students

International students must select on-ground as their primary modality in order to be eligible to apply for a student VISA.

D. Veterans

Under the guidelines set forth by the US Department of Veterans Affairs, students using Veterans benefits who select online as their primary modality should be aware that the amount of housing allowance provided varies based on the student's eligibility, number of credits a student is enrolled in, and the specified start and end dates for online courses. Students can visit <http://veterans.georgetown.edu/> for more information on Georgetown's Veterans Office and links to the US Department of Veterans Affairs.

II. Changing Primary Modalities

At the time of admission and enrollment, students select a primary modality (online or on-ground) that indicates their preference for taking the majority of their courses online or on-ground. Although students may take courses in either modality, students may find it necessary to change their primary modality selection. International students should only choose on-ground as their primary modality.

When changing their primary modality preference, students should consider the following:

A. Changing from online to on-ground

1. Health Insurance

Students who change their primary modality from online to on-ground become eligible for Georgetown University's student health insurance plan.

2. Registration

Students who change their primary modality to on-ground will be given priority registration for on-ground courses. Students may register for online courses if seats are still available once the priority registration period ends. Each program has guidelines for priority registration (deadlines, number of seats available) so students should contact their academic programs for more information.

3. Veterans

The amount of housing allowance available to veteran students differs when taking on-ground courses (compared to online). Students who are taking all of their courses on-ground must review their benefit eligibility in light of their change in enrollment status. Please visit <http://veterans.georgetown.edu/> for more information on Georgetown's Veterans Office and links to the US Department of Veterans Affairs.

B. Changing from on-ground to online

1. Health Insurance

Students who switch their primary modality from on-ground to online are ineligible for Georgetown University's student health insurance plan.

2. Registration

Students who change their primary modality to online will be given priority registration for online courses. Students may register for on-ground courses if seats are still available once the priority registration period ends. Each program has guidelines for priority registration (deadlines, number of seats available) so students should contact their academic programs for more information.

3. Veterans

The amount of housing allowance available to Veteran students who were previously taking all of their courses on-ground and now want to take one or all of their courses online varies significantly. Students should review their benefits and eligibility based on enrollment before making this decision. Please visit <http://veterans.georgetown.edu/> for more information on Georgetown's Veterans Office and links to the US Department of Veterans Affairs.

Academic Calendar (Cancellation and Refund Policies)

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

Non-Standard Courses (including online, modular classes and Executive MPS courses) have shorter deadlines posted at:

<http://scs.georgetown.edu/academic-affairs/academic-calendar/non-standard/>.

Add/Drop Periods, Course Withdrawal, and Tuition Refunds

Current deadlines for the Add/Drop period and for withdrawing from a full-semester course are listed on the Academic Calendar of the University Registrar (<http://registrar.georgetown.edu/academic-calendars/maincampus>) every semester. Tuition and fees for the academic year, as well as current due dates, payment options, and applicable tax credits can be found at: studentaccounts.georgetown.edu/tuition/scs/.

Non-Standard Courses (including online, modular classes and EDM, PPM, and GSC courses) have shorter deadlines posted at: <http://scs.georgetown.edu/academic-affairs/academic-calendar/modules/>

A student not fully registered in a course and on the faculty roster may not be permitted to attend any sessions of that course. The most fundamental responsibility of every student is to ensure correct course registration within the regular adjustment periods for those semesters, every

semester. The student, not program leadership, Deans, the Registrar's Office staff, or Student Accounts, is solely responsible for handling his or her own course registration and any schedule changes before the end of any registration period. Students register for courses, drop courses, or withdraw from courses in MyAccess.

Students are responsible for verifying the accuracy of their academic schedule, including all course and section numbers, before the end of the add/drop and withdrawal periods. Courses dropped during the Add/Drop period will be deleted from the student's record with 100% tuition refund. After the Add/Drop period ends, students can withdraw from a course in MyAccess. Course withdrawal requests are listed as "W" (withdrawn) on the record and the tuition refund is prorated according to the date of the withdrawal. Please note: Once the Add/Drop Period has ended for a course, only a withdrawal with a notation of "W" is possible. Students should be attentive to the fact that dropping or withdrawing from a course may have implications on their loan or Visa status, and they must keep the appropriate offices and authorities informed.

Course withdrawal requests cannot be done by simply calling programs or the Registrar's Office or by emailing an advisor. It is the student's personal responsibility to withdraw from a course in MyAccess before the official withdrawal deadline. Failure on the student's part to withdraw officially from a course will result in a grade of "F" in the course and be factored into the student's academic standing (probation and termination) and official GPA.

Students who intend on resuming their studies in the following semester may withdraw from all courses in a semester without withdrawing completely from their program. Please note, however, that student on financial aid must consult with the Office of Student Financial Services prior to withdrawing from any course. Withdrawal may result in a reduction in the financial assistance the student is eligible to receive.

International students must meet with the Assistant Dean for International Students & Scholars for advising **prior** to withdrawing from a course or from a program.

Part-Time Student Status

The Executive MPS (EMPS) in Emergency & Disaster Management, Program & Portfolio Management, and Global Strategic Communications are all full-time only and cannot be taken part-time. The traditional MPS programs are designed to accommodate adult students with existing professional and/or family responsibilities, and are therefore typically part-time. Many students register between three and six credits, or one to two courses per semester. Some students pursue their academic studies full-time, taking nine or more credits during a single semester. Students on J-1 or F-1 student Visa must be registered as full-time to satisfy the terms and conditions of the Visa.

Full-Time Student Status

Students requiring full-time status (such as the Executive MPS programs and international students on a University-sponsored Visa) should meet with their academic program and plan out their entire schedules, as much as possible, during their first semester of study. Full-time status for graduate students is nine credits in the regular fall and spring semesters and six credits in the summer semester. Given the intense nature of graduate study, SCS recommends that most students register in no more than six to nine credits per semester. Students who work twenty or more hours per week are strongly encouraged to register in a maximum of six credits during a single semester so that they can balance their professional and academic obligations. Except for SIM, EDM, PPM, and GSC majors, students secure advance, written permission from their program leadership to register for more than 9-credit hours during a single semester.

International students on a University-sponsored Visa must contact their Assistant Dean for International Students & Scholars in advance if they are planning on going part-time (6 or fewer

credits in fall/spring semesters) in their final semester to learn if they are eligible for an exemption under federal regulations.

Please note: Full-time status may be required by some University offices (such as the Counseling Center, University Health Insurance, and the Office of Global Services) for students to receive specific services and support. Students who register full-time during the Fall or Spring semesters are billed automatically for student health insurance. To opt out, the student must contact the Student Health Insurance Office (studenthealth.georgetown.edu/insurance/; 202-687-4883) to secure a waiver by showing proof of alternate coverage.

Registration Holds

A registration hold may be placed on a student's record for a variety of reasons. Common causes include failure to supply documentation of immunization, an outstanding balance with the Office of Billing and Payment Services, incomplete forms with the Office of Student Financial Services, or incomplete academic records with the School. If a registration hold has been placed on a student's record, the student must contact the appropriate Office or Department and clear the hold before he or she will be permitted to register. Students must clear registration holds and register before the end of the Add/Drop period or they risk being withdrawn from the University for failure to register.

Waitlist

SCS does not maintain waitlists. Students should consult directly with their academic advisor prior to the start of the semester to determine if they can be permitted to add into a closed section of a required course. Students will not be added to closed, elective courses.

Leaves of Absence

Students needing to interrupt their studies temporarily should discuss the situation with their program to request an official Leave of Absence. An approved Leave of Absence (LOA) allows the student to remain active in the system and to receive limited access to University services (such as email and the library).

The LOA form is located at: scs.georgetown.edu/academic-affairs/student-forms and needs to be received in the Office of Academic Affairs & Compliance before the end of Add/Drop of the semester the leave is requested to begin. Students who request a LOA during a semester during which they concurrently withdraw from courses will be subject to the registration, payment, and refund deadlines and policies for that semester. All registration periods and cessations (including *Leaves of Absence* and *Withdrawals for Failure to Register*) are recorded on the transcript.

Students in the Executive MPS (EMPS) programs are required to be registered in courses in Fall, Spring and Summer. Students in the MPS majors who do not register for at least one course in Fall and Spring semesters and who are also not on a formal LOA will be automatically withdrawn for failure to register. The statement "Withdrawn for failure to register" will be recorded on the student's transcript. These students are subject to Re-Enrollment and Re-Admission policies. Prior acceptance to a program does not guarantee re-admission, as admissions standards may be higher and more competitive in subsequent semesters.

Students cannot take courses elsewhere for transfer credit and no program requirements can be completed during a LOA, nor can a student graduate during one. However, the LOA will not alter deadlines relating to the completion of specific course requirements, such as deadlines for completing work in a course for which an "Incomplete" grade was received.

A LOA does not confer the registration or residency status necessary to qualify for financial aid or to meet Visa requirements. International students must contact their academic advisor, the

Academic Affairs & Compliance Office, and the Assistant Dean for International Students & Scholars **prior** to initiating a request to take a LOA.

Personal Leave of Absence

A personal *Leave of Absence* (LOA) is defined as any leave of absence other than one granted for medical reasons or for military service. Such requests are usually for such documented reasons as work, health, or family obligations in a fall or spring semester. The LOA is not needed to be away for the Summer semester, except for Exec. MPS students who are required to maintain course registration.

Length of a Personal LOA:

- A total of no more than four semesters of personal LOA (Summer is excluded from being a semester requiring course registration) can be allowed in the student's graduate career in a traditional MPS program: EDM, HRM, IMC, JO, PM, PRCC, RE, SEM, SIM, TM and URP.
- A total of no more than two semesters of personal LOA (Summer is included as a semester requiring course registration) can be allowed in the student's graduate career in an executive (cohort, year-long) MPS program.
- Up to two consecutive semesters of leave may be granted at any one time: all Professional Studies programs.

The length of time that would otherwise be permitted to complete all requirements for a degree and to graduate generally will be extended by one semester for each semester of approved LOA.

Medical Leave of Absence

We recognize that students may experience medical situations that significantly limit their ability to function successfully or safely in their role as students.

In these situations, students should consider requesting a *Medical Leave of Absence* (MLOA), which permits students to take a break from University life and their studies, so that they may focus on their treatment. MLOA students later return to the University with an enhanced opportunity to achieve their academic and co-curricular goals.

All requests for an MLOA should be reviewed by the medical staff of the appropriate Student Health service so that they can make a recommendation to the Graduate School concerning the request. Students are encouraged to contact either the Student Health Center or the Counseling and Psychiatric Service before submitting a petition requesting an MLOA, but if they have not done so, the petition and any supporting documentation will be forwarded to the appropriate Student Health service. The medical staff may require additional information from the student or the student's caregiver before making their recommendation.

Leaves for documented medical reasons, when properly approved in advance, will not be counted against the four-semester limit for LOAs. Students interested in a MLOA should contact their program leadership and the Student Health Center or the Counseling and Psychiatric Service (CAPS).

MLOAs are administered according to the guidelines on Medical Leaves of Absence, found on the website for the *Office of the Vice President for Student Affairs* at: <http://studenthealth.georgetown.edu/medical-care/medical-leave/>. Approved periods of medical leave will extend the time permitted to complete degree requirements and to graduate.

Returning from a Leave of Absence

Returning from a LOA is not automatic, and in some cases, not guaranteed. Before an approved LOA comes to an end, the student must request to return by completing and submitting the LOA Return Request Form with the program's signed approval by the deadline for a return in a specific semester they plan to resume their studies.

- Fall Return – August 1
- Spring Return – December 1
- Summer Return – May 1

Exec. MPS students program use the same forms and process, but follow an accelerated schedule to initiate a LOA and request to return from a LOA. These specific dates are available to EDM, PPM and GSC students by their program Director or Executive Director. EDM, PPM and GSC students returning after a LOA are placed in the same module they received a "W" for, but in a different co-hort.

Students who do not complete this process must either: (a) withdraw; (b) request an extension to the LOA (if a return is not possible, an extension may be allowable); or (c) be withdrawn for failure to register.

Military: U.S. Armed Forces LOA Request, Return, and Re-Enrollment

Georgetown University recognizes that students who serve in the U.S. armed forces may encounter situations in which military obligations force them to withdraw from a course of study and that this can sometimes happen with little notice. This policy applies to all University schools and programs and is intended to recognize, and make appropriate allowances for, students who find themselves in such situations.

I. Military Leave and Refund Procedures

A. Definition

For purposes of this policy, a "military service leave" is a University approved withdrawal from a University course or program that is necessitated by service, whether voluntary or involuntary, in the United States Armed Forces, including service by a member of the National Guard or Reserve, on active duty, active duty for training, or full-time National Guard duty under Federal authority, for a period of more than 30 consecutive days under a call or order to active duty of more than 30 consecutive days.

B. Student Responsibilities

A student who is called up for active duty or active service in a branch of the United States Armed Forces (Army, Navy, Air Force, Marines, Coast Guard, National Guard or Reserve) and wishes to take a military service leave must:

Provide the University with advanced notice of such service and the intention to withdraw. As soon as possible after receiving military orders that require withdrawal from a program or course of study, a student must contact his or her program leadership, as well as the Georgetown University Veterans Office, and present a copy of the military orders or other appropriate documentation. This advanced notice can be made by the student or may be made by an appropriate officer of the U.S. Armed Forces or official of the U.S. Department of Defense. The notice need not include a statement of an intention to return to the University. If military necessity renders it impossible to provide advanced notice, the student may initiate a military service leave by providing notice at the first reasonable opportunity, in writing, personally signed, and with a copy of the military orders attached, to the Georgetown University Veterans Office, 3520 Prospect St., NW, Room 224,

Washington, DC 20007; by FAX to (202) 687-2797; or by email to:
veteransservices@georgetown.edu.

C. University Procedures

Upon receiving notice of a student's intention to withdraw from courses or a program because of military obligations, the Georgetown University Veterans Office shall promptly contact the student's program leadership and campus registrar, who shall review the notice and initiate the military service leave of the student and notify the Office of Student Financial Services and the Office of Billing and Payment Services. The Office of Student Financial Services will review the student's eligibility for financial aid funds received before the time of withdrawal and inform the student about the status of his or her financial aid and about actions required to defer loan repayments based on military obligations. Students who are granted a military service leave will receive a 100% refund of tuition and fees charged for the semester or academic term in which they withdraw, but will be charged for housing and meal plan expenses already incurred. If the University determines that it is appropriate to award academic credit for work completed in the semester or academic term in which a student takes military service leave, the student shall not receive a refund for the portion of the course of study for which academic credit is awarded. No refund will be provided until the University receives a copy of the military orders necessitating the withdrawal.

II. Military Re-Enrollment Procedures

A. Definition

For purposes of this policy, a "military re-enrollment" is a University approved re-enrollment into a course or program after a military service leave.

B. Student Responsibilities

A student who has taken military service leave from the University or has had studies interrupted because of active duty or active service in a branch of the United States Armed Forces and wishes to re-enroll must:

Notify the University of the intention to return to resume a course of study upon conclusion of duty or service and present appropriate documentation. To qualify for military re-enrollment, a student must provide notice to the University within three years from the time he or she is discharged from military service or is placed on inactive duty of the intention to re-enroll. Notice should be provided in writing to the student's program leadership, as well as to the Georgetown University Veterans Office, and should include documentation (including an official certificate of release or discharge, a copy of duty orders, or other appropriate documentation) to establish that the student's withdrawal was related to service in the uniformed services and that the student is able to resume studies.¹ Military re-enrollment guarantees a student who meets these requirements access to the same course of study he/she was in at the time of withdrawal with no re-enrollment fee, unless a student receives a dishonorable or bad conduct discharge or has been sentenced in a court-martial.² Any student who did not give written or oral notice of service to the

¹ The University shall determine the adequacy of documentation with reference to 34. C.F.R. Sec. 668.18(g).

² The appropriate point in a course or program for a student to resume studies, the timing of re-enrollment, and the determination of the "same course of study" will be determined by the University taking into account the unique characteristics and requirements of that course or program and the modes in which it is offered (e.g., non-degree vs. degree, evening vs. day program, special program vs. standard program). If the

campus Registrar or the Veterans Office prior to withdrawal because of military necessity may, at the time the student seeks readmission, submit documentation that the student served in a branch of the U.S. Armed Services that necessitated the student's absence from the University.

C. University Procedures

A student who meets the notice requirements set forth herein will be granted military re-enrollment in the semester following the notice of intent to return, or, if the student chooses, at the beginning of the next full academic year. Upon returning to the University, the student will resume his or her course of study without repeating completed coursework and will have the same enrollment status and academic standing as before the military leave. The student will be charged the same tuition and fee amounts for the first year after re-enrollment as were charged in the semester of withdrawal.³ However, if military or veterans' education benefits will cover the difference between the tuition and fee amounts currently charged other students and the amount charged in the semester of withdrawal, the University may charge the amounts currently charged to other students.

If a student is not academically prepared to resume a course of study in which he or she was previously enrolled or is unprepared to complete a program, the University will determine whether reasonable means are available to help the student become prepared. The University may deny the student re-enrollment if it determines that reasonable efforts are not available, or that such efforts have failed to prepare the student to resume the course of study or complete the program. A student who has been away from the University on military service for more than five years (including all previous absences for military service obligations after initial enrollment but including only time the student spends actually performing service in the uniformed services) will not be guaranteed military re-enrollment, but may petition his or her program for consideration of military re-enrollment.⁴ A student who chooses at the conclusion of military service to enroll in a different course of study than the one the student was in at the time of military withdrawal must complete the regular admission and enrollment process for that course of study.

Satisfactory Academic Progress (SAP) for Financial Aid

Students on federal financial aid may be notified by the Office of Student Financial Services that they have been placed on financial aid warning or financial aid probation as a result of making unsatisfactory progress toward degree completion. It is very important that all students remain on track and any academic questions should be addressed to program advisors. All financial aid questions should be addressed to the Office of Student Financial Services.

Withdrawal from the Program

Students who wish to withdraw formally from a program should do so in writing via email to their program and also to the Office of Academic Affairs & Compliance (scsoaac@georgetown.edu) so that it may be recorded on their permanent record. The date of the email will be used as the official date of withdrawal and for any applicable refund. They should also contact the Office of Billing and Payment Services to satisfy all financial obligations to the University. It is the student's responsibility to keep all email correspondence related to withdrawals.

program in which the student was enrolled has been discontinued or is no longer offered, the University will enroll the student in the program that it determines to be most similar to that program or in a different program for which the student is qualified.

³ The appropriate tuition and fee amounts will be reflected on the bill that the student receives.

⁴ This cumulative leave of absence restriction shall be interpreted and applied with reference to 34 C.F.R. Sec. 668.18(c) and (e), which set forth rules for calculating cumulative absence due to military service.

Students who have withdrawn (or been withdrawn for failure to register) officially from their program may be required to fully re-apply through the *SCS Admissions* should they wish to return in the future (please see “Readmission after Prior Attendance” under “Academic Regulations”). Prior acceptance to a program in SCS does not guarantee future acceptance to that same or another program.

International students must meet with their Assistant Dean for International Students & Scholars for advising **prior** to withdrawing from a course or from a program.

Compassionate Withdrawals

We are committed to academic excellence and understand that a student’s academic progress might be unexpectedly hindered by non-academic circumstances related to their health, families, and/or professional obligations. We embrace the ideal of “Cura Personalis,” Latin for “Care of the Person,” which emphasizes the unique circumstances and concerns of each student.

In extremely rare circumstances when students are not able to withdraw on their own by the stated deadlines, typically due to documented health-related matters, students may petition Academic Affairs & Compliance (scsoaac@georgetown.edu) for a compassionate withdrawal. Such withdrawals cannot be allowed simply to avoid an unsatisfactory grade in a course or resulting academic action (like termination). Thus, the student’s instructor will also be contacted for input regarding attendance and grades earned throughout the semester when SCS reviews such requests.

Compassionate withdrawals can only be considered with verifiable, third-party documentation of extraordinary circumstances that would have prevented the student from withdrawing in a timely manner. Submission of documentation does not guarantee that a request will be approved. Compassionate withdrawal requests must be submitted in writing by the student no later than 60 days after the beginning of the semester following that semester in which the situation arose. If approved, compassionate withdrawal will result in a notation of “W” next to the withdrawn course(s). The outcome of a compassionate withdrawal appeal is considered final and without right of further appeal.

Students should keep in mind that late refunds are seldom allowable, even if the compassionate withdrawal has been approved. This process is not allowed for registration errors on the part of students who should have adjusted and verified their schedules during the regular add/drop and withdrawal periods. The Academic Affairs & Compliance Office does not make recommendations for refunds and respects the authority of Billing and Payment Services regarding all financial decisions. Requests sent to the Academic Affairs & Compliance will be forwarded to the Compassionate Withdrawal Committee which will make a recommendation to the Associate Dean.

Degree Time Limits

SCS prides itself on the currency and relevance of its courses and the knowledge base built within its programs. Thus, we encourage students to maintain a strong academic focus that will help them complete their program of study in a timely manner. The traditional MPS degree must be completed within five years from first registration. The Executive MPS must be completed within one year.

Students must request extensions in writing beyond the allotted time period. These requests are considered exceptions; they are neither automatic nor guaranteed and they will be reviewed on a case-by-case basis by their program and then by the Office of Academic Affairs & Compliance (scsoaac@georgetown.edu).

International students with F-1/J-1 visa status are required to register full-time (9 credits in the regular fall and spring semesters) and must therefore complete their degrees within four to five semesters. International students on a University-sponsored Visa who anticipate completing their programs sooner than anticipated (by registering in summer courses, for example), or later than expected, must contact their program, the Office of Academic Affairs & Compliance, and the Assistant Dean for International Students & Scholars as soon as those changes occur to discuss the possible ramifications to their Visa status.

Academic Overload

Semester/Term Overload

Students seeking permission to enroll in additional credits over the full-time semester limit for their program should consult with their program leadership and obtain advance permission for any additional coursework prior to the end of the add/drop period. Students assume academic and financial responsibility for all courses in which they enroll.

Professional Studies Degree Overload

We strongly recommend that students take only those courses required for their degree so that they can graduate in a timely manner. In rare cases, students in good academic standing (with a cumulative GPA of 3.000 or higher) may petition their academic programs to take an additional course as an elective or, in some programs, a few additional courses to complete a second concentration. In these circumstances, the grades and credits earned will automatically be factored into the student's cumulative GPA and count towards that degree at graduation. The student is fully responsible for notifying their program of their intent and receiving appropriate advising.

Students with a GPA under 3.000 are not typically eligible for this exception unless they have received a recommendation from their program and advance, written permission from the Office of Academic Affairs & Compliance to repeat a specific course following the policies outlined in this Handbook under "Repeating a Course" in the section "Grades and Grading."

In all cases, students assume complete academic and financial responsibility for all courses in which they enroll. Students are not permitted to enroll in additional coursework for the purpose of improving their GPA and/or preventing academic actions like Warning, Probation, or Termination. Under these circumstances, please note that grades of "B" or higher may be excluded (without a refund) at the time of graduation review. Unsatisfactory grades of "B-" or lower will not be excluded at any time, regardless of whether or not a student has received permission to enroll in those courses.

Re-Admission after Prior Attendance

The SCS graduate courses and degrees reflect the most current research material and academic and professional standards; therefore, students are expected to make adequate, timely progress towards completion of their studies. Students who do not register in a regular Fall or Spring semester (Summer is also included for EDM, PPM and GSC students) and who do not apply for an official Leave of Absence (please see "Leave of Absence" under "Registration & Enrollment Policies") are withdrawn from those programs for failure to register. The notation "Withdrawn, Failure to Register" will be entered onto the official transcript.

Former students who wish to return after being officially withdrawn must submit a written appeal to the Office of Academic Affairs & Compliance if they meet any of the following conditions:

1. The student is requesting a return after any absence during which s/he studied at another institution without prior written permission. These students will be evaluated as transfer students. Credits earned elsewhere without advance, written permission from their

academic program and the Office of Academic Affairs & Compliance (scsoaac@georgetown.edu) may not be accepted towards their degree;

2. The student is international and requires Visa support through Georgetown University;
3. The student was on *academic probation* (with a GPA under 3.000) at the time of last attendance;
4. The student was in provisional, non-degree status at the time of last attendance.

Prior acceptance to an SCS program does not guarantee future acceptance to that same or another program regardless of coursework completed or GPA. Students who are permitted a return under the above circumstances may be required to complete additional coursework or requirements for those degrees if earlier requirements have changed. Former students who must re-apply will be required to meet all application deadlines for timely review.

Former students who were terminated or dismissed from the School and University due to academic reasons or due to a violation of the Honor Code or Student Conduct must complete the "Appeal of Termination or Dismissal" process.

Re-Enrollment after Prior Attendance

If none of the conditions listed for required readmission review are met, then former students may submit a request to re-enroll by (a) completing the Re-enrollment Request Form and (b) writing a brief essay explaining the reasons they left their studies, why they would like to return at this time, and how they are prepared to successfully complete their studies within the time limit for their degree. The form and essay should be returned to the Office of Academic Affairs & Compliance (scsoaac@georgetown.edu) with the approval of the program at least two weeks prior to the start of the semester for which the student is requesting to return.

Re-Enrollment applies only to students who have already completed courses in pursuit of degree completion. Students who have deferred their enrollment, whether officially in writing or unofficially through failure to register, are required to re-apply after the maximum time period for deferral has elapsed. The Student Forms page contains the latest *Re-Enrollment Request Form*.

Termination and Dismissal Appeals

Students who have been terminated or dismissed because their GPA is at such a low level that it would be mathematically impossible for them to graduate cannot appeal that decision. In these unfortunate cases, there is no way that students could reach the required GPA for graduation, as students cannot register for more than the required credits for the purpose of improving their GPA.

In all other cases of degree-candidacy termination or academic dismissal, former students may submit a written request to return to the Associate Dean of Academic Affairs & Compliance on behalf of the Dean of the School of Continuing Studies. A return after termination or dismissal should not be expected. Return recommendations will be based upon not merely the best interests of the student's clear evidence of probable future academic success, but also the best interests of the academic program, School, and University.

In the appeal request, the former student should (1) discuss all factors that hindered his or her academic progress in the program (including personal, medical, family, or professional circumstances) and (2) explain fully the steps completed by the former student to address these circumstances so that he or she would successfully complete a course of study should a return be recommended. The student may also supply third-party documentation of these changes in support of a return. Students should email their written appeals and supporting documentation to the Associate Dean of Academic Affairs & Compliance at scsoaac@georgetown.edu.

The appeal process is designed to deal with exceptional cases of a complex nature. The MPS Academic Council will review the request and make an official recommendation to the Associate Dean of Academic Affairs & Compliance who will then notify the student. The decision is final and not open to further appeal.

If it is determined that the student's termination is based on failure to satisfy standard requirements for the degree without exceptional, complicating circumstances, the student's request for an appeal will most likely be denied. If it is determined that such exceptional circumstances do exist (and that it is mathematically possible for the student to return and complete his or her studies within the credit limit), then the Associate Dean will refer the appeal to the MPS Academic Council for review.

Former students who have been terminated or dismissed and allowed to return on probationary status may be held to higher academic standards or be required to earn specific grades in certain courses. The original termination or dismissal notice remains on the official transcript. A second dismissal or termination will be final and without right of further appeal.

GRADES & GRADING

Graduate Grading System

Final course grades for graduate-level coursework are recorded as follows:

A	4.00	I	Incomplete
A-	3.67	W	Withdrawal
B+	3.33	S	Satisfactory (“B” or better required for “S”)
B	3.00	U	Unsatisfactory (“B-” or lower results in “U”)
B-	2.67	IP	In Progress
C	2.00	NR	Not Reported*
F	0.00	AU	Audit (Not an option for SCS graduate students)**

Course grades of C+ or C- or D cannot be assigned to any graduate-level course under any circumstances.

The Grade Point Average (GPA) is calculated by dividing the total number of quality points earned at GU in the program by the total number of academic credits attempted at GU in the program. The current GPA is included on the student’s degree audit and transcript which the student views in MyAccess. (Transfer credit counts toward the total number of academic credits earned, but grades from those courses are not transferred or included in the cumulative GPA.)

*The “NR” code is not considered an Incomplete (“I”) and is not treated the same way as an Incomplete (“I”). The “NR” code is reserved for the few situations that arise when the deadline for that grade has been met but the grade for that course has not yet been submitted by the instructor as a result of a program’s direction.

The grades of Satisfactory (“S”) or Unsatisfactory (“U”) are awarded for pass/fail courses only and cannot be earned in classes not already officially designated to be pass/fail by the Office of Academic Affairs & Compliance and the academic program. A grade of “B” or better is required for a graduate student to be assigned an “S”; a grade of “B-” or lower results in a grade of “U” and there will be no earned credit. Grades of “S” and “U” are not included in the calculation of a student’s GPA; however, for the purpose of reviewing academic performance leading to academic probation or termination, a “U” is treated the same as an “F.”

**Professional Studies courses cannot be audited (by students within those programs or by visiting students). SCS firmly believes that our students register for courses for credit and grades to help ensure active participation and the successful, timely completion of assignments.

In order to be considered in good academic standing, students must maintain a minimum semester and cumulative GPA of 3.00 (solid “B” average). In addition, a minimum GPA of 3.00 is required of all degree students to be eligible for graduation. Georgetown does not round the GPA; thus, a student with a 2.999 cumulative GPA would not be allowed to graduate and would be terminated from the program. There are no exceptions to this minimum academic standard.

Academic Standing

Academic excellence is one of the defining characteristics of Georgetown, and SCS graduate students are expected to make consistent progress in their degree and programs. Students with a cumulative and semester GPA of 3.00 (solid “B”) or better are considered in good academic standing.

Good academic standing is required to be considered for some special requests at the School-level (such as participation in the Consortium of Universities) and for other requests at the program level (such as approval for certain internships and independent studies). Students are subject to academic Warning, Probation, Dismissal or Termination depending upon their GPA and other factors.

Academic Standing

Good Academic Standing

Students with a cumulative and semester GPA of 3.000 (solid "B") or better are considered in good academic standing. Good academic standing is required to be considered for some special requests at the School-level (such as participation in the Consortium of Universities) and for other requests at the program level (such as approval for certain internships and independent studies).

Warning

Students with a semester GPA under 3.000 but with a cumulative GPA of 3.000 or better are placed on academic warning. A notice is sent to the student and the student's academic program when a student is on warning. Some programs may require a meeting when a student is placed on Warning.

Probation

Students are placed on academic probation when (1) they earn one "F" or "U" in a single semester; or (2) when their cumulative GPA falls below a 3.000. Unless they meet the criteria for termination or dismissal as outlined below, students remain on probation until their GPA improves to a 3.000 or better. Some majors may require a meeting with their program leadership when a student is placed on Probation.

Termination of Degree Candidacy

MPS students are automatically terminated from degree candidacy under any of the following conditions:

1. Upon accumulating two grades or 6-credits of "F" at any point, regardless of their cumulative GPA.
2. Upon accumulating three grades or 9-credits of "B-" or lower and their cumulative GPA is below 3.000.
(*For purposes of Termination, a "U" is considered a "B-" or lower at the graduate-level.)
3. If their cumulative GPA is at such a low level that raising it to the required level to be eligible for graduation within the program credit limit becomes mathematically impossible.
Termination for this reason is considered final and not open to appeal.
4. If they are unable to complete individual program requirements with acceptable grades (such as Ethics and Capstone with a "B" or better in each) during the allotted time period.

A student's candidacy may also be terminated for such reasons as making unsatisfactory progress toward a degree as defined by that student's specific major or for violating the time limit for completion of the degree.

Academic Dismissal (Provisional, Non-Degree Students)

Provisional, non-degree students are automatically academically dismissed academically under any of the following conditions:

1. Upon accumulating one grade of "B-" (2.67) or lower at any point, regardless of their cumulative GPA. For purposes of Dismissal, a "U" is considered a "B-" or lower at the graduate-level.
2. If they are unable to complete individual program requirements with acceptable grades during the allotted time period of one academic year (fall/spring/summer).

Course Syllabi and Grading Criteria

Each course will have a syllabus that clearly describes the performance expectations for the course including details on each assignment, quiz, and examination. Learning outcomes will be included along with appropriate measurements for those outcomes.

Students should note that course syllabi are agreements between the instructor and students, but they are not contracts, nor should they be regarded as such. In certain situations, instructors may need to change some course requirements (including due dates and percentage allocations for assignments) during the semester. In those cases, instructors should notify students of those changes as quickly and clearly as possible, and they should apply those changes uniformly to the course.

Grading Scales

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

Late Coursework

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

Class Attendance/Absence

Students are expected to attend all class sessions, including participation in activities required by the instructor during campus “closure,” and to complete all assignments in a timely fashion.

Since active participation and discussion are required in most courses, absences have an adverse effect learning the material, participation and the calculation of a student’s final grade. Students should **not** assume that they will be dropped or withdrawn due to absenteeism, however, and they will be charged tuition for the period of time they remain registered in courses and will be assigned a final grade.

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

Accommodating Students’ Religious Observances Policy

Georgetown University promotes respect for all religions. Any student who is unable to attend classes or to participate in any examination, presentation, or assignment on a given day because of the observance of a major religious holiday or related travel shall be excused and provided with the opportunity to make up, without unreasonable burden, any work that has been missed for this reason and shall not in any other way be penalized for the absence or rescheduled work.

Students will remain responsible for all assigned work. Students should notify instructors in writing at the beginning of the semester of religious observances that conflict with class meetings.

Before classes begin for a given semester, the Office of the Provost, in consultation with Campus Ministry and the Registrar, will publish a list of major religious holidays likely to affect Georgetown students. The Provost and the Main Campus Executive Faculty encourage faculty to accommodate students whose bona fide religious observances in other ways impede normal participation in a course. Students who cannot be accommodated should discuss the matter with a program advisor. Approved holidays can be found at: https://campusministry.georgetown.edu/religious_holy_days.

Incomplete Grades and Deadlines

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

All Incompletes should be requested first by the student of the instructor. If the instructor approves the Incomplete, then the instructor must request the program's approval before granting an Incomplete grade. On receiving the program's approval, the instructor must notify both the program and the Associate Dean of Academic Affairs & Compliance (scsoaac@georgetown.edu) explaining (a) the remaining course requirements and (b) due date (not to exceed the dates listed below).

If the instructor grants a student additional time to complete the coursework and the work is completed on or before the established extension deadline, the "I" is changed to the appropriate grade. This policy is applicable to all Professional Studies courses as well as courses students may take outside the program here at Georgetown or another university.

Professional Studies deadlines for the submission of Incomplete coursework by the student:

- March 1: for a course taken in the fall term
- July 15: for a course taken in the spring term
- October 15: for a course taken in the summer term

If these dates fall on a weekend, the following Monday will be the deadline. All assignments to be completed by those dates must be delivered to the program leadership and instructors no later than 4 p.m. EST on or before the date listed above. The student is responsible for ensuring any emailed work, including attachments, is received and can be opened by the recipient.

Submissions after the published deadline date and time will not be accepted and the grade of "I" will automatically change to the grade of "F." Upon receipt of the final assignment(s) by the deadline, the instructor will review the work submitted and send a grade change report to the Office of Academic Affairs & Compliance (scsoaac@georgetown.edu) for final review. The instructor must submit this grade change within two weeks of receiving a student's completed work.

In extremely rare cases, students may request an extension of the Incomplete deadline listed above due to unexpected extenuating circumstances that arise while they are working on those incompletes (such as a sudden illness, death in the family, unforeseen professional

responsibilities, and so on). Such extensions requests are to be sent for review and approval consideration to both the course instructor and the program leadership in advance of the deadline listed above.

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

EDM, PPM and GSC Students please note: An incomplete in the field experience of an Emergency & Disaster Management (EMPS), Program & Portfolio Management, or Global Strategic Communications module is not possible, and an incomplete in the technology enhanced portion of an EDM or GSC course is highly discouraged. In the event of an unanticipated emergency, a one-week incomplete may be allowed for coursework. If the incomplete is not satisfied within that timeline, an “F” grade will be applied to that course and the student will be terminated from the program.

Repeating a Course

Students may not repeat any course except under the following circumstances:

- A. Students who have not been terminated or academically dismissed may be permitted by their program to repeat a single course one time at their own expense in which a grade of “F” has been received. If such a course is repeated, all registrations for that course and their respective grades, including the original grade of “F,” will remain on the transcript. Both the original grade of “F” and the grade of the repeated registration will be included in calculating the GPA used to evaluate the student’s academic standing and eligibility to graduate. If a course is no longer offered, the program may allow the student to take a content-similar course as the “repeat” for it.
- B. If a program requires a grade of “B” (3.00) or better in a required course, and the student earns a grade below this level (without having been terminated or dismissed academically), the program may permit the student to repeat it one time at his/her own expense. Both the original grade of “F” and the grade of the repeated registration will be included in calculating the GPA used to evaluate the student’s academic standing and eligibility to graduate. Individual programs may also limit courses that can be repeated.

Credits in a repeated course only count once toward the requirements of a student’s degree even though both grades are factored into the GPA and remain on the transcript.

Students in the Executive MPS programs who have earned a grade of “B-“ or “C” in the first module of the program (MPEM 500, “Theory & Legal Framework;” MPPP 500, “Leadership Development;” or MPGC 500, “Global Leadership & Communications”) or Capstone (MPEM 900) and were not academically dismissed, or who withdrew from either course, must request to go on a Leave of Absence until that course can be repeated in the next year’s co-hort.

Course Grade Changes and Time Limits

Students are responsible for verifying the accuracy of their grades, degree audit, and transcript at the conclusion of every semester. If the student discovers a legitimate error in the recording of the grade, he or she should contact the instructor of the course immediately (within 30 days

following the last day of classes for the semester in which the course was offered) to discuss the matter.

Grades cannot be changed more than three consecutive semesters (fall/spring/summer; spring/summer/fall; summer/fall/spring) following the end of the semester in which the course was originally offered. After the degree has been conferred, the transcript is considered final.

If the instructor agrees that the grade was recorded incorrectly (e.g., because of an error in recording or due to a legitimate grading or calculation error), then s/he should send a Grade-Change Authorization Form with a signed statement of the reason for such a change to the Associate Dean of Academic Affairs & Compliance (scsoaac@georgetown.edu) for final review.

Grade change requests cannot be accepted from anyone other than the instructor of record for the course. If the instructor does not agree that the grade was recorded incorrectly, and the student wishes to appeal the grade, the student should follow the “Course Grade Appeal” process below.

Please note: No additional or revised coursework can or will be accepted to improve a student’s course grade after that course has been completed.

Course Grade Appeals

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

The grade appeal procedure is not set up to address allegations of discrimination (please see the “Non-Discrimination Policy” under “University and Program Policies” in this Handbook). However, SCS takes all such allegations very seriously and advises that students who believe they have been discriminated against make a formal complaint through 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/.

Pending Grade Appeal

A student may request a delay in imposing academic termination from the Associate Dean for Academic Affairs & Compliance (scsoaac@georgetown.edu), because of a pending grade appeal that could change the student’s status. An approved delay allows the student to register while on termination. This request must be submitted by the student in writing to the Associate Dean at least two weeks prior to the first day of classes of the semester in which the termination has been placed. Submission of a request does not guarantee approval will be granted.

If the grade appeal is successful, the official transcript is corrected and the student continues in classes. If the grade appeal is not successful, the student is required to stop attending all classes immediately. No record of registration for the academic period appears on a transcript and the student receives the appropriate refund as of the decision date.

Grade Appeal Process

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 the final grade was incorrectly assigned, s/he may then appeal in writing to the leadership of the program offering the course. The student must 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 the semester in which the contested grade was received. The course instructor may also be contacted by the program for additional information. Upon completion of this review, the program may decide (1) there is no basis for the appeal and the original grade will be upheld or (2) the appeal warrants further review by a faculty committee comprised of three faculty members within that program. If a committee is called, the program leadership will name a chair and all members will review the information and assignments and then make a formal, written recommendation. In re-evaluating the student's work, the committee can decide to raise, sustain, or lower the grade. In either case, the program leadership will not judge the academic merit of the assignments; rather, they will review the situation solely to ensure that the grading criteria were followed and applied to all students. After investigating the matter fully, the program will make a recommendation to the Associate Dean for Academic Affairs & Compliance.
- C. If, after speaking with the instructor and the program offering the course, the student would like to appeal further based solely upon procedural grounds, s/he may then submit a formal request to the Associate Dean for Academic Affairs & Compliance (scsoaac@georgetown.edu) and the Deputy Dean of the School of Continuing Studies for final review. The Associate Dean will complete an investigation on behalf of the Deputy Dean. This process must begin no later than 90 days after the beginning of the semester following the semester in which the contested grade was received. This final level of appeal reviews the administrative handling of the appeal only. Neither the Associate Dean nor the Deputy Dean of SCS will evaluate the academic merit of the work (such as re-grading a paper or test). The decision at this level of appeal is final and not open to further appeal.

Student Grievance Process

The Office of Academic Affairs & Compliance (scsoaac@georgetown.edu) advises students regarding academically-related grievances (such as grade appeals) and guides students to appropriate University offices and resources for other types of non-academic concerns. In rare instances, the Office of Academic Affairs & Compliance, Deputy Dean, or Dean may call together an *ad hoc* Academic Appeals Committee to review written requests from students for major exceptions to policies or academic complaints of a complex nature. This Committee is comprised of SCS Graduate Professional Studies program staff and/or faculty and makes recommendations to the Office following a formal review. Depending on the request or complaint, the Committee members may conduct interviews with relevant parties, including staff and faculty, and can also request additional information and documentation from those parties to help them make an informed recommendation.

The student will be notified in writing of the membership of this Committee. If the student objects for cause to the appointment of one or more members of the Committee, the reason for objection should be made known in writing before the Committee begins its review of the appeal. As per University policy, those who file good faith grievances or reports of problems will not be subject to retaliatory action.

PROFESSIONAL STUDIES DEGREE PROGRAMS

Master of Professional Studies (MPS) Description

Colleges and universities offer a variety of graduate-level degrees, such as the more traditional, research-focused Master of Arts (MA) and Master of Science (MS); the arts-focused Master of Fine Arts (MFA); and those degrees focused on specific aspects of industry, including the Master of Public Administration (MPA), the Master of Business Administration (MBA), and the Master of Professional Studies (MPS). These degrees are further differentiated by such factors as their pedagogical focus, curricula (course offerings and requirements), and culminating projects.

Each of the MPS majors in the School of Continuing Studies focuses on applied, practical learning targeted to professional careers in

- Emergency & Disaster Management, EDM (Executive MPS and MPS)
- Global Strategic Communications, GSC (Executive MPS)
- Hospitality Management, HM
- Human Resources Management, HRM
- Integrated Marketing Communications, IMC
- Journalism, JO
- Program & Portfolio Management, PPM (Executive MPS)
- Project Management, PM
- Public Relations & Corporate Communications, PRCC
- Real Estate, RE
- Sports Industry Management, SIM
- Systems Engineering Management, SEM
- Technology Management, TM
- Urban & Regional Planning, URP

The minimum school-wide requirements for the MPS degree are described below; however, each program can have additional and/or stricter requirements specific to their major. Therefore, students are encouraged to maintain regular contact with their academic advisors throughout their studies.

Learning Goals for the Professional Studies Graduate Degree

The Professional Studies degree was created to help students develop the advanced academic and professional skills needed to succeed in their chosen field: Emergency & Disaster Management; Global Strategic Communications; Program & Portfolio Management; Human Resources Management; Integrated Marketing Communications; Journalism; Project Management; Public Relations & Corporate Communications; Real Estate; Sports Industry Management; Systems Engineering Management; Technology Management; and Urban & Regional Planning. Students who complete the MPS degree in these fields will:

- A. Develop a strong ethical foundation based upon established standards within that field;
- B. Solve real-world professional problems through applied learning exercises;
- C. Hone research and writing skills to produce professional documents in line with current industry standards;
- D. Complete assignments both individually and collaboratively in a team environment;
- E. Produce a final capstone project that reflects the culmination of their learning experiences in their program.

In addition to the goals described above, each Professional Studies major has learning goals that are specific to that particular academic and professional field.

Minimum Requirements for the Professional Studies Graduate Degree

The Core requirements for all Professional Studies programs, regardless of the major are:

- A minimum cumulative GPA of a 3.000
- Core course: Ethics
- Core course: Capstone
- These requirements cannot be waived or substituted under any circumstances. Neither the Ethics nor Capstone course can be transferred into Georgetown SCS from another institution or academic program.

The following majors are contained in the 30-credit Professional Studies degree:

- Emergency & Disaster Management - EDM (Executive MPS)
- Global Strategic Communications – GSC (Executive MPS)
- Human Resources Management – HRM (students admitted before Fall 2013)
- Journalism - JO
- Program & Portfolio Management – PPM (Executive MPS)
- Project Management - PM
- Public Relations & Corporate Communications - PRCC
- Real Estate - RE
- Sports Industry Management – SIM
- Systems Engineering Management – SEM
- Technology Management – TM

The following majors are contained in the 33-credit Professional Studies degree:

- Emergency & Disaster Management - EDM (MPS)
- Hospitality Management – HM
- Human Resources Management – HRM (students admitted in/after Fall 2013)
- Integrated Marketing Communications – IMC

The following major is contained in the 42-credit Professional Studies degree:

- Urban & Regional Planning – URP

Core Course Requirements (Ethics and Capstone)

Ethics in the Profession and *Capstone* are the two Core courses unique to the Professional Studies degree and are requirements in all of the majors. Neither the Ethics nor Capstone course can be transferred into Georgetown SCS from another institution or academic program. Ethics is a core component of both “Theory & Framework” (MPEM 500) in the EDM program, “Leadership Development (MPPP 500) in the PPM program, and “Global Leadership & Communications” in the GSC program. Due to their fundamental importance, Core courses cannot be waived under any circumstances. Students should take the *Ethics* course within their first two semesters as it sets the foundation for ethical behavior within that field. The *Capstone* course is typically taken in the student’s final semester before graduation. We strongly recommend that students schedule time with their program leadership to discuss ideas for their Capstone course after they have earned 21-24 credits.

Due to the academic requirements and time commitment expected of students in Capstone, we strongly recommend that students take this course by itself or with no more than one additional course during their final semester. If possible, the *Capstone* should be taken as the only course in the final semester. Once they have chosen their topic for their *Capstone*, students should meet periodically with both their *Capstone* course advisor and their program leadership to ensure that they are successfully meeting the requirements to earn credit. Copies of all *Capstone* projects remain on file with the academic programs.

International students on University-sponsored Visas should contact the International Program Advisor if they plan on registering part-time in their final semester. They may qualify for a special exemption to their Visa while for part-time status on a one-time basis. There is no guarantee of exemption, so international students must contact the International Program Advisor in advance of their final semester to discuss this option.

The five sequential modules in Emergency & Disaster Management, Program & Portfolio Management, and Global Strategic Communications are all considered Core requirements, and the Urban & Regional Planning major requires seven Core courses. These courses cannot be waived under any circumstances.

Nearly all of the MPS majors require a grade of “B” (3.00) or better in the Ethics course, and all MPS majors require a grade of “B” (3.000) or better in the Capstone courses; both are required for graduation. The PRCC and IMC majors do not require a minimum “B” grade in Ethics but do require a minimum “B” grade in Capstone.

As a result, students who earn a “B-” (2.67) or lower cannot graduate, even if they have a cumulative GPA of 3.000 overall. These students are required to repeat the course with a “B” or better (at their own expense and within the following academic year) to prevent degree candidacy termination. Both grades remain on the student’s transcript and are factored into the cumulative GPA.

Foundation Course Requirements

In addition to the required Core courses (*Ethics in the Profession* and *Capstone*), some programs have specific foundation and major requirements. Foundation requirements are integral courses that provide students with the academic background needed for success within those programs and professions. In some cases, programs may also require students to earn minimum grades of “B” (3.000) or better to satisfy a requirement (students should consult with their program to ensure that they meet all additional requirements for those majors and the “Program Guidelines” section of this Handbook).

The Schedule of Classes available at registrar.georgetown.edu/ includes course notes and/or descriptions and typically states which courses fulfill a foundation, major, or concentration requirement.

- All traditional Master of Professional Studies courses are found under “Prof Studies” followed by the major designation (EDM, HRM, IMC, JO, PRCC, PM, RE, SEM, SIM, TM and URP).
- All Executive Professional Studies EDM courses are found under “Exec Prof Studies Emerg Mgmt.” All Executive Professional Studies PPM courses are found under “Prof Studies Prgm & Portf Mgmt.” All Executive Professional Studies GSC courses are found under “Global Strategic Comm.”

Concentration Requirements

A concentration is a cohesive collection of four or more courses (12 credits minimum; some programs may require more credits for a concentration) within an academic program that focuses more specifically on an academic and professional content area.

Some majors require students to complete an official area of concentration for the degree; other programs allow a more flexible, individualized program with recommended courses for students to build expertise within an unofficial concentration. Select examples of official concentrations

include: Diversity and Inclusion Management (HRM); International Real Estate (RE); Business, Management, and Operations (SIM); and Information Security (TM).

Students who enroll solely in online courses or who choose not to designate a Concentration officially (within those programs that have them) will be considered "generalists" within their program. For those programs that have official Concentrations, students must submit a Declaration of Concentration form to their academic program for review and approval. The program will forward approved Concentration forms to the Office of the Registrar for posting.

The majors of Integrated Marketing Communications, Journalism, Public Relations & Corporate Communications, and the Executive MPS programs do not offer any official concentrations. Students should consult with their programs to determine their concentration offerings and requirements.

Students who wish to complete additional coursework for more than one official concentration can cross-count no more than one course (3 credits) between concentrations. Therefore, each concentration must consist of at least 9 original credits that apply to that concentration alone.

Please note: Some programs do not allow any courses or credits to cross-count. In those programs, students must complete courses that are unique to each concentration. Students must receive advance, written permission to register for additional coursework for more than one concentration (please see "Academic Overload" policy). Concentrations can be tracked in the Degree Audit function in MyAccess, but they are not listed on transcripts.

Executive MPS Degree Description

The Executive Master of Professional Studies (EMPS) degree includes the Emergency & Disaster Management (EDM), Program & Portfolio Management (PPM), and Global Strategic Communication (GSC) programs and is exclusive to these majors.

The EMPS is typically designed as a year-long intensive program that combines technology-enhanced learning with hands-on required field-study at various domestic and international locations. The Executive MPS degree is a five module program (6-credits per module/course) taken in a lock-step order as a pre-requisite to the next module.

This is a practice-oriented curriculum – a hallmark of Georgetown’s professional studies graduate programs – putting students in the action and encouraging expansive thinking about current strategies and systems.

Program Guidelines: Emergency & Disaster Management (Executive MPS)

Faculty Director, Tim Frazier, Ph.D.

Program Director, Joelle Miles

Program Manager, Kristen Chellis

scs.georgetown.edu/edm

Mission Statement

The Georgetown University Executive Master's in Emergency & Disaster Management program prepares students for leadership positions in emergency management through experiential learning, which focuses on critical thinking, decision-making, and ethical leadership.

Learning Goals

Students who successfully complete the Executive MPS in Emergency & Disaster Management will:

- A. Demonstrate advanced competency through theoretical and field exercises assessed in five content-based courses;
- B. Identify and understand fundamental local, state, federal and international rules and regulations so that they can respond ethically and legally to emergencies and disasters;
- C. Analyze and reflect upon local, state, federal and international responses to emergencies and disasters so that they can formulate informed, well-reasoned and professional recommendations for both preventive measures and future responses to such situations;
- D. Prepare response plans for multiple types of emergencies and disasters and adapt those plans to respond quickly, ethically and effectively to changing situations;
- E. Make critical decisions in times of extreme pressure and quickly changing variables;
- F. Identify and educate appropriate constituents and concerned parties (the public, supervisors, team members, colleagues, private sector, military and other officials) through communications plans targeted to their specific needs;
- G. Create, coordinate and implement an immediate and effective emergency management response plan that responds to a crisis. In short, transcend traditional thinking and become a leader in the profession of disaster management.

Executive MPS Degree Requirements in Emergency & Disaster Management

The Executive Master of Professional Studies (EMPS) degree in Emergency & Disaster Management (EDM) is a one-year intensive program. Students must successfully complete all five, six-credit program modules, and earn a minimum cumulative GPA of 3.00 (solid "B") for good academic standing and to be eligible to graduate.

Two of the five modules satisfy the Core courses that are unique to the MPS degree: Theory & Legal Framework (MPEM-500) and Capstone (MPEM-900). A grade of "B" or better is required in both of these course modules to qualify for graduation.

The modules are taken in sequential order; modules/courses cannot be waived; and transfer credits cannot be applied to this program. Requests for exceptions will not be considered. Each module combines online learning activities with intensive, on-site week-long sessions.

The five contiguous modules provide students with rigorous online study combined with hands-on field experiences. As a cohort-based program, students must enroll in the program in the fall, at the beginning of each academic year.

Students who have earned a grade of “B-“ or “C” in Theory & Legal Framework (MPEM-500) or Capstone (MPEM-900) and do not meet the criteria for termination, or students who withdrew from a module, must request to go on a leave of absence until that module can be repeated in the next year’s cohort. Since these courses/modules are 6-credits each, one “F” grade will automatically terminate degree candidacy.

An incomplete in the field experience of an Emergency & Disaster Management module is not possible, and an incomplete in the technology enhanced portion of an EDM course is highly discouraged. In the event of an unanticipated emergency, a one-week incomplete may be allowed for coursework. If the incomplete is not satisfied within that timeline, an “F” grade will be applied to that course and the student will be terminated from the program.

Anticipated 2016-2017 Calendar (Contact Program Director for Final Dates)

Course	Course Dates	Onsite Dates*	Field Location
MPEM-500 Theory & Legal Framework 6 credits	Aug 31 – Oct 24, 2016	Sep 18-24, 2016	Washington, D.C.
MPEM-600 Natural Disasters 6 credits	Oct 26 – Dec 19, 2016	Dec 12-17, 2016	New Orleans, L.A.
MPEM-700 Terrorism & WMD 6 credits	Jan 11 – Mar 5, 2017	Feb 27 – Mar 4, 2017	Domestic Location TBC
MPEM-800 U.S. Support to a Foreign Disaster 6 credits	Mar 15 – May 8, 2017	May 1 – 6, 2017	Foreign Location TBC
MPEM-900 Capstone 6 credits	May 22 – Aug 11, 2017	May 22 – Aug 11, 2017	Washington, D.C.

Travel Requirements*

Each course ends with field work that is one-week-long to provide students with practical skills and knowledge they can use to advance as emergency management leaders. Students are required to be onsite the evening before the day the onsite program begins and leave the date after the program ends. Students are responsible for travel cost to/from each intensive location. Lodging, some meals, and transportation to on-site field study locations are covered by regular tuition.

Licensure Disclosure

This program does not provide any professional licensure or certification. Though not required, students may wish to research and seek certification related to emergency and disaster management through a professional organization.

Program Guidelines: Emergency & Disaster Management (MPS)

Faculty Director, Tim Frazier, Ph.D.

Program Director, Joelle Miles

Program Manager, Kristen Chellis

scs.georgetown.edu/edm

Mission Statement

The Georgetown University MPS in Emergency & Disaster Management program prepares students for positions in emergency management through a combination of theoretical and experiential courses that focus on critical thinking, decision-making, project management, communications, and emerging technologies.

MPS Degree Requirements in Emergency & Disaster Management

The MPS-EDM program consists of 33 credits (11 courses), and a minimum cumulative GPA of 3.00 (solid "B") is required to maintain good academic standing and to be eligible for graduation. Students who satisfactorily fulfill all course requirements set forth by the program guidelines below will be eligible to receive a Master of Professional Studies degree in Emergency & Disaster Management.

Learning Goals

Upon completion of the MPS in Emergency & Disaster Management, students will be able to:

- A. Develop effective practices for working within the parameters of local, state, federal, and international rules, regulations, and procedures in order to respond ethically, efficiently, and legally to emergencies and disasters.
- B. Evaluate local, state, federal, and international responses to emergencies and disasters by analyzing case studies, both historical and theoretical, in order to generate informed, well-reasoned, and professional recommendations for both preventive measures and future responses.
- C. Create response plans for multiple types of emergencies and disasters (including natural disasters, terrorist attacks, public health emergencies, and technological disasters) and demonstrate agile problem-solving skills and the ability to adapt to changing situations.
- D. Apply a strong ethical framework to evaluate crisis situations and exercise critical decision-making skills during times of extreme pressure and rapidly changing variables.
- E. Understand social and cultural aspects of disaster preparedness and response in order to best serve diverse and/or vulnerable populations.
- F. Devise targeted communications plans for stakeholders (e.g., the public, supervisors, colleagues, private sector, military, and other officials).
- G. Understand how to coordinate and manage different organizations, agencies, and levels of government before, during, and after a disaster.
- H. Plan and execute budgets and exercise fiscally responsible decision-making and resource management.
- I. Demonstrate an understanding of the possibilities and limitations of the various technologies available to detect and respond to emergency situations.

Curriculum Overview and Course Progression

The table below outlines the course progression for students completing the MPS-EDM program. It is anticipated that students will take two three-credit courses each semester, on average; however, they will have the option to progress at a slower or faster pace if they desire. Courses will be delivered in either a 15-week full-semester format or a half-semester 7.5-week format, as recommended in the instructional planning process. The capstone course will be taught over the full length of a term so that students have adequate time to fully develop their capstone projects.

Degree Program Course Requirements, Credits, and Course Type

Course Name	Credits	Course Type
MPDM 500: Ethics and Critical Decision Making	3	Core
MPDM 600: Theory and Legal Framework	3	Foundation
MPDM 610: Project Management and Budgeting for Emergencies and Disasters	3	Foundation
MPDM 620: Strategic Crisis Communications and Stakeholder Engagement	3	Foundation
MPDM 630: Current and Emerging Technologies in Emergency and Disaster Management	3	Foundation
MPDM 640: Natural and Technological Disasters	3	Elective
MPDM 650: Weapons of Mass Destruction and Terrorism	3	Elective
MPDM 660: International Humanitarian Disasters	3	Elective
MPDM 670: Socio-Cultural Dimensions of Emergency Management	3	Elective
MPDM 680: Applied Methods in Emergency and Disaster Management	3	Elective
MPDM 900: Capstone	3	Core

Program Requirements

All students in the MPS in Emergency & Disaster Management program are required to complete two core courses: *Ethics* and *Capstone* with grades of “B” or better to be eligible to graduate. The first core course, *Ethics and Critical Decision Making*, is taken at the beginning of the student’s studies, and the second, *Capstone*, is taken during the student’s final term.

Core Courses (6 Credits)

MPDM 500: Ethics and Critical Decision Making (3 credits)
MPDM 900: Capstone (3 credits)

Foundation Courses (12 Credits)

Course titles for each of the four foundation courses for the MPS-EDM program are provided below.

MPDM 600: Theory and Legal Framework (3 credits)
MPDM 610: Project Management and Budgeting for Emergencies and Disasters (3 credits)
MPDM 620: Strategic Crisis Communications and Stakeholder Engagement (3 credits)
MPDM 630: Current and Emerging Technologies in Disaster Management (3 credits)

Elective Courses (15 Credits)

Sample courses are listed below. SCS anticipates adding elective courses to respond to program growth, industry developments, and student demand.

MPDM 640: Natural and Technological Disasters (3 credits)
MPDM 650: Weapons of Mass Destruction and Terrorism (3 credits)

MPDM 660: International Humanitarian Disasters (3 credits)

MPDM 670: Socio-Cultural Dimensions of Emergency Management (3 credits)

MPDM 680: Applied Methods in Emergency and Disaster Management (3 credits)

Licensure Disclosure

This program does not provide any professional licensure or certification. Though not required, students may wish to research and seek certification related to emergency and disaster management through a professional organization.

Program Guidelines: Global Strategic Communications

Senior Associate Dean, Denise Keyes, M.A.

Full-Time Faculty, Lisa Darr Feldner

Program Director, Maria Holsopple

scs.georgetown.edu/gsc

Mission Statement

The Georgetown University Executive Master's in Global Strategic Communications program is committed to cultivating communications leaders through an applied, global curriculum that is infused with the academic rigor and Jesuit values inherent in a Georgetown education. The GSC program prepares global communicators to become trusted advisors, educators, and integrators within their organizations.

Learning Goals

- A. Evaluate** the impact of globalization, media fragmentation, and emerging technologies on communications;
- B. Identify** personal values, leadership style and professional code of ethics;
- C. Develop** general management competencies in the context of their role as chief communicator;
- D. Expand** definition of leadership to include advisor, educator, and integrator;
- E. Deepen** functional expertise in areas such as corporate social responsibility, stakeholder engagement, and entrepreneurship;
- F. Demonstrate** how to build trust as an advisor to senior leaders;
- G. Practice** how to manage global teams of communicators;
- H. Create** integrated communications strategies with an understanding of the concept of integration and how to execute it within complex organizations.

Executive MPS Degree Requirement in Global Strategic Communications

The Executive Master of Professional Studies (EMPS) degree in Global Strategic Communications (GSC) is a one-year intensive program. Students must successfully complete all five, six-credit program modules, and earn a minimum cumulative GPA of 3.00 (solid "B") for good academic standing and to be eligible to graduate.

Two of the five modules satisfy the core courses that are unique to the MPS degree: Global Leadership and Communications (MPGC-500) and Advisor, Education, Integrator: Capstone (MPGC-900). A grade of "B" or better is also required in both of these courses to qualify for graduation.

The modules are taken in sequential order; modules/courses cannot be waived; and transfer credits cannot be applied to this program. Requests for exceptions will not be considered. Each module combines online learning activities with intensive, on-site week-long residencies.

The five contiguous modules provide students with rigorous online study combined with hands-on field experiences. As a cohort-based program, students must enroll in the program in the fall, at the beginning of each academic year.

Students who have earned a grade of "B-" or "C" in Global Leadership & Communications (MPGC-500) or Capstone (MPGC-900) and do not meet the criteria for termination, or students who withdrew from a module, must request to go on a leave of absence until that module can be repeated in the next year's cohort. Since these courses/modules are 6-credits each, one "F" grade will automatically terminate degree candidacy.

An incomplete in the residency of a Global Strategic Communications module is not possible, and the student will have to withdraw from the module and take it the next year. An incomplete in the

online portion of a GSC course is highly discouraged. In the event of an unanticipated emergency, an extension may be allowed for coursework. Each module is a prerequisite for the next module. Therefore, students who do not successfully complete a module must wait until the next year to take it again. Students will not be able to advance to additional modules until the preceding module is successfully completed.

Anticipated 2016-17 Calendar (Contact Program Director for Final Dates)

Module	Course	Module Dates	Onsite Dates*	Residency
Module 1 6-credits	MPGC-500 Global Leadership	September 2- October 24, 2015 August 31- October 24, 2016	October 17-22, 2016	Washington, D.C.
Module 2 6-credits	MPGC-600 Global Strategy and Management	October 26- December 19, 2016	December 12-17, 2016	London, UK
Module 3 6-credits	MPGC-700 Impacting Business	January 11- March 5, 2017	February 27- March 4, 2017	San Francisco, CA
Module 4 6-credits	MPGC-800 Adapting to the Future	March 15- May 8, 2017	May 1- 6, 2017	Republic of Singapore
Module 5 6-credits	MPGC-900 Capstone	May 22- August 11, 2017	July 31- August 5, 2017	Washington, D.C.

***Travel Requirements**

Students are required to be on site for five residencies. Each residency is designed to provide students with the practical skills and knowledge they need to advance as leaders and excel in their careers. Students must make their own travel arrangements to each on-site residency. Seven nights of lodging and some meals are covered by tuition.

Students will be required to arrive no later than the evening before the day the on-site program begins and may not leave before the program ends. For example, for Module 1 in 2016, students should plan to arrive in Washington, D.C. no later than the evening of October 16 and leave no earlier than the evening of October 22.

Licensure Disclosure

This program does not provide any professional licensure or certification. Though not required, students may wish to research and seek certification related to global strategic communications through a professional organization.

Program Guidelines: Hospitality Management

Faculty Director, Gray Shealy, M.Arch.

Program Manager, Erin Engel

scs.georgetown.edu/departments/41/hospitality-management

Mission Statement

The Georgetown University Master's in Hospitality Management program sets a new standard for hospitality education through a differentiated, interdisciplinary curriculum that prepares graduates to be leaders who can shape the future of the hospitality industry. Situated in Washington, DC, a hub of the global hospitality business, the hospitality program has a faculty of industry professionals that trains students to be adaptable critical-thinkers whose practical expertise is combined with a passion for service.

Learning Goals

Students enrolled in the MPS in Hospitality Management program will:

- A. Explore the core values endemic to the hospitality industry as well as ethical issues that may arise
- B. Understand how to manage complex, global networks of assets and the day-to-day operations of a hospitality organization
- C. Learn hands-on finance and accounting skills that advance business interests
- D. Discover how economics, current events, international affairs and the law intersect with the hospitality industry
- E. Find out how to use integrated marketing communications and digital media to promote an organization's brand and interact with its customers
- F. Analyze business problems to better formulate strategies, business plans and organizational policies

Our objective is to graduate professionals who make the greatest contributions to the hospitality industry and to society all while satisfying their personal goal of a stimulating and rewarding career.

MPS in Hospitality Management

The MPS degree in HM is comprised of 33 credits (11 courses) that include six required Core credits, 12 required Foundation credits, and 15 elective credits. In addition, MPS HM candidates must have a cumulative GPA of at least 3.000 and finish the program within five years of first registration.

Applied Ethics (MPHM-500) and Capstone (MPHM-900) cannot be waived or substituted. MPHM-500 should be completed within the first or second semester of study. MPHM-900 is reserved for degree-seeking students, and must be taken in the final semester of study after all coursework is completed. Students must complete MPHM-500 and MPHM-900 with a "B" (3.00) or better in each to be eligible for program completion and graduation.

Core Requirements (6 credits)

MPHM-500: Ethics and Leadership in Hospitality (3 credits)

MPHM-900: Capstone (3 credits)

Foundation Requirements (12 credits)

MPHM-510: Hospitality Operations and Service Management (3 credits)

MPHM-520: Managerial Accounting and Finance: Analysis and Decision-Making for Hospitality Operations (3 credits)

MPHM-530: Sales & Marketing and Communications for Hospitality Management (3 credits)

MPHM-540: Human Capital Management, Diversity, & Labor Relations in Hospitality (3 credits)

Elective Courses (15 Credits)

Students in this program do not complete a specific concentration. Students may focus their elective courses in one thematic area of hospitality management or create a well-rounded, multidisciplinary curriculum that meets their needs and goals.

Brand Management and Guest Experience Design

MPHM-600: Hospitality Brand Innovation, Experience Design, and Management

MPHM-610: Trends, Technology, and Consumer Insights in the Experience Economy

MPHM-620: Loyalty Strategy and Management in Hospitality

MPHM-630: Luxury and Lifestyle Brands

MPHM-642: Food & Beverage Experience Management

MPHM-644: Meetings and Events Experience Management

MPHM-650: Internal and External Distribution Management and Strategy

Development & Asset Management

MPHM-700: Financial Management From a Hospitality Investment Perspective

MPHM-710: Feasibility, Analytics, Valuations, and Business Intelligence for Hospitality Development

MPHM-720: Navigating Hospitality Law for the Non-Legal Professional

MPHM-730: Principles of Asset Management

MPHM-740: Revenue Management for Hospitality

General Management

MPHM-760: Designing and Leading High Impact Teams

MPHM-770: Entrepreneurship: Ideation, Design, and Attracting Investment in Hospitality

MPHM-780: Strategy and Design Thinking in the Hospitality Context

Global & Regional Standards

MPHM-800: Global Service Standards

MPHM-812: Hospitality Regional Practices and Standards: Travel ILE (Berlin & Amsterdam)

MPHM 813: Hospitality Regional Practices and Standards: Travel ILE (Cuba)

MPHM-820: Place-based Development in Global Travel

MPHM-880: Practicum I (3 credits)

MPHM-890: Practicum II (3 credits)

The Practicum allows students to intern or work for a hospitality organization while earning credit toward their degree. The Practicum option is organized by the HM program staff and every effort will be made to place all students who wish to participate.

Licensure Disclosure

This program does not provide any professional licensure or certification. Though not required, students may wish to research and seek certification related to hospitality management through a professional organization. More information about some of these professional organizations is available [here](#).

Program Guidelines: Human Resources Management

Faculty Director, Ronald Morgan, Ph.D.

Program Director, Calvin Pringle

scs.georgetown.edu/hr/

Mission Statement

The Georgetown University Master's in Human Resource Management program educates professionals with the knowledge and analytical skills that will enable them to lead organizational efforts in strategic human resource practices.

Learning Goals

Students who successfully complete the MPS in Human Resources Management will:

- A. Explore the core values endemic to the professional world with a particular focus on the connections between applied ethics and human resources and diversity;
- B. Understand the foundations of strategic human resource management, workforce planning and employment, and employee and labor relations;
- C. Define and understand data and information requirements, data normalization, entity relationships, statistical and time-series data analysis, predication and decision-making strategies;
- D. Develop planning and management strategies based upon environmental analysis, assessment of organizational competencies and weaknesses, and analysis of competitors;
- E. Design a research proposal, objectives of research with specificity and particularity, conduct literature reviews, and assess and implement appropriate research methods based upon project needs.

MPS Degree Requirements in Human Resources Management

Students admitted to the Human Resources Management program prior to Fall 2013 complete the MPS degree that is comprised of 30 credits (10 3-credit courses; 1 0-credit course) including: 6 Required Core credits (MPHR-700 and MPHR-809); 9 Major/Recommended Credits (MPHR-696, MPHR-725, and MPHR-802); 12 Concentration Credits; and 3 Elective Credits. These students also complete MPHR-812, the 0-Credit New Student Immersion Lab on a pass/fail basis. A minimum cumulative GPA of 3.00 (solid "B") is required of all students for good academic standing and to be eligible to graduate. The MPS degree must be completed within five years.

Students entering the Human Resources Management program in/after Fall 2013 complete the MPS degree that is comprised of 33 credits (11 courses) including: 6 Required Core credits (MPHR-700 "Ethics" and MPHR-809 "Capstone"); 3 Required Foundation Credits (MPHR-502); 9 Recommended Credits (MPHR-696, MPHR-725, and MPHR-802); 12 Concentration Credits; and 3 Elective Credits. A minimum cumulative GPA of 3.00 (solid "B") is required of all students for good academic standing and to be eligible to graduate. The MPS degree must be completed within five years.

Core and Foundation Requirements (Admit In/After Fall 2013: 18 Credits)

MPHR-502: Research Process & Methods (Foundation requirement, 3 credits)

MPHR-700: Workplace Ethics (Core requirement, 3 credits)

MPHR-809: MPS HR Capstone (Core requirement, 3 credits)

Recommended Courses (9 credits)

MPHR-696: Foundations of HR (highly recommended, 3 credits)

MPHR-725: Human Capital Analytics (highly recommended, 3 credits)

MPHR-802: Strategic Thinking in HR (highly recommended, 3 credits)

Advising Notes: Workplace Ethics (MPHR-700) should be taken in the first or second semester of study. Capstone (MPHR-809) is completed during the final semester. Students must complete MPHR-700 and MPHR-809 with a minimum grade of “B” (3.00) or better in each to be eligible for program completion and graduation.

Concentrations and Electives (15 Credits)

Note: Students must receive permission from their program on the Declaration of Concentration form to post the concentration on their transcript.

Diversity and Inclusion Management*

MPHR-699: Theories of Diversity and Inclusion (3 credits)
MPHR-707: Creating and Sustaining a Climate of Inclusion (3 credits)
MPHR-708: Analyzing and Addressing Institutional Discrimination (3 credits)
MPHR-803: Strategic Diagnosis and Planning in Diversity and Inclusion (3 credits)
MPHR-810: Diversity and Inclusion in International Context (3 credits)

International Human Resources Management*

MPHR-704: Global Compensation and Benefits (3 credits)
MPHR-705: Multinational Business Policy and Geopolitics (3 credits)
MPHR-800: Global Labor and Employment Law (3 credits)
MPHR-817: HR in the International Context (3 credits)
MPHR-813: Global Implications of HR (3 credits)

Strategic Human Capital Management

MPHR-719: Strategic Human Capital Development (3 credits)
MPHR-723: Creating and Maintaining High Performance Organizations (3 credits)
MPHR-801: Managing Complex Systems Change (3 credits)
MPHR-805: Consulting Skills in Human Capital (3 credits)
MPHR-811: Talent Management and Career Management (3 credits)
MPHR-817: HR in International Context (3 credits)

*With permission from the Program Director, students can substitute additional courses within the concentration. MPHR-700 (Workplace Ethics) and MPHR-809 (HR Capstone) cannot be waived or substituted.

Sample MPS in Human Resources Management Schedule

First Semester: MPHR 696 (Foundations of HR) + MPHR 700 (Workplace Ethics)
Second Semester: MPHR 502 (Research Process & Methodology) + MPHR 725 (Human Capital Analytics)
Third Semester: MPHR 802 (Strategic Thinking in HR) + 3 Credits in Concentration
Fourth Semester: 6 Credits in Concentration
Fifth Semester: 3 Credits in Concentration + 3 Elective Credits
Sixth Semester: MPHR 809 (MPS HR Capstone)

Licensure Disclosure

This program does not provide any professional licensure or certification. Though not required, students may wish to research and seek certifications related to human resources management through a professional organization, such as the [Society for Human Resource Management](#).

Program Guidelines: Integrated Marketing Communications

Senior Associate Dean, Denise Keyes, M.A.

Program Manager, Jacky Yoo

<http://scs.georgetown.edu/imc>

Mission Statement

The Georgetown University Master's in Integrated Marketing Communications program prepares practitioners to thrive at the intersection of strategy and creativity. Students learn to work across communications disciplines and channels to create and manage brand campaigns that respect consumers and benefit the marketplace.

Learning Goals

Students who complete the MPS in Integrated Marketing Communications will:

- A. Learn how to build brands through IMC strategies.
- B. Know how to integrate digital strategies into campaign planning.
- C. Manage complex IMC campaigns.
- D. Be able to develop meaningful insights from research.
- E. Learn practical evaluation skills and how to use analytics.
- F. Develop their own framework for the ethical considerations in IMC.
- G. Gain experience working with clients on real-time IMC challenges.
- H. Build relationships with other IMC practitioners.
- I. Understand the concept of IMC as it applies to a changing media landscape.

MPS Degree Requirements in Integrated Marketing Communications

To earn an MPS degree in Integrated Marketing Communications, students must successfully complete 11 courses (33 credits total), including: two core courses (six credits total – MPMC-500, Conversations about Ethics and MPMC-900, Capstone); three foundation courses (nine credits total – MPMC-602, IMC Campaign Planning; MPMC-600, Consumer Research & Insights; and MPMC-603, The Brand Concept); and six elective courses (18 credits total).

Students entering the Integrated Marketing Communications program in/after Fall 2016 who receive a grade of "B-"("B minus"; 2.67) or below in IMC Campaign Planning (MPMC-602) are required to repeat the course and receive a grade of "B" or better before qualifying for graduation.

Students must maintain a minimum, cumulative grade point average of 3.000. Additionally, students who receive a grade of "B-"("B minus"; 2.67) or below in Capstone (MPMC-900) are required to repeat the course with a grade of "B" or better before qualifying for graduation. All students must also complete the MPS degree within five years.

Core and Foundation Requirements (15 Credits)*

MPMC-500: Conversations About Ethics (Core Course, 3 credits)

MPMC-600: Consumer Research & Insights (Foundation Course, 3 credits)

MPMC-602: IMC Campaign Planning (Foundation Course, 3 credits)

MPMC-603: The Brand Concept (Foundation Course, 3 credits)

MPMC-900: Capstone (Core Course, 3 credits)

Elective Courses (18 Credits)*

MPMC-700: Collaboration Lab (3 credits)

MPMC-701: The Creative Brief (3 credits)

MPMC-702: The Management of Integrated Marketing Communications (3 credits)

MPMC-703: In Search of the Big Idea (3 credits)

MPMC-704: Content Strategy (3 credits)

MPMC-705: Innovations in IMC: Thinking Ahead in a Rapidly Evolving Industry (3 credits)

*Course offerings are subject to change. Course descriptions can be found on the Course List page on the program's website.

Advising Note: Students must complete the required courses (core and foundation) before taking electives, with the exception of Capstone, which should be taken in the last semester. We strongly encourage students to take MPMC-600 (Consumer Research & Insights), and MPMC-602 (IMC Campaign Planning) within their first two semesters as they serve as pre-requisites for all electives. The Capstone course is a research-and-writing intensive course and serves as the students' culminating experience in the program; as such, students should plan on making this final course their primary academic focus as they near graduation. A minimum grade of "B" is needed to pass this course. We strongly encourage students take this course alone during their final semester whenever possible.

Sample MPS in Integrated Marketing Communications Schedule – Full Time Course Load

First semester: MPMC-602 (IMC Campaign Planning) + MPMC-600 (Consumer Research & Insights) + MPMC-500 (Conversations about Ethics)

Second semester: MPMC-603 (The Brand Concept) + MPMC-Elective + MPMC-Elective

Third semester: MPMC-Elective + MPMC-Elective + MPMC-Elective

Fourth semester: MPMC-900 (Capstone) + MPMC-Elective

Sample MPS in Integrated Marketing Communications Schedule – Part Time Fast Track Course Load

First semester: MPMC-602 (IMC Campaign Planning) + MPMC-600 (Consumer Research & Insights)

Second semester: MPMC-500 (Conversations about Ethics) + MPMC-603 (The Brand Concept)

Third semester: MPMC-Elective + MPMC-Elective

Fourth semester: MPMC-Elective + MPMC-Elective

Fifth semester: MPMC-Elective + MPMC-Elective

Sixth semester: MPMC-900 (Capstone)

Sample MPS in Integrated Marketing Communications Schedule – Part Time Course Load

First semester: MPMC-602 (IMC Campaign Planning) OR MPMC-600 (Consumer Research & Insights)

Second semester: MPMC-602 (IMC Campaign Planning) OR MPMC-600 (Consumer Research & Insights)

Third semester: MPMC-500 (Conversations about Ethics) OR MPMC-603 (The Brand Concept)

Fourth semester: MPMC-500 (Conversations about Ethics) OR MPMC-603 (The Brand Concept)

Fifth – Tenth semester: MPMC-Elective

Eleventh semester: MPMC-900 (Capstone)

More information on degree requirements and tracks based on course loads can be found on the [Degree Requirements](#) page on the program's website.

Advising Note: Summer classes are optional.

Licensure Disclosure

This program does not provide any professional licensure or certification. Though not required, students may wish to research and seek certification related to integrated marketing communications through a professional organization.

Program Guidelines: Journalism

Senior Associate Dean, Denise Keyes, M.A.

Faculty Director, Brooke Van Dam, Ph.D.

Program Director, Gina Garcia

Website: scs.georgetown.edu/journalism/

Contact: MPSJournalism@Georgetown.edu

Mission Statement

The Georgetown University Master's in Journalism program is committed to preparing students to be curious, responsible, and successful journalists in the digital age. Through demanding coursework taught by industry leaders and intensive practice, students develop a strong foundation of digital and entrepreneurial skills that are built on the core principles of accurate and fair reporting, sophisticated storytelling, and sound, ethical judgment.

Learning Goals

Students who complete the MPS in Journalism will:

- A. Understand the ethical implications of the choices journalists make every day in routinely doing their jobs and living their lives. Students will develop and exercise a core set of journalistic principles and values.
- B. Absorb the fundamentals of accurate and fair reporting. Students will understand what qualifies as news, how to go about gathering and verifying information, and how to effectively provide alternate points of view.
- C. Acquire strong news writing skills that will enable them to write powerful leads, develop characters and tell compelling stories while meeting strict deadlines.
- D. Master multimedia storytelling techniques for multimedia platforms to include print, broadcast, and online. Students will be able to combine the latest reporting and storytelling technology with the time-honored techniques of traditional journalism.

MPS Degree Requirements in Journalism

This MPS degree is comprised of 30 credits (10 courses). Students entering the Journalism program in/after Summer 2012 complete the following: two Core courses (MPJO-500 and MPJO-900); three Foundation courses (MPJO-501, MPJO-505, and MPJO-508); and five Elective courses of their choice. Additionally, students who receive a grade of "B-" ("B minus"; 2.67) or below in any of the Core or Foundation courses are required to repeat them with a grade of "B" or better before qualifying for graduation.

All Journalism students must complete the Core and Foundation Courses (MPJO-500, MPJO-501, MPJO-505, MPJO-508 and MPJO-900), as these courses serve as pre-requisites for advanced electives. All journalism students must also maintain a minimum cumulative GPA of 3.00 (solid "B") for good academic standing and to be eligible to graduate; and earn a 3.00 (solid "B") or better in the Capstone course (MPJO-900). All students must also complete the MPS degree within five years.

Core Courses (6 credits)

MPJO-500: Ethics in Journalism (Core course, 3 credits)

MPJO-900: Capstone (Core Course, 3 credits)

Foundation Requirements (9 Credits)

MPJO-501: Fundamentals of Reporting and News Writing (Foundation course, 3 credits)

MPJO-505: Digital Essentials for Journalists (Foundation course, 3 credits)

MPJO-508: Introduction to Video Journalism (Foundation course, 3 credits)

Elective Courses (15 Credits)

Elective courses and course descriptions can be found at registrar.georgetown.edu/.

Advising Notes: We strongly encourage students to complete the Core and Foundation courses MPJO-500, MPJO-501, MPJO-505, and MPJO-508 within their first two semesters as they serve as pre-requisites for advanced electives. The Capstone course (MPJO-900) is a research-and-writing intensive course and serves as the students' culminating experience in the program; as such, students should plan on making this final course their primary academic focus as they near graduation. A minimum grade of "B" is needed to pass this course. We strongly encourage students take this course alone during their final semester whenever possible.

All MPS students are required to complete the core courses, regardless of the semester in which they were first enrolled.

Sample MPS in Journalism Schedule (this is a part-time schedule)

First semester: MPJO-500 (Ethics in Journalism) + MPJO-501 (Fundamentals of Reporting and News Writing)

Second semester: MPJO-508 (Introduction to Video Journalism) + MPJO-505 (Digital Essentials for Journalists)

Third semester: MPJO-Elective + MPJO-Elective

Fourth semester: MPJO Elective + MPJO Elective

Fifth semester: MPJO Elective + MPJO-900 (Capstone)

Licensure Disclosure

This program does not provide any professional licensure or certification. Though not required, students may wish to research and seek certification related to journalism through a professional organization.

Program Guidelines: Project Management

Faculty Director, Larry Joseph, Ph.D.

Program Director, Kathryn Wade

<http://scs.georgetown.edu/departments/48/master-of-professional-studies-in-project-management/>

Mission Statement

The Project Management program will provide students with the skills and tools required for coordinated management of one or more projects in accordance with industry standard guidelines, methodologies, and expectations. Students will engage with a faculty of experienced practitioners to develop the advanced management and leadership skills they need for a successful and impactful career in project management.

Learning Goals

Students who successfully complete the MPS-PM program will:

- A. Codify an individual code of ethics in relation to professional codes of conduct;
- B. Understand the relationships among scheduling, planning, and prioritization of projects and tasks;
- C. Demonstrate the use of industry standard tools and techniques to manage these relationships;
- D. Explain the relationship between strategic plans and projects and demonstrate the importance of project management to effective business strategy and success;
- E. Validate the importance of proper scope definition and management and analyze the problems inherent in projects where scope is not managed;
- F. Define the risk management process, the concept of risk, and how risk differs from planned activities;
- G. Evaluate the differences between project management and project leadership, and contrast the differences in the skills required;
- H. Analyze the characteristics of a high-performance team and evaluate various approaches to developing and reinforcing high-performance teams, including communication, negotiation, and conflict resolution;
- I. Prepare to operate effectively within project governance and oversight structures; and,
- J. Compose a set of effective lessons learned throughout a given project and assess the importance of this information for future projects.

MPS Degree Requirements in Project Management

The Master of Professional Studies (MPS) degree in Project Management is comprised of 30 credits (10 courses), including: 6 Required Core Credits (MPPM 500, Ethics and MPPM 900, Capstone); 15 Required Foundation Credits (MPPM 520, MPPM 550, MPPM 600, MPPM 620, and MPPM 650); and 9 Elective Credits. A minimum cumulative GPA of 3.00 (solid "B") is required of all students for good academic standing and to be eligible to graduate. The MPS degree must be completed within five years.

Students must also complete the two core courses, Ethics (MPPM-500) and Capstone (MPPM-900), with grades of “B” or better to be eligible to graduate.

Core and Foundation Courses (21 Credits)

MPPM-500: Ethics (Core course, 3 credits)

MPPM-520: Project Management Fundamentals (Foundation course, 3 credits)

MPPM-550: Project Initiation & Development (Foundation course, 3 credits)

MPPM-600: Communication & Collaboration for Managers (Foundation course, 3 credits)

MPPM-620: Project Planning (Foundation course, 3 credits)

MPPM-650: Project Execution & Delivery (Foundation course, 3 credits)

MPPM-900: Capstone (Core course, 3 credits)

Elective Courses (9 Credits)

MPPM 700: Project Analytics (3 credits)

MPPM 725: Managing Complexity (3 credits)

MPPM 730: Project Risk Management (3 credits)

Additional Planned Electives:

MPPM 705: Earned Value Management (3 credits)

MPPM 715: Assessing & Recovering Troubled Projects (3 credits)

MPPM 735: Innovation & Design Management (3 credits)

MPPM 740: Global Project Management (3 credits)

MPPM 745: Project Management Finance (3 credits)

MPPM 750: Creativity & Innovation (3 Credits)

MPPM 755: Planning & Executing Complex Programs (3 credits)

Advising Note: In addition to the courses above, students may take up to two electives outside their specific degree program from other MPS programs, provided that they have permission from both their program advisor and the other MPS program. Students will be granted this option on a space-permitting basis.

Licensure Disclosure

This program does not provide any professional licensure or certification. Though not required, students may wish to research and seek certification related to project management through a professional organization, such as the [Project Management Institute](#).

Program Guidelines: Program & Portfolio Management

Faculty Director, Larry Joseph, Ph.D.

Program Director, Kathryn Wade

Program Manager, TBD

<http://scs.georgetown.edu/departments/47/executive-master-of-professional-studies-in-program-portfolio-management/>

Mission Statement

Georgetown University's Executive Master of Professional Studies in Program & Portfolio Management prepares students with the competencies needed to contribute to organizational success. Students cultivate the critical strategies required for effective planning and prioritization of projects, programs, and portfolios; resource management and allocation; and results-driven tactics that support both business goals and the bottom line.

Learning Goals

Students who successfully complete the EMPS-PPM program will:

- A. Validate the roles of program requirements and success criteria;
- B. Analyze the benefits of maintaining alignment between program scope and strategic objectives to realize stated program outcomes;
- C. Evaluate tools and techniques for tracking and mitigating the broad range of portfolio risks and uncertainty inherent in the management of complexity in projects and programs;
- D. Examine proven approaches for ensuring that the organization is investing in the right projects and programs, providing the right resources, and completing those projects and programs at the right time;
- E. Analyze and take action to resolve program problems and concerns, critique strengths and weakness of evaluations conducted by others, select data sources and data collection and analysis techniques to be used for a program evaluation, and evaluate program risk and develop plans or take action to mitigate the identified risks;
- F. Apply a process view to strategy execution creation including the alignment of smaller, achievable projects and initiatives;
- G. Engage and prepare individuals and teams to accomplish strategic goals;
- H. Apply best practices and frameworks to address execution challenges;
- I. Validate the necessity for compliance and governance for measuring performance and managing accountabilities;
- J. Identify and reduce organizational barriers to strategic execution and formulate approaches for improving alignment between the organization and culture, structure, strategy, and metrics;
- K. Recognize, communicate, and influence project, program, and portfolio decisions and deliverables;
- L. Develop a high performance project-based organization that consistently delivers and impacts results beyond the project level;

- M. Develop the ability to forge relationships and communicate effectively with the organization's senior management, clients, etc. to increase influence and stakeholder management expertise; and,
- N. Manage corporate assets and investments in such a way to gain the greatest return on investment.

Executive MPS Degree Requirements in Program & Portfolio Management

The EMPS-PPM program requires 30 credits and a minimum cumulative GPA of 3.000 (solid "B") to maintain good academic standing and to be eligible for graduation. Students who satisfactorily fulfill all course requirements set forth by the program guidelines will be eligible to receive an Executive Master of Professional Studies degree in Program & Portfolio Management.

Two of the modules satisfy the Core courses that are unique to the MPS degree: Leadership Development (MPPP-500) and Capstone (MPPP-900). A grade of "B" or better is required in both of these course modules to qualify for graduation.

Core and Foundation Courses (30 Credits)

MPPP-500: Leadership Development (Core course, 6 credits)

MPPP-600: Program Management Lifecycle (Foundation course, 3 credits)

MPPP-650: Program Evaluation for Improved Decision-Making (Foundation course, 3 credits)

MPPP-700: Global Portfolio Management (Foundation course, 3 credits)

MPPP-750: Governance & Financial Management (Foundation course, 3 credits)

MPPP-800: Strategic Leadership (Foundation course, 3 credits)

MPPP-850: Converting Strategic Plans to Tactical Execution (Foundation course, 3 Credits)

MPPP-900: Capstone (Core course, 6 credits)

Elective Courses

Students who have a course waived will complete the balance of the 30 required credits through elective coursework, selecting from courses offered in the MPS in Project Management degree program or other Georgetown University programs, with permission from their academic advisor and the department offering the course.

Licensure Disclosure

This program does not provide any professional licensure or certification. Though not required, students may wish to research and seek certification related to program and portfolio management through a professional organization, such as the [Project Management Institute](#).

Program Guidelines: Public Relations & Corporate Communications

Senior Associate Dean, Denise Keyes, M.A.

Faculty Director, Cylor Spaulding, Ph.D.

Assistant Dean, Meg Cohen

Program Director, Tiara Bastfield

Deputy Director of CSIC, John Trybus

Visiting Assistant Professor, Brigitte Johnson

scs.georgetown.edu/pr/

Mission Statement

The Georgetown University Master's in Public Relations & Corporate Communications program equips students with the skills needed to respond ethically and effectively to any communications challenge. Students learn to navigate the blurring lines between communications disciplines and be responsible leaders in the digital world.

Learning Goals

- A. **Clear Writing:** Program graduates have the ability to write clear, concise, action-oriented language for a range of communications situations and tailored for target audiences.
- B. **Strategic Thinking:** Students learn the Georgetown Framework for Strategic Planning and apply it to communications challenges throughout their time in the program, both verbally and in writing. Framework application reflects individual student critical thinking skills, strategic decision-making, and creativity.
- C. **Responsible Communication:** Graduates are committed to consistently evaluating and applying their personal code of ethics, which is built on a foundation of ethical paradigms, professional codes of conduct, and industry best practices. Students go beyond basic ethical considerations to authentically use their skills and talents to positively impact the world.
- D. **Practical Evaluation:** Students learn about research techniques and can select the most appropriate method given the situation, budget, and timeline. Program graduates also understand the role of research and the importance of using measurable results to evaluate strategic success.

Assessment of student learning in the program includes:

Ethics: The Ethics curriculum requires students to explore their values, the origination of their beliefs, and how both impact their decision-making. Students review major philosophers, professional codes of ethics, and contemporary industry case studies. Based on this experience, students create a personal code of ethics, which they use to practically evaluate ethical dilemmas in their professional lives. Students revisit their personal code in Capstone when faced with an ethical challenge. Throughout the program, students practice decision making and analyze complex situations, so they can draw upon clear examples during future professional contexts.

Strategy: Students are introduced to strategy in the Elements of Communications Planning course. Within the class, students learn the Georgetown Framework for Strategic Planning and apply their learning by creating an individual plan and responding to multiple challenges throughout the semester. While the model is based on rigorous academic models, it allows for personal adaptation based on the students' experience and professional specialization. The value of strategic communication is reflected and assessed in all program courses. Students revisit strategy in several other elective courses and in Capstone for hypothetical and real client scenarios.

Capstone: During this final course, students must apply the comprehensive skills they have built throughout the program. Students engage clients based on their personal interests, professional connections, or a desire to advance the organization's mission. After identifying and securing a company or organization of their choosing, students respond to a communications challenge by creating a well-researched, insightful, creative, strategic plan that exemplifies their development as communications professionals throughout the graduate program. Multiple forms of assessment—a quick fire challenge, an ethical response paper, mid-term outline, final plan, and a strategy pitch—review each student's level of competency in all program learning goals. By pairing Capstone advisors with groups of Capstone students, the program ensures multiple levels of support and advice throughout the course, to be sure all graduates leave confident in their skills.

Curriculum Description

The applied curriculum prepares students for leadership roles across sectors. Courses emphasize strategic planning to address critical business objectives and the development of metrics to measure success. The curriculum not only teaches best practices, but also asks students to apply their learning through real world projects. Students learn to think strategically, gain a global perspective on communications and public relations, develop clear and concise writing skills, and become innovative communications leaders.

MPS Degree Requirements in Public Relations & Corporate Communications

This MPS degree is comprised of 30 credits (10 courses) including: six required Core Credits (MPPR-500 and MPPR-950); three Required Foundation Credits (MPPR-505); 21 Elective Credits. A minimum cumulative GPA of 3.00 (solid "B") is required of all students for good academic standing and to be eligible to graduate.

Students entering the Public Relations and Corporate Communications program in/after Fall 2016 who receive a grade of "B-" ("B minus"; 2.67) or below in MPPR-505 Foundational course are required to repeat the course and receive a grade of "B" or better before qualifying for graduation. Additionally, Capstone (MPPR-950) must be completed with a "B" grade or better. The MPS degree must be completed within five years. Core/foundational courses that needed to be repeated due to grades will still only count for 3 credits toward the overall degree. Students are still required to take seven elective courses in order to fulfill degree requirements.

Core and Foundation Requirements (9 credits)

MPPR-500: Conversations about Ethics (Core course, 3 credits) – *Available online*

MPPR-505: Elements of Communications Planning (Foundation course, 3 credits) – *Available online*

MPPR-950: Capstone (Core course, 3 credits) – *Available online Summer 2017*

Advising Notes: MPPR-500 and MPPR 505 should both be completed within the first or second semester of study. MPPR-950 is reserved for degree-seeking students, and is to be taken in the final semester of study after all coursework is completed.

Elective Courses (21 credits)

Students in this program do not complete a specific concentration. Students may focus their elective courses in one area of communications or create a well-rounded, multidisciplinary curriculum that meets their needs and goals. All courses listed below are available on-ground as listed per the course schedule; courses are available online upon request according to the notations below.

Writing & Speaking

MPPR-700: PR Writing (3 credits) - *Available online*

MPPR-885: Speech Writing (3 credits)

MPPR-600: Public Speaking and Pitching (3 credits)

MPPR-891: Personal Branding (3 credits)

Corporate Communications

MPPR-730: Corporate Communications (3 credits)

MPPR-810: Crisis Communications (3 credits) - *Available online Summer 2017*

MPPR-836: Leadership in Communication (3 credits)

MPPR-835: Internal Communications (3 credits)

MPPR-901: Consulting (3 credits) - *Available online only Spring 2017*

PR & Communications

MPPR-605: PR Case Studies (3 credits)

MPPR-710: Media Relations (3 credits)

MPPR-790: Strategic Event Management (3 credits)

MPPR-837: Project Management and Budgeting for Communicators (3 credits) - *Available online*

MPPR-870: Communications Research (3 credits) - *Available online*

MPPR-760: Integrated Marketing Communications (IMC) (3 credits)

Digital

MPPR-506: Digital Analytics and Measurement (3 credits) - *Available online Spring 2017*

MPPR-755: Digital Communication Strategy (3 credits) - *Available online*

MPPR-756: Digital Crisis Management (3 credits)

MPPR-778: Visual Communications (3 credits)

MPPR-865: Global Immersion: Digital Strategy (3 credits)

Social Impact

MPPR-780: Grassroots Communications (3 credits)

MPPR-795: Public Affairs: Developing and Managing Successful Campaigns (3 credits)

MPPR-825: Communication for International Development (3 credits)

MPPR-900: Cause Consulting (3 credits)

MPPR-906: Activating Audiences for Causes (3 credits)

Internships

MPPR 863: PR/CC Internship I (1 credit)

MPPR 873: PR/CC Internship II (1 credit)

Licensure Disclosure

This program does not provide any professional licensure or certification. Though not required, students may wish to research and seek certification related to public relations and corporate communications through a professional organization.

Program Guidelines: Real Estate

Faculty Director, Glenn Williamson, M.A.

Program Director, Nicole Witenstein

Program Manager, Lynnecia Eley

scs.georgetown.edu/realestate/

Mission Statement

The Georgetown University Master's in Real Estate program inspires, challenges, and prepares emerging real estate leaders to develop, construct, and invest in innovative, sustainable, and successful projects in local and global markets. A faculty of experienced industry practitioners delivers a comprehensive curriculum with specialized focus areas in development, finance, and construction.

Learning Goals

All MPRE students who complete the RE program will achieve the following learning goals:

1. Synthesize financial data, demographics, site data, legal and regulatory documents and market analyses to evaluate and justify the feasibility of a project.
2. Interpret historical financial statements and construct a financial pro forma for projected income, expenses, project costs and estimated returns on investment.
3. Demonstrate communication, listening, negotiation, presentation and leadership skills to develop creative solutions that address common problems and meet collective needs
4. Identify ethical issues that arise from given decisions and choose solutions to problems that balance personal and public risks and rewards
5. Recognize and respect the different points of view of multiple stakeholders and various professional disciplines; and find areas of common interest

MPS Degree Requirements in Real Estate

The MPS degree is comprised of 30 credits (10 courses). A minimum cumulative GPA of 3.000 (solid "B") is required of all students to maintain good academic standing and to be eligible to graduate. The MPS degree must be completed within five years.

The MPRE curriculum includes three (3) main components:

1. Two (2) required Core courses – Ethics in Action (MPRE 500) and Capstone (MPRE 950). We strongly recommend that students take Ethics in Action during their first semester. Students must take Capstone in their final semester. Both courses require a grade of "B" to pass the course and to complete the program requirements.
2. Four (4) required Foundation courses in Foundations in Real Estate Accounting (MPRE-641), Foundations in Real Estate Finance (MPRE-621), Foundations in Real Estate Law (MPRE-601), and Foundations in Real Estate Markets (MPRE-631). Real Estate Fundamentals (MPRE-510) is strongly recommended for students seeking an overview of the real estate industry and basic real estate finance skills. Foundations of RE Finance is a prerequisite for many upper-level electives. Students can request official waivers of a foundation course requirement. Such waivers must be filed with the Academic Affairs & Compliance Office.

3. Four (4) upper-level elective courses. As noted above, most (but not all) electives are listed within four Concentrations that may be selected by the student in Real Estate Development, Real Estate Finance, Construction Management, and Global Real Estate. Students may: elect not to declare a concentration; declare one concentration; or declare two concentrations. Students who choose to only take courses online cannot qualify to declare a specific concentration. (Students who wish to declare a second concentration must take an additional 4 electives as noted below).

Concentrations within the Real Estate Program (12 Credits)

Note: Students must receive permission from their program on the Declaration of Concentration form to post the concentration on their transcript.

Students may declare a concentration from among the four concentrations offered: Real Estate Development, Real Estate Finance, Construction Management and Global Real Estate. Students who wish to declare a concentration should do so by the end of the semester in which they take their fourth (4th) MPRE course. Each concentration requires 12 unique credits applied exclusively to that concentration. Electives may count towards either one or two concentrations, affording students some flexibility in their course planning. Students who elect not to declare an official concentration may take any combination of electives to earn the required 12 credits.

Students may decide to take a second concentration by taking an additional four (4) courses for a total of 42 credits in the MPRE program. Each course, however, may only be counted toward one concentration. The student should declare the second concentration after the 8th course by receiving advising and submitting the approved and signed Overload form. The Capstone course should still be planned for the final semester to earn the degree. Prior to registering for more courses than the degree requires, students on financial aid and those on a visa should seek advising from the appropriate office.

Please consult with your program advisor and refer to the *MPRE Academic Planning Document* for a complete list of courses including electives that apply to each of the concentrations described more fully below.

Real Estate Development

The process of development requires synthesizing analyses of legal issues, markets, design, finance, construction and property management. Electives within this concentration examine various aspects of development to identify ways to manage risk throughout all stages of creating or renovating a project.

Real Estate Finance

Finance electives offer students opportunities for more sophisticated analysis and modeling of the proper use of debt and equity to achieve financial goals. Courses explore the goals and requirements for potential public and private funding sources, as well as the range of sophisticated financial products available to acquire and/or develop properties. Students must first take the Foundations of Real Estate: Finance course as a pre-requisite for more advanced finance electives.

Construction Management

Construction costs are the primary component of any real estate project. Courses in this concentration focus on the management of time and money in designing, coordinating and completing successful projects while balancing quality control, sustainability and other priorities.

Global Real Estate

Real estate has evolved from a local to a global industry. Global capital funds local projects and local firms pursue opportunities across the globe. Courses in this concentration provide students with an understanding of how to manage risks and make real estate decisions across the globe, examining both long-established and newly-emerging markets.

Licensure Disclosure

This program does not provide any real estate licensure or certification. Though not required, students may wish to research and seek certification related to real estate through a professional organization. More information about some of these professional organizations is available [here](#).

Program Guidelines: Sports Industry Management

Faculty Director, Daniel Kelly, Ph.D.

Assistant Dean, Kelly Leahey

Program Director, Andrew Hirsch

<http://scs.georgetown.edu/departments/14/master-of-professional-studies-in-sports-industry-management/>

Mission Statement

Georgetown University's MPS in Sports Industry Management provides students with a comprehensive understanding of the sports industry through a practical and experiential learning model grounded in the principles of responsibility, ethics, and service. Students engage with a faculty of experienced practitioners to develop the business management and leadership skills they need for a successful and impactful career in the global sports industry.

Learning Goals

Students in the SIM program have the opportunity to expand their knowledge of sports management within one of two separate concentrations, or a combination of both. Experts serving as adjunct professors from across the sports industry expect their students to achieve the following goals:

- A. Students who successfully complete our concentration in *Business, Management & Operations* will:
 1. Commit to a set of personal ethical principles in relation to professional codes of conduct and best practices;
 2. Develop a functional knowledge of finance, law, event and venue management, and economics within the sports industry;
 3. Be able to employ analytical and planning tools to execute strategies that maximize profitability and productivity;
 4. Examine and appreciate issues of ethnicity, gender, and international scope in relation to the modern sports world;
 5. Develop strategies to handle management issues and organizational behavior in the industry.

- B. Students who successfully complete our concentration in *Strategic Marketing, Communications & Digital Media* will:
 1. Commit to a set of personal ethical principles in relation to professional codes of conduct and best practices;
 2. Develop expertise in promoting and selling the sports industry and its different, related elements;
 3. Understand how media organizations work and facilitate the delivery of content;
 4. Be able to develop marketing strategies by leveraging brands, databases, the Internet, market research, and technology;
 5. Examine and appreciate issues of ethnicity, gender, and international scope in relation to the modern sports world;
 6. Develop strategies to handle management issues and organizational behavior in the industry.

MPS Degree Requirements in Sports Industry Management

The Master of Professional Studies (MPS) degree is comprised of 30 credits (10 courses) including: 6 Required Core Credits (MPSM-500 and MPSM-900); 6 Required Foundation Credits (MPSM-510, MPSM-520); 12 Concentration Credits; and 6 Elective Credits. Students in the online program are required to complete the 9 offered courses in addition to an elective or internship for the final 3 credits. A minimum cumulative GPA of 3.000 (solid "B") is required of all

students for good academic standing and to be eligible to graduate. The MPS degree must be completed within five years.

Students must complete Applied Ethics in Sports (MPSM-500) and Capstone (MPSM-900) with a minimum grade of "B" (3.00) or better in each to be eligible for program completion and graduation.

Core and Foundation Courses (12 Credits)

MPSM-500: Applied Ethics in Sports* (Core Course, Ground/Online)

MPSM-510: Sports Leadership and Management (Foundation Course, Ground/Online)

MPSM-520: Social Responsibility and Diversity in Sports (Foundation Course, Ground/Online)

MPSM-900: Capstone* (Core Course, Ground/Online)

Advising Notes:

MPSM-500 should be completed within the first or second semester of study. MPSM-900 must be taken in the final semester of study after all coursework is completed.

Most courses will be offered in both place-based ("Ground") and Online versions. Elective and Concentration courses may not be offered in both as noted below.

Suggested Concentration Courses (12 credits)

Note: Students must receive permission from their program on the Declaration of Concentration form to post the concentration on their transcript.

Strategic Marketing, Communications & Digital Media

MPSM-600: Sports Marketing Strategy (Ground)

MPSM-610: Sports Communications and Public Relations (Ground/Online)

MPSM-620: Sales Promotion, Licensing and Sponsorship Development in Sports (Ground/Online)

MPSM-630: Sports Digital Media and Consumer Engagement (Ground)

Business, Management & Operations

MPSM-700: Sports Business and Finance (Ground/Online)

MPSM-710: Sports Law, Contracts and Negotiation (Ground/Online)

MPSM-720: Sports Event Planning and Facility Management (Ground/Online)

MPSM-730: Sports Economics and Global Brand Management (Ground)

Electives/ Internships

In addition to the core and foundation courses, students are required to complete a combination of electives and/or internship courses. To receive credit for the internship courses, students must work a minimum of 20 hours per week for the entirety of the semester at their internship organization. Registration for some elective courses requires departmental approval with preference given to current, continuing students. Elective courses differ by semester and offerings are subject to change from year to year. Students are permitted to take courses from the concentration they are not completing to serve as electives. Students on a Georgetown Visa may take an internship after their first year of full-time study and should consult with the Assistant Dean of International Students & Scholars Services for internship timing.

MPSM-800: Internship Practicum I (Ground/Online)

MPSM-810: Internship Practicum II (Ground)

MPSM-841: Citi Open Externship (Ground)

MPSM-842: Sports Entrepreneurship in a Global Marketplace (Ground)

MPSM 844: Sports Analytics (Ground)
MPSM-845: Global Games: Olympics and World Cup (Ground/Online)
MPSM-848: Washington Redskins Gameday Operations Externship (Ground)
MPSM-851: FOX Sports University (Ground)
MPSM-853: The Business of Sports Media (Ground)

Licensure Disclosure

This program does not provide any professional licensure or certification. Though not required, students may wish to research and seek certification related to sports industry management through a professional organization.

Program Guidelines: Systems Engineering Management

Assistant Dean, Joshua Meredith, J.D.

scs.georgetown.edu/departments/38/systems-engineering-management

Mission Statement

The Georgetown University Master's in Systems Engineering Management program prepares students to be leaders who apply interdisciplinary systems thinking and leadership methodologies to solve complex issues facing organizations and society.

Learning Goals

Students who complete the Master of Professional Studies (MPS) in Systems Engineering Management (SEM) will:

- A. Explore the core values endemic to the professional world with a particular focus on the connections between applied engineering and practical management
- B. Understand and manage the development of complex technical and organizational systems
- C. Have the ability to lead and manage projects
- D. Understand how a firm uses technology for competitive advantage in satisfying its business strategy
- E. Have the ability to engage in creative problem-solving
- F. Analyze business problems to better formulate strategy, tactics, plans, and policies
- G. Engage with relevant ethical principles and apply core concepts to the engineering industry throughout the program's duration
- H. Design a research proposal that contains: the objectives of research with specificity and particularity, a literature review, and a means to assess and implement appropriate research methods based upon project needs
- I. Have the ability to contribute to industry innovation and research

MPS in Systems Engineering Management

The MPS degree in SEM is comprised of 30 credits (10 courses). Of the 30 credits, six are required Core credits, 12 required Foundation credits, and 12 elective credits. In addition, MPS SEM candidates must have a cumulative GPA of at least 3.000 and finish the program within five years of first registration.

Core and Foundation Requirements (18 credits)

MPSE-500: Ethics (Core Course, 3 credits)

MPSE-505: Fundamentals of Systems Engineering (Foundation Course, 3 credits)

MPSE-510: System Architecture and Design (Foundation Course, 3 credits)

MPSE-515: Systems Integration (Foundation Course, 3 credits)

MPSE-520: Project Management of Complex Systems (Foundation Course, 3 credits)

MPSE-900: Capstone (Core Course, 3 credits)

Advising Notes: Applied Ethics (MPSE-500) and Capstone (MPSE-900) cannot be waived or substituted. MPSE-500 should be completed within the first or second semester of study. MPSE-900 is reserved for degree-seeking students, and must be taken in the final semester of study after all coursework is completed. Students must complete MPSE-500 and MPSE-900 with a "B" (3.00) or better in each to be eligible for program completion and graduation.

Sample Elective Courses (12 Credits)

MPSE-700 Financial Management in Systems Engineering (3 credits)

MPSE-701 Decision and Risk Analysis (Stevens) (3 credits)

MPSE-702 Advances in System of Systems Engineering (Stevens) (3 credits)

MPSE-703 Simulation and Modeling (3 credits)

MPSE-704	Systems Thinking (3 credits)
MPSE-710	Strategy and Innovation (3 credits)
MPSE-711	Public Policy and Systems Engineering (3 credits)
MPSE-712	Managing Complex Systems Change (3 credits)
MPSE-720	Advanced Topics in Systems Engineering Management (3 credits)

Licensure Disclosure

This program does not provide any professional licensure or certification. Though not required, students may wish to research and seek certification related to systems engineering management through a professional organization. More information about some of these professional organizations is available [here](#).

Program Guidelines: Technology Management

Assistant Dean, Joshua Meredith, J.D.

Program Manager, Stacy Garfield

scs.georgetown.edu/departments/technology/

Mission Statement

The Georgetown University Master's in Technology Management program educates students to be ethical stewards of technology. Graduates will gain leadership skills and business acumen that will enable them to champion technological innovation in their organizations.

Learning Goals

The curriculum for the Technology Management program will ensure that you have a strong understanding of the system development life cycle, information security management, project management, database design principles, and more. You will also explore application of techniques related to acquiring, accounting for, and allocating an organization's financial assets. Your academic experience will prepare you to tackle business problems that managers and executives face as they make technology decisions for their organizations, customers, or clients.

Students who complete the MPS in Technology Management will:

- A. Understand and make connections between applied ethics and areas such as technology, business management, and law;
- B. Learn methods of gathering, analyzing, and prioritizing business requirements with a focus on the ease of use for IT staff and end-users alike;
- C. Learn theories and practical techniques related to acquiring, accounting for, and allocating an organization's financial assets as it relates to technology.
- D. Obtain a mastery of the broad field of technology management through a wide range of courses;
- E. Develop professional competencies in the discipline through a curriculum that demonstrates leadership, management, and strategy;
- F. Apply a balanced mix of theory and real world practical knowledge in the discipline of technology management.

MPS Degree Requirements in Technology Management

This Master of Professional Studies (MPS) major is comprised of 30 credits (10 courses), including: 6 Required Core Credits (MPTM 500 and MPTM 900); 9 Required Foundation Credits (MPTM 600, MPTM 700, and MPTM 800); 12 Concentration and 3 Elective Credits. Students who do not wish to declare an official concentration (from those listed below) complete the required Core and Foundation Credits and 15 Elective Credits chosen from courses among any of the concentrations. A minimum cumulative GPA of 3.00 (solid "B") is required of all students for good academic standing and to be eligible to graduate. The MPS degree must be completed within five years.

Students must complete MPTM-500 and MPTM-900 with a "B" (3.00) or better in each to be eligible for program completion and graduation.

Core and Foundation Courses (15 Credits)

MPTM-500: Ethics in Technology Management (Core course, 3 credits)

MPTM-600: Managing Technology (Foundation course, 3 credits)

MPTM-700: Systems Requirements (Foundation course, 3 credits)

MPTM-800: Financial Analysis for Technology Managers (Foundation course, 3 credits)

MPTM-900: Capstone Course (Core course, 3 credits)

Advising Notes: Ethics in Technology Management (MPTM-500) should be completed within the first or second semester of study. Capstone (MPTM-900) is reserved for degree-seeking students, and must be taken in the final semester of study after all coursework is completed.

Please note that transfer credits are not awarded for required Core and Foundation courses (MPTM 500, MPTM 600, MPTM 700, MPTM 800 and MPTM 900)

Elective Courses (3-15 Credits)

Other courses in the program provide theoretical and practical experience in using information technology to support organizational decision-making processes through examining how an organization optimizes its competitive strategy and core competencies. You will explore tools and techniques that prepare you to exhibit technical competence and showcase leadership that can transform organizations.

Concentration Courses (15 Credits)

Note: Students must receive permission from their program on the Declaration of Concentration form to post the concentration on their transcript.

Information Security Concentration

MPTM-652: Information Security

MPTM-660: IT Security Compliance/Forensics

MPTM-661: Information Assurance & Risk Assessment

MPTM-662: Cryptography & Network Security

MPTM-663: Cyber Threats & Vulnerabilities

MPTM-664: Intelligence Analysis for Information Security

MPTM-665: Perspectives in Addressing Cybersecurity & Critical Infrastructure: A National Challenge

Project Management Concentration

MPTM-620: Project Management

MPTM-621: Organizational & Technology Change Management

MPTM-622: Managing Diverse Organizations in a Flat World

MPTM-623: Technology Entrepreneurship

MPTM-624: Advanced Federal IT Consulting

Health Information Technology Concentration

MPTM-670: Healthcare Information Systems and Big Data Analytics

MPTM-671: Seminar in Healthcare Environments

MPTM-672: Healthcare Informatics

MPTM-673: Healthcare Standards & Policy

MPTM-674: Practical Clinical Informatics

MPTM-675: Cyber Security in Healthcare

MPTM-676: The Internet of Things Applied To HealthCare - How Medical Devices Could Empower Consumers & Providers to Improve the Quality of Care

System Design and Management Concentration

MPTM-640: Software Life Cycle Management

MPTM-642: Human-Computer Interaction

MPTM-643: Database Design & Management

MPTM-650: Business Intelligence, Big Data & Analytics

MPTM-654: Service-Oriented Architecture

MPTM-655: Enterprise Architecture

Comprehensive

MPTM-630: Marketing Technology Products and Services
MPTM-631: e-Business/Social Media Technology Trends
MPTM-632: Enterprise Modernization
MPTM-653: Mobile Strategy
MPTM-656: Cloud Computing and Virtual Data Center
MPTM-657: Technology Policy & Advocacy

International

MPTM-808: Architecting Transformation: Strategy, Vision, & Re-inventing Technology

Online Courses

Courses available in the online format include 10 courses totaling 30 credit hours, offering students a balanced mix of theory and practice in the technology industry.

Core and Foundation Courses –Campus/Online

MPTM 500: Ethics in Technology Management (Core course)
MPTM 600: Managing Technology (Foundation course)
MPTM 700: Systems Requirements (Foundation course)
MPTM 800: Financial Analysis for Technology Managers (Foundation course)
MPTM 900: Capstone Course (Core course)

Elective Courses

MPTM 620: Project Management
MPTM 650: Business Intelligence, Big Data & Analytics
MPTM 632: Enterprise Modernization
MPTM 652: Information Security
MPTM 622: Managing Diverse Organizations in a Flat World

Licensure Disclosure

This program does not provide any professional licensure or certification. Though not required, students may wish to research and seek certification related to technology management through a professional organization. More information about some of these professional organizations is available [here](#).

Program Guidelines: Urban & Regional Planning Program

Faculty Director, Uwe S. Brandes, M.Arch

Program Director, Jamie Kralovec, M.U.P.

<http://scs.georgetown.edu/departments/34/urban-and-regional-planning@GeorgetownURP>

Mission Statement

The Georgetown University Master's in Urban & Regional Planning program trains visionary leaders to create livable, meaningful, and sustainable neighborhoods, cities, and regions. Housed in downtown Washington, DC, the program prepares practitioners to advance the practice of responsible urban development in cities around the world.

Program Overview

The structure of the program's curriculum follows the Planning Accreditation Board's North American standards and criteria for certification of the masters degree in urban and regional planning. The program has been designed to empower each student to complete the masters degree in accordance with their needs, interests and aspirations, while embracing Georgetown University's traditions of academic excellence and Jesuit values. Students may complete the degree on an accelerated full-time basis (15 months), or conversely, may choose to pursue the degree on their own terms (full-time or part-time) allowing for external engagement in professional internships or concurrent employment (2 to 3 years).

Program Features

- A masters degree which embraces the range of urban planning topics included in economic and community development, urban design of the built environment, and international urban development.
- A curriculum that encourages student-driven inquiry which advances the traditions of academic excellence of Georgetown University.
- The opportunity for students to tailor their engagement in the program in a manner which personalizes their approach to professional development.
- Exposure to state-of-the-art professional urban planning practices through a faculty composed of academics and leading professional practitioners.
- Engagement with leading urban planning thought leaders who represent professional excellence from local, regional and international organizations.
- Headquartered in a modern campus in the heart of downtown Washington, D.C.

Learning Goals

Candidates who complete the degree will be able to:

- A. Conduct research associated with the preparation of comprehensive plans for neighborhood, urban and regional communities;
- B. Synthesize competing forces of urban development through the place-based understanding of economic, social and ecological attributes of a community;
- C. Establish community sustainability goals which align with state, federal and international policies;
- D. Interpret the legal frameworks of local land use regulations, including municipal zoning and growth management regulations;
- E. Create urban development strategies which harness public finance mechanisms, public-private partnerships and market-driven investments;
- F. Shape the future of the public realm through the planning of infrastructure, transportation, energy and natural resource systems;
- G. Acquire the communications, mediation and deliberation skills to engage the myriad of urban stakeholders;

- H. Critically reflect on the professional ethics associated with the management of urban development.

Curriculum Structure:

The Master of Professional Studies in Urban and Regional Planning (MPS-URP) is comprised of:

- 42 total credits (14 courses);
- 21 required Core and Foundation Course credits (7 courses);
- 12 Concentration credits (4 courses); and
- 9 Elective credits (3 courses).

A minimum cumulative GPA of 3.00 is required of all students to remain in good academic standing and to be eligible to graduate. The degree must be completed within five years and can be completed in as few as four semesters (15 months) with special approval from the Faculty Director.

Core & Foundation Courses:

Courses which teach the foundational skills and knowledge for the professional practice of urban planning include: MPUP-500: Ethics and Planning Practice (Core Course, 3 credits)

MPUP-510: Urban Planning History and Theory (Foundation Course, 3 credits)

MPUP-520: Methods in Urban Planning Research (Foundation Course, 3 credits)

MPUP-530: Economics for Planners (Foundation Course, 3 credits)

MPUP-540: Planning a Sustainable Future (Foundation Course, 3 credits)

MPUP-550: Legal Foundations of Planning (Foundation Course, 3 credits)

MPUP-950: Urban & Regional Planning Capstone (Core Course, 3 credits)

Note: Methods in Urban Planning Research (MPUP-520) shall be completed in the first semester of study. Urban & Regional Planning Capstone (MPUP-950) represents a final research thesis to be completed in the final semester of study. The degree requires Ethics (MPUP-500) and Capstone (MPUP-950) to be completed with a grade of "B" (3.00) or better to be eligible for graduation.

Concentrations and Representative Courses

Note: Students must receive permission from their program on the Declaration of Concentration form to post the concentration on their transcript.

Urban Design & Land Use

This concentration explores the practices for planning and regulating the physical development of the built environment.

MPUP-602: Sustainable Development & Construction

MPUP-605: Geographic Information Systems

MPUP-701: Washington by Design

MPUP-702: Global Cities by Design

MPUP-751: Transit-Oriented Development

MPUP-760: Land Use Controls

MPUP-765: Transportation Planning

MPUP-770: Resilient Urban Systems

MPUP-800: Planning Studio

Housing, Community, & Economic Development

This concentration explores the planning and management of socio-economic performance of neighborhoods, cities and regions.

MPUP 601: Modes of Participatory Planning
MPUP-661: Big Investments in Big Cities
MPUP-680: Urban Marketing and Economic Development
MPUP-711: Managing Great Urban Places
MPUP-720: Planning for Health
MPUP-755: Affordable Housing Strategies
MPUP-800: Planning Studio
MPUP-801: Urban Revitalization
MPUP-803: Urban Development and Entitlement Practicum

International Development

This concentration explores urban planning and development practices outside of the U.S. legal system.

MPUP-702: Global Cities by Design
MPUP-715: Global Urbanization
MPUP-730: Place-Based Development in Global Travel
MPUP-800: Planning Studio
MPUP-802: Pacific Cities Sustainability

Elective Courses

Electives may be taken within the urban planning program or with permission of the Faculty Director may be explored outside of the program. Recent elective courses have included:

MPUP 660: Contemporary Critical Theory
MPUP 703: Approaches to the Modern City

Independent Study

Independent study represents a unique opportunity for students to self-design a course of study which is either structured to engage an external organization or to conduct independent research. Students may pursue up to two independent study courses.

MPUP 901: Urban Planning Independent Study

Licensure Disclosure

There is no mandatory license for practicing urban planners, except in [New Jersey](#). Students who wish to practice planning in New Jersey are encouraged to review the requirements for licensure prior to completing this program. Though not required, students may wish to research and seek certification through a professional organization, such as the [American Institute of Certified Planners](#).

DEGREE CONFERRAL

The MPS degrees are awarded and recorded on the official transcripts at the end of May (for spring candidates), September (summer candidates), and January (fall candidates). The Executive MPS (EMPS) degrees are awarded and recorded on the official transcripts at the end of September. Students should contact their academic program after earning the following number of credit hours preceding their final semester to review their progress toward completion:

- 33 hours for students in Urban & Regional Planning (URP)
- 24 hours for students in Emergency & Disaster Management EMPS (EDM), Project & Portfolio Management (PPM), and Global Strategic Communication (GSC)
- 21 hours for students in Emergency & Disaster Management MPS (EDM), Hospitality Management (HM), Human Resources Management (HRM), Integrated Marketing Communications (IMC), Journalism (JO), Project Management (PM), Public Relations & Corporate Communications (PRCC), Real Estate (RE), Systems Engineering Management (SEM), Technology Management (TM)
- 18 hours for students in Sports Industry Management (SIM)

Graduation is not an automatic process, and all students must be cleared and certified to graduate by the Office of Academic Affairs & Compliance. In order to facilitate this process, students complete the following steps during the first two weeks of their final semester:

- A. Review the degree audit and print a copy of their transcript (using the MyAccess system) to review on their own and with their academic advisor. While the advisor can provide academic guidance, it is ultimately the students' responsibility to ensure that they have met all degree or certificate requirements (including specific course, GPA, credit, and major requirements which can differ by program).
- B. MPS students fill out the online graduation application in MyAccess under "Student Records" and "Apply to Graduate." Urban & Regional Planning students apply to graduate when they have attempted 33-credits, and most other master's-level students can only apply to graduate when they have attempted 21-credit hours (earned hours *plus* currently registered-for hours).
- C. Applications are required from all students by published deadlines for diploma and certificate orders, degree conferral, and preparation of the annual *Commencement Book*. Failure to return a complete application in a timely manner could result in delays conferring the degree and ordering the diploma or certificate.
- D. All students should contact the Office of Billing and Payment Services (202-687-7100) to ensure that they have settled their financial obligations. The University cannot provide diplomas or official transcripts to students who owe in excess of \$100.00.
- E. International students should contact their SCS International Program Advisor at (202) 687-5867 to update their status and report the exact end-date of their program.

MPS students should apply to graduate online following the steps described at: scs.georgetown.edu/academic-affairs/graduation.

Submission of an application does not guarantee graduation clearance, as all grades must be entered, and students must complete the standards and requirements of their program, the School, and the University.

Commencement Exercises

The school-wide Commencement Ceremony is held in May every year. MPS graduates who have had their degrees posted earlier (in the prior fall or summer semesters, depending on the program) are welcomed and encouraged to participate in this formal ceremony.

The *University Commencement Book* is published once per year for this Ceremony. Only the names of students expected to complete their degree by the end of the current spring semester (and who earned their degree in the prior year's fall and summer semesters) will appear in the annual *Commencement Book*. While every effort is made to ensure complete accuracy within the *Commencement Book*, please note that appearing in it does not guarantee degree conferral, nor does the act of walking in the Commencement Ceremony. *Degrees are conferred and posted on transcripts only after all requirements have been completed successfully and certified by the Office of Academic Affairs & Compliance.*

Academic Honors and Awards

SCS academic programs review their graduating students and make recommendations for program-specific awards to be presented at the annual *Tropaia Ceremony* which takes place during the week before Commencement. Programs consider a variety of criteria in making their recommendations (such as cumulative GPA; social impact; Capstone presentations; and so on). Students should contact their advisors to learn more about these awards.

Graduate students are not ranked. The minimum acceptable GPA for good academic standing and graduation is a 3.000 ("B" average), and all graduate students are expected to perform at a high academic level in their specific field of study. Therefore, undergraduate academic honors (such as *summa/magna/cum laude*) are not applied at the graduate-level.

Financial Clearance

Financial holds prevent the generation of official transcripts and the issuance of a diploma or a certificate. Financial holds are not released until the past due balance is paid in full. All students should settle all financial obligations to the University – e.g. overdue tuition, library fines, and late fees – so that their account balance is \$0 before completing their last course.

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