



*GEORGETOWN UNIVERSITY*  
*School of Continuing Studies*

Faculty Teaching Guide

## Table of Contents

Welcome .....	6
Planning Your Semester Start-to-Finish.....	7
Getting Hired and On-Boarded.....	7
Getting Ready for Classes .....	7
During the Semester .....	8
Online Instruction .....	9
Training .....	9
Time Commitment.....	9
Technology.....	9
Preparation of Materials.....	10
Grading.....	10
Course Design .....	10
Feedback.....	10
Additional Resources .....	10
Course Syllabi.....	11
Course Syllabus Checklist.....	11
Basic Information .....	11
Course Content .....	11
Learning Objectives & Outcomes .....	11
Assignments & Grading .....	13
Academic Honor Code and System.....	14
Student Conduct .....	15
Basic Classroom Etiquette .....	15
Students with Disabilities Policy .....	15
Title IX: Sexual Misconduct and Sexual Harassment .....	15
Human Subjects Research .....	16
Important Dates & Deadlines (Add/Drop and Withdrawal Deadlines).....	16
University Resources .....	16
Common Grading Questions .....	16
What if a student is on my roster but never attends or stops attending my class? .....	17
What if I suspect a student has committed an Honor Code violation?.....	17
How do I request to change a final grade for a student?.....	17

What should I do if a student wants to appeal a final grade in my class? .....	18
Academic Integrity.....	18
Georgetown University’s Honor Code and System .....	19
Reporting a Possible Violation for Investigation .....	19
Plagiarism Awareness and Review: Turnitin.com.....	20
Human Subjects Research .....	20
Faculty Rights & Responsibilities .....	20
Georgetown University Faculty Handbook.....	20
SEIU Local 500 (Adjunct Union) .....	21
Jesuit Values at Georgetown University: The Spirit of Georgetown .....	22
"Ad Majorem Dei Gloriam" .....	22
Contemplation in Action.....	22
Academic Excellence.....	22
Educating the Whole Person .....	23
"Cura Personalis" .....	23
Faith and Justice .....	23
Women and Men for Others .....	23
Interreligious Understanding.....	23
Community in Diversity .....	24
FERPA (The Family Educational Rights and Privacy Act).....	24
IDEAA, Non-Discrimination, and Anti-Harassment Policies .....	28
Reasonable Accommodations for Faculty .....	28
Respect Training & Compliance.....	28
Code of Ethical Conduct.....	28
Introduction .....	29
Respect for Others .....	29
Individual Responsibility & Accountability .....	30
Responsible Conduct of Teaching and Research .....	30
Community Health and Safety.....	30
Appropriate Use of University Resources.....	30
Information Privacy, Confidentiality and Security.....	30
Avoidance of Conflicts of Interest .....	31
Compliance with Applicable Laws, Regulations, and University Policies .....	31

Obligation to Report .....	31
Protection of Minors Policy .....	31
Title IX: Sexual Misconduct and Sexual Harassment .....	32
Instructional Continuity .....	32
Emergency Closures, Preparedness, and University Safety .....	33
Student and Faculty Conduct and Communication .....	33
Communication (Email, Technology, and Social Media) .....	33
Classroom Etiquette and Student Code of Conduct .....	33
Technology Services: Explore, Blackboard, and MyAccess .....	34
Course Cancellations, Make-Up Classes, and Technology .....	34
Accreditation, Assessment, and You .....	35
University Resources for Faculty & Students .....	36
Academic Resource Center (ARC) .....	36
Center for New Designs in Learning & Scholarship (CNDLS) .....	36
Conducting Research and the SCS Library .....	36
Copyright Policy .....	36
Counseling and Psychiatric Services (CAPS) .....	36
Emergency Preparedness and HOYAlert .....	36
Events at Georgetown .....	37
Faculty & Staff Assistance Program .....	37
Institutional Compliance and Ethics .....	37
Institutional Diversity, Equity, and Affirmative Action (IDEAA) .....	37
Libraries .....	37
University Information Systems (UIS) .....	37
Georgetown Downtown Campus .....	37
Academic Affairs, Student Affairs, & Compliance .....	38
Academic Resource Center (ARC) .....	38
Admissions .....	38
Copy & Print .....	38
Counseling & Psychiatric Services (CAPS) .....	38
Day Lockers .....	39
Digital Media Center (DMC) .....	39
GOCard Office .....	39

Library (SCS Campus) .....	40
Interfaith Chapel & Contemplative Space .....	40
International Student & Scholar Services .....	40
Lost & Found .....	40
Quiet Study Room .....	41
Registrar .....	41
Scholarly Publications, Office of .....	41
Student Financial Services .....	41
Student Billing and Payment Services .....	41
Sweet Yo Café .....	42
Threat Assessment .....	42
Veterans Office .....	42
Wellness Room .....	42
School of Continuing Studies Leadership .....	43
Central Administration .....	43
Program Administration .....	43
Applied Intelligence .....	43
Emergency & Disaster Management .....	43
Global Strategic Communication .....	44
Global Hospitality Leadership .....	44
Human Resources Management .....	44
Integrated Marketing Communications .....	44
Journalism .....	44
Liberal Studies .....	44
Program and Portfolio Management .....	44
Project Management .....	44
Public Relations & Corporate Communications .....	45
Real Estate .....	45
Sports Industry Management .....	45
Summer School .....	45
Systems Engineering Management .....	45
Technology Management .....	45
Urban & Regional Planning .....	45

## Welcome

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

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

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

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

Sincerely yours,  
The SCS Academic Affairs Team

Michael Canter, J.D.  
Associate Dean for Academic Operations

Sarah Garvin, M.A.  
Assistant Dean for Planning & Assessment

Michele Mackie, Ph. D.  
Associate Dean for Academic Affairs & Compliance

Daniel Stoll, Ph. D.  
Senior Associate Dean for Academic & Faculty Affairs

Crystal Williams, M.A.  
Senior Assistant Dean for Academic Affairs & Compliance

(Updated Summer 2017)

## Planning Your Semester Start-to-Finish

### Getting Hired and On-Boarded

1. Sign and return your contract and any program required hiring paperwork, including documentation to complete your I-9 paperwork.
2. Complete all steps in GMS (Georgetown Management System) at [gms.georgetown.edu](http://gms.georgetown.edu).
3. If you are new to Georgetown, get your NetID and password set up through Georgetown's Office of University Information Systems, UIS ([uis.georgetown.edu/](http://uis.georgetown.edu/)).
4. Obtain your GOCard ([gocard.georgetown.edu/](http://gocard.georgetown.edu/); Georgetown Downtown or Darnall Hall, 3-G), which is your University ID. This ID allows you access to the Faculty Lounge, to check out books, place books them on reserve, and use other University resources.
5. Go to <http://explore.georgetown.edu> to update your official Georgetown Faculty Profile. This is the official record for Georgetown faculty and a great place for you to upload a picture, your professional biography, sample syllabi, research interests, publications, and presentations.

### Getting Ready for Classes

1. Draft your syllabus and submit it to your academic program for review. Please refer to the Course Syllabus Checklist in this Handbook for important, required information to include on your syllabus.
2. After your syllabus is approved, upload it in Explore ([explore.georgetown.edu/](http://explore.georgetown.edu/)), the system of record for the University.
3. As a member of the SCS faculty, you are required to use a learning management system (LMS) to manage your course, the content and the announcements. There are two learning management systems available. Please choose either Blackboard ([campus.georgetown.edu/](http://campus.georgetown.edu/)) to manage course content such as conducting student discussion boards, tracking assignment grades, making course announcements, and emailing the class roster or Canvas ([canvas.georgetown.edu](http://canvas.georgetown.edu)). Canvas is the recommended course management system. It is easy to use and provides more features.
4. Decide which textbooks (or other readings/materials) you will use and include their ISBN and price on your syllabus. Email your academic program your book adoptions per course.
5. Plan out your entire semester or module, allowing students enough time between large assignments and readings and giving you enough time to grade and return those assignments. Students should not have to turn in new assignments without having received feedback from you on prior assignments.
6. Only use your Georgetown University email ([apps.georgetown.edu/](mailto:apps.georgetown.edu/)) for all work-related purposes. If you use a non-Georgetown account and end up involved in some type of litigation, your non-Georgetown account and its contents would likely be discoverable if you choose to use it instead.
7. Plan for the unplanned! The Instructional Continuity policy became effective in AY14-15, so that "Instructional activities will be maintained during university closures. Faculty members should prepare for the possibility of an interruption of face-to-face instruction by establishing a policy within the course syllabus to maintain instructional continuity in the case of an unforeseen

disruption.” Faculty members should visit [instructionalcontinuity.georgetown.edu/preparation/](http://instructionalcontinuity.georgetown.edu/preparation/) before the start of a semester for proper planning to include Blackboard and Zoom.

8. Familiarize yourself with various Teaching Tools available at Georgetown, including Blackboard, Zoom, Echo360, and TurnItIn among others:  
<http://uis.georgetown.edu/teaching/tools>

### During the Semester

1. Log into MyAccess ([myaccess.georgetown.edu](http://myaccess.georgetown.edu)) and view your class roster. Print a copy of your roster for the first day of class.
2. The Registrar will send you an email to activate your Course Evaluation for the end of the semester. You will also be given the opportunity to add some additional questions at that time.
3. On the first day of class, call roll from your roster. Roll taking occurs throughout the semester. If you are teaching an online class, you are required to give an assignment before the add/drop period has ended.
4. If any students who appear on your roster but have never attended, please email them (copying your academic program) before the drop period has ended that they should drop to avoid a failing grade.
5. After the add/drop deadline has passed for your class, alert any students not on your roster that they must stop attending your class and notify your academic program.
6. Prepare a lesson plan for each day to help you plan appropriately.
7. Record final grades in MyAccess and reflect upon a semester of great work and accomplishments.



## Online Instruction

In order to ensure that students in the online modality are receiving the highest quality education, the following are expectations that have been established for Faculty members who teach online/distance courses.

### Training

SCS requires online Faculty to complete a training course. There are three training opportunities available to faculty depending on the program.

1. All online faculty can enroll in the course, *SCS Onboarding Online Faculty*. Send a note to your program manager or director to be enrolled in the course. Once you are enrolled, to access the course, please log into Canvas at [canvas.georgetown.edu](https://canvas.georgetown.edu).
2. Faculty members will be required to complete the following trainings with our educational provider and partner Deltak (Wiley) or Georgetown training provided through the Center for New Designs in Learning and Scholarship (CNDLS):
  - Technical Training for the Online Environment
  - Teaching in an Online Environment

Additional training may become available and/or supplemented.

### Time Commitment

Faculty members will be expected to spend the necessary amount of time to interact with students and foster learning in the online modality. Interaction with the students may include but is not limited to:

- Moderating Comments in the Blackboard or Canvas Discussion Forums assigned for each individual week
- Providing Feedback to student assignments and questions about topics within the course
- Holding Virtual Office Hours Weekly
- Answering Student Emails/Communications

Faculty members should allocate the time necessary to provide substantive feedback to the students in a timely manner and interact with them in both group and individual settings on a regular basis.

### Technology

All online faculty members will be versed in the Blackboard or Canvas educational platform where the courses are delivered to the online students. Faculty members will also be expected to maintain and use a valid Georgetown e-mail for communications with the students.

Faculty members will also have access to use:

- Echo360 for providing video commentary to the students
- Video Teleconferencing software for meetings with the students

## Preparation of Materials

Faculty members will be expected to produce a syllabus and work with the Program Director and Program Manager to complete this in a timely fashion.

## Grading

- Due to the compressed schedule of online courses, faculty members will be informed of the academic calendar and course schedule dates prior to the beginning of each semester, and faculty are expected to comply with stated deadlines.
- Faculty members will be expected to grade all assignments and assign grades based on the performance of the student.

## Course Design

- Online courses have been specifically designed by a determined Subject-Matter Expert (SME), an Instructional Designer (ID) and a Program Development Manager (PDM).
- Online faculty members are expected to teach the course within the course shell that has been designed.
- Faculty members will still have the freedom to teach the course to fit their teaching profile.

## Feedback

- Online faculty members will be expected to give feedback on the course and make suggestions at the completion of the course on where improvements can be made and if sections need to be updated.
- The faculty member will report his/her findings to the Associate Dean, Executive Director or Visiting Assistant Professor as necessary.

## Additional Resources

Georgetown University

<https://cndls.georgetown.edu/services/online/>

University of Massachusetts

[http://www.umass.edu/oapa/oapa/publications/online\\_handbooks/Teaching\\_and\\_Learning\\_Online\\_Handbook.pdf](http://www.umass.edu/oapa/oapa/publications/online_handbooks/Teaching_and_Learning_Online_Handbook.pdf)

University of Texas at Dallas

[http://www.utdallas.edu/elearning/instructors/documents/elearninghandbook\\_11\\_2011.pdf](http://www.utdallas.edu/elearning/instructors/documents/elearninghandbook_11_2011.pdf)

## Course Syllabi

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

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

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

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

## Course Syllabus Checklist

### Basic Information

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

### Course Content

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

### Learning Objectives & Outcomes

Every course should be built to help students achieve earning specific learning objectives and measurable outcomes. What should students be able to do differently at the conclusion of your course? How will you measure their progress throughout the course and be able to show them that they have improved in certain areas?

While there are a number of ways that you can construct the Learning Objectives and Outcomes for your course, we encourage you to incorporate Bloom's Taxonomy which looks at cognitive areas in the following hierarchy:

- Knowledge: Students exhibit previously learned material by recalling facts, terms, basic concepts and answers.
- Comprehension: Students demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions and stating main ideas.
- Application: Students solve problems by applying acquired knowledge, facts, techniques and rules in a different way.
- Analysis: Students examine and break information into parts by identifying motives or causes. They make inferences and find evidence to support generalizations.
- Synthesis: Students compile information together in a different way by combining elements in a new pattern or propose alternative solutions.
- Evaluation: Students present and defend opinions by making judgments about information, validity of ideas or quality of work based on a set of criteria.

To learn more about Bloom's Taxonomy and other ways to build your Learning Objectives and Outcomes, please visit:

- Georgetown University  
[https://commons.georgetown.edu/teaching/design\\_learning\\_go](https://commons.georgetown.edu/teaching/design_learning_go)
- Vanderbilt University  
<https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>

Additional resources can be found by accessing the Degree Qualifications Profile (DQP) toolkit at: <http://degreeprofile.org/resource-kit/>

This toolkit provides valuable guidance on:

- Adaptive Learning
- Applied & Integrative Learning
- Assessment
- Capstones
- Cognition of Learning
- Competency-Based Education
- Course-Embedded Assignments
- Massive Open Online Courses
- Mind Mapping
- Online Assessment
- Rubrics
- Scholarship of Teaching and Learning
- Student Affairs and Co-Curriculum
- Transfer/Articulation
- Tuning

## Assignments & Grading

Brief descriptions of each assignment and due dates, including benchmarks for assignments that include multiple parts. For example, a research paper might include a proposal, outline, annotated bibliography, first draft, and final draft, each due at separate points during the semester.

Date of your final exam, if you are giving a final exam. All SCS courses must have an in-person final exam day during which academic work (exams, presentations, discussions) is completed with the instructor.

Late Work: If you choose to accept late work, your late policy must be very clear. You might accept late work only for a documented reason, for example. You might deduct specific points for every day or week that an assignment is late. **To ensure equity and fairness, we ask that you be consistent.**

Attendance: State the attendance policy and the result absenteeism will have on participation, overall learning, and the final grade.

The Instructional Continuity policy became effective in AY14-15, so that “Instructional activities will be maintained during university closures. Faculty members should prepare for the possibility of an interruption of face-to-face instruction by establishing a policy within the course syllabus to maintain instructional continuity in the case of an unforeseen disruption.”

Grading: You can use a percentage weight or point system for each component of the class, including quizzes, papers, interviews, presentations, and so on. An example follows:

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

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

An example follows:

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

**Graduate course grades** include: A, A-, B+, B, B-, C, and F only. There are no grades of C+, C-, or D at the graduate level.

**Undergraduate course grades** include: A, A-, B+, B, B-, C+, C, C-, D, and F

Incompletes: The incomplete policy if you choose to allow such an exception.

If you do allow incompletes, you should consider the request from the student who needs a little more time to apply the finishing touches to the remaining one or two missing assignments. You may establish a deadline earlier than what is documented in the Student Handbook. No additional or revised coursework can or will be accepted; only the coursework assigned to all students in your course.

You should not allow an incomplete to the student who needs longer than the SCS deadline to complete the remaining assignments. No incomplete should be granted to students who take on too much academically and then do not adjust their schedules within the published add/drop and withdrawal period.

#### Process for Requesting an Incomplete

All incompletes should be requested first by the student of the instructor in writing prior to the last day of class. Requests received on or after the last day of class will not be considered. Students should include an explanation for their request and any supporting documentation they have.

Upon receiving the request, the instructor will determine if an incomplete should be granted. If the instructor would like to grant an incomplete, he or she will submit the request to program leadership for final approval. The instructor must receive the program's approval before an incomplete can be granted.

The instructor should submit to the program the student's initial request, explanation of remaining course requirements, and the proposed due date (not to exceed the deadlines listed in the Graduate Professional Studies Student Handbook). The academic program will notify the instructor and the student of the final decision. If an incomplete is granted, the instructor will enter a grade of "I" for the course. If the incomplete is not approved, the student will receive a final grade for the course based on the work submitted. Decisions made by the academic program are final and without right of further appeal.

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.

#### Academic Honor Code and System

You should emphasize that Georgetown expects all students to maintain the highest standards of academic and personal integrity in pursuit of their education. Academic dishonesty in any form is a serious offense, and students found in violation are subject to academic penalties that include, but are not limited to, failure of the course, termination from the program, and revocation of degrees already conferred.

All students are held to the Honor Code and the Honor Code pledge is recited at all New Student Welcome sessions and many advisors also require students to sign the pledge for their student file. The Honor Code pledge is as follows:

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

## Student Conduct

Instructors should expect students to treat others respectfully and with dignity both in and out of the classroom. Classroom management is important and you are essential! If you are having issues or concerns about a student, please contact your program leadership for guidance.

Any perceived infraction of the Student Code of Conduct can be referred to the Office of Student Conduct ([studentconduct.georgetown.edu/](http://studentconduct.georgetown.edu/)) and other University Offices.

## Basic Classroom Etiquette

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

## Students with Disabilities Policy

Students with documented disabilities have the right to reasonable accommodations that do not fundamentally alter the nature of the course. Some accommodations might include note takers, materials in alternative formats (Large Print, Braille, MP3, DESI, DAISY), extended time on tests, and interpreting services, among others. Students must present you with an official letter from the Academic Resource Center that outlines the specific approved accommodation(s) before you provide them. Neither accommodations nor exceptions to policies can be permitted to students who have not completed this process in advance.

Please include the following text in your syllabus:

If you believe you have a disability, then you should contact the Academic Resource Center (ARC) before the start of classes for further information. The Academic Resource Center is the campus office responsible for reviewing documentation provided by students with disabilities and for determining reasonable accommodations in accordance with the Americans with Disabilities Act (ADA) and University policies.

Please note: It can take up to 4 weeks to review documentation and to handle accommodation letters that students provide to their professors. Accommodations are not retroactive which is why students are encouraged to contact the Academic Resource Center as early as possible.

Academic Resource Center

Location: School of Continuing Studies, Room C144

Hours: By appointment

Phone: [202.784.7366](tel:202.784.7366)

Email: [arc-scs@georgetown.edu](mailto:arc-scs@georgetown.edu)

Website: [academicsupport.georgetown.edu/](http://academicsupport.georgetown.edu/)

## Title IX: 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.

Georgetown has a number of resources available to provide support and assistance to survivors of sexual assault and other forms of sexual misconduct. Resources include: reporting and investigation procedures and semi-confidential and confidential support services.

**Important:** All Georgetown faculty members should support survivors of sexual misconduct, including relationship violence and sexual assault. University policy requires you to report any disclosures about sexual misconduct to the SCS Deputy Title IX Coordinator ([titleixscs@georgetown.edu](mailto:titleixscs@georgetown.edu)), whose role is to coordinate the University's response to sexual misconduct. Reports must be made within 24 hours of becoming aware of the disclosure.

SCS Deputy Title IX Coordinator

Location: School of Continuing Studies, Room C106

Phone: [202.687.5965](tel:202.687.5965)

Email: [titleixscs@georgetown.edu](mailto:titleixscs@georgetown.edu)

Website: <https://titleix.georgetown.edu/>

## Human Subjects Research

Research on human subjects includes not only work in the sciences but also projects in the social and behavioral sciences (e.g. surveys, interviews, etc.) as well as biomedical sciences.

Federal law requires that all proposed research involving human subjects first be reviewed by a formal and authorized institutional body in order to ensure that adequate protections are provided. At Georgetown, the only authorized body is the Institutional Review Board, [ora.georgetown.edu/irb/irb\\_101.htm](http://ora.georgetown.edu/irb/irb_101.htm).

## Important Dates & Deadlines (Add/Drop and Withdrawal Deadlines)

The add/drop, refund, and withdrawal periods are listed on the SCS Academic Calendar at: <http://scs.georgetown.edu/academic-affairs/academic-calendar/>

Non-Standard, Modular Courses have shorter deadlines listed on the Non-Standard Calendar at: <https://scs.georgetown.edu/resources-current-students/academic-calendar/>

## University Resources

Georgetown and SCS offers a full range of supportive resources and services to our students. A full list is found at:

<https://scs.georgetown.edu/resources-current-students/>

## Common Grading Questions

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



### What if a student is on my roster but never attends or stops attending my class?

If a student never attends or stops attending your class, we encourage you to notify that student (and your program) immediately so that the student can withdraw within the official adjustment period. This is the student's responsibility. If the student remains on your roster when you are ready to assign a final grade, then you should assign a failing grade. You should not assign an incomplete or an "NR" (not reported).

### What if I suspect a student has committed an Honor Code violation?

If you suspect that a student has committed an Honor Code violation, you should report the student immediately to the Honor Council ([honor@georgetown.edu](mailto:honor@georgetown.edu)) for further investigation (as explained in the section "The Georgetown University Honor Code and Honor System") and assign an "NR" while the case is under review. Under no circumstances should you attempt to resolve the situation yourself by allowing the student to revise and re-submit the work, grading the paper lower based on suspected plagiarism, or take any other action until the Honor Council resolves the case.

### How do I request to change a final grade for a student?

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

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

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

When determining whether a grading error has occurred (recording or calculation error), faculty should be aware that assignments that were graded based on in-class performance during the semester cannot be re-evaluated after the fact. For example, if students were evaluated on in-class presentation skills or received a grade for in-class participation, the points/grades for those assignments cannot be altered at a later time as they were assessed based on the student's real-time performance in the course.

In order to request a grade change for one of these reasons, you should first email your Faculty Director (or designated program staff) noting the course name, course number, student's name and GUID number, and reason for the grade change. Programs conduct a first level of review to determine if the grade change meets the policy guidelines. If it does not, the faculty will be notified and the grade change will not be submitted for additional review. If the grade change meets the criteria above and is approved by the program, it will be sent to the Office of Academic Affairs and Compliance for a final review before it can be submitted for processing. Grade changes are not considered final until it has

received approval from Academic Affairs. Faculty should keep this in mind when discussing grade changes with students.

### What should I do if a student wants to appeal a final grade in my class?

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. A mathematical error, error in grading procedures, or inequity in the application of policies stated in the course syllabus are grounds for an appeal. A disagreement with the professional judgment of the instructor should not be the basis of an appeal or any resulting change of 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.

Faculty should be aware that assignments that were graded based on in-class performance during the semester cannot be re-evaluated after the fact, even when a grade appeal is initiated. For example, if students were evaluated on in-class presentation skills or received a grade for in-class participation, the points/grades for those assignments cannot be altered at a later time as they were assessed based on the student's real-time performance in the course. No late work, additional assignments, or other work can be accepted as part of a grade appeal.

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

The Grade Appeal Process differs slightly by degree program (BALS, MALS/DLS, and MPS, SWP, PSP, CCPE) within SCS as follows per each Student Handbook. Please reference the appropriate student handbook found at: <https://scs.georgetown.edu/resources-current-students/student-handbooks/>.

### Academic Integrity

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

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

## Georgetown University's Honor Code and System

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

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

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

## Reporting a Possible Violation for Investigation

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

Shortly after you report the incident, you will be contacted by an Investigating Officer (IO) to discuss the details of your report. The IO will also speak with the student and, if necessary, other affiliated parties.

Upon completing this initial investigation, the IO will either (a) determine that no violation has occurred or (b) refer the case to a Hearing Board for further review. If the student is found not in violation, then you must treat the student as if no violation has occurred and grade the assignment based solely upon its academic merits. You cannot retaliate against a student if he/she is found not in violation.

If the case is referred to a Hearing Board, you may be asked to present during an evening hearing. The Board typically consists of three students, two faculty members, and the hearing chairperson.

The Board will complete its review and either (a) determine that no violation has occurred or (b) determine that the student has violated the Code and send a recommendation for sanction to the Dean. If the student is found not in violation, then you must treat the student as if no violation has occurred and grade the assignment based solely upon its academic merits. You cannot retaliate against a student if he/she is found not in violation. If the student is found in violation, then you are free to assign the reduced grade (including a failure in the course) as appropriate.

If the suspected violation occurs when grades are due at the end of the semester, you should assign an “NR” (not reported) as a place holder until the hearing has been completed. Thereafter, you can email the Interim Associate Dean of Academic Affairs ([rlg27@georgetown.edu](mailto:rlg27@georgetown.edu)) with the final grade.

### Plagiarism Awareness and Review: Turnitin.com

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

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

### Human Subjects Research

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

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

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

## Faculty Rights & Responsibilities

### Georgetown University Faculty Handbook

All instructors at the University – regardless of rank, tenure, or full or part-time status – are governed by the Faculty Handbook. We encourage faculty members to familiarize themselves with this important document in its entirety, including the University Mission Statement and Faculty Rights and Responsibilities sections.

The full Faculty Handbook can be viewed online:

<http://facultyhandbook.georgetown.edu/>

### **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.

### [SEIU Local 500 \(Adjunct Union\)](#)

In Spring 2015, the University and SEIU Local 500 entered into an agreement that covers part-time adjunct faculty members who meet certain criteria for membership and inclusion.

To learn more about this agreement, please visit the Provost's Office website at:

<https://provost.georgetown.edu/adjunct-faculty>

To learn more about SEIU Local 500, please visit their website at:

<http://www.seiu500.org/>

## Jesuit Values at Georgetown University: The Spirit of Georgetown

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

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

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

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

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

### "Ad Majorem Dei Gloriam"

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

### Contemplation in Action

St. Ignatius believed that prayer and reflectivity should so guide our choices and actions that our activity itself becomes a way of entering into union with and praising God. Contemplation is a critical dimension of the spiritual life and it is reflected in Georgetown's commitment to prayer, worship and retreats. Analogously, in the academic life, a spirit of reflectivity is a critical aspect of intellectual inquiry.

### Academic Excellence

In 1547, the first Jesuits were invited to begin a college in Messina, Italy, so that the young men of that town could receive the same quality of education that the early Jesuits promoted in training their own. Georgetown University is a descendant of this original Jesuit commitment to education. Academic excellence describes the great importance that Jesuits have placed on the life of the mind as a means for uncovering truth and discovering meaning. Georgetown's emphasis on academic excellence is reflected

in the careful selection of faculty and students, the quality of teaching and the importance of research on our campus, and it has led to our recognition as one of the top 25 universities in the United States.

### Educating the Whole Person

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

### "Cura Personalis"

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

### Faith and Justice

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

### Women and Men for Others

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

### Interreligious Understanding

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

## Community in Diversity

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

## FERPA (The Family Educational Rights and Privacy Act)

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

As a faculty member, you will have access to much student information, most often academic information such as grades and student performance on various assignments. Sometimes students may also share personal information with you, particularly if a medical or private situation arises and they seek your academic counsel. It is imperative that you treat all such information confidentially. You should never share student information with other students nor with other faculty members – even if you find that do you have the same student in class. A student's performance in one course should be evaluated independently of that student's performance in any other course. Additionally, you should not share any such information with friends, relatives (including parents), partners, or spouses of your students. Should any of these parties ask you questions about a particular student, you should encourage them to instead talk directly with that student, noting that you are not able to divulge such information.

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

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

The official FERPA policy is quoted below in full:

The Family Educational Rights and Privacy Act of 1974 (also known as the Buckley Amendment) is a federal law which states that a written institutional policy with respect to student records must be



established and that a statement of adopted procedures covering the privacy rights of students must be made available annually. The law provides that the University will maintain the confidentiality of student educational records.

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

- personnel within the University, on a need-to-know basis;
- persons or organizations providing student financial aid;
- accrediting agencies carrying out their accreditation function;
- 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);
- organizations conducting studies to develop, validate, and administer predictive tests;
- authorized representatives of federal or state government agencies for the purpose of audit and evaluation of government programs; and
- persons in an emergency in order to protect the health and safety of students or other persons.

All of these exceptions are permitted under the Act. Information will be released only on the condition that the party to whom the information is released will not disclose it to a third party without the written consent of the student. Furthermore, the University will maintain records of any access provided without the expressed consent of the student, and these records will be made available to the student on request. The University expects that students dependent on their parents will normally wish to share academic and other information with them. This information will not be provided directly to them, however, without the student's consent.

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

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

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

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

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

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

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

- 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;
- records of the Campus Public Safety Department;
- student health records;
- employment records; or
- alumni records.

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

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

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

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

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

agreement with the student's request, the appropriate records will be amended. If not, the student will be notified within a reasonable amount of time that the records will not be amended; the student will then be informed of his or her right to a formal hearing.

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

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

The hearing will include an informal presentation of arguments from both sides. The student will have a full and fair opportunity to present evidence relevant to the issues and may be assisted and represented by individuals of his or her choice at his or her expense, including an attorney. Evidentiary rules will be disregarded. Committee members have the obligation to disqualify themselves if there is any indication of personal bias. Additionally, the student has the right to disqualify any member of the committee, after giving adequate reasons to the chairperson; in such cases an alternate will be appointed. After both parties have presented their cases, the committee will have 48 hours to render its decision. The written findings and conclusion of the committee will be provided in writing to both parties within a reasonable time and will include a summary of the evidence and the reasons behind the decision. Minutes of the hearings will be kept on file in the appropriate Dean's office. The powers of the committee shall include but not be limited to:

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

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

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

The above procedures constitute general guidelines for these committees. The committees, however, may establish additional procedures as deemed necessary and appropriate to insure fairness and to

facilitate the hearing process. All time limits are to be determined without counting Saturdays, Sundays, and University holidays and vacation periods.

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

Students who believe that the adjudication of their challenges was unfair or was not in keeping with the provisions of the Family Educational Rights and Privacy Act of 1974 may submit a written request for assistance from the appropriate Vice President of the University. Further, students who believe that their rights have been abridged may file complaints with the Family Educational Rights and Privacy Act Office, Department of Health and Human Services, Washington, DC 20201.

### IDEAA, Non-Discrimination, and Anti-Harassment Policies

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

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

The most up-to-date policies and procedures can be found online at:  
[ideaa.georgetown.edu/policies/](http://ideaa.georgetown.edu/policies/)

### Reasonable Accommodations for Faculty

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

### Respect Training & Compliance

This program provides valuable information about what is discrimination, harassment, and sexual misconduct and your roles, rights, and responsibilities as members of the University community.

To complete this required training, please visit:  
<http://respect.georgetown.edu>

### Code of Ethical Conduct

Academic integrity is of fundamental importance within SCS and at Georgetown University. Faculty members should not only familiarize themselves with the Honor Code (described under "The University

Honor Code” in this Handbook) as it applies to their students, they should also familiarize themselves with the Code of Ethical Conduct ([georgetown.app.box.com/s/jxai9j83boyeo2sevy9c](http://georgetown.app.box.com/s/jxai9j83boyeo2sevy9c)) that applies to them as members of the educational community.

Georgetown University’s Office of Compliance and Ethics ([compliance.georgetown.edu/](http://compliance.georgetown.edu/)) provides guidance on such areas as the University Code of Ethical Conduct, questionable matters that may arise with teaching and research, and avoiding areas that may be viewed as a conflict of interest. The information provided below comes directly from the website (listed above) for this Office.

## Introduction

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

This Code applies to the University-related activities<sup>1</sup> of all faculty and staff of Georgetown University. Although in general, the Code outlines broadly applicable principles, in places it describes more specific obligations that may apply only to certain individuals or groups.<sup>3</sup> Although the principles set forth in this Code reflect values that should guide students, this Code applies to students only when they are employed by, or acting as agents of, the University, such as in their capacities as work-study employees, graduate or research assistants, academic fellows, and as members of University committees.

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

## Respect for Others

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

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

### Individual Responsibility & Accountability

Ethical behavior is an individual, as well as collective, responsibility. Georgetown University relies on the integrity of each faculty and staff member, whether they are acting individually or as part of a group. The University operates on the principle of individual accountability within a system of defined roles and governance. Individuals should assume the responsibilities that are appropriate to their University positions and roles. They are accountable to the University and to each other for their actions and are expected to exercise sound judgment and to act in good faith to perform their responsibilities. When roles, responsibilities or reporting relationships are unclear, individuals should seek clarification from appropriate sources.

### Responsible Conduct of Teaching and Research

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

### Community Health and Safety

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

### Appropriate Use of University Resources

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

### Information Privacy, Confidentiality and Security

Faculty and staff should generally handle all information in ways that respect individual privacy and protect the University's interests. They may, by virtue of their positions and responsibilities, have access to information that is personal, confidential, sensitive or legally protected. Such information may relate to students, employees, alumni, donors, research subjects, research sponsors, contractors, and others. Careful treatment of such information, including observing applicable laws, policies and procedures for

obtaining, securing, maintaining, handling, divulging and destroying it, is of utmost importance, as is limiting the use of such information to the purpose for which access was granted.

### Avoidance of Conflicts of Interest

Faculty and staff must conduct their University-related activities in a manner that is objective, independent and impartial and that assigns first priority to the needs and goals of the University. Even the appearance of an undue influence or conflict of interest with respect to one's actions on behalf of the University can be harmful, so faculty and staff must be sensitive to both the reality and the potential appearance of their activities, particularly with respect to outside professional activities, personal financial interests and the receipt of benefits from third parties (including University contractors and vendors). Potential conflicts must be disclosed in accordance with applicable policies so that they may be evaluated and, when necessary, eliminated, managed, or reduced appropriately.

The Financial Conflicts of Interest Policy from the Georgetown Faculty Handbook can be found online at [fcoi.georgetown.edu/](http://fcoi.georgetown.edu/).

### Compliance with Applicable Laws, Regulations, and University Policies

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

### Obligation to Report

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

### Protection of Minors Policy

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

programs or activities involving minors. The full policy and guidelines are online at [protectionofminors.georgetown.edu/](http://protectionofminors.georgetown.edu/) and is included in the University's Code of Ethical Conduct.

### Title IX: Sexual Misconduct and Sexual Harassment

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

Georgetown University prohibits sexual misconduct, including sexual harassment, sexual assault, domestic/dating violence, and stalking ([sexualassault.georgetown.edu/](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.

#### **School of Continuing Studies Deputy Title IX Coordinator**

Michele Mackie, Ph. D

Associate Dean

Academic Affairs and Compliance

640 Massachusetts Avenue N.W.; Washington, D.C. 20001

Phone: (202) 687-5965; Email: [titleixscs@georgetown.edu](mailto:titleixscs@georgetown.edu)

### Instructional Continuity

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

In-depth information, assistance, and resources can be found at [instructionalcontinuity.georgetown.edu/](http://instructionalcontinuity.georgetown.edu/)



## Emergency Closures, Preparedness, and University Safety

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

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

## Student and Faculty Conduct and Communication

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

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

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

## Communication (Email, Technology, and Social Media)

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

## Classroom Etiquette and Student Code of Conduct

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

All viewpoints, editorials, and opinions expressed by students represent those students exclusively – and not the students’ instructors, classmates, academic program, School, or University – even in cases when

students are using Georgetown-affiliated systems like email, blogs, and online portfolios. Any perceived infraction of the Student Code of Conduct can be referred to the student's Associate Dean/Executive Director and, in some cases, to the Office of Student Conduct ([studentconduct.georgetown.edu/](http://studentconduct.georgetown.edu/)) and other University Offices, such as Legal Affairs. Students found in violation of the Code of Conduct could be subject to a variety of sanctions, including mandatory withdrawal from courses (without a refund) and suspension or termination for non-academic reasons.

### Technology Services: Explore, Blackboard, and MyAccess

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

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

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

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

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

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

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

### Course Cancellations, Make-Up Classes, and Technology

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

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

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

## Accreditation, Assessment, and You

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

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

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

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

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

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

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

## University Resources for Faculty & Students

Please visit our Faculty Resources webpage for up-to-date links and contact information:

<http://scs.georgetown.edu/faculty/faculty-resources/>

Academic policies can be found in the relevant Student Handbook found at:

<http://scs.georgetown.edu/academic-affairs/student-handbooks/>

Additional resources and offices located at the SCS Downtown Campus can be found in the next section ("Georgetown Downtown Campus") and at:

<http://scs.georgetown.edu/about-scs/campus-life/services/>

### Academic Resource Center (ARC)

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

[academicsupport.georgetown.edu/](http://academicsupport.georgetown.edu/)

### Center for New Designs in Learning & Scholarship (CNDLS)

<https://cndls.georgetown.edu>

CNDLS staff members share their work and highlight innovative practice at Georgetown University.

### Conducting Research and the SCS Library

[www.library.georgetown.edu/scs](http://www.library.georgetown.edu/scs)

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.

### Copyright Policy

The Copyright Policy page references the overall and specific Georgetown University policies related to Copyright Basics, Using Copyrighted Resources, and "Obtaining and Giving Permissions." Additionally, the ProQuest Copyright Law & Graduate Research manual provides helpful guidance. At this time, only theses written by Liberal Studies students are published.

### Counseling and Psychiatric Services (CAPS)

<http://studenthealth.georgetown.edu/mental-health/about-us>

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."

### Emergency Preparedness and HOYAlert

We encourage all faculty to sign up for HOYAlert in order to receive important safety updates. Faculty teaching at the Georgetown Downtown campus might also want to sign up for AlertDC to receive safety and traffic updates.

## Events at Georgetown

<http://guevents.georgetown.edu/>

This central calendar lists events that are sponsored by Georgetown University, individual Schools, and academic departments and programs.

## Faculty & Staff Assistance Program

<http://hr.georgetown.edu/fsap>

The mission of the Faculty and Staff Assistance Program is to assist the university in addressing productivity issues, "employee clients" in identifying personal concerns that may affect job performance, and providing integrative health solutions to maintain healthy work-life balance.

## Institutional Compliance and Ethics

<http://compliance.georgetown.edu/>

The Office of Institutional Compliance and Ethics helps to support and coordinate many compliance-related activities the University undertakes. This Office, with the endorsement and assistance of the University's senior leadership, is responsible for leading the development, implementation and operation of the Georgetown Institutional Compliance and Ethics Program.

## Institutional Diversity, Equity, and Affirmative Action (IDEAA)

<http://ideaa.georgetown.edu/>

The mission of this Office is to promote a deep understanding and appreciation among the diverse members of the University community to result in justice and equality in educational, employment and contracting opportunities, as well as to lead efforts to create an inclusive academic and work environment.

## Libraries

<http://www.georgetown.edu/research/libraries>

Faculty have access to multiple Libraries at Georgetown University. In addition to the SCS Library, faculty may conduct research through the Bioethics Research Library, Lauinger Library, and others located on the Main Campus.

## University Information Systems (UIS)

<http://uis.georgetown.edu/>

University Information Services (UIS) provides Georgetown University with the core technology resources and support services for teaching, learning, and research.

## Georgetown Downtown Campus

School of Continuing Studies at 640 Massachusetts Ave., NW

For the most up-to-date contact information and links to resources, please visit our Campus Resources & Services webpage at:

<https://scs.georgetown.edu/resources-current-students/>

## Academic Affairs & Compliance

Location: Suite C106

Hours: By appointment; 9:00 a.m. - 5:30 p.m.

Email and Appointments: [scsoaac@georgetown.edu](mailto:scsoaac@georgetown.edu)

The SCS Office of Academic Affairs & Compliance reinforces the relationship between the SCS's liberal and professional studies programs and the fundamental Jesuit values of Georgetown. The office ensures academic standards, monitors student progress and provides related services that maintain the academic and ethical integrity of teaching and learning at Georgetown.

## Academic Resource Center (ARC)

Location: C144

Hours: By appointment

Phone: 202.784.7366

Contact: Ashley Bray, Disability/Learning Skills Advisor

Email: [arc-scs@georgetown.edu](mailto:arc-scs@georgetown.edu)

Website: [academicsupport.georgetown.edu/](http://academicsupport.georgetown.edu/)

The Academic Resource Center (ARC) in the School of Continuing Studies 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 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.

## Admissions

Location: 107

Phone: 202.687.6299

Email: [scsadmissions@georgetown.edu](mailto:scsadmissions@georgetown.edu)

Website: [scs.georgetown.edu/admissions](http://scs.georgetown.edu/admissions)

## Copy & Print

Student Copy & Print Center

Location: Adjacent to C217

Students must load money on their GOCards and then swipe their GOCards on the Xerox machine in order to copy or print. Students can load money online or at the GOCard machine in the main lobby on Level 1.

Faculty Copy & Print Center

Location: 207 - Faculty Lounge

The Xerox machine requires faculty to input their accounting code in order to copy or print. Each program has a unique accounting code; please contact your program manager or director to receive your code.

## Counseling & Psychiatric Services (CAPS)

Location: room C107 inside the Student Services suite on Level C1

Hours: By appointment  
Appointments: 202.687.6985  
After Hours Emergencies: 202.444.7243 (ask for the on-call clinician)  
Website: [studenthealth.georgetown.edu/mental-health/](http://studenthealth.georgetown.edu/mental-health/)

Georgetown's Counseling and Psychiatric Services (CAPS) is here to serve the mental health needs of enrolled students. CAPS services are available to SCS students for personal issues in any aspect of their lives, whether relating to Georgetown or otherwise.

### Day Lockers

Location: Adjacent to C206  
Phone: 202.687.7723  
Sign-in: Reception Desk, Main Lobby on Level 1

Day lockers are available to SCS students, faculty and staff, free of charge. Please sign-in at the reception desk in the main lobby on Level 1 to receive your locker assignment and key. Lockers are assigned on a first-come, first-serve basis.

#### Locker policies:

Lockers are available for day use only. Users must remove their items and return the key to the reception desk before campus closes.  
There is a \$10 fee for an unreturned or lost key.  
Georgetown University and the School of Continuing Studies are not responsible for lost or stolen items.

### Digital Media Center (DMC)

Location: C203-SCS Library (Equipment check-out); C226 (Mac Lab)  
Hours: Mon/Tues/Thurs 2:00-8:30 p.m.  
Mac Lab (C226): Mon/Tues/Thur., 2:00 p.m. – 5:00 p.m.  
Phone: 202.687.5720  
Contact: Zan Gillies, Multimedia Manager  
Website: <http://scs.georgetown.edu/students/student-resources/digital-media-center/>

SCS students, faculty and staff can rent video camcorders, still photography cameras, light kits, microphones and more, as well as request access to the state-of-the-art Mac Lab for video and audio editing, graphic design and more.

### GOCard Office

Location: Office 216 (1st level, past front entrance security desk)  
Hours: 4:00 p.m. – 8:00 p.m., Mondays and Thursdays  
Website: <http://gocard.georgetown.edu/>

All SCS credit (degree) program students, faculty and staff must have a valid GOCard (“Georgetown One Card”) to gain entry into 640 Massachusetts Ave. Students, faculty and staff swipe their GOCard each time they enter the building. GOCards also store money for copy and print services (visit the GOCard website to add money to your card).

Note: non-credit (CCPE) program students do not receive GOCards.

The SCS GoCard Office is full-service and processes GOCards for SCS students, faculty and staff. If you need a new GOCard, or need to replace a lost or stolen GOCard, the SCS GOCard office can take your picture and print your card on the spot.

### Library (SCS Campus)

Location: C203

Hours: Monday - Thursday, 3:30 p.m. - 8:00 p.m., or by appointment

Phone: 202.784.7389

Email: [scslibrary@georgetown.edu](mailto:scslibrary@georgetown.edu)

Website: [library.georgetown.edu/scs](http://library.georgetown.edu/scs)

Request a Research Consultation: [library.georgetown.edu/scs/schedule-rc](http://library.georgetown.edu/scs/schedule-rc)

The SCS Library is a full-service Georgetown University library and offers the following services and resources to students, faculty and staff:

- Georgetown University library collections
- One-on-one research consultations
- Research assignment and project review consultations
- Research strategy and citation sessions

### Interfaith Chapel & Contemplative Space

Location: 207 (SCS Interfaith Chapel)

Website: <http://scs.georgetown.edu/about-scs/campus-life/spiritual-life/>

Available to all members of the Georgetown community, the SCS Interfaith Chapel provides a sanctuary for worship, reflection and prayer.

### International Student & Scholar Services

Location: Suite C106

Hours: By appointment; Walk-in hours: 3:00 p.m. - 5:00 p.m., Tuesdays and Thursdays

Phone: 202.687.6455

Contact: Anka Dadarlat, Assistant Dean, International Student & Scholar Services

Website: <http://internationalservices.georgetown.edu/>

SCS Downtown provides a variety of services to individuals who study, conduct research, and teach on Georgetown's SCS campus, including immigration advising and cultural programming.

### Lost & Found

Location: Reception Desk, Main Lobby on Level 1

Phone: 202.687.7723

SCS Lost and Found is located at the reception desk in the main lobby on Level 1 at 640 Mass Ave. Lost items are collected and logged daily and will be held for 30 days. After 30 days, items are donated to Goodwill.



## Quiet Study Room

Location: C212

A quiet study room is available to students and faculty and is open during building operating hours. No food or drink is allowed (except water), all mobile devices must be silenced and there is no talking permitted. If you listen to music, please be considerate of others and adjust your headphone volume accordingly.

## Registrar

Location: Suite C106

Hours: By appointment; Walk-ins hours 3:00 p.m. - 6:00 p.m., Tuesday & Wednesday

Contact: Tammi Coakley-Simelton, Associate Director

Website: <http://registrar.georgetown.edu/>

The office provides a range of services relating to registration, student accounts, scheduling, records, and reporting.

## Scholarly Publications, Office of

This office provides support to faculty members interested in publishing their scholarship through university presses or trade publications.

## Student Financial Services

Location: Healy Hall (Main Campus)

Hours: By appointment

Phone: 202.687.4547

Contact: [scsfinaid@georgetown.edu](mailto:scsfinaid@georgetown.edu)

Website: [finaid.georgetown.edu](http://finaid.georgetown.edu)

The SCS Office of Student Financial Services helps students navigate the financial aspect of attending Georgetown. The office is available to answer questions about financial aid, student loans and related matters.

## Student Billing and Payment Services

Location: Suite C106 (SCS Campus), White Gravenor Hall (Main Campus)

Hours: By appointment; Walk-in hours Tuesday & Wednesday 3:00 p.m. - 6:00 p.m. (SCS Campus), Monday - Friday 9:00 a.m. - 5:00 p.m. (Main Campus)

Contact: Tammi Coakley-Simelton, Associate Director

Phone: 202.687.7100 (Main Campus)

Email: [studentaccounts@georgetown.edu](mailto:studentaccounts@georgetown.edu)

Website: [studentaccounts.georgetown.edu](http://studentaccounts.georgetown.edu)

The Office of Billing and Payment Services oversees billing, payment processing, refunds, and IRS Form 1098-T generation for students of Georgetown University in addition to providing cashiering functions and check distribution for the University as a whole. On their website, you will find general information concerning tuition and fees, important dates with respect to billing and payment, contact information, and how-to guides for our online self-service portal.

## Sweet Yo Café

Location: Level C2

Phone: 202.784.7194

Hours:

Monday - Friday: 11:00 a.m. - 9 p.m.

SCS's in-house café serves Starbucks brewed coffee, Frappuccinos, espresso, Tazo tea and other specialty drinks; make-your-own frozen yogurt; bagels, pastries, muffins, cupcakes and other baked goods; prepared sandwiches, salads, soups and yogurts; chips, nuts, candy bars and other snacks; and bottled sodas, teas, water, energy drinks and juices.

## Threat Assessment

Georgetown University established its Threat Assessment program as part of an extensive emergency planning initiative. The program at Georgetown has been developed and implemented to meet current best practices and in accordance with national standards for hazard planning in institutions of higher education and for workplace violence prevention. More information about the threat assessment program visit: <https://threatassessment.georgetown.edu/>

## Veterans Office

Location: Car Barn 224, 3520 Prospect St NW, Washington, DC 20007

Hours: Please call or email to arrange in-person appointment.

Phone: 202.687.2708

Email: [veteranservices@georgetown.edu](mailto:veteranservices@georgetown.edu)

Website: <http://veterans.georgetown.edu/>

Georgetown's Veterans Office serves student veterans as they apply to, attend, and advance beyond Georgetown. The Veterans Office connects student veterans with the resources they need to successfully transition from combat to classroom to career. This includes help navigating the admissions process, applying for financial aid and U.S. Department of Veterans Affairs education benefits, academic assistance and preparing to re-enter the workforce.

## Wellness Room

Location: C206

Phone: 202.687.7723

Sign-in: Reception Desk, Main Lobby on Level 1

A private wellness room is available to students, faculty and staff who seek respite. The room is equipped with a couch, refrigerator and sink and is suited for nursing mothers and those who are not feeling well. Please sign-in at the reception desk in the main lobby on Level 1 to receive the key to the room (there is a \$10 fee for an unreturned or lost key).

## School of Continuing Studies Leadership

For current information and links to contact information in SCS, please refer to:

<http://scs.georgetown.edu/about-scs/governance-and-leadership/>

Contact information for Georgetown University faculty and staff can be found at:

<http://contact.georgetown.edu>

### Central Administration

Kelly J. Otter, Ph.D.

Dean

Kristen Consolo, M.B.A.

Chief of Staff & Senior Administrative Officer

Jeremy A. Stanton, M.B.A.

Chief Digital Officer

Michael Canter, J.D.

Associate Dean, Academic Operations

Michele Mackie, Ph.D.

Associate Dean, Academic Affairs and Compliance

Sissel Malmbekk, M.A.

Associate Dean, Operations

Daniel Stoll, Ph.D.

Senior Associate Dean, Academic & Faculty Affairs

### Program Administration

Veronica Donahue, Ph.D.

Associate Dean, Applied Management Division

Denise Keyes, M.A.

Senior Associate Dean, Division of Professional Communications

### Applied Intelligence

Faculty Director, Frederic Lemieux, Ph.D.

Program Director, Arthur Deegan

<https://scs.georgetown.edu/programs/423/master-of-professional-studies-in-applied-intelligence/>

### Emergency & Disaster Management

Faculty Director, Timothy Frazier, Ph.D.

Program Manager, Kristen Chellis

Program Coordinator, Iqra Khan  
[scs.georgetown.edu/edm](http://scs.georgetown.edu/edm)

#### Global Hospitality Leadership

Faculty Director, Erinn Tucker, Ph.D.  
Program Manager, Patrick McCahan  
[scs.georgetown.edu/departments/41/hospitality-management](http://scs.georgetown.edu/departments/41/hospitality-management)

#### Global Strategic Communication

Senior Associate Dean, Dean Keyes  
Lecturer, Lisa Darr-Feldner  
[scs.georgetown.edu/gsc](http://scs.georgetown.edu/gsc)

#### Human Resources Management

Faculty Director, TBD  
Program Director, TBD  
[scs.georgetown.edu/hr/](http://scs.georgetown.edu/hr/)

#### Integrated Marketing Communications

Faculty Director, Wendy Zajack, M.B.A.  
Program Director, Jacky Yoo  
[scs.georgetown.edu/imc](http://scs.georgetown.edu/imc)

#### Journalism

Faculty Director, Brooke Van Dam, Ph.D.  
Program Director, Gina Garcia  
[scs.georgetown.edu/journalism/](http://scs.georgetown.edu/journalism/)

#### Liberal Studies

Associate Dean, John Dolan, Ph.D.  
Assistant Dean, Anne Ridder  
Program Director, Bachelor of Arts in Liberal Studies, Trey Sullivan  
Program Manager, Jonathan Henry

#### Program and Portfolio Management

Faculty Director, TBD  
Program Director, Kathryn Wade  
[scs.georgetown.edu/departments/48/master-of-professional-studies-in-project-management/](http://scs.georgetown.edu/departments/48/master-of-professional-studies-in-project-management/)

#### Project Management

Faculty Director, TBD  
Program Director, Kathryn Wade  
[scs.georgetown.edu/departments/48/master-of-professional-studies-in-project-management/](http://scs.georgetown.edu/departments/48/master-of-professional-studies-in-project-management/)

### Public Relations & Corporate Communications

Faculty Director, Cylor Spaulding, Ph.D.  
Assistant Dean, Meg Cohen  
Program Director, Tiara Bastfield  
Program Manager, Alexa Tahan  
Deputy Director of CSIC, John Trybus  
[scs.georgetown.edu/pr/](http://scs.georgetown.edu/pr/)

### Real Estate

Faculty Director, Glenn Williamson  
Assistant Dean, Jodi Tirengel  
Program Director, Lynnecia Eley  
Program Manager, Tremell Horne  
[scs.georgetown.edu/realestate/](http://scs.georgetown.edu/realestate/)

### Sports Industry Management

Faculty Director, Daniel Kelly, Ph.D.  
Assistant Dean, Kelly Leahey  
Program Director, Andrew Hirsh  
Program Manager, Tamika Battle  
[scs.georgetown.edu/sports/](http://scs.georgetown.edu/sports/)

### Summer School

Associate Dean, Caitlin Cochran  
<http://scs.georgetown.edu/departments/29/summer-programs-for-undergraduate-and-graduate-students/>

### Systems Engineering Management

Faculty Director, Maria Trujillo, Ph.D.  
Assistant Dean, Joshua Meredith  
Program Manager, Eric Price II  
[scs.georgetown.edu/departments/38/systems-engineering-management](http://scs.georgetown.edu/departments/38/systems-engineering-management)

### Technology Management

Faculty Director, Maria Trujillo, Ph.D.  
Assistant Dean, Joshua Meredith  
Program Manager, Eric Price II  
[scs.georgetown.edu/departments/technology/](http://scs.georgetown.edu/departments/technology/)

### Urban & Regional Planning

Faculty Director, Uwe S. Brandes  
Program Director, Jamie Kralovec  
<http://scs.georgetown.edu/departments/34/urban-and-regional-planning>