# Table of Contents

**WELCOME** .................................................................................................................. 8  
**UNIVERSITY MISSION STATEMENT** .............................................................................. 8  
**SCHOOL MISSION STATEMENT** .................................................................................. 8  
**HISTORY OF THE SCHOOL OF CONTINUING STUDIES** ........................................... 8  
**ACCREDITATION & CERTIFICATION INFORMATION** ...................................................... 9  
**DISCLAIMER, WEBSITE, AND UPDATE INFORMATION** .................................................. 9  
**CONTACTING US** ........................................................................................................ 11  
**IMPORTANT WEBSITES** ................................................................................................ 11  
Georgetown University .......................................................................................................... 11  
School of Continuing Studies ................................................................................................. 11  
MyAccess (Address, Course Registration, Degree Audit, Student Account Information) .... 11  
Academic Calendar (Add/Drop and Withdrawal Deadlines) ................................................... 11  
Honor Code/System .............................................................................................................. 11  
Office of International Programs (F-1/J-1 Visa) http://oip.georgetown.edu/isss/vsq.htm ........... 11  
The Registrar’s Office ........................................................................................................... 11  
SCS Graduation and Commencement Ceremony ................................................................... 11  
SCS Student Forms ............................................................................................................. 11  
SCS Student Handbooks and Policies .................................................................................. 11  
SCS Student Life .................................................................................................................. 11  
Student Accounts .............................................................................................................. 11  
Student Conduct .................................................................................................................. 11  
Student Financial Service .................................................................................................... 12  
Student Health Center ........................................................................................................ 12  
Tuition Refund Schedule ....................................................................................................... 12  
**University Safety** .......................................................................................................... 12  
**ACADEMIC PROGRAM OFFICES** ................................................................................ 12  
**FIRST STEPS AFTER ADMISSION** ............................................................................ 14  
Activate Your Georgetown Email ......................................................................................... 14  
Verify Your Personal Information ....................................................................................... 14  
Secure Your GOCARD (Student ID) ................................................................................... 14  
Register for Courses ........................................................................................................... 14  
Pay Your Tuition .................................................................................................................. 14  
Students with Disabilities ..................................................................................................... 14  
Transfer Students .............................................................................................................. 15  
International Students ....................................................................................................... 15  
**ADMISSIONS STANDARDS & POLICIES** .................................................................. 16  
Admissions Requirements .................................................................................................... 16  
Provisional, Non-Degree Enrollment .................................................................................... 16  
Confidentiality of Admissions Materials ............................................................................. 16  
Admissions Appeals Process ............................................................................................... 16  
International Students Upon Admission ............................................................................ 17  
Deferral of Admissions Acceptance ..................................................................................... 17  
**Deferral Policy for New DLS Students** .......................................................................... 17  
Mandatory Tuberculosis Screening/Immunizations for New Students ................................. 18  
Transfer Credit from Other Graduate Institutions ............................................................... 18
# ACADEMIC INTEGRITY & STUDENT CONDUCT

- **The Georgetown University Honor Code and System**
- **Plagiarism, Citing Sources, and Academic Research**
  - Avoiding Plagiarism and Uncited Paraphrasing
  - SafeAssign & Student Essays
- **Human Subjects Research**
- **Student Conduct**

# DEGREE & CERTIFICATE CONFERRED

- **Commencement Exercises**
- **Academic Honors and Awards**
- **Financial Clearance**

# DOCTOR OF LIBERAL STUDIES

- **Mission Statement for Graduate Liberal Studies**
- **Learning Goals of the Program**
- **Administration and Support of DLS Students**
  - Director of Doctor of Liberal Studies Program (DLS Director)
  - Director of Graduate Liberal Studies (GLSP Director)
  - Associate Director of Graduate Liberal Studies
- **DLS Executive Committee**
- **The Doctor of Liberal Studies Program**
  - Required Foundational Courses
  - Evaluation of Performance in the Foundational Courses
- **Foundational Course Descriptions**
  - DLS Foundational Introductory Colloquium: Liberal Studies as Perspective and Method (LSHV 601, 3 credits)
  - Love, Death, and God: From the Bible through the Renaissance (LSHV 602, 3 credits)
  - The Rise of the Modern Spirit (LSHV 603, 3 credits)
  - The Challenge of Postmodernism (LSHV 603, 3 credits)
- **Absence Policy for Foundational Courses**
- **Language Requirement**
- **DLS Steps to Graduation**
  - The First Year
  - The Second Year
- **Registration in Comprehensive Examinations and Doctoral Theses**
  - Comprehensive Examination Registration (LSHV 993)
  - DLS Thesis Writing (LSHV 995/996)
- **Qualifying Examination for the Doctoral Degree**
  - Specifics Concerning the Qualifying Examination
  - The Written Qualifying Examination
  - Guidelines for the Written Qualifying Examination
  - The Oral Qualifying Examination
- **Doctoral Thesis Proposal Writing and Workshop**
- **Doctoral Thesis Writing**
- **Final Defense of the Doctoral Thesis**
- **Guidelines for Evaluating the Doctoral Thesis**
- **Additional Course Options**
ELECTIVE COURSES .................................................................................................................. 57
DIRECTED READING COURSES (LSHV 911) ........................................................................... 58
UNDERGRADUATE COURSES TAKEN FOR GRADUATE CREDIT ............................................... 58
REGISTRATION REQUIREMENTS .............................................................................................. 58
“WALK-IN” REGISTRATION ...................................................................................................... 59
ACADEMIC REGULATIONS AND PROCEDURES ................................................................. 59
TRANSFER OF CREDIT AND ADVANCED STANDING ........................................................... 59
TRANSFER OF CREDIT ................................................................................................................ 59
ADVANCED STANDING ............................................................................................................... 59
PASS/FAIL OPTIONS .................................................................................................................. 59
ACADEMIC PERFORMANCE STANDARDS ............................................................................... 60
TERMINATION OF CANDIDACY ............................................................................................... 60
GRADE APPEALS ........................................................................................................................ 60
GRADE REPORTS ........................................................................................................................ 61
TIME LIMIT FOR DLS DEGREE COMPLETION ...................................................................... 61
REQUESTS FOR EXTENSION OF TIME LIMIT ......................................................................... 61
ACADEMIC INTEGRITY ............................................................................................................... 62
DLS STYLE GUIDE & THESIS GUIDELINES ............................................................................ 62
RESEARCH ON HUMAN SUBJECTS .......................................................................................... 62
GRADUATE AND COMMENCEMENT ....................................................................................... 63
MASTER OF ARTS IN LIBERAL STUDIES .............................................................................. 64
THE ORIGINS OF LIBERAL STUDIES ...................................................................................... 65
THE ASSOCIATION OF GRADUATE LIBERAL STUDIES PROGRAMS: (AGLSP) ................... 65
THE ORIGINS OF GEORGETOWN’S LIBERAL STUDIES PROGRAM ........................................ 66
THE BASIC CURRICULAR STRUCTURE OF THE MALS DEGREE PROGRAM ......................... 66
CURRICULAR FIELDS OF STUDY DESCRIPTIONS ................................................................ 66
AMERICAN STUDIES .................................................................................................................. 66
CATHOLIC STUDIES .................................................................................................................. 67
CLASSICAL CIVILIZATIONS ....................................................................................................... 67
ETHICS AND THE PROFESSIONS ............................................................................................. 67
HUMANITIES .............................................................................................................................. 67
INTERNATIONAL AFFAIRS ....................................................................................................... 67
ISLAM AND MUSLIM-CHRISTIAN RELATIONS .................................................................... 68
LITERATURE AND SOCIETY .................................................................................................... 68
MEDIEVAL AND EARLY MODERN EUROPEAN STUDIES ...................................................... 68
RELIGIOUS STUDIES ................................................................................................................ 68
SOCIAL/PUBLIC POLICY .......................................................................................................... 68
THEORY AND PRACTICE OF AMERICAN DEMOCRACY ....................................................... 69
VISUAL CULTURE ...................................................................................................................... 69
INDIVIDUALIZED STUDY .......................................................................................................... 69
PART-TIME STUDENT STATUS .................................................................................................. 69
GRADUATE LIBERAL STUDIES ACADEMIC ADVISING ...................................................... 69
MASTER OF ARTS IN LIBERAL STUDIES (MALS) DEGREE REQUIREMENTS ...................... 69
JOINT DEGREE IN MEDICINE AND LIBERAL STUDIES (M.D./M.A.L.S.) .......................... 70
MALS DEGREE REQUIREMENTS .............................................................................................. 70
TRANSFER CREDIT .................................................................................................................... 70
DEGREE COMPLETION REQUIREMENTS .................................................................................. 70
REFLECTIVE ESSAY REQUIREMENT ......................................................................................... 71
PROGRAM INTEGRATION AND THESIS PREPARATION ....................................................... 71
MALS Thesis Process and Requirements

MALS Thesis Proposal Workshop (LSHV-497-sections vary)

MALS Thesis Writing Course, LSHV-499-01

MALS Thesis Writing Time Limit and Extensions

Academic Policies and Procedures

Academic Probation

Academic Termination of Degree Candidacy (MALS Students)

Academic Integrity and the Honor System

Academic Integrity Adjudication

Degree Conferral Time-Line

Thesis Completion in Absentia

Application for Degree

Study Tours

Religious Studies and Theology Honor Society

Professional Studies Graduate Programs

Master of Professional Studies (MPS) Description

Advanced Professional Certificate (APC) Description*

Learning Goals for Master of Professional Studies (MPS) Programs

Minimum Master of Professional Studies (MPS) Requirements

Minimum Advanced Professional Certificate (APC) Requirements

MPS Core Course Requirements (Ethics and Capstone)

MPS Concentration Requirements

MPS Foundation and Major Requirements

Program (Foundation/Major) Course Requirements and Waivers

Dual Enrollment within SCS

Academic Standing

Good Academic Standing

Warning

Probation (MPS Students)

Termination of Degree Candidacy (MPS Students)

Academic Dismissal (APC and Provisional, Non-Degree Students)

Appeals of Termination and Dismissal

Grade Appeal Process (Professional Studies)

30-Credit Overload (MPS Students Only)

Human Resources Management

Mission Statement

Learning Goals

APC Requirements in Human Resources Management

APC Concentrations in Human Resources Management

MPS Degree Requirements in Human Resources Management

Journalism

Mission Statement

Learning Goals

APC Requirements in Journalism

MPS Degree Requirements in Journalism

Public Relations & Corporate Communications

Mission Statement

Learning Goals
WELCOME

Welcome to Georgetown University and the graduate programs in the School of Continuing Studies (SCS): Doctor of Liberal Studies (DLS); Master of Arts in Liberal Studies (MALS); Master of Professional Studies (MPS); and Advanced Professional Certificate (APC). This handbook is provided as a guide for students, faculty, and staff regarding important policies and procedures. SCS establishes minimum standards for academic performance (described in this handbook); however, individual programs are encouraged to set higher standards that reflect the academic rigor and unique nature of those programs and Georgetown's commitment to academic excellence. Students should consult with their academic programs about requirements that are specific to their major.

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

University Mission Statement

Georgetown is a Catholic and Jesuit, student-centered research university.

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

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

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

School Mission Statement

In keeping with the historic mission of Georgetown University, the School educates 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 principles and traditions of each individual.

History of the School of Continuing Studies

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

The Master of Professional Studies (MPS) programs, emphasizing a balance of theoretical and applied learning, began in Fall 2007 with majors in Public Relations & Corporate Communications
and Journalism. Our first group of MPS students, 14 total, graduated in Fall 2008. MPS majors in Sports Industry Management and Real Estate began in Fall 2008; Human Resources Management in Spring 2009; and Technology Management in Fall 2009. Our MPS alumni community has grown considerably with over 500 graduates from all programs since their inception.

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

**Accreditation & Certification Information**

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

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

All programs offered by the School of Continuing Studies in Clarendon have been certified to operate in Virginia by the State Council of Higher Education for Virginia (SCHEV). SCHEV can be found online at [http://www.schev.edu/](http://www.schev.edu/).

**Disclaimer, Website, and Update Information**

This Handbook is published for current and prospective SCS graduate students. It is not a contract or an offer to contract. Updates to certain policies and procedures may be necessary to the Handbook during your studies, and all students will be held to the most current academic standards and regulations of SCS and their programs. Changes to major policies are proposed, reviewed, and approved, as appropriate, by the SCS Executive Committee; the Liberal Studies Core Faculty; the Liberal Studies Standards and Executive Committees; the MPS Deans’ Council; and the Academic Affairs & Compliance Office. We therefore encourage students to check our Student Handbook and Policy web page at the start of each semester to download the most recent Handbook for that academic term and to read about academic and non-academic policies that affect all students in the School and at the University.

The most recent edition of the Handbook and links to important policies and procedures can be found online at: [http://scs.georgetown.edu/academic-affairs/student-handbooks](http://scs.georgetown.edu/academic-affairs/student-handbooks)

While every effort is made to contain costs and achieve economies, Georgetown specifically reserves the right to increase tuition or other fees without prior notice. The University and School further reserve the right to advance the requirements regarding admission; to change the arrangement of courses; the requirements for graduation or degrees; and other regulations affecting the student body. Such regulations may govern current and new students and will be effective whenever determined by the particular School involved or by general University directive.
It is the responsibility of the student to keep well-informed with respect to the regulations and requirements in this Handbook as well as separate policies and procedures established by other University Offices (such as the Registrar’s Office, Financial Aid, Student Accounts, and the Office of International Programs) which may affect the student.
CONTACTING US

The central offices for Admissions, Academic Affairs & Compliance, Student and Alumni Affairs, and the academic program offices for Human Resources Management, Real Estate, and Sports Industry Management are at 3307 M St., NW, Suite 202, in Washington, D.C. The academic program offices for Journalism, Public Relations & Corporate Communications, and Technology Management are located at 3101 Wilson Blvd., Second Floor, in Arlington, VA across from the Clarendon Metro. The academic program office for Graduate Liberal Studies is located in Suite 225 of the Intercultural Center (ICC) on main campus.

Important Websites

Georgetown University
http://www.georgetown.edu/

School of Continuing Studies
http://scs.georgetown.edu/

MyAccess (Address, Course Registration, Degree Audit, Student Account Information)
https://myaccess.georgetown.edu/

Academic Calendar (Add/Drop and Withdrawal Deadlines)
http://registrar.georgetown.edu/registration/add-drop/

Honor Code/System
http://scs.georgetown.edu/academic-affairs/honor-code

Office of International Programs (F-1/J-1 Visa)
http://oip.georgetown.edu/isss/vsq.htm

The Registrar’s Office
http://registrar.georgetown.edu

SCS Graduation and Commencement Ceremony
http://scs.georgetown.edu/academic_affairs/graduation

SCS Student Forms
http://scs.georgetown.edu/academic-affairs/student-forms

SCS Student Handbooks and Policies
http://scs.georgetown.edu/academic-affairs/student-handbooks

SCS Student Life
http://scs.georgetown.edu/students/

Student Accounts
http://studentaccounts.georgetown.edu/index.html

Student Conduct
http://studentconduct.georgetown.edu/
Student Financial Services
http://finaid.georgetown.edu/

Student Health Center
http://www3.georgetown.edu/student-affairs/health/index.html

Tuition Refund Schedule
http://registrar.georgetown.edu/registration/refunds-and-tuition/

University Safety

http://safety.georgetown.edu/SCS Central Offices
Walter Rankin, Senior Associate Dean for Academic Affairs & Compliance (202) 687-8700
Rachael Godlove, Assistant Dean for Academic Affairs & Compliance (202) 687-8700
Joseph Davies, Assistant Director for Academic Affairs & Compliance (202) 687-8073
Anka Dadarlat, International Programs Advisor (202) 687-8692
Patrick Brennan, Assistant Dean for Alumni Affairs (202) 687-6053
Michael Cummings, Director of Admissions (202) 687-5162

Academic Program Offices

Graduate Liberal Studies (DLS and MALS)
Anthony Tambasco, Associate Dean (202) 687-5746
Francis Ambrosio, Director, Doctor of Liberal Studies (202) 687-7441
Anne Ridder, Assistant Dean and Associate Director (202) 687-5706
Jonathan Henry, Academic Records Administrator (202) 687-5913
Peter O’Brien, Academic Records Assistant (202) 687-0355

Human Resources Management (MPS and APC)
Christopher Metzler, Senior Associate Dean (202) 687-4914
Michael (Wallace) Canter, Assistant Dean (202) 687-4661
Calvin Pringle, MPH R Director (202) 687-2812

Public Relations & Corporate Communications and Journalism (MPS and APC)
Denise Keyes, Senior Associate Dean (202) 687-8897
Vacant, MPPR Assistant Dean (202) 687-6049
Carolina Bonilla Barzuna, MPPR Director (202) 687-8555
Julie Dixon, Deputy Director, CSIC (202) 687-4662
Amy Kovac-Ashley, MPJO Assistant Dean (202) 687-2220
Serena Kafeyah, MPJO Director (202) 687-2097

Real Estate (MPS and APC)
Vacant, Executive Director (202) 687-4661
Michael (Wallace) Canter, Assistant Dean (202) 687-4661
Nicole Witenstein, MPRE Director (202) 687-2812

Sports Industry Management (MPS and APC)
Matthew Winkler, Associate Dean (202) 687-7149
Stephanie Holland, MPSM Director (202) 687-0924
Laura Regensburg, MPSM Manager (202) 687-0085

Technology Management (MPS and APC)
FIRST STEPS AFTER ADMISSION

Activate Your Georgetown Email
Set up your e-mail. Georgetown University will send e-mail messages only to your georgetown.edu address, and students are responsible for all messages and information sent to their accounts by University representatives. Plan to either check this account frequently or forward Georgetown mail to another account. Please make sure that your Georgetown email account is maintained and does not go over quota. You should have received a temporary password for your e-mail account with your admissions notification. Additional information about managing your email account (including setting up a forwarding address) can be found at http://uis.georgetown.edu/email/.

Verify Your Personal Information
Verify and update your biographical information, email address and mailing address and phone number in our system of record by going to https://myaccess.georgetown.edu. Students are responsible for keeping their personal information current and accurate every semester. Please make sure to update any changes (such as your address or emergency contact information) through MyAccess and with your academic program.

Secure Your GOCard (Student ID)
Get your GOCard. You must have a student identification card, called a GOCard, to check books out from the library, to enter various campus buildings and labs, and to use the University shuttle bus. GOCards are issued by the GOCard Office located at the entrance of Darnall Hall. The office is open weekdays from 9 a.m. to 5 p.m. The office does not offer evening hours, but you can make your visit a short one by completing most of the work in advance; you can email or fax in your information and photo and simply pick up the card when it is ready. Information is available at http://gocard.georgetown.edu.

Register for Courses
Register for courses directly through MyAccess. Check the registration dates for your courses in succeeding semesters at the Registrar’s website at registrar.georgetown.edu. Be sure to register as soon as possible. Verify the accuracy of your schedule before classes start. Students are responsible for making sure their schedules are accurate.

Pay Your Tuition
Pay for your courses. Tuition is due by the start of the semester or a late fee will be charged. Billing issues and questions should be raised with Student Accounts, NOT with SCS staff. You can pay your bill online. Information is available at http://www9.georgetown.edu/finaff/studentaccounts/.

Students with Disabilities
Students with disabilities should contact the Academic Resource Center (Leavey Center, Suite 335, 202-687-8354; arc@georgetown.edu; http://ldss.georgetown.edu/index.cfm) before the start of classes to allow their office time to review required documentation and make recommendations for appropriate accommodations. If accommodations are recommended, you will be given a letter from ARC to share with your professors. You are personally responsible for completing this process officially and in a timely manner. Neither accommodations nor exceptions to policies can be permitted to students who have not completed this process in advance.
Transfer Students
New transfer students should consult with their academic program advisors about the possibility of transferring some coursework into their programs before enrolling in their first semester of courses. All coursework for consideration must have been completed at the graduate-level at an accredited institution with a grade of “B” (3.00) or higher. Different programs may have their own stricter requirements. Students should review transfer requirements and procedures within their degree section (DLS, MAL, MPS, APC) of this Handbook.

International Students
All incoming international or U.S. permanent resident students must submit the mandatory International Student Immigration Questionnaire they receive from the SCS International Advisor by e-mail upon to the Office of International Programs (http://oip.georgetown.edu/isss/vsq.htm) upon learning of an admission or enrollment decision regardless of degree-seeking or provisional status. All international students and U.S. permanent residents must have this information on file in order to be eligible to enroll. Part-time and non-degree (provisional) students cannot be supplied with University-sponsored Visa documentation.
**ADMISSIONS STANDARDS & POLICIES**

**Admissions Requirements**
To be considered for full admission into any graduate-level program, applicants are required to have an earned undergraduate degree from an accredited college or university. A cumulative GPA of 3.00 (solid “B”) and relevant academic and professional experience are typically required to ensure that applicants are prepared for graduate-level work in the requested field of study. Other factors, such as writing samples, portfolios, and interviews may be taken into consideration by the program and Admissions Office when reviewing applicants. In rare instances, a program may recommend full admission for an applicant with a borderline GPA who presents documentation of extraordinary professional achievements in the field and/or recent examples of academic success. All such exceptions to standard admissions policies must be reviewed and approved by the SCS Academic Affairs & Compliance Office.

**Provisional, Non-Degree Enrollment**
In rare cases, applicants who do not meet all of the criteria for full admission to a master’s degree program might be allowed to enroll in provisional, non-degree status to prove their academic potential at the graduate-level. The academic program and Admissions Committee make this recommendation. Applicants cannot request this status. Provisional students are limited to 6 credit hours (which is part-time), and they must earn solid grades of “B” (3.00) or higher in this status before being considered for full admission to a degree program. Grades of “B-” (2.67) are below “B” and may disqualify a student from full admission status. Provided provisional students meet these academic requirements, all coursework completed in non-degree status then counts towards the MALS or MPS degree. Students who do not meet these minimum standards are referred to a formal review Committee and may be academically dismissed from their programs.

Please note: Individual programs can set additional requirements for consideration (such as completion of certain courses; participation in outside internships; or completion of prerequisite undergraduate coursework from an outside institution). Non-degree (provisional) students cannot be supplied with University-sponsored Visa documentation. The Doctor of Liberal Studies (DLS) program does not allow provisional students.

**Confidentiality of Admissions Materials**
All information submitted to the SCS Admissions Office, including personal essays, transcripts, portfolios, and letters of recommendation are considered confidential and cannot be returned to the applicant. Neither the applicant’s admission status nor information contained in the applicant’s admissions file will be shared with individuals outside of the School and University without a signed waiver from the applicant. By submitting these documents, the applicant attests to their accuracy and validity. All work submitted under the applicant’s name (such as the personal essay or writing samples) must reflect the original work of that applicant. If any false information or plagiarized material is discovered in one’s application materials, admission can be revoked, course schedule cancelled without right of refund, and degree(s), if already conferred, revoked.

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

**Admissions Appeals Process**
Applicants who have been denied admission may request an explanation of the decision by
contacting the reviewing program’s Associate or Assistant Dean or Director. To appeal beyond
the program level, applicants can contact the Director of Admissions to request an appeal review
by the Admissions Appeal Committee, which is comprised of Deans, Directors, Admissions
Advisors, and the Director of Admissions. All appeals must be in writing and specifically address
weaknesses in the original application (such as reasons for low GPA, unsatisfactory grades in
specific courses, or areas of professional development and experience). Appeals will be
reviewed based solely upon the academic merits of the situation. Personal circumstances (such
as financial aid, loans, athletic eligibility, or Visa status) are not allowable reasons for an appeal.
The Committee will make a recommendation to the Office of Academic Affairs & Compliance. All
appeals are considered final and without right of further appeal.

International Students upon Admission
All incoming international or U.S. permanent resident students must submit the mandatory
International Student Immigration Questionnaire they receive from the SCS International Advisor
by e-mail upon to the Office of International Programs (OIP)
(http://oip.georgetown.edu/issss/vsq.htm) upon learning of an admission or enrollment decision
regardless of degree-seeking or provisional status. All international students and U.S. permanent
residents must have this information on file in order to be eligible to enroll. Non-degree
(provisional) students cannot be supplied with University-sponsored Visa documentation.

Degree-seeking international students requesting a University-sponsored F-1/J-1 Visa status
must also do the following: (1) complete all requirements and procedures administered by OIP;
(2) attend additional mandatory orientation and immigration sessions through OIP; and (3)
maintain full-time student status as outlined by OIP. Federal law may also require international
students to follow more restrictive requirements than U.S. citizens. Keep in mind that some
programs, like the Doctor of Liberal Studies and the Master of Liberal Studies, are part-time
programs that cannot offer Visa support.

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

Deferral of Admissions Acceptance
Acceptance to all SCS graduate programs is competitive, and new students should carefully
consider requesting a deferral. Deferrals can be granted for no longer than one academic year.
Deferral is typically allowed for new students who have unexpected professional, personal, or
military obligations preventing their course enrollment and delaying the start of their academic
program. All deferrals must be approved by the Associate/Assistant Dean or Director of the new
student’s program program, who may also require updated or additional application materials for
re-consideration at a future date. This is then recorded by the program’s Admissions Counselor.
If any academic work is completed during the period of deferral, the new student must re-apply.

Deferral Policy for New DLS Students
Applicants are expected to enter the program during the year in which they have been accepted.
Upon the written request of a newly admitted student, the DLS Director, in consultation with the
DLS Executive Committee, may consider approving a deferral for one year, only. Any applicant
accepted in the program who requests a deferral of more than a year must re-apply to be
considered for admission with all the other applicants for that year.

An applicant requesting a one-year deferral must provide the DLS Director with the reasons for
that request. A formal approval or rejection will be sent from the DLS Director (with a copy to the
SCS Admissions Office) upon review of the exceptional circumstances presented to justify the deferral approval.

**Mandatory Tuberculosis Screening/Immunizations for New Students**
The District of Columbia requires all new students, regardless of age, to respond to a Tuberculosis Screening Certificate. It should be completed before the student begins coursework. In addition, any students under age 26 attending school are required by DC Law to present evidence of immunization against the following diseases: Poliomyelitis, Measles, Rubella (German Measles), Diphtheria, Mumps, and Tetanus. For further information—or to access the TB Screening Certificate, call the Student Health Center at (202) 687-4500 or visit http://www3.georgetown.edu/student-affairs/health/forms.html.

**Transfer Credit from Other Graduate Institutions**
Many graduate students have already completed some graduate study elsewhere before being accepted to Georgetown University. The program Associate/Assistant Dean or designated Director may consider for transfer from other accredited, graduate-level institutions: (1) a maximum of nine credits of Advanced Standing or transfer credit for the DLS degree; (2) a maximum of six credits for the MALS or MPS degree; or (3) a maximum of three credits for the Advanced Professional Certificate. The program’s Associate or Assistant Deans and/or designated and the Academic Affairs & Compliance Office have final say regarding which courses may transfer, and, in general, will consider the content of the course in question and its similarity to a program course, the syllabus, the grade received, the age of the course, and the accreditation of the institution offering the course. Unless approved in advance, transfer credit is not awarded for study at other institutions after students have started their study at Georgetown. Students should therefore plan on completing all coursework in residence at Georgetown once they have matriculated at the University.

For DLS students only: Advanced Standing can be awarded when a student has at least two advanced degrees from accredited universities. In this case, the second degree allows for nine credits of Advanced Standing (i.e., nine DLS credits count as having been fulfilled). In the case of transfer credit, a student has coursework in addition to an advanced degree but has not completed that second degree.

Only graduate-level courses completed for credit and for which the student received an official grade of “B” (3.000) or better can be considered for transfer into a graduate-level program. Credits that have been or are being applied to another degree or certificate may not be transferred. The GPA earned in coursework completed elsewhere is not calculated in the Georgetown University GPA. No course titles of transferred courses appear on the Georgetown transcript, nor do previous grades earned. Requests for transfer credit must be submitted during the student’s first academic year of study. Transfer credits will only be posted following the student’s successful completion of the first semester. The Transfer Credit Request Form can be downloaded at: http://scs.georgetown.edu/academic-affairs/student-forms

**Transfer Credit from another Georgetown Graduate Program into SCS**
In order to transfer from one graduate-level degree program into another (whether within SCS or between graduate programs at the University like the Graduate School of Arts and Sciences; the McDonough School of Business; the School of Foreign Service; the School of Nursing and Health Sciences; and so on), students must secure advance, written permission by the SCS Associate Dean of their new program, and they may be required to apply formally through the SCS Admissions Office. Minimally, they must be in good academic standing with a cumulative GPA of 3.000 or better. However, acceptance into one graduate program at the University or within SCS does not guarantee acceptance into another program, regardless of the student's GPA. Students cannot transfer from one program into another to prevent actions like probation or termination. All
courses taken and grades earned at Georgetown remain on the student’s permanent academic record and are factored into the determination of academic actions even if those credits are not permitted into the student’s new program. A cumulative GPA of 3.000 is uniformly required to remain in good standing and to qualify for graduation.

Although some graduate-level courses and programs at Georgetown and in SCS may overlap, students who would like to transfer from one program into another must undergo a formal credit review by their new program Associate Dean to determine the applicability of previously earned credits. Students should keep in mind that they may not be able to apply credit (and grades) already awarded in their previous program – whether in residence at Georgetown or through transfer from another institution – to their new program. Courses that are not approved for the program will be excluded from the degree GPA and be awarded no credit.

**Transfer Credit from SCS to another Program or Institution**

In the event that an SCS graduate student transfers to another academic program within Georgetown University (such as the MBA program) or to another institution, the credits earned in SCS will be subject to the transfer policies and procedures of the receiving program and/or institution. Students should request their official Georgetown transcripts through the Registrar’s Office at [http://registrar.georgetown.edu/transcripts/](http://registrar.georgetown.edu/transcripts/).

Students currently enrolled in other graduate programs at the University should secure the advance, written permission of their own program before requesting permission to enroll in SCS graduate-level courses.
UNIVERSITY POLICIES

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

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

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

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

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

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

The law provides students with the right to inspect and review information contained in their educational records, to challenge the contents of their educational records, to have a hearing if the outcome of the challenge is unsatisfactory, and to submit explanatory statements for inclusion in their file if they find the decision of the hearing panel to be unsatisfactory. The word "student" in this context is defined to include all current and former students, but not applicants for admission.
Academic files are maintained by the graduate and undergraduate program Deans' offices, Academic Affairs & Compliance Office, and the University Registrar. These files may contain admission credentials, requests for exceptions to policies, and records of current and previous academic work. Records are also contained in certain instances by the following Offices or Departments: the Associate Dean of Student Affairs; the Career Education Center, the Office of Student Financial Services; the Office of International Programs; the Center for Minority Student Affairs; the Office of Student Accounts; and certain academic programs.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

After assessing the grounds for the appeal, the Dean 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.

**Non-Discrimination Policy**

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

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

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

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

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

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

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

The general outline of the hearing will be as follows:

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

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

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

Harassment Policy

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

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

**Sexual Harassment**

For the purposes of this policy, sexual harassment is defined as any unwelcome sexual advance, request for sexual favors, or other verbal or physical conduct of a sexual nature when:

1. Submission to such conduct is made explicitly or implicitly a term or condition of an individual's employment or academic advancement; 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 educational performance, or of creating an intimidating, hostile, or offensive environment for work or learning.

Sexual harassment may occur between persons of the same or opposite gender. Sexual harassment subverts the University's mission, diminishes the dignity of both perpetrator and victim, and threatens permanent damage to the careers, educational experience, and well-being of our students, faculty and staff.

Sexual harassment is especially serious when it occurs between teachers and students or supervisors and subordinates. In such situations, sexual harassment unfairly exploits the power inherent in a faculty member's or supervisor's position.

Although sexual harassment often occurs when one person takes advantage of a position of authority over another, the University recognizes that sexual harassment may also occur between people of equivalent status. This includes peer sexual harassment. Regardless of the form it may take, the University will not tolerate conduct of a sexual nature that creates an unacceptable working or educational environment.

The "Grievance Procedures to Investigate Allegations of Unlawful Discrimination," administered by the Institutional Diversity, Equity & Affirmative Action Office, is a confidential process that is available to any member of the University community, who wishes to file a complaint of sexual harassment. The process is administered by trained counselors in the Office of Affirmative Action Programs. Students, faculty members, or non-teaching academic employees who believe that they have been sexually harassed and wish either additional information or assistance in filing a complaint should contact the Institutional Diversity, Equity & Affirmative Action Office (http://ideaa.georgetown.edu; 202-687-4798).

**Harassment Other Than Sexual Harassment**

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

Harassment may include, but is not limited to: verbal abuse or ridicule, including slurs, epithets, and stereotyping; offensive jokes and comments; threatening, intimidating, or hostile acts, and displaying or distributing offensive materials, writings, graffiti, or pictures.
National Origin and Accent Harassment

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

1. Has the purpose or effect of creating an intimidating, hostile or offensive working environment;
2. Has the purpose or effect of unreasonably interfering with the employee’s work performance; or
3. Has the purpose or effect of adversely affecting his or her employment opportunities.

Procedure for Complaints

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

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

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

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

The Student Right-to-Know and Campus Security Act

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

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

Change of Address

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

1. Enter the change online for the Student Record System/Registrar using MyAccess to continue to receive University mail, grade reports, etc.
2. At the same time, notify the academic program in order to continue to receive program mailings, registration information, and, in some instances, urgent phone calls.

**Directory Information Disclosure Policy**

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

**Electronic Mail**

Please use your official georgetown.edu e-mail address in all e-mail communications with faculty and staff members. If you wish, you can configure your Georgetown account so that incoming Georgetown e-mail is redirected to another account that you prefer to use. Information on this is available at http://netid.georgetown.edu. You are personally responsible for all University, School, and Program information sent to your official Georgetown email account.

**Emergency Closures**

During inclement weather or other emergencies, check http://preparedness.georgetown.edu or call (202) 687-SNOW for information on whether the university is open. If the University announces a “liberal leave” policy in the event of inclement weather and announces that classes will meet as scheduled then a faculty member who believes that it is unsafe to come to campus may elect to cancel his or her class by notifying the students by email through MyAccess (and notifying the appropriate program offices of this decision). An individual student who believes that it is unsafe to travel to campus should notify the faculty member by email and, if necessary, request to be excused from submitting any assignments or tests scheduled for that day until the next possible time to do so. The University can send text messages and recorded messages about emergencies to cell phones and other mobile devices. Please sign up for this service through the MyAccess system (https://myaccess.georgetown.edu).
REGISTRATION & ENROLLMENT POLICIES

Students are required to enroll in courses every Spring and Fall semesters to maintain their active student status. Students who cannot enroll for any reason must request a formal Leave of Absence (please see policy below) to prevent being withdrawn from the University with the notice “Withdrawn for failure to register” being placed on their official transcripts.

Students are strongly advised to register for courses early, because many do fill up, and there is a size limit on courses. Students should also print a copy of their degree audit and academic transcript for their own records. The official Academic Calendar – including the add/drop and withdrawal periods – can be found online at http://registrar.georgetown.edu/registration/add-drop/.

Tuition Refund Periods can be found online at http://registrar.georgetown.edu/registration/refunds-and-tuition/.

Students register for courses online through MyAccess at https://myaccess.georgetown.edu/. In order to register, students need their NetID and password. If assistance is needed with this process, please contact the UIS Help Desk at (202) 687-4949. The Schedule of Classes can be found online at http://registrar.georgetown.edu/.

All DLS and MALS courses are found under “Lib Stds” followed by their “Human Values” and “Human and Social Sciences” designation. All MPS/APC courses are found under “Professional Studies” followed by the major designation.

The Graduate Liberal Studies programs are designed as part-time programs; thus, DLS and MALS students must secure advance permission from their Director or Associate Director to enroll in more than 6 credits in a given semester. Students are advised that attendance in each of the courses is critical and that coursework for each class meeting must be completed on time. No Incomplete (“I”) grades will 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.

Students in all Professional Studies programs except Sports Industry Management must secure advance permission from their Director or Manager before they register for more than 9 credits in a given semester. Registering for courses outside of one’s program major or in another program within the University requires prior approval from the student’s academic program and from the Dean’s Office and/or academic program offering the course.

Student Enrollment and Tuition Liability
By act of course registration, students accept full financial responsibility for tuition and fees for the entire semester regardless of attendance in class and regardless of the method of payment used; registration includes Pre-registration, Registration, and all courses added after the student’s initial registration. Any student who initiates course registration after the close of the regular Registration period will be assessed late registration and late payment fees. The Student Accounts Office also will assess late payment fees and a service charge on any tuition and fees that are not paid by their stated deadline.

Academic Advising
Students are encouraged to request academic guidance and advising as needed from the Associate and Assistant Deans, Director, Associate Director, and/or Manager of their program, the Senior Associate and Assistant Deans of Academic Affairs & Compliance, and other faculty members. The program provides individual advising to students as needed and requested by the student, and individual programs may also require advising at certain points in the student’s tenure, particularly if the student is not in good academic standing. Students are ultimately accountable for their own enrollment decisions, however, and are responsible for meeting all of
the requirements for the certificate, degree, concentration, track, and major; thus, no academic requirements will be waived based upon allegations of an advising error.

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

**Part-Time Student Status**
All of the graduate programs within SCS are designed to accommodate adult students with existing professional and/or family responsibilities. Many students therefore enroll part-time, between three and six credits, or one to two courses per term. Some of our students pursue their academic studies full-time, taking nine or more credits during a single semester. Students on J-1 or F-1 student Visa must be registered as full-time to satisfy the terms and conditions of the Visa. Since the DLS and MALS programs are both part-time by design, students cannot secure Visa support if they are accepted into these programs.

**Full-Time Student Status**
Students requiring full-time status (such as international students on a University-sponsored Visa) should meet with their academic program and plan out their entire schedules, as much as possible, during their first semester of study. Full-time status for graduate students is nine credits in the regular fall and spring semesters and six credits in the summer semester. Given the intense nature of graduate study, SCS recommends that most students enroll in no more than six to nine credits per semester. Students who work twenty or more hours per week are strongly encouraged to enroll in a maximum of six credits during a single semester so that they can balance their professional and academic obligations. Except for Sports Industry Management majors, all MPS/APC students must secure advance, written permission from their Associate Dean to enroll in more than 9 hours during a single semester.

Please note: Full-time status may be required by some University offices (such as the Counseling Center, University Health Insurance, and the Office of International Programs) for students to receive specific services and support. Students who enroll full-time during the Fall or Spring semesters are billed automatically for student health insurance. If such insurance is not desired, the student must contact the Student Health Insurance Office (http://shc.georgetown.edu; 202-687-4883) to secure a waiver by showing proof of coverage.

International students on a University-sponsored Visa must contact the Office of International Programs in advance if they are planning on going part-time (6 or fewer credits in fall/spring semesters) in their final semester to learn if they are eligible for an exemption under federal regulations.

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

SCS graduate programs and courses do not maintain waitlists. Students who need to enroll in a closed, required course during their final semester to ensure their timely graduation should consult directly with their academic department prior to the start of the semester to determine if they can be permitted to add into a closed section. Students will not be added to closed, elective courses.

**Leaves of Absence**

**Requesting a Leave of Absence**

Students who need to interrupt their studies temporarily (for such documented reasons as work, health, or military service) in a fall or spring semester should discuss the situation with their program and request an official Leave of Absence through the Academic Affairs & Compliance Office in writing. An approved Leave of Absence (LOA) allows the student to remain active in the system and to receive limited access to University services (such as email and the library).

Students who do not register for classes and who do not receive a formal LOA will be withdrawn for failure to register and be subject to re-enrollment and re-admission policies. The statement “Withdrawn for failure to register” will also be recorded on the student’s transcript. Students cannot request more than two semesters of LOA (fall/spring or spring/fall) at a time, and they cannot take courses elsewhere for transfer credit while on a LOA. Students who request a LOA during a semester during which they concurrently withdraw from courses will be subject to the registration, payment, and refund deadlines and policies for that semester. All enrollment periods and cessations (including Leaves of Absence and Withdrawals for Failure to Register) are recorded on the transcript. To request a LOA, students must complete the LOA Form in consultation with their academic program and return it with the program’s approval to Academic Affairs & Compliance Office.

No program requirements can be completed during the LOA, nor can a student graduate during one. However, the LOA will not alter deadlines relating to the completion of specific course requirements, such as deadlines for completing work in a course for which an “Incomplete” grade was received.

Please note that a Leave of Absence does not confer the registration or residency status necessary to qualify for financial aid or to meet Visa requirements. International students must contact their major program, the Academic Affairs & Compliance Office, and the SCS International Programs Advisor prior to taking a LOA.

**Personal Leave of Absence**

A personal Leave of Absence is defined as any leave of absence other than one granted for medical reasons or for military service. Such requests should be submitted at least one week prior to Regular Registration for the semester in which the leave is to be taken, and must be submitted no later than the last day of the Add/Drop period. Students who have not taken a personal Leave of Absence and who have not registered in classes by the end of the Add/Drop period will be withdrawn for failure to register.

A total of no more than four semesters of personal Leave of Absence can be allowed in the student's graduate career at Georgetown University. Up to two semesters (fall/spring; spring/fall) of leave may be granted at any one time. The length of time that would otherwise be permitted to complete all requirements for a degree or certificate and to graduate generally will be extended by one semester for each semester of approved Leave of Absence. Leaves of Absence for
documented medical reasons and for military leave, when properly approved in advance, will not be counted against the four-semester limit for Leaves of Absence.

DLS and MALS students who have received an incomplete ("I") in their Thesis Writing Course should not request a Leave of Absence. Rather, they should enroll in the Continuous Registration course associated with their degree program (LSHV 996 for DLS students; LSHV 991/992 for MALS students). Requests for extensions to complete the thesis will be reviewed by the respective DLS or MALS program (please see relevant sections in this Handbook).

**Medical Leave of Absence**

The University recognizes that students may experience medical situations that significantly limit their ability to function successfully or safely in their role as students. In those situations, students should consider requesting a Medical Leave of Absence (MLOA), which permits students to take a break from University life and their studies, so that they may receive treatment and later return to the University with an enhanced opportunity to achieve their academic and co-curricular goals. Students interested in a MLOA should contact their academic Dean’s Office and the Student Health Center or the Counseling and Psychiatric Service.

Medical Leaves of Absence are administered according to the Guidelines on Medical Leaves of Absence, found on the website for the Office of the Vice President for Student Affairs at: [www3.georgetown.edu/student-affairs/caps/MLOA/mloa.html](http://www3.georgetown.edu/student-affairs/caps/MLOA/mloa.html)

Approved periods of medical leave will extend the time permitted to complete degree requirements and to graduate.

**Military Leave of Absence**

A student who is called to active military duty will be permitted a Military Leave of Absence. The student should report his/her obligation for military service in writing to the Dean as soon as reasonably possible after the student receives his/her orders. If a new semester has begun, the Dean may authorize a 100% refund of tuition through the 50% refund period. The student’s courses will be marked with a "W" grade and a record will be made on the transcript to explain the withdrawal. Approved periods of Military Leave of Absence will extend the time permitted to complete degree requirements and to graduate.

**Returning from a Leave of Absence**

Returning from a LOA is not automatic. Before an approved LOA comes to an end, the student must request a return by completing the LOA Return Request Form and returning it to Academic Affairs & Compliance with the program’s signed approval by the deadline for that semester.

Students who do not complete this process must (1) withdraw; (2) request an extension to the LOA (if a return is not possible, and an extension is allowable); or (3) be withdrawn for failure to register.

Students on a LOA must submit the LOA return request form to Academic Affairs & Compliance by the deadline for the semester that they plan to resume their studies:

- Fall Return – July 1
- Spring Return – November 1
- Summer Return – May 1

**Add/Drop Periods, Course Withdrawal, and Tuition Refunds**

Tuition and fees for the academic year, as well as current due dates, payment options, and
applicable tax credits can be found online at: http://studentaccounts.georgetown.edu/Information/TuitionandFees/. The tuition refund periods can be found online at http://registrar.georgetown.edu/registration/refunds-and-tuition/.

Students who fail to register for classes by the end of the official registration (add/drop) period will be assessed a late registration fee. Full payment of tuition is due by the dates established by the Student Accounts Office. A late fee and service charges are assessed for payment after these dates.

The most fundamental responsibility of every student is to ensure correct enrollment within the regular adjustment periods for those semesters, every semester. Students – not Program Managers, Directors or Deans, the Registrar’s Office staff – are responsible for handling their own course registration and any schedule changes before the end of any registration period. All students are responsible for verifying the accuracy of their academic schedule, including all course and section numbers, before the end of the add/drop and withdrawal periods. Students should do this even if they make no changes to their schedule, but especially if they do.

Current deadlines for the add/drop period and for withdrawing from a course are listed on the Academic Calendar of the University Registrar (at http://registrar.georgetown.edu/registration/add-drop/) every semester. After the add/drop period ends, students can only withdraw from a course or program by one of the following methods:

(a) Securing their Program Dean’s permission on a paper Schedule Adjustment Form available in the Registrar’s Office and in the Academic Affairs & Compliance Office and hand-delivering that Form to the Registrar’s Office. The date of the Dean’s signature shall serve as the official date of withdrawal and any applicable refund. The Withdrawal Form will be considered invalid within one week after the Dean’s signature date. In the absence of a date, the date that the student turns in the Form to the Registrar will be used as the official date for any applicable refund.

(b) Emailing their program with (1) their GUID; (2) the course name(s) and number(s) from which they want to withdraw; (3) a statement as to whether this is a program withdrawal (with no intention of returning) or semester withdraw (with the intention of returning in the following semester). Students should write “Withdrawal Request” in the subject line of the email. The date of the email will be used as the official date of withdrawal and any applicable refund. It is the student’s responsibility to keep all email correspondence related to withdrawals.

Withdrawal requests cannot be done online or by simply calling programs or the Registrar’s Office. It is the student’s personal responsibility to notify the program of the withdrawal request in writing before the official withdrawal deadline. Tuition will be charged on a sliding scale (see below), and no additional refunds will be provided after these periods have ended. Failure on the student’s part to withdraw officially from a course will result in a grade of “F” in the course and be factored into the student’s academic standing (probation and termination) and official GPA.

Courses dropped during the add/drop period will be deleted from the student’s record with 100% tuition refund; thereafter, dropped courses are listed as “W” (withdrawn) on the record and the tuition refund is prorated according to the date of the withdrawal. Students should be attentive to the fact that dropping or withdrawing from a course may have implications on their loan or Visa status, and they must keep the appropriate authorities informed.

Whether withdrawing from one or more courses or from a program, students must notify Student Financial Services if they have received financial assistance from Georgetown University or from a state-guaranteed or federally-insured lender outside the University. Withdrawal may result in a
reduction in the financial assistance the student is eligible to receive. They should also contact the Student Accounts Office to satisfy all financial obligations to the University.

Except in rare instances approved by their Associate/Assistant Dean or Director, students may not add a course after its first meeting date. Late adds – after the end of the add/drop period – will only be considered with documentation of a University or departmental error and require approval of the course instructor, the academic program, the Academic Affairs & Compliance Office, and the University Provost’s Office. Such adjustments are considered major exceptions to policy and are not automatic or guaranteed. Late fees may also apply.

**Withdrawal from the Program**

Students who wish to withdraw formally from a program should do so in writing via email to their Associate/Assistant Dean or Director and the Academic Affairs & Compliance Office so that it may be recorded on their permanent record. The date of the email will be used as the official date of withdrawal and any applicable refund. It is the student’s responsibility to keep all email correspondence related to withdrawals.

Students who have withdrawn (or been withdrawn for failure to register) officially from their programs may be required to re-apply through the SCS Admissions Office should they wish to return in the future (please see “Readmission after Prior Attendance” under “Academic Regulations”).

Students who intend on resuming their studies in the following semester may withdraw from all courses in a semester without withdrawing completely from their program. Please note, however, that student on financial aid must consult with the Office of Student Financial Services prior to withdrawing from their program or from any courses. Prior acceptance to a program in SCS does not guarantee future acceptance to that same or another program.

**Refund Schedule**

The Add/Drop/Withdrawal Refund Schedule can be found online at [http://registrar.georgetown.edu/registration/refunds-and-tuition/](http://registrar.georgetown.edu/registration/refunds-and-tuition/) for fall and spring courses and at [http://summerschool.georgetown.edu/tuition-and-fees.cfm](http://summerschool.georgetown.edu/tuition-and-fees.cfm) for summer courses. The Academic Affairs & Compliance Office does not make recommendations for refunds outside of these scheduled periods except in the case of military deployment. In the case of military deployment, the Dean may authorize a 100% refund of tuition if documentation of the military deployment is received before the end of the 50% refund period. The student’s courses will be marked with a "W" grade and a record will be made on the transcript to explain the withdrawal. All refund requests are handled through the Office of Student Accounts. Additional "Refund Information" can be found on their website at [http://studentaccounts.georgetown.edu/Refunds/Index.html](http://studentaccounts.georgetown.edu/Refunds/Index.html).

**Compassionate Withdrawals**

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

It is important for students to assess their progress in courses honestly and regularly throughout each semester. If circumstances do arise that prevent students from doing their best work, we encourage them to talk to their professors, the Associate/Assistant Dean or Director of their program, and/or the Office of Academic Affairs & Compliance. In some cases, the best avenue might be for that student to request an Incomplete – if the circumstances are temporary and the student believes that s/he can realistically complete the course requirements with a bit more time.
or to withdraw from the course if the circumstances will likely be on-going. Students should also keep in mind that withdrawing from courses or programs may have implications on their loan or Visa status.

By taking advantage of these particular options when appropriate, students can focus more completely on their circumstances without sacrificing their academic potential.

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

Compassionate withdrawals can only be considered with verifiable, third-party documentation of extraordinary circumstances that would have prevented the student from withdrawing in a timely manner. Submission of documentation does not guarantee that a request will be approved. Compassionate withdrawal requests must be submitted in writing by the student no later than 60 days after the beginning of the semester following that semester in which the situation arose. If approved, compassionate withdrawal will result in a notation of “W” next to the withdrawn course(s). Students should keep in mind that late refunds are seldom allowable, even if the compassionate withdrawal has been approved. Refunds are not allowed for enrollment errors on the part of students who should have adjusted and verified their schedules during the regular add/drop and withdrawal periods. The Academic Affairs & Compliance Office does not make recommendations for refunds and respects the authority of Student Accounts regarding all financial decisions.

Requests accepted by Academic Affairs & Compliance will be forwarded to the Compassionate Refund Committee which will make a recommendation to the Senior Associate Dean.

**Degree and Certificate Time Limits**

SCS prides itself on the currency and relevance of its courses and the knowledge base built within its programs. Thus, we encourage students to maintain a strong academic focus that will help them complete their program of study in a timely manner:

1. The DLS must be completed within seven years of first registration.
2. The MALS degree must be completed within seven years of first registration.
3. The MPS degree must be completed within five years of first registration.
4. The APC must be completed within three years of first registration.

Students must request extensions in writing beyond the allotted time period. These requests are not automatic or guaranteed and will be reviewed on a case-by-case basis by their Directors and Executive or Standards Committees (DLS and MALS) or by their Dean’s Council (MPS and APC).

Students who do not enroll in a fall or spring semester and who have not requested and been granted an official Leave of Absence (please see “Leaves of Absence” under “Registration & Enrollment Policies" will be inactivated, and the notation “Withdrawn for failure to register” will be added to their permanent transcript. Students who are inactivated may be required to re-apply through the SCS Admissions Office (see policy under “Readmission after Prior Attendance”). Prior acceptance to a program does not guarantee re-admission, as admissions standards may be higher and more competitive in subsequent semesters.
International students with F-1/J-1 visa status are required to enroll full-time (9 credits in the regular fall and spring semesters) and must therefore complete their degrees within four to five semesters. International students on a University-sponsored Visa who anticipate completing their programs sooner than anticipated (by enrolling in summer courses, for example), or later than expected, must contact their program, the Academic Affairs & Compliance Office, and the Office of International Programs (202-687-5867) as soon as those changes occur to discuss the possible ramifications to their Visa status.
**GRADES & GRADING**

*Graduate Grading System*

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
</tr>
<tr>
<td>I</td>
<td></td>
</tr>
<tr>
<td>W</td>
<td></td>
</tr>
<tr>
<td>S</td>
<td></td>
</tr>
<tr>
<td>U</td>
<td></td>
</tr>
<tr>
<td>AU</td>
<td></td>
</tr>
<tr>
<td>IP</td>
<td></td>
</tr>
<tr>
<td>NR</td>
<td></td>
</tr>
<tr>
<td>NG</td>
<td></td>
</tr>
</tbody>
</table>

The Grade Point Average, or GPA, is calculated by dividing the total number of quality points earned at Georgetown University in the program by the total number of academic credits attempted at Georgetown University in the program. The current GPA is included on the student’s degree audit and transcript which the student may view through MyAccess. (Transfer credit counts toward the total number of academic credits earned, but grades from those courses are not transferred or included in the cumulative GPA.) “NR” is posted on a grade report when the grade for that course has not been submitted by the instructor. The grades of Satisfactory (“S”) or Unsatisfactory (“U”) are awarded for pass/fail courses only and cannot be earned in classes not already officially designated to be pass/fail by the department. A grade of “B” or higher is required for a graduate student to be assigned an “S”; a grade of “B-” or lower results in a grade of “U” and there will be no earned credit. Grades of “S” and “U” are not included in the calculation of a student’s GPA; however, for the purpose of reviewing academic performance leading to academic probation or termination, a “U” is treated the same as an “F.” Final course grades of “C+” “C-“ or “D” cannot be assigned to any graduate-level course under any circumstances.

Beginning in spring 2012, any courses that are not graded (such as Continuous Registration courses) but are required for students to maintain their enrollment status receive a designation of “NG” upon completion.

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

In order to be considered in good academic standing, graduate students must maintain a minimum semester and cumulative GPA of 3.000 (solid “B” average). In addition, a minimum GPA of 3.000 is required of all degree and certificate students to be eligible for graduation. Georgetown does not round the GPA. Thus, a student with a 2.999 cumulative GPA would not be allowed to graduate and would be terminated from the program. There are no exceptions to this minimum academic standard.

**Academic Standing**

Academic excellence is one of the defining characteristics of Georgetown, and SCS graduate students are expected to make consistent progress in their degree and certificate programs. Students with a cumulative and semester GPA of 3.000 (solid “B”) or higher are considered in good academic standing.
Good academic standing is required to be considered for some special requests at the School-level (such as participation in the Consortium of Universities) and for other requests at the department and program level (such as approval for certain internships and independent studies).

Students are subject to academic warning, probation, dismissal or termination depending upon their GPA and other factors. Students should consult their program (DLS, MALS, MPS, APC) in this Handbook for specific guidelines regarding these academic actions.

**Course Syllabi and Grading Criteria**

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

**Grading Scales**

Professors determine the point value required for final grades in their course. Some professors may require 90 points for an "A," for example, while others may require 94 points for an "A" and assign an "A-" to students with 90-93 points. Professors are not required to round grades, and many choose not to do so; therefore, a student who has earned 89.99 points could reasonably be assigned a “B+” in a course in which that professor requires 90 points for an “A-”. Additionally, professors are not required to use the +/- system in assigning grades. Finally, while professors may assign grades of “C+” or “C-” or “D” on individual assignments, tests, or papers during a course (and include such grades on their syllabi), they cannot assign these as final course grades. Thus, a student with a “C+” average in a class could be assigned a “C” as the final course grade, and a student with a “C-” or “D” average in a class could be assigned an “F” as the final course grade.

**Late Work**

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

**Class Attendance/Absence**

Because of the interactive structure of these programs, attendance in class is expected except in extraordinary circumstances (such as medical or emergency situations) and in the case of religious observances. In all instances, students should contact the professor in advance regarding any absence. In the case of religious observances that conflict with their class meetings, students should notify the professor in writing at the beginning of the semester (see “Provost’s Policy Accommodating Students’ Religious Observances” below) to discuss how they can best fulfill the academic requirements of the course. Since active participation and discussion are required in most courses, continued absences may have an adverse effect on the calculation of a student’s final course grade. Except as outlined below, professors are not required to accept late work and, if they choose to allow late work, professors can deduct additional points from those assignments.

Penalties for non-attendance and/or unexcused absences may include – but are not limited to – a reduction in points for individual assignments, participation, or the overall final grade and/or mandated withdrawal from the course. Students should not assume that they will be dropped or
withdrawn by their professor due to non-attendance, however, and they will be charged tuition for the period of time they remain enrolled in courses.

Additionally, students who stop attending classes without dropping or withdrawing from them on their own through the Registrar’s Office will be assigned a failing grade for those courses. If a student wishes to withdraw from a course, then that student should fill out the required paperwork for that adjustment and obtain the required approvals by the deadline for doing so. The student is responsible for delivering the signed Withdrawal Form to the Registrar’s Office in a timely manner and will be charged tuition based upon the tuition refund schedule for that semester.

**Provost’s Policy Accommodating Students’ Religious Observances**

Georgetown University promotes respect for all religions. Any student who is unable to attend classes or to participate in any examination, presentation, or assignment on a given day because of the observance of a major religious holiday or related travel shall be excused and provided with the opportunity to make up, without unreasonable burden, any work that has been missed for this reason and shall not in any other way be penalized for the absence or rescheduled work. Students will remain responsible for all assigned work. Students should notify professors in writing at the beginning of the semester of religious observances that conflict with class meetings. Approved holidays can be found online at: http://campusministry.georgetown.edu/files/Religious%20Holy%20Days%202011-12.pdf.

The Office of the Provost, in consultation with Campus Ministry and the Registrar, will publish, before classes begin for a given term, a list of major religious holidays likely to affect Georgetown students. The Provost and the Main Campus Executive Faculty encourage faculty to accommodate students whose bona fide religious observances in other ways impede normal participation in a course. Students who cannot be accommodated should discuss the matter with an advising dean.

**Repeating a Course**

Graduate students may not repeat any course except under the following circumstances:

A. Students who have not been terminated or dismissed academically may be permitted by their program’s Associate or Assistant Dean or Director to repeat a single course at their own expense in which a grade of “F” has been received. If such a course is repeated, all registrations for that course and their respective grades, including the original grade of “F,” will remain on the transcript. Both the original grade of “F” and the grade of the repeated registration will be included in calculating the GPA used to evaluate the student’s academic standing and eligibility to graduate. If a course is no longer offered, the program may allow the student to take a content-similar course as the “repeat” for it.

B. If a program requires a grade of “B” (3.00) or higher in a required course, and the student earns a grade below this level (without having been terminated or dismissed academically), the Associate or Assistant Dean or Director of that program may permit the student to repeat it on a one-time basis at his/her own expense. The original and repeat grades are factored into the cumulative GPA, remain on the student’s transcript, and are used in making determinations of probation and termination. Individual programs may also limit courses that can be repeated.

**Incomplete Grades and Deadlines**

Students are expected to complete all coursework by the end of the semester in which that coursework is taken. In extreme, documented instances (typically related to unexpected work or health reasons), it may be necessary for students to request an Incomplete, “I,” grade and a
limited extension of time to complete the required coursework. Incompletes are not automatic, and some professors do not allow Incompletes. If they do, the professor may establish a date prior to the dates given here, and they may also assign a grade penalty or other penalty for late work. All Incompletes should be requested first by the student of the professor. If the instructor approves the Incomplete, then the instructor should notify both the program Associate or Assistant Dean or Director and the Senior Associate Dean of Academic Affairs & Compliance explaining the remaining course requirements and due date (not to exceed the dates listed below).

If the professor 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 Graduate Liberal Studies and Professional Studies courses as well as courses students may take outside the program here at Georgetown or another university.

Deadlines for the submission of Graduate Liberal Studies (DLS/MALS) Incomplete work:
February 1: for a course taken in the fall term
June 15: for a course taken in the spring term
September 15: for a course taken in the summer term

*Students with Incompletes in Graduate Liberal Studies Thesis Writing Courses must complete a separate set of enrollment and completion requirements. Please see the relevant sections within DLS and MALS in this Handbook.

Deadlines for the submission of Graduate Professional Studies Incomplete work:
March 1: for a course taken in the fall term
July 15: for a course taken in the spring term
October 15: for a course taken in the summer term

If these dates fall on a weekend, the following Monday will be the deadline. All assignments to be completed by those dates must be delivered to the Associate/Assistant Dean, Director, and professors no later than 4 p.m. on or before the date listed above. A student is responsible for ensuring any emailed work, including attachments, is received and can be opened by the Associate/Assistant Dean, Director and professor. Submissions after the published deadline date and time will not be accepted and the grade of “I” will automatically change to the grade of “F.” Upon receipt of the final assignment(s) by the deadline, the professor will review the work submitted and send a grade change report to the Office of Academic Affairs & Compliance for final review.

In extremely rare cases, students may request an extension of the incomplete deadlines listed above due to extenuating circumstances that arise while they are working on those incompletes (such as a sudden illness, death in the family, unforeseen professional responsibilities, and so on). Such extensions must be reviewed and approved by both the course professor and the program Associate/Assistant Dean or Director in advance of the deadlines listed above. The program Associate Dean should notify the Academic Affairs & Compliance Office in writing of the extension with a copy to the student and professor. In these cases, the new incomplete deadline cannot exceed the last day of classes in the semester following when the incomplete was granted. For example, an incomplete in a fall semester course would be due no later than the last day of classes in the spring semester. An incomplete in a spring semester course would be due no later than the last day of full-term courses in the summer semester. No additional extensions can be allowed beyond this exception, and unfinished incompletes will be changed to failing grades following these dates.
Course Grade Changes and Time Limits

Students are responsible for verifying the accuracy of their grades, degree audit, and transcript at the conclusion of every semester. If the student discovers a legitimate error in the recording of the grade, he or she should contact the professor of the course immediately (within 30 days following the last day of classes for the semester in which the course was offered) to discuss the matter.

**Please note:** No additional or revised coursework can or will be accepted to improve a student’s course grade after that course has been completed. Grades cannot be changed more than three consecutive semesters (fall/spring/summer; spring/summer/fall; summer/fall/spring) following the end of the semester in which the course was originally offered. After the degree has been conferred or the certificate awarded, the transcript is considered final.

If the professor agrees that the grade was recorded incorrectly (e.g., because of an error in recording or due to a legitimate grading or calculation error), then s/he should send a Grade-Change Authorization Form with a signed statement of the reason for such a change to the Senior Associate Dean of Academic Affairs & Compliance for final review. Grade change requests cannot be accepted from anyone other than the instructor of record for the course. If the professor does not agree that the grade was recorded incorrectly, and the student wishes to appeal the grade, the student should follow the “Course Grade Appeal” process below.

Course Grade Appeals

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

The grade appeal procedure is not set up to address allegations of discrimination (please see the “Non-Discrimination Policy” under “University and Program Policies” in this Handbook). However, SCS takes all such allegations very seriously and advises that students who believe they have been discriminated against make a formal complaint through the Office of Institutional Diversity, Equity, and Affirmative Action (202-687-4798; ideaa@georgetown.edu). The Grievance Procedure and Discrimination Complaint Form can be found at [http://ideaa.georgetown.edu/policies/](http://ideaa.georgetown.edu/policies/).

Students should refer to the Grade Appeal Process under their degree program (DLS, MALS, MPS) in this Handbook for specific guidelines and deadlines regarding the grade appeal process.

Pending Grade Appeal (MPS Only)

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

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

The SCS graduate courses, degrees and certificates are meant to reflect the most current academic and professional standards; therefore, students are expected to make adequate, timely progress towards completion of their studies. Students who do not enroll in a regular fall or spring semester and who do not apply for an official Leave of Absence (please see “Leave of Absence” under “Registration & Enrollment Policies”) are withdrawn from those programs for failure to register. Students who wish to return after being officially withdrawn must apply for readmission through the Office of Admissions if they meet any of the following conditions:

1. The student has not been enrolled in courses in his or her program for two calendar years (six consecutive semesters);
2. The student is returning after any absence during which s/he studied at another institution without prior written permission. These students will be evaluated as transfer students. Credits earned elsewhere without advance, written permission from their academic department and the Senior Associate Dean of Academic Affairs & Compliance may not be accepted towards their degree;
3. The student is international and requires Visa support through Georgetown University;
4. The student was on academic probation (with a GPA under 3.000) at the time of last attendance.

Students who were terminated or dismissed from the School and University due to academic reasons or due to a violation of the Honor Code or Student Conduct must complete the “Appeal of Termination or Dismissal” process described under their degree program (DLS, MALS, MPS, APC) in this Handbook.

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

Re-Enrollment after Prior Attendance

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

Re-Enrollment applies only to students who have completed courses in a degree or certificate program. Students who have deferred their enrollment - whether officially in writing or unofficially through failure to register - are required to re-apply after the maximum time period for deferral has elapsed.

The Re-Enrollment Request Form can be downloaded at: http://scs.georgetown.edu/academic-affairs/student-forms

Student Grievance Process

The Academic Affairs & Compliance Office advises students regarding academically-related grievances (such as grade appeals) and guides students to appropriate University offices and
resources for other types of concerns. As per University policy, those who file good faith grievances or reports of problems will not be subject to retaliatory action.

Students enrolled in programs offered at our Clarendon, Virginia location may contact SCHEV (The State Council of Higher Education for Virginia) for complaints about the University.

SCHEV
James Monroe Building
101 North Fourteenth Street
Richmond, Virginia 23219
Phone: (804) 225-2600
Fax: (804) 225-2604
Web: www.schev.edu
ACADEMIC INTEGRITY & STUDENT CONDUCT

The Georgetown University Honor Code and System

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

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

Faculty may, at their discretion, require students to include a signed version of the pledge with their assignments and tests. Without regard to motive, student conduct that is academically dishonest, evidences lack of academic integrity or trustworthiness, or unfairly impinges upon the intellectual rights and privileges of others is prohibited. A non-exhaustive list of prohibited conduct includes but is not limited to cheating on exams and other assignments, committing plagiarism, using false citations, submitting work for multiple purposes, submitting false data, falsifying academic documentation, abuse of library privileges, and/or abuse of shared electronic media.

All students are required to abide by the Honor System regardless of whether or not they have been required to state or write it. The Honor System includes detailed provisions for investigating and adjudicating allegations of academic misconduct. The MALS Standards Committee and DLS Executive Committee administer the procedures of the Honor System within those respective programs. Further information is available at http://gervaseprograms.georgetown.edu/hc/. Students found to have committed any such offense will be subject to academic penalties. These include but are not limited to failure of the course, suspension or dismissal from the University, and revocation of degrees already conferred.

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

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

*Plagiarism* is defined by the Georgetown Honor Council as “the act of passing off as one’s own the ideas or writings of another” (Please see “What is Plagiarism?” available online at http://gervaseprograms.georgetown.edu/honor/system/53377.html). *Plagiarism*, whether intentional or unintentional, is a serious breach of academic integrity at the University. As such, any suspected incidence of plagiarism will be referred to the Honor Council for investigation and review.

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

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

The Graduate Liberal Studies Program requires that students adhere to Kate Turabian’s *A Manual for Writers of Term Papers, Theses, and Dissertations, (7th Edition)* as the manual of style for thesis preparation. In addition to the Turabian style guide, students must follow the SCS Guidelines for MALS and DLS Thesis Writers. These guidelines specify the procedural requirements that must be met for the Doctoral thesis to be formally accepted by the DLS Director, the Master’s thesis to be accepted by the MALS Director, and, ultimately, by the Graduate School. Submission of an improperly prepared thesis may delay the award of the degree or result in termination of degree candidacy.

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

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

**Avoiding Plagiarism and Uncited Paraphrasing**

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

SCS students are expected to maintain the highest standards of personal and academic integrity in pursuit of their education at Georgetown. Academic dishonesty in any form is a serious offense against the academic community in general, and against SCS and Georgetown in particular. We recommend that all students read the excellent summary of academic integrity, research misconduct, and plagiarism provided by the Georgetown Graduate School of Arts & Sciences at http://grad.georgetown.edu/pages/info-acad-integrity.cfm.

Students found to have violated the standards of academic integrity will be subject to academic penalties including, but not limited to, failure of the course, termination from the program, and revocation of degrees already conferred.
We strongly encourage all students to complete Georgetown University’s Scholarly Research and Academic Integrity Tutorial at http://www.library.georgetown.edu/resource/tutorials.htm.

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

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

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

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

Student Conduct
Georgetown University and the School of Continuing Studies expect all members of the academic community, students, staff, and faculty alike, to treat others respectfully and with dignity both in and out of the classroom. Students should be particularly mindful that their interactions through group assignments, email, blogs, and social media (for example, Facebook and Twitter) can reflect upon them personally, academically, and professionally. Cybercivility is as important and expected as civility and respectful behavior in the classroom and on campus, and instances of harassment may be referred to the Office of Student Conduct for investigation.

All viewpoints, editorials, and opinions expressed by students represent those students exclusively – and not the students’ professors, 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/Assistant Dean or Director and, in some cases, to the Office of Student Conduct (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.
DEGREE & CERTIFICATE CONFERRAL

The Master of Professional Studies (MPS) degrees and Advanced Professional Certificates (APCs) are typically awarded and recorded on the official transcripts in May (for spring candidates), September (summer candidates), and January (fall candidates). Students should contact their academic program after earning 21 hours (MPS) / 9 hours (APC) and/or in the semester preceding their final semester to review their progress and requirements in detail.

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

A. Review the degree audit and print a copy of their transcript (using the MyAccess system) to review on their own and with their academic department. While the department can provide academic guidance, it is ultimately the students’ responsibility to ensure that they have met all degree or certificate requirements (including specific course, GPA, credit, and major requirements which can differ by department).

B. MALs and MPS students should fill out the online graduation application in MyAccess at https://myaccess.georgetown.edu under “Student Records” and “Apply to Graduate.” Master’s-level students can only apply to graduate when they have 30 attempted graduate-level credit hours (earned hours plus currently enrolled hours). APC fill out a paper application and can apply for certificate completion when they have 15 attempted graduate-level hours. Under University policy, no credits may be completed in excess of the number required by the program without advance, written permission of the program to Academic Affairs & Compliance.

C. DLS candidates must complete and submit a paper application to the Graduate Liberal Studies Assistant/Associate Dean’s Office to ensure all requirements have been met.

D. Applications are required from all students by published deadlines for diploma and certificate orders, degree conferral, and preparation of the annual Commencement Book. Failure to return a complete application in a timely manner could result in delays conferring the degree and ordering the diploma or certificate.

E. All students should contact the Office of Student Accounts (202-687-7100) to ensure that they have settled their financial obligations. The University cannot provide diplomas or official transcripts to students who owe in excess of $100.00.

F. International students should contact the Office of International Programs at (202) 687-5867 to update their status and report the exact end-date of their program.

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

APC students should apply for certificate completion by completing and submitting the APC Application of Completion Form at http://scs.georgetown.edu/academic-affairs/student-forms.

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

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

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

**Academic Honors and Awards**

SCS academic departments review their graduating students and make recommendations for program-specific awards to be presented at the annual *Tropaia Ceremony* which takes place during the week before Commencement. Departments consider a variety of criteria in making their recommendations (such as cumulative GPA; social impact; Capstone presentations; and so on). Students should contact their department to learn more about these awards. Students who have completed the APC are typically also recognized at this Ceremony.

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

**Financial Clearance**

All students must settle all financial obligations to the University – e.g. overdue tuition, library fines, and late fees – so that their account balance is $0 before completing their last course to be eligible to graduate and receive a diploma or certificate and final, official transcript.
DOCTOR of LIBERAL STUDIES

Doctor of Liberal Studies
http://scs.georgetown.edu/departments/6/doctor-of-liberal-studies

Director, Francis Ambrosio, Ph. D.
ambrosif@georgetown.edu
202-687-7441

Associate Director, Anne Ridder
riddera@georgetown.edu
202-687-5706

Mission Statement for Graduate Liberal Studies
Building on the mission statements of Georgetown University and on the School of Continuing Studies, the Graduate Liberal Studies Degree Programs at Georgetown University rest on the belief that human life and human action have meaning and that human beings, throughout their lives, must seek it out and live by its implications. Liberal Studies courses – which engage students in reading, reflection, writing, and discussion – are meant to bring students the range of knowledge and vision to lead wise and rewarding lives.

Learning Goals of the Program
Methodological Goals

Students in both the MALS and DLS Programs will:

- be led to determining specific research interests in the humanities and/or social sciences that will contribute to their personal and, perhaps, professional development
- learn rigorous interdisciplinary inquiry, i.e., how to engage various disciplines in the humanities and/or social sciences and integrate them in addressing topics related to their individual research interests
- gain knowledge of the methodologies, traditions, theoretical frameworks, and styles of argument of various disciplines in the humanities and/or social sciences sufficient to be able to engage those disciplines for their particular research interests
- master “research best-practices” by becoming familiar with library resources and research technology
- master skills for analytical and critical inquiry appropriate to graduate-level research
- engage in intensive writing assignments of varied character and length in order to develop proficiency appropriate to graduate-level research
- develop oral communication and argumentation skills commensurate with postgraduate education and standards of professional discourse
- develop the competence to consciously reflect on and assess their own scholarly development and that of their classmates with the aid of both faculty and peer review
- develop the ability to integrate their graduate level skills of research, analysis, argumentation, and effective communication through the writing of a thesis in their area of interest in the humanities and/or social sciences

Content Goals

Students in both the MALS and DLS Programs will:

- focus on human values issues in all their coursework, research, and especially thesis writing
• gain awareness of human values as encompassing first of all what constitutes human life and meaning, what it means to be a rational and free person, and what contributes to human flourishing and well-being
• gain awareness of human values as expressing the social dimensions of human life and what constitutes communal well-being and the common good
• gain insight into principles of social justice
• recognize pluralistic views of human life and values and the need for dialogue across a broad spectrum of thought and action
• learn the human values emphasized in one or more areas of study available to Liberal Studies, namely, in American and international studies, the classical, medieval, and modern worlds, religious studies, literature, philosophy, visual culture, social and public policy, science and society, and/or professional ethics.
• be able to integrate classroom knowledge with practical skills in one’s personal and, perhaps, professional life
• achieve the goals of Jesuit education, i.e., education of the whole person and education of men and women for others in leadership and service to the community

Administration and Support of DLS Students

Director of Doctor of Liberal Studies Program (DLS Director)
The Director of Doctoral Studies serves DLS students from their entry in the Program to the completion of their degree. Specifically, the DLS Director assists DLS students with course selections; oversees the students’ progress through the degree program; with the DLS executive committee selects three faculty members to assist in the student’s Written and Oral Comprehensive Examination; and assists in the selection of three faculty members to constitute a Doctoral Thesis Committee for each student. In addition, the DLS Director manages both course and faculty selection for the doctoral program.

Director of Graduate Liberal Studies (GLSP Director)
The GLSP Director is an Associate Dean in the School of Continuing Studies. The Doctor of Liberal Studies (DLS) degree is administered through the School of continuing Studies in the Liberal Studies Degree Program that also administers the Master’s (MALS) degree. The DLS Director and fourteen core faculty members provide faculty advisement and support to the GLSP Director.

Academic policies regarding the Doctor of Liberal Studies degree originate with the Core Faculty of the Graduate Liberal Studies Degree Program and the Executive Committee of the DLS and are submitted for approval to the Dean of the School of Continuing Studies. Decisions affecting the academic content of the DLS degree program are subject to review by the Executive Committee of the School of Continuing Studies and the Graduate School.

Associate Director of Graduate Liberal Studies
The GLSP Associate Director is an Assistant Dean in the School of Continuing Studies who assists both the students and faculty by managing the students’ academic progress and supporting the academic services of the faculty.

DLS Executive Committee
The Chair of the Core Faculty chairs the DLS Executive Committee and nominates two additional members of the Core Faculty to serve on this committee. They are appointed subject to the approval of the DLS Director. The term of service is three years. The three-person DLS Executive Committee reviews all application materials and provides final recommendations to the DLS Director on admission of new students.
Other responsibilities for this committee include assisting the DLS Director in the approval of faculty to administer the Written Comprehensive Examinations and the faculty to serve on a student’s Doctoral Thesis Committee.

The DLS Executive Committee ordinarily meets three times a year: once in the early spring to make admissions decisions; in the early summer to receive an annual review of the students’ progress toward completion of the degree program; in the fall (or as needed) to recommend faculty to committees and serve on the Comprehensive Examination Committee.

**The Doctor of Liberal Studies Program**

Through the required foundational courses in the humanities—specifically philosophy, theology, history, art, literature, and the social sciences—the doctoral program establishes the intellectual and scholarly context needed to carry out serious interdisciplinary study and research.

Students must complete a total of thirty-six credits to be distributed in the manner described below. Six to nine hours of Transfer Credit or Advanced Standing may be awarded as determined by the DLS Director. Such credits must be from graduate-level, academic work acquired at Georgetown University or other approved universities. In accordance with University policies, no credits may be completed in excess of the total number required by the program to satisfy the DLS degree (36 total credits).

**Required Foundational Courses**

During the first four regular semesters in the program, students are required to complete, in sequence, the four Foundational courses. These courses are designed specifically to develop students’ understanding and mastery of interdisciplinary approaches to academic research, argumentation, and values reflection, as well as the ability to communicate such mastery in effective academic writing and oral presentation. The purpose of the Qualifying Examination at the conclusion of coursework is to offer the students the opportunity to demonstrate that they have achieved a level of proficiency in these areas that warrants advancement to the thesis.

The approach taken in the Foundational courses is primarily historical. This does not imply, however, that the courses are intended to be a survey of broad period of history. Rather, their goals is to make students aware of the complex historical dynamics of cultural evolution by careful analysis of selected episodes of important cultural conflict, continuity and change, so as to identify the multiple interactions of the subject matter of traditional academic disciplines in such episodes. This approach is taken in the Foundational courses so as to inculcate an understanding of interdisciplinary that is more radical than the mechanical juxtaposition and correlation of the outcomes of several disciplinary studies.

Interdisciplinary research and reflection requires not simply reframing the results of disciplinary study, but also transforming the very way in which disciplines formulate the questions they pose. Such interdisciplinary inquiry is designed to produce a style of questioning that more realistically corresponds to the actual dynamics of human cultural development throughout history. Interdisciplinary inquiry of this sort is, therefore, most effectively learned from appropriately focused studies of the history of cultural and societal development.

The Foundational courses will challenge students to stretch their intellectual imaginations, expand their knowledge, and develop basic competencies well beyond the range of their chosen area of concentration. Rather than being intended to deepen or expand students’ knowledge of, and expertise in, a specific issue or topic area, the Foundational courses emphasize those habits of mind and styles of inquiry that are necessary to achieve the sort of interdisciplinary originality that measures achievement appropriate to the doctoral level. The Foundational courses are in this way the cornerstone of the students preparation for the qualifying exams required for advancement to the thesis.
Evaluation of Performance in the Foundational Courses

The Foundational courses are designed to be the unifying and integrating element of the program. The evaluations done in the Foundational courses during the first year will provide valuable diagnostic advice to students regarding areas of their performance that need to be strengthened, as well as early warning to the rare student whose performance raises significant doubts in the minds of the faculty about his or her ability to complete the program successfully. Similarly, in the second year foundational courses, the evaluations will provide focused constructive criticism designed to ensure readiness for the comprehensive exam.

Faculty who teach the Foundational courses in the Doctoral Program must give the DLS Director a written evaluation of the quality of the work of each student in his/her course. This evaluation is to cover areas of concern listed by the LSP and is due within 30 days after the last class in the course. A copy of this evaluation must also be given to the student.

The evaluations contained in these letters outrank any letter grades or interpretations of letter grades in the DLS Executive Committee’s assessment of a student’s progress in the program and may be used by the Committee to place the student on probation or to recommend to the SCS Office of Academic Affairs & Compliance and the Graduate School that the student be terminated.

The DLS Executive Committee must notify any student whose continuation in the program is at risk and provide an explanation for that status. This notification must be mailed to the student within 60 days of the last day of class for the course.

In all matters relating to sufficient progress, the burden rests with the student to remove all reasonable doubt about the quality of his/her work and the prospects for a successful conclusion of the doctoral program.

Faculty who teach courses at the graduate level beyond the Foundational courses are provided an academic evaluation to complete and submit to the DLS Director for DLS students enrolled in those courses. These reports are designed to alert the DLS Director to any possible academic weaknesses before they become a threat to the student’s ultimate success in the program.

Note: Since this degree is particularly designed for non-traditional students who have professional and other responsibilities, all the required courses are offered in the evening. Electives from other departments may be offered at other times, in the day or evening. The DLS degree program anticipates four to seven years for completion, although special needs of individual students may lengthen the process.

Foundational Course Descriptions

DLS Foundational Introductory Colloquium: Liberal Studies as Perspective and Method (LSHV 601, 3 credits)

This course introduces the student to the history, rationale, and focus of graduate Liberal Studies as a doctoral field. It provides a framework for the entering doctoral student in terms of establishing the foundations and interdisciplinary focus of graduate work in the field. There are three stages to the course: (1) It begins with a broad overview of the pre-modern Western tradition, with guest lectures and readings from the classical to the early modern eras, designed to provide historical context for the emergence of modernity in the Western tradition; (2) In the second part, the emphasis shifts to methodology and research as a way of preparing the entering doctoral student for graduate Liberal Studies at Georgetown University. Readings and additional guest lectures help the student develop a fuller sense of how particular disciplines function within the context of interdisciplinary analysis; (3) The final section of the course involves an in-class workshop on research methods and then a final set of round table student presentations on their
research topics for the term paper. The research topic will be chosen, in consultation with the professor, so the student can explore some aspect of his/her stated area of interest for the DLS.

Love, Death, and God: From the Bible through the Renaissance (LSHV 602, 3 credits)
This course looks at how love and death are imagined at various points in Western history. Because the twin themes of human connection and mortality are fundamentally intertwined with religion (at least in the West), Greek, Roman, Christian, and Jewish ideas about God will play a central role in our analyses. Through examinations of art, poetry, theology, philosophy, and science, we will observe a variety of ways in which humans have construed the meaning of their lives as they grapple with the inevitability of their deaths. Readings include biblical books of Genesis and Job, parts of the Christian New Testament, works by Greek and Roman authors Sophocles and Seneca, Beowulf, and writings by Shakespeare, Galileo, and John Milton, among others.

The Rise of the Modern Spirit (LSHV 603, 3 credits)
The major religious and epistemological issues of today have their roots in European thought and culture from the enlightenment to the end of the nineteenth century. Traditional forms of Christianity were repeatedly challenged by the emerging spirits of modernity. The success of the new science in explaining the natural world, together with weariness due to the long strife over religious doctrine that followed the Reformation, gave rise to a new spirit of Enlightenment and a renewed confidence in the abilities of human reason. The critical study of history threatened the authority of both scripture and tradition. Skepticism about all claims to supernatural knowledge, reaching a climax in Hume and Kant, seemed to undermine the very core of religious belief. The struggle to reconcile traditional faith with these new forces produced a fascinating variety of issues and new religious ideas. The course reviews the highlights of this struggle and examines several of the significant alternatives in thinking about religion and human knowing that emerged during this period.

The Challenge of Postmodernism (LSHV 603, 3 credits)
In this course students may assess the multi-faceted objections raised to the Enlightenment paradigm. Challenges include those raised by historicists, feminists, existentialists, proponents of the sociology of knowledge, and others who hold that claims and the criteria by which they are justified are not derived from objective, universal reason but rather from distinctive psycho-socio-historical perspectives. Authors to be considered may include Kierkegaard, Freud, Gadamer, Wittgenstein, representative feminist thinkers, Husserl, Nietzsche, Foucault, Derrida, and others. In conjunction with The Rise of the Modern Spirit, this course enables students to appreciate the methodological complexity of the philosophical and theological world in which they wish to pursue their studies.

Absence Policy for Foundational Courses
While the DLS is designed for students with professional responsibilities, it expects a significant commitment on the part of its students. Class absences, in particular, are to be avoided. If students know before registering for a Foundational course (one of the four required courses) that they will be unable to attend the first session or will be absent for more than one session because of other obligations, then students should not register for the course in question.

If students are already in a Foundational course and unexpected responsibilities arise that may require them to miss more than one session of the class, they should immediately contact the professor and the DLS Director who will explain what options may be available. Under no circumstances should students miss more than one session of any Foundational course in the program without speaking with the professor in the course and the DLS Director.

If severe circumstances prevent a doctoral candidate from registering for the next Foundational course in their sequence, with approval by the DLS Director, the student may continue the
doctoral program and the next course in the sequence, enrolling in the missed course in the subsequent semester in which it is offered.

No foundational course may be taken on a tutorial basis.

**Language Requirement**
If a language other than English is necessary for a student’s Doctoral Thesis, the language competence is demonstrated by a department test. If special course registration is deemed necessary for the Doctoral Thesis (i.e., language, statistics, computer course), the student should work with the DLS Director to make arrangements. Tuition will not be more than the DLS rate.

**DLS Steps to Graduation**

**The First Year**
- **Fall Semester:** *DLS Foundational Introductory Colloquium: Liberal Studies as Perspective and Method* (3 credits)
- **Spring Semester:** *Love, Death, and God: From the Bible through the Renaissance* (3 credits)
- **Fall and Spring Semesters:** In addition to the Foundational course, one course each semester chosen from Graduate Liberal Studies courses. If necessary, the student may enroll in graduate courses in other departments or organize a Directed Reading with the approval of the DLS Director and the relevant professor (3-6 credits)
- **Summer Semester:** Graduate Liberal Studies course(s), other departmental graduate course(s), or Directed reading (3 or 6 credits, one or two courses) total: 15 or 18 credits

**The Second Year**
- **Fall Semester:** *The Rise of the Modern Spirit* (3 credits)
- **Spring Semester:** *The Challenge of Postmodernism* (3 credits)
- **Fall and Spring Semesters:** In addition to the Foundational course, one course each semester chosen from graduate Liberal Studies courses, graduate courses in other departments, or Directed reading with the approval of the DLS Director and the relevant professor (3-6 credits)
- **Summer Semester:** 1 or 2 courses, depending on whether 15 or 18 credits were achieved in first year (3 or 6 credits) total: up to 36 credits

Transfer Credit or Advanced Standing Credit may reduce the number of courses required to obtain 36 credits in the DLS.

**Registration in Comprehensive Examinations and Doctoral Theses**
As students move from coursework into the Comprehensive Examinations and Doctoral Thesis, they need to abide by the following guidelines for registration:

**Comprehensive Examination Registration (LSHV 993)**
Students prepare for the comprehensive exams after completing 36 credit hours. The following semester (summer does not count), the student registers for DLS Comprehensive Examination Preparation (LSHV-993-01 for Fall or for Spring). Ordinarily, students may register in this manner for no more than two semesters. A tuition charge of $75 will be assessed for each semester. This registration mode will carry no credit but has half-time status.
**DLS Thesis Writing (LSHV 995/996)**

Students who have passed the comprehensive examinations enroll in the following semester (summer does not count), in DLS Proposal Prep/Thesis Writing (LSHV 995-01 for the first term of thesis preparation/writing, and then LSHV-996-01 for the 2nd and subsequent terms of thesis writing). Students should obtain the Doctoral Thesis Proposal form (online or from the GLSP Associate Director) following the oral comprehensive exam and work with the DLS Director on its preparation and filing. Students will enroll in the DLS Thesis Writing course each fall or Spring until the doctoral thesis has been completed and approved by the examining Committee.

It is anticipated that two semesters of registration in DLS Thesis Writing will be the norm, but some students may require one or more additional semesters of registration. A fee of $1,000 will be assessed for each semester. This registration carries no credit but confers half-time student status. Registration for DLS Thesis Proposal Prep/Thesis Writing and DLS Thesis Writing and payment of the associated tuition charge acknowledges both the student’s own academic efforts in preparation of the thesis and the student’s use of university resources, including facilities and faculty services.

If a student completes the DLS degree requirements including the successful writing, oral defense of the thesis, and approved submission of the online thesis during a semester of enrollment in DLS Thesis Writing, no further registration will be required.

**Qualifying Examination for the Doctoral Degree**

To advance to candidacy for the Doctor of Liberal Studies degree, a student must finish all coursework (have no pending “I” incomplete grades) and successfully complete the qualifying examination (written and oral) scheduled during the Fall or Spring terms. At the time of registration the student downloads and submits to the GLSP Associate Director in 225 ICC, the Comprehensive Examination Check-List, and registers online for the DLS Comprehensive Examinations Preparation course (LSHV-993-01), 0 credit, $75, half-time status.

The comprehensive examinations are based on the student's coursework and research interests. The DLS Director determines two faculty members and the student recommends for approval by the DLS Director, the third faculty member to administer the exams. This faculty member should be familiar with the student’s tentative thesis topic. They are asked to assist in the preparation and grading of the Written and oral comprehensive examinations. The GLSP associate Director provides the comprehensive examination committee with two examination report forms to report the results of the two comprehensive examinations (written and oral).

At the completion of each comprehensive examination, the completed examination report form and grade is sent to the University Registrar by the GLSP Associate Director. The University Registrar will record the results on the transcript. The report will indicate if the student passed or failed the examination. The “Pass” may be a simple Pass or a High Pass or with Distinction.

In the event that a student’s performance on the comprehensive examinations is not satisfactory, the examining committee may or may not recommend a second opportunity. The decision whether to allow this second opportunity rests with the DLS Director and the GLSP Director. If the opportunity is allowed, a grade of I will be posted. A timeline and registration specifics will be determined. If a student who had previously failed a comprehensive examination receives a passing result on a second attempt, the “I” grade is removed and the passing result is posted to the graduate transcript.

**Specifics Concerning the Qualifying Examination**

Students are required to have finished pending Incompletes prior to registering for the Qualifying Exam. The DLS Director coordinates the preparation of, and determines the format for, the examination. The examination content is determined by the Examining Committee. It is the
The student’s responsibility to register for Qualifying Exam, submit the Exam Checklist, and to obtain guidance from the DLS Director, the GLSP associate Director, and the committee members about the examination process.

**The Written Qualifying Examination**

Two examination questions will be administered for the Written Qualifying Examination. The purpose of comprehensive examinations is to demonstrate a student’s broad familiarity and competence with the literature in his or her field of study. One comprehensive examination question addresses issues from the foundational courses in the program, and one comprehensive examination question will be tailored to the student’s individual focus in the program.

Students must receive a pass from a majority of the examiners on each exam to pass the exam essay. (Graders who think one essay is a failure and the other a pass should count the exam as failing.)

**Guidelines for the Written Qualifying Examination**

1. Identify the features or aspects you plan to target in your essay. The committee will be looking for evidence of analytical skills.
2. Present your position clearly and defend it against a sample of the better counter-arguments, if the question requires it. The committee will be looking for cogent argumentation and skillful replies to opposing views.
3. The committee will also be looking for evidence of both independent critical judgment and familiarity with the best that has been written on the matter you are discussing, whether it is a review from the foundational courses or your proposed area of research for your thesis.

**The Oral Qualifying Examination**

The Oral Qualifying Exam provides the student an opportunity to demonstrate his or her mastery of the material. The student will participate in the Oral Qualifying Exam conducted by the professors who wrote and graded the Written Qualifying Exam. The 90-minute Oral Exam focuses on the Written Exam but may also explore other areas within the student’s program. This will be scheduled approximately one to two weeks after the written exam.

At the conclusion of the Oral Examination, the candidate will be asked to leave the room while the Board deliberates and determines the grade. At the conclusion of the deliberation, the candidate will be invited back into the room to receive the result. The Examining Board may award “Fail,” “Pass,” “High Pass,” or “Pass with Distinction.”

The successful completion of the Qualifying Exam, in addition to the other requirements (such as credits and minimum Q.P.I.), qualifies the student for Doctoral Candidacy.

**Doctoral Thesis Proposal Writing and Workshop**

Upon successful completion of the Written and Oral Qualifying Exam, students register for the DLS Thesis Proposal Prep/Thesis Writing course, LSHV-995-01 (Fall or Spring terms) which qualifies students for half-time status and allows them to commence work on their thesis. Prior to the first scheduled meeting of this workshop, students must submit the name of the faculty member who has agreed to serve as the Chair of their Doctoral Thesis Committee to the DLS Director.

As the first step to completing the Doctoral Thesis, the DLS student downloads the DLS Thesis Proposal form from the Graduate Liberal Studies website, and prepares a proposal that includes: an explanation and an outline of the topic of study; a preliminary bibliography; a suggested table of contents; and any special methodologies. The DLS Director, in conjunction with the DLS Executive Committee, and the student determine three faculty members representing research
areas appropriate to the Doctoral Thesis who are asked to constitute a Doctoral Thesis Committee (one member of which is the Chair) for each candidate.

The Doctoral Thesis Committee advises the student in the preparation of the proposal and approves the final proposal. The proposal must be approved by the student’s Doctoral Thesis Committee and the DLS Director before the student proceeds with the Doctoral Thesis.

**Doctoral Thesis Writing**

Upon successful completion of *DLS Thesis Proposal Prep/Thesis Writing*, LSHV 995, students enroll in *DLS Thesis Writing*, (LSHV 996 in their first semester; LSHV 997 in their second and subsequent semesters). The Doctor of Liberal Studies Thesis is expected to demonstrate a level of competence and academic rigor in the field of Interdisciplinary Studies comparable to, though distinct from, the equivalent level of competence and rigor expected in a Ph.D. dissertation in a disciplinary field. Topics are limited to the liberal arts and social sciences and must be approved by the DLS Director. The fourteen curricular fields of the Master’s program offer suitable areas of possible research. The Doctoral thesis represents the creative synthesis of primary sources and secondary materials.

**Final Defense of the Doctoral Thesis**

A final oral defense is required for all doctoral theses and must be scheduled at least two weeks before the thesis deadline, December 3rd for fall; May 1st for Spring. Thesis defenses must be announced publicly, and a copy of the Doctoral thesis must be available for public review at least two weeks prior to the event. The student must provide copies of the thesis to the DLS Thesis Committee about one month before the thesis deadline.

At least two weeks prior to the date of the oral defense, the thesis reviewers report must be completed by the candidate’s thesis committee and submitted by the chair to the DLS Director. Using this report form, the student’s committee must certify by majority vote that the Doctoral thesis is “ready for defense.” That is, the committee must certify that there is a reasonable expectation both that the student will be able to address any questions about or shortcomings in the Doctoral thesis, and that only minor revisions might be required after the defense.

After a Doctoral Thesis has been certified as ready for defense, and no later than one week prior to the date of the doctoral defense, the GLSP associate Director will send the defense date to the SCS Communications Director to be posted to the SCS Schedule of Events.

Following a tradition that goes back to the earliest days of the academy, all doctoral defenses at Georgetown University are open to any interested member of the academic community. The presentation and initial questioning periods of the defense are open; individuals who are not members of the official committee will be excluded from other portions of the defense. Guests are asked to leave while the final portion of the defense is completed by the candidate with the official committee.

At minimum, a Doctoral thesis defense must have a public presentation by the candidate, which any member of the academic community may attend, and during which the opportunity will be available for anyone in attendance to address questions to the candidate. The thesis defense may also, but need not, have a period during which the committee alone may ask questions. Every Doctoral thesis defense must be followed by a closed meeting of the committee during which it deliberates and decides whether or not the defense was successful.

The candidate will be considered to have passed the Doctoral Thesis defense when the Committee certifies by majority vote that the defense was “successful.” That is, the committee must certify that the candidate has satisfactorily addressed any questions about and shortcomings in the thesis, and that no major revisions are required.
The results of an Oral Defense conducted before the Doctoral Thesis Committee are sent to the University Registrar by the GLSP Associate Director on a Thesis Defense Report Form before the student can be cleared for graduation. The report indicates passing with Distinction, Pass, or Failure.

If the candidate fails the Doctoral thesis defense, the DLS Director reports the failure by submitting the Defense Report Form directly to the GLSP Director. The failure is then reported to the SCS Office of Academic Affairs & Compliance and the Graduate School, and a decision is made whether or not a second defense is permitted.

Students who fail the defense of thesis for the second time will be dismissed from the Program without the doctoral degree. It is common for the Doctoral Thesis Committee to require the student who has successfully passed the final defense to make additional revisions to the text of the Doctoral Thesis before it is presented to the Liberal Studies Program/Graduate School. A final copy of the thesis, complete with all required revisions and signed by the committee and the DLS Director, must be accepted by the GLSP Director. The student must submit a copy of thesis online for approval before the student is given final clearance for graduation.

Please note: To view theses online through ProQuest: (1) click Lauinger Library; (2) Reference Tools and Resources by type; (3) Dissertations and Theses; (4) Dissertations and Theses; (5) Login Screen; (6) ProQuest Search or go to http://tiny.cc/thesisSamples.

**Guidelines for Evaluating the Doctoral Thesis**

The Doctoral Thesis will be evaluated upon the following criteria:

1. It provides an adequate account of the current state of its subject in the relevant literature and is critically engaged with that scholarship where appropriate;
2. It makes an original and important contribution to the related literature;
3. Its argument is elegant and compelling;
4. Its organization and literary style meet a high standard for professional writing;
5. The student’s Oral Defense responds competently to questions and objections.

*Distinction* is merited when, in the opinion of a majority of the Voting Board, the Thesis is outstanding in all of these criteria. *Pass* is merited when, in the opinion of the majority of the Voting Board, the Thesis is at least adequate but not outstanding in all of these criteria. *Fail* is merited when, in the opinion of the majority of the Voting Board, the Thesis is inadequate in any of these criteria.

In the event of a tie vote, neither *Distinction* nor *Fail* is merited. The grade must be *Pass*. In the event of a *Fail*, the Voting Board must provide the student with a detailed account of the reason for the grade in writing within two weeks from the date of the defense. A copy of this decision must be supplied to the DLS Director and the SCS Academic Affairs & Compliance Office.

**Additional Course Options**

**Elective Courses**

DLS students elect courses that reflect an intensive and, if need be, extensive study of the subject matter needed to pursue their research interest. They may satisfy the credits required as electives with a choice of Liberal Studies lecture courses developed for the Graduate Liberal Studies degrees; selected graduate courses from other departments at the University; and Directed Reading courses.
**Directed Reading Courses (LSHV 911)**

The Directed Reading course requires that a professor determine with the student the nature and number of reading materials and research required to satisfy the goal of that particular course. Students may further strengthen their reading and their pending thesis through the creation of no more than three Directed Reading courses, and no more than two of these courses with the same professor, after consultation with the DLS Director. The Directed Reading professor must hold an advanced, terminal degree beyond the Master’s level.

Students who wish to register for a Directed Reading course must submit a completed Directed reading form to the DLS Director for review and approval at least two weeks prior to registering for the course. Approvals must be obtained from the professor (who outlines the scope of work to be accomplished) and the DLS Director. The student cannot register for the course until this form is submitted and approved. The Directed Reading course number is LSHV-911, with section numbers particular to each professor assigned by the GLSP Associate Director who works with the registrar to set up the course and enroll the student.

It should be noted that these courses are three credit hours each. Only three Directed Reading courses may be taken toward the DLS degree (9 credits total), and only two of these courses may be taught by the same professor. The Directed Reading form is available from the Graduate Liberal Studies Program office or online.

**Undergraduate Courses taken for Graduate Credit**

A DLS student may request graduate credit for an undergraduate course if it is necessary to complete degree requirements or to further develop a research idea. Undergraduate courses are those listed by the various departments and the Liberal Studies program as numbered below 350. Petitions to take undergraduate courses for graduate credit must be supported by a signed tutorial registration/graduate credit form submitted on or before Walk-in registration.

The completed form requires the stipulation by the course professor of additional work to justify the award of graduate credit. The completed form must be approved by the DLS Director and submitted to the GLSP associate Director. Without the completed approval form, no graduate credit will be posted on the student’s transcript.

**Registration Requirements**

Doctoral students in the Liberal Studies Program are expected to register each Fall and Spring semester from matriculation to the awarding of the degree. When a student deviates from this norm, he/she needs to make arrangements with the DLS Director by taking an official Leave of Absence. Students who do not register in a Fall or Spring semester and who do not receive permission for a Leave of Absence are withdrawn for failure to register.

Students who are nearing the completion of degree requirements will be provided additional information for graduation. DLS students begin the registration process by meeting with the DLS Director to discuss their enrollment plans for the coming semester.

Students may continue to review their enrollment plans each semester with the DLS Director. Once DLS students have been advised, they register online. They register online and view their course schedules, grades, billing statement, and contact information. Online registration for DLS students is available until the end of the “regular” registration period, and students may continue to “add” into courses until the day proceeding the first day a course meets; but whenever possible students should register well before the start of a session to allow for better program planning and facilitate fewer course cancellations. DLS students taking courses with the Graduate School must follow their registration deadlines and procedures.
Detailed instructions will be available online for all students before the start of each registration period.

“Walk-In” Registration
Walk-in registration is a two-day (fall Semester) or one-day (Spring Semester) period on/or immediately preceding the first day of classes for the semester. This period is primarily for non-DLS, late-entry students, but DLS students may also make use of this registration period for payment or registration assistance.

Academic Regulations and Procedures

Transfer of Credit and Advanced Standing
Students in the Doctor of Liberal Studies program may receive up to nine credits of Advanced Standing or transfer credit. Advanced Standing occurs when a student has at least two advanced degrees from accredited universities; the second degree allows for nine credits of Advanced Standing (i.e. nine DLS credits count as already fulfilled). In the case of Transfer Credit, a student has coursework in addition to an advanced degree (but not a second complete degree).

Up to nine credits from the unfinished degree may be accepted as Transfer Credit. For Advanced Standing as well as transfer credit, the previous courses must be relevant to the student’s doctoral program. In the case of advanced Standing and transfer credit, no course titles appear on the transcript and no previous grades count toward the Doctor of Liberal Studies QPI (Quality Point Index) (GPA) in either case. Students will be advised by the DLS Director upon acceptance into the doctoral program, on the above information as it relates to their program.

Transfer of Credit
After satisfactory completion of the first foundational course, the DLS student’s previous graduate transcripts are reviewed by the GLSP Associate Director (and DLS Director, if indicated) who then sends the applicable transfer of credit request to the registrar for posting to the student’s records. Only graduate-level courses for which the student received a grade of “B” (3.0) or better can be transferred into the Doctor of Liberal Studies degree program.

If an applicant who already holds an advanced degree enrolls in Liberal Studies graduate courses either as a candidate for the Master’s degree or as a non-degree candidate, prior to acceptance into the doctoral program, up to three courses (9 credits) completed successfully with a “B” (3.00) or better may count as transfer credit if the applicant is then admitted to the DLS.

An applicant who has been accepted in the doctoral program may enroll in a Liberal Studies graduate course(s) (during the summer) prior to the first semester in the doctoral program, and a course(s) with a “B” (3.0) or better, may be counted toward the DLS as an elective (not transfer credit) and the tuition will be charged at the doctoral rate.

Advanced Standing
After satisfactory completion of the first Foundational Course, a student who has been awarded at least two advanced degrees (i.e., Ph.D., MA, MS, JD, etc.) will be awarded advanced Standing toward the coursework required for the DLS. A maximum of nine credits of advanced Standing may be awarded. The request for Advanced Standing (9 credits) is prepared by the GLSP Associate Director and sent to the Registrar’s Office for posting to the student’s record.

Pass/Fail Options
Courses that have been designated by departments and programs to be taken only on a pass/fail basis may be applied toward the DLS degree with the approval of the DLS Director.
**Academic Performance Standards**

The initial responsibility for recognizing an academic difficulty and for taking steps to resolve it rests with the student. Those encountering academic difficulty in courses or other degree requirements are expected to consult with the appropriate faculty member immediately and the DLS Director.

The evaluations done in the Foundational courses and other Graduate Liberal Studies courses during the first year will provide valuable diagnostic advice to students regarding areas of their performance that need to be strengthened, as well as early warning to the rare student whose performance raises significant doubts in the minds of the faculty about his or her ability to complete the Program successfully.

Similarly in the second year foundational courses, the evaluations will provide focus and constructive criticism designed to ensure readiness for the comprehensive exam. The evaluations contained in these letters outrank any letter grades or interpretations of letter grades in the Executive Committee’s assessment of a student’s progress in the program and may be used by the Committee to place the student on probation or to recommend to the DLS Director that the student’s candidacy in the Program be terminated.

The DLS Executive Committee must notify any student whose continuation in the program is at risk that it is so and why it is. This notification must be mailed to the student within 60 days of the last day of class for the course.

In all matters relating to sufficient progress, the burden rests with the student to remove all reasonable doubt about the quality of his/her work and the prospects for a successful conclusion of the doctoral program.

When it is found that a student is in academic difficulty, and depending upon the severity of the situation, the student may receive notification from the DLS Director.

Students must maintain a “B” (3.000) average or higher in the doctoral program. If a Quality Point Index (QPI/GPA) drops below the expectation, the student will be warned.

**Termination of Candidacy**

Termination of candidacy is posted either when the student has accumulated two “C” grades (or combination of “C” and “F” grades), regardless of the number of credits assigned to those two courses, or when it is no longer possible for the student’s Quality Point Index (QPI) to reach the minimum level (3.000) required for graduation.

A student’s candidacy for the Doctor in Liberal Studies degree may be terminated not only for insufficient grades, but also for such reasons as unsatisfactory progress toward a degree as defined by the Graduate Liberal Studies Program, through the Foundational and Elective Course Evaluation reports, the inability to pass the Qualifying Examination, the failure to prepare or to defend a thesis satisfactorily, or the violation of the time limits for completing the degree.

The DLS Director and the GLSP Director, in consultation with the Associate Dean for SCS Academic Affairs & Compliance, will determine all actions for termination on these and other possible grounds. The student will be notified in writing.

**Grade Appeals**

When a DLS student contests a grade received as part of coursework, the following steps are to be taken:
The student should first seek an acceptable resolution through a discussion with the instructor of the course. This discussion must be initiated no later than thirty (30) days after the start of the semester following the one in which the disputed grade was assigned.

If a satisfactory resolution is not reached, the student should then discuss the matter with the DLS Director. This discussion must be initiated no later than sixty (60) days after the start of the semester following the one in which the disputed grade was assigned.

If a satisfactory resolution is still not reached, the material in question will be sent to the DLS Executive Committee. This committee review must be initiated no later than ninety (90) days after the start of the semester following the one in which the disputed grade was assigned. The chair of the Executive Committee will send a final recommendation (to raise, lower, or sustain the grade) to the Senior Associate Dean for Academic Affairs & Compliance. No further appeal is allowed after this decision has been rendered.

In the case of a DLS student enrolled in another department's course, the student will be subject to the appeal procedures of the offering department or School.

Requests for a change of grade will not be approved if the new grade results from additional work performed after the initial grade had been assigned.

**Grade Reports**

Grades are posted on MyAccess as the professors submit them. Graded papers are often returned by professors to the Graduate Liberal Studies office (Suite 225, ICC) for student “pick-up.” Papers returned to the Liberal Studies administrative office are kept for two semesters. Some professors return papers in class or by mail.

**Time Limit for DLS Degree Completion**

Students admitted to the Doctor of Liberal Studies degree program are ordinarily allowed five to seven years from admission to the Program to the award of the DLS degree.

A student who has not complied with the time limits stated above may request, with the approval of the DLS Director, an extension of time to complete the degree.

**Requests for Extension of Time Limit**

If it becomes apparent that a student will not complete all degree requirements and graduate within the time allowed, the student may petition in writing the DLS Director for an extension of time to complete the degree. The DLS Director, in consultation with the DLS Executive Committee, determines whether to grant or deny the student’s request.

If the DLS Director recommends granting the request, he or she should specify any intermediate deadlines or other academic criteria that are to be met by the student, as well as a realistic date for completion of the degree; the recommended completion date may or may not be the date requested by the student. A copy of the new deadline extension and requirements should be sent to SCS Academic Affairs & Compliance for processing.

A first extension of up to one year on the recommendation of the DLS Director is usually approved. Subsequent extensions will be granted only in extraordinary circumstances, and only on the recommendation of the DLS Director and the DLS Executive Committee. The student must maintain appropriate registration during any authorized period of extension to prevent being withdrawn for failure to register.
**Academic Integrity**

Students at Georgetown University are expected to maintain the highest standards of integrity in pursuit of their education. Academic dishonesty in any form is a serious offense against the academic community in general and against Georgetown University in particular. Students found to have violated standards of academic integrity are subject to academic penalties. These penalties may include, but are not limited to, suspension or dismissal from the university and revocation of degrees already conferred.

Students are responsible for educating themselves about the proper procedures for documentation. Students are cautioned that the improper use of sources, whether intentional or unintentional, may be plagiarism and are expected to know the proper techniques for documentation. Every quotation from another source, whether written, spoken, or electronic, must be bound by quotation marks and properly cited. Every paraphrase (a recapitulation of another source's statement or idea in one's own words) or summary (a more concise restatement of another's ideas) must be properly cited. A bibliographic entry alone is not sufficient to avoid the imputation of plagiarism; nor is mere citation sufficient when use has been made of another person’s words.

It is a violation of academic integrity to misrepresent or misuse otherwise valid academic work. For example, a paper submitted to satisfy the requirements for one course may not be submitted to satisfy a requirement for a second course without explicit permission of both professors.

The Doctoral Thesis should not be based extensively on a previous course paper (or papers); it must contain new research and writing relative to the thesis topic.

Suspected violations of academic integrity should be reported to the DLS Director who will review the allegation and documentation in consultation with the DLS Executive Committee and SCS Academic Affairs & Compliance Office and notify the student of any actions to be taken, including, but not limited to failure of a course, suspension, termination, and revocation of the degree. Appeals of actions taken related to academic integrity must be made in writing by the student to the DLS Director within 30 days of notification of the original recommended action.

**DLS Style Guide & Thesis Guidelines**

The graduate Liberal Studies Program requires that students adhere to Kate Turabian’s *A Manual for Writers of Term Papers, Theses, and Dissertations, (7th Edition)* as the manual of style for thesis preparation. In addition to the Turabian style guide, students must follow the SCS Guidelines for MALS and DLS Thesis Writers. These guidelines specify the procedural requirements that must be met for the Doctoral thesis to be formally accepted by the DLS Director and the graduate School. Submission of an improperly prepared thesis may delay the award of the degree or lead to termination of degree candidacy.

**Research on Human Subjects**

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. 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.

Students whose research will involve human subjects should contact the University’s Institutional Review Board, IRB-C, at (202) 687-5594 before beginning their research. Additional information and copies of the forms are available on the website for the IRB-C at: ora.georgetown.edu

**Graduate and Commencement**

Students applying for graduation for December must submit their paper application by September 15 and for May by January 15 to the GLSP Associate Director.

Students who do not meet all requirements in the term they selected will have their applications carried over to the following term. An application will be held open for a total of three months, including the first month for which the student applied. If the student has not graduated by the end of that time, he or she must file a new application.

Students must be enrolled during the term in which they graduate. Students who apply to graduate toward the end of one semester, but who, for any reason, do not complete all degree requirements until the following semester, will be required to enroll in that semester.

Students who wish to apply to graduate in May, must file an Application for Graduate Degree no later than January 15th. Diplomas may not be available at the Commencement Ceremony in May if the application is not on file.

One additional deadline applies for the months of May and December: a Doctoral Thesis submitted in partial fulfillment of the requirements for a May or December degree must have faculty approval from the School of Continuing Studies and be accepted by the Graduate School no later than the first working day of May or December. All other degree requirements must be met by this deadline, including receipt by the university registrar of the thesis Defense report and the thesis grade.

For additional information, please refer to the school-wide section on “Degree and Certificate Conferral” in this Handbook.
The Graduate Liberal Studies degree Program at Georgetown University rests on the belief that human life and human action have meaning and that human beings, throughout their lives, must seek it out and live by its implications. Graduate Liberal Studies courses which engage students in reading, reflection, writing, and discussion are meant to bring them the range of knowledge and vision to lead wise and rewarding lives.

What can Aristotle and Plato tell you about “the good life”? What are the expectations of democratic government according to de Tocqueville, Locke, or Rawls? What does religion teach and how do Buddhism, Christianity, Islam, and Judaism differ or agree? What does art reveal about culture and vice versa? Why do Americans pursue war or peace at a given time? Do Shakespeare and Faulkner reveal similar and different human values? Do the Greek myths and Roman history still resonate?

Since 1974, the Liberal Studies degree Program at Georgetown University, a Bachelor’s and Master’s degree program in interdisciplinary liberal arts, has offered courses with just such questions and interests in mind. With a part-time program providing courses in the evenings and on Saturdays, the schedule seeks to accommodate the demands on time experienced by working students. The Liberal Studies program reflects the intellectual curiosity, breadth of interest, and professional experience of these students. Curricular fields provide broad areas of special interest for the MALS students.

Instead of focusing on an academic discipline, the courses are designed to reflect the questions and interests these adult students carry in their lives and their occupations. The courses are about reading and reflection on great issues that have concerned, thrilled, and disturbed major thinkers and ordinary individuals in the past and in the present. At the core of these discussions are the values humans cherish and debate, values that are replete in the liberal arts. In the fall of 2005, the Doctor of Liberal Studies (DLS) degree was inaugurated and it and the Master of Arts in Liberal Studies degree comprise the Graduate Liberal Studies Program.
The Liberal Studies Program graduate and undergraduate degrees (DLS, MALS, and BALS) are academically structured, intellectually demanding, and personally enriching, carrying into the 21st century the Georgetown Jesuit tradition of educating the whole person.

**The Origins of Liberal Studies**

The initial decision to inaugurate the liberal studies degree came from changes in higher education. Before the Civil War, college education was general education, liberal arts, ancient classics, rhetoric, some mathematics and philosophy, covering a number of present-day subjects. After the Civil War, using the German universities as models and seeking to become research institutions, graduate education became increasingly specialized, professionalized, organized into distinct and specified academic departments/disciplines and increasingly interested in science and technology. That trend continued and accelerated in the 20th century.

In 1953, Professor Charles Hands described the appearance of Liberal Studies as “not really an innovation at all; it is, rather, a return to the past, to the idea that the study of the liberal arts at the graduate level, a study that encourages an interdisciplinary approach aimed at showing the interconnectedness of all disciplines, is vital to the future and wellbeing of society.” It is this reassertion of the liberal arts tradition at the graduate level and in an interdisciplinary mode that Wesleyan University initiated in 1953 and which became a major educational movement. This shift in emphasis from specialization, this return to an earlier tradition, broader, more inclusive, also creates the possibility for a creative and imaginative program design.

**The Association of Graduate Liberal Studies Programs: (AGLSP)**

One hundred and thirty colleges and universities, large and small, public and private, have followed Wesleyan’s leadership, adopting the philosophy of Graduate Liberal Studies, and they offer graduate degrees primarily known as Masters of Arts in Liberal Studies (MALS), Master of Liberal Studies (MLS), and Master of Liberal Arts (MLA). Other degree designations are possible, such as Master of Humanities, as long as the program carrying the name clearly exemplifies the philosophy of Graduate Liberal Studies. There is an organization that embodies and fosters that philosophy. It is the Association of Graduate Liberal Studies Programs (AGLSP; http://aglsp.org/).

Due to its origins, Liberal Studies began and has remained primarily a graduate program with a distinctive philosophy of education: graduate, interdisciplinary, liberal arts, organized for working adults. Liberal Studies Programs are administered through Graduate Schools, Schools of Arts and Sciences, and Schools of Continuing Education. At Georgetown the course offerings are created by faculty members from history, literature, philosophy, theology, sociology, humanistic approaches to sciences, some aspects of business and ethics, art and culture, to name a few. Usually the courses reflect one faculty member’s creation or synthesis; but at Georgetown, we also have some team teaching. The goal is the same: a broader organization of materials focused on a particular theme.

In the year 2000 Dr. William Maehl, former vice-Provost of the University of Oklahoma and then President of the Fielding Institute, reviewed what he considered to be the “best” of adult credit programs and concluded that “GLS programs usually have these three characteristics in common: an interdisciplinary approach, core study designed specially for the program, and a thesis or capstone experience. They also often reflect the values or mission commitments of their host institutions, especially among private colleges.” Those elements are clearly markers in every Liberal Studies degree program. At Georgetown, human values and the humanities predominate, conforming to the University’s mission and history.
The Origins of Georgetown’s Liberal Studies Program

A small group of faculty and administrators led by representatives from Wesleyan, Dartmouth, and Hollins College in Virginia began meetings in 1973 to discuss the common interests in this exciting new kind of degree. Among the attendees was Joseph Pettit, D.B.A., then Georgetown’s dean of the School for Summer and Continuing Education. Dr. Pettit, encouraged by the contacts he had made with other interested university representatives, pursued creating a liberal studies degree program for Georgetown University where liberal arts and human values have, in the Jesuit tradition, always been a cardinal part of the University mission and curriculum. His efforts were successful when he won approval for this new degree, and courses began in the summer of 1974. By spring 1975, an association emerged from the members who had attended the early meetings. Georgetown was a charter member of the AGLSP and Dr. Phyllis O’Callaghan, Georgetown’s former Associate Dean and Director of Liberal Studies served as the Association’s first president as well as served a second term as president in the mid-1980s.

The Basic Curricular Structure of the MALS Degree Program

The Liberal Studies Master’s Program currently offers fourteen curricular fields of study: American Studies, Catholic Studies, Classical Civilizations, Ethics and the Professions, Humanities, International Affairs, Islam and Muslim-Christian Relations, Literature and Society, Medieval and Early Modern European Studies, Religious Studies, Social/Public Policy, Theory and Practice of American Democracy, Visual Culture, and Individualized Studies (an option for students to select courses from any of the other curricular fields and not concentrate a majority of their study in one particular field).

Students admitted to the degree program enter with their field designated Individualized Study. They may choose or change their curricular field of study at any time during their degree program as long as there are enough remaining credits toward the total required for the degree to meet the particular requirements for their chosen field. Email your choice or change of curricular field to the Associate Director, riddera@georgetown.edu who monitors your progress on a semester basis and your progress in your chosen field. The student’s chosen curricular field will appear on the student’s final transcript of record upon satisfaction of the degree requirements.

MALS Liberal Studies courses are usually offered in each of the curricular fields each semester. The complete inventory of courses for each curricular field is subject to change. A course may be deleted or additional course(s) added. Changes are posted to the Graduate Liberal Studies website as they occur. With the approval of the Associate Director, students may also enroll in other departmental courses at the University (no more than 2 courses, 6 credits) as available and suitable for their degree program. Be advised that Graduate Liberal Studies policies regarding absence, incomplete grades, add/drop, etc. apply to these courses as well.

Curricular Fields of Study Descriptions

American Studies

Three major dimensions of American culture are explored through American Studies: the historical origins and development of the nation; the political and philosophical ideas which brought about the United States Constitution and an evolving political system; and the religious beliefs, cultural traditions, and literary texts which, for more than three centuries, have shaped the nature and direction of American society and civilization. The goal is for students to develop a critical, balanced, and integrated view of American life and society, and in the process to answer the question posed by Hector St. John de Crévecoeur in the eighteenth century, “What, then, is the American, this new man?”

Core Faculty Advisor: Ronald M. Johnson, Ph.D., johnsorm@georgetown.edu
Catholic Studies
Courses in Catholic Studies focus on both the theological and the cultural dimensions of Catholicism, showing the connections between Catholic faith and life. Students explore the theological development of Catholicism from the biblical world through major thinkers of the past to contemporary thought. They also examine the many ways in which Catholicism has shaped a view of God, world, and human experience as manifested in art, literature, ethics, and spirituality.

Core Faculty Advisor: William J. O’Brien, Ph.D., obrien.b@verizon.net

Classical Civilizations
Classical Civilizations explores many aspects of the ancient Mediterranean cultures of Greece and Rome which present a continuous, constantly developing tradition from the earliest surviving poetry (Homer, about 800 B.C.E.) to the rise of Medieval Europe some 1500 years later. Included are history, literature, art history and archaeology, philosophy, and myth. From this variety of disciplines the goal is a synthesis leading to a more comprehensive view of culture itself, and to an understanding of how ancient Greece and Rome have so profoundly influenced Western thought, art, and politics.

Core Faculty Advisor: Charles McNelis, Ph.D., cam72@georgetown.edu

Ethics and the Professions
Students selecting courses in the field of Ethics and the Professions will grapple with a constellation of issues surrounding the conduct of professional workers in contemporary culture. Professional careers are prized and pursued within our social system, but the moral practices which guide the professions have come under increased scrutiny. These courses will examine normative ethical systems to assess the moral dilemmas faced by professional workers as they relate to their clients. The goal is to enrich the students’ understanding of the moral complexity of professional life, and to assist them in arriving at a balanced, consistent, and defensible judgment of the ethical conduct expected of those in positions of authority.

Core Faculty Advisor: Terrence P. Reynolds Ph.D., reynoldt@georgetown.edu

Humanities
In Humanities, students have the opportunity to shape an integrated, interdisciplinary program of study in art, philosophy, theology, literature, and history. In the course of their studies they will come to appreciate the distinct ways in which each discipline seeks to know and reflect the world in which we live. At the same time they will examine and evaluate the enduring insights of these disciplines in an effort to answer for their own lives the abiding private and public questions no person should escape or avoid.

Core Faculty Advisor: Francis J. Ambrosio, Ph.D., ambrosif@georgetown.edu

International Affairs
International Affairs courses assist the student in forming a critical awareness of the complexity of issues in foreign policy and international affairs and an ethical framework for making informed decisions about these issues. Besides examining basic value conflicts in international relations such as questions about war and peace, human rights, nationalism and democracy, courses will be offered in international politics, business, economics; defense issues; the developing countries; and special geographic regions.

Core Faculty Advisor: Joseph P. Smaldone, Ph.D., joesmaldone@comcast.net
**Islam and Muslim-Christian Relations**

In the contemporary world both globalization and recognition of special ethnic and local identities create the risk of violent conflict as well as constructive cooperation among the peoples of the world. The great communities of religious believers, Muslims and Christians, have coexisted as individuals, groups, and civilizations for fourteen centuries, and the nature of their relations in the contemporary world plays an important part in determining whether humanity’s future will involve a great clash of civilizations or a successful civilizational dialogue. Drawing on the faculty of the Prince Alwaleed Center for Muslim-Christian Understanding, the Islam and Muslim-Christian Relations curricular field provides students the opportunity to study the contemporary and historical conditions under which Muslims and Christians interact.

Core Faculty Advisor: John O. Voll, Ph.D., vollj@georgetown.edu

**Literature and Society**

Literature and Society offers courses on traditional historical periods, major authors, and the genres of literature. Grounded in a careful reading of texts, the courses also offer students the opportunity to explore the relationship of literature to such disciplines as art, film, theatre, photography, theology, and cultural history. These courses give particular attention to the human values implicit in literature.

Core Faculty Advisor: Abby A. Johnson, Ph.D., abbyron@cox.net

**Medieval and Early Modern European Studies**

This field offers an interdisciplinary approach to a distinctive period in European history. Courses may be drawn from the liberal studies degree curriculum; but many other courses are available from various departments in the University that are relevant to the study of Medieval and Early Modern European Studies. A careful selection of courses in this field will assist the student to understand the art, philosophy, government, history, theology, and literature of the period from roughly 1200 to 1600 a.d. and to explore how these interacted to create the culture of the Medieval Period.

Core Faculty Advisor: Stefan Zimmers, Ph.D., zimmerss@georgetown.edu

**Religious Studies**

Through a variety of courses in the field of Religious Studies, students are invited to deepen their understanding of religion by asking such questions as, Why have humans been so habitually religious? Is religious understanding compatible with reason and science? Can one retrieve anything of significance from ancient religious texts and traditions? What is the relationship between religion and culture? What is theology? What is the status of Christian, Jewish, Muslim, and other kinds of theology in a religiously plural world?

Core Faculty Advisor: Frederick J. Ruf, Ph.D., rufb@georgetown.edu14

**Social/Public Policy**

Social/Public Policy courses analyze the political process; the role of government, private and public organizations/institutions in public policy decisions; national problems such as crime, poverty, and social inequality; and issues such as the role of the media, the intelligence community, and the impact of war. Special attention is focused on scientific discoveries and technological innovations that dramatically affect every aspect of society’s choices regarding science and technology including issues such as bioethics, computerization, privacy and genetic engineering.

Core Faculty Advisor: Elizabeth M. Duke, Ph.D., rduke@starpower.net
Theory and Practice of American Democracy

History, philosophy, and social science combine in this field of Theory and Practice of American Democracy to describe the origins and distinctive character of the American form of democracy; to analyze the political processes by which the consent of the governed is achieved; to confront issues which reflect the ever present struggle to make democracy work for all elements of the society; to consider the continuing influence of the Constitution on American society and movements for change or reinterpretation; and to review institutional or international influences on government such as the media and foreign relations.

Core Faculty Advisor: Michael C. Wall, Ph.D., wallm@georgetown.edu

Visual Culture

The field of Visual Culture is premised upon a commitment to art as visual evidence critical to the study of cultural history and the formation of cultural values. Not simply aesthetic expression, art is a shaper and a mirror of culture. Students are engaged in the study of the visual transmission of modes of social behavior, and of religious and political values. The interdisciplinary and cross-cultural nature of the Graduate Liberal Studies degree emphasizes the ways in which works of art shape and reflect changes in cultural attitudes toward religion, government, gender, and society while also recognizing the historicity of both specific works of art and artists.

Core Faculty Advisor: Diane Apostolos-Cappadona, Ph.D., apostold@georgetown.edu

Individualized Study

For those who wish to design their own field within the broad scope of courses in Graduate Liberal Studies rather than concentrating in one of the other fields, students may choose Individualized Study. With the advice and direction of the Curricular field faculty advisor, students will select Graduate liberal studies Core, Human Values courses, elective courses, and then determine a thesis topic to meet their special interests.

Core Faculty Advisor: John Reuscher, Ph.D., reuschej@georgetown.edu

Part-Time Student Status

All of the graduate programs within SCS are designed to accommodate adult students with existing professional and/or family responsibilities. Many students therefore enroll part-time, between three and six credits, or one to two courses per term. Some of our students pursue their academic studies full-time, taking nine or more credits during a single semester. Students on J-1 or F-1 student Visa must be registered as full-time to satisfy the terms and conditions of the Visa. Since the DLS and MALS programs are both part-time by design, students cannot secure Visa support if they are accepted into these programs.

Graduate Liberal Studies Academic Advising

The Graduate Liberal Studies Core Faculty is comprised of faculty members from each of the curricular fields, who are available as advisors to students needing guidance in a curricular field. Students are also encouraged to request academic guidance and counseling as needed from the Director or Associate Director or other Graduate Liberal Studies faculty members.

Master of Arts in Liberal Studies (MALS) Degree Requirements

MALS candidates use MyAccess to view their academic record and to monitor the completion of specific degree requirements. Curricular Field pamphlets posted on the MALS website (http://liberalstudies.georgetown.edu) and are also available in the Graduate Liberal Studies office, 225 ICC, provide up-to-date listings each semester on its semester Schedule of Classes of courses that “count” in each field.
Also the MAL S website includes the complete inventory of courses listed for each curricular field. Please note course(s) may be deleted or additional course(s) may be added and the website will be updated periodically to reflect these changes both to semester offerings as well as on the full inventory of courses listed for each curricular field.

**Joint Degree in Medicine and Liberal Studies (M.D./M.A.L.S.)**

Students currently registered in the school of Medicine at Georgetown University may pursue the Joint degree M.D./MALS. These candidates complete ten courses including two ethics courses which are transferred from their Medical School record which may count toward the Ethics and Professions field elective courses or count as Program electives, following discussion and approval by the Associate Director. Six courses from the Ethics and Professions field, the 0-credit MAL S Thesis Proposal Workshop, one Program elective course, and the final three credit thesis, totally 30 credits, comprise the makeup of the MAL S degree program. The six courses in the field include two required Core courses, “The Ethics of Aristotle and Kant” and “Ethical Problems in Contemporary Society,” and the three-credit thesis must reflect the field as well. At the discretion of the School of Medicine, six credits (two MAL S Liberal Studies courses) may be transferred as electives toward the Medical degree.

**MAL S Degree Requirements**

Master’s degree candidates complete ten courses, a total of 30 credits including one Core course and one Human Values course or two Core courses, a 0-credit Reflective Essay submitted during the completion or immediately following the completion of the sixth course, the 0-credit MAL S Thesis Proposal Workshop, and the three-credit thesis (it counts as the 10th course, the final 3 credits of the 30 credits).

Students who choose to satisfy one of the MAL S curricular fields of study must complete six courses in that field, including their Core and Human Values courses and the three-credit thesis which reflects the field, plus three additional courses from that field or other curricular fields.

Students who choose the field of Individualized Study select their courses from any of the MAL S Liberal Studies courses including their Core and Human Values courses and satisfy the three-credit thesis requirement. No more than two courses with grades of “B” or higher (six credits) may be transferred to the Liberal Studies degree from another university or graduate department at Georgetown University.

**Transfer Credit**

New students request in writing the review and transfer of credits from another university in writing to the associate director, riddera@georgetown.edu. These courses and credits count as program electives, they are not applicable to the chosen curricular field. Transfer credit is reviewed and posted to the student’s transcript by the Office of the Registrar after the student’s successful completion of their first semester as a degree student in the MAL S program.

**Degree Completion Requirements**

Listed below are the general degree completion requirements for the Reflective Essay and the MAL S Thesis for student planning purposes as each student anticipates degree completion. A comprehensive booklet, MAL S/DLS Thesis Guidelines, provided each student upon enrollment in the Thesis Proposal Workshop, describes more fully the thesis proposal and thesis preparation and writing and thesis review and approval procedures and policies. The Guidelines and associated thesis and graduation forms are also online to serve students at any point in their pursuit of the MAL S degree. Additionally, students are always welcome to discuss their program progress and thesis planning with the Director or Associate Director and MAL S faculty.
**Reflective Essay Requirement**

After completing 18 credits, students must submit for review the required Reflective essay. It is submitted on paper to the Director, Dr. Anthony Tambasco, Room 225 intercultural center at the end of the semester and awaits approval before early registration in the next semester.

This degree program is unlike most degree programs whose coherence is strictly defined for the student through its structure and required courses. Rather, there is a unique responsibility placed on students in Graduate Liberal Studies to create a program that is wide in disciplinary perspective yet integrated in theme around issues related to human values. This responsibility relates to the selection of courses and the work done in them, and to the research undertaken for the culminating MALS thesis.

**Program Integration and Thesis Preparation**

The purpose of the Reflective Essay is to help the student integrate his or her interdisciplinary studies toward the end of coursework and to prod the student into serious thinking about a thesis topic well before entering the *Thesis Proposal Workshop*. Thus, the essay is designed to help students discover and describe the objectives and interests that have developed during their courses and to begin to focus on the particular issues of human values they wish to study in interdisciplinary fashion in the thesis.

**Requirement and Format for Essay**

In order to see that integration is accomplished and that thought has begun on a thesis, the short Reflective Essay is required after the completion of the sixth course. If the essay is not submitted, the student’s next attempt to register will be blocked.

A written copy of the essay is due in the Office of Graduate Liberal Studies, 225 ICC, before the beginning of early registration in the semester after the sixth course. Once the essay has been evaluated and approved by the Director, the student will be advised to register for the next semester.

Listing the courses taken to date, the essay should explain how the coursework satisfies the student’s educational goals, presenting any themes, problems, issues, or questions that seem to emerge from the courses focused on human values.

The essay should then turn to what among these topics the student hopes to pursue in a thesis.

Here are some specific points provided to clarify this requirement further:

1. The essay should be about five typed, double-spaced pages. Although the essay can be longer, it is unlikely that anything of value can be produced in less than five pages.
2. The courses should be stated by title either at the beginning of the paper or imbedded in the essay.
3. Preeminently, this is a reflective essay, not a mere recapitulation of completed courses. The approach may be chronological or analytical, but it should be personal. No two persons who have taken the same courses should be writing similar essays! The essay is not an evaluation of the courses, but a reflection on what purpose the courses served your particular goals.
4. The essay is meant to help the student integrate the study undertaken. Do not “force” integration. Let the choice of courses and your response “play” on each other to illuminate your individual course of study.
5. In the second part of the essay, highlight a topic that emerged from the first part of your essay that would be of particular interest to you for further research in a thesis. You do not need to detail a complete research project, but you should begin to get some clarity on the area of interest so that you can formulate a thesis topic. If you cannot yet shape your idea into a thesis formula, consult the advisor of your curricular field or faculty...
members working in that area of research to help you shape a topic. Indicate the names of faculty you consulted.

6. Include some references to sources that stimulated your thinking on your topic of interest and use Turabian guidelines for the citations (either footnotes or endnotes or parenthetical references) on these sources.

**MALS Thesis Process and Requirements**

No student may enroll in more than 27 credits before registering for the *MALS Thesis Proposal Workshop*, LSHV-497-(sections vary), which is taken after the completion of seven MALS courses and before, with or after the 8th and/or 9th courses and completed prior to enrolling in the 3-credit *MALS Thesis Writing*, (LSH-499-01) course and the writing of the three-credit thesis. Twenty-seven credits (9 courses) and the *MALS Thesis Proposal Workshop* must be completed prior to the semester the student enrolls in the MALS Thesis Writing course.

The *MALS Thesis Writing* course is the final required course and may not be taken with any other course. See the *Graduate Liberal Studies Guidelines* booklet for complete information regarding the process, forms, and procedures used to prepare and submit the MALS Thesis. Please note that the *MALS Thesis Writing* course constitutes half-time status and that the *MALS Thesis Proposal Workshop* taken with one three-credit course constitutes half-time status. A minimum letter grade average of “B” or better, a cumulative grade point average of 3.0 quality points, the satisfactory completion of the Reflective Essay, the *MALS Thesis Proposal Workshop*, and the completion of 27 credits are required for enrollment in the 3-credit *MALS Thesis Writing* course, the final degree requirement.

A cumulative grade point average of 3.0 quality points and the completion of 30 credits are required for degree clearance and the posting of the Master of Arts in Liberal Studies degree. A course with a “C” (including *Core*, *Human Values* course grades as well as the Thesis grade) may be earned and posted to the degree provided that the overall average at the completion of 8 courses (24 credits) or upon the award of the final thesis grade still establishes a cumulative GPA of 3.00.

**MALS Thesis Proposal Workshop (LSH-497-sections vary)**

*Fall, Spring, Summer terms*

Near the conclusion of the degree (after the completion of the Reflective Essay, seven MALS courses (21 credits) and before, with or after the 8th and/or 9th courses) MALS candidates prepare a thesis proposal. To accomplish this, they are required to complete the *MALS Thesis Proposal Workshop* in the semester in which they plan to prepare and submit for approval a thesis proposal. This is a non-credit, 0-tuition course.

Please note: The *MALS Thesis Proposal Workshop*, taken in conjunction with a three-credit course, constitutes half-time status. The *MALS Thesis Proposal Workshop* consists of four, two-hour classes. Several sections of this course are offered on different evenings each semester (fall, spring, or summer). Students must attend all four class meetings of the Workshop. The result of this Workshop will be an approved *MALS Thesis Proposal*.

The student’s Thesis Committee is made up of the thesis mentor chosen by the student, the student’s *MALS Thesis Proposal Workshop* professor, and the Liberal Studies Program Associate Director. Successful completion of the thesis proposal and its approval will result in a Pass (“S”) grade for the Workshop. Students who must Withdraw (“W”) from the Workshop or Fail (“U”) the Workshop, may only register for the Workshop one more time. Students who withdraw from the MALS degree program and are readmitted at a later date may start the MALS thesis preparation process one more time even if prior to their interruption of their degree and withdrawal they had previously passed (“S”) the *MALS Thesis Proposal Workshop*. 
The **MALS Thesis Proposal Workshop** is a time when students actively pursue the creation and organization of a thesis topic, with the approval of a mentor. If a mentor is not a Graduate Liberal Studies faculty, prior to enrolling in the Workshop the student must contact the associate director and discuss his/her selection of the mentor. Then (if selection is approved) the student sends the name and contact information of this mentor by email to riddera@georgetown.edu to facilitate program communication and stipend payment for this mentor.

During the Workshop students join with other students and the professor offering the Workshop to do the research necessary to create a statement of the nature, purpose, theme, and interdisciplinary of the proposed thesis topic, and indicate the human values at stake in the thesis’ argument; list an outline of the proposed sections of the thesis; and list the schedule agreed upon between the student and the mentor to accomplish these goals and successfully complete the thesis.

Prior to registering for the Workshop students should begin planning for their thesis. It is important to remember that the thesis is a proposition or an argument. The proposal must deal with a very focused subject and explore it fully. The proposal topic usually evolves from the student’s coursework, an idea, or argument the student wishes to study and research further.

The choice of a mentor may come in one of two ways:

1. If the student has had a professor he/she would particularly like to work with, then the thesis topic must be a subject that is a part of that professor’s special expertise. The student should contact the professor, discuss the topic, and confirm the availability of the professor to serve as his/her mentor, as early as possible, and prior to enrollment in the Workshop.

2. If the student has a topic that he/she really desires to explore and does not know who could be a mentor for that topic, then, in consultation with the director/associate director of the Graduate Liberal Studies degree Program or Program faculty, the student seeks out a professor who would be well versed in that subject. If none is available, including professors outside the Liberal Studies Program, that would mean that the topic could not be pursued. The Graduate Liberal Studies director/associate director, in consultation with liberal studies faculty, offers a thorough search on behalf of the student to find the appropriate mentor before indicating that the topic cannot be used.

Discussion of the thesis topic early on before working out a thesis proposal is advisable. Faculty members may already have theses they are monitoring; thus they may have to turn down requests for mentoring as they can and should only mentor a few students each semester.

The thesis topic must be related to the student’s curricular field if a particular field was chosen, and the student is encouraged to contact the Core Faculty Advisor for his/her curricular field to make sure that is the case. The professor who teaches the Workshop may not also be chosen as your thesis mentor. The professor may discuss with the associate director if an exception to this policy is warranted for a particular student.

Students are encouraged to contact the Director (tambasca@georgetown.edu) or Associate Director (riddera@georgetown.edu) for additional advice and assistance in preparing to write the thesis. The thesis is the culmination of the degree.

**MALS Thesis Writing Course, LSHV-499-01**

*Fall and Spring terms only*

Following the approval of the thesis proposal, and upon successful completion of 9 courses, 27 credits, a student registers for the three-credit **MALS Thesis Writing (LSHV-499-01)** course offered during the fall or spring semesters. A student registers for **MALS Thesis Writing** within one year following the successful completion of LSHV 497, the **MALS Thesis Proposal Workshop**
(usually the fall or spring semester following the Workshop) in accordance with the schedule determined between the student and the mentor regarding the writing and completion of the thesis requirement.

Enrollment in the MALS Thesis Writing course constitutes half-time status. The MALS Thesis Writing course is the final three-credit course for Master’s candidates. There are no class sessions for the MALS Thesis Writing course; rather the student and mentor meet and communicate regarding the preparation and completion of the thesis following the schedule outlined in the thesis proposal. The MALS Thesis Writing course is for the actual production of the thesis and carries three credits with regular semester tuition charges and is assigned a letter grade by the student’s mentor reflecting the academic quality of the thesis. The grade is posted to the student’s transcript upon the written approval of the mentor, the Associate Director and the Director on behalf of the Graduate School.

The expected length of the thesis text is 80 pages.


**MALS Thesis Writing Time Limit and Extensions**

Students who are not able to complete their thesis during their first term of enrollment in LSHV 499 may receive an incomplete (“I”) with permission of the professor and department. Students who receive an “I” in LSHV 499 must enroll in the 0-credit MALS Continuous Registration course (LSHV 991 in the Fall; LSHV 992 in the Spring) to maintain their active status and prevent being withdrawn for failure to register.

In order to request an extension, students must email Associate Director Anne Ridder at riddera@georgetown.edu explaining the reasons for the request. The student’s mentor must also write Dean Ridder granting approval for the one-semester extension. An additional semester following the same protocol may be granted for extraordinary reasons. Additional requests for extensions must be reviewed by the MALS Standards Committee in consultation with SCS Academic Affairs & Compliance.

Thesis final deadlines are:

May 1 for students enrolled in MALS Thesis Writing in the fall semester

Dec. 3 for students enrolled in MALS Thesis Writing in the spring semester

(If these dates fall on a weekend, the following Monday will be the deadline.)

**Failure to complete the thesis by the final deadline and additionally, the confirmation in writing from the mentor that no thesis was completed or near completion which would warrant extending the student’s completion deadline, results in the posting by the Associate Director the grade of “F” for the course and termination of the student’s degree candidacy.**

MALS students receiving an “I” for the first semester of the thesis course must register for MALS Continuous Registration (LSHV 991 in Fall; LSHV 992 in Spring), $0 tuition, 0-credit for the subsequent fall or spring extension semester. (The summer term does not count.) Please note that this 0 credit enrollment status has implications on student loan or visa status; however, this course keeps the student in the system for library and other purposes.

Students will not be approved for a Leave of Absence once they have entered Continuous Registration. Students who require additional semesters of extension are required to submit a
written explanation for the extension along with documentation of their thesis advisor’s approval for review by the MALS Standards Committee in discussion with SCS Academic Affairs & Compliance.

The student should advise his/her Financial Aid Counselor and/or the SCS International Programs Advisor should any degree extension occur.

**Academic Policies and Procedures**

**Academic Probation**

Since a 3.00 average is required for graduation, a “B-” or a “C” or “F” grade will jeopardize candidacy. Upon receipt of a “B-” “C” or “F” grade, the student is informed by an emailed letter of caution sent by the Associate Director and the SCS Office of Academic Affairs & Compliance noting the grade earned that is below a 3.00 which may have led to probationary status if the student’s cum GPA dropped below 3.00 as a result of the low grade. A student remains on academic probation until a minimal cumulative 3.00 GPA is achieved.

If a 3.00 GPA is not achieved after the attempt of 24 credit hours, the student’s degree candidacy is terminated.

**Academic Termination of Degree Candidacy (MALS Students)**

Master’s Degree candidates earning two grades of “C” (2.00) or lower are academically dismissed and degree candidacy terminated. All grades, including grades of “F” (0.00) are calculated in determining the cumulative GPA. At the completion of 8 courses (24 credits attempted), a student must have at least a cumulative 3.00 GPA. If the student’s GPA is below a 3.00, his/her degree candidacy is terminated and further course registration or enrollment in the Thesis Proposal Workshop is canceled.

**Academic Integrity and the Honor System**

Students in the MALS program are expected to maintain the highest standards of personal integrity in pursuit of their education. Academic dishonesty in any form is a serious offense. Cases of accidental plagiarism are avoidable if students familiarize themselves with the rules regarding citing the work of others.

At the start of their studies, all students should purchase and use *A Manual for Writers, 7th Edition*, by Kate Turabian, revised by Wayne Booth, and consistently follow one of the acceptable methods of citation described in the Manual for all written assignments for their courses.

Students should also refer to the pamphlet “Acknowledging the Work of Others,” which is part of each new student’s orientation packet. MALS students are responsible for upholding the Georgetown University Honor System and adhering to the standards included in the Honor Pledge:

> 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.

**Academic Integrity Adjudication**

Suspected violations of academic integrity should be reported to the Associate Dean of Graduate Liberal Studies who will review the allegation and documentation in consultation with the course
professor and SCS Academic Affairs & Compliance Office. Students found to have violated the Honor Code will be subject to academic penalties based upon the individual cases. Possible sanctions include, but are not limited to, failure of a course, suspension, termination, and revocation of the degree. Once a sanction has been decided, the student will be notified in writing by the Associate Dean with a copy to the SCS Academic Affairs & Compliance Office. Appeals of actions taken related to academic integrity must be made in writing by the student to the Senior Associate Dean for Academic Affairs & Compliance within 60 days of notification of the original recommended action.

**Degree Conferral Time-Line**

All requirements for the degree must be completed in seven consecutive years. Requests for extensions must be submitted to the SCS Academic Affairs & Compliance Office for referral to the MALS Standards Committee. Extensions will only be granted under extraordinary circumstances and are neither automatic nor guaranteed. Students who do not submit a request for an extension – or whose requests for an extension are denied – will be withdrawn from the program.

**Thesis Completion in Absentia**

In rare instances a student’s degree completion is interrupted by a move from the area. Should this be anticipated, it is the student’s responsibility to request approval by email from the associate director, riddera@georgetown.edu, and make arrangements for how the thesis will be completed, how to continue collaboration with the mentor, and how to arrange to return to campus in person to execute the final thesis completion, approval, and final online submission of the thesis to the Associate Dean on behalf of the Graduate School of Arts & Sciences. If the student cannot return to submit the thesis, he/she must appoint a guardian to handle the delivery and secure the final approval for the thesis on paper before its final online submission. The guardian cannot be a faculty member.

**Application for Degree**

MALS degrees are posted in May and December. MALS students follow the schedule and procedure for degree application and clearance provided by the associate director in conjunction with the SCS Office of Academic Affairs & Compliance on behalf of the Graduate School as fully explained in the blue *Thesis Guidelines* for MALS and DLS Students.

During the first two weeks of their (anticipated) final semester MALS students complete and submit their official graduation application online through the MYACCESS system at https://myaccess.georgetown.edu to the Office of Academic Affairs & Compliance. Detailed instructions for this online process can be found on the SCS Graduation page. Additionally and at the same time, MALS students submit by fax or email attachment the paper Degree Application included in the blue *Thesis Guidelines Booklet* to riddera@georgetown.edu or fax 202-687-7299, attn. Anne Ridder.

**Study Tours**

Students interested in participating in a Graduate study/Tour abroad for credit must first discuss and get the approval to enroll from the associate director and follow-up the decision with an email. Only one 3-credit Graduate study/Tour may be considered for approval toward the MALS degree, and it counts toward the program electives, not toward a curricular field.

**Religious Studies and Theology Honor Society**

Liberal Studies students who are pursuing the Catholic Studies, Humanities, Religious studies or Islam and Muslim/Christian Relations Curricular fields are eligible for the annual spring selection and induction into Theta Alpha Kappa Honor society, the national honor society for religious studies and theology. The eligibility requirements are listed below:

- Completion of 5 courses (15 credits) in theology
- 3.5 or higher cum GPA in theology courses
3.0 or higher cum GPA in all courses completed
PROFESSIONAL STUDIES GRADUATE PROGRAMS

Master of Professional Studies (MPS) Description
Colleges and universities offer a variety of graduate-level degrees, such as the more traditional, research-focused Master of Arts (MA) and Master of Science (MS); the arts-focused Master of Fine Arts (MFA); and those degrees focused on specific aspects of industry, including the Master of Public Administration (MPA), the Master of Business Administration (MBA), and the Master of Professional Studies (MPS). These degrees are further differentiated by such factors as their pedagogical focus, curricula (course offerings and requirements), and culminating projects. Each of the MPS majors in the School of Continuing Studies focuses on applied, practical learning targeted to professional careers in Human Resources Management, Journalism, Public Relations & Corporate Communications, Real Estate, Sports Industry Management, and Technology Management.

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

Advanced Professional Certificate (APC) Description*

*Beginning in fall 2013, SCS no longer accepts students into this program. All students currently enrolled will be grandfathered through completion; however, no additional students will be accepted into the program until further notice.

The Advanced Professional Certificate (APC) is a for-credit, non-degree graduate program that gives professionals the opportunity to focus on specific areas of improvement within their industry. Each APC is designed as a planned, cohesive group of five courses between the student and the program’s Associate Dean. While some programs have prescribed courses, others allow for more individualized proposals. APC students must secure the advance written permission of the appropriate program’s Associate Dean for all certificate coursework during their first semester of study by filling out the APC Tracking Form. A copy of this completed form must be filed with the Academic Affairs & Compliance Office before the end of the student’s first semester. This form can be found online at http://scs.georgetown.edu/academic-affairs/student-forms.

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

The APC consists of five pre-approved courses listed on the APC Tracking Form that is filed with the Academic Affairs & Compliance Office by the end of the student’s first semester of study. In order to complete the APC within three years, students should therefore plan on taking 1-2 courses per semester within five consecutive semesters (fall/spring/summer). The MPS consists of a minimum of ten courses. In order to complete the MPS within five years, students should therefore plan on taking 1-2 courses per semester within 15 consecutive semesters (fall/spring/summer).

Learning Goals for Master of Professional Studies (MPS) Programs
The Master of Professional Studies (MPS) degree has been developed to help students develop the advanced academic and professional skills needed to succeed in their chosen field: Human Resources Management; Journalism; Public Relations & Corporate Communications; Real
Estate; Sports Industry Management; Technology Management. Students who complete the MPS degree in these fields will:

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

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

**Minimum Master of Professional Studies (MPS) Requirements**

Regardless of major, the MPS degree requires a total of 30 graduate-level credits with a minimum graduating GPA of 3.00. Of these 30 credits, students must successfully complete two Core courses (6 credits, described below in more detail): (1) *Ethics in the Profession*, taken in the first or second semester, and (2) *Capstone* taken during the final semester. Neither of these core courses can be waived under any circumstances, nor can any courses be substituted for them. Please note: Individual majors may also have additional course, enrollment, pre-requisite, GPA, and major requirements specific to their programs and/or to specific concentrations within those departments.

**Minimum Advanced Professional Certificate (APC) Requirements**

The Advanced Professional Certificate (APC) program requires a total of 15 graduate-level credits with a minimum cumulative GPA of 3.00. Students admitted to the APC are required to schedule an appointment with their Associate Dean before the start of their first semester to discuss specific Learning Goals and to complete the mandatory Advanced Professional Certificate (APC) Tracking Form. This form can be found online at [http://scs.georgetown.edu/academic-affairs/student-forms](http://scs.georgetown.edu/academic-affairs/student-forms). The completed APC Tracking Form with specific course Learning Goals must be supplied to the Academic Affairs & Compliance Office during the student’s first semester. Any changes to this original form must be approved by the student’s Associate Dean and re-filed with the Academic Affairs & Compliance Office prior to the student enrolling in those courses. Although some APCs may not require the Ethics course, it is strongly recommended that all students enroll in this course, as it will be required for further study if the student applies and is accepted into the MPS degree at a later date.

Completion of the APC does not guarantee admission into an MPS degree program. Students who are accepted into an MPS degree major following completion of the certificate can count those credits towards the degree; however, those students may also be required to complete additional course requirements by their major. Thus, APC students who are accepted into an MPS degree major may have to complete more than 30 graduate-level credits to earn the degree.

Please note: The APC is not merely an accumulation of credits; rather, each certificate should be formed by a cohesive, well-defined, and clearly articulated group of courses planned well in advance of study. APCs will not be awarded retroactively nor will they be awarded to students who simply complete 15 credits within an MPS degree major and then decide to stop their studies. The APC will not be awarded as a default credential to MPS students who have been terminated academically from their programs.

**MPS Core Course Requirements (Ethics and Capstone)**

*Ethics in the Profession* and *Capstone* are core courses required for the MPS degree. Due to
their fundamental importance, these two Core courses cannot be waived under any circumstances. Students should take the Ethics course within their first two semesters as it sets the foundation for ethical behavior within that field. The Capstone course is typically taken in the student’s final semester before graduation. We strongly recommend that students schedule time with their Associate Dean to discuss ideas for their capstone course after they have earned 21 credits. Due to the academic requirements and time commitment expected of students in the Capstone, we strongly recommend that students take no more than one additional course during their final semester. If possible, the Capstone should be taken as the only course in the final semester. Once they have chosen their topic for their Capstone, students should meet periodically with both their Capstone course advisor and their Associate Dean to ensure that they are successfully meeting the requirements to earn credit. Copies of all Capstone projects remain on file with the academic programs.

International students on University-sponsored Visas should contact the Office of International Programs (http://oip.georgetown.edu/issss/) if they plan on enrolling part-time in their final semester. They may qualify for a special exemption to extend their Visa while in part-time status on a one-time basis. There is no guarantee of exemption, so international students must contact OIP in advance of their final semester to discuss this option.

Please note: Many of the MPS majors require a grade of “B” (3.00) or higher in the Ethics and Capstone courses to qualify for graduation. In those majors, students who earn a “B-” (2.67) or lower cannot graduate, even if they have a cumulative GPA of 3.00 overall. These students are required to repeat the course with a “B” or better (at their own expense and within the following academic year) to prevent degree candidacy termination. Both grades remain on the student’s transcript and are factored into the cumulative GPA.

**MPS Concentration Requirements**
A concentration is a cohesive collection of four or more courses (12 credits minimum; some programs may require more credits for a concentration) within an academic program that focuses more specifically on an academic and professional content area. Examples of official concentrations include Diversity and Inclusion Management (Human Resources); International Real Estate (Real Estate); Business, Management, and Operations (Sports Industry Management); and Information Security (Technology Management). Additional concentration areas are listed by program. The Journalism and Public Relations and Corporate Communications programs do not offer any official concentrations.

Some programs require students to complete an official area of concentration for the degree; other programs allow a more flexible, individualized program with recommended courses for students to build expertise within an unofficial concentration. Students should consult with their programs to determine their concentration requirements.

Students who wish to complete additional coursework for more than one official concentration can cross-count no more than one course (3 credits) between concentrations. Therefore, each concentration must consist of at least 9 original credits that apply to that concentration alone. Please note: Some programs do not allow any courses or credits to cross-count. In those programs, students must complete courses that are unique to each concentration. Students must receive advance, written permission to enroll in additional coursework for more than one concentration (please see “30-credit Overload” policy).

**MPS Foundation and Major Requirements**
In addition to the required core courses (*Ethics in the Profession* and *Capstone*), some programs have specific foundation and major requirements. Foundation and major requirements are
integral courses that provide students with the academic background needed for success within those programs and professions. Please consult with your program about these requirements.

**Program (Foundation/Major) Course Requirements and Waivers**

All MPS students are required to complete the core courses listed above, *Ethics in the Profession* and *Capstone*. Additionally, several of the MPS programs maintain their own list of compulsory (foundation and major) courses and courses needed to meet a specific concentration. In some cases, programs may also require students to earn minimum grades of “B” (3.000) or higher to satisfy a requirement. Students should consult with their program to ensure that they meet all additional requirements for those majors and/or departmental concentrations. Course descriptions by major are available in the online catalog under “Professional Studies” at [http://courses.georgetown.edu/](http://courses.georgetown.edu/).

With written permission from their program Associate Dean and the Senior Associate Dean of Academic Affairs & Compliance, MPS graduate students may be waived from some selected courses required within that major or within a concentration. Students must supply documentation of their proficiency in that course (such as a writing portfolio to request a waiver of the "Fundamentals of Reporting and News Writing" Journalism requirement) during their first semester of study to the program Associate Dean for review. Some programs do not waive any course requirements. Please note: Students do not receive grades or credit for waived courses; rather, this process allows them to take an Elective in place of a waived course. MPS degree-specific requirements and Core courses (*Ethics in the Profession; Capstone; 30 graduate-level credits; minimum 3.000 cumulative GPA*) cannot be waived under any circumstances.

**Dual Enrollment within SCS**

In extremely rare cases, a student might apply to and be accepted officially into both an APC* in one program and an MPS in another or to two separate APC programs. Due to time limits and the intense academic nature of the MALS and MPS degrees, students are discouraged from pursuing two degrees concurrently. In these exceptional cases, students might be able to count some coursework to both the APC and the MPS degree. The MPS degree requires a minimum of 24 credits that are unique to that degree alone. The APC requires a minimum of 12 credits that are unique to that certificate alone. Therefore, students may count a maximum of 3 credits from an MPS major or another APC toward the 15 required credits for an APC in a different program. Students may count a maximum of 6 credits from an MPS major or another APC to a different MPS major. Advance, written permission from both the MPS and APC program Associate Deans and the Office of Academic Affairs & Compliance is required to cross-count credits in this manner. Individual MPS or APC program departments may have stricter requirements and may also decide that no credits can cross-count to their specific department.

*Beginning in Fall 2012, no additional students will be accepted into the APC. Current APC students will be allowed to continue and be grandfathered out of the program.

**Academic Standing**

**Good Academic Standing**

Students with a cumulative and semester GPA of 3.000 (solid “B”) or higher are considered in good academic standing. Good academic standing is required to be considered for some special requests at the School-level (such as participation in the Consortium of Universities) and for other requests at the department and program level (such as approval for certain internships and independent studies).
Warning
Students with a semester GPA under 3.000 but with a cumulative GPA of 3.000 or higher are placed on academic warning. A notice is sent to the student and the student’s academic program when a student is on warning. Some programs may require a meeting with their program Associate Dean when a student is placed on Warning.

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

Termination of Degree Candidacy (MPS Students)
MPS students are terminated academically from the degree program under any of the following conditions:

1. Upon accumulating two grades of “F” at any point, regardless of their cumulative GPA.
2. Upon accumulating three grades, 9 credits, of “B-” or lower and their cumulative GPA is below 3.000.
   (**For purposes of Termination, a "U" is considered a "B-" or lower at the graduate-level.)
3. If their cumulative GPA is at such a low level that raising it to the required level to be eligible for graduation within the 30-hour credit limit becomes mathematically impossible. Termination for this reason is considered final and not open to appeal.
4. If they are unable to complete individual program requirements with acceptable grades (such as Ethics and Capstone with a “B” or higher in each) during the allotted time period.

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

Please note: MPS students who have been terminated cannot be awarded the APC retroactively. The APC is a separate program to which students must have originally applied and been accepted, following the APC academic and course tracking standards from the beginning of their academic careers. The APC is comprised of coursework pre-approved by the major’s Associate Dean during the student’s first semester of study. The student and the School cannot selectively pick-and-choose completed courses to award the APC as a default for terminated MPS students regardless of grades earned in those courses.

Academic Dismissal (APC and Provisional, Non-Degree Students)
APC students are dismissed academically from the certificate program under any of the following conditions:

1. Upon accumulating one grade of “F” at any point, regardless of their cumulative GPA.
2. Upon accumulating two grades, 6 credits, of “B-” or lower and their cumulative GPA is below 3.000.
   (**For purposes of Dismissal, a “U” is considered a "B-" or lower at the graduate-level.)
3. If their cumulative GPA is at such a low level that raising it to the required level to be eligible for certificate completion within the 15-hour credit limit becomes mathematically impossible. Dismissal for this reason is considered final and not open to appeal.
4. If they are unable to complete individual program requirements with acceptable grades (such as Ethics and Capstone with a “B” or higher in each) during the allotted time period.
Students in provisional, non-degree status are dismissed if they do not meet the academic criteria to be accepted into degree status. In rare situations, a program may permit the continued enrollment of a student who has not met the academic criteria outlined in provisional, non-degree status but who has, in the professional judgment of the major’s Associate Dean, provided other evidence that indicates possible success within that major. In these instances, the Associate Dean may set additional academic criteria (requiring higher grades or completion of certain courses, for example) that allow the student a final opportunity to prove academic commitment and ability. Under these circumstances, academic dismissal results if the student fails to meet these academic standards regardless of the student’s cumulative GPA.

Appeals of Termination and Dismissal

Students who have been terminated or dismissed because their GPA is at such a low level that it would be mathematically impossible for them to graduate or complete their certificate (Condition 3 described above) cannot appeal that decision. In these unfortunate cases, there is no way that students could reach the required GPA for graduation, as students cannot enroll in more than the required 15 APC or 30 MPS credits for the purpose of improving their GPA.

In all other cases of academic termination or dismissal, students may submit a request to return on probationary status to the Senior Associate Dean of Academic Affairs & Compliance on behalf of the Dean of the School of Continuing Studies. A return is not automatic or guaranteed, and recommendations will be based upon not merely the best interests of the student, but also the best interests of the academic program, School, and University.

In the appeal request, the student should (1) discuss all factors that hindered his or her academic progress in the program (including personal, medical, family, or professional circumstances) and (2) explain fully the steps completed by the student to address these circumstances so that he or she could successfully resume his or her studies. The student may also be required to supply documentation of these changes in support of a return and is therefore encouraged to do so beforehand. This appeal process cannot be used to appeal a grade in a course. That is a separate appeal process with specific deadlines described under “Course Grade Appeal.”

Students should mail their written appeals and supporting documentation to the Senior Associate Dean of Academic Affairs & Compliance at:

The Office of Academic Affairs & Compliance
School of Continuing Studies
Georgetown University
3307 M Street, NW; Suite 202
Washington, DC 20057

The appeal cannot to be used for the circumvention or waiving of academic requirements (e.g., GPA within the credit limit; required coursework or other program standards; and so on). Rather, it is designed to deal with exceptional cases of a complex nature. If the Senior Associate Dean of Academic Affairs & Compliance finds that the student’s termination is based on failure to satisfy standard requirements for the degree or certificate without exceptional, complicating circumstances, the student’s request for an appeal will be denied. If the Senior Associate Dean of Academic Affairs & Compliance determines that such exceptional circumstances do exist (and that it is mathematically possible for the student to return and complete his or her studies within the credit limit), then the Dean will refer the appeal to the MPS Deans’ Council for review. The MPS Deans’ Council will review the request and make an official recommendation to the Senior Associate Dean of Academic Affairs & Compliance who will then notify the student. The decision of the Dean is final and not open to further appeal.
Students who have been terminated or dismissed and allowed to return on probationary status may be held to higher academic standards or be required to earn specific grades in certain courses. The original termination or dismissal notice remains on the official transcript. A second dismissal or termination will be final and without right of further appeal.

**Grade Appeal Process (Professional Studies)**

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

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

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

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

30-Credit Overload (MPS Students Only)

Students nearing graduation with a cumulative GPA of 3.330 ("B+" average) or better may request permission through their program Associate Dean and the Academic Affairs & Compliance Office to enroll in additional courses beyond the 30 credits required for their degree. Such credits may be used to fulfill a double concentration within a program or to complete extra elective courses before graduating. In these pre-approved circumstances, the grades and credits earned will be factored into the student’s cumulative GPA and count towards that degree. Students with a GPA of 3.000-3.329 will be considered for this exception on a case-by-case basis with a warning that all grades earned will be factored into the GPA and could lead to academic probation or termination if their GPA falls below a 3.000 at any point or if they meet other academic termination criteria. Students with a GPA under 3.000 are not eligible for this exception unless they have received advance, written permission from their program Associate Dean and the Senior Associate Dean for Academic Affairs & Compliance to repeat the Ethics course, the Capstone course, or one failed course (see "Repeating a Course" under the section “Grades and Grading”). Students with a GPA under 3.000 who mistakenly enroll in additional credits beyond 30 credits will not be allowed to count those credits or grades towards the improvement of their GPA.

The 30-Credit Overload must be completed and turned in to the Academic Affairs & Compliance Office at least two weeks prior to the first day of classes for review. This form can be downloaded at: http://scs.georgetown.edu/academic-affairs/student-forms.

A. MPS students who receive advance permission to apply these additional credits to their degree cannot receive retroactive permission to apply the credits to an APC. The APC is a separate non-degree application program to which students must apply and receive advance permission for all coursework to be completed. In those cases when a student has formally been accepted to both an MPS program and an APC in a separate major, the rules under “Dual Enrollment in SCS” listed below may apply. Please see APC policies and procedures in this Handbook.

B. APC students are not eligible to enroll in or apply more than 15 credits to the certificate (except when the rules under "Repeating a Course" apply). Additional coursework completed in error by the student could affect academic standing and be used in assessing warning, probation, or dismissal. No additional coursework will be accepted to improve the GPA.

Human Resources Management
http://scs.georgetown.edu/hr
Senior Associate Dean, Christopher Metzler, Ph. D.
Assistant Dean, Michael (Wallace) Canter, J.D.
Program Director, Calvin Pringle
Visiting Assistant Professor, Kaara Martinez, J.D.

Mission Statement
The Human Resources Management program brings together the academic traditions and values of Georgetown with the best professional minds in the human resources field. Our curriculum focuses on optimizing human resources theories and practices, as well as innovation, corporate
social responsibility, technology, and globalization. Students participating in the program gain an advanced understanding of the challenges and opportunities related to human capital management while developing expertise in concentrations including International Human Resources Management, Diversity and Inclusion Management, and Strategic Human Capital Management.

**Learning Goals**
Students who successfully complete the MPS in the Human Resources Management program will:

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

**Curriculum Description**

**APC Requirements in Human Resources Management**
The Advanced Professional Certificate (APC) is a five course, 15-credit application program that is available to advanced professionals with pre-approval from the program Senior Associate Dean. APC students are required to take MPHR 700 (Workplace Ethics and earn a minimum grade of "B") in addition to four courses chosen from one of the concentrations listed below. A minimum cumulative GPA of 3.00 (solid "B") is required for good academic standing and to be eligible for the certificate.

The same acceptance standards apply as for the MPS degree program. Upon successful completion of the APC, students may apply to the MPS degree program. While credits completed in the APC can transfer to the MPS, students may be required to take additional coursework to complete the MPS degree.

Enrollment Notes: Students are required to complete and submit the APC Tracking Form to Academic Affairs & Compliance during their first semester of study. This form requires pre-approval by the program Senior Associate Dean and must list specific Learning Goals for each course. Students must complete the APC within three years.

**APC Concentrations in Human Resources Management**

**Diversity and Inclusion Management**
MPHR 700: Workplace Ethics (Required, 3 credits)
MPHR 699: Theories of Diversity and Inclusion (3 credits)
MPHR 707: Creating and Sustaining a Climate of Inclusion (3 credits)
MPHR 708: Analyzing and Addressing Institutional Discrimination (3 credits)
MPHR 709: Measuring Return on Investment in Diversity and Inclusion (3 credits)

**International Human Resources Management**
MPHR 700: Workplace Ethics (Required, 3 credits)
MPHR 697: Employee Relations in Comparative Context (3 credits)
MPHR 704: Global Compensation and Benefits (3 credits)
MPHR 705: Multinational Business Policy and Geopolitics (3 credits)
MPHR 800: Global Labor and Employment Law (3 credits)
MPHR 804: Cross Cultural Management and Negotiations (3 credits)
MPHR 807: Fundamentals of Global Staffing (3 credits)

Strategic Human Capital Management*
MPHR 700: Workplace Ethics (Required, 3 credits)
MPHR 698: Diversity and Inclusion Management (3 credits)
MPHR 701: A Strategic Approach to Employee Relations (3 credits)
MPHR 703: Data Analysis and Decision Making (3 credits)
MPHR 801: Managing Complex Systems Change (3 credits)
MPHR 805: Consulting Skills in Human Capital (3 credits)
MPHR 806: Crafting and Implementing an Effective Succession Plan (3 credits)

*With permission from the program Senior Associate Dean, students can substitute additional courses within the concentration. MPHR 700 (Workplace Ethics) cannot be waived or substituted. The waiver must be filed with the Academic Affairs & Compliance Office prior to APC completion.

MPS Degree Requirements in Human Resources Management
The Master of Professional Studies (MPS) degree is comprised of 30 credits (10 courses) including: 6 Required Core Credits (MPHR 700 and MPHR 809); 9 Required Major Credits (MPHR 696, MPHR 703, and MPHR 802); 12 Concentration Credits; and 3 Elective Credits. Additionally, all new students must complete MPHR 812, the 0-Credit New Student Immersion Lab. A minimum cumulative GPA of 3.00 (solid "B") is required of all students for good academic standing and to be eligible to graduate. The MPS degree must be completed within five years.

Core and Major Requirements (15 Credits)
MPHR 696: Foundations of HR (Major course, 3 credits)
MPHR 700: Workplace Ethics (Core course, 3 credits)
MPHR 703: Data Analysis and Decision Making (Major course, 3 credits)
MPHR 802: Strategic Thinking in HR (Major course, 3 credits)
MPHR 809: MPS HR Capstone (Core course, 3 credits)
MPHR 812: New Student Immersion Lab (Major course, 0 credits)

Enrollment Notes: MPHR 696, MPHR 700, and MPHR 812 should be taken in the first semester of study. With approval from the program Senior Associate Dean, advanced professionals may be waived from MPHR 696. MPHR 703 and MPHR 802 should be taken in the second semester. MPHR 809 is completed during the final semester. Students must complete MPHR 700 and MPHR 809 with a minimum grade of “B” (3.00) or better in each to be eligible for program completion and graduation.

Concentrations and Electives (15 Credits)
Diversity and Inclusion Management*
MPHR 699: Theories of Diversity and Inclusion (3 credits)
MPHR 707: Creating and Sustaining a Climate of Inclusion (3 credits)
MPHR 708: Analyzing and Addressing Institutional Discrimination (3 credits)
MPHR 803: Strategic Diagnosis and Planning in Diversity and Inclusion (3 credits)
MPHR 810: Diversity and Inclusion in International Context (3 credits)

International Human Resources Management*
MPHR 704: Global Compensation and Benefits (3 credits)
MPHR 705: Multinational Business Policy and Geopolitics (3 credits)
MPHR 800: Global Labor and Employment Law (3 credits)
MPHR 810: Diversity and Inclusion in International Context (3 credits)
MPHR 813: Global Implications of HR (3 credits)

**Strategic Human Capital Management**
MPHR 707: Creating and Sustaining a Climate of Inclusion (3 credits)
MPHR 801: Managing Complex Systems Change (3 credits)
MPHR 805: Consulting Skills in Human Capital (3 credits)
MPHR 811: Talent Management and Career Management (3 credits)
MPHR 817: HR in International Context (3 credits)

*With permission from the program Senior Associate Dean, students can substitute additional courses within the concentration. MPHR 700 (Workplace Ethics) and MPHR 809 (MPS HR Capstone) cannot be waived or substituted. The waiver must be filed with Academic Affairs & Compliance prior to MPS degree completion.

**Sample MPS in Human Resources Management Schedule**
*First Semester:* MPHR 696 (Foundations of HR) + MPHR 700 (Workplace Ethics) + MPHR 812 (New Student Immersion Lab)
*Second Semester:* MPHR 703 (Data Analysis and Decision Making) + MPHR 802 (Strategic Thinking in HR)
*Third Semester:* 6 Credits within MPHR Concentration
*Fourth Semester:* 6 Credits within MPHR Concentration
*Fifth Semester:* MPHR 809 (MPS HR Capstone)
Journalism
http://scs.georgetown.edu/journalism
Senior Associate Dean, Denise Keyes
Assistant Dean, Amy Kovac-Aslhey
Program Director, Serena Kefayeh

Mission Statement
The Journalism program at Georgetown University is committed to educating and preparing students to be successful, responsible journalists in the digital age. Through rigorous instruction and intensive practice, each student will build a solid foundation of necessary skills, while reinforcing the core principles of accurate and fair reporting, careful writing, sophisticated storytelling, and sound, ethical judgment.

Learning Goals
Students who complete the MPS in Journalism program will:

A. Understand the ethical implications of the choices journalists make every day in routinely doing their jobs and living their lives. Students will develop and exercise a core set of journalistic principles and values.

B. Absorb the fundamentals of accurate and fair reporting. Students will understand what qualifies as news, how to go about gathering and verifying information, and how to effectively provide alternate points of view.

C. Acquire strong news writing skills that will enable them to write powerful leads, develop characters and tell compelling stories while meeting strict deadlines.

D. Master multimedia storytelling techniques for print, broadcast, and online platforms. Students will be able to combine the latest reporting and storytelling technology with the time-honored techniques of traditional journalism.

Curriculum Description

APC Requirements in Journalism
The Advanced Professional Certificate (APC) is a five course, 15-credit application program that is available to advanced professionals with pre-approval from the program Senior Associate Dean. APC students are required to take MPJO 500 (Ethics in Journalism) in addition to four courses chosen in consultation with the Senior Associate Dean. A minimum cumulative GPA of 3.00 (solid "B") is required for good academic standing and to be eligible for the certificate.

The same acceptance standards apply as for the MPS degree program. Upon successful completion of the APC, students may apply to the MPS degree program. While credits completed in the APC can transfer to the MPS, students may be required to take additional coursework to complete the MPS degree.

Enrollment Notes: APC students are required to complete and submit the APC Tracking form to the SCS Academic Affairs & Compliance Office during their first semester of study. This form requires pre-approval by the program Senior Associate Dean and must list specific Learning Goals for each course. Students must complete the APC within three years.
MPS Degree Requirements in Journalism

The Master of Professional Studies (MPS) degree is comprised of 30 credits (10 courses). Students entering the MPS Journalism program in Summer 2010 and thereafter must complete the following: 6 Required Core Credits (MPJO 500 and MPJO 900); 9 Required Foundation Credits (MPJO 501, MPJO 505, and MPJO 508); and 15 Elective Credits. Additionally, students who receive a grade of "B-" ("B minus"; 2.67) or below in any of the Core or Foundation courses are required to repeat them with a grade of "B" or higher before qualifying for graduation by the department. Although students can only count credit for a course one time towards their degree, all grades earned appear on the transcript and are used in determining academic standing.

Regardless of the year of admission, all MPS Journalism students must complete the Core Courses (MPJO 500 and MPJO 900); maintain a minimum cumulative GPA of 3.00 (solid "B") for good academic standing and to be eligible to graduate; and earn a 3.00 (solid “B”) or higher in the Capstone course (MPJO 900). All students must also complete the MPS degree within five years.

Core and Foundation Requirements (15 Credits)

MPJO 500: Ethics in Journalism (Core course, 3 credits)
MPJO 501: Fundamentals of Reporting and News Writing (Foundation course, 3 credits)
MPJO 505: Digital Essentials for Journalists (Foundation course, 3 credits)
MPJO 508: Introduction to Video Journalism (Foundation course, 3 credits)
MPJO 900: Capstone (Core Course, 3 credits)

Elective Courses (15 Credits)

Elective courses and course descriptions can be found online at http://courses.georgetown.edu/.

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

Students enrolled in the program prior to Summer 2010 will not be required to take the Foundation requirements (MPJO 501, MPJO 505, and MPJO 508) but are strongly encouraged to do so as these courses serve as pre-requisites for advanced electives. All MPS students are required to complete the Core Ethics and Capstone courses, regardless of the semester in which they first enrolled.

Sample MPS in Journalism Schedule

First semester:  MPJO 500 (Ethics in Journalism) + MPJO 501 (Fundamentals of Reporting and News Writing)
Second semester: MPJO 508 (Introduction to Video Journalism) + MPJO Elective
Third semester: MPJO 505 (Digital Essentials for Journalists) + MPJO Elective
Fourth semester: MPJO Elective + MPJO Elective
Fifth semester:  MPJO Elective + MPJO 900 (Capstone)
Public Relations & Corporate Communications
http://scs.georgetown.edu/pr
Senior Associate Dean, Denise Keyes
Assistant Dean, Vacant
Program Director, Bonilla Barzuna
Deputy Director of CSIC, Julie Dixon
Visiting Assistant Professor, Tiphané Turpin Curry

Mission Statement
The Public Relations & Corporate Communications program prepares global communication leaders to thrive in a fast changing world by equipping students with the skills needed to respond ethically and confidently to any communications challenge.

Courses emphasize strategic planning to address critical business objectives and the development of hard metrics to measure success. Students learn to think strategically, present creative ideas, gain a global perspective on communications and public relations, develop clear and concise writing skills, and become leaders in the digital world.

Students are a part of a community of passionate communication professionals who are personally invested in their colleagues' success. Student committees, fellowships, and real-world client challenges provide our students with multiple opportunities to be engaged in dynamic networks.

Learning Goals
Clear Writing: Program graduates have the ability to write clear, concise, action-oriented language for a range of communications situations. Their writing also resonates with target audiences.

Strategic Thinking: Students internalize the Georgetown Framework for Strategic Planning and apply it to challenges throughout their time in the program. Application of the framework reflects individual student critical thinking skills, strategic decision making, and creativity. Students also learn how to convey their strategic ideas verbally and in writing.

Responsible Communication: Graduates are committed to consistently evaluating and applying their personal code of ethics, which is built on a foundation of ethical paradigms, professional codes of conduct, and best practices. Students go beyond basic ethical considerations to authentically use their skills and talents to positively impact the world.

Practical Evaluation: Students learn about research techniques and can select the most appropriate method, given the situation, their budget and time line. Program graduates also understand the role of research in developing creative insights.

Assessment of student learning in the program includes:

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

Strategy: Students are introduced to strategy in a new student boot camp, and then revisit the concept in the Elements of Communications Planning course. Within the class, students learn the
Georgetown Framework for Strategic Planning and express their learning by creating an individual plan and responding to multiple challenges throughout the semester. While the model is based on rigorous academic models, it allows for personal adaptation based on the students' experience and professional specialization. The value of strategic communication is reflected and assessed in all program courses. Students revisit strategy in capstone, while working on a real-world communications challenge for a client.

**Capstone:** During this final course, students must apply the comprehensive skills they have built throughout the program. After identifying and securing a company or organization of their choosing, students respond to a communication issue by creating a well-researched, insightful, creative, strategic plan that exemplifies their development as communications professionals. Students choose clients based on their personal interests or aimed at continuing the social impact mission of the program. Multiple forms of assessment, including quick fire challenges, written projects, an ethical response paper, final plan, and a strategy pitch, review each student's level of competency in all program learning goals. By pairing alumni instructors with capstone students, the program ensures multiple levels of support and advice throughout the course, to be sure all graduates leave confident in their skills.

**Curriculum Description**

**APC Requirements in Public Relations and Corporate Communications**

The Advanced Professional Certificate is a five course, 15-credit application program that is available to advanced professionals with pre-approval from the program Senior Associate Dean. A minimum cumulative GPA of 3.00 (solid "B") is required for good academic standing and to be eligible for the certificate.

The same acceptance standards apply as for the MPS degree program. Upon successful completion of the APC, students may apply to the MPS degree program. While credits completed in the APC can transfer to the MPS, students may be required to take additional coursework to complete the MPS degree.

Enrollment Notes: APC students are required to complete and submit the APC Tracking Form to the Academic Affairs & Compliance Office during their first semester of study. This form requires pre-approval by the program Senior Associate Dean and must list specific Learning Goals for each course. Although not required for this APC, we recommend all students complete MPPR 500, Conversations about Ethics, which would be required for students who later apply and are accepted to the MPS degree. Students must complete the APC within three years.

**MPS Degree Requirements in Public Relations & Corporate Communications**

The Master of Professional Studies (MPS) degree is comprised of 30 credits (10 courses) including: 6 Required Core Credits (MPPR 500 and MPPR 950); 3 Required Foundation Credits (MPPR 505); 21 Elective Credits. A minimum cumulative GPA of 3.00 (solid "B") is required of all students for good academic standing and to be eligible to graduate. The MPS degree must be completed within five years.

The applied curriculum prepares students for leadership roles across sectors. Courses emphasize strategic planning to address critical business objectives and the development of hard metrics to measure success. The curriculum not only teaches best practices, but also asks students to apply their learning through real world projects. We understand the benefit of immediately utilizing knowledge gained in the classroom. Students learn to think strategically, gain a global perspective on communications and public relations, develop clear and concise writing skills, and become leaders in the digital world.
Core and Foundation Requirements (9 credits)
MPPR 500: Conversations about Ethics (Core course, 3 credits)
MPPR 505: Elements of Communications Planning (Foundation course, 3 credits)
MPPR 950: Capstone (Core course, 3 credits)

Enrollment Notes: MPPR 500 should be completed within the first or second semester of study. MPPR 950 must be completed with a “B” grade or higher, is reserved for degree-seeking students, and must be taken in the final semester of study after all coursework is completed.

Concentration and Elective Courses (21 credits)
Students in this program do not enroll in a specific concentration; rather, they may use these tracks to guide their individual path based on professional interests. Many students reach beyond their chosen area of study into another track in order to create a well-rounded, multidisciplinary curriculum that meets their needs and goals.

Corporate Communications
MPPR 710: Media Relations & Messaging (3 credits)
MPPR 730: Corporate Communications (3 credits)
MPPR 765: Live Branded Media (3 credits)
MPPR 780: Grassroots Communications (3 credits)
MPPR 795: Public Affairs & Government Relations (3 credits)
MPPR 810: Crisis Communications (3 credits)
MPPR 830: Advanced Corporate Communications (3 credits)
MPPR 835: Employee Engagement and Internal Communications (3 credits)
MPPR 836: Leadership in Communication (3 credits)
MPPR 845: Communications Challenges in a Changing World (3 credits)
MPPR 865: Global Communication in Social Media (3 credits)
MPPR 885: Speech Writing (3 credits)

Public Relations
MPPR 600: Presentation Skills (3 credits)
MPPR 605: PR Case Studies (3 credits)
MPPR 700: PR Writing (3 credits)
MPPR 703: Business Writing (3 credits)
MPPR 710: Media Relations & Messaging (3 credits)
MPPR 741: Communications Strategy (3 credits)
MPPR 750: The Intersection of Offline and Online PR (3 credits)
MPPR 795: Public Affairs & Government Relations (3 credits)
MPPR 805: Persuasive Writing (3 credits)
MPPR 810: Crisis Communications (3 credits)
MPPR 836: Leadership in Communication (3 credits)
MPPR 837: Project Management and Budgeting (3 credits)
MPPR 870: Communications Research (3 credits)
MPPR 871: Applied Research Techniques (3 credits)
MPPR 885: Speech Writing (3 credits)
MPPR 886: Corporate Influences on Cause Communications (3 credits)

Integrated Marketing Communications
MPPR 706: Creating Public Media Campaigns (3 credits)
MPPR 760: Integrated Marketing Communications (IMC) (3 credits)
MPPR 765: Live Branded Media (3 credits)
MPPR 775: In-Depth Interviews and Focus Groups (3 credits)
MPPR 835: Employee Engagement and Internal Communications (3 credits)
MPPR 886: Corporate Influences on Cause Communications (3 credits)
MPPR 890: Brand and Creative Strategy (3 credits)
MPPR 836: Leadership in Communication (3 credits)

Digital Communications
MPPR 705: Content Creation Management: Digital Storytelling (3 credits)
MPPR 755: Digital Communication Strategy (3 credits)
MPPR 785: Social Media for Social Causes (3 credits)
MPPR 850: Social Media (3 credits)
MPPR 855: Digital Campaigns (3 credits)
MPPR 860: Advanced Digital Communication Strategies (3 credits)
MPPR 865: Global Communication in Social Media (3 credits)
MPPR 880: SEO/Search Engine Strategy (3 credits)

Social Impact
MPPR 780: Grassroots Communications (3 credits)
MPPR 785: Social Media for Social Causes (3 credits)
MPPR 825: Communication for International Development (3 credits)
MPPR 865: Global Communication in Social Media (3 credits)
MPPR 875: Environmental Communications (3 credits)
MPPR 885: Speech Writing (3 credits)
MPPR 886: Corporate Influences on Cause Communications (3 credits)
MPPR 900: Cause Consulting: Strategic Communications Planning (3 credits)
MPPR 910: Cause Consulting II: Implementing Communications Plans (3 credits)
Mission Statement
The Real Estate program creates a learning environment of "supported challenge," in which students master the advanced academic and professional skills needed to meet the challenges of today's real estate and related financial, construction, and environmental markets.

Learning Goals
Through the Foundational Real Estate courses, all MPS/RE students who complete the MPS/RE degree will achieve the following learning goals:

Beginning with the ETHICS IN ACTION course on the Savings & Loan Crisis and the Great Recession, the MPS/RE Program guides students in setting their moral compass to true north, with the goal of heightening their sensitivity to the moments of ethical decision in real estate development, finance, construction, and environmentalism. Because real estate substantially determines the broad well-being of the community and is literally a matter of life and death to individuals, Ethics pervades everything we do in the MPS/RE program: the most important lesson we can teach students is always to do the right thing.

Translating Ethics into the practical transactional and regulatory context of the real estate business, the FOUNDATIONS OF REAL ESTATE LAW course conveys the constitutional and historical sources of governmental authority over private real estate action, with the goal of providing students with a profound understanding of that power and limits of that authority. At the same time, the Law course depicts the great flexibility of legal devices available to facilitate virtually any kind of permissible real estate activity, with the goal of giving our students the background to be superior dealmakers.

In FOUNDATIONS OF REAL ESTATE FINANCE, students learn to analyze potential and actual real estate projects in a financially rigorous manner, with the goal for students to understand the need to reject the many impossible dreams and recognize the viable deals in the marketplace. The deeper goal is to sharpen the financial judgment of students so that they ultimately develop something like a sixth sense as to whether a real estate deal will pencil out, a skill that will gain them wide recognition as real estate professionals.

The FOUNDATIONS OF REAL ESTATE ACCOUNTING course relates the economic needs of the community to the business opportunities available to real estate entrepreneurs, with the goal of giving students the ability to analyze a community's overall built environment in order to determine what is missing in that market, and the ability to determine what is feasible to fill that market need. While most in the real estate industry recognize the importance of market analysis, our goal here is for students to fully recognize the indispensability of creative market analysis to isolating the best and most original real estate opportunities, with students often working in teams so that many minds can make the most of these opportunities.

While the broad community and economic context of real estate practice is essential training for the real estate leaders MPS/RE seeks to produce, the FOUNDATIONS OF REAL ESTATE ACCOUNTING course has the goal of teaching students the financial accounting to confirm or invalidate the profitability of a real estate project. At the same time, the course teaches students...
the cost accounting needed to allocate revenue in a real estate organization at the enterprise level.

Following the Foundational courses, as students gain mastery and confidence in real estate, they select one or more concentrations in Real Estate Development, Real Estate Finance, Construction Management, International Real Estate, or Environmental and Energy Aspects of Real Estate. The academic goal here is for students to assume a relatively high level of responsibility for choosing their own educational path. The professional goal here is to move students closer to their own career paths by exposing them to courses which resemble practice in the various real estate sectors to the greatest extent possible in an academic setting.

The MPS/RE program culminates with the CAPSTONE COURSE, the goals of which are for students to synthesize all relevant portions of the MPS/RE program, to hone their analytical writing skills to a fine edge in a Capstone Thesis, and to present that thesis in an oral and visual Capstone Presentation to the real estate and general public.

The ultimate goal of the Core, Foundation, Concentration, and Capstone courses together is to produce real estate professionals who make the greatest contribution to society, to the real estate profession, and to users of real estate, all while satisfying their personal goal of having a stimulating, contributing, and rewarding career.

Curriculum Description

APC Requirements in Real Estate
The Advanced Professional Certificate is a five course, 15-credit application program that is available to advanced professionals with pre-approval from the program Executive Director or Assistant Dean. APC students are required to take MPRE 500 (Applied Ethics and earn a minimum grade of "B") in addition to four courses chosen in consultation with the Executive Director or Assistant Dean. A minimum cumulative GPA of 3.00 (solid "B") is required for good academic standing and to be eligible for the certificate.

The same acceptance standards apply as for the MPS degree program. Upon successful completion of the APC, students may apply to the MPS degree program. While credits completed in the APC can transfer to the MPS, students may be required to take additional coursework to complete the MPS degree.

Enrollment Notes: APC students are required to complete and submit the APC Tracking Form to the Academic Affairs & Compliance Office during their first semester of study. This Form requires pre-approval by the program Executive Director or Assistant Dean and must list specific Learning Goals for each course. Students must complete the APC within three years.

MPS Degree Requirements in Real Estate
The Master of Professional Studies (MPS) degree is comprised of 30 credits (10 courses) including: 6 Required Core Credits (MPRE 500 and MPRE 950); 12 Required Foundation Credits (MPRE 601, MPRE 621, MPRE 631, and MPRE 641); and 12 Concentration Credits. A minimum cumulative GPA of 3.00 (solid "B") is required of all students for good academic standing and to be eligible to graduate. The MPS degree must be completed within five years.

Core and Foundation Courses (18 Credits)
MPRE 500: Core Course in Applied Ethics (Core course, 3 credits)
MPRE 601: Foundations of Real Estate Law (Foundation course, 3 credits)
MPRE 621: Foundations of Real Estate Finance (Foundation course, 3 credits)
MPRE 631: Foundations of Real Estate Markets (Foundation course, 3 credits)
MPRE 641: Foundations of Real Estate Accounting (Foundation course, 3 credits)
MPRE 950: The Real Estate Capstone Course (Core course, 3 credits)

Enrollment Notes: MPRE 500 should be completed within the first or second semester of study. MPRE 950 is reserved for degree-seeking students, and must be taken in the final semester of study after all coursework is completed. Students must complete MPRE 500 and MPRE 950 with a “B” (3.00) grade or higher in each to be eligible for program completion and graduation.

Concentrations within the Real Estate Program (12 Credits)

Real Estate students can choose from one of four concentrations to focus their academic activity and development. Please note: Each concentration requires 12 unique credits applied exclusively to that concentration (not to another concentration, core, or foundation requirement) unless that student has received an official waiver of a foundation course requirement. Such waivers must be filed with the Academic Affairs & Compliance Office before graduation in order to be recorded on the student’s official record.

Recommended introductory courses for each concentration are noted with an asterisk (*). These are not required, however.

Development

Understand the financial considerations, market demand, project feasibility, financing, and environmental considerations that drive decisions on whether and where to develop. Courses include:

MPRE 602: How HUD Works
MPRE 603: Community Development Finance
MPRE 630: Acquisitions & Dispositions
MPRE 651: Real Estate Business Plans
MPRE 675: The Great Places
MPRE 676: Architecture in Historical Context
*MPRE 700: Real Estate Development: Art & Science (Introductory course for this concentration)
MPRE 701: Washington by Design
MPRE 703: Healthcare Real Estate
MPRE 704: Green Asset & Building Management
MPRE 705: Green Buildings
MPRE 706: Energy Issues in Real Estate
MPRE 707: Hotels and Resorts I: Design and Development
MPRE 708: Hotels: Valuation/Transactions
MPRE 710: Leasing
MPRE 717: Real Estate Investment Trusts
MPRE 720: Due Diligence
MPRE 722: Leadership and Organization Management in Real Estate
MPRE 723: Retail Real Estate Development
MPRE 724: Real Estate Entrepreneurship
MPRE 725: Real Estate Valuation
MPRE 726: Real Estate Taxation
MPRE 727: Distressed Real Estate and Workouts
MPRE 728: Real Estate Private Equity
MPRE 729: Real Estate Investment Banking
MPRE 730: Corporate Real Estate
MPRE 732: Real Estate Economics
MPRE 733: Urban Economics
MPRE 735: Structured Finance
MPRE 736: Real Estate Portfolio Management
MPRE 737: Real Estate Statistics and Modeling
MPRE 738: Asset Management for Commercial Real Estate
MPRE 739: Real Estate Bankruptcy
MPRE 750: Construction Management Process
Construction Management

Learn to manage projects on time and on budget, keeping an eye on the major financial considerations involved with large-scale construction activity and subcontractor oversight. Gain insight into how to quantify and evaluate the impact of changes, as well as monitor quality and adherence to guidelines and standards. Courses include:

MPRE 602: How HUD Works
MPRE 603: Community Development Finance
MPRE 651: Real Estate Business Plans
MPRE 675: The Great Places
MPRE 676: Architecture in Historical Context
MPRE 700: Real Estate Development: Art & Science
MPRE 701: Washington by Design
MPRE 703: Healthcare Real Estate
MPRE 704: Green Asset & Building Management
MPRE 705: Green Buildings
MPRE 707: Hotels and Resorts I: Design and Development
MPRE 710: Leasing
MPRE 722: Leadership and Organization Management in Real Estate
MPRE 723: Retail Real Estate Development
MPRE 724: Real Estate Entrepreneurship
MPRE 727: Distressed Real Estate and Workouts
MPRE 730: Corporate Real Estate
MPRE 732: Real Estate Economics
MPRE 733 Urban Economics
MPRE 739: Real Estate Bankruptcy
*MPRE 750: Construction Management Process (Introductory course for this concentration)
MPRE 751: Transit-Oriented Development
MPRE 752: Green Development and Construction
MPRE 760: Construction Estimating & Procurement
MPRE 780: Selected Regions in International Real Estate: Latin America
MPRE 781: Selected Regions in International Real Estate: China
MPRE 782: Selected Regions in International Real Estate: India
MPRE 783: Selected Regions in International Real Estate: Western Europe
MPRE 784: Selected Regions in International Real Estate: Europe
MPRE 800: Software for RE Financial Analysis
MPRE 802: Negotiations
MPRE 899: Department of Homeland Security Headquarters Practicum

Real Estate Finance
Perhaps the most critical aspect of successful development projects is learning how to obtain the financing needed to begin a project. From private equity to leveraged buy-outs, the U.S. real estate capital markets have never been so sophisticated. Explore complex issues like financing structures, liquidity, securitization, and financing as well as traditional bank lending. *MPRE 621, Foundations of Real Estate Finance, serves as the introductory course for this concentration. Since this is a required foundation course as well, students should choose an additional 12 credits from courses listed below. Courses include:

MPRE 602: How HUD Works
MPRE 603: Community Development Finance
MPRE 630: Acquisitions & Dispositions
MPRE 651: Real Estate Business Plans
MPRE 700: Real Estate Development: Art & Science
MPRE 701: Washington by Design
MPRE 703: Healthcare Real Estate
MPRE 704: Green Asset & Building Management
MPRE 706: Energy Issues in Real Estate
MPRE 707: Hotels and Resorts I: Design and Development
MPRE 708: Hotels: Valuation/Transactions
MPRE 710: Leasing
MPRE 717: Real Estate Investment Trusts
MPRE 720: Due Diligence
MPRE 722: Leadership and Organization Management in Real Estate
MPRE 723: Retail Real Estate Development
MPRE 724: Real Estate Entrepreneurship
MPRE 725: Real Estate Valuation
MPRE 726: Real Estate Taxation
MPRE 727: Distressed Real Estate and Workouts
MPRE 728: Real Estate Private Equity
MPRE 729: Real Estate Investment Banking
MPRE 730: Corporate Real Estate
MPRE 732: Real Estate Economics
MPRE 733 Urban Economics
MPRE 735: Structured Finance
MPRE 736: Real Estate Portfolio Management
MPRE 737: Real Estate Statistics and Modeling
MPRE 738: Asset Management for Commercial Real Estate
MPRE 739: Real Estate Bankruptcy
MPRE 750: Construction Management Process
MPRE 751: Transit-Oriented Development
MPRE 752: Green Development and Construction
MPRE 760: Construction Estimating & Procurement
MPRE 775: Inward Introduction to International Real Estate Investment
MPRE 780: Selected Regions in International Real Estate: Latin America
MPRE 781: Selected Regions in International Real Estate: China
MPRE 782: Selected Regions in International Real Estate: India
MPRE 783: Selected Regions in International Real Estate: Western Europe
MPRE 784: Selected Regions in International Real Estate: Europe
MPRE 786: Real Estate Investments
MPRE 800: Software for RE Financial Analysis
MPRE 802: Negotiations
MPRE 899: Department of Homeland Security Headquarters Practicum

**International Real Estate**
From Dubai to China to Russia and all points in between, both inbound and outbound real estate
investment is rapidly internationalizing real estate practice. You'll build on Georgetown's expertise in international affairs to understand more about global markets, and then how to leverage that knowledge to design a progressive investment strategy. Courses include:

MPRE 676: Architecture in Historical Context
MPRE 705: Green Buildings
MPRE 707: Hotels and Resorts I: Design & Development
MPRE 722: Leadership and Organization Management in Real Estate
MPRE 728: Real Estate Private Equity
MPRE 729: Real Estate Investment Banking
MPRE 730: Corporate Real Estate
MPRE 732: Real Estate Economics
MPRE 736: Real Estate Portfolio Management
MPRE 752: Green Development and Construction
*MPRE 775: Inward Introduction to International Real Estate Investment (introductory course for this concentration; previously named Inbound/Outbound International Real Estate Finance)
MPRE 780: Selected Regions in International Real Estate: Latin America
MPRE 781: Selected Regions in International Real Estate: China
MPRE 782: Selected Regions in International Real Estate: India
MPRE 783: Selected Regions in International Real Estate: Western Europe
MPRE 784: Selected Regions in International Real Estate: Europe
MPRE 786: Real Estate Investments
MPRE 802: Negotiations
Sports Industry Management
http://scs.georgetown.edu/sports
Associate Dean, Matthew Winkler
Assistant Dean, Michael (Wallace) Canter, J.D.
Program Director, Stephanie Holland
Program Manager, Laura Regensburg
Visiting Assistant Professor, James Lynn

Mission Statement
The Sports Industry Management (SIM) program combines practical teaching by key industry leaders with internships, mentoring, and other customized learning opportunities. The SIM program focuses on preparing students for placement in the front office of sports organizations with emphasis on industry and position track skills and knowledge.

Learning Goals
A. Students who successfully complete our concentration in Business, Management, and Operations will:
   1. Codify and commit to their own code of ethics in relation to professional codes of conduct and best practices;
   2. Develop a functional knowledge of finance, law, facilities management, and economics within the sports industry;
   2. Be able to employ analytical and planning tools to execute strategies that maximize profitability and productivity.
   3. Examine and appreciate issues of ethnicity, gender, and international scope in relation to the modern sports world.
   4. Develop strategies to handle management issues and organizational behavior in the industry, relating mostly to staffing, motivation, and communication.

B. Students who successfully complete our concentration in Strategic Marketing, Communications, and New Media will:
   1. Codify and commit to their own code of ethics in relation to professional codes of conduct and best practices;
   2. Develop expertise in promoting the sports industry, teams, athletes and events;
   3. Be prepared to form media relationships that facilitate delivering news to interested parties;
   4. Be able to develop marketing strategies by leveraging brands, databases, the Internet, market research, and technology.
   5. Examine and appreciate issues of ethnicity, gender, and international scope in relation to the modern sports world.
   6. Develop strategies to handle management issues and organizational behavior in the industry, relating mostly to staffing, motivation, and communication.

Curriculum Description

APC Requirements in Sports Industry Management
The APC is a five course, 15-credit application program that is available to advanced professionals with pre-approval from the program Associate Dean. APC students are required to take MPSM 510 (Sports Leadership and Management), MPSM 520 (Diversity and Social Responsibility in Sports), and MPSM 900 (Capstone) in addition to two courses (6 credits) chosen from one of the concentrations listed below. A minimum cumulative GPA of 3.00 (solid "B") is required for good academic standing and to be eligible for the certificate.
The same acceptance standards apply as for the MPS degree program. Upon successful completion of the APC, students may apply to the MPS degree program. While credits completed in the APC can transfer to the MPS, students may be required to take additional coursework to complete the MPS degree.

Enrollment Notes: APC students are required to complete and submit the APC Tracking Form to the Academic Affairs & Compliance Office during their first semester of study. This Form requires pre-approval by the program Associate Dean and must list specific Learning Goals for each course. Students must complete the APC within three years.

**APC Concentrations in Sports Industry Management**

**Business, Management, and Operations Concentration**

In addition to MPS 510, MPS 520, and MPS 900, students in this concentration complete 6 credits from the following:

- MPSM 700: Sports Business and Finance (3 credits)
- MPSM 710: Sports Law, Contracts, and Negotiation (3 credits)
- MPSM 720: Sports Event Planning and Facility Management (3 credits)
- MPSM 730: Sports Economics, Global Brand Management and Under Armour (3 credits)

**Strategic Marketing, Communications, and New Media**

In addition to MPS 510, MPS 520, and MPS 900, students in this concentration complete 6 credits from the following:

- MPSM 600: Sports Marketing Strategy (3 credits)
- MPSM 610: Sports Communications and Public Relations (3 credits)
- MPSM 620: Sales Promotion, Licensing and Sponsorship Development in Sports (3 credits)
- MPSM 630: Sports Digital Media and Consumer Engagement (3 credits)

**MPS Degree Requirements in Sports Industry Management**

The Master of Professional Studies (MPS) degree is comprised of 30 credits (10 courses) including: 6 Required Core Credits (MPSM 500 and MPSM 900); 6 Required Foundation Credits (MPSM 510, MPSM 520); 12 Concentration Credits; and 6 Elective Credits. A minimum cumulative GPA of 3.00 (solid "B") is required of all students for good academic standing and to be eligible to graduate. The MPS degree must be completed within five years.

**Core and Foundation Courses (12 Credits)**

- MPSM 500: Applied Ethics in Sports (Core course, 3 credits)
- MPSM 510: Sports Leadership and Management (Foundation course, 3 credits)
- MPSM 520: Social Responsibility and Diversity in Sports (Foundation course, 3 credits)
- MPSM 900: Capstone (Core course, 3 credits)

Enrollment Notes: MPSM 500 should be completed within the first or second semester of study. MPSM 900 must be taken in the final semester of study after all coursework is completed. Students must complete MPSM 500 and MPSM 900 with a minimum grade of "B" (3.00) or better in each to be eligible for program completion and graduation.

**Concentration Courses (12 Credits)**

**Business, Management, and Operations**

Our concentration in Business, Management, and Operations will enable you to develop a functional knowledge of finance, law, facilities management, and economics as you learn to employ analytical and planning tools to execute strategy that maximizes profitability and productivity. Courses include:
MPSM 700: Sports Business and Finance (3 credits)
MPSM 710: Sports Law, Contracts, and Negotiation (3 credits)
MPSM 720: Sports Event Planning and Facility Management (3 credits)
MPSM 730: Sports Economics, Global Brand Management and Under Armour (3 credits)

**Strategic Marketing, Communications, and New Media**
Our Strategic Marketing, Communications, and New Media concentration will help you develop expertise in promoting the sports industry, teams, athletes and events, and in forming media relationships that facilitate the deliverance of news to interested parties. Leverage brands, databases, the Internet, market research, and technology to develop marketing strategy and long-term consumer relationships. Courses include:

MPSM 600: Sports Marketing Strategy (3 credits)
MPSM 610: Sports Communications and Public Relations (3 credits)
MPSM 620: Sales Promotion, Licensing and Sponsorship Development in Sports (3 credits)
MPSM 630: Sports Digital Media and Consumer Engagement (3 credits)

**Program Electives (6 Credits)**
MPSM 800: Internship I (3 credits)
MPSM 810: Internship II (3 credits)
*Students who choose not to enroll in an internship may fulfill their elective requirements by choosing a course from the other concentration offered.*
Mission Statement
The Technology Management program aims to meet the educational needs of managers and executives, allowing students to earn a professionally-oriented degree. The program integrates Georgetown's values while educating students to be stewards of technology through the development of ethics, leadership, and technical business operations competencies.

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

Students who complete the MPS in Technology Management program will:

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

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

Curriculum Description

APC Requirements in Technology Management
The APC is a five course, 15-credit application program that is available to advanced professionals with pre-approval from the program Associate Dean. APC students are required to take MPTM 500 (Ethics in Technology Management) in addition to four courses chosen in consultation with the Associate Dean. A minimum cumulative GPA of 3.00 (solid “B”) is required for good academic standing and to be eligible for the certificate.

The same acceptance standards apply as for the MPS degree program. Upon successful completion of the APC, students may apply to the MPS degree program. While credits completed
in the APC can transfer to the MPS, students may be required to take additional coursework to complete the MPS degree.

Enrollment Notes: APC students are required to complete and submit the APC Tracking Form to the Academic Affairs & Compliance Office during their first semester of study. This Form requires pre-approval by the program Associate Dean and must list specific Learning Goals for each course. Students must complete the APC within three years.

MPS Degree Requirements in Technology Management

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

Core and Foundation Courses (15 Credits)
MPTM 500: Core Course in Applied Ethics (Core course, 3 credits)
MPTM 600: Management of Technology (Foundation course, 3 credits)
MPTM 700: System Requirement and Analysis (Foundation course, 3 credits)
MPTM 800: Financial Analysis for Managers (Foundation course, 3 credits)
MPTM 900: Capstone Course (Core course, 3 credits)

Enrollment Notes: MPTM 500 should be completed within the first or second semester of study. MPTM 900 is reserved for degree-seeking students, and must be taken in the final semester of study after all coursework is completed. Students must complete MPTM 500 and MPTM 900 with a “B” (3.00) or higher in each to be eligible for program completion and graduation.

Concentration Courses (12 Credits)

Project Management and Leadership for Technology Courses*
MPTM 620: Project Management for IT Professionals
MPTM 621: Project Risk/Change Management
MPTM 622: Managing Diverse Organizations in a Flat World
MPTM 623: Technology Entrepreneurship

Marketing and Exploitation of Technology Trends Courses*
MPTM 630: Marketing Technology Products and Services
MPTM 631: e-Business/Social Media Technology Trends
MPTM 632: Enterprise Modernization and Technology Assertion
MPTM 633: R&D Management

System Design, Development, and Management Courses*
MPTM 640: Software Lifecycle Management
MPTM 641: Software Testing Techniques
MPTM 642: Human-Computer Interaction
MPTM 643: Database Analysis, Design, and Management

Information Technology Courses*
MPTM 650: Data Warehousing and Business Intelligence
MPTM 651: Essentials of Network Technology
MPTM 652: Managing Information Security
MPTM 653: e-Business Architecture
MPTM 654: Service Oriented Architecture
MPTM 655: Enterprise Architecture
Information Security/Information Assurance Courses*
MPTM 660: IT Security Compliance/Forensics
MPTM 661: Information Assurance and Risk Assessment
MPTM 662: Cryptography & Network Security
MPTM 663: Threats/Vulnerabilities

Health Information Technology
MPTM 670: Introduction to Healthcare Information Systems
MPTM 671: Seminar in Healthcare Environments
MPTM 672: Healthcare Informatics
MPTM 673: Healthcare Standards & Policy

Elective Courses (3-15 Credits)
Students who have chosen to complete an official concentration (with a minimum of 12 credits) choose an elective course (3 credits) from any of the concentration courses listed above. Students who have chosen not to complete an official concentration select 5 elective courses (15 credits) from any of the courses listed above.

*With permission from the program Associate Dean, students can substitute additional courses within the concentration. MPTM 500 (Core Course in Applied Ethics) and MPH 900 (Capstone) cannot be waived or substituted. The waiver must be filed with the Academic Affairs & Compliance Office prior to MPS degree completion.
UNIVERSITY OFFICES & SERVICES

Academic Resource Center
The Academic Resource Center offers assistance to all University students in many skill areas necessary for academic achievement, including reading comprehension, study and test taking strategies, note-taking and time management. Students may consult individually with a learning skills specialist. Services and referrals are also provided for students who may have learning disabilities. For further information call the center at (202) 687-8354, or by email at arc@georgetown.edu.

Bookstore
The University Bookstore is located on the main floor of the Leavey Center. The main line is (202) 687-7482.

Career Education Center
The Career Center is located near the Book Store in the Leavey Center. It provides career counseling and job search techniques. Catalogs of job listings by states and regions are available in the Center’s library. For further information and to obtain its hours of operation, call (202) 687-3493 or visit the Website, http://careerweb.georgetown.edu.

Computer Services
The University’s Academic Computer Services operates computer laboratories for student use. Insert phone number. Laptops can be rented for class use at the M St. office contingent upon availability. The laptops for SCS students may not be taken out of the office building and must be returned after class.

Computer Support
If you are having difficulty with any of the university’s online systems, please contact the University Information Services (UIS) help desk for assistance. You can call (202) 687-4949 and press 1, or you can send e-mail to help@georgetown.edu. Information on the status of service outages is announced at https://www12.georgetown.edu/uis/tools/outages/unscheduled.cfm

Counseling and Psychiatric Service
Full-time graduate students (enrolled in nine credits in the regular fall and spring semesters, six credits in the summer semester) are eligible to receive support and professional services through this office. Part-time students are eligible only for limited, emergency (crisis) services. Students can learn more at http://caps.georgetown.edu/ or by calling 202-687-6985. For after-hour emergencies, students should call (202) 444-PAGE (7243) and ask to speak to the CAPS on-call clinician. For immediate dangers to oneself or others, regardless of full or part-time enrollment status, students on campus should contact DPS (Dept. of Public Safety) at 202-687-HELP. Students off campus should call 911 during such emergencies.

Degree Audit
The Degree Audit feature in MyAccess (myaccess.georgetown.edu) assists to remind degree seeking students of degree/program/grade requirements, grades earned, GPA calculation and projections, current standing, and future semester course selections. Additional information can be found at http://registrar.georgetown.edu/registration/degree-audit/.

Financial Obligations
Full payment of tuition is due by the dates established by the Student Accounts office. A late fee and service charge are assessed for payment after these established dates. You may defer
current semester charges following the directions on the bill and meeting the fee schedule set by the Student Accounts Office.

**Gelardin New Media Center**
The Gelardin New Media Center is Georgetown University’s main resource for turning ideas and research into multimedia projects. An experienced staff is available to help connect you with the knowledge and tools that you need. All equipment and media resources are free to use for Georgetown students, staff, and faculty. The GNMC also offers facilities for post-production and other digital media endeavors.

**Georgetown University Transportation Shuttle**
G.U.T.S. is a bus transportation service offered by Georgetown University. For routes, schedules, and fares, call (202) 687-4364 or visit the Website, http://otm.georgetown.edu/guts.

**GOCards**
You must have a student identification card, called a GOCard, to check books out from the library, to enter some campus buildings and labs, and to use the University shuttle bus. GOCards are issued by the GOCard Office located at the entrance of Darnall Hall. The office is open weekdays from 9 a.m. to 5 p.m. Unfortunately, the office does not offer evening hours, but you can make your visit a short one by completing most of the work in advance; you can email or fax in your information and photo and simply pick up the card when it is ready. Information is available at http://gocard.georgetown.edu.

**International Programs, Office of**
All incoming international or U.S. permanent resident students must submit the mandatory International Student Immigration Questionnaire to the Office of International Programs (http://oip.georgetown.edu/isss/vsq.htm) upon learning of an admission or enrollment decision regardless of degree-seeking or provisional status. All international students and U.S. permanent residents must have this information on file in order to be eligible to enroll. Non-degree (provisional) students cannot be supplied with University-sponsored Visa documentation.

Applicants who are non-U.S. citizens must request, complete and submit for approval an Immigration Questionnaire along with their application. International students whose immigration status is approved by the Office of International Programs and who are admitted to the MPS or APC program must carefully follow the guidelines and policies as set forth by immigration regulations. They must keep their OIP advisors informed of their progress as students. OIP offices are located in the Car Barn. For further information, call (202) 687-5867.

**Lauinger Library**
The main campus library is located on the corner of 37th and Prospect Street. Call (202) 687-7500 to verify the daily schedule. Carry your GO Card with you when you go to the Library as you must show it to enter the Library. Many library services, such as databases, are available online from any location.

**Student Accounts**
Student billing and student accounts management are handled by Student Accounts, located on the ground floor of White-Gravenor, (202) 687-7100. Tuition adjustments are made by the Registrar, and Student Accounts processes the refunds. When a credit balance is due, it can be refunded only after it appears on the Student Account ledger. Application for a refund check must be made in writing to the Office of Student Accounts or the student may leave the refund as a credit balance in his/her student account.
Student Center
The Leavey Center provides students several places for dining: Center Grill (cafeteria), Subway, Taco Bell, Starbucks and Cosi (fast-food), The Faculty Club (restaurant), Vital Vittles (mini-market), and the student run Uncommon Grounds coffee bar. The Leavey Center also has open lobbies for study as well as a full service attached Marriott Hotel. (A mini-market, Hoya Snaxa, is located above the parking garage.)

Students with Disabilities
Georgetown does not discriminate or deny access to an otherwise qualified disabled student on the basis of disability, and students with disabilities may be eligible for reasonable accommodations and/or special services in accordance with the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. However, students are responsible for communicating their special needs to the Academic Resource Center. The University is not responsible for making special accommodations for students who have not requested an accommodation and adequately demonstrated their disabilities. Also, the University need not modify course or degree requirements considered to be an essential requirement of the program of instruction.

We encourage all students with disabilities to contact The Academic Resource Center (Leavey Center, Suite 335; 202-687-8354; arc@georgetown.edu) early in their academic careers at Georgetown for guidance and information regarding possible accommodations, including note takers, books on tape, extended time on tests, interpreting services, and enlarged texts among others. A list of accommodations can be found at http://ldss.georgetown.edu/services.cfm.

Student Financial Aid
SCS students may secure information on loans and other financial assistance by contacting the Office of Student Financial Services located in Room G-19, Healy Building, and (202) 687-3478. This office can be found online at http://finaid.georgetown.edu/.

Student Health Insurance
If you are a student enrolled in nine or more credit hours you are considered full-time student enrolled in the MPS degree program. You are automatically charged the required health insurance fee on your tuition bill. Eligible students must accept or waive this insurance. You may waive the University insurance online through Student Access+ but you will have to show proof of private coverage. For information, call (202) 687-4883 or visit http://www.georgetown.edu/student-affairs/insurance.

Transcripts
All official student transcripts are stored at the Office of the Registrar. You may request a copy of your transcript in person or by writing the Registrar, G-01, White-Gravenor, (202) 687-4020. Additional information can be found online at http://registrar.georgetown.edu/transcripts/. A one-time transcript fee of $12 is charged to each new student’s account upon acceptance to the MPS program.

Writing Resource Program
In order to excel in our program, you will need excellent writing skills. As a member of the Georgetown community, you will have full access to the University Writing Center (http://writingcenter.georgetown.edu) located in Lauinger Library 217A. Offered to students at all levels, the center’s tutoring has proved helpful to those wishing to improve their grammar and style, to respond more effectively to assignments, to learn to organize both short papers and lengthy research projects, and to turn first drafts into publishable projects. Some students seek assistance on a regular basis; some only occasionally. For well-established students, the writing
tutors have also offered on-line help, responding to questions about papers submitted through email attachments and counseling students through phone conferences.

**Yates Field House**
A fully equipped recreational facility is located near the Observatory. Call (202) 687-2400 for information on fees and services.