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GEORGETOWN UNIVERSITY
School of Continuing Studies

Faculty Guide for Teaching Excellence

2021 - 2022

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Welcome

Mission and Values

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.

As 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.

Consistent with the University's mission, the SCS mission is to deliver a world-class, values-based education to a diverse array of communities and individuals throughout their academic and professional careers; to improve employability and develop workforces; and to contribute to building a civic-minded, well-informed, and globally aware society.

Jesuit Values at Georgetown University

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

We encourage Faculty members to familiarize themselves with the core values that define the University. You can access our values statement [here](#). We understand and appreciate that some of these values will resonate more directly with some faculty members than with others; however, our hope is that faculty will find ways to incorporate these values into their teaching as they deem appropriate and practical.

Teaching at Georgetown

Teaching at Georgetown

Teaching provides a great deal of reward. The true reward comes from watching students learn, develop, and apply the concepts and skills taught by you in your classroom. As a member of the SCS faculty, you have the opportunity to influence students almost on a daily basis. By sharing your knowledge as an educator and industry expert, you can make a difference and impact each student's future.

SCS expects the highest levels of engagement and rigor from their faculty. Remember to stay current and update your courses. As a scholar-practitioner and expert in your field, you are naturally engaged in current trends in your industry. Make sure that you share this new information. You have the opportunity each semester to provide new applied learning experiences for your students.

The Spirit of Georgetown

As a Jesuit Institution, Georgetown is grounded in a 450-year-old educational tradition inspired by St. Ignatius of Loyola, the founder of the Society of Jesus. Today, as a consequence of this long tradition, we can identify a number of characteristics or values that inspire our University and that are referred to in our University Mission Statement, our institutional documents, and our iconography. Each value is central to the identity of Georgetown University, and each generation of students, faculty, and staff are invited to engage them in ways that sustain our Jesuit character. SCS has prepared a guide that will help you integrate Jesuit Values into the curriculum. To learn more, please review [Strategies to Integrate Georgetown Values into Online and On-campus Courses](#).

Getting Started

Before you start working on your course, make sure that you have signed and returned your contract and any required hiring paperwork, including documentation to complete your I-9 form.

If you are new to Georgetown, you will set up your NetID and password through Georgetown's Office of University Information Systems (UIS). For more information, visit uis.georgetown.edu

GoCard

Your GOCard is your official identification card at Georgetown University. You will use it to access academic buildings for class, studying, special events, and more. Please obtain your GOCard after you have received your NetID and before your class starts from the SCS GoCard Office, located at:

640 Massachusetts Avenue, NW
Level C2, Room C216
Mondays and Thursdays, 4:30- 9:30 pm
(202) 784-7377

Textbook Selection

Your Faculty Director must review and approve your textbook. The website [FacultyEnlight®](#) is one tool for researching textbooks and course materials. To begin your search for course materials, visit <https://www.facultyenlight.com/search-landing> to create a new profile, or continue as a guest. Once you have made your selections, your program Faculty Director will review and approve your textbook selection. If the Georgetown SCS library has access to e-copies of the textbook, you will want to confirm that the license will continue and put a reference or link in your syllabus.

Preparing your Syllabus

Your syllabus should adhere to guidelines as outlined in the SCS Faculty Guide, by the University, and the Higher Education Act. Check with your Faculty Director to see if they have a template they can share as they may have added program specific guidelines such as the grading scale, late and attendance policies, etc. These guidelines are not meant to hinder your creativity nor your intellectual freedom.

Your syllabus reflects academically and professionally upon you, your academic program, the School, and the University. Thus, please use the guidelines to help you provide better service and information to your students, and to prevent confusion and (in a worst-case scenario) potential litigation. Should a student pursue a grade appeal or other grievance at the conclusion of your course, your syllabus will act as a determining factor in the review process.

Syllabi are due to your Faculty Director at least one month prior to the first day of classes. The Faculty Director reviews and approves your syllabus. After approval, log in to GU360, <https://gu360.georgetown.edu>, and upload your syllabus by going to the “Teaching” tab. Please also check your faculty profile in GU360 and make any necessary updates.

Course Syllabus Checklist

One of your most important teaching documents, the syllabus, outlines your course goals, learning objectives, and provides required materials for purchase, the grading scale, due dates, and classroom policies, such as penalties for late work.

SCS requires that each syllabus contains all of the elements listed below (please see addendum for sample course syllabus):

- ☐ Program name, semester, and year
- ☐ Course number and section
- ☐ Number of credits
- ☐ Meeting day(s), time, location, and date range of course
- ☐ Your name and the name of any co-instructors
- ☐ Your Georgetown University contact information
- ☐ Office hours, including virtual office hours
- ☐ The course description from the program webpage

- ☐ Learning objectives (Your Faculty Director will work with you to define four-six course objectives)
- ☐ Learning methodologies (i.e. lectures, group discussions, case studies, etc.)
- ☐ Grade breakdown
- ☐ Assignment descriptions
- ☐ Assignment due dates
- ☐ Assignment feedback timeframe
- ☐ Rubrics for each assignment, if not provided within Canvas
- ☐ For required courses, a statement on how the particular course fits the requirements for the degree and major
- ☐ Required and recommended readings to purchase, listed in full (e.g. title, author, edition, year of publication, ISBN No., and price)
- ☐ Online materials, outside events, and any associated fees
- ☐ Final examination or presentation date*
- ☐ Attendance policy
- ☐ Late work policy
- ☐ The Course Policy Addendum
- ☐ Course Schedule*

*Final exams, presentations or papers must occur after Study Days

**Course schedules must adhere to the SCS Academic Calendar. For on campus courses, the University starts each semester on a Wednesday but begins with Monday's class due to the number of Monday holidays. Your Faculty Director can provide a copy of semester date guidelines which adheres to the Academic Calendar.

Class Checklist

When the course begins and as it progresses through the semester, please make sure to do the following:

- ☐ Log into MyAccess (myaccess.georgetown.edu) to view your class roster
- ☐ Print a copy for the first day of class
- ☐ On the first day of class, call roll from your roster
- ☐ If a student appears on your roster but never attends class, please email your Faculty Director before the drop period ends
- ☐ Check for the add/drop period on the [SCS Academic Calendar](#)
- ☐ After the add/drop deadline, alert any students in class -but missing from your roster- that they must stop attending class, and notify your Faculty Director
- ☐ Your program will send out mid-term course surveys- please encourage your students to fill them out. Their feedback will help you make mid-course adjustments
- ☐ At the end of the course, submit all grades to the Canvas gradebook
- ☐ In addition, submit your grades manually into MyAccess
- ☐ Near the end of semester, the University Registrar will send you an email to access your Course Evaluation(s)

Faculty Training and Professional Development

To ensure students receive the highest quality education, Georgetown University and SCS have created a wealth of resources to help faculty improve the quality of teaching on-campus and online. Please contact your Faculty Director to obtain the most up-to-date information about training and resources available to help you to continuously improve the quality of teaching and learning on-campus and online.

Essential Course Design Elements:

All SCS credit on-campus courses are expected to meet for 50 minutes per credit hour, per week, during a 15-week semester. Courses scheduled in shorter sessions (e.g. Summer or the 7.5-week module schedule) must meet for an equal amount of time. Exceptions to this general rule will be allowed for academic activities that require reasonably equivalent work and are important to learning and teaching goals. Class schedules and course syllabi must be approved by the appropriate Faculty Director in advance of the start of the term and developed in accordance with these guidelines.

How Much Work to Assign

For each credit hour, students are expected to engage in 2 hours of course-related work outside of class. Therefore, for a 3 credit course, students can expect to engage in 6 hours per week. Faculty should design their courses with this expectation in mind, and evaluate students on the basis of their achievement. To learn more about scheduling and guidelines, please go to the [Office of the University Registrar](#).

Learning Goals and Outcomes

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

One of the fundamental aspects of this process requires schools like Georgetown to articulate specific learning goals for its students and to assess them. Your Faculty Director will discuss with you the learning goals and outcomes for the course you are teaching and the ways to assess them. The Center for New Designs in Learning and Scholarship (CNDLS) at cndls.georgetown.edu provides a wealth of teaching resources, including a resource to help faculty describe their learning goals, develop the appropriate assessment tools, and create grading rubrics. Please also check with your Faculty Director regarding any repository of examples they may have for their program.

At a minimum, on-campus courses should include the following elements:

1. Updated syllabus
2. Course learning objectives
3. Relevant formative and summative assessments
4. Assessments that indicate how well students are meeting those objectives
5. Rubrics to assess graded projects and assignments

It is important to remember that the course you are teaching is a part of a whole program designed to help students meet specific competencies and to show proficiency in the field. Your conversation with the Faculty Director is the first important step to ensuring that students will achieve the program goals in your course.

Online Courses

In addition to on-campus courses, SCS also offers a significant number of online courses. These courses were designed and developed by a cross-functional team of content, instructional design, and multimedia experts. All of the learning objectives, content, assignments, assessments, and rubrics have been pre-built. The role of the instructor is to use the existing course material to facilitate a dynamic and engaging course. Should you wish to make changes to an online course you have designed to teach, first reach out to the Faculty Director for approval. To make substantial changes to online courses, a request must be submitted 2-6 months before the start of the term. Here is a link to the [Course Maintenance Request Guidelines and Form.](#)

Classroom Etiquette

Students should turn off all cell phones, pagers, or other communication devices while in class. Class discussions should be respectful and considerate of others' views and opinions. Student blogs, email, online portfolios, and social media should remain respectful and professional. On the first day of class, please discuss your classroom etiquette expectations with your students.

Educational Technology, Canvas, and Course Management

Georgetown University has acquired a range of educational technology tools to advance the quality of teaching and learning.

Canvas

The learning management system (LMS) is an important tool that will help you manage your course, the content, grades, and announcements.

Georgetown uses Canvas for its LMS (<http://canvas.georgetown.edu/home>). Canvas is a cloud-based course management system for face-to-face, hybrid, and online courses. Using this flexible, open, and extensible platform for course sites, instructors can post content, create assignments and quizzes, assign grades, and communicate with students.

Integrated within Canvas are a number of third-party tools for web conferencing (Zoom), lecture capture, plagiarism prevention (Turnitin), media streaming, publisher content, and more. The website, [Canvas Resources for Faculty](#), provides access to instructions and training on how to use Canvas. You can also download the [Canvas App](#) on your phone or tablet.

Please direct any student questions related to Canvas to the Canvas support team for faculty and students. The support team is available 7 days a week, 24 hours a day and can be reached toll-free at (855) 338-2770 for students and (833) 476-1171 for faculty. [Canvas Support Chat](#) is also available, which can be reached anytime from within the Canvas course.

Zoom

Zoom is the University's web conferencing tool. Zoom enables you to conduct live, online class presentations, conferences, and meetings. Faculty and staff can use Zoom to connect with each other, students, and colleagues from around the world with audio, video, and screen sharing. Zoom works on your desktop, laptop computer, or mobile device, and connects to video-conferencing platforms such as Polycom. To learn more about Zoom and how it can assist you in the classroom, visit <https://georgetown.zoom.us/>. If you have other non-Georgetown Zoom accounts, it is important you sign out of them following these [Zoom log out instructions](#), and then sign in using your Georgetown NetID and password.

Google Mail (G-MAIL), Google Drive and Google Suite of Tools

The University uses Google Mail for the institution's email system. Securing data and privacy is vital to the operation of Georgetown University. Always use your Georgetown University email (@georgetown.edu) address for work purposes. Using personal email addresses for Georgetown business is neither approved nor secure. Additionally, your Georgetown account has a Google drive and access to a suite of tools.

Plagiarism Awareness and Review

Georgetown subscribes to [Turnitin.com](https://turnitin.com), a web-based service that identifies possible plagiarism in student work. Every Canvas course site provides you with the ability to activate Turnitin for students to submit electronically all written work. Turnitin searches for passages found on the Internet (including pages no longer online), in the ProQuest Research Library, and in all papers previously submitted by users at any member school.

SCS requires faculty to use this service. When applied to all course assignments, this technology becomes a powerful tool to educate and to deter plagiarism. For more information go to honorcouncil.georgetown.edu/faculty/turnitin.

Technology, Audio and Visual in Your Classroom

Each SCS Downtown campus classroom is equipped with technology. Please use the laptop in the classroom for all of your presentations, and any presentations by guest speakers. For your convenience, class laptops are ready and set up for you to use before the start of each class. To learn more about AV Technologies, view the SCS [AV Best Practices Video](#). In each classroom, you will find instruction signs displayed detailing how to operate the technology in that specific room. We encourage faculty to schedule a one-on-one training session before the start of the semester. For training and support, please contact scsavsupport@georgetown.edu. If there is any problem with the systems or equipment in your classroom, please call 7-7723. Wait in the classroom until a technician arrives to assist you.

Wireless Internet Access

Georgetown University's secure wireless network is called SaxaNet. You can find information regarding SaxaNet, including how to connect at <https://uis.georgetown.edu/internet/wireless/saxanet>.

Technology and Social Media

Students and faculty members should be particularly mindful that their interactions through group assignments, email, blogs, and social media (Facebook, Twitter, LinkedIn, etc.) can reflect upon them personally, academically, and professionally. Cyber-civility is as important and expected as civility. All viewpoints, editorials, and opinions expressed by students represent those students exclusively, not the students' instructors, classmates, academic program, School, or University—even in cases when students are using Georgetown-affiliated systems like email, blogs, and online portfolios. Disrespectful behavior in the classroom, on campus, in student to student communications associated with university studies, and instances of harassment may be referred to the Office of Student Conduct (studentconduct.georgetown.edu) for investigation. 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. Refer to the above section "Social Media Guidelines" for more information.

Students with Disabilities Policy

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

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

Grades and Related Policies

Providing timely feedback and grades are essential to students' success as it helps learners discern the quality of their comprehension and performance in class. As a faculty member, it is expected that quality feedback and grades on student assignments are completed within a reasonable timeframe. Please contact your Faculty Director for clarification on grading expectations.

When are final grades due?

To find out when grades are due, go to the [Office of the University Registrar](#), to view important dates by semester, including when grades are due.

Where do I submit final grades for the Course?

Faculty are required to enter grades into the LMS gradebook. A missed assignment or assessment must be entered as a zero to calculate that grade into the final grade in Canvas. In addition, Faculty are required to manually enter all final grades for each student in their course

into MyAccess, the Georgetown University Student Information System. If you need assistance when entering grades, please visit the [University Registrar Faculty](#) for support. This page includes a link to [log into MyAccess](#), [directions for submitting grades](#), and [MyAccess FAQs](#). Faculty may also contact the Office of the University Registrar, univregistrar@georgetown.edu, (202) 687-4020, for assistance.

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

Students are not allowed to redo assignments, turn in additional work, or do extra credit to improve their course grades after you have recorded the final grade in MyAccess. Once the decided course grade has been recorded, that grade is considered final in order to be fair to all students and to ensure the integrity of the earned grade. After you have recorded your final grades for a class, those grades can only be changed for the following reasons:

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

When determining whether a grading error (recording or calculation) has occurred, faculty should be aware that assignments graded based on in-class performance during the semester cannot be re-evaluated after the fact, even when a grade appeal is initiated. For example, grades for assignments, such as class participation or a presentation, are awarded based upon a student’s real-time performance in the course. In order to request a grade change for one of the above reasons, you should first email your Faculty Director (or designated program staff) noting the course name, course number, student’s name and GUID number, and reason for the grade change. The academic program will provide you with the grade change form. The form is received by the Office of Academic Affairs and Compliance who will review the request to ensure it is within policy. They will follow up with you directly regarding the outcome of your grade change request. Grade changes are not considered final until it has received approval from Academic Affairs, so please keep this in mind when discussing grade changes with students.

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

SCS strongly believes in the authority of faculty to determine academic merit and students’ grades. The faculty member is the academic and professional expert when determining grades. A student may appeal a grade. Grounds for appeal are a mathematical error, error in grading procedures, or inequity in the application of policies stated in the course syllabus. A disagreement with the professional judgment of the instructor is not the basis of an appeal. Any re-evaluation of the grade could lead to the grade being raised, sustained, or lowered. Late work or additional assignments are not accepted as part of the grade appeal process.

The grade appeal procedure is not set up to address allegations of discrimination. However, SCS takes all such allegations very seriously and asks that you refer students who believe they have been discriminated against to the Office of Institutional Diversity, Equity, and Affirmative Action,

(202) 687-4798; ideaa@georgetown.edu. The Grievance Procedure and Discrimination Complaint form can be found at ideaa.georgetown.edu/policies/.

The Grade Appeal Process differs slightly by degree program within SCS. The appropriate grade appeal process is located in the program student handbook found at the following website: <https://scs.georgetown.edu/resources-current-students/student-handbooks/>.

Academic Integrity

The School of Continuing Studies adheres to Georgetown University's Honor System. All enrolled students and faculty who teach in the School's programs are held to the highest standards of ethical conduct as defined by the Honor Council. The Honor Council (and Hearing Board for student cases) is composed of student, faculty, and administrator volunteers who believe in the integrity of the Honor System. We strongly encourage interested faculty members to apply to serve on the Council. Applications are available by emailing honorcouncil.georgetown.edu.

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

Student and Faculty 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. At the start of each semester, please clearly outline your expectations with regard to class discussions, group work, and other related interactions and class activities. If you find a student's behavior in the classroom to be disruptive or dominating, we encourage you to talk to the student outside of class (provided you are comfortable doing so and do not believe the student is a danger to you or others), letting the student know the effect of the behavior and the changes you expect within the class setting. If the disruptive behavior continues, you should notify the student and your Faculty Director for further intervention. Any infraction of the Student Code of Conduct can be referred to the Senior Associate Dean of Students and Academic Operations and to the Office of Student Conduct (studentconduct.georgetown.edu) and/or other University Offices, such as Legal Affairs.

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

Georgetown University's Honor Code and System

The Georgetown University Honor System is one of the oldest honor systems in the country and a hallmark of the University. We encourage all faculty to discuss your expectations and interpretation of the Code with your students at the start of each semester. To avoid any infractions of the Honor Code, please discuss the following with your students:

- Permissible collaboration on assignments outside of class
- Use of outside tutors or editors, or class peers for written work
- The impact of cheating on group projects
- The concept of plagiarism
- Citing all sources using the APA citation system

Without regard to motive, student conduct that is academically dishonest, shows 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.

Reporting a Possible Violation for Investigation

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

Shortly after you report the incident, you will be contacted by an Investigating Officer (IO) to discuss the details of your report. The IO will also speak with the student and, if necessary, other affiliated parties. Upon completing an initial investigation, the IO will decide if the incident should be referred to a hearing board or if the student should be offered expedited sanction. If the student is found not in violation, then you must treat the student as if no violation has occurred and grade the assignment based solely on its academic merits. You cannot retaliate against a student if he/she is found not in violation.

If the case is referred to a Hearing Board, you may be asked to present during an evening hearing. The Board typically consists of three students, two faculty members, and the hearing chairperson. The Board will complete its review and either (a) determine that no violation has occurred or (b) determine that the student has violated the Code and send a recommendation for sanction to the Dean. If the student is found not in violation, you must treat the student as if no violation has occurred and grade the assignment based solely on its academic merits. You cannot retaliate against a student if he/she is found not in violation. If the student is found in violation, you are free to assign the reduced grade (including a failure in the course), as appropriate.

If the suspected violation occurs during the semester and is not resolved by the time final grades are due at the end of the semester, you should enter a grade of “NR” (not reported) into Myaccess as a placeholder until the hearing has been completed. Similarly, if the suspected violation occurs when grades are due at the end of the semester, you should assign an “NR” in MyAccess as a placeholder until the hearing has been completed. Thereafter, you can email your academic program to receive the grade change form so that you can update the “NR” to a final grade for the course.

All questions and concerns about the Honor Code policies or the process should be directed to the Honor Council at honor@georgetown.edu.

Faculty Expectations, Policies, & Guidelines

Faculty Expectations, Policies, and Guidelines

All SCS full-time and adjunct faculty members have rights and responsibilities common to all citizens, free from institutional censorship. In furtherance of this principle, the University may hold a faculty member accountable for his or her private acts only as they substantially affect teaching, research, or University service. A faculty member should not, however, speak or act for or on behalf of the University, or give the impression of doing so, unless appropriately by the School's and University's Communications Team.

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

Georgetown University's Faculty Handbook governs all instructors at the University- regardless of rank, tenure, or full or part-time status. We encourage faculty members to familiarize themselves with this important document in its entirety and pay careful attention to the Faculty Rights and Responsibilities sections. To view the full Faculty Handbook online go to: <http://facultyhandbook.georgetown.edu/>.

SEIU Local 500 (Adjunct Union)

In Spring 2015, the University and SEIU Local 500 entered into an agreement that covers part-time adjunct faculty members who meet certain criteria for membership and inclusion. In November 2017, union members ratified a new contract, which sets the terms of adjunct employment at Georgetown through June 2020. To learn more about this agreement, please visit the Provost's Office website: <https://provost.georgetown.edu/adjunct-faculty>. To learn more about SEIU Local 500, please visit their website at <http://www.seiu500.org/>.

The Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act, also known simply as FERPA, is a federal law that protects the privacy of our students.

As a faculty member, you will have access to student information including grades, student performance, and private identification data. Students may share personal information as well, particularly if a medical or private situation arises for which they seek your academic council. It is mandatory and imperative that you treat all such information confidentially.

Never share student information with other students or with other faculty members regardless of circumstances. A student's performance in one course should be evaluated independently of that

student's performance in any other course. Additionally, do not share any information with friends, relatives (including parents), partners, or spouses of your students. Should a party ask you questions about a particular student, encourage them to instead speak directly with that student, noting that you are not able to divulge any information.

The primary exceptions for FERPA arise (a) when you need to share information with another University official on a professional, need-to-know basis (such as grade appeals or issues you may need to discuss with your program Faculty Director, the Office of Academic Affairs and Compliance, the Dean of the School, and other affiliated University officials) and (b) when you believe that a student may be a danger to her/himself or others. In the latter scenario, it is imperative that you immediately contact your academic program leadership and Counseling and Psychiatric Services, CAPS, at Georgetown Downtown, as well as 1 Darnall Hall, (202) 687-6985, or by visiting caps.georgetown.edu.

If you or students in your class feel the need to discuss aspects of educational records with someone other than the student who does not meet the exceptions above, you must have the student sign a Privacy Waiver form.

Refer to the university registrar for the administration of FERPA and the resources and policies available. [University Registrar's Disclosure of Student Information-FERPA](#)

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

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

- Personnel within the University, on a need-to-know basis
- Persons or organizations providing student financial aid
- Accrediting agencies carrying out their accreditation function
- Persons in compliance with a judicial order or a lawfully issued subpoena (provided that the University will first make a reasonable attempt to notify the student)
- Organizations conducting studies to develop, validate, and administer predictive tests
- Authorized representatives of federal or state government agencies for the purpose of audit and evaluation of government programs persons in an emergency in order to protect the health and safety of students or other persons

The Act permits all of these exceptions. 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 are 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 is shared with them only with 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, 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 a 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.

The admissions office, the academic program, the Office of Academic Affairs & Compliance, and the University Registrar maintain academic files. These files may contain admission credentials, requests for exceptions to policies, and records of current and previous academic work. In certain instances the following offices or departments may also retain documents: the Honor Council, the Office of Student Conduct, the Office of Student Financial Services, the Office of Global Services, the Office of Student Accounts, and certain academic departments.

The Office of Institutional Diversity, Equity & Affirmative Action (IDEAA) Non-Discrimination and Anti-Harassment Policies

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

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

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

Reasonable ADA Accommodations for Students

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

Title IX: Sexual Misconduct and Sexual Harassment

Georgetown University is committed to providing a safe and hospitable environment for all members of its community. Sexual Misconduct subverts the University's mission and threatens permanent damage to the educational experience, careers, and well-being of students, faculty, and staff. Georgetown University prohibits sexual misconduct, including sexual harassment, sexual assault, domestic/dating violence, and stalking (sexualassault.georgetown.edu/). Sexual misconduct is unwanted conduct of a sexual nature that constitutes sexual harassment, sexual assault, relationship violence (including domestic violence and dating violence), or stalking, and includes related acts of retaliation. Sexual harassment is defined as any unwelcome conduct of a sexual nature, including sexual advances, request for sexual favors, or other verbal or physical conduct of a sexual or gender-based nature when:

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

All faculty and staff members are obligated to internally report any suspected or known situation to their School's Deputy Title IX Coordinator within 24 hours or as soon as possible. Please report concerns to the following Deputy Coordinators:

Concerns involving one or more faculty/staff members
Deputy Title IX Coordinator for Faculty and Staff
titleixdeaa@georgetown.edu

Concerns involving only students
SCS Deputy Title IX Coordinator
Email: titleixscs@georgetown.edu

Human Subjects Research

While human subjects research is not commonly conducted at SCS, should this need arise, please contact your faculty director for additional support and guidance.

Responsible Conduct of Teaching and Research

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

Community Health and Safety

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

Appropriate Use of University Resources

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

Information Privacy, Confidentiality, and Security

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

Avoidance of Conflicts of Interest

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

Social Media Guidelines

Although the University does not have any guidelines around social media use for faculty (and staff), all of Georgetown's standard policies (harassment, professionalism, acceptable use of technology) apply to employees regardless of the medium in which the conduct is taking place. Social media guidelines & best practices are intended to help guide one's language while posting about SCS, students, and faculty on social media. Everyone is encouraged to participate on social media and SCS welcomes social engagement, but it is important to be mindful of confidentiality, self-promotion, and potential conflicts of professional business interests.

Confidentiality

Be careful not to reveal confidential or proprietary information about SCS students, employees, or alumni. Adhere to all applicable University, federal, and NCAA privacy and confidentiality policies. All employees of SCS are subject to [FERPA](#) and other laws mandating the nondisclosure of specific personal information included in a student's educational records.

Privacy

There is no expectation of privacy when using social media. Consider what could happen if a post becomes widely known and how that may reflect on both you and SCS. Search engines can turn up posts years after they are created and comments can be forwarded or copied. If you wouldn't say it at a conference or to a member of the media, think twice before posting it online. Everything that is posted on social media is public and permanent. Never assume your words can't be taken out of context and posts can't come back to surprise you in the future.

Self-Identity

If you identify yourself as a Georgetown or SCS employee or faculty member in a personal post, also make clear that your views are your own and do not formally represent Georgetown University or SCS. A common practice among individuals who write about the industry in which they work is to include a disclaimer on their personal site. An example of language that is used in the "About Me" section can be similar to this: *"The views expressed on this [blog, Website] are mine alone and do not necessarily reflect the views of Georgetown University or SCS."*

Conflicts of Interest

SCS social media handles are the sole property of Georgetown and the School of Continuing Studies. *Georgetown University employees must avoid conflicts of interest, or appearances of conflict, between their own personal or professional interests and the interests of the University, (Human Resources Policy Manual, Sec. 402.1). University employees must carry out their responsibilities to the University in a trustworthy manner and must be careful to avoid situations that could present a conflict of interest or an appearance of a conflict, (Sec. 402.3)*

- Avoid advertising and promotion of personal and/or professional business interests that are outside your duties as a Georgetown employee while using university-owned social media.
- Do not create or develop social media accounts, profiles or initiatives bearing Georgetown University or SCS's name without prior approval of the SCS Social Media Marketing Manager.
- Do not use Georgetown SCS social media to express your own political beliefs or opinions or to engage in political activities.
- Avoid copyright infringement and be aware of intellectual property rights when using social media.
- Be mindful when engaging on social media using your Georgetown SCS affiliation that it has the potential to affect the university as a whole.

Compliance with Applicable Laws, Regulations, and University Policies

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

Obligation to Report

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

Protection of Minors Policy

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

Instructional Continuity Framework and Guidelines

Instructional activities will be maintained during university closures. Faculty members should prepare for the possibility of an interruption of face-to-face instruction by establishing a policy within the course syllabus to maintain instructional continuity in the case of an unforeseen disruption. During a campus closure, the regular scheduled class time must be honored by all campus programs so that students will remain available for those faculty members who wish to maintain continuous academic progress through synchronous distance instruction. In-depth information, assistance, and resources can be found at instructionalcontinuity.georgetown.edu/.

Coronavirus (COVID-19) Update:

To assure the quality of the student experience and the stability of the educational mission of SCS in the current environment of social distancing, technology-mediated teaching must be leveraged while remaining true to the School and University's core mission. Our priority is to engage deeply with our students and accompany them throughout their educational and professional development processes. The [SCS Instructional Continuity Framework and Guidelines](#) are currently in place as SCS as we continue with remote instructional continuity for the AY 2020-21.

Georgetown has created a virtual [Coronavirus Resource Center](#) for all its system-wide COVID-19 resources, including public alerts, health and wellness resources, and FAQs.

Throughout instructional continuity at Georgetown, the SCS team has endeavored to rapidly design, develop, and deploy tools and resources to improve the quality of teaching, learning, and student experience. We envision that these tools will continue to be refined and leveraged across the university while simultaneously creating new resources as the need arises.

- [Remote Course Canvas Template](#) * Contact your Faculty Director for access.
- [Recorded Webinar on Canvas Remote Course Template](#)
- [Instructional Continuity Syllabus Addendum](#)

Emergency Closures, Preparedness, and HOYAlert

During inclement weather or other emergencies, check georgetown.edu/campus-life/safety-andemergency-preparedness or call (202) 687-SNOW for information on whether the university is open. If the University announces a "liberal leave" policy

in the event of inclement weather and announces that classes will meet as scheduled, a faculty member who believes that it is unsafe to come to campus may still elect to cancel his or her class by notifying the students by email through MyAccess (and notifying the appropriate program offices of this decision). An instructor who believes that it is unsafe to travel to campus should notify the program's Faculty Director by email.

HOYAlert sends messages with guidance in the event of an incident affecting the safety or security of Georgetown University's Main Campus, Medical Center, School of Continuing Studies, and Law Center. HOYAlert allows users to receive these alerts via Georgetown University or personal email addresses, SMS text messaging to cell phones and PDAs, as well as voice messaging to a cell or landline phones. Messages can be sent at any time as incidents occur, 24 hours a day, 7 days a week, 365 days a year.

All current students, faculty, and staff will receive HOYAlerts at their Georgetown University email address and at additional email addresses and phone numbers that the University has on file. If you would like to update your information or opt out of HOYAlerts, please visit www.getrave.com/login/georgetown.

HOYAlert (emails and texts) will continue to be used to notify students, faculty, and staff about changes in the university's operating status, including notifications regarding closings and delays. [Inclement weather information](#) (i.e. the university's operating status) can also be found by calling the inclement weather line at 202-687-7669 or visiting status.georgetown.edu. HOYAlert phone calls and voice messages will not be used to announce inclement weather information.

Resources for Faculty & Students

Resources for Faculty and Students

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

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

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

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

Additional resources and offices located at the SCS Downtown Campus can be found in the next section of this guide (“Georgetown Downtown Campus”) and at

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

LIVESAFE App

LiveSafe is a mobile safety app for GU students, faculty, and staff.

[Available on the App Store](#) and on [Android App on Google Play](#)

App Features:

- **Tips:** Anonymous Tips to the Georgetown University Police Department, including information about suspicious activity, harassment, noise complaints, mental health problems, and any other safety issues you may experience. You can add photos, audio, or video to your message, enabling officers to better respond to the issue
- **SafeWalk:** Allows users to add friends, share locations when you leave and arrive, stay in constant communication with friends while walking to your destination, and send a group chat when you reach your destination safely. If you run into trouble you can contact police from within the app
- **Talk or Chat Options:** Two-way communication with GUPD via chat or phone
- **Instant Emergency Connection:** In the case of an emergency where you need immediate assistance, you can choose to contact 911 or campus police. If you choose to call or message campus police, location tracking will begin, allowing officers to respond to your exact location

Copyright Policy

Copyright law recognizes the need for professors and students to use copyrighted works during certain teaching activities. In the classroom, you can use many materials with copyrights, either under fair use, a statutory exemption, or through a license agreement with the Library. Please see more detailed information by visiting <https://www.library.georgetown.edu/copyright/using-works-instruction>.

Faculty & Staff Assistance Program

The mission of the Faculty and Staff Assistance Program is to assist the university in addressing productivity issues, identifying personal concerns of “employee clients” that may affect job performance,

and providing integrative health solutions to maintain a healthy work-life balance.
<http://hr.georgetown.edu/fsap>

Counseling and Psychiatric Services (CAPS)

Room C107, inside the Student Services suite on Level C1

Hours: By appointment

Appointments: (202) 687-6985

After Hours Emergencies: (202) 444-7243 (ask for the on-call clinician)

Studenthealth.georgetown.edu/mental-health/

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

Events at Georgetown

This central calendar lists events that are sponsored by Georgetown University, individual Schools, and academic departments and programs. <http://guevents.georgetown.edu/>

Threat Assessment

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

SCS Downtown Campus Resources

SCS Downtown Campus Resources

Library

www.library.georgetown.edu/scs

SCS Campus Library:

Room C203

Hours: Monday - Thursday, 3:30 pm- 8:00 pm, or by appointment

Phone: (202) 784-7389

Email: scslibrary@georgetown.edu

Website: library.georgetown.edu/scs

Request a Research Consultation: library.georgetown.edu/scs/schedule-rc

Faculty can request an SCS librarian to speak to their students. The SCS librarians provide library research instruction, designed to introduce students to the libraries' collections, services, and information literacy concepts, including how to efficiently and effectively conduct library research. More specifically, library instruction sessions include:

- Introductions to relevant research materials for course assignments;
- Outlines of the research process;
- Demonstrations on how to use HoyaSearch, specialized article databases, data set resources, and RefWorks.

If you are interested in having a librarian come to your class and provide instruction, please contact the SCS Library at least two weeks in advance at scslibrary@georgetown.edu.

The SCS Library also creates and provides program specific research guides composed of curated lists developed by the librarians to help students easily access the most relevant library databases, journals, books, and citation information. You can find your program's research guide on the [Research & Course Guides](#) page.

Students, faculty, and staff can also meet one-on-one with a librarian to work with them on specific research projects or papers, either face-to-face via SCS Campus consultation, or through a virtual meeting using Zoom video-conferencing software. Please schedule all consultations at least one week in advance of the desired appointment time. If the library has openings less than one week out, every effort will be made to accommodate requests. Requests are first-come, first-served basis. Due to staffing, the Library unfortunately cannot accommodate faculty requests to meet with all students in a class one-on-one. Schedule a consultation by visiting <http://www.library.georgetown.edu/scs/schedule-rc>.

The library also offers reserve services, which involve setting aside books, media, and readings for students when faculty make the following requests:

- e-Reserves: An e-reserve is a single title of a book chapter or journal article, as well as professors' notes, syllabi, or handouts. Entire books cannot be scanned and placed on e-reserve. Read more about restrictions on e-reserves in our [Copyright Policies](#). Please note: e-reserves must be requested each semester using the form referenced below.
- Print Book and Media reserves: Physical copies of books and media placed on reserve may be checked out by students for short periods. Faculty can also place Lauinger, Blommer, and Bioethics library books on reserve at the SCS library. Personal copies of books can also be placed on reserve.
- Funds permitting, the library will make every reasonable effort to order a book or article if the resource is not otherwise available. Ordering a book for a course reserve will take at least several weeks, so it is important to submit reserve book requests as soon as possible.

To request any of the above reserve services, please complete and submit the appropriate [Course Reserves request form\(s\)](#) and submit the forms as an email attachment to reserves@georgetown.edu

Writing Lab

The Writing Lab assists SCS students at all stages of the writing process. The Lab holds workshops every semester on a variety of topics, offers one-on-one consulting sessions with experienced writing professors, and also schedules a variety of other events to help students succeed in their academic pursuits. To meet the diverse needs of our SCS student population, writing workshops and consulting sessions are designed to assist writers of all levels of experience and language backgrounds. To learn more about the services available to you, please visit [SCS Writing Lab](#).

Digital Media Center (DMC)

Room C203- SCS Library (Equipment check-out); C226 (Mac Lab)

Hours: Mon/Tues/Thurs 2:00- 8:30 pm

Mac Lab (C226): Mon/Tues/Thur., 2:00- 5:00 pm

Phone: (202) 687-5720

<http://scs.georgetown.edu/students/student-resources/digital-media-center/>

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

Copy & Print

Faculty Copy & Print Center

Room 207- Faculty Lounge

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

Student Copy & Print Center

Location: Adjacent to C217

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

Scholarly Publications Office

This office provides support to faculty members interested in publishing their scholarship through university presses or trade publications. Go to <https://booklab.georgetown.edu/>.

Academic Affairs & Compliance

Room C106

Hours: By appointment; 9:00 am- 5:30 pm

Email and Appointments: scsoaac@georgetown.edu

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

Sweet Yo Café

Location: Level C2

Phone: (202) 784-7194

Hours: Monday-Friday: 11:00 am- 9 pm

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

Day Lockers

Location: Adjacent to C206

Phone: (202) 687-7723

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

SCS provides day lockers to all students, faculty, and staff, free of charge. To receive a locker assignment and key, check with reception in the main lobby on Level 1. There is a \$10 fee for an unreturned or lost key. Georgetown University and the School of Continuing Studies are not responsible for lost or stolen items.

Interfaith Chapel & Contemplative Space

Location: 207 (SCS Interfaith Chapel)

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

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

International Student & Scholar Services

Room C106

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

Phone: (202) 687-6455

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

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

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

University Information Systems (UIS)

University Information Services (UIS) provides Georgetown University with the core technology resources and support services for teaching, learning, and research. To learn more UIS resources go to:

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

Lost & Found

Location: Reception Desk, Main Lobby on Level 1

Phone: (202) 687-7723

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

Quiet Study Room

Room C212

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

Wellness Room

Room C206

Phone: (202) 687-7723

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

A private wellness room is available to students, faculty, and staff who seek respite. The room, equipped with a couch, refrigerator, and sink, is suited for nursing mothers and those who are not feeling well.

Please sign-in at the reception desk in the main lobby on Level 1 to receive the key to the room (there is a \$10 fee for an unreturned or lost key).

School of Continuing Studies Leadership

For current information and links to contact information in SCS, please refer to <http://scs.georgetown.edu/about-scs/governance-and-leadership/>

Contact information for Georgetown University faculty and staff can be found at <http://contact.georgetown.edu>

Appendix

Appendix

Syllabus Template

The next section of this guide is dedicated to a course syllabus template and a course policy addendum. You may use this template when preparing your course. Please put your course specific information in the areas highlighted in yellow. SCS requires that you add the course policy addendum policy to the back of your syllabus.

Course Policies Addendum Template

**Georgetown University
School of Continuing Studies
Master of Professional Studies in [Add Program Name]
Course Syllabus, [SEMESTER, YEAR]**

Course:

Credits: [Number]

Class Day and time:

Course Dates:

Location: SCS, 640 Massachusetts Ave N.W., Room: [Add Room Number]

Instructor:

Office Hours: [Indicate your availability to meet outside of class]

Contact Telephone:

Email: Only list your Georgetown Email account

Course Description

[Please visit the SCS webpage to find the course description in the [schedule](#)]

Course Objectives

By the end of the semester, you will be able to:

[Your faculty director will work with you to define and provide 4-6 course objectives]

Course Methodology: [Example]

Learning strategies include lectures, group discussions, case studies, experiential exercises, group presentations, and research assignments. For example:

- Group discussions to allow students the benefit of learning from their peers, building skills in peer interaction, and communicating similar and dissimilar viewpoints
- Case studies to strengthen each student's analytic capabilities and critical thinking skills
- Facilitated experiential exercises to link both academic and practitioner perspectives
- Group presentations to promote student interaction in a team setting and to strengthen communications skills
- A research paper to increase research and analytical capabilities

Required Textbooks

- [Please follow APA format for each text or article listed here. SCS requires the ISBN No. for each text.]

Recommended Reading

- [Please follow APA format for each text or article listed here. SCS requires the ISBN No. for each text.]

Required Online Materials

[Links go here. Please check the links to make sure they are correct and active.]

Grading System

[This is an example]

Essay	10%
Class Participation	5%
Midterm Exam	15% - Short answer/essay exam
Case Study Analysis	30% - Written analysis on three assigned cases
Group Presentations	20% - Group presentations utilizing current ethics' survey data
Final Paper	20%
Total	100%

Letter Grading Descriptions

Listed below are grades and their corresponding academic standards.

A = 95-100%

Clearly stands out as excellent work. An "A" grade work could be used as a model for other students to emulate. Shows excellent grasp of subject matter and conceptual integration. The presentation shows excellent in-depth analytical thinking and an elegantly innovative application. It is very well written and organized. Additional input is provided, relevant to the subject, from outside sources or personal experience.

A- = 90-94.99%

Represents high-quality performance. Shows excellent grasp of subject matter and conceptual integration. Shows a high level of thinking, analysis, and application. The presentation is very well written and organized. Additional input is provided, relevant to the subject, from outside sources or personal experience.

B+ = 87-89.99%

Represents very good work. Shows thorough grasp of subject matter and effective application. Shows good thinking and analysis. The presentation is well written and organized. Additional input is provided, relevant to the subject, from outside sources or personal experience.

B = 83-86.99 %

Represents satisfactory work. Shows adequate level of thinking and analysis. Standard of presentation, organization, and appropriateness of application is adequate. Some level of additional input is provided.

B- = 80-82.99 %

Work is below graduate level expectations, marginally passing. Presentations are rather general, superficial, or incomplete and not very well written. Indicates minimal level of individual thought or effort with inadequate attempts at application.

C = 70-79.99%

Work is clearly unsatisfactory. It is poorly written and presented, shows poor analysis, misses important elements and lacks any noticeable attempts at application.

F = 69.99% and below

Fails to meet minimum acceptable standards.

Assignments

[Provide a brief description of each assignment. For example:

- Content Criteria

- Length
- Due Date
- Rubric for the assignment]

[SCS requires a rubric for each assignment that measures student work against performance goals and specific criteria.]

Instructor Feedback/Turnaround

Include a timeline for replies to e-mail messages and submission/assessment feedback. For example:

If you have a concern and send me a message, please expect a response within 48 hours. Please allow 3-5 days for assessment submission feedback.

Attendance Policy

Please include a policy.

Late Assignments

[Accepting late work policy is up to the faculty member. You may decide to accept late work, or you may assess a penalty for late work. Either way, your policy must be clearly stated and consistently applied. Here is one example:]

[Example: Late assignments submitted less than one week after the due date will receive a 10% penalty. Late assignments submitted more than one week after the due date will receive a 25% penalty. Once you get behind, it becomes extremely difficult to catch up so we need you to turn your assignments in when they are due. If you are having trouble keeping up please see one of us IMMEDIATELY. Do not wait until the last minute to let us know you are having problems with an assignment. We realize that everyone is very busy and this class does require a fair amount of work, but you should be able to realize in advance if you are falling behind.]

Instructional Continuity

Please include a plan to either conduct class at the scheduled time or a way to make up the class should there be a University closure.

Please note, the University's Instructional Continuity policy is in the course policies addendum.

COURSE SCHEDULE

Date	Week	Topic	Reading/Assignments
	1		
	2		
	3		
	4		
	5		
	6		
	7		
	8		
	9		
	10		
	11		
	12		
	13		
	14		
	15		

Course Policies Addendum

Please incorporate the following policies into your syllabus:

Citation Policy

Students must use a style guide for all coursework. APA Style (APA Publication Manual 6th Edition), used in all SCS courses, is the preferred style. The SCS library has prepared an APA Citation video to guide citation formatting that you can find here [SCS APA Tutorial](#).

Turnitin.com

Students agree that by taking this course all required papers will be subject to submission to Turnitin.com for text matching algorithms to detect plagiarism. All submitted papers will be added as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers in the future. For technical support, go to http://turnitin.com/en_us/support.

Submission Policy

Submit all assignments to the Canvas/Blackboard course website. Assignments submitted through email are not acceptable and will be considered missing/and or late.

Instructional Continuity

Instructional continuity is a policy that allows faculty and students to maintain learning activities and academic work during disruptions, such as inclement weather or university closures. Please be prepared to participate in the instructional activities found in the Canvas Site instead of attending face-to-face class when circumstances prevent on-campus instruction. You can access the university's operating status any time by calling (202) 687-SNOW (7669) or visiting the university operating status page. Do not rely on local media for the most up to date information. If you have questions about instructional continuity, please contact me.

Honor System

All submissions must be your original work. Any submission suspected of plagiarism will be immediately referred to the Honor Council for investigation and possible adjudication. All students are expected to follow Georgetown's honor code unconditionally. If you have not done so, please read the honor code material located online at honorcouncil.georgetown.edu.

The Honor Pledge

*In pursuit of the high ideals and rigorous standards of academic life, I commit myself to respect
and to uphold the Georgetown University honor system;
To live out a commitment to integrity in all my words and actions;
To be honest in every academic endeavor;*

*To conduct myself honorably, as a responsible member of the Georgetown community as we live and work together;
To live out the ideals of Georgetown University, I commit myself to be a person for others in my daily life, respectful of difference and disagreement;
To care for this venerable campus and all of those with whom I share it;
And to fulfill in all ways the trust placed in me to carry on the Georgetown tradition.*

Students with Disabilities

Under the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, individuals with disabilities have the right to specific accommodations that do not fundamentally alter the nature of the course. Some accommodations might include note takers, books on tape, extended time on assignments, and interpreter services, among others.

Students are responsible for communicating their needs to the Academic Resource Center, the office that oversees disability support services, (202)- 687-8354; arc@georgetown.edu; <http://academicsupport.georgetown.edu/disability>) before the start of classes to allow time to review the documentation and make recommendations for appropriate accommodations. The University is not responsible for making special accommodations for students who have not declared their disabilities and have not requested an accommodation in a timely manner. Also, the University need not modify course or degree requirements considered to be an essential requirement of the program of instruction. For the most current and up-to-date policy information, please refer to the [Georgetown University Academic Resource Center website](#). Students are highly encouraged to discuss the documentation and accommodation process with an Academic Resource Center administrator.

Library Research Guide

Each MPS program has an extensive online Library Research Guide designed for the subject and research specifications. The Guide will give you direct access to the library resources central to your course research work. To access the guide, go to guides.library@georgetown.edu.

Library Services

Georgetown students may make an appointment with a librarian to discuss a research topic, develop a search strategy, or examine resources for projects and papers. Librarians offer overviews and in-depth assistance with important resources for papers, capstones, projects, and other types of research. Appointments are conducted in person, by using Google Hangout (video-conferencing function) through the Georgetown Gmail System, or by telephone. This service is available to currently enrolled students who need assistance with Georgetown-assigned projects and papers.

eResources

Students enrolled in courses have access to the University Library System's eResources, including 500+ research databases, 1.5+ million ebooks, and thousands of periodicals and other multimedia files (films, webinars, music, and images). You can access these resources through the [Library's Homepage](#) by using your NetID and password.

Writing Lab

The Writing Lab provides assistance SCS students during the writing process and also provides the essential writing skills necessary to succeed in school. The Writing Lab holds workshops every semester on a variety of topics, and also offers one-on-one sessions with an experienced writing tutor, either online or on-site.

To meet the diverse needs of our SCS student population, writing workshops and tutoring sessions designed to assist both native and non-native speakers are available. To learn more about the services available to you, go to SCSWritinglab.georgetown.domains.

Canvas

All students have 24/7 access to Canvas technical support 24 hours a day, 7 days a week, including live chat and a support hotline at (855) 338-2770. Clicking the 'Help' icon in the lower left of your Canvas window will display your available support and feedback options. If you are looking for help on a specific feature, please review the [Canvas Student Guide](#).

Student Support Services

SCS offers a variety of support systems for students that can be accessed online, at the School of Continuing Studies downtown location, and at Georgetown main campus:

Academic Resource Center
(202) 687-8354 | arc@georgetown.edu
<http://academicsupport.georgetown.edu/>
Counseling and Psychiatric Services
(202) 687-6985
<http://caps.georgetown.edu/>

Sexual Misconduct

Georgetown University prohibits sexual misconduct, including sexual harassment, sexual assault, domestic/dating violence, and stalking.

Discrimination based on sex, including sexual misconduct and discrimination based on pregnancy or parenting status, subverts the University's mission and threatens permanent damage to the educational experience, careers, and well-being of students, faculty, and staff.

Please know that as a faculty member I am committed to supporting survivors of sexual misconduct, including relationship violence and sexual assault.

However, University policy also requires faculty to report any disclosures about sexual misconduct to the Title IX Coordinator, whose role is to coordinate the University's response to sexual misconduct. Georgetown has a number of fully confidential professional resources who can provide support and assistance to survivors of sexual assault and other forms of sexual misconduct.

More information about campus resources and reporting sexual misconduct can be found at <https://sexualassault.georgetown.edu/get-help>.

Pregnancy Adjustments and Accommodations

Georgetown University is committed to creating an accessible and inclusive environment for pregnant and parenting students. Students may request adjustments based on general pregnancy needs or accommodations based on a pregnancy-related complication. Specific adjustments will be handled on a case by case basis and will depend on medical need and academic requirements.

Students seeking a pregnancy adjustment or accommodation should follow the process laid out at <https://titleix.georgetown.edu/student-pregnancy>.