



GEORGETOWN UNIVERSITY
School of Continuing Studies

A School in Focus

2016–2017 DEAN'S REPORT

A Campus

IN THE HEART OF WASHINGTON, D.C.

KEY POINTS OF REFERENCE

- 1 CONVENTION CENTER
- 2 WHITE HOUSE
- 3 NATIONAL MALL / WASHINGTON MONUMENT
- 4 CAPITOL HILL
- 5 VERIZON CENTER
- 6 CITY CENTER DC
- 7 NATIONAL PORTRAIT GALLERY / SMITHSONIAN AMERICAN ART MUSEUM
- 8 UNION STATION
- 9 GEORGETOWN UNIVERSITY MAIN CAMPUS

METRO STOPS
M METRO



2 MILE

1 MILE

0.5 MILE

3.1 MILES

3 National Mall / Washington Monument
1.5 MILES

4 Capitol Hill
1.5 MILES

9 Georgetown University Main Campus

- 1 DEAN'S WELCOME
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Dean's Welcome

This has been a pivotal year for the Georgetown University School of Continuing Studies (SCS). We have affirmed our guiding principles with a refreshed focus and employed them in new ways, allowing us to both expand our work and strengthen existing academic programs. Integral to this work was rearticulating our mission: to deliver a world-class 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.

Our organizing principles allow us to meet this mission in new and unique ways. We drive pedagogical innovation by incorporating technology-mediated learning. We celebrate the diversity of our students, faculty, and staff, and our commitment to justice and the common good. We foster a culture of collaboration within all sectors of society and engage with local, national, and global communities.



Finally, we seek to exemplify Georgetown's shared Jesuit values, such as Women and Men for Others and *cura personalis*, or "care for the whole person." These values give purpose to our work and underscore all that we do.

As you read through the following pages, you will see that when these crucial elements of our identity are working together, they have the power to be transformative. Ultimately, we seek to improve the lives and careers of diverse lifelong learners by providing access to engaged and personalized liberal and professional education for all. By doing so, we can have an enormous collective impact.

Most Sincerely,

Kelly J. Otter, Ph.D.

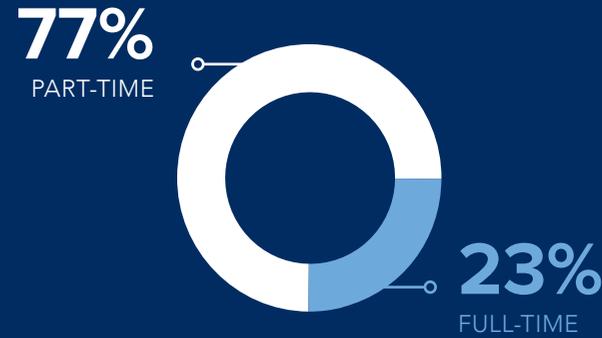


“You are working parents, career switchers, **professionals striving to accelerate your careers**, veterans, and recent college grads—you are exactly who we’re looking for at **Georgetown SCS**.”

Kelly J. Otter, Ph.D.

DEAN, SCHOOL OF CONTINUING STUDIES
SPRING 2016 NEW STUDENT WELCOME

PART-TIME VS. FULL-TIME STUDY



YEARS OF WORK EXPERIENCE

MASTER OF PROFESSIONAL STUDIES

5 yrs MEDIAN
6.6 yrs AVERAGE

EXECUTIVE MASTER OF PROFESSIONAL STUDIES

9 yrs MEDIAN
11 yrs AVERAGE

BACHELOR OF ARTS IN LIBERAL STUDIES

7 yrs MEDIAN
9.5 yrs AVERAGE

GRADUATE LIBERAL STUDIES

9 yrs MEDIAN
12 yrs AVERAGE

Professional EXPERIENCE

46

INDUSTRIES REPRESENTED

- 15%** REAL ESTATE
- 7%** MILITARY AND DEFENSE
- 7%** EDUCATION
- 7%** GOVERNMENT/ PUBLIC ADMINISTRATION
- 5%** FINANCIAL SERVICES
- 5%** SPORTS MANAGEMENT
- 4%** CONSULTING
- 4%** NONPROFIT
- 46%** OTHER

Includes students in Master of Professional Studies, Executive Master of Professional Studies, and Liberal Studies programs.

5,330

ALUMNI

3,038 MASTER OF PROFESSIONAL STUDIES

66 EXECUTIVE MASTER OF PROFESSIONAL STUDIES

45 DOCTOR OF LIBERAL STUDIES

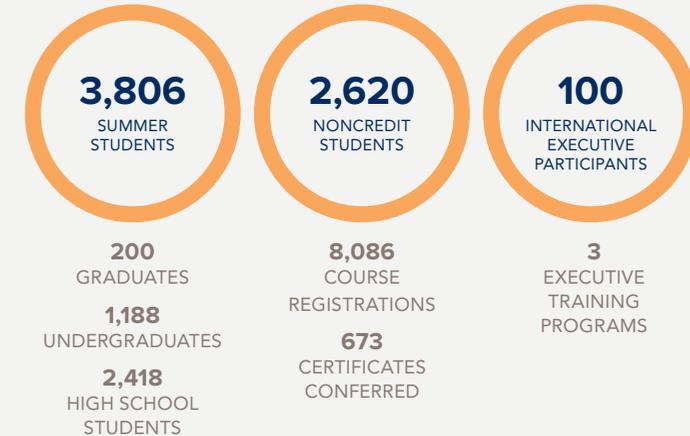
1,685 MASTER OF ARTS IN LIBERAL STUDIES

496 BACHELOR OF ARTS IN LIBERAL STUDIES

FALL 2016 DEGREE PROGRAMS

ENROLLMENT	PROGRAMS
2,217	18 TOTAL
1,907	12 MASTER OF PROFESSIONAL STUDIES
41	3 EXECUTIVE MASTER OF PROFESSIONAL STUDIES
64	1 DOCTOR OF LIBERAL STUDIES
81	1 MASTER OF ARTS IN LIBERAL STUDIES
124	1 BACHELOR OF ARTS IN LIBERAL STUDIES

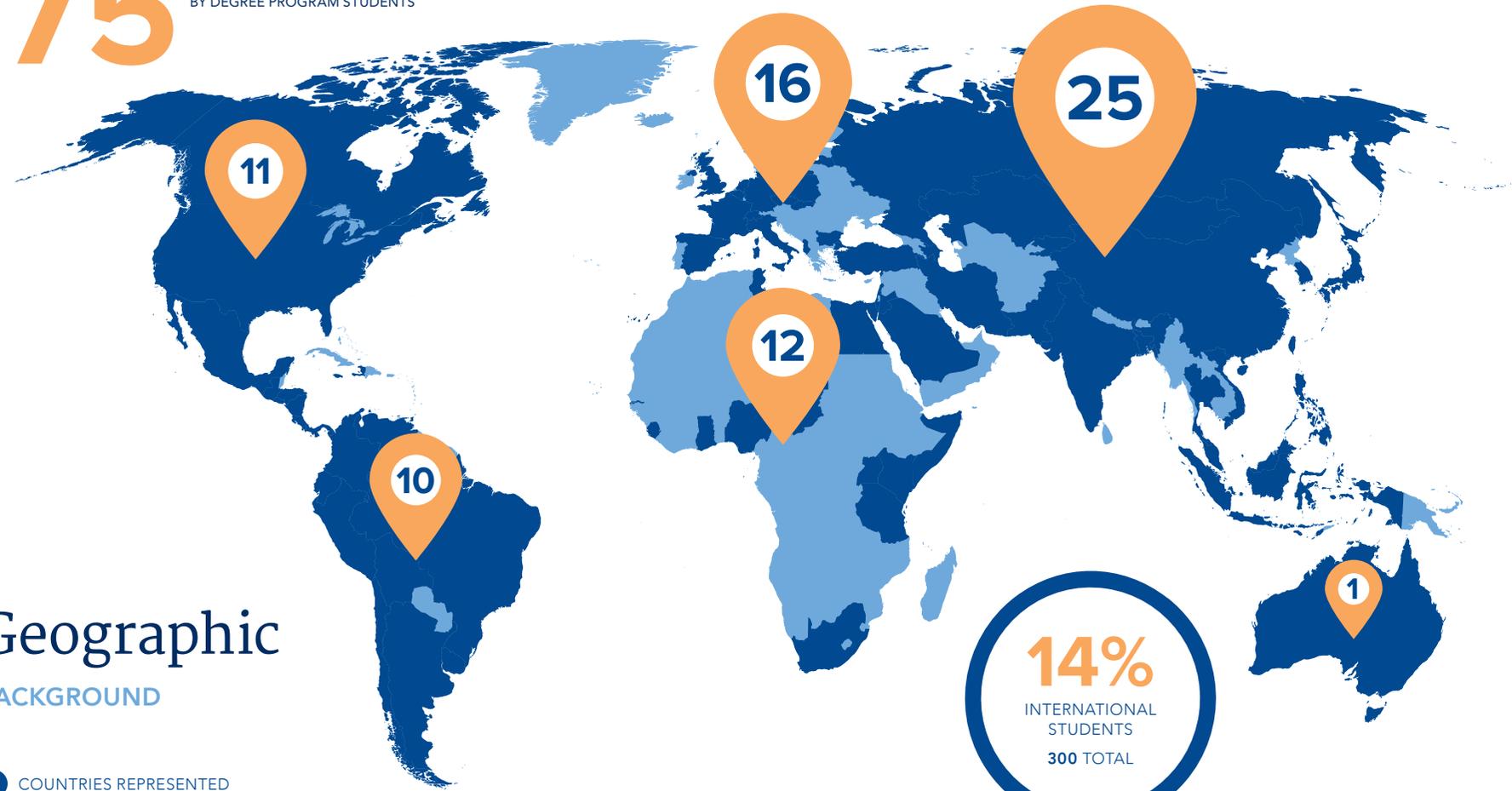
NONCREDIT & SPECIAL PROGRAMS



Program ENROLLMENT

75 NATIONALITIES REPRESENTED

BY DEGREE PROGRAM STUDENTS



Geographic BACKGROUND

- COUNTRIES REPRESENTED
- # NUMBER OF COUNTRIES REPRESENTED PER CONTINENT

Innovation

IN FOCUS

Shenita Ray

DIRECTOR OF ONLINE OPERATIONS

“Merely offering courses in an online format is no longer a differentiating factor,” explained Shenita Ray, Ph.D., director of online operations at SCS.

Mission-driven institutions of higher education are frequently confronted with the challenge of conveying their values and identity in the classroom. A new challenge for many universities is determining the best ways to incorporate mission into online instruction.

Ray works with faculty across SCS to ensure that Georgetown’s Jesuit values are not only present in coursework, but also guide curriculum design.

A graduate of fellow Jesuit institution Marquette University, Ray’s first question upon being hired was, “Is there a way to take Georgetown values and integrate them from the beginning into how we’re designing our courses?”



Another priority was making the impact of the pedagogical design measurable.

“Our approach is to first engage the faculty member in discussions about Georgetown values and how we can best represent them in online content, activities, assignments, assessments, and the graphic design of the course. Next, we select an idea from these discussions and design an experiment to test it,” she said.

Experimentation is the cornerstone of this effort. Integrating Jesuit values into the development of online courses is a new approach to instructional design. “To identify solutions that have the transformative impact we seek, it is important to implement experiments, iterate, and test different techniques that may animate Georgetown values in our online courses.

Collecting and evaluating data from students and faculty through surveys and engaging faculty in roundtable discussions helps us to measure the impact of the experiments,” she said.

One such approach is enlivening Georgetown’s value of *cura personalis*—or “care for the whole person”—through technology-mediated communication, such as synchronous sessions

via Zoom and video, audio, and text messaging via VoiceThread. “We try to ensure that students feel the presence of faculty in their courses. It is through this presence that our faculty can demonstrate care for the students. Not only does this foster better relationships between faculty and students—which is central to our mission—but it can also influence student learning.”

Faculty training is another priority for the School. “We are designing an interactive onboarding tutorial for faculty, which outlines our expectations of them as instructors, what they should be doing during the time they are teaching the course, and what they need to do when the course is completed.” Central to this onboarding tutorial is an introduction to Georgetown’s Jesuit values, and a guide to integrating these values into the online environment.

“We currently embody the values much more implicitly than communicating them explicitly. We can do a better job by talking more about what they mean and how they can be represented in coursework—and this all begins at the curriculum design stage,” said Ray. “I have not heard of many institutions thinking about their online curriculum design this way.”

DEGREE STUDENTS BY THE NUMBERS

28% ONLINE
623 STUDENTS

2% HYBRID
41 STUDENTS

70% ON CAMPUS
1,553 STUDENTS

2,217
SCS STUDENTS

Unique LEARNING EXPERIENCES



8
PROGRAMS FEATURE
INTERNATIONAL
STUDY OPPORTUNITIES



EMERGENCY & DISASTER MANAGEMENT
London, England

GLOBAL STRATEGIC COMMUNICATIONS
London, England; Singapore

HOSPITALITY MANAGEMENT
Havana, Cuba; Berlin, Germany;
Amsterdam, Holland

SPORTS INDUSTRY MANAGEMENT
Rio de Janeiro, Brazil

HUMAN RESOURCES MANAGEMENT
Prague, Czech Republic

URBAN & REGIONAL PLANNING
Shanghai, China; Paris, France

PUBLIC RELATIONS &
CORPORATE COMMUNICATIONS
London, England

REAL ESTATE
Munich, Germany

INSTITUTE FOR TRANSFORMATIONAL LEADERSHIP

The Institute for Transformational Leadership (ITL) is an international center for inquiry, research, and education about the nature and requirements of leadership in the 21st century. ITL conducts trainings for executive coaches, organizations, and leaders from around the world.



CENTER FOR INTEGRATED SOCIAL IMPACT

Georgetown University's Center for Integrated Social Impact (CISI) is a research and action center igniting the power of responsible marketers, communicators, journalists, and fundraisers. CISI shares its cutting-edge applied research, offers engagement opportunities, and creates courses for both master's students and working professionals through executive and custom education.

HOYA PITCHMASTERS

Hoya Pitchmasters is a group created and facilitated by the master's in Public Relations & Corporate Communications program. The group is designed to provide students with the opportunity to build their skills and confidence in public speaking within a supportive environment.



40+

CAREER, NETWORKING, AND
INDUSTRY EVENTS HOSTED BY SCS



GEORGETOWN UNIVERSITY SUMMER COLLEGE IMMERSION PROGRAM

Each July, rising high school seniors from the Cristo Rey Network and KIPP Foundation school systems meet at Georgetown University for a three-week college preparatory program. Designed for high-achieving students from underserved communities, the Summer College Immersion Program equips students with the skills they need for college success.

SUMMER PROGRAMS FOR HIGH SCHOOL STUDENTS

Georgetown's Summer High School Programs are offered in a diverse range of subjects, covering everything from forensic science, art, and politics to entrepreneurship, law, and journalism. Summer 2016 participants included 2,418 students from across the country and around the world.



Diversity
IN FOCUS



David Smith

SCS ALUMNUS '15

When Special Forces Master Sergeant David Smith was critically injured in combat, his priorities and his plans for the future were forever changed. In addition to losing his left arm and one of the fingers on his right hand, Smith also sustained a moderate case of Traumatic Brain Injury. After enduring repeated operations and months of painful rehabilitation at Walter Reed Army Hospital, Smith was visited by a hospital outreach worker who encouraged him to continue his education.

"I was a middle-aged adult dealing with a life-changing injury," Smith said. "I realized I was going to have to adapt—the world wasn't going to adapt to me."

In the summer of 2011, Smith took his life back into his own hands and enrolled in the School of Continuing Studies' Bachelor of Arts in Liberal Studies program. The interdisciplinary bachelor's completion program examines the sweep of Western Civilization, from antiquity to today, and covers diverse subjects that include history, philosophy, anthropology, and religion. And Smith was in good company: about 40 percent of students in the program are veterans. Students and faculty alike say that they bring certain maturity and knowledge born of practical

experience to the program, and that civilians and veterans learn from one another.

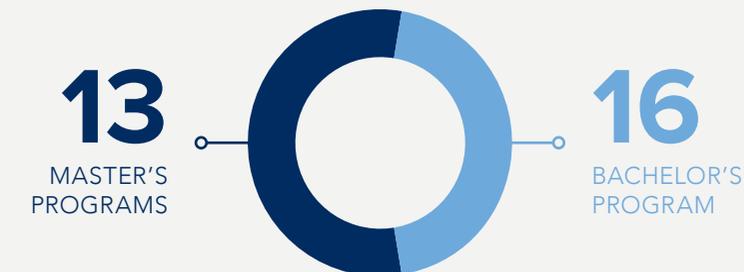
Smith graduated from the bachelor's program in the summer of 2015 and is now a graduate student in Securities Studies at Georgetown's School of Foreign Service. He expects to get his master's in two years, and then plans to use his education and military experience to become a security consultant.

"The University and the Bachelor of Arts in Liberal Studies program—they wanted to make it as seamless as possible for the wounded vets to come to classes at Georgetown, to remove any barrier that could stand in the way." Smith said. "From my perspective, how could you not be a part of that?"

MILITARY STUDENTS



YELLOW RIBBON PROGRAM PARTICIPANTS



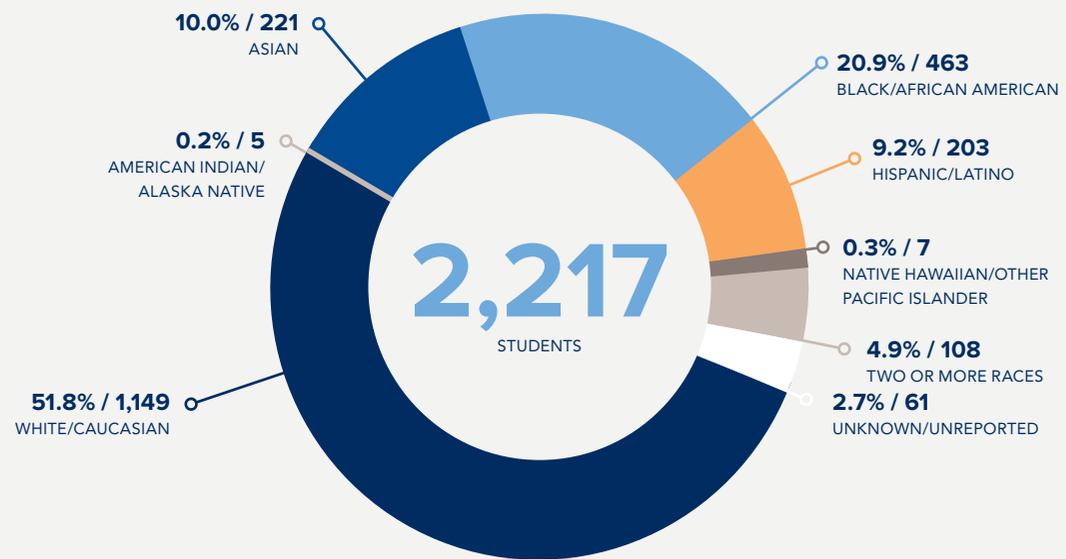


“I have in my hands a copy of the order of the exercises, the program for the **very first Georgetown graduation in 1817** ... I don't have photographs of that 1817 ceremony, but it's a pretty safe bet that not only were **all the students men**, all of them were white. Look around today ... **More than 40%** of the graduates this afternoon are **women and men of color**.”

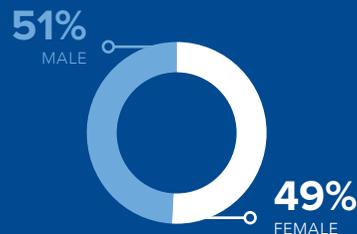
Daniel Pink

2016 SCS COMMENCEMENT SPEAKER & HONORARY DEGREE RECIPIENT

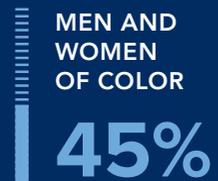
STUDENT BODY AT A GLANCE



SEX



ETHNICITY



AGE RANGE

20-75
YEARS OLD

Collaboration
IN FOCUS



Uwe Brandes

FACULTY DIRECTOR
& ASSOCIATE PROFESSOR OF THE PRACTICE
MASTER'S IN URBAN & REGIONAL PLANNING

"Cities are producing an unprecedented amount of data, and we need to learn how to harness it," explained Uwe Brandes, faculty director and associate professor of the practice for the master's in Urban & Regional Planning program.

The concept of "smart cities" in urban planning seeks to make sense of this data and considers how cities can be made more efficient by introducing new services informed by digital information.

In the fall of 2015, a group from Georgetown, led by Brandes, visited the White House to discuss how institutions of higher education and local governments can better work together to tackle pressing civic challenges.

Out of this collaboration, MetroLab Network was born, a group of 34 city-university partnerships from across the country, focused on bringing data, analytics, and innovation to city government. Georgetown has formed a local MetroLab consortium with The George Washington University and Howard University, and together these universities are working with the District of Columbia's Office of the Chief Technology Officer to explore new research and urban planning practices.

"We are incredibly lucky to be in Washington because we have so many active partners exploring how digital information can make life better in cities. This consortium is becoming the clearinghouse for innovative new research projects in the District of Columbia," said Brandes.

Urban & Regional Planning students are working with public agencies and private companies to test ideas, prototype new planning practices, and conduct research. "One of our students is redesigning the city's digital economic development dashboard while serving as an intern at city hall. Another is helping a startup company invent the next generation of on-demand urban mobility services. The city has become both our physical and virtual laboratory."

STUDENTS BY GEOGRAPHIC LOCATION



 **51%** UNITED STATES
D.C.-MARYLAND-VIRGINIA

 **49%** UNITED STATES & INTERNATIONAL
OUTSIDE OF D.C.-MARYLAND-VIRGINIA

MASTER OF PROFESSIONAL STUDIES

14

- Applied Intelligence*
- Emergency & Disaster Management
- Hospitality Management
- Human Resources Management
- Integrated Marketing Communications
- Journalism
- Project Management
- Public Relations & Corporate Communications
- Real Estate
- Regulatory Affairs*
- Sports Industry Management
- Systems Engineering Management
- Technology Management
- Urban & Regional Planning

EXECUTIVE MASTER OF PROFESSIONAL STUDIES

3

- Emergency & Disaster Management
- Global Strategic Communications
- Program & Portfolio Management

LIBERAL STUDIES

3

- Bachelor of Arts in Liberal Studies
- Master of Arts in Liberal Studies
- Doctor of Liberal Studies

SUMMER & SPECIAL PROGRAMS

3

- Georgetown Summer Sessions
- Summer Programs for High School Students
- Visiting Non-Degree

* Program launching Fall 2017



24

PROFESSIONAL CERTIFICATES

- Budget & Finance
- Business Administration
- Corporate Finance
- Cybersecurity Strategy
- Data Science
- Digital Marketing
- Early Intervention
- Education Policy & Program Evaluation
- Financial Planning
- Forensic Accounting

- Franchise Management
- International Business Management
- International Migration Studies
- Marketing
- Organizational Consulting & Change Leadership
- Project Management: On Campus & Online
- Project Management Intensive
- Social Media Management: On Campus & Online
- Strategic Diversity & Inclusion Management
- Strategy & Performance Management

INSTITUTE FOR TRANSFORMATIONAL LEADERSHIP

- Facilitation
- Health Coaching
- Leadership Coaching
- Transformational Leadership

6

CENTER FOR LANGUAGE EDUCATION & DEVELOPMENT

- Intensive English Programs
- Business & Professional English Certificate Program
- Professional Communication
- Teacher Training
- Customized Group Programs
- Continuing Studies English

12+

CORPORATE & CUSTOM EDUCATION PROGRAMS



GEORGETOWN UNIVERSITY
School of Continuing Studies

640 Massachusetts Ave NW
Washington, DC 20001

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