

Georgetown University's request for a New Program at a  
New Location in accordance with COMAR 13B.02.01.08I  
'Further Requests by Institution'

**MARYLAND HIGHER EDUCATION COMMISSION**  
**Application for Initial Approval for Out-of-State Degree-Granting**  
**Institutions to Operate in Maryland**

**Please Note:** A separate application form must be completed and submitted with all supporting documentation for each proposed location in Maryland.

**PROPOSED LOCATION IN MARYLAND.**

Please provide the full mailing address. If a specific facility is yet to be identified, please provide as a minimum, the county or city in which you plan to operate.

Patuxent Institution (Correctional Mental Health Center - Jessup)  
7555 Waterloo Road  
Jessup, Maryland 20794

[If these programs/classes are to be offered at a military installation and the recruitment and enrollment of students is limited to active duty personnel, their dependents, or civilians employed at the installation, and if the institution waives its right to claim veterans’ benefits for enrolled students, do not complete this application. Complete an Application for Exemption to COMAR 13B.02.01 instead.]

**PROPOSED START DATE.**

August 25, 2021

Applications should be submitted at least 5 months prior to the proposed start date.

<b>INSITUTION APPLYING FOR APPROVAL.</b>	
<b>Name of Institution:</b> Georgetown University	
<b>Web Address:</b> www.georgetown.edu	
<b>OPEID Code:</b> 00144500	
<small>U.S. Department of Education, Office of Postsecondary Education, ID Code -- Title IV eligibility.</small>	
<b>Chief Executives Officer:</b> John J. DeGioia, PhD, President, Georgetown University	
<b>Mailing Address:</b> 37th and O St NW, Washington, DC 20057-0001	
<b>Telephone:</b> (202) 687-0100	<b>Email:</b> president@georgetown.edu

**Institutional Liaison:** Name and title of the individual who will serve as liaison to the Maryland Higher Education Commission:  
**Name:** Jonathan Gomez  
**Title:** Associate Registrar for Program Registrations

**Mailing Address:** 37th and O St NW, Washington, DC 20057-0001

**Telephone:** (202) 687-4073

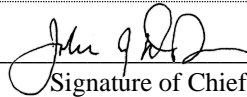
**Email:** jg2044@georgetown.edu

\*\*\*\*\* **CERTIFICATION** \*\*\*\*\*

I hereby affirm that the answers given in this application and its attachments are accurate and complete and further agree to comply with the *Annotated Code of Maryland* and State regulations governing the operation of out-of-State degree-granting institutions (COMAR 13B.02.01).

April 30, 2021

Date



Signature of Chief Executive Officer

**Please Submit All Information To:**

**Maryland Higher Education Commission  
Division of Planning and Academic Affairs  
6 N. Liberty St., 10<sup>th</sup> Floor  
Baltimore, Maryland 21201  
acadprop@mhec.state.md.us  
(410) 767-3268**

A copy of these regulations can be found at the Maryland Higher Education Commission's web site [www.mhec.state.md.us](http://www.mhec.state.md.us) (under Academic Approval Process) along with an on-line application form.

\*\*\*\*\*

**I. SUPPORTING DOCUMENTATION.**

Only a complete application can be acted upon. While separate application forms must be completed and submitted for each proposed location, the following Supporting Documentation needs to be included only once for the entire package of applications. **CHECK EACH ITEM AS ATTACHED.**

- Catalogs and Other Institutional Publications. COMAR 13B.02.01.20A(1)

Include one printed copy of the institution's home campus catalog or other publication (graduate and undergraduate as applicable) that contains information on: academic progress standards, curricular content of the proposed programs, student services information, credit for prior learning as well as credit for practica, clinical experience, internships, and cooperative work experiences. Please also provide copies of the awards to be granted.

- Application Fee. COMAR 13B.02.01.07D(2)

The institution shall submit a non-refundable application fee in the amount of (a) \$7,500 for up to two degree programs and (b) an additional \$850 for each degree program over two programs. The institution's check should be made payable to: Maryland Higher Education Commission.

- Accreditation. COMAR 13B.02.01.07D(3)(g)

Provide a copy of the most recent letter of approval (notification) from an organization recognized as an accrediting agency by the U.S. Department of Education. Along with your most recent notification of institutional accreditation, please provide evidence that you are in compliance with that organization's policies and procedures related to off-campus educational activities. If any of your proposed programs require program accreditation provide evidence of that accreditation.

Registration as an Out-of-State Corporation. COMAR 13B.02.01.07D(3)(f)

To transact interstate business in Maryland, the institution must qualify with the State Department of Assessments and Taxation by making the certification required in the Corporations and Associations Article, §7-202, Annotated Code of Maryland. A public institution is not required to qualify as a foreign corporation. However, a business entity affiliated with a public institution or a private institution (profit or non-profit) must qualify as a foreign corporation. The Foreign Corporation Qualification Form may be obtained from the Maryland Department of Assessments and Taxation, Room 809, 301 West Preston Street, Baltimore, Maryland 21201 or on-line at: [www.dat.state.md.us](http://www.dat.state.md.us). Once qualified, the institution must provide a copy of the certificate of good standing issued by the State Department of Assessments and Taxation.

Certificate of Compliance. COMAR 13B.02.01.07D(3)(o)

Please provide a certificate for each location for which you are seeking approval, indicating that the proposed facility has been inspected and is found in compliance with local and State ordinances pertaining to fire and safety. If this is not presently available, it may be submitted no later than 30 days prior to the start of classes.

Board of Trustees Resolution of Financial Solvency. COMAR 13B.02.01.07D(3)(e)

Please provide a resolution from your Board of Trustees addressed to the Secretary of Higher Education stating that your institution is financially solvent.

Advertisements. COMAR 13B.02.01.07D(3)(p)

Please provide copies of any advertisements in print format related to the proposed programs.

Teach-out Plan. COMAR 13B.02.01.07D(3)(j)(iv)

The institution must provide a copy of its teach-out plan allowing enrolled students to complete their programs if the institution decides to cease operation in Maryland.

## **II. APPLICATION QUESTIONNAIRE**

This questionnaire, properly completed with supporting documentation, shall serve as an application for approval to operate in Maryland under the *Code of Maryland Regulations* (COMAR) 13B.02.01. It must be completed for each proposed location.

### **1. Programs.**

**Please enter below, or create an attachment (labeled "A-1: Programs") to this application with your responses to the following:**

(a) Provide a list of the proposed programs (or individual courses) to be offered at this location. An institution may apply to offer courses only if the full complement of courses comprise not more than 3 courses (or 9 credit hours) of a degree program. [See COMAR 13B.02.01.07D(5)] For each

program/course provide the following information: (1) the full title of the program (or individual course); (2) the degree or certificate to be awarded; (3) the mode of instructional delivery; (4) the number of credit hours (semester or quarter); and (5) whether they are offered at the parent campus.

Program Title	Degree	Mode of Instruction	Total Credit Hours	Offered on Main Campus Yes / No
<i>Example: Organizational Management</i>	<i>M.S.</i>	<i>Classroom</i>	<i>36 sem</i>	<i>Yes</i>
<i>Example: BUS 101 Intro to Business Administration</i>		<i>Distance Ed.</i>	<i>3 sem</i>	<i>Yes</i>
Bachelor of Liberal Arts in Cultural Humanities	BLA	Classroom	120 sem	No
Bachelor of Liberal Arts in Global Intellectual Histories	BLA	Classroom	120 sem	No
Bachelor of Liberal Arts in Interdisciplinary Social Sciences	BLA	Classroom	120 sem	No

(b) If the information does not appear in the catalog or publication you submitted, provide (1) a description of the curriculum; (2) the objectives of each course; and (3) a course schedule for the proposed location.

See attachment A-1

(c) Please provide a brief description of the student population to be served by the proposed program.

See attachment A-1

**2. Educational Need.** Before the Commission may evaluate the readiness of an out-of-State institution to operate or award new degrees in the State, including the offerings of an instructional program or a degree level not previously approved, the institution shall present evidence demonstrating the educational need to establish operations, offer programs, and award the degrees in question in the State. In addition, the out-of-State institution shall demonstrate that the proposed program, for which the institution is making application, meets a critical and compelling regional or Statewide need and is consistent with the Maryland State Plan for Postsecondary Education. COMAR 13B.02.01.06A & C

**INSTRUCTIONS.** Please enter the requested information in the spaces provided below, or create an attachment (labeled “A-2: Educational Need”) to this application with your responses to the following questions for each program.

(a) What critical and compelling Regional or Statewide (Maryland) need and demand do your proposed programs meet? In responding to this question provide documentation as indicated below:

(1) If the proposed programs serve occupational needs, present data on market demand and the availability of openings in the job market to be served by the new programs for which the institution is making application. This information may include workforce and employment projections prepared by the federal and State governments, the availability of graduates in the State or region, marketing studies done by the institution or others, and material from professional and trade associations. COMAR 13B.02.01.06E

See attachment A-2

(2) If the proposed programs serve societal needs (including the traditional liberal arts education), provide a description of how the proposed programs will enhance higher education in Maryland and contribute to society in general.

See Attachment A-2

(b) If similar programs already exist in the State of Maryland, what are the similarities or differences in your program in terms of the degrees to be awarded, the areas of specialization, and the specific academic content of the programs?

See Attachment A-2

(c) Is a Maryland employer sponsoring/supporting the application for the program(s) to be offered at this location?  Yes  No COMAR 02.01.07D(3)(q)

**If yes**, please attach a letter of support from the employer addressed to the Assistant Secretary, Planning and Academic Affairs. The letter should outline the employer's reasons for selecting the institution and its programs and state the benefits to the employees who participate in the program

(d) Will the programs/classes at this location be closed? [That is, only available to employees or members of the host site and not open to the general public].  Yes  No

**If yes**, please supply a copy of a memorandum of understanding from the Maryland entity sponsoring your institution. The memorandum shall specify the institution is operating a closed-site and that the courses are offered solely for its own employees. COMAR 13B.02.01.07D(6)

(e) Will these programs/classes be offered in affiliation with a Maryland Regional Higher Education Center?

Yes  No

**If yes**, please identify the Maryland Regional Higher Education Center and provide a copy of the Memorandum of Understanding or agreement. COMAR 13B.02.01.22

**3. Administrative Staff.** The out-of-State institution shall provide for an on-site administrative staff responsible for overall administrative operation of educational activities including counseling, advising, testing orientation, financial aid services, and maintenance of academic records. In addition to being responsible for the administration of the policies and procedures of the parent institution, the designated administrators are responsible for meeting the expectations set forth in this chapter [of the Regulatory Standards of the State of Maryland for Out-of-State Institutions]. The duties and size of the staff shall be adequate for the size of educational activities offered. COMAR 13B.02.01.15

**INSTRUCTIONS: Please enter the requested information in the spaces provided below, or create an attachment (labeled "A-3: Administrative Staff") to this application with your responses to the following questions.**

(a) How are you are planning to meet the above standard on Administrative Staff?

See Attachment A-3

(b) Who will be assigned to carry-out each of these duties? Please include a curriculum vitae/resume for each administrator in the attachment to this application

See Attachment A-3

**4. Faculty.**

**INSTRUCTIONS:** Please enter the requested information in the spaces provided below, or create an attachment to this application (labeled “A-4: Faculty”) with your responses to the following questions. If complete and precise information is unavailable at this time, please provide projected staffing information including the faculty member’s status as full or part-time.

(a) List all faculty that are to teach in the first year (or cycle) of the proposed programs at this location. For each faculty member provide the following information: COMAR 13B.02.01.07D(3)(m)

- (1) the course(s) the faculty might soon teach;
- (2) the degrees the individual holds;
- (3) the degrees areas of specialization; and
- (4) whether or not the faculty member is full-time or part-time (adjunct) at your parent institution .

See Attachment A-4

(b) Please include a curriculum vitae/resume for each potential faculty member. For those faculty who are yet to be hired include a job description and minimal qualifications.

(c) **Full-time faculty member** is defined as an employee: “(a) whose primary professional responsibility is instruction, research, scholarship, or service; (b) who performs those functions normally expected of a full-time faculty member at an institution of higher education, including curriculum development, student advising, and institutional service; (c) who is employed on an annual or renewable contract of at least 9 months long that stipulates an annual salary; and (d) who is not employed full-time by another employer.” COMAR 13B.02.01.03(10)

**Will more than 1/3rd of the classes offered be taught by full-time faculty of the parent institution?**

Yes  No

Full-time Faculty Waiver. (See COMAR 13B.02.01.16E) If 1/3rd or less of the classes are taught by full-time faculty of the parent institution you will have to apply for a full-time faculty waiver. In order to obtain a waiver under the Regulations, please respond to the following:

(1) Demonstrate that the unique role, scope, and mission of the institution require a waiver in order for the institution to operate.

(2) After making this demonstration the institution shall then provide the following:

- (i.) Designate by name the faculty members whose primary responsibility is instruction, scholarship, research or service who will perform the duties normally required of full-time faculty.
- (ii.) Document that these designated faculty members substantially participate in the development or implementation of one or more of the following activities at the institution requesting the waiver: (A) Academic programs, (B) Professional Programs,

(C) Research Programs, (D) Service Programs, (E) Admission or Admission policies, (F) Academic Advising, (G) Faculty Appointments, or (H) institutional governance.

(iii.) Document that the full time faculty, as a group, participate in all of the activities listed in (2)(ii.) above.

(iv.) Document that the designated faculty shall perform the requirements of full-time faculty under Section C of the regulations – i.e., at least one-third of the classes offered shall be taught by full-time faculty of the parent institution.

(3) **Documentation includes**, but is not limited to: (i) minutes of meetings; (ii) contractual obligations; or (iii) job descriptions.

(4) Your request will be considered at a regularly scheduled meeting of the Maryland Higher Education Commission.

**5. Library Resources.** Out-of-State Institutions offering programs or courses, or both, in Maryland, shall provide adequate and appropriate library resources within State boundaries and within reasonable distance of the instructional site. Usage statistics shall be kept to determine to what extent these resources are available and accessible. COMAR 13B.02.01.17A

**INSTRUCTIONS:** Please enter the requested information in the spaces provided below, or create an attachment (labeled “A-5: Library Resources”) to this application with your responses to the following questions.

(a) How are you planning to meet this standard on Library Resources? Briefly describe the types of materials and titles that you will make available to your students and how they will access them. Will there be provision for bibliographic instruction and/or library orientation?

See Attachment A-5

(b) Library Waiver. In extraordinary circumstances, an out-of-State institution may request a waiver of the library requirement. **Are you requesting such a waiver?**  Yes  No

**If Yes**, this request shall be considered at a regularly scheduled meeting of the Maryland Higher Education Commission. The waiver may be granted if justified by the institution demonstrating in this application the following:

(i.) the specialized or technical nature of the institution’s curriculum; or

(ii.) an executed contract or contracts with another library or libraries ensuring students adequate access to another appropriate collection either through location or through information technology.

**6. Student Services.** COMAR 13B.02.01.18 concerns student services and activities. These shall realistically reflect the stated objectives, purposes, and philosophy of the out-of-State institution. Further, an out-of-State institution shall ensure that all students have access to a well developed program of counseling, testing, advisement, orientation, financial aid, career development, and placement. The



institution may determine the specific organization of services, as well as the resources and staffing provided, as long as provision for these services are made. Student activities that complement the instructional program are particularly encouraged. COMAR Section .18 also requires that the out-of-State credits, transcripts, graduates, and other essentials in accordance with standard practice. This includes the physical security and confidentiality of such records. The Section requires as well, a published statement of student rights, privileges, and responsibilities and the school's adherence to its student grievance procedures.

**INSTRUCTIONS: Please enter the requested information in the spaces provided below, or create an attachment (labeled "A-6: Student Services") to this application with your responses to the following questions.**

(a) How do you plan to implement the requirements for Student Services cited above?

See Attachment A-6

(b) Regarding student records describe the security measures the institution takes to ensure the confidentiality, physical, and electronic security of your record-keeping system.

See Attachment A-6

(c) Does the institution have a published statement of rights, privileges, and responsibilities of students?

Yes  No How will it make this available to its students at the proposed instructional site? \_\_\_\_\_

If this statement is in the Catalog you submitted with the application, please indicate the page number: See "BLA Academic Regulations" and "BLA Student Services" in BLA Patuxent Bulletin pgs 13-21.

If not in the Catalog you submitted, please provide us with a copy of the statement.

(d) Does the institution have a published student grievance procedure?  Yes  No If this procedure is in the Catalog you submitted with the application, please indicate the page number See "BLA Academic Regulations" section VII on pg 15 of BLA Patuxent Bulletin. If not in the Catalog you submitted, please provide us with a copy of the grievance procedure.

**7. Facilities.** (See COMAR 13B.02.01.19).

**INSTRUCTIONS: Please enter the requested information in the spaces provided below, or create an attachment (labeled "A-7: Facilities") to this application with your responses to the following questions.**

(a) Has a specific facility been identified?  Yes  No

(b) Has the proposed facility been inspected and approved for use as classroom/laboratory space and been found in compliance with local and State ordinances pertaining to fire and safety?  Yes  No

(1) If yes, please provide a copy of the Certificate of Compliance.

(2) If no, the Certificate of Compliance must be submitted at least 30 days prior to the start of classes.

(c) Describe any special instructional facilities and equipment (computers, audio-visual equipment, etc.) that will be used and available to students in this location.

See Attachment A-7

(d) Describe what provisions are being made for periodic repair and maintenance of buildings and grounds. What measures are being taken for campus security and fire protection? If dangerous or toxic materials are being handled, what provisions are being made for safe storage, handling and disposal?

See Attachment A-7

(e) Describe the office (and conference) space available to full and part-time faculty and administrators.

See Attachment A-7

**8. Distance Education.** “Distance education” means course work for academic credit delivered by telecommunicated instruction to a physical space specifically reserved for the purpose of receiving the instruction, for example, a teleclassroom, and requires the payment of tuition or fees for the instruction. “Distance education” does not include telecommunicated instruction at the student’s initiation via an individual personal computer. COMAR 13B.02.01.03(8). An institution operating in Maryland and delivering instruction in Maryland by distance education shall provide evidence to the Secretary of compliance with the standards of good practice found in COMAR 13B.02.01.21.

**INSTRUCTIONS. Is the institution providing distance education as defined above?  Yes  No**  
**If yes,** please contact the staff at the Maryland Higher Education Commission for a copy of the Standards of Good Practice and provide evidence of compliance as an attachment (labeled “A-8: Distance Education”) to this application.

# Accreditation



## STATEMENT OF ACCREDITATION STATUS

*The Statement of Accreditation Status (SAS) is the official statement of the Middle States Commission on Higher Education (MSCHE) about each institution's current accreditation status and scope of accreditation. The SAS also provides a brief history of the actions taken by the Commission.*

**Institution:** **GEORGETOWN UNIVERSITY**  
Washington, DC

**Address:** 37th O Streets-N W  
Washington, DC 20057

**Phone:** (202) 687-0100

**URL:** [www.georgetown.edu](http://www.georgetown.edu)

**Accreditation Liaison Officer (ALO):** Dr. Tammi Damas

**Commission Staff Liaison:** Dr. Sean McKitrick, Vice President

## Accreditation Summary

*For more information, see the Commission's [Accreditation Actions Policy and Procedures](#).*

**Phase:** Accredited

**Status:** Accreditation Reaffirmed

**Accreditation Granted:** 1921

**Last Reaffirmation:** 2017

**Next Self-Study Evaluation:** 2021-2022

**Next Mid-Point Peer Review:** 2026

## Alternative Delivery Methods

*The following represents approved alternative delivery methods included in the scope of the institution's accreditation:*

### **Distance Education**

Approved to offer programs by this delivery method

### **Correspondence Education**

Not approved for this delivery method

## Credential Levels

### ☑ Approved Credential Levels

*The following represents credential levels included in the scope of the institution's accreditation:*

- **Postsecondary award (1-2 yrs)**
- **Postsecondary award (2-4 yrs)**
- **Bachelor's Degree or Equivalent**
- **Post-baccalaureate Certificate**
- **Master's Degree or Equivalent**
- **Doctor's Degree - Professional Practice**
- **Doctor's Degree- Research/Scholarship**

## Locations

*The following represents branch campuses, additional locations, and other instructional sites that are included within the scope of the institution's accreditation:*

<b>Location</b>	<b>Type</b>
<b>640 Massachusetts Avenue</b> 640 Massachusetts Avenue Washington, DC 20001	Additional Location
<b>Edmund A. Walsh School of Foreign Services</b> Doha Qatar	Additional Location
<b>ILADES Program</b> Erasmo Escala No 1835 Casilla 51970 Santiago Chile	Additional Location
<b>M.A. Development Mgmt. &amp; Policy</b> Universidad Nacional de San Martin Parana 145, 4o Piso Buenas Aires Argentina	Additional Location
<b>Patuxent Institution (Correctional Mental Health Center Jessup)</b> 7555 Waterloo Road Jessup, MD 20794	Additional Location
<b>Qatar Leadership Centre (QLC)</b> Al Bidda Tower 1 Al Corniche Street Doha 5476 Qatar	Additional Location
<b>Solvay Brussels School of Economics and Management</b> Avenue Franklin Roosevelt 42, 1050 Brussels Belgium	Additional Location
<b>Airlie Center</b> 6809 Airlie Rd Warrenton, VA 20187	Other Instructional Site



Location	Type
<b>Bolger Center</b> 9600 Newbridge Dr. Potomac, MD 20854	Other Instructional Site
<b>Grandhotel Hessischer Hof</b> Friedrich-Ebert-Anlage 40 Frankfurt am Main, Germany	Other Instructional Site
<b>Le Méridien Saigon</b> 3C Đ. Tôn Đức Thắng, Bến Nghé, Quận 1 Hồ Chí Minh, Vietnam	Other Instructional Site
<b>Sotheby's Institute of Art - London</b> 30 Bedford Square, Bloomsbury London WC1B 3EE United Kingdom	Other Instructional Site
<b>Sotheby's Institute of Art - New York</b> 570 Lexington Avenue 6th Floor New York, NY 10022	Other Instructional Site
<b>Vivanta by Taj - MG Road Hotel</b> 41/3, Mahatma Gandhi Road Bangalore, India Karnataka - 560 001 India	Other Instructional Site

*Definitions: For definitions of branch campus, additional locations, or other instructional sites, see the **Commission's Substantive Change Policy and Procedures.***

## Accreditation Actions

*The following represents the MSCHE accreditation actions taken in the last ten (10) years. For more information, see the Commission's Accreditation Actions Policy and Procedures and the Substantive Change Policy and Procedures.*

- |                        |   |
|------------------------|---|
| <b>April 30, 2020</b>  | To acknowledge receipt of the substantive change request. To include the additional location at Joann bin Jassim Joint Command Staff College, Ahmed Bin Jassim Street, Al Khor, Qatar within the institution's scope of accreditation. To require immediate notification when instruction commences at the additional location. To note that the Commission may rescind this action if instruction does not commence within one calendar year from the date of this action. The next evaluation visit is scheduled for 2021-2022.   |
| <b>March 5, 2020</b>   | To acknowledge receipt of the supplemental information report. To note the institution's obligation to inform the Commission on the status of any investigation(s) conducted by the institution or by state, federal, or other government agencies with regards to foreign funding. The next evaluation visit is scheduled for 2021-2022.   |
| <b>March 5, 2020</b>   | To acknowledge receipt of the supplemental information report. To note the institution's obligation to inform the Commission on the status of any investigation(s) conducted by the institution or by state, federal, or other government agencies, related to the action of January 3, 2020. The next evaluation visit is scheduled for 2021-2022.   |
| <b>January 3, 2020</b> | Staff acted on behalf of the Commission to request a supplemental information report, due January 21, 2020, addressing recent developments at the institution which may have implications for current and future compliance with Accreditation-Relevant Federal Regulations – Student Identity Verification in Distance and Correspondence Education (Standard II).   |
| <b>June 27, 2019</b>   | To acknowledge receipt of the supplemental information report. To request a supplemental information report, due December 1, 2019, addressing any and all significant developments related to any investigations conducted by the institution or by state, federal, or other government agencies, related to the action of March 18, 2019 (Requirement of Affiliation 5). In addition, the supplemental information report should address the U.S. Department of Education inquiry with regards to foreign funding (Standard II: Ethics and Integrity and Requirement of Affiliation 5). To remind the institution of its |

obligation to inform the Commission immediately about any and all significant developments relevant to this action. The next evaluation visit is scheduled for 2021-2022.

**March 18, 2019**

Staff acted on behalf of the Commission to request a supplemental information report, due May 1, 2019, addressing recent developments at the institution which may have implications for current and future compliance with Standard II: Ethics and Integrity and Standard IV: Support of the Student Experience.

**April 30, 2018**

To acknowledge receipt of the substantive change request. To include the additional location at Qatar Leadership Centre (QLC), Al Bidda Tower, 1 Al Corniche Street, Doha 5476 Qatar within the scope of the institution's accreditation. The Commission requires written notification within thirty days of the commencement of operations at this additional location. Operations at the additional location must commence within one calendar year from the date of this action. The next evaluation visit is scheduled for 2021-2022.

**November 16, 2017**

To accept the Periodic Review Report and to reaffirm accreditation. To commend the institution for the quality of the Periodic Review Report. The next evaluation visit is scheduled for 2021-2022.

**January 3, 2017**

To acknowledge receipt of the substantive change request. To include within the scope of the institution's accreditation, effective upon receipt of required government approval, the contractual arrangement with Universite libre de Bruxelles (ULB), leading to the master's degree in Political Economy. The next evaluation visit is scheduled for 2021 - 2022.

**January 3, 2017**

To acknowledge receipt of the substantive change request. To include the additional location at Universite libre de Bruxelles (ULB), Solvay Brussels School of Economics and Management, 50 avenue Franklin Roosevelt, 1050, Brussels, Belgium within the scope of the institution's accreditation. The Commission requires written notification within thirty days of the commencement of operations at this additional location. Operations at the additional location must commence within one calendar year from the date of this action. The next evaluation visit is scheduled for 2021 - 2022.

**March 1, 2016**

To acknowledge receipt to remove the request to offer an additional location at the Convene, 1800 Tysons Blvd., McLean, VA 22102. To note that the location never opened as planned.

**April 28, 2014**

To acknowledge receipt of the substantive change request. To include the additional location at Convene, 1800 Tysons Blvd., McLean, VA 22102 within the scope of the institution's accreditation. The Commission requires written notification within thirty days of the commencement of operations at this additional location. In the event that operations at the additional location do not commence within one calendar year from the approval of this action, approval will lapse. The Periodic Review Report is due June 1, 2017.

**January 29, 2014**

To note the institution's decision not to open the additional location at the Tower Club, 8000 Towers Crescent, Suite 1700, Vienna, VA 22182 and to remove the location from institution's accreditation.

**October 28, 2013**

To acknowledge receipt of the substantive change request. To include the additional location at the Tower Club, 8000 Towers Crescent, Suite 1700, Vienna, VA 22182 within the scope of the institution's accreditation. The Commission requires written notification within thirty days of the commencement of operations at this additional location. In the event that operations at the additional location do not commence within one calendar year from the approval of this action, approval will lapse. The Periodic Review Report is due June 1, 2017.

**April 29, 2013**

To acknowledge receipt of the substantive change request and to include the additional location at 640 Massachusetts Avenue NW, Washington DC 20001 within the scope of the institution's accreditation. The Commission requires written notification within thirty days of the commencement of operations at this site. In the event that operations at this site do not commence within one calendar year from the approval of this action, approval will lapse. The Periodic Review Report is due June 1, 2017.

**June 28, 2012**

To reaffirm accreditation and to commend the institution for the quality of its self-study report and process. The Periodic Review Report is due June 1, 2017.

## Information about the Middle States Commission on Higher Education

*The Middle States Commission on Higher Education (MSCHE) is one of seven institutional accrediting organizations in the United States and is recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation (CHEA). MSCHE accreditation applies to an institution as a whole rather than the specific programs within an institution. MSCHE does not approve or accredit individual programs. The MSCHE accreditation review cycle is continuous and accreditation does not expire. Each institution is reevaluated and monitored on a regular and consistent basis in accordance with the institution's assigned accreditation review cycle and Commission policy and procedures. An institution maintains its accreditation unless it is voluntarily surrendered or withdrawn by the Commission for cause, after the institution has been afforded due process. The institution's current accreditation phase and accreditation status are displayed on the institution's listing in the Institution Directory and in the Statement of Accreditation Status (SAS).*

Course descriptions from the College's catalog

# Bachelor of Liberal Arts @ the Patuxent Institution



Georgetown College offers a program leading to a Bachelor of Liberal Arts (BLA) degree to incarcerated students at the Patuxent Institution, a prison in Jessup, Maryland.

The program is administered jointly by [Georgetown College \(http://college.georgetown.edu\)](http://college.georgetown.edu) and the [Prisons and Justice Initiative \(http://prisonsandjustice.georgetown.edu\)](http://prisonsandjustice.georgetown.edu) (PJI). PJI was founded in 2016 in order to address the national crisis of mass incarceration, one of the most urgent moral and political issues of our time. In addition to an extensive series of academic and policy events, PJI offers a series of innovative courses to Georgetown undergraduates, including one (Making an Exonerée) that involves direct advocacy on behalf of wrongfully convicted people. PJI has also developed several programs serving incarcerated and formerly incarcerated people in the DC area, including both Georgetown credit-bearing courses for incarcerated students (the Prison Scholars Program at the DC Jail) and a certificate program in business and entrepreneurship for returning citizens (the Pivot Program, a collaboration with the [McDonough School of Business \(https://msb.georgetown.edu/\)](https://msb.georgetown.edu/)). In all of its programming, PJI works to better understand the causes and consequences of the mass incarceration crisis, contribute to bipartisan solutions for effective reform, and improve the lives of incarcerated and formerly incarcerated people in the DC area and beyond. The BLA program is a significant expansion of the Prison Scholars Program, with support from the Andrew W. Mellon Foundation, several generous donors, and the entire Georgetown community.

The BLA takes the undergraduate degrees offered on the main campus as a model and point of departure, drawing on the strengths of the College curriculum and the rich history of the liberal arts in the Jesuit tradition in order to deliver a transformative educational experience to highly motivated incarcerated students. The program exposes students to the full breadth of the liberal arts by preserving the structure of the main campus (University and College) core requirements. It shifts to innovative interdisciplinary major courses of study, however, both out of necessity, given the smaller scale of the program, but also out of a desire to offer students enhanced opportunities for integration. The major tracks in the BLA program combine existing programs in the humanities and social sciences into three integrative, interdisciplinary clusters: one in the Cultural Humanities, drawing from programs in Art and Art History, English, the programs housed in Performing Arts, and affiliated FLL and interdisciplinary programs; another in Global Intellectual History, drawing from History, Philosophy, Theology and Religious Studies, the Political Theory subfield in Government, and affiliated interdisciplinary programs; and a third in Interdisciplinary Social Science, drawing from Anthropology, Economics,

Government, Linguistics, Psychology, and Sociology, as well as affiliated interdisciplinary programs in the College. Students in the BLA program will also have access to a full range of academic and support services, delivered through collaborative partnerships between dedicated BLA administrative staff and partners on the main campus.



# Degree Requirements

The following are the graduation requirements for all students in the Bachelor of Liberal Arts program. Each degree candidate must:

1. Complete a minimum of 120 credits (N.B. The standard unit in the BLA program is the four-credit course rather than the three-credit course as on the main campus, and thus students will ordinarily need to complete 30 courses in order to reach the minimum of 120 credits).
2. Complete the BLA Core Curriculum.
3. Complete all requirements for one of the three interdisciplinary major programs. Ordinarily, students will be expected to declare a major during the third year of study.
4. Achieve a final cumulative grade point average (GPA) of 2.0 or better.

# Core Curriculum

The BLA Core curriculum is designed to mirror as closely as possible the [core curriculum of the main campus undergraduate programs in the College \(new window\)](https://test-guwordpress-sites.pantheonsite.io/bulletin/georgetown-core/) (<https://test-guwordpress-sites.pantheonsite.io/bulletin/georgetown-core/>). As such, the BLA core requirements match those of the University and College Core curricula, with only minor modifications (e.g., an expanded BLA writing curriculum and a slightly modified foreign language requirement).

The BLA Core curriculum consists of 17 required courses, as follows:

- Three courses (12 credits) in Writing, plus integrated writing requirement in the major\*
  - WRIT 005: Life Writing/Autoethnography
  - WRIT 015: Writing and Culture Seminar
  - One additional course in Writing, with emphases on problem- or project-based strategies, persuasive or professional writing, etc.
- Two courses in Philosophy
  - PHIL 030: Introduction to Philosophical Thought
  - One PHIL elective 100+
- Two courses in Theology and Religious Studies
  - THEO 001: Problem of God
  - One intermediate THEO elective, 100-299
- Two courses in History
  - HIST 099: History Focus
  - One survey course from the following list: Intro to Early (007), Intro to Late (008), Atlantic World (106), Pacific World (107), Africa I (111), Africa II (112), South Asia I (128), South Asia II (129), Latin America I (158), Latin America II (159), Middle East I (160), or Middle East II (161)
- One course in Mathematics/Computer Science
  - MATH 040: Probability and Statistics
- One course to satisfy the Science For All (SFA) requirement
- One course in HALC (Humanities: Arts, Literature & Cultures)
- Two courses in Social Science
  - IDSS 201 and 202, Introduction to Interdisciplinary Social Science I and II
- Three courses/12 credits of foreign language\*\*

In addition to the above requirements, all students are required, as on the main campus, to complete two Engaging Diversity (ED) courses, one with a domestic focus and one with a global focus. Because the ED requirement is an “overlay” requirement, courses satisfying the above core requirements may also fulfill the Engaging Diversity requirement.

NB: Consistent with Georgetown College regulations, a course can fulfill both a core and a major requirement, but no course may fulfill two separate core requirements, with the exception of the ED overlay requirement explained above.

\*As in main campus undergraduate programs in the College, the integrated writing requirement is “an intensive writing experience located within the student’s chosen major” designed to “prepare students to use the relevant forms, styles, and conventions of their chosen area(s) of study.” While writing will be integrated throughout all three of the major programs in the BLA degree, the capstone course in each of the major programs will be designated as the course that fulfills the integrated writing requirement.

\*\*Unlike in main campus College undergraduate programs, where the foreign language requirement is a proficiency requirement, and it is possible to place out of the requirement via examination, all students in the BLA program are required to complete 12 credits of foreign language coursework. Languages will be offered in an intensive summer session, and the language(s) offered will vary.

# Major in Cultural Humanities

The major in Cultural Humanities takes the core requirement in HALC (Humanities: Arts, Literature, and Cultures) as an organizing principle for an interdisciplinary program that draws from core and affiliated HALC disciplines/departments and programs (Art and Art History, English, Performing Arts, as well as FLL departments and College interdisciplinary programs with significant investments in the cultural humanities [e.g., African American Studies, Comparative Literature, Film and Media Studies]). In keeping with the logic of the HALC requirement, with its dual focus on “the critical study of creative works and the creative exploration of critical ideas,” the major seeks to integrate course offerings in creative practices, broadly conceived, with those in analysis and interpretation. The major achieves verticality through a tripartite structure: a first level of HALC electives, drawn from across contributing disciplines; a second level of foundational courses, modeled on those in the English major, including one course in critical methods and a two-course historical survey; and a third level of advanced seminars in the Cultural Humanities, with significant potential for interdisciplinarity and innovative themes and topics. The major ensures breadth across the cultural humanities via a set of layered distribution requirements; distribution requirements will be identified by attribute tag, and it is possible for a single course to fulfill multiple distribution requirements if it is interdisciplinary in its focus or methodologies.

HALC course: core requirement/gateway into major

Students will take one course in Humanities: Arts, Literatures and Cultures (HALC) to fulfill the core requirement, typically in the second year of the program. This course will also function as the gateway to the Cultural Humanities major, and counts as one of the four HALC electives described below.

The major in Cultural Humanities requires ten (10) courses as follows:

## Foundational Courses (3)

- Critical Methods in the Cultural Humanities: A survey of critical methodologies and theoretical orientations from across cultural humanities disciplines.
- History of Literature, Media, and Culture I and II: A broad, two-course, interdisciplinary historical survey. Modeled on the History of Literature, Media, and Culture sequence in the English major, but expanded to include works in the visual arts, music, and theater as well as literature, these courses will introduce a number of critical or representative texts, debates, developments and crises illustrative of the time periods studied. Texts, genres, and topics covered will vary depending on the instructor; emphasis is not on coverage but on the representative nature of the texts and topics covered.

## HALC Electives (4)

Students will take at least four HALC electives, inclusive of the first course taken to fulfill the core requirement. These courses can be drawn from any of the participating departments/disciplines, and are designed to give students significant breadth of experience across the cultural humanities.

A non-exhaustive list of courses that fit in this tier and fulfill the HALC elective requirement:

- Any of the introductory or intermediate courses in Art (e.g., Design I, Drawing I).
- Any of the introductory survey courses (Ancient to Medieval; Renaissance to Modern; Modern) or intermediate

electives in Art History.

- Any lower-level electives in English.
- Any of the core courses in music history and culture (Western Musical Tradition, Music in a Multicultural World, Jazz History; Rock History) or electives in music history and culture.
- Any of the core methods courses (Play Analysis, Improvisation for Social Change, Adaptation and Performance of Literature), comparative studies courses (Cross-Cultural Performance Studies, World Theater History), or intermediate electives in Theater and Performance Studies.
- Intermediate electives on literature and culture in translation from across FLL departments and programs.
- Intermediate electives from College interdisciplinary programs with a significant focus on culture and cultural production (e.g., Intro to African American Studies or any of the intermediate electives within the Language, Literature, Arts, and Culture concentration in African American Studies; Intro to Women's and Gender Studies, Introduction to Sexuality Studies).

## Advanced Seminars in the Cultural Humanities (2)

Students take at least two advanced seminars in the Cultural Humanities. Roughly equivalent to 400-level courses in many of the main campus major programs. Potential for significant interdisciplinarity in themes or topics. Students may substitute additional advanced seminars for HALC electives with permission.

## Senior Capstone (1)

Emphasis on mentored research, sharing of work in progress, and integration and reflection.

## Distribution Requirements

In addition to the above 10 courses required in the Cultural Humanities major, students must also fulfill the following distribution requirement through HALC electives and/or advanced seminars.

Students must take at least one course in three of the following four areas:

- One course in art, art history, or visual culture.
- One course in music/sonic culture.
- One course in theater and performance studies.
- One course in creative practice/design.\*

\*To be understood broadly, to include courses in creative (fiction or non-fiction) writing, acting or improvisation, design or drawing, etc.

Courses fulfilling these distribution requirements will be designated with attribute tags; it is possible for a single course to fulfill multiple distribution requirements if there is significant interdisciplinarity in focus or methodological approach. The distribution requirement is designed to ensure that students achieve breadth across the various disciplines in the cultural humanities.

# Major in Global Intellectual History

The major in Global Intellectual History groups together course offerings from History, Philosophy, Theology and Religious Studies, and the subfield of Political Theory in Government, within the broad framework of a cosmopolitan history of ideas. Equal emphasis is placed on close reading of key texts and rigorous contextualization of key texts, thinkers, and themes. The major takes the familiar model of History of Ideas as a point of departure, but aims to broaden the scope through deliberate cosmopolitanism and emphasis on non-European traditions and the transculturation of concepts.

Several of the required courses in the core curriculum introduce students to the disciplines involved in the program and thus serve as a foundation for the major: History Focus (HIST 099) in History; Problem of God (THEO 001) in Theology and Religious Studies; and Introduction to Philosophical Thought (PHIL 030) in Philosophy. The second half of the core requirements in both History (i.e., the survey course) and Theology and Religious Studies (i.e., the intermediate elective) also count as courses within the major; the second core requirement in Philosophy does not count in the major, given the dedicated history sequence in Philosophy required in the major. The major thus requires a total of 10 courses, but only eight courses beyond the core requirement.

The major in Global Intellectual History requires ten (10) courses as follows:

## History Surveys (2)

Any two of the following history surveys: Intro to Early (007), Intro to Late (008), Atlantic World (106), Pacific World (107), Africa I (111), Africa II (112), South Asia I (128), South Asia II (129), Latin America I (158), Latin America II (159), Middle East I (160), or Middle East II (161).

NB: Because all students are required to take one of the above surveys in order to fulfill the core requirement in History, students majoring in Global Intellectual History are required to take one *additional* survey, for a total of two.

## Theology and Religious Studies (1)

The intermediate elective in the core requirement also serves as the dedicated course in Theology and Religious Studies within the major. In general, course offerings will focus on global or non-Western religious traditions; on pluralisms and interfaith dialogue; and/or on the relationship between religion and politics (as articulated in the Religion, Politics, and the Common Good concentration within the main campus major).

## Political Theory (1)

An introduction to the field of political philosophy. This course will be a version of Elements of Political Theory (GOVT 080) as taught on the main campus, but with the potential to depart slightly from that course and introduce a broader range of texts, thinkers, and traditions.

## History of Philosophy (2)

A cosmopolitan Philosophy in the Ancient World course and a Philosophy in the Modern World course. These courses will be comparable to PHIL 280 and PHIL 282 in the main campus major in Philosophy, but with a distinctive curriculum that engages with non-Western traditions and, in keeping with the interdisciplinary framework of the major, thinkers not typically covered in the History of Philosophy.

## **Global Intellectual History Seminars (3)**

This tier of courses is for advanced work in the major, with opportunities to work in greater depth on thinkers, topics, periods, or regions of interest to faculty and students. These seminars will be roughly equivalent to 300+ courses (i.e., department seminars) in Government, 300+ courses in History, or 200+ courses in Philosophy and Theology. They might be similar to or versions of upper-level courses taught within these major programs on the main campus, but there is significant potential for interdisciplinary offerings here, including contributions from other interdisciplinary programs (e.g., African American Studies, Comparative Literature, Women's and Gender Studies, et al.) when those courses are historical in approach or in dialogue with important philosophical or theological concepts.

## **Senior Capstone (1)**

Emphasis on mentored research, sharing of work in progress, and integration and reflection.

# Major in Interdisciplinary Social Science

The rationale for the College core requirement in social science acknowledges the significant diversity within the disciplines and departments grouped under that umbrella: some approaches are “quantitative or experimental,” while others are “observational and interpretive.” What unites them, the rationale suggests, is that “all examine the ways people think and act as members of social networks, how those networks function as complex systems, and how those systems in turn affect individual lives.” The major in Interdisciplinary Social Science begins with the assumption that incarcerated students are particularly attuned to the workings of so many of these complex systems, and their often malign effects on both individuals and communities. It seeks to build on the passionate drive that incarcerated students have to understand these “structures and institutions we take for granted” by giving them the theoretical frameworks and methodological apparatuses necessary to analyze and critique those structures and systems. The major brings together course offerings from Anthropology, Economics, Government, Linguistics, Psychology, and Sociology, as well as from College interdisciplinary programs with strengths in the social sciences (e.g. the History, Behavioral Science, and Social Inquiry concentration in African American Studies, as well as subfields within Justice and Peace Studies and Women’s and Gender Studies).

In order to provide a coherent framework for the diversity of approaches within the social sciences, the major is integrative at key places in the curriculum: both the two-course introductory sequence (which functions as the core requirement for all students and the gateway to the major program) and the two-course methodologies sequence\* are interdisciplinary in nature, surveying motivating questions and methodologies from across College departments and programs. The intermediate electives will give students opportunities to gain depth or breadth in social science disciplines of particular interest, while there will be further opportunities for interdisciplinary and integrative work in the advanced seminars and the capstone course. At the highest level, the major invites students not only to understand and analyze existing social structures but also to imagine possibilities for social transformation—more inclusive communities, more participatory democracy, a more just social order.

\*NB: all students in the BLA program satisfy the core Mathematics/Computer Science requirement with Probability and Statistics (MATH 040), which serve as preparation and the prerequisite for the quantitative methods introduced in the major.

The major in Interdisciplinary Social Science requires ten (10) courses as follows:

## Intro to Interdisciplinary Social Science (2)

Two-course sequence, serving as the core requirement in social science for all students in the BLA program as well as the gateway into the major for those who so choose. Course will have a thematic focus (e.g., gentrification; inequality; migration and refugees), with topic to vary by professor. May be team-taught or taught on a colloquium model, with one instructor of record and modules from each discipline or interdiscipline taught on a rotating basis.

## Methodologies in the Social Sciences (2)

Introduces quantitative and qualitative research methods, inclusive of all methodologies employed across the social sciences in College programs, in a problem- or project-based approach. Ordinarily completed in the third or fourth year of the program.

## **Intermediate Social Science Electives (3)**

These courses can be interdisciplinary in nature, but will more often resemble common intermediate electives taught within major programs on the main campus: 100+ courses in African American Studies; 100+ electives in Anthropology; 100- and 200-level electives in Government; 200+ courses in Justice and Peace Studies; 200- and 300-level courses in Linguistics; 100- and 200-level courses in Psychology; 100+ electives in Sociology; 200+ courses in WGST.

NB: Intermediate electives can be taken either before or after the methodologies sequence.

## **Advanced Seminars in the Social Sciences (2)**

This tier of courses is for advanced work in the major, with opportunities to work in greater depth on areas of interest to faculty and students. Advanced seminars can be interdisciplinary in focus or similar to upper-level courses taught within disciplinary major programs on the main campus. Potential for courses to be offered in response to student (research) interests.

## **Senior Capstone (1)**

Emphasis on mentored research, sharing of work in progress, and integration and reflection.



# Academic Policies



Many of the following academic policies and regulations are based on [those for undergraduate students on the main campus \(https://test-guwordpress-sites.pantheonsite.io/bulletin/regulations/\)](https://test-guwordpress-sites.pantheonsite.io/bulletin/regulations/), but modified as necessary to acknowledge the unique circumstances of incarcerated students.

# Admissions

Applications for admission to the BLA program are welcomed from those incarcerated in any Maryland state correctional facility, regardless of offense, sentence length, or age. Applicants must have obtained a high school diploma or (GED) equivalent in order to be eligible; no standardized tests are required.

All applicants will be required to submit an initial application, including an academic assessment and essay responses. Finalists for admission will move to an interview stage. The admissions committee seeks candidates with extraordinary intellectual promise, leadership potential, and a demonstrated desire to serve their communities.

Applications will be solicited annually, typically in late spring or summer. Those admitted to the program will be transferred to the Patuxent Institution prior to matriculation.

# Academic Regulations

1. [Matriculation](#)
  2. [Studying, Grades, and Credits](#)
  3. [Transfer Credit](#)
  4. [Academic Standards](#)
  5. [Honor System](#)
  6. [Student Records](#)
- 

## Matriculation

### I. Course Load, Registration Status, and Progress to Degree

Students in the BLA program are expected to be full-time unless an exception is approved by a member of the BLA administrative staff. Full-time status is equivalent to two courses/8 credits per term, in fall, spring, and summer. Anticipated time to degree is five years.

### II. Course Withdrawal Policies and Procedures

Because students in the BLA program will not have regular access to Georgetown electronic systems, a request to withdraw from a course must be communicated to a member of the BLA administrative staff via paper form. If a student does not complete a course for which the student is registered and from which the student has not officially been withdrawn, a failure will be recorded for that course. The BLA administrative staff may also elect to have students withdrawn from a course when circumstances related to their incarceration prevent them from attending class for an extended period of time or fulfilling their academic obligations. As in main campus programs, courses dropped through the add/drop period will not be recorded on the transcript; thereafter, courses are considered withdrawn, indicated by a mark of “W” on the transcript.

### III. Leave of Absence Policy

As in main campus programs, BLA students in good standing may, on formal written request, be granted a leave of absence. Prior to approval, students will be required to meet with a member of the BLA administrative staff to discuss the reasons for the leave, the goals for the time away from the program, and tentative plans for return. The BLA administrative staff may also elect to place students on a leave of absence in the event that circumstances related to their incarceration prevent them from fulfilling their academic obligations for an extended period of time.

### IV. Withdrawal from the Program

As on the main campus, a withdrawal from the program and the University will usually be granted, upon written request, to any student in good academic standing and not subject to disciplinary action. Prior to approval, the BLA administrative staff will make every effort to meet with the student to discuss the reasons for withdrawal and options for continued pursuit of academic goals, including potential transfer to another institution.

## V. Degree Conferral

The University confers degrees three times a year: in May, August, and December. Ordinarily, degrees will be conferred at the completion of the fifth year of full-time study, in August, but degrees can be conferred in December or May for students who finish off sequence.

A commencement celebration will be held annually, recognizing all students who have completed the degree in the previous twelve months.

[[back to top \(https://test-guwordpress-sites.pantheonsite.io/bulletin/academic-regulations/\)](https://test-guwordpress-sites.pantheonsite.io/bulletin/academic-regulations/)]

## Studying, Grades, and Credits

### I. Studying

The [section on studying for main campus undergraduate programs \(https://bulletin.georgetown.edu/regulations/studying/#Studying\)](https://bulletin.georgetown.edu/regulations/studying/#Studying) articulates the expectation that “Students should expect to study at least 30 hours per week outside of class (i.e., at least six hours per three credit course).” Using that same formula—twice as much time outside of class as in—we articulate the expectation that full-time students in the BLA program will spend *at least* 16 hours outside of class time studying and preparing for class.

### II. Grades and Grade Point Average

The BLA program will adhere to regular University policy on [grades \(https://bulletin.georgetown.edu/regulations/studying/#Grades\)](https://bulletin.georgetown.edu/regulations/studying/#Grades) and employ the [standard scale for calculation of Grade Point Average \(https://bulletin.georgetown.edu/regulations/studying/#QualityGrades\)](https://bulletin.georgetown.edu/regulations/studying/#QualityGrades) (GPA).

### III. Pass/Fail Policy

Students in the BLA program may elect to take one elective course each semester on a pass/fail basis in their fourth and fifth years of study, up to a maximum of six courses.

The procedure for selecting the pass/fail grade option is as follows:

- Students choose an elective course to be graded on a pass/fail basis during the add/drop period by submitting a pass/fail course request to a member of the BLA administrative staff. The instructor receives notification after the pass/fail request has been approved and processed.
- The pass/fail option is restricted to free electives and must be exercised only for courses within the normal course load for a given semester. A department, for valid reasons, may designate certain of its courses as unavailable to the pass/fail option. Language classes at the language-learning level and studio art courses may not be taken

- pass/fail.
- Pass/fail courses will be marked S (Satisfactory), equivalent to letter grades of C or better, or U (Unsatisfactory), equivalent to letter grades below C. Neither the S nor the U will affect the student's QPI, but only courses marked as "S" receive credit.
- Once a student has elected to take a course on a pass/fail basis, it is not possible, under any circumstances, to record a letter grade for that course.
- The last day to request the pass/fail option is the last day to add a course for that semester.

## IV. Incompletes

Students are expected to complete all work in a course by the deadline(s) determined by the instructor, and no later than the end of the final exam period. In the event that a student is unable to meet the standard deadlines due to illness, an emergency, or unforeseen circumstances at the end of the term, the student may request a provisional grade of N ("incomplete"). All requests for N grades must be approved by both the instructor of record for the course and a member of the BLA administrative staff. No provisional grade except N may be given, and absent approval from both the instructor and the BLA administrative staff, the student will be assigned an administrative failure or a letter grade (A through F) on the basis of all work completed by the regular deadline.

When an N grade is granted, the course must be completed by the new deadlines agreed upon by the student, instructor, and dean, and the final grade submitted by the instructor no later than (1) March 30 for the fall semester; (2) September 30 for the spring semester; or (3) November 30 for the summer sessions. If the student has not completed the outstanding work by the new deadline(s), faculty will be required to submit a letter grade (A through F) on the basis of all work completed previously.

## V. Grade Reports

Because students in the BLA program will not have access to MyAccess, the BLA administrative staff will provide paper copies of grade reports after all grades for the previous semester have been recorded and posted. Students may also request unofficial or official transcripts through a member of the BLA administrative staff. The University will not issue a transcript that reflects less than the complete student record.

## VI. Grade Changes

When a professor determines that a grade change is justified (e.g., due to an error in recording or calculation), the professor will submit a grade change request, including the reasons for such a change, to the BLA administrative staff for approval.

As a matter of equity, professors cannot change final grades on the basis of additional work from an individual student after grades have been submitted. This includes but is not limited to revision of papers, retakes of tests, or submission of supplemental work. Professors who are asked to reassess work by individual students should be prepared to reassess work of all other students in the class.

The BLA administrative staff is responsible for ensuring that grade changes are not processed later than one semester after a course has been offered. A grade for a fall semester course may be changed by the professor until the end of the spring semester; a spring semester course until the end of September; a summer course until the end of November.

## VII. Grade Appeals

When a student thinks that a given course grade is not justified, the student must first discuss the grade on an informal basis with the professor of the course and/or a member of the BLA administrative staff. After having discussed the grade with the faculty member or a member of the administrative staff, the student may consider a formal appeal of the grade.

Grounds for appeal: An error in grading procedures or inequity in the application of policies stated in the course syllabus are grounds for an appeal. A disagreement with the professional judgment of the professor should not be the basis of an appeal or any resulting change of grade. The appeal process involves a thorough review, which could result in the decision that the grade was too low, or, if such an error or inequity was found to have benefitted the student, that the grade was too high.

Initiating an appeal: If the student believes that there is reason for an appeal of the professor's assigned grade, the student may make a formal written appeal to the BLA administrative staff. In the appeal letter, the student must state the grounds for the appeal and document any claims of grading error or inequities in as much detail as possible. The BLA administrative staff must then notify the faculty member of the appeal and provide a copy of the formal request. Such an appeal must be filed within the first thirty calendar days of the semester after that in which the grade was assigned.

Informal resolution of the appeal. The BLA administrative staff may try to resolve the appeal informally, but has no authority to change the grade assigned by the faculty member.

Resolution by faculty committee: If the BLA administrative staff is not able to resolve the appeal informally, then a committee of three impartial faculty members will review the complaint and decide the issue. After hearing from the faculty member and the student (or determining that they are unavailable), and taking whatever other steps it deems necessary, the appeals committee shall decide whether to sustain the original grade, raise it, or lower it. The committee's decision is final.

[\[back to top \(https://test-guwordpress-sites.pantheonsite.io/bulletin/academic-regulations/\)\]](https://test-guwordpress-sites.pantheonsite.io/bulletin/academic-regulations/)

## Transfer Credit

As in main campus programs, students are eligible to transfer up to 60 credits earned at a previous institution to the BLA degree. A minimum grade of "C" (or equivalent) is required in order for a course to be transferred. Courses will be evaluated on a case-by-case basis to determine whether they fulfill specific core or major requirements in the BLA program; as in main campus College programs, at least half of the coursework for the student's major must be done in residence in the BLA program.

[\[back to top \(https://test-guwordpress-sites.pantheonsite.io/bulletin/academic-regulations/\)\]](https://test-guwordpress-sites.pantheonsite.io/bulletin/academic-regulations/)

## Academic Standards

The following standards for successful academic progress are meant to mirror very closely those articulated by the College for its main campus undergraduate programs (new window) (https://bulletin.georgetown.edu/schools-programs/college/academic-requirements/#academic-standards). The BLA faculty and staff believe very deeply in the potential, intellectual and otherwise, of all students admitted to the program, and are committed to working with students to develop that potential. Students admitted to the BLA program are in turn expected, upon initiation into this intellectual community, to commit themselves to these high standards of academic performance and integrity, standards that establish the conditions for personal and intellectual formation. Failure to meet these standards may result in temporary or permanent separation from the BLA program.

A group of BLA faculty and administrative staff, known as the BLA Council on Studies, will meet at the conclusion of each semester to review the progress of each student in the BLA program. When a student's performance falls short of the standards of the community, the Council will consider that student's circumstances carefully, decide on the necessary course of action, and discuss this decision with the student. The Council may decide on one of three courses of action: probation/mandatory academic recovery plan, suspension, or dismissal.

**Probation/Mandatory Academic Recovery Plan:** If a student receives a failing grade in a single course or incurs a cumulative grade point average below 2.0, the student will be placed on academic probation and required to meet with a member of the BLA administrative staff to work collaboratively on an academic recovery plan. The purpose of the academic recovery plan is to identify both reasons for academic struggles and potential solutions that will allow for improved performance and a return to good academic standing, including additional tutoring or academic support services.

As on the main campus, students on probation are expected to pass all courses and earn a grade point average of at least 2.0 in the semester following imposition of probationary status. The BLA Council on Studies reserves the right to impose additional, higher standards for performance while on probation. Any student who fails to meet these conditions is eligible to be suspended or dismissed at the end of the following semester.

Note: Probationary status does not appear on the academic transcript.

**Suspension or Dismissal:** Students may be suspended (for one, two, or three semesters) or permanently dismissed from the program as a result of unsatisfactory academic performance. Students who fail a course while on probation are eligible for suspension, and those who accumulate a total of three failures while enrolled in the BLA program are eligible to be dismissed. In addition, students may be suspended or dismissed if their cumulative grade point averages fall below the following levels at the end of the academic year:

First-year students: 1.0

Second-year students: 1.33

Third- and fourth-year students: 1.67

Please note: academic suspensions and dismissals are noted on transcripts.

[[back to top \(https://test-guwordpress-sites.pantheonsite.io/bulletin/academic-regulations/\)](https://test-guwordpress-sites.pantheonsite.io/bulletin/academic-regulations/)]

## Honor System

While not governed by the same Honor Council as undergraduates in main campus programs, students in the BLA program are nevertheless required to sign and affirm the same [Honor Pledge \(https://bulletin.georgetown.edu/regulations/honor/#pledge\)](https://bulletin.georgetown.edu/regulations/honor/#pledge) and uphold the same [Standards of Conduct \(https://bulletin.georgetown.edu/regulations/honor/#standards-of-conduct\)](https://bulletin.georgetown.edu/regulations/honor/#standards-of-conduct) as main campus undergraduates. A parallel BLA Honor Council, with policies and procedures that mirror very closely those outlined in the main campus [Honor System Procedure \(https://bulletin.georgetown.edu/regulations/honor/#procedure\)](https://bulletin.georgetown.edu/regulations/honor/#procedure), will govern the academic life of the BLA intellectual community.

[[back to top \(https://test-guwordpress-sites.pantheonsite.io/bulletin/academic-regulations/\)](https://test-guwordpress-sites.pantheonsite.io/bulletin/academic-regulations/)]

## Student Records

The BLA program will comply with and conform to all of the relevant policies outlined in the Bulletin section on [Student Records \(https://bulletin.georgetown.edu/regulations/records/\)](https://bulletin.georgetown.edu/regulations/records/), with the one exception that student requests for (unofficial or official) transcripts will be made to a member of the BLA administrative staff, who can provide an unofficial

copy and/or submit a request for an official copy to the University Registrar on their behalf.

[[back to top \(https://test-guwordpress-sites.pantheonsite.io/bulletin/academic-regulations/\)](https://test-guwordpress-sites.pantheonsite.io/bulletin/academic-regulations/)]



# Student Services

1. [Academic Advising](#)
2. [Financial Aid Counseling](#)
3. [Academic Support Services](#)
4. [Library Services](#)
5. [Career Counseling](#)
6. [Reentry Services](#)

## Academic Advising

All students in the BLA program will receive regular academic advising from the BLA administrative staff. Upon matriculation, students will receive a full orientation to the BLA program and the larger intellectual life and expectations of the University. In the first two years of the program, students will be invited to meet regularly with an assigned academic advisor to discuss their progress in the core curriculum and their developing intellectual interests. In the third year, students will be expected to meet with their advisor to declare one of the three interdisciplinary major programs, and in the fourth and fifth years students will enjoy the advising of both a member of the BLA administrative staff and a faculty director of their major program.

The BLA advising philosophy is informed by the [Jesuit values](#) ([https://missionandministry.georgetown.edu/mission/spirit-of-georgetown/#\\_ga=2.240641217.314215122.1617054778-460965986.1466124653](https://missionandministry.georgetown.edu/mission/spirit-of-georgetown/#_ga=2.240641217.314215122.1617054778-460965986.1466124653)) of *cura personalis* and Educating the Whole Person. As such, significant emphasis is placed on individualized attention to the needs of our students, attentive to their unique circumstances and concerns, and their particular gifts and limitations, to encourage each person's flourishing and the flourishing of the entire intellectual community.

[back to top]

## Financial Aid Counseling

Because Georgetown University has been designated as a [Second Chance Pell](#) (<https://www2.ed.gov/about/offices/list/ope/pell-secondchance.pdf>) experimental site by the U.S. Department of Education, students in the BLA program will be eligible to receive Pell grant funding and apply that to the cost of participation in the BLA program. The BLA administrative staff will assist all admitted students with FAFSA paperwork, issues related to Pell eligibility, and any other questions regarding their eligibility for financial aid and their ability to finance their education. Additional sources of tuition assistance are available to students who are not eligible for Pell funding.

In addition to counseling related to financial aid and educational costs, the BLA program will seek to provide students with comprehensive counseling related to financial literacy.

[back to top]

# Academic Support Services

The BLA administrative staff will collaborate with the University's [Academic Resource Center \(https://academicsupport.georgetown.edu/#\\_ga=2.110479559.314215122.1617054778-460965986.1466124653\)](https://academicsupport.georgetown.edu/#_ga=2.110479559.314215122.1617054778-460965986.1466124653) to provide comparable [disability and academic support services to students \(https://bulletin.georgetown.edu/regulations/disabilities/\)](https://bulletin.georgetown.edu/regulations/disabilities/) in the BLA program. The BLA staff will work with students as necessary to identify disabilities and provide appropriate accommodations for documented disabilities. As on the main campus, the BLA program will partner with the Academic Resource Center to offer students a wide range of academic support services, including academic and study skills workshops, individual consultations, and tutoring services. The BLA program will utilize a network of undergraduate and graduate student tutors who will travel regularly to Patuxent, and the Director of the BLA Writing Program will also oversee a dedicated writing center offering comprehensive writing support.

[back to top]

# Library Services

Students in the BLA program will enjoy the same library privileges as main campus undergraduate students, including borrowing privileges from the extensive print collections at Lauinger Library and access to an extensive collections of electronic resources. The primary difference is that students in the BLA program will not have *direct* access to either of these resources, the physical collection or electronic resources. As such, the BLA program will utilize a network of main campus student research assistants who will serve as intermediaries and assist students in the BLA program with searches and research. Requested materials will be delivered on a regular (at least weekly) basis to students at Patuxent, and BLA faculty and staff will, in collaboration with the main campus library staff, seek to provide BLA students not only with the materials that they need to conduct their academic work but also with an experience that approximates that of direct, unmediated academic research. The BLA program will also schedule occasional orientation and training sessions with professional library staff from the main campus, and the program is committed to identifying other innovative solutions that allow BLA students more direct, unmediated access to research materials, including the acquisition of databases for accessible via a secure, offline server at Patuxent.

[back to top]

# Career Counseling

The BLA program will partner with colleagues in the [Cawley Career Education Center \(https://careercenter.georgetown.edu/\)](https://careercenter.georgetown.edu/) on the main campus to offer students in the BLA program comprehensive career counseling services. Our career counseling program emphasizes both early intervention, beginning with exercises in self-inventory and career exploration for students in the early years of the degree program, and targeted career placement services for program alumni approaching release. PJI places special emphasis on building a network of program alumni throughout Maryland, Virginia, and the District of Columbia, connecting them to community partners and employers with a demonstrated commitment to employment and other opportunities for formerly incarcerated people.

[back to top]

# Reentry Services

PJI has a dedicated Director of Reentry Services (DRS) on staff, and that person will be available to provide comprehensive reentry support to BLA program alumni as they (prepare to) return to their communities. The DRS will support returning citizens by helping them to identify relevant resources (housing, employment, mental health services, nutrition, etc.) and navigate complicated bureaucratic processes, and will also collaborate with program alumni on individualized reentry plans that include both short- and longer-term goals for successful reintegration into the community. The DRS will also be responsible for maintaining an alumni network of returning citizens for mutual support and connecting the alumni network with outside agencies and employers who actively seek to support formerly incarcerated people as part of their mission.

[back to top]

**Educational Need**

## A-2: Educational Need (13B.02.01.06)

*A. Before the Commission may evaluate the readiness of an out-of-State institution to operate in Maryland or award new degrees in the State, including the offering of an instructional program or a degree level not previously approved, the institution shall present evidence demonstrating the educational need to establish operations, offer programs, and award the degrees in question in the State.*

*B. The evidence required by §A of this regulation shall include:*

### (1) The degree to be awarded;

We will be offering a program leading to a Bachelor of Liberal Arts (BLA) degree, to be awarded by Georgetown College. The degree program combines a version of the University and College core requirements for the Bachelor of Arts (A.B.) and Bachelor of Science (B.S.) degrees awarded by the College on the main campus with a set of three interdisciplinary majors that integrate multiple main campus major programs of study.

### (2) The area of specialization;

As suggested by the title of the new degree, the BLA will be a liberal arts program, in the Jesuit tradition characteristic of Georgetown. The core curriculum matches very closely that offered on the main campus, with requirements in Philosophy; Theology; Writing; History; Humanities: Arts, Literature, and Culture; Math/Computer Science; Science For All; Social Science; and Foreign Language. As such, the core curriculum is designed to achieve the breadth of study that is a hallmark of liberal arts education.

Students in the BLA program will be required to complete one of the following three interdisciplinary majors:

- **Cultural Humanities**, which draws from main campus major programs in Art and Art History; English; American Music Culture and Theater and Performance Studies, both housed in the Department of Performing Arts; and affiliated interdisciplinary programs (e.g. American Studies, African American Studies) and literature and cultural studies courses offered by Faculty of Languages and Linguistics departments and programs.
- **Global Intellectual History**, which draws from main campus major programs in History; Philosophy; Theology and Religious Studies; the Political Theory subfield in the Department of Government; and relevant coursework with significant historical and/or philosophical focus from other main campus programs and departments.
- **Interdisciplinary Social Science**, which draws from all of the main campus social science disciplinary programs (Anthropology, Economics, Linguistics, Psychology, and Sociology) as well as from several related interdisciplinary programs (African American Studies, Justice and Peace Studies, Women's and Gender Studies).

### (3) The purpose or objective of the program or course of study to be offered;

In keeping with the liberal arts tradition, the primary objective of the BLA degree program reflects the mission of Georgetown College more generally: "to provide a liberal education for young women and men

who will be called to intellectual, moral, and professional leadership, and [to foster] in them a lifelong commitment to the quest for truth.” Thus, the primary objective of the program is intellectual formation, and as a general framework for the learning goals of the BLA degree program, we will adopt the Essential Learning Outcomes articulated by the American Association of Colleges & Universities.<sup>1</sup> The AAC&U framework provides a tiered, progressive approach: first, a baseline of “Knowledge of Human Cultures and the Physical and Natural World,” gained in part through breadth of study in the liberal arts, as in our core curriculum; second, a suite of “Intellectual and Practical Skills,” including those regularly cited in the context of the liberal arts (inquiry and analysis; critical thinking, written and oral communication, quantitative and information literacy, etc.); third, a tier of “Personal and Social Responsibility,” which layers civic engagement, cultural competencies, ethical reasoning, and foundations for lifelong learning on top of the intellectual skills articulated in the previous tier; finally, a tier focused on “Integrative and Applied Learning,” with emphasis on “[s]ynthesis and advanced accomplishment across general and specialized studies,” as in the capstone courses built into our major programs.

We supplement the AAC&U framework by situating it within the specific context of Georgetown’s Jesuit values, with particular attention to the following four:

- (1) **Educating the Whole Person**, with its emphasis on “development of the spiritual, intellectual, artistic, social and physical virtues of each person” and the integration of these virtues in all aspects of student life;
- (2) **Cura Personalis**, or “Care of the Person,” and the vision of “profound care and responsibility for one another, grounded in individualized attention to the needs of the other, to encourage each person’s flourishing” and the flourishing of all;
- (3) **Faith That Does Justice**, and the injunction to “address the social realities of poverty, oppression and injustice in our world” and promote justice to advance the common good; and
- (4) **People for Others**, with its provocative vision of a purpose-driven life lived in service to others, especially the most vulnerable.<sup>2</sup>

While the primary objective of the program is the intellectual formation of students, we also expect, as much research has shown, that access to higher education while incarcerated will lead to improved prospects for post-incarceration employment and lower rates of recidivism. We will collaborate with the Cawley Career Education Center on the main campus to provide consistent and comprehensive career counseling to students, and the Prisons and Justice Initiative staff will continue to develop its robust alumni and employer network. PJI will also have a dedicated Director of Reentry Programs on staff to offer comprehensive support to program alumni upon release. Additionally, we expect that participation in the BLA program will lead to increased civic and community engagement, both during and after incarceration. We will develop co- and extracurricular initiatives that offer students opportunities to cultivate leadership skills and sharpen their abilities to advocate for themselves and their communities. Ultimately, we expect that our alumni will go on to become leaders in movements for criminal justice reform and alternatives to mass incarceration, and advocates for and architects of a more just society.

---

<sup>1</sup> <https://www.aacu.org/essential-learning-outcomes>

<sup>2</sup> For a fuller description of Georgetown’s Jesuit values, see [https://missionandministry.georgetown.edu/mission/spirit-of-georgetown/#\\_ga=2.107608130.1733075039.1615816689-460965986.1466124653](https://missionandministry.georgetown.edu/mission/spirit-of-georgetown/#_ga=2.107608130.1733075039.1615816689-460965986.1466124653).

#### (4) Specific academic content of the program or course of study;

See pages from 2021-22 Undergraduate Bulletin, included separately.

#### (5) The quality of the proposed program in comparison to existing programs;

There are, at present, comparatively few postsecondary educational opportunities for incarcerated people. The elimination of Pell funding for incarcerated students in 1994 (one element of the Violent Crime Control and Law Enforcement Act of 1994) led to a drastic reduction in the number of postsecondary educational programs operating in prisons, and a recent study published by the Vera Institute of Justice found that in 2016, 58% of incarcerated adults completed *no* further education during their most recent incarceration and that only 9% completed some form of postsecondary education--7% in a certificate program from a college or trade school and 2% in an associate degree program. The percentage of incarcerated adults who completed a bachelor's degree was so low as to round to zero.<sup>3</sup> A related policy brief issued by Vera, "Second Chance Pell: A Snapshot of the First Three Years," suggests that the initial round of the Department of Education's Second Chance Pell Experimental Site initiative has significantly increased the number of postsecondary educational opportunities for the incarcerated, with over 16,000 students enrolled and 4,453 credentials earned, including 365 bachelor's degrees, in the first three years of the experiment.<sup>4</sup> While the subsequent expansion of Second Chance Pell in 2020, in which Georgetown was designated as an experimental site, and the full restoration of Pell funding to incarcerated students (part of the FAFSA Simplification Act passed by Congress in December of 2020), required to take effect no later than July 2023, will undoubtedly lead to an even more significant increase in the number of postsecondary educational opportunities for the incarcerated, this increase in the number of programs operating in prisons will also lead to concerns about quality: low quality online-only programs threaten to provide barely adequate opportunities that are easier for prisons to implement, but which are particularly poorly-suited to first generation college students without adequate in-person academic support. Incarcerated people are a radically underserved population, and we remain in the earliest stages of a national effort to reverse the disastrous effects of the elimination of Pell funding and to restore educational opportunities for incarcerated people.

There are already several high-quality, bachelor's degree-granting programs operating in the state of Maryland under Second Chance Pell (the University of Baltimore Second Chance College Program and the Goucher Prison Education Partnership), and there appear to be plans for a few other schools to enter this space (according the Department of Education, Bowie State University and the University of Maryland-Eastern Shore were also granted the opportunity to run experimental sites inside of prisons). We will strive to meet the high standards that they have set for four year prison education programs--in terms of quality of instruction, rigor of curriculum, strength of student support services, reentry support, and job placement. Our primary concern is to offer a program that rivals the quality of the undergraduate programs offered on Georgetown's main campus--with the same rigorous expectations of students, instruction delivered by Georgetown faculty, and support services comparable in quality to those offered to main campus undergraduate students. One indispensable framework for evaluating the quality of our program is the recent report on "Equity and Excellence in Practice: A Guide for Higher Education in

---

<sup>3</sup> Patrick Oakford, Cara Brumfield, Casey Goldvale, Laura Tatum, Margaret diZerega, and Fred Patrick. *Investing in Futures: Economic and Fiscal Benefits of Postsecondary Education in Prison*. New York: Vera Institute of Justice, 2019.

<sup>4</sup> Ruth Delaney and Chase Montagnet. *Second Chance Pell: A Snapshot of the First Three Years*. New York: Vera Institute of Justice, 2020.

Prison,” released in 2019 by the Alliance for Higher Education in Prison (AHEP) and the Prison University Project.<sup>5</sup> This report describes critical benchmarks in seven key areas, including program design, curriculum, pedagogy, instructional resources, and student advising and support services. We will use this report as a tool for self-assessment, and as a way to ensure that our program remains focused on the issue of equity, which the AHEP report defines as “upholding the same high standards and opportunities that exist in other quality higher education contexts.”

## (6) An analysis of the market for the program; and

We believe that there will be a significant market for the BLA degree program, given the very limited opportunities for incarcerated people to pursue postsecondary education at present described above. We have an initial agreement with the Maryland Department of Public Safety and Correctional Services (DPSCS) that will allow us to run admissions throughout the entire state prison system, with admitted students to be transferred to Patuxent prior to matriculation. According to statistics provided by DPSCS through their annual data dashboard, the average daily population (ADP) of those serving a sentence in a Maryland state facility in 2019 was 18,800 (the five-year average is 20,789, and the general trend is slightly downward).<sup>6</sup> Recent statistics cited in the Vera report on the benefits of postsecondary education in prison suggest that 64% of people incarcerated in federal and state prisons nationwide are eligible for postsecondary education, in the sense that they have attained a high school diploma or equivalent but nothing further. If we assume that the 64% figure is valid for those incarcerated in Maryland state prisons, then there would be approximately 12,000 people eligible for postsecondary education in the state system.<sup>7</sup> According to the most recent data in the newly created National Directory of Higher Education in Prison Programs maintained by the Alliance for Higher Education in Prison, there are currently two programs in the state of Maryland offering bachelor’s degree programs to incarcerated students: the Goucher Prison Education Partnership, serving a total of 171 students (79 women at the Maryland Correctional Institute for Women and 92 men at the Jessup Correctional Institution), and the University of Baltimore Second Chance College Program, serving 52 students at the Jessup Correctional Institution.<sup>8</sup> At a rate of 223 out of 12,000 eligible, just under 2% of eligible incarcerated people are pursuing a bachelor’s degree in the state of Maryland. Even using more conservative estimates (using, for example, the figures on Pell eligibility below rather than general eligibility for postsecondary education), fewer than 5% of eligible incarcerated people in the state of Maryland are currently pursuing a bachelor’s degree.

---

<sup>5</sup> Erzen, T., Gould, M.R., Lewen, J. (2019). *Equity and Excellence in Practice: A Guide for Higher Education in Prison*. St. Louis, MO: Alliance for Higher Education in Prison and San Quentin, CA: Prison University Project. Retrieved from the Alliance for Higher Education in Prison website: [www.higherininprison.org](http://www.higherininprison.org).

<sup>6</sup> [https://dpscs.maryland.gov/community\\_releases/DPSCS-Annual-Data-Dashboard.shtml](https://dpscs.maryland.gov/community_releases/DPSCS-Annual-Data-Dashboard.shtml)

<sup>7</sup> The statistics cited in the Vera report show that the next largest group, 30%, has *less* than a high school education. It is thus possible that a robust secondary education program would increase the pool of incarcerated people eligible for postsecondary education, and that an expansion in the number and variety of postsecondary educational opportunities would further stimulate demand for secondary education within prisons.

<sup>8</sup> <https://www.higheredinprison.org/national-directory/stats-view>



The Vera report estimates that in 2016 there were 6,941 people incarcerated in Maryland state prisons, or 34.7% of the total, who were Pell-eligible, with eligibility determined as follows: (1) age 18-54, (2) not serving a life sentence, and (3) minimum educational attainment of high school diploma or GED. When those expected to be released within one year were excluded, the number dropped to 5,779, or roughly 28.9%. While these figures on Pell eligibility are helpful and encouraging for our planning and budgeting purposes, they do not bear directly on the market for our program given that we will not restrict admissions by Pell eligibility (or by age or sentence length).

Additional data included in the DPSCS dashboard provide helpful context: in 2019, 63.4% of the total sentenced population was under the age of 40 (32.9% under the age of 31, and an additional 30.6% in the 31-40 age range), and 60.6% of the sentenced population was serving a sentence of 10 years or more (35.28% serving 15+ years, 12.44% serving 10-15 years, and an additional 12.83% serving life sentences). Given that the population is relatively young and length of sentence is relatively long, we believe there will be significant interest in our program, with many potential applicants having both the time to devote to the program and the desire to engage in a transformative educational program that will enhance their prospects for employment and successful reintegration into their communities upon release.

Overall, the data cited above suggests that incarcerated people in the state of Maryland are significantly underserved when it comes to postsecondary educational opportunities. Even with the potential addition of several other new programs under the 2020 expansion of Second Chance Pell (Bowie State University and the University of Maryland Eastern Shore), we expect that there will be significant interest in a Georgetown bachelor's degree program in the liberal arts tradition. In fact, we believe that more and more diverse postsecondary educational opportunities for incarcerated people in the state of Maryland will benefit students and participating institutions alike; market differentiation will help us to recruit and enroll students for whom our liberal arts program is the best fit.

## (7) The State's equal educational opportunity obligations under State and federal law.

See attached from Georgetown's Office of Institutional Diversity, Equity & Affirmative Action as well as <https://ideaa.georgetown.edu/> for more information about Georgetown's compliance with state and federal laws.

## C. In addition, the out-of-State institution shall demonstrate that the proposed program, for which the institution is making application:

### (1) Meets a critical and compelling regional or Statewide need; and

As the statistics cited above suggest, we believe that there is a clear, compelling regional and statewide need for increased postsecondary educational opportunities for incarcerated people. Furthermore,

Georgetown's designation as a Second Chance Pell experimental site places us in the context of a larger national experiment, designed and driven by the Department of Education, to both "test whether participation in high-quality educational opportunities increases after access to financial aid for incarcerated adults is expanded" and "support the successful transition of justice-involved individuals out of prison and back into the classroom or the workforce." The Department of Education's initial Second Chance Pell fact sheet cites an influential 2014 study by the Rand Corporation which found that those who participated in "correctional education programs" were 43% less likely to recidivate, and the recent Vera study estimates that if 50% of incarcerated people in the state of Maryland who were Pell-eligible participated in postsecondary educational programs while incarcerated, it would produce (1) an almost 5% increase in post-incarceration employment, (2) an increase of over \$600,000 in combined annual earnings of all formerly incarcerated workers during the year of release, and (3) a resultant savings of \$7.6 million in incarceration costs.<sup>9</sup> Thus our program, along with others like it, meets a critical and compelling need by increasing educational opportunities for the incarcerated and improving their prospects for post-incarceration employment, thereby reducing rates of recidivism and the costs of further incarceration.

## (2) Is consistent with the Maryland State Plan for Postsecondary Education.

We believe that the proposed program is aligned with the overall vision of "Student Success with Less Debt" and with the three specific goals--access, success, and innovation--articulated in the Maryland State Plan for Postsecondary Education. Our program will be offered at no cost to students, funded through a combination of Pell dollars and outside (grant and gift) support, and we will be committed to the success of each student in the program, measured using a variety of metrics: retention, degree completion, post-incarceration employment and income rates, civic engagement, etc.<sup>10</sup>

In terms of access, the plan notes that the majority of postsecondary students in the state of Maryland today are "non-traditional," while acknowledging the need to focus on the unique needs of specific populations within that overarching category. While incarcerated students are not identified or discussed as a specific population in the state plan, they do of course constitute a specific, underserved nontraditional population with unique needs, and expanding educational opportunities for the incarcerated will be necessary in order to achieve the goal of "ensur[ing] equitable access to affordable and quality postsecondary education *for all* Maryland residents."

In terms of the second goal, promoting practices and policies that will ensure success, our program will incorporate a version of several of the key strategies articulated in the state plan, from "policies and practices designed to serve the needs of non-traditional students" (Strategy 5) to enhanced career planning and advising services that are integrated into academic advising and planning (Strategy 7). More generally, ours will be a small program, committed to the success of each of our students, measured

---

<sup>9</sup> The Department of Education's Second Chance Pell fact sheet is available at <https://www2.ed.gov/about/offices/list/ope/pell-secondchance.pdf>. See Figure 10 and 12 in the Vera Report "Investing in Futures" for estimates on post-incarceration employment and earnings and consequent incarceration savings.

<sup>10</sup> A recent report published by the Institute for Higher Education Policy, "Supporting Success: The Higher Education in Prison Key Performance Indicator Framework," suggests these metrics as well as many others. The main thrust of the IHEP report is that a narrow focus on "recidivism reduction, while an important metric for disrupting the cycle of reincarceration, fails to account for the complexity of higher education's transformative potential." Thus we will measure success in terms of retention and degree completion, post-incarceration employment and earnings, and also in terms of civic engagement and soft skills/personal transformation.

primarily but not exclusively in terms of the timely completion of the BLA degree and the enactment and cultivation of our values: “Educating the Whole Person,” “*Cura Personalis*,” “Faith that Does Justice,” and “People for Others.”

Finally, in terms of the third goal, innovation, we can begin by noting that (1) the BLA degree represents a significant innovation for Georgetown, as a new degree program created designed specifically for incarcerated students, and (2) our participation in the Second Chance Pell experiment locates our program in a broader experiment designed to test new and better approaches to problems of incarceration and recidivism. We will maintain an openness to innovation, both in how we collaborate with partners on the main campus (e.g., University Library, Academic Resource Center, Writing Center, Cawley Career Education Center) and how we partner with outside agencies in Maryland and throughout the region in order to provide the best education possible to our students and ensure their continued success beyond. Particular points of emphasis in our program will be versions of Strategy 8, focused on partnerships with employers who are committed to opportunities for the formerly incarcerated and the reduction of stigma around incarceration, and Strategy 9, with a particular focus on the pedagogical possibilities opened up by enhanced technologies in incarcerated classrooms.

**D. The out-of-State institution shall clearly state the demand and need for a program, for which the institution is making application, in terms of meeting present and future needs of the region and the State in general.**

*Two kinds of need may be identified:*

(1) Societal needs, including the tradition of liberal arts education, which provides immeasurable returns to the State in part by instilling in citizens a capacity for advanced learning and individual and societal benefits regardless of workforce or market demand considerations; and

(2) Occupational needs relative to meeting workforce requirements or upgrading vocational or technical skills.

As outlined above, the BLA program will be a liberal arts program, with the primary outcomes focused on intellectual formation rather than workforce or market considerations. Thus the program is designed to meet societal needs, both in terms of the general capacity for advanced learning described in the question but also in terms of the more specific need for enhanced educational opportunities for incarcerated people, in order to increase the likelihood of successful reintegration post-incarceration and reduce rates of recidivism and related incarceration costs. We aim to prepare these incarcerated men and women to become returning citizens who will contribute materially and culturally to their communities as leaders. In another sense, the larger societal need is for alternative approaches to incarceration, focused on the potential for personal transformation through educational opportunity: incarcerated and formerly incarcerated citizens must play a leading role in these transformations.

## E. Market Demand Data.

(1) The out-of-State institution shall present data projecting market demand and the availability of openings in the job market to be served by the new program for which the institution is making application. The type of information submitted will vary, depending on the program, but may include workforce and employment projections prepared by the federal and State governments as well as professional and trade associations.

As a liberal arts program, the BLA will prepare students for success in any number of post-graduation occupations and career fields. While this makes it difficult to identify specific job markets for our graduates, the Vera report cites projections from the Bureau of Labor Statistics that suggest that over the next decade there will be, on average, “nearly five million job openings annually for which the typical entry-level education requirement will range from some college to a bachelor’s degree.” A self-study prepared by Georgetown’s Cawley Career Education Center indicates that main campus Georgetown College graduates from the Class of 2019 are employed in a wide range of fields and industries; the top ten are internet and software; nonprofit; management consulting; investment banking; legal and law enforcement; healthcare; government; journalism, media, and publishing; advertising, public relations, and marketing; and investment/portfolio management. While we anticipate that there will be some divergence in the interests and industry placements of our graduates (less emphasis on the banking and financial sectors, for example, and more on the nonprofit, social services, and community development sectors), we nevertheless expect that our graduates will pursue employment in a similarly broad range of fields and industries. We also recognize that they will face additional challenges due to the stigma related to incarceration, discriminatory hiring practices, barriers to occupational licensure, et al. For these reasons we will make a concerted effort to develop strategic partnerships with employers and community organizations committed to providing opportunities to our formerly incarcerated alumni.

(2) With the exception of programs in the liberal arts, recently collected, existing, or new market surveys shall be used which clearly provide quantifiable and reliable data from prospective employers on the educational and training needs, and the anticipated number of vacancies, expected over the next 5 years.

N/A -- liberal arts program

(3) In assessing demand for a new program, for which the institution is making application, an institution shall also present data showing the current supply of graduates in that program area in the State and region.

Rather than cite data for liberal arts graduates in general, we reiterate here that a very small percentage of incarcerated people, both nationally and in the state of Maryland, currently have access to higher education programs that lead to a bachelor’s degree.

## Further Detail Requested from the Initial Application

The Application for Initial Approval for Out-of-State Degree-Granting Institutions to Operate in Maryland includes the following questions which are not fully covered by the COMAR regulatory language above:

*(b) If similar programs already exist in the State of Maryland, what are the similarities or differences in your program in terms of the degrees to be awarded, the areas of specialization, and the specific academic content of the programs?*

According to the most recent data in the newly created National Directory of Higher Education in Prison Programs maintained by the Alliance for Higher Education in Prison, there are currently two programs in the state of Maryland offering bachelor's degree programs to incarcerated students: the Goucher Prison Education Partnership, offering a Bachelor of Arts in American Studies to a total of 171 students (79 women at the Maryland Correctional Institute for Women and 92 men at the Jessup Correctional Institution), and the University of Baltimore Second Chance College Program, offering a Bachelor of Arts in Human Services Administration to 52 students at the Jessup Correctional Institution.<sup>11</sup> At a rate of 223 out of 12,000 eligible, just under 2% of eligible incarcerated people are pursuing a bachelor's degree in the state of Maryland. Even using more conservative estimates (using, for example, the figures on Pell eligibility below rather than general eligibility for postsecondary education), fewer than 5% of eligible incarcerated people in the state of Maryland are currently pursuing a bachelor's degree.

(c) Is a Maryland employer sponsoring/supporting the application for the program(s) to be offered at this location?  Yes  No COMAR 02.01.07D(3)(q)

No.

(d) Will the programs/classes at this location be closed? [That is, only available to employees or members of the host site and not open to the general public].  Yes  No

These courses will not be open to the general public, but they will be available to individuals incarcerated throughout the state of Maryland. According to the MHEC's Jackie Cade, this means it is not technically a closed site:

"We can confirm that the proposed program would not qualify as a closed site. [COMAR 13B.02.01.03B\(4\)](#) states: 'Closed site' means a business, organization, educational entity, or government site that offers courses *solely for its own employees*' (emphasis added). The proposed program's targeted audience does not fit the criteria of the definition."

(e) Will these programs/classes be offered in affiliation with a Maryland Regional Higher Education Center?

Yes  No

---

<sup>11</sup> <https://www.higheredinprison.org/national-directory/stats-view>

No.

## Recent Approval Letter



Larry Hogan  
Governor

Boyd K. Rutherford  
Lt. Governor

Ian D. MacFarlane  
Chair

James D. Fielder, Jr., Ph. D.  
Secretary

September 3, 2020

*Sent via email*

John J. DeGioia, Ph.D.  
President  
Georgetown University  
3700 O St. NW  
Healy Hall 201  
Washington, D.C. 20057  
[president@georgetown.edu](mailto:president@georgetown.edu)

Dear President DeGioia:

The Maryland Higher Education Commission has received a renewal application with a request for extended approval from Georgetown University to continue offering its three previously approved programs with experiential learning requirements: Master of Science in Nursing with a concentration in Adult Gerontology Acute Care Nurse Practitioner, Post-Master's Certificate in Adult Gerontology Acute Care Nurse Practitioner, and the Doctor of Nursing Practice in Adult Gerontology Acute Care Nurse Practitioner, to be held at the University of Maryland, Baltimore School of Nursing located at 655 W. Lombard St. in Baltimore, MD, 21201. The University also requested discontinuation of the closed site Executive Master's in Leadership for D.C. Public School Leaders previously approved at the William F. Bolger Center, 9600 Newbridge Dr. in Potomac, MD, 20854.

I am pleased to inform you that Georgetown University is authorized to offer the programs as listed below until August 31, 2023. Additionally, the request for discontinuation of the closed site program with DC Public Schools is approved. This decision is based on an analysis of the program proposal in conjunction with the law and regulations governing academic program approval, in particular Code of Maryland Regulations (COMAR) 13B.02.01. As required by COMAR, the Commission circulated the program proposal to the Maryland higher education community for comment and objection. No objections or comments were received during the 30-day circulation period.

### **Approved Programs**

#### **University of Maryland, Baltimore School of Nursing, 655 W. Lombard St., Baltimore, MD 21201**

- I. Master of Science in Nursing (M.S.N.) with a concentration in Adult Gerontology Acute Care Nurse Practitioner
- II. Post Master's Certificate in Adult Gerontology Acute Care Nurse Practitioner
- III. Doctor of Nursing Practice - Adult Gerontology Acute Care Nurse Practitioner

### **Discontinued Program**

#### **William F. Bolger Center, 9600 Newbridge Dr., Potomac, MD 20854**

Executive Master's in Leadership - D.C. Schools



The following conditions apply to this approval:

- 1) Georgetown University must submit documentation annually demonstrating that the institution meets the faculty requirements of COMAR 13B.02.01.16. The institution must submit the faculty compliance report by September 1st each year for the upcoming academic year.
- 2) Georgetown University must submit annually the enrollment data required by COMAR 13B.02.01.08B(4)(q). The institution must submit the student enrollment data report by September 1<sup>st</sup> each year for the preceding academic year.
- 3) Per COMAR 13B.02.01.02C, the approval granted herein applies only to the formal awards, instructional programs, and location designated in this certificate of approval. Therefore, should the Memorandum of Understanding (MOU) between the Georgetown University and University of Maryland, Baltimore School of Nursing, which expires on June 30, 2023, be terminated before the expiration date, Georgetown University must notify the Commission at least 30 days prior to the termination. This approval will expire on the date the MOU expires or is terminated, whichever is first.

An electronic renewal form and the regulations for out-of-state institutions are available on the Commission's website under "Academic Approval Process" at [www.mhec.maryland.gov](http://www.mhec.maryland.gov). In order to operate the programs in Maryland after the stated expiration date, the renewal application should be completed and submitted to this office no later than five months before the institution proposes to commence operation for the academic year 2023-2024 (i.e March 31, 2023). If applicable, the use of VA benefits for these programs should be coordinated through Everett Jackson, Associate Director of Veterans Affairs. Mr. Jackson can be reached at [everetted.jackson@maryland.gov](mailto:everetted.jackson@maryland.gov).

Please keep us informed of any changes contemplated in your offerings in Maryland. We look forward to continuing the cooperative relationship developed between your institution and the Maryland Higher Education Commission.

Sincerely,



Dr. James D. Fielder  
Secretary

JDF:KKS:jmc

C: [Jonathan Gomez, Associate Registrar](#) for Program Registrations, Georgetown University  
Dr. Antoinette Coleman, Associate Vice Chancellor for Academic Affairs, USM  
Dr. Jennifer Frank, Vice President of Academic Affairs, MICUA  
Ms. Jody Kallis, Legislative Director, MACC

File 200003