

Georgetown University's renewal application to operate  
as an out-of-state institution in Maryland in accordance  
with COMAR 13B.02.01

**OOS RENEWAL**

**MARYLAND HIGHER EDUCATION COMMISSION**

**Application for Renewal 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. If an additional, new location is being proposed, an Application for Renewal of Approval must be submitted for that location.

**PREVIOUSLY APPROVED LOCATION IN MARYLAND.**

Please provide the complete mailing address.

Location 1: Executive Masters in Leadership  
William F. Bolger Center, 9600 Newbridge Drive, Potomac, MD 20854

Location 2: Master of Science in Nursing – Adult Gerontology Acute Care Nurse Practitioner  
University of Maryland School of Nursing 655 W. Lombard St., Baltimore, MD 21201.

**PROPOSED START DATE OF CONTINUED OPERATION. September 1, 2018**

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

**NAME AND ADDRESS OF INSTITUTION APPLYING FOR APPROVAL.**

<b>Name of Institution:</b>	Georgetown University
<b>Web Address:</b>	<a href="http://www.georgetown.edu/">http://www.georgetown.edu/</a>
<b>OPEID Code:</b>	0144500
<small>U.S. Department of Education, Office of Postsecondary Education, ID Code -- Title IV eligibility.</small>	
<b>Chief Executive Officer:</b>	Dr. John J. Degioia, President
<b>Mailing Address:</b>	3700 O St. NW, Healy Hall 201, Washington, DC 20057
<b>Telephone:</b>	202-687-4160
<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:

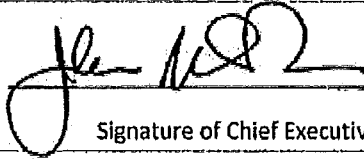
**Name:** Kim Sneed  
**Title:** Assistant Registrar for Program Registrations  
**Mailing Address:** G-01 White Gravenor Building  
37th and O Streets, N.W.,  
Washington, DC 20057  
**Telephone:** 202-687-8254  
**Email:** ks1587@georgetown.edu

\*\*\*\*\* 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).

March 28, 2018

Date



Signature of Chief Executive Officer

Please Submit All Information To:

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

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. DURATION OF APPROVAL**

Approval to operate at a previously approved location in Maryland must be renewed annually. However, "during or after the fifth year of operation in Maryland and during any subsequent renewal cycle, an out-of-State institution may apply for approval to operate in Maryland for an extended period of time up to 5 years." COMAR 13B.02.01.08C(1)

If the location for which you are applying has been annually approved for at least five years, do you wish to seek approval to operate in the State for an extended period of time of up to 5 years?

Yes, we wish to be approved for \_\_\_\_ years.

## II. SUPPORTING DOCUMENTATION

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

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

Have your catalogs, other institutional publications, or awards changed since they were last submitted?

Yes  No If yes, please submit new copies.

Application Fee. (Must accompany all renewals) COMAR 13B.02.01.08B(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. The application renewal fee will be waived for renewals of out-of-state institutions operating at Regional Maryland Higher Education Center.

Accreditation. (Must accompany all renewals) COMAR 13B.02.01.08B(4)(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. (Must accompany all renewals)

COMAR 13B.02.01.08B(4)(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 With Fire and Safety Codes (Must accompany all renewals)

COMAR 13B.02.01.08B(4)(o)

Please provide a certificate for each approved location for indicating that the proposed facility has been inspected and is found in compliance with local and State ordinances pertaining to fire and safety.

Board of Trustees Resolution of Financial Solvency (Must accompany all renewals)

COMAR 13B.02.01.08B(4)(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)

Are there new advertisements in print format related to your programs in Maryland?

Yes  No If yes, please provide copies of the new advertisements.

Enrollment Data as Prescribed by the Secretary. (Must accompany all renewals)

COMAR 13B.02.01.08B(4)(q)

Please provide the information requested on the Student Enrollment Data Form found at the end of this application.

Teach-out Plan (Must accompany all renewals) COMAR 13B.02.01.08B(4)(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.

**Executive Master's in Leadership**

**Bolger Center**

**Potomac, MD**

### III. 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.**

➤ **CURRENTLY OFFERED PROGRAMS.**

**INSTRUCTIONS.** Please enter the requested information on your **CURRENTLY OFFERED PROGRAMS** in the spaces provided below, or create an attachment (labeled "A-1: Current Programs") to this application with the required information.

(a) Provide a list of your currently offered programs at this location. For each program provide the following information: (1) the full title of the program; (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: Business Administration</i>	<i>B.S.B</i>	<i>Distance Ed.</i>	<i>120 sem</i>	<i>Yes</i>
Executive Master's in Leadership	E.M.L.	Classroom	32 sem	Yes

➤ NEW PROGRAMS

**INSTRUCTIONS.** Is the institution proposing any new programs at this location?  Yes  No

If yes, please enter the requested information in the spaces provided below, or create an attachment (labeled "A-1: New Programs") to this information with your responses to the following for each new program:

- (a) Provide a list of the new programs at this location. For each new program provide the following information: (1) the full title of the program; (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.

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<i>Example: Business Administration</i>	<i>B.S.B</i>	<i>Distance Ed.</i>	<i>120 sem</i>	<i>Yes</i>

- (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

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



**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 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. 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 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 and respond to the following questions for each new 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 programs serve occupational needs, present data projecting 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.

N/A

(2) If the programs serve societal needs (include the traditional liberal arts education), provide a Description of how the proposed programs will enhance higher education in Maryland and contribute society

N/A

(b) If similar programs exist in the State, 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?

N/A

(c) Is a Maryland employer sponsoring/supporting the application for the program(s) to be offered at this location?

Yes  No

**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

**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 the educational activities offered. COMAR 13B.02.01.15

**INSTRUCTIONS:** Has any previously reported Administrative Staff information changed since your last approval at this location?  Yes  No

**If yes, please enter the requested information in the spaces provided below, or create an attachment labeled (labeled "A-3: Administrative Staff Changes") to this application with any changes to the following questions:**

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

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

#### 4. Faculty

**INSTRUCTIONS:** Has any previously reported Faculty information changed since your last approval at this location?  Yes  No

**If yes, please enter the requested information in the spaces provided below, or create an attachment labeled (labeled "A-4: Faculty Changes") with any changes to the following questions:**

(a) List all faculty that are to teach in the first year (or cycle) of the programs at this location. For each faculty member provide the following information: COMAR 13B.02.01.08(4)(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 labeled "A-4 Faculty Changes"

(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

See attachment labeled "A-4 Faculty Changes"

**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:** Has any previously reported library information changed since your last approval at this location?  Yes  No

**If yes, please enter the requested information in the spaces provided below, or create an attachment (labeled "A-5: Library Changes") to this application with any changes 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?

**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 institutions keep complete and accurate records of admission, enrollment, grades, scholarships, transfer of 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:** Has any previously reported Student Services information changed since your last approval at this location?  Yes  No

**If yes, please enter the requested information in the spaces provided below, or create an attachment (labeled "A-6: Student Services") to this application with any changes to the following questions.**

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

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

(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:

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 \_\_\_\_\_. 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:** Has any previously reported Student Services information changed since your last approval at this location?  Yes  No

**If yes to either question, please enter the requested information in the spaces provided below, or create an attachment (labeled "A-7: Facilities") to this application with any changes to the following questions.**

(a) Has a specific facility been inspected and approved for use as a classroom/laboratory space and been found in compliance with local and State ordinance 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.

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

(c) 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?

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

**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

A-4 Faculty Additions

Faculty First Name	Faculty Last Name	Course	Full-Time or Part-Time	Faculty Member	Degree	Area of Specialization	Degree-Granting Institution
Tinsley	Catherine	Residency	Full-Time		PhD	Organizational Behavior Studies	Northwestern University
					MS	Organizational Behavior Studies	Northwestern University
					BA	Anthropology	Bryn Mawr College

# Leading Teams and Organizations

## Models of Leadership

This course provides an introduction to the study of leadership at the graduate level. *Models of Leadership* includes an analytical survey of major leadership perspectives, theories, and models. Participants explore both relevant theories and models and their implications for specific leadership contexts and challenges. A major goal of the course is to provide each participant with a repertoire of leadership concepts that can be applied, as appropriate, in a variety of specific leadership situations.

## Leading Teams

This course is focused on leadership in the context of teams, the most common arena for the experience of leading — or being led. Exploring both the science and the practice of leading teams, the course highlights the leader's role (e.g., designing, composing, structuring, and coaching a team) and the differences among various sorts of teams (e.g., entrepreneurial teams, creative teams, decision-making teams, virtual teams, and top management/C-suite teams).

## Leading Change

The primary focus of this course is organizational transformation, or the leadership that fundamentally reorients an organization, its potential, objectives, and methods. In particular, *Leading Change* examines how effective leaders are able to bring about fundamental change in organizational settings and why certain methods and techniques, and not others, are effective in particular settings.

## Strategy of Organizational Leadership

Students will analyze and understand the building blocks of competitive strategy and organizational leadership, as well as learn to establish and defend an organization's dominant position in its industry.

## Scenario Planning

*Scenario Planning* builds capacity for scenario thinking as it relates to the leadership of organizations and groups. The course introduces participants to a robust technique for creating scenarios, with an emphasis on the value of scenarios as tools for environmental

## Creating and Changing Cultures

Building on *Leading Change*, *Creating and Changing Cultures* focuses on helping students understand the power of organizational culture and a leader's role in shaping and leveraging it. The course explores major perspectives on culture to create frameworks



monitoring, innovation, strategic planning, and short-term alignment of initiatives. Vigilant leaders spot opportunities and threats before others. *Scenario Planning* provides a disciplined process to guide this focus on the future and tools to manage key uncertainties.

that allow students to analyze culture, understand its strengths and weaknesses, and learn how a leader can use culture to bring the best results to the organization.

## Tools for Leadership

### **How Leaders Develop**

This course weaves together two major themes — the development of individuals into leaders, from both the personal and organizational perspective, and methods for studying leadership and leadership development in a systematic way. The course provides a survey of research methods most likely to be useful in preparing the master's paper for each participant — methods such as literature reviews,

### **Human and Social Capital**

Social capital is defined as the resources embedded within and available through social relationships. This course demonstrates how an organization can attract, develop, and retain talented people (human capital); systematically build trust and social capital; and thereby enable organizational success. It provides a context for understanding how an organization can identify and nurture potential leaders.

participant observation, interviewing, and surveys — while exploring the available research on the development and maturation of leaders.

## **Negotiations**

Building on previous coursework in team leadership, this class develops students' negotiation skills. The course explores interaction between individuals and teams and the systems that interact with or affect them. Subsequently, students will conduct multi-level analyses on such topics as cultural nuances, identity, barriers, perceptions, motivation, group entanglements, creativity, social identity, and intergroup behavior.

## **Power and Influence**

Exploring the dynamics of power and influence within human organizations, topics include the role of power in leadership (and vice versa); the interface of values, behavior, and perceptions; and an exercise in "creating yourself" as a leader.

## **Decision-Making**

The ability to make good decisions is a fundamental skill for leaders in all organizations. This course provides

## **Leadership Communications**

Students learn how to present their message successfully, from understanding their audience and

students with a systematic way to think carefully about decisions to arrive at more informed choices and will thoroughly examine the “pitfalls” (i.e., cognitive biases) that commonly derail good decision-making. Topics include decision structuring, tradeoffs, analysis, and traps.

integrating visuals to creating strategies for difficult conversations.

## **Capstone Project**

The master's paper is an individual capstone project that provides an opportunity for each EML student (guided by a faculty mentor and with input from a faculty reader) to carefully explore a personally relevant leadership issue. Capstone Project Weekend provides an opportunity for each EML participant to make an oral presentation of his or her project to classmates and EML faculty. The event is open to the Georgetown McDonough School of Business community.

# Looking to the Future

## **Anticipating the Future**

World-class leaders share their visions of current trends and likely developments in areas such as global demographics, economics, geopolitical developments, technology, and social trends. The course takes place during the initial and final portions of the program. The first portion emphasizes trends relevant to the location of the upcoming Global Residency, and the second portion touches on issues likely to prove directly relevant to the future of participants as leaders.

## **Developing a Personal Leadership Action Plan**

Participants integrate concepts learned throughout the program into a personalized action plan that identifies the strategic priorities, action steps, and areas of opportunity in their individual leadership journeys. The plan that each student produces serves as a guide for future growth and success and directly prepares the participant for the Closing Residency.

**Master of Science in Nursing**  
**University of Maryland School of nursing**  
**Baltimore, MD**

## II. APPLICATION QUESTIONNAIRE

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### 1. Programs.

#### ➤ CURRENTLY OFFERED PROGRAMS.

**INSTRUCTIONS.** Please enter the requested information on your **CURRENTLY OFFERED PROGRAMS** in the spaces provided below, or create an attachment (labeled “A-1: Current Programs”) to this application with the required information.

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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: Business Administration</i>	<i>B.S.B</i>	<i>Distance Ed.</i>	<i>120 sem</i>	<i>Yes</i>
M.S. Nursing, Adult Gerontology Acute Care Nurse Practitioner	M.S.	Online/Hybrid	40 sem	Yes

#### ➤ NEW PROGRAMS

**INSTRUCTIONS.** Is the institution proposing any new programs at this location?  Yes  No  
**If yes,** please enter the requested information in the spaces provided below, or create an attachment (labeled “A-1: New Programs”) to this information with your responses to the following for each new program:

(a) Provide a list of the new programs at this location. For each new program provide the following information: (1) the full title of the program; (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.

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(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

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

**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 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. 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 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 and respond to the following questions for each new 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 programs serve occupational needs, present data projecting 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.

(2) If the programs serve societal needs (include the traditional liberal arts education), provide a Description of how the proposed programs will enhance higher education in Maryland and contribute society

(b) If similar programs exist in the State, 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?

(c) Is a Maryland employer sponsoring/supporting the application for the program(s) to be offered at this location?

Yes  No

**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

**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 the educational activities offered. COMAR 13B.02.01.15

**INSTRUCTIONS:** Has any previously reported Administrative Staff information changed since your last approval at this location?  Yes  No

**If yes**, please enter the requested information in the spaces provided below, or create an attachment labeled (labeled "A-3: Administrative Staff Changes") to this application with any changes to the following questions:

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

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



**4. Faculty**

**INSTRUCTIONS:** Has any previously reported Faculty information changed since your last approval at this location?  Yes  No

**If yes, please enter the requested information in the spaces provided below, or create an attachment labeled (labeled "A-4: Faculty Changes") with any changes to the following questions:**

(a) List all faculty that are to teach in the first year (or cycle) of the programs at this location. For each faculty member provide the following information: COMAR 13B.02.01.08(4)(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

(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.

**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:** Has any previously reported library information changed since your last approval at this location?  Yes  No

**If yes, please enter the requested information in the spaces provided below, or create an attachment labeled "A-5: Library Changes") to this application with any changes 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?

**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 institutions keep complete and accurate records of admission, enrollment, grades, scholarships, transfer of 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:** Has any previously reported Student Services information changed since your last approval at this location?  Yes  No

**If yes, please enter the requested information in the spaces provided below, or create an attachment (labeled "A-6: Student Services") to this application with any changes to the following questions.**

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

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

(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: \_\_\_\_  
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 \_\_\_\_\_. 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:** Has any previously reported Student Services information changed since your last approval at this location?  Yes  No

**If yes to either question, please enter the requested information in the spaces provided below, or create an attachment (labeled "A-7: Facilities") to this application with any changes to the following questions.**

(a) Has a specific facility been inspected and approved for use as a classroom/laboratory space and been found in compliance with local and State ordinance 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.

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

(c) 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?

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

**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

# MS in Nursing and DNP (Required for All Specialties)

These core courses, designed to build fundamental technical, ethical, and interpersonal nursing skills, are required for students in all Nursing@Georgetown programs and specialties:

## **NURO-548 Advanced Physiology and Pathophysiology**

*Credits: 4 | Prerequisites: Undergraduate Course in Physiology/Pathophysiology*

This course presupposes a basic knowledge of human physiology and pathophysiology. Topics are covered from a molecular, cellular, tissue, organ, and system perspective, and related to disease states that are important to advance nursing practice. The focus of this course is to impart concepts of advanced physiology and pathophysiology that are elemental to advanced practice nursing based on a comprehensive understanding of the patient's underlying physiological and disease processes and their impact on the plan of care. Emphasis is also placed on integrating and conceptualizing information gained from many sources to develop a diagnosis and a plan of care for clients of all ages, with any disease states.

## **NURO-528 Advanced Health Assessment**

*Credits: 3 | Prerequisites: NURO-546*

This course focuses on providing students with advanced knowledge and skills in the health assessment of individuals across the life span within the context of the advanced practice role. Emphasis is placed on the collection, interpretation, and synthesis of relevant historical, genetic, biological, cultural, psychosocial, and physical data for the development of a comprehensive and holistic health assessment. Evidence-based practice concepts related to health promotion/disease prevention are introduced. Critical thinking and diagnostic reasoning skills are developed.

## **NURO-544 Advanced Concepts in Pharmacology**

*Credits: 3 | Prerequisites: None*

This course focuses on the pharmacologic concepts important to advanced practice nurses. The course will initially provide the student with an understanding of fundamental pharmacological principles such as pharmacokinetics, pharmacodynamics, drug metabolism, and dose-

response relationships. The primary focus of the course will then be to study the major pharmacological classes surrounding disease processes affecting the major organ systems. Course content is geared toward providing the student with a solid foundation in the major pharmacological drug classes as to apply the principles in their therapeutic decision-making. Application of these principles to various disease states and real-world situations will be touched upon for enhanced understanding of the concepts; however, the goal of this course is not to focus on disease diagnosis and treatment.

### **NURO-518 Health Care Ethics**

*Credits: 2 | Prerequisites: None*

This course aims to cultivate a refined capacity for moral reflection and discourse. It offers an invitation for learners to reflect on their ability to address the ethical challenges inherent in contemporary nursing practice. Students will be challenged to develop the moral agency and ethical skills essential for ethical practice in today's world. Students will also be challenged to analyze when health care as it is currently being practiced advances the human flourishing of all (with special concern for vulnerable populations) — and when it falls short. This course promotes the formation of the type of moral agency essential to excellent practice.

### **NURO-539 Professional Role of the Advanced Practice Nurse**

*Credits: 2 | Prerequisites: None*

This course focuses on advanced roles for professional nursing practice. Emphasis is on philosophical inquiry, theory analysis, and the development of leadership skills for working with individuals and groups in advanced nursing practice. Major theoretical perspectives from a variety of disciplines are explored as a foundation for advanced practice.

### **NURO-710 Care of the Family in Crisis (FNP, NM/WHNP, WHNP Specialties)**

*Credits: 1 | Prerequisites: NURO-687, NURO-691, or NURO-675*

This seminar course provides the opportunity to develop advanced competency as an advanced practice nurse working with family systems in crisis. Emphasis will be on crisis management, specifically management of psychological and behavioral problems within the family. Current psychological, social, and ethical issues pertinent to families in crisis will be explored. Particular attention will be given to interdisciplinary collaboration to ensure continuous and reliable care for families in crisis, as well as how APNs can utilize community resources

for their patients. Additionally, this class will discuss how providers can provide professional and compassionate care and maintain professionalism and prevent provider fatigue and burnout. This course is a 12-session seminar course. Each session will last one hour.

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## MS in Nursing Only

Students in all specializations of Nursing@Georgetown's MS in Nursing program will complete three additional core courses.

### **NURO-530 Research Methods and Biostatistics for Health Care Providers**

*Credits: 4 | Prerequisites: None*

This course provides students with an overview of quantitative and qualitative research methods commonly used by the health care provider in systematic clinical inquiry. Use of research design and methodology along with analytic tools will assist the learner to evaluate clinical issues. Emphasis is given to the application of statistical methods in the evaluation of clinical questions, focusing on selection and application of appropriate statistical procedures.

The course will provide a broad framework for understanding and applying commonly used research methodologies and data analysis techniques in health care research. Basic concepts of interpretation and application of statistics are included, such as types of distributions, concepts of significance testing, and discussion of basic descriptive statistics. The student is introduced to common non-parametric and parametric statistical tests of association and trend analysis, including a practical experience with various methods to manage a data set. Qualitative techniques of data analysis based on ethnography, critical social theory, phenomenology, and grounded theory are also applied.

### **NURO-540 Research Evidence and Best Practices in Health Care**

*Credits: 3 | Prerequisites: NURO-530*

This course is designed to prepare the master's-level nursing student to critically evaluate knowledge, research, and evidence for implementation of best practices in health care. Students will formulate and conceptualize clinical research questions, critically appraise the

evidence, and synthesize research findings to develop an innovative evidence-based practice and design an implementation plan.

### **NURO-624 Health Policy**

*Credits: 3 | Prerequisites: None*

This course provides an introduction to health care organization, financing, and delivery in the United States, to include the role of public policy, advocacy, and industry regulation. Health policy perspectives and the analytical tools to understand the national policy-making environment will be integrated throughout the course. Key policy issues and core constructs for analysis include national health expenditures and cost containment strategies, patient access and health disparities, health care quality and performance improvement, and workforce policy. Health care reform, future directions and trends, and policy innovations will be examined for their impact on advanced practice, service delivery, and health outcomes.

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## **DNP Only**

Students in all specializations of Nursing@Georgetown's Doctor of Nursing Practice (DNP) program will complete seven additional DNP-focused core courses.

### **DNPO-532 Biostatistics and Epidemiology**

*Credits: 4*

In this course, students will learn to utilize basic principles and methods of epidemiology and biostatistics such as parametric and non-parametric statistics. Appropriate statistical methods will be integrated with the main epidemiological content, and practical sessions will make use of relevant computer software. Students will explore the use of epidemiological methods to study the effects of environmental exposures in human health and disease outbreaks.

### **DNPO-711 Scholarly Writing**

*Credits: 1*

This course provides an overview of the basic concepts of scholarly writing and the skills necessary to write in various contexts. Emphasis is placed on techniques for writing for graduate papers and pursuing publication.

**DNPO-541 Evidence-Based Practice I (EBPI)**

*Credits: 3 | Prerequisites: DNPO-532*

This course is designed to prepare the graduate nursing student to critically evaluate knowledge, research, and evidence of implementation of best practices in health care. The student will conceptualize clinical research questions using the PICO taxonomy and develop an understanding of the principles used to conduct a systematic literature search, including critical appraisal of the existing literature to determine the level of evidence.

**DNPO-542 Evidence-Based Practice II (EBPII)**

*Credits: 3 | Prerequisites: DNPO-532 and DNPO-541*

This course builds upon Evidence-Based Practice I (EBPI) to examine the applicability of evidence-based practice and practice guidelines in an organizational setting. The course explores methods of EBP and quality improvement models for enhancing the outcomes of a group, population, or community. Students will synthesize information and data via evaluation strategies, including program evaluation designs and metrics, comparative research designs and use of appropriate statistical analysis, fidelity of the intervention, and outcome measurement. Students will conceptualize the elements essential to create a sustainable EBP project.

**DNPO-740 Health Care Outcomes, Quality, and Safety**

*Credits: 3*

This course will analyze key issues related to the current changes in health care outcome. Students will examine the conceptual frameworks used to demonstrate health care outcomes and identify the forces that drive the development of current outcomes. The influence of select health care outcomes on nursing, advanced practice nursing, health care systems, and policy formation will also be analyzed. The course will further cover current practical approaches to developing valid and reliable statistical measures, as well as standard tools such as H-CAHPS, HEDIS, relating to safety efficiency, timeliness, patient satisfaction, safety, and equitable distribution of resources. Finally, strategies to manage and transform health care delivery based on health outcomes will be addressed.

**DNPO-762 Health Policy and Advocacy**

*Credits: 3 | Prerequisites: None*

This course teaches students how to analyze health care policies using



data (research literature as well as local, state, national, and international data sets) and provides them with the necessary skills to advocate for changes in health policies to improve health.

### **DNPO-771 Principles of Economics and Health Care Finance**

*Credits: 2*

This course examines the principles of macroeconomics and microeconomics applied to the study of health care supply and demand. Students will explore why the health care markets are fractured and what this implies for access to care, the cost of care, and the quality of care. They will learn about the structure of health care payment and delivery and how employer-provided health insurance and health care coverage from public programs like Medicare and Medicaid not only serve as primary sources of financing care but also have a large role in shaping how care is organized and delivered. The course will explore the financial and business aspects of health care practice as related to the delivery of APRN services, including health care financing and reimbursement, cost-benefit analysis, and entrepreneurship.

## **DNP Project Seminar and Immersion**

Students in the DNP program will develop a DNP Project through seminar courses and one DNP-specific on-campus intensive.

### **DNPO-802 Seminar I**

*Credits: 1 | Prerequisites: DNPO-532, DNPO-541, DNPO-542, and APRN courses*

This course is the first of three core courses that focus on translating the evidence into advanced clinical practice. Content includes translational research approaches and evidence-based practice processes. Theoretical approaches and empirical evidence, including outcomes measurement and management, will be explored. This knowledge will help to inform and shape the beginning work of the students' DNP Scholarly Project.

### **DNPO-804 Seminar II**

*Credits: 2 | Prerequisites: DNPO-532, DNPO-541, DNPO-542, and APRN courses*

This course is the second of three core courses that prepare the learner to conduct translational research at the systems level, and moves the learner's DNP Scholarly Project forward. In this course, the learner will collect and analyze data, write up results of analysis, and plan for the implementation the DNP Scholarly Project.

**DNPO-806 Seminar III**

*Credits: 2 | Prerequisites: DNPO-532, DNPO-541, DNPO-542, and APRN courses*

This course is the third of three core courses that prepare the learner to conduct translational research at the systems level, and guides the learner in making forward progress on the DNP Scholarly Project. In this course, the student implements the DNP Scholarly Project.

**DNPO-808 DNP Immersion**

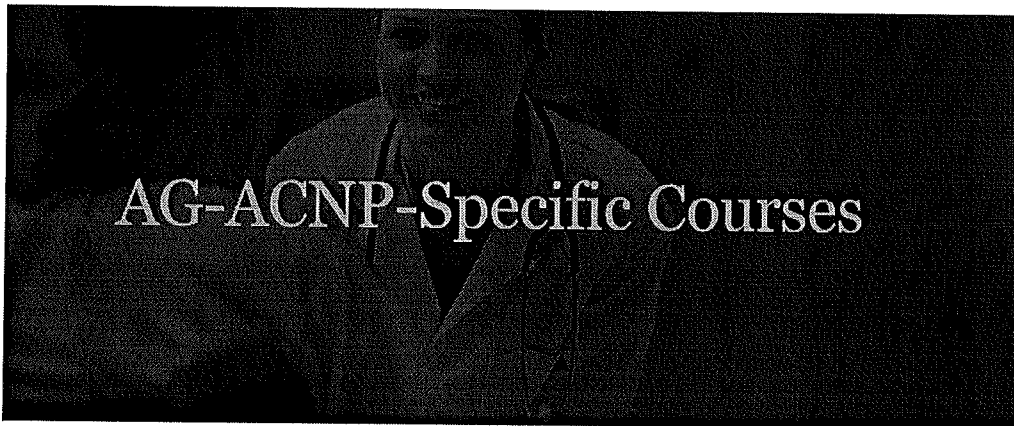
*Credits: 2 | Prerequisites: DNPO-532, DNPO-541, DNPO-542, and APRN courses*

This course is the final implementation phase of the DNP Scholarly Project. Students write the results and discussion, defend their projects, and prepare for dissemination. This may include a poster presentation, submission to ProQuest, and submission of a manuscript. Acceptance for publication is not a requirement for graduation.

If you are ready to advance your nursing career with an online DNP degree from Georgetown University, request information today.

Request Information - DNP

## Specialization-Specific Courses

**NURO-469 Anatomy for Health Care Professionals**

*Credits: 1 | Prerequisites: None*

This course provides the student with an overview of the human body by the exploration of the human dissected cadaver. The students will examine organ systems by region following a brief lecture on the topic. The lecture will focus on the clinical interplay of form and function, while the lab will relate to the three-dimensional aspects of anatomy.

**NURO-670 Diagnostic Reasoning**

*Credits: 3 | Co-requisites: NURO-546, NURO-528*

This course applies the principles learned in advanced health assessment by teaching diagnostic reasoning skills needed to assess and manage the care of acutely ill adult and gerontology patients. The student will evaluate diagnostic studies and develop differential diagnoses for the acutely ill population and develop safe clinical decision-making strategies. Students will demonstrate skilled communication to improve quality patient outcomes and ensure safe patient care. The scope and practice of the advanced practice nurse will be introduced through the American Association of Critical-Care Nurses' Synergy Model and ACNP and CNS Scope and Standards of Practice.

**NURO-673 Adult Gerontology ACNP I**

*Credits: 4 | Prerequisites: NURO-670, NURO-528, NURO-546, NURO-544*

This course focuses on the theoretical and clinical foundation of advanced practice nursing management of acute and chronic health care problems common to adult and geriatric patients. Emphasis is placed on the diagnosis and management of acute episodic and chronic conditions of adult and geriatric patients, while integrating the American Association of Critical-Care Nurses' Synergy Model as a basis for advanced practice. Students utilize clinical practice guidelines to ensure safe evidence-based care. Case studies are used to challenge students to think critically and to improve quality outcomes for patients. Interdisciplinary collaboration among health care providers is promoted. Clinical experiences are provided in a variety of direct patient care settings.

**NURO-677 Adult Gerontology ACNP II**

*Credits: 4 | Prerequisites: NURO-544, NURO-676 or 673*

This course focuses on the progressive development of the adult gerontology ACNP in health promotion, prevention, diagnosis, and management of acute episodic and chronic conditions common to adult and geriatric patients. Emphasis is placed on progressing competency in the formation and evaluation of comprehensive evidence-based plans of care for complex and multisystem disorders. Integration of the American Association of Critical-Care Nurses' Synergy Model will serve as a basis for advanced practice. Student clinical experiences are provided in a variety of direct patient care and acute care settings, with emphasis on

collaborative partnerships among health care professionals to ensure patient safety and quality patient outcomes.

### **NURO-695 Adult Gerontology ACNP III**

*Credits: 4 | Prerequisites: NURO-677 or 678*

This course focuses on the advanced synthesis of the theoretical and clinical foundation of advanced practice nursing in the care and management of acute and chronically ill adult and geriatric patients. Emphasis is placed on advancing competency in the formation and evaluation of comprehensive evidence-based plans of care for complex and multisystem disorders in adult and geriatric patients. Integration of the American Association of Critical-Care Nurses' Synergy Model will serve as a basis for advanced practice. Content addresses the professional and ethical aspects of advanced clinical practice. Extensive clinical experiences prepare the student to assume the role and professional responsibilities of the entry-level adult gerontology ACNP.

AG-ACNP students are required to complete four rounds of clinical hours, totaling approximately 600 hours. Learn more about the AG-ACNP curriculum [here](#).

## Accreditation

## STATEMENT OF ACCREDITATION STATUS

**GEORGETOWN UNIVERSITY**  
**37th O Streets-N W**  
**Washington, DC 20057**  
**Phone: (202) 687-0100; Fax: (202) 687-6660**  
**www.georgetown.edu**

**Chief Executive Officer:** Dr. John J. DeGioia, President

### INSTITUTIONAL INFORMATION

**Enrollment (Headcount):** 7453 Undergraduate; 11072 Graduate

**Control:** Private (Non-Profit)

**Affiliation:** Religious- Roman Catholic Church

**2015 Carnegie Classification:** Doctoral Universities - Highest Research Activity

**Approved Credential Levels:** Postsecondary Award/Cert/Diploma ( $\geq 1$  year,  $< 2$  years), Postsecondary Award/Cert/Diploma ( $\geq 2$  years,  $< 4$  years), Bachelor's, Postbaccalaureate Award/Cert/Diploma, Master's, Doctor's - Professional Practice, Doctor's - Research/Scholarship;

**Distance Education Programs:** Fully Approved

**Accreditors Recognized by U.S. Secretary of Education:** Accreditation Commission for Midwifery Education (ACME), American Bar Association, Council of the Section of Legal Education and Admissions to the Bar, Association for Clinical Pastoral Education, Inc., Accreditation Commission, Commission on Collegiate Nursing Education (CCNE), Commission on English Language Program Accreditation (CEA), Council on Accreditation of Nurse Anesthesia Educational Programs (COA), Liaison Committee on Medical Education (LCME) American Medical Association

### Instructional Locations

**Branch Campuses:** None

**Additional Locations:** 640 Massachusetts Avenue, Washington, DC; Edmund A. Walsh School of Foreign Services, Doha, Qatar; ILADES Program, Erasmo Escala No 1835, Chile; M.A. Development Mgmt. & Policy, Universidad Nacional de San Martin, Argentina; Solvay Brussels School of Economics and Management, Avenue Franklin Roosevelt 42, 1050, Belgium

**Other Instructional Sites:** Airlie Center, Warrenton, VA; Bolger Center, Potomac, MD; China World Summit Wing- Shangri La Hotel, No.1 Jianguomenwai Avenue, Beijing, China, 100004, China; ESADE Campus- Barcelona, Av. de Pedralbes, 60-62, 08034 Barcelona, Spain, Spain; ESADE Campus- Madrid, Calle Mateo Inurria, 25-27, 28036 Madrid, Spain,

Spain; Four Seasons Hotel, New York, NY; Hotel Atton Vitacura, Av Vitacura 3201, Santiago, Vitacura, Region Metropolitana, Chile, Chile; Hotel Renaissance, Alameda Santos, 2233, Sao Paulo, Brazil, Brazil; Hyatt on the Bund Hotel, 199 Huang Pu Road, Shanghai, China, 200080, China; JW Marriott Hotel, Av. Atlantica, 2600, Copacabana, Rio de Janeiro, RJ, 22041-001, Brazil, Brazil; Lansdowne Resort, Leesburg, VA; Sotheby's Institute of Art - London, 30 Bedford Square, Bloomsbury, London, WC1B 3EE, United Kingdom; Sotheby's Institute of Art - New York, New York, NY; Vivanta by Taj - MG Road Hotel, 41/3, Mahatma Gandhi Road, Bangalore, India, Karnataka - 560 001, India; Wyndham Gettysburg Hotel, Gettysburg, PA

## **ACCREDITATION INFORMATION**

**Status:** Member since 1921

**Last Reaffirmed:** November 16, 2017

### **Most Recent Commission Action:**

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.

### **Brief History Since Last Comprehensive Evaluation:**

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.

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.

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.

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.

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.

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.

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.

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.

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

**Date Printed:** March 13, 2018

## DEFINITIONS

**Branch Campus** - A branch campus is a domestic or international location of an institution that is geographically apart, independent of the primary/main campus. The branch campus is considered independent of the main campus if it is permanent in nature; offers courses in educational programs leading to a degree, certificate, or other recognized educational credential; has its own faculty and administrative or supervisory organization; and has its own budgetary and hiring authority. (34 CFR §600.2)

**Additional Location** - An additional location is a domestic or international location, other than a branch campus, that is geographically apart from the primary/main campus and at which the institution offers at least 50 percent of the requirements of an educational program. (34 CFR §602.22) **ANYA** ("Approved but Not Yet Active") indicates that the location is included within the scope of accreditation but has not yet begun to offer courses. This designation is removed after the Commission receives notification that courses have begun at this location. **ANYC** ("Approved but Not Yet Closed") indicates that the institution has requested that the location be officially closed through the substantive change process. The location is currently included within the scope of accreditation but the institution will be stopping all operations at this location in the near future. The institution should inform the Commission (via email at [sc@msche.org](mailto:sc@msche.org)) of the date that operations cease. This designation is removed after the Commission receives notification that courses have stopped at this location and the location is no longer listed on the SAS.

**Other Instructional Sites** - MSCHE defines an other instructional site as any off-campus site, other than those meeting the definition of a branch campus or an additional location, at which the institution offers one or more courses for credit. Sites designated as an other instructional site do not require substantive change approval. However, substantive change approval is required to reclassify an other instructional site to or from a branch campus or additional location.

**Distance Education Programs** - Fully Approved, Approved (one program approved) or Not Approved indicates whether or not the institution has been approved to offer diploma/certificate/degree programs via distance education (programs for which students could meet 50% or more of the requirements of the program by taking distance education courses). Per the Commission's Substantive Change policy, Commission approval of the first two Distance Education programs is required to be "Fully Approved." If only one program is approved by the Commission, the specific name of the program will be listed in parentheses after "Approved."



Commission actions are explained in the policy *Accreditation Actions*.



ONE DUPONT CIRCLE NW  
SUITE 530  
WASHINGTON DC 20036-1120

202-887-6791

WWW.AACN.NCHE.EDU/  
CCNE-ACCREDITATION

November 8, 2013

Jeanne A. Matthews, PhD, RN  
Chair  
Department of Nursing  
Georgetown University  
St. Mary's Hall, 3700 Reservoir Road, NW, Box 571107  
Washington, DC 20057-1107

Dear Dr. Matthews:

The Commission on Collegiate Nursing Education's (CCNE) Board of Commissioners acted at its meeting on October 10-12, 2013, to grant accreditation to the baccalaureate and master's degree programs in nursing at Georgetown University for 10 years, extending to December 31, 2023. These accreditation actions are effective as of February 25, 2013, which is the first day of the programs' recent CCNE on-site evaluation. You should plan for the next on-site evaluation to take place in the spring of 2023.

At its meeting, the Board determined that the programs met all four accreditation standards. The Board additionally determined that there are no compliance concerns with respect to the key elements.

As is required for all accredited programs, a Continuous Improvement Progress Report (CIPR) must be submitted at the mid-point of the accreditation term. The CIPR must address the nursing programs' continued compliance with all accreditation standards. The deadline for submitting the progress report to CCNE is December 1, 2018. The Report Review Committee, and then the Board of Commissioners, will review the progress report. For more information about CIPRs, please refer to the CCNE procedures.

Please note that the aforementioned CIPR needs to address the CCNE standards that are in effect at the time of submission. In the reminder letter sent approximately five months prior to the CIPR due date, CCNE will inform the program of the specific standards to be used and will provide guidance for the preparation of the report.

A copy of the accreditation report that was sent to you earlier, along with your response to it, is being transmitted to the institution's chief executive officer as the Commission's official report to Georgetown University. We hope that both the results of the self-study process and the accreditation report will be useful to the continued growth and development of the nursing programs. Certificates of accreditation are forthcoming.

If a program elects to make public disclosure of a program's CCNE accreditation status, the program or institution must disclose that status accurately. Either of the following statements may be used for disclosure of the accreditation status to the public:

*The (baccalaureate/master's/DNP program) at (institution) is accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036, 202-887-6791.*

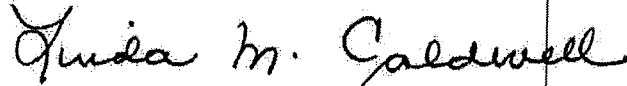
*The (baccalaureate/master's/DNP program) at (institution) is accredited by the Commission on Collegiate Nursing Education (<http://www.aacn.nche.edu/ccne-accreditation>).*

For more information on CCNE's disclosure policy, as well as information on use of the CCNE accreditation seal, please visit <http://www.aacn.nche.edu/ccne-accreditation/seal-policy/baccalaureate-graduate>.

As a reminder, programs are expected to continue to comply with the current CCNE standards and procedures throughout the period of accreditation. These documents are available at <http://www.aacn.nche.edu/ccne-accreditation/standards-procedures-resources/baccalaureate-graduate>. This includes advising CCNE in the event of any substantive change in the nursing programs. Substantive change notifications must be submitted to CCNE no earlier than 90 days prior to implementation or occurrence of the change, but no later than 90 days after implementation or occurrence of the change. These reporting requirements are discussed further in the *CCNE Procedures*.

We appreciate the many courtesies and the helpfulness extended to the CCNE evaluation team in the spring of 2013. The Commissioners join me in expressing our best wishes as you proceed with tasks important to the future of your nursing programs.

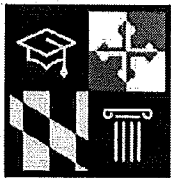
Sincerely,



Linda M. Caldwell, DNSc, ANP-BC  
Chair, Board of Commissioners

cc: President John (Jack) J. DeGioia  
CCNE Board of Commissioners  
CCNE Accreditation Review Committee  
CCNE Evaluation Team

## Recent Approval Letter



**MHEC**

*Creating a state of achievement*

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

December 20, 2017

John J. DeGioia, Ph.D.  
President  
Georgetown University  
3700 O St. NW  
Healy Hall 201  
Washington D.C. 20057

Dear President DeGioia:

The Maryland Higher Education Commission has received a renewal application from Georgetown University to offer two programs with experiential learning or residency requirements: clinical assessments for the Master of Science in Nursing at the University of Maryland School of Nursing located at 655 W. Lombard St. in Baltimore, MD, 21201; and the required residency for the Executive Master's in Leadership for D.C. Public School Leaders 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 program as listed below until August 31, 2018. 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 were received during the 30-day circulation period.

### **Approved Program**

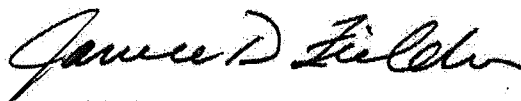
- I. Master of Science in Nursing (M.S.N.) with areas of concentration in:
  - a. Family Nurse Practitioner
  - b. Nurse Midwifery/Women's Health Nurse Practitioner
  - c. Nurse Educator
  - d. Adult Gerontology Acute Care Nurse Practitioner
  - e. Adult Gerontology Acute Care Nurse Practitioner/Clinical Nurse Specialist (AG-ACNP/CNS)
  
- II. Executive Master's in Leadership for D.C. Public School Leaders

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 program 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 2018-2019. If applicable, the use of VA benefits for these programs should be coordinated through Ms. Trish Gordon-McCown, Associate Director of Veterans Affairs. She can be reached at 410-767-3098.

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: Kim Sneed, Assistant Registrar for Program Registrations, Georgetown University