



Georgetown University Athletics

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A GUIDE TO A SUCCESSFUL EXPERIENCE



UNIVERSITY MISSION STATEMENT

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

An academic community dedicated to creating and communicating knowledge, Georgetown provides excellent undergraduate, graduate, and professional education in the Jesuit tradition – for the glory of God and the well-being of humankind. Georgetown educates women and men to be reflective lifelong learners, to be responsible and active participants in civic life, and to live generously in service to others.

WHAT'S A HOYA?

Many years ago, when all Georgetown students were required to study Greek and Latin, the University's teams were nicknamed "The Stonewalls." It is suggested that a student using Greek and Latin terms, started the cheer "Hoya Saxa!" which translates into "What Rock!" The name proved popular and the term "Hoyas" was eventually adopted for all Georgetown teams.

IDENTITY & VISION STATEMENT FOR GEORGETOWN ATHLETICS

MISSION

The mission of intercollegiate athletics at Georgetown University is to support the comprehensive development of student potential, in the Jesuit tradition of education, by providing an opportunity for students to excel athletically and academically at the highest level, with the deliberate object of furthering the formation of character and of fostering future leaders in society.

VISION

To be a model athletic department that achieves exceptional competitive success and graduates student-athletes who are well prepared to become exemplary citizens and extraordinary leaders throughout their lives.

CORE VALUES

- **Virtue:** We are dedicated to the information of character through the cultivation of virtue, including integrity, loyalty, courage, perseverance, teamwork, and sportsmanship.
- **Excellence:** We are committed to the Jesuit concept of "magis" . . . striving for the more, the higher, and the greater. We aspire to an ever-higher standard for ourselves and each other.
- **Academic Commitment:** We vigorously pursue an environment that supports the University's mission as a place of learning and scholarship.
- **Caring:** We are a community that is compassionate in our understanding, and committed to the support, of individual needs and concerns.
- **Community:** We have an abiding and broadened commitment to community, to the fair and equitable treatment of both men and women, and to the provision of equitable opportunities and access for minorities.

That a community is a place where people live together on the basis of respect and responsibility for one another is the basic supposition underlying the teaching and student life experience at Georgetown University. At Georgetown, this experience offers the opportunity to expand academically and socially, to develop personal values, and to partake of the common bond between people with similar pursuits, while still retaining one's own privacy and individuality. This University community can only be maintained through a conscious effort at community building on the part of each individual member.

Clear and concise regulations are formulated so that the community's existence and the personal rights and safety of all members are assured. In its regulations, Georgetown places great emphasis on personal responsibility, both to oneself and to others, as well as a commitment to high ethical standards. Students at the University are expected to respect all persons and property in the community. They are expected to be honest in all their dealings and to accept responsibility for their actions. It is essential that all members of the University understand this commitment to values, and know and abide by the following regulations and the established procedures for the fair adjudication of violations.¹

The Department of Athletics at Georgetown is committed to the principle of sportsmanship and ethical conduct. Student-athletes, coaches, and all others associated with athletics should adhere to the fundamental values of respect, fairness, civility, honesty and responsibility.

¹ Georgetown University Code of Conduct

<http://studentconduct.georgetown.edu>

ATHLETICS DEPARTMENT STATEMENT ON STUDENT-ATHLETES' CONDUCT

It is a policy of the Athletics Department that each coach impart to the student-athletes in his or her charge the acceptable and understandable standards of behavior and conduct in the classroom, in practice/competition and on/off campus. By virtue of a student's participation in an intercollegiate sport, every student-athlete is recognized and identified readily on campus. For this reason, and because student-athlete's conduct reflects not only on themselves, but on the team, the Department of Athletics and the whole University community, expectations for the student-athlete's conduct go beyond that which is expected of other members of the student body. The Department of Athletics Code of Conduct is intended to guide student-athletes in their decision making.

A student-athlete who puts on a Georgetown University athletics uniform is representing the entire University community. Thus, student-athletes are expected to conduct themselves in a way in which Georgetown University is reflected in nothing but a positive light at all times.

The Athletics Department is committed to a policy which specifically prohibits possession and/or drinking of alcoholic beverages by student-athletes at any time or place they are under the charge of the coaching staff or are attending any official Athletics Department function. Consumption of alcohol by athletes of legal drinking age is not encouraged by the Athletics Department, and alcohol consumption by student-athletes under the legal drinking age is prohibited.

All Georgetown University students are expected to comply with all of the rules and regulations of the University. Student-athletes are subject to the same disciplinary policies and procedures contained in the Code of Conduct that applies to any undergraduate or graduate student. Moreover, any student-athlete who is adjudicated through the campus judicial system as a result of his or her actions is also subject to additional sanctions in regard to participation on an intercollegiate athletics team. The Athletic Department will be notified of any recurring incidents of alleged misconduct on and off campus. Further, the Athletic Department will be notified when a student-athlete is alleged to have been involved in a single serious code violation. It is in the purview of the Athletic Director and coach to consider the implications and results of official University judicial action and take any additional measures which are in the best interest of the intercollegiate program. Suspension from a team is an example of the type of action which may be taken. In any case, its expected that the coach will review the student-athlete's situation and in consultation with the Director of Athletics, take appropriate action.

ACADEMIC INTEGRITY

Academic integrity is a critically important commitment student-athletes are expected to uphold. The University's Honor Council educates faculty and students about the standards of academic conduct and administers the procedure for the Honor System. All students at Georgetown will agree to and sign the Honor Pledge. In addition, in the fall semester all freshmen are required to complete an on-line tutorial "Joining the Conversation: Scholarly Research and Academic Integrity" in order to pre-register for the spring semester. Student-athletes are strongly encouraged to visit the Honor System website at <http://honor.georgetown.edu>.

HAZING AND INITIATION RITUALS

The Department of Athletics endorses activities that promote unity and team spirit consistent with the University's core value of respect for others. Consistent with University standards for all campus student organizations, hazing (any ritual/activity that is demeaning, humiliating, and harmful or otherwise weakens or causes a teammate to feel uncomfortable) is specifically prohibited.

CYBER PROFILES AND COMMUNITIES

With the increasing popularity of on-line communities through web sites such as “Facebook”, “Live Journal” and “Friendster”, be aware of the risks associated with online social interactions. While there are positive uses associated with online data bases such as “Facebook”, which is university specific and helps build community; understand the dangers and know how to protect yourself from cyber stalking and other serious issues associated with the misuse of information posted on member profiles.

- Be smart about the information you provide. Never provide personal information such as phone number, social security number or addresses.
- Use complex passwords to include spaces and a combination of numbers and letters.
- Limit the privacy setting to control who has access to your profile.
- Potential employers have access! Inappropriate pictures and materials associated with your journal can affect future employment!
- The originator of a cyber-club can change the name of a friends list without your prior knowledge and consent.
- Stalking on campuses across the country is increasing particularly as the volume of on-line activity increases. Stalking can involve voice mails, email and on-line messages which can be mysterious and threatening.

Students should understand the scope of the worldwide web. Remember, cyberspace is anonymous. Think of yourself as your own PR representative. Ensure that your information reflects you in a positive manner.

If you have concerns, please contact the Georgetown University Department of Public Safety at 202-687-4343 or for an emergency 202-687-4357.

POSITION ON GAMBLING

The NCAA opposes all forms of legal/illegal sports wagering. Sports wagering has the potential to undermine the integrity of sports contests and jeopardizes the welfare of student-athletes and the intercollegiate athletics community. Sports wagering demeans the competition and competitors alike by a message that is contrary to the purposes and meaning of ‘sport.’

Sports competition should be appreciated for the inherent benefits related to participation of student-athletes, coaches, and institutions in fair contests, not the amount of money wagered on the outcome of the competition.

For these reasons, the NCAA membership has adopted specific rules prohibiting athletics department staff members and student-athletes from engaging in gambling activities as they relate to intercollegiate or professional sporting events.

HANDLING COMPLAINTS

The University Office of Affirmative Action provides students a mechanism to review, investigate and resolve complaints of discrimination based on age, color, sex (including sexual harassment), disability, marital status, national origin, race, religion, personal appearance, matriculation, political affiliation or sexual orientation.

Special procedures are established within each of the University’s colleges and schools to resolve academic concerns. Inquiries concerning possible discrimination in strictly academic areas should be addressed to the Dean (see Undergraduate Bulletin). For more information log onto University Policies and Procedures website at <http://idea.georgetown.edu/policies/>

Student-Athletes as part of the entire Hoya athletics community have a responsibility in taking care of practice and playing facilities. Please help keep all areas in McDonough, weight training facilities in Yates, fields, boat bays, marinas and other related areas clean!

BIG EAST CONFERENCE – CODE OF CONDUCT

It is the responsibility of each member institution in The BIG EAST Conference to ensure that all individuals associated with its athletics program will conduct themselves with sportsmanship.

Every reasonable effort will be made by member institutions to emphasize the importance of good sportsmanship at all athletic events.

Crowd control responsibilities during BIG EAST athletic events rest with the home event management staff designated by the member institution's director of athletics. Policies established by The BIG EAST Conference are reviewed annually by the directors of athletics and printed in a handbook effective for the sports season.

Student-athletes, individuals employed by or associated with a member institution, and game officials shall deport themselves with honesty and good sportsmanship. Their actions shall at all times reflect the high standards of honor and dignity that characterize participation in competitive sports in the collegiate setting.

Evidence of misconduct, including verbal misconduct, is subject to disciplinary action by the member institution or against the individual committing the indiscretion.

The Commissioner may impose disciplinary action if and when he deems it appropriate.

The following applies to coaching staff members, players, Conference office officials, and representatives of a member institution's department of athletics:

1. No individual shall disrespectfully address or physically address game officials, participants, other coaches, athletic administrators, Conference officials, or spectators.
2. No individual shall publicly criticize game officials, participants, other coaches, athletic administrators, Conference officials, or spectators.
3. No coach shall enter the locker room of a game official following a contest.
4. No individual other than Conference officials (e.g. Commissioner, Coordinator of Officials) shall enter the locker room of a game official to discuss game activities.

Violations of the rules listed above and/or poor sportsmanship not described in detail above may subject the individual to public reprimand and/or suspension from participation by the member institution and/or the Conference. Penalties are determined on a case-by-case basis.

Game officials are responsible for enforcing both contest and sportsmanship like behavior/decorum rules. They do so with the complete support of the Conference member institutions, the Commissioner and Conference staff. Failure to enforce these rules will subject game officials to reprimand by the member institutions and the Conference. Likewise, evidence of misconduct, including verbal misconduct, will subject game officials to reprimand by member institutions and the Conference.

If anyone violates one of these four basic rules, they are subject to sanctions including a one-game suspension. The process for each action is as follows:

1. Once an athletic director is aware a violation has taken place, it is the director's responsibility to inform the Commissioner of a violation that requires the director/institution to take appropriate action.
2. The director/institution has twenty-four hours to recommend an institutional penalty and report its recommendation to the Commissioner.
3. If the institutional penalty is accepted by the Commissioner, the Commissioner will write to the institution citing the incident and penalty. Further, the public announcement will note that the violation has occurred and the penalty imposed.
4. If the institutional penalty is not accepted by the Commissioner, the Commissioner shall determine the penalty. The Commissioner will then write to the institution citing the incident and penalty. Further, the public announcement will note that the violation has occurred and the penalty imposed.

In handling matters of discipline the Commissioner will be guided by fairness, common sense and good judgment.

NCAA COMPLIANCE RULES FOR STUDENT-ATHLETES

The following is a brief summary of the rules and regulations that directly affect you, the student-athlete. Please remember that the Athletics Compliance Office Staff is here to assist you should you have any questions regarding NCAA, Conference or University rules.

Samantha Huge, Associate Athletics Director for Compliance	202/687-6573	skh23@georgetown.edu
Greg Featherston, Director of Compliance	202/687-8206	gdf9@georgetown.edu
Brian Baptiste, Assistant. Director of Compliance	202/687-8262	bab77@georgetown.edu

AMATEUR STATUS

Loss of amateur status (NCAA 12.1.2) An individual loses amateur status and thus shall not be eligible for intercollegiate competition in a particular sport if the individual:

- (a) Uses his or her athletics skill (directly or indirectly) for pay in any form in that sport;
- (b) Accepts a promise of pay even if such pay is to be received following completion of intercollegiate athletics participation;
- (c) Signs a contract or commitment of any kind to play professional athletics, regardless of its legal enforceability or any consideration received;
- (d) Receives, directly or indirectly, a salary, reimbursement of expenses or any other form of financial assistance from a professional sports organization based on athletics skill or participation, except as permitted by NCAA rules and regulations;
- (e) Competes on any professional athletics team per Bylaw 12.02.4, even if no pay or remuneration for expenses was received;
- (f) Subsequent to initial full-time collegiate enrollment, enters into a professional draft (see also Bylaws 12.2.4.2.1 and 12.2.4.2.3); or
- (g) Enters into an agreement with an agent.

Advertisements and Promotions (NCAA 12.5.2.1): Subsequent to becoming a student-athlete, an individual shall not be eligible for participation in intercollegiate athletics if the individual:

- (a) Accepts and remuneration for or permits the use of his or her name or picture to advertise, recommend or promote directly the sale or use of a commercial product or service or any kind, or
- (b) Receives remuneration or endorsing a commercial product or service through the individual’s use of such product or service.

Prior to engaging in any promotional activity, please ensure the activity is permissible by securing prior approval from the Athletics Compliance Office.

PROGRESS-TOWARD-DEGREE REQUIREMENTS

To be eligible to represent an institution in intercollegiate athletics competition, a student-athlete shall maintain progress toward a baccalaureate or equivalent degree at that institution as determined by the regulations of that institution (NCAA 14.4.1).

The following is a chart detailing the minimum credits needed to maintain NCAA athletic eligibility and a 4 year degree at Georgetown:

<i>Completed Time at GU</i>	<i>NCAA Requirements Needed/5 year track</i>	<i>Requirements for a degree in 4 years</i>
Prior to 2nd semester	<ul style="list-style-type: none"> • 6 hours completed in previous term 	<ul style="list-style-type: none"> • 5 courses/15 hrs earned in the previous term
Prior to 3rd semester (Two full-time semester completed)	<ul style="list-style-type: none"> • 6 hours minimum in the previous term • 18 hours in Fall & Spring • 24 hours in Fall, Spring, Summer • 1.8 GPA Minimum 	<ul style="list-style-type: none"> • 5 courses/15 hrs earned in the previous term • Total of 10 courses or 30-33 hours • 25% of a degree • 30-33 earned/120 required
Prior to 4th semester	<ul style="list-style-type: none"> • 6 hours minimum in the previous term • 1.8 GPA Minimum 	<ul style="list-style-type: none"> • 5 courses or 15 hours • Total of 15 courses or 45 hours

Prior to 5th (Four full-time semesters completed)	<ul style="list-style-type: none"> • 6 hours minimum in the previous term • 18 hours in Fall & Spring • Declared Major • 40% completed in declared major • 48 hours needed in Georgetown College • 49 hours needed in McDonough School of Business • 48 hours needed in Walsh School of Foreign Service • 49-52 hours needed in Nursing and Health Studies • 1.9 GPA Minimum 	<ul style="list-style-type: none"> • 5 courses/15 hrs earned in the previous term • 20 courses or 60-65 hours • 50% completed in declared major • 60-65 earned/120 required
Prior to 6th semester	<ul style="list-style-type: none"> • 6 hours minimum in the previous term • 1.9 GPA Minimum 	<ul style="list-style-type: none"> • 5 courses/15 hrs earned in the previous term • Total of 25 courses or 75 hours
Prior to 7th semester (Six full-time semesters completed)	<ul style="list-style-type: none"> • 6 hours minimum in the previous term • 18 hours in Fall & Spring • 60% completed in declared major • 72 hours needed in Georgetown College • 74 hours needed in McDonough School of Business • 72 hours needed in Walsh School of Foreign Service • 74-78 hours needed in Nursing and Health Studies • 2.0 GPA Minimum 	<ul style="list-style-type: none"> • 5 courses/15 hrs earned in the previous term • 30 courses or 90-97 hours • 75% completed in declared major • 90-97 earned/120 required
Prior to 8th semester	<ul style="list-style-type: none"> • 6 hours minimum in the previous term • 2.0 GPA Minimum 	<ul style="list-style-type: none"> • 5 courses/15 hrs earned in the previous term • Total of 35 courses or 105 hours
Prior to 9th semester (Eight full-time semesters completed)	<ul style="list-style-type: none"> • 6 hours minimum in the previous term • 18 hours in Fall & Spring • 80% completed in declared major • 96 hours needed in Georgetown College • 98 hours needed in McDonough School of Business • 96 hours needed in Walsh School of Foreign Service • 98-104 hours needed in Nursing and Health Studies • 2.0 GPA Minimum 	<ul style="list-style-type: none"> • 5 courses/15 hrs earned in the previous term • 40 courses or 120-129 hours • 100% completed in declared major • 120 hours needed in Georgetown College • 122 hours needed in McDonough School of Business • 120 hours needed in Walsh School of Foreign Service • 122-129 hours needed in Nursing and Health Studies
Prior to 10th semester	<ul style="list-style-type: none"> • 6 hours minimum in the previous term • 2.0 GPA Minimum 	
At completion of 10 semesters	<ul style="list-style-type: none"> • 100% completed in declared major • 120 hours needed in Georgetown College • 122 hours needed in McDonough School of Business • 120 hours needed in Walsh School of Foreign Service • 122-129 hours needed in Nursing and Health Studies 	

Nursing and Health Studies Major	Minimum Hours For Graduation	Hours Needed for 40%	Hours Needed for 60%	Hours Needed for 80%
Human Science	122 credits	49 credits	74 credits	98 credits
Healthcare Management and Policy	122 credits	49 credits	74 credits	98 credits
International Health	122 credits	49 credits	74 credits	98 credits
Nursing	129 credits	52 credits	78 credits	104 credits

FINANCIAL AID

A student-athlete shall not be eligible to participate in intercollegiate athletics if he or she receives financial aid that exceeds the value of the cost of attendance (NCAA 15.1). *Please notify the compliance office of any outside scholarships, grants, or loans that you may receive directly as those awards could affect your eligibility.*

Period of Institutional Financial Aid Award (NCAA 15.3.3.1) If a student's athletics ability is considered in any degree in awarding financial aid, such aid shall neither be awarded for a period in excess of one academic year nor for a period less than one academic year.

Reduction or Cancellation Permitted (NCAA 15.3.4.1) Institutional financial aid based in any degree on athletics ability may be reduced or canceled during the period of the award if the recipient;

- (a) Renders himself or herself ineligible for intercollegiate competition;
- (b) Fraudulently misrepresents any information on an application, letter or intent or financial aid agreement;
- (c) Engages in serious misconduct warranting substantial disciplinary penalty
- (d) Voluntarily withdraws from a sport at any time for personal reasons; however, the recipient's financial aid may not be awarded to another student-athlete in the academic term in which the aid was reduced or cancelled. A student-athlete's request for written permission to contact another four-year collegiate institution regarding a possible transfer does not constitute a voluntary withdrawal.

Reduction or Cancellation Not Permitted (NCAA 15.3.4.3) Institutional financial aid based in any degree on athletics ability may not be increased, decreased or canceled during the period of its award:

- (a) On the basis of a student-athlete's athletics ability, performance or contribution to a team's success;
- (b) Because of an injury, illness, or physical or mental medical condition; or
- (c) For any other athletics reason.

Renewals and Non-renewals Institutional Obligation (NCAA 15.3.5.1) The renewal of institutional financial aid based in any degree on athletics ability shall be made on or before July 1 prior to the academic year in which it is to be effective. The institution shall promptly notify in writing each student-athlete who received an award the previous academic year and who has eligibility remaining in the sport in which financial aid was awarded in the previous academic year (under Bylaw 14.2) whether the grant has been renewed or not renewed for the ensuing academic year. Notification of financial aid renewals and non-renewals must come from the institution's regular financial aid authority and not from the institution's athletics department.

POLICY FOR ATHLETIC GRANT-IN-AID APPEALS

If a student-athlete's athletic grant-in-aid is reduced or cancelled during the period of the award or is reduced or not renewed for the following academic year, the student-athlete has the opportunity for a hearing to appeal the decision. Student-athletes will have 20 business days from the date of the letter notifying them of the reduction or non-renewal decision to request an appeal of that decision. Requests for appeal must be made in writing to the Dean of Student Financial Services.

Upon receipt of the written request for appeal, the Dean of Student Financial Services will promptly convene the Athletic Grant-In-Aid Appeals Committee to hear the appeal. The Dean of Student Financial Services will notify the student-athlete of the date of the hearing.

The Athletic Grant-In-Aid Appeals Committee will be comprised of the following individuals from the following offices: Office of Student Financial Services (2 people – one of which will be the Chairperson)

Registrar's Office (1 person)

Student Affairs (1 person)

Faculty (1 person)

The student-athlete will be given the opportunity to present the basis for his/her appeal after which the Head Coach (or his/her designee) will present the basis for the reduction/non-renewal decision. It is preferable that all parties are present in person for the appeals hearing; however, if that is not possible, a party may participate in the hearing via teleconference. During both presentations, only committee members shall be allowed to address or question the presenters. In addition to hearing from the student-athlete and the Head Coach (or his/her designee), the committee may interview any other witness or review any other documents or materials it deems relevant.

Each party will be able to bring one individual to the hearing to serve as a support person. That individual will be permitted only to observe the hearing; he/she shall not participate in the hearing in any way.

The Associate Athletic Director for Compliance will be present for the hearing but will not be present during deliberations. The role of the Associate Athletic Director for Compliance is to provide the committee information about applicable NCAA rules and regulations. The Dean of Student Financial Services may also elect to ask a representative from the Office of University Counsel to be present during the appeal process.

Once both sides have presented their position and the committee has collected and considered any other evidence it deems necessary, the committee will meet in private to make a decision on the appeal. The committee shall use good faith efforts to make a final decision within 48 hours of the hearing. The committee shall evaluate whether the reduction/non-renewal decision was reasonable and consistent with the NCAA rules. If it finds that the decision was either unreasonable and/or inconsistent with NCAA rules, the committee shall grant the student-athlete's appeal.

The committee shall use good faith efforts to make a final decision within 48 hours of the hearing. The committee's decision will be determined by majority vote. Once a decision is made, the Dean of Student Financial Services will notify both parties in writing of the final decision. Pursuant to NCAA rules, all decisions of the committee are final.

STUDENT-ATHLETE EMPLOYMENT

Criteria Governing Compensation to Student-Athletes (NCAA 12.4.1) Compensation may be paid to a student-athlete:

- (a) Only for work actually performed; and
- (b) At a rate commensurate with the going rate in that locality for similar services.

Athletics Reputation (NCAA 12.4.2) Such compensation may not include any remuneration for value or utility that the student-athlete may have for the employer because of the publicity, reputation, fame or personal following that he or she has obtained because of athletics ability.

Fee-for-Lesson Instruction (NCAA 12.4.2.1) A student-athlete may receive compensation for teaching or coaching sport skills or techniques in his or her sport on a fee-for-lesson basis, provided;

- (a) Institutional facilities are not used;
- (b) Playing lessons shall not be permitted;
- (c) The institution obtains and keeps on file documentation of the recipient of the lesson(s) and the fee for the lesson(s) provided during anytime of the year; and
- (d) The compensation is paid by the lesson recipient (or the recipient's family) and not another individual or entity.
- (e) Instruction to each individual is comparable to the instruction that would be provided during a private lesson when the instruction involves more than one individual at a time.
- (f) The student-athlete does not use his or her name, picture or appearance to promote or advertise the availability of fee-for-lesson sessions.

Employment at a Camp or Clinic: Student-Athletes (NCAA 13.12.2.1) A student-athlete who is employed in any sports camp or clinic must meet the following requirements:

- (a) The student-athlete must perform duties that are of a general supervisory character in addition to any coaching or officiating assignments.
- (b) Compensation provided to the student-athlete shall be commensurate with the going rate for camp or clinic counselors of like teaching ability and camp or clinic experience and may not be paid on the basis of the value that the student-athlete may have for the employer because of the athletics reputation or fame the student-athlete has achieved. It is not permissible to establish varying levels of compensation for a student-athlete employed in a sports camp or clinic based on the level of the athletics skills of the student-athlete.
- (c) A student-athlete who only lectures or demonstrates at a camp/clinic may not receive compensation for his or her appearance at the camp/clinic.

Prior to beginning any job, on or off campus, a student-athlete must secure permission from the Athletics Compliance Office.

OUTSIDE COMPETITION

Sports Other Than Basketball (NCAA 14.7.1) A student-athlete in any sport other than basketball who participates during the academic year as a member of any outside team in any non-collegiate, amateur competition becomes ineligible for intercollegiate competition unless eligibility is restored by the Committee on Student-Athlete Reinstatement. A student-athlete is permitted to practice on such a team.

Exception (NCAA 14.7.1.1) A student-athlete may compete outside of the institution's declared playing and practice season as a member of an outside team in any non-collegiate, amateur competition during any official vacation period published in the institution's catalog. The number of student-athletes from any one institution shall not exceed the applicable limits set forth in Bylaw 17.32.2.

Exception – Soccer, Women's Volleyball, Field Hockey and Men's Water Polo (NCAA 14.7.1.2) In soccer, women's volleyball, field hockey and men's water polo, a student-athlete may compete outside of the institution's declared playing and practice season as a member of an outside team in any non-collegiate, amateur competition, provided the following conditions are met:

- (a) Such participation occurs no earlier than May 1;
- (b) In soccer, women's volleyball and field hockey, the number of student-athletes from any one institution does not exceed the applicable limits
- (c) The competition is approved by the institution's director of athletics;
- (d) No class time is missed for practice activities or for competition; and
- (e) In women's volleyball, all practice and competition is confined to doubles tournaments in outdoor volleyball, either on sand or grass.

Outside Competition, Basketball (NCAA 14.7.2) A student-athlete who participates in any organized basketball competition except while representing the institution in intercollegiate competition in accordance with the permissible playing season specified in Bylaw 17.5 becomes ineligible for any further intercollegiate competition in basketball.

UNETHICAL CONDUCT (NCAA 10.1)

Unethical conduct by a prospective or enrolled student-athlete or a current or former institutional staff member (e.g., coach, professor, tutor, teaching assistant, student manager, student trainer) may include, but is not limited to, the following:

- (a) Refusal to furnish information relevant to an investigation of a possible violation of an NCAA regulation when requested to do so by the NCAA or the individual's institution;
- (b) Knowing involvement in arranging for a fraudulent academic credit or false transcripts for a prospective or an enrolled student-athlete;
- (c) Knowing involvement in offering or providing a prospective or an enrolled student-athlete an improper inducement or extra benefit or improper financial aid;
- (d) Knowingly furnishing the NCAA or the individual's institution false or misleading information concerning the individual's involvement in or knowledge of matters relevant to a possible violation of an NCAA regulation;
- (e) Receipt of benefits by an institutional staff member for facilitating or arranging a meeting between a student-athlete and an agent, financial advisor or a representative or an agent or advisor (e.g., "runner");
- (f) Knowing involvement in providing a banned substance or impermissible supplement to student-athletes, or knowingly providing medications to student-athletes contrary to medical licensure, commonly accepted standards of care in sports medicine practice, or state and federal law;
- (g) Failure to provide complete and accurate information to the NCAA or institution's admissions office regarding an individual's academic record (e.g., schools attended, completion of coursework, grades and test scores);
- (h) Fraudulence or misconduct in connection with entrance or placement examinations;
- (i) Engaging in any athletics competition under an assumed name or with intent to otherwise deceive; or
- (j) Failure to provide complete and accurate information to the NCAA, the NCAA Eligibility Center or the institution's athletics department regarding an individual's amateur status.

GAMBLING ACTIVITIES (NCAA 10.3)

Staff members of a member conference, staff members of the athletics department of a member institution and student-athletes shall not engage in sports wagering or provide information to individuals involved in any type of sports wagering activities. Sports wagering includes placing, accepting or soliciting a wager (on a staff member's or student-athlete's own behalf or on the behalf of others) of any type with any individual or organization on any intercollegiate, amateur or professional team or contest. Examples of sports wagering include, but are not limited to, the use of a bookmaker or parlay card; Internet sports wagering; auctions in which bids are placed on teams, individuals or contests; and pools or fantasy leagues in which an entry fee is required and there is an opportunity to win a prize.

A student-athlete who engages in activities designed to influence the outcome of an intercollegiate contest or in an effort to affect win-loss margins (“point shaving”) or who participates in any sports wagering activity involving the student-athlete’s institution shall permanently lose all remaining regular-season and postseason eligibility in all sports.

A student-athlete who participates in any sports wagering activity through the Internet, a bookmaker or a parlay card shall be ineligible for all regular-season and postseason competition for a minimum of a period of one year from the date of the institution’s determination that a violation occurred and shall be charged with the loss of a minimum of one season of eligibility. If the student-athlete is determined to have been involved in a later violation of any portion of Bylaw 10.3, the student-athlete shall permanently lose all remaining regular-season and postseason eligibility in all sports.

KNOWLEDGE OF BANNED DRUGS (NCAA 10.2)

A student-athlete who is found to have utilized a substance on the list of banned drugs shall be declared ineligible for further participation in postseason and regular-season competition in accordance with the following provisions: A student-athlete who tests positive shall be charged with the loss of a minimum of one season of competition in all sports if the season of competition has not yet begun for that student-athlete or a minimum of the equivalent of one full season of competition in all sports if the student-athlete tests positive during his or her season of competition (i.e., the remainder of contests in the current season and contests in the subsequent season up to the period of time in which the student-athlete was declared ineligible during the previous year). The student-athlete shall remain ineligible for all regular-season and postseason competition during the time period ending one calendar year (i.e., 365 days) after the student-athlete’s positive drug test, and until the student athlete retests negative and the student-athlete’s eligibility is restored by the NCAA. If the student-athlete tests positive a second time for the use of any drug, other than a “street drug”, he or she shall lose all remaining regular-season and postseason eligibility in all sports. If the student-athlete tests positive for the use of a “street drug” after being restored to eligibility, he or she shall lose a minimum of one season of competition in all sports and also shall remain ineligible for regular-season and postseason competition at least through the next calendar year. (NCAA 18.4.1.5)

The following is the list of banned-drug classes: (NCAA 31.2.3)

a. Stimulants:

amiphenazole	fencamfamine
amphetamine	meclofenoxate
bemigride	methamphetamine
benzphetamine	methylphenidate
bromantan	nikethamide
caffeine ¹	pemoline
chlorphentermine	pentetrazol
cocaine	phendimetrazine
cropropamide	phenmetrazine
crothetamide	phentermine
diethylpropion	picrotoxine
dimethylamphetamine	pipradol
doxapram	prolintane
ephedrine	strychnine
ethamivan	and related compounds
ethyl amphetamine	

b. Anabolic steroids:

boldenone	clenbuterol
clostebol	methyl testosterone
dehydrochlormethyl-testosterone (DHEA)	nandrolone
dihydrotestosterod	norethandrolone
dromostanolone	oxandrolone
fluoxymesterone	oxymesterone
mesterolone	oxymetholone
methandienone	stanozolol
methenolone	testosterone ²
and related compounds	

c. Substances banned for specific sports:

Rifle:

alcohol	pindolol
atenolol	propranolol
metoprolol	timolol
nadolol	and related compounds

d. Diuretics:

acetazolamide	hydrochlorothiazide
bendroflumethiazid	hydroflumethiazide
benzthiazide	methylclothiazide
bumetanide	metolazone
chlorothiazide	polythiazide
chlorthalidone	quinethazone
ethacrynic acid	spironolactone
flumethiazide	triamterene
furosemide	trichlormethiazide
and related compounds	

e. Street drugs:

heroin	THC (tetrahydrocannabinol) ³
marijuana ³	

f. Peptide hormones and analogues:

chorionic gonadotrophin	corticotrophin (ACTH)
(HCG-human chorionic	growth hormone
gonadotrophin)	(HGH, somatotrophin)
erythropoietin (EPO)	

g. Definition of positive depends on the following:

¹ for caffeine-if the concentration in the urine exceeds 15 micrograms/ml.

² for testosterone-if the administration of testosterone or the use of any other manipulation has the result of increasing the ratio of the total concentration of testosterone to that of epitestosterone in the urine to greater than 6:1; unless there is evidence that this ratio is due to a physiological or pathological condition.

³ for marijuana and THC-if the concentration in the urine of THC metabolite exceeds 15 nanograms/ml.

All the respective releasing factors of the above-mentioned substances also are banned.

NOTE: The Athletics Department has an insurance policy which provides secondary coverage for all student-athletes while participating in intercollegiate athletics and traveling to and from competition. This policy covers only accidental injury and does not include medical problems such as illness, etc., or clinical procedures such as blood tests, etc. The policy does not include consultation with and/or treatment by a private physician.

NCAA STUDENT-ATHLETE OPPORTUNITY FUND AND NCAA SPECIAL ASSISTANCE FUND

Funding is available from the NCAA to assist student-athletes with emergency expenses and/or miscellaneous educational expenses. You must meet certain criteria to have access to the funds. Please contact Assistant Director of Compliance, Brian Baptiste at 687-8262 or bab77@georgetown.edu to see if you are eligible.

TRAINING ROOM AND INSURANCE INFORMATION

Physical Examinations and Insurance Information. All medical results are subject to final approval by the Georgetown University team physician. All medical records on file in the athletics train room become confidential property of Georgetown University Athletics Department and cannot be used for non-athletic purposes. All policies and required medical forms can be found in the Sports Medicine section of www.guhoyas.com

Physical examinations are required for first-time participants and for participants every year thereafter, who wish to try out for and/or participate on an intercollegiate athletics team at Georgetown University. No student-athlete will be permitted to participate, in any way, until all referrals, or recommendations by the examining physician are completed, and the physician has signed and approved his/her eligibility for participation. **THERE ARE NO EXCEPTIONS TO THIS POLICY.** All costs related to pre-participation physicals are the full financial responsibility of the student-athlete; including any additional charges generated from supplemental tests (e.g., echocardiogram, blood work).

Georgetown University provides opportunities for student-athlete to receive a physical examination on campus by our team physician through the Student Health Center. If you are going to be on campus during the summer and would like to get your physical exam, you can contact the Student Health Center to schedule your appointment. The fee for a physical examination for 2009-2010 is \$100.00. The student health center accepts most insurance plans, but will not direct bill for services; it is the responsibility of the student-athlete to submit bills associated with the physical examination to his/her insurance carrier for consideration.

Should you develop a significant injury or illness after completing the medical update, but before the first sanctioned practice, you must present, to the Georgetown athletic training staff, a letter from a qualified physician stating you are eligible to be cleared by a Georgetown University team physician to participate in intercollegiate sports activities.

Accident and Injury Insurance. The Georgetown University Athletics Department does not provide primary insurance coverage for athletic injuries. However, provided proper procedures are followed by the student-athlete, the Athletics Department may provide secondary insurance coverage of medical costs arising directly from athletic injuries. In order for Georgetown to provide secondary insurance coverage for medical costs related to an athletic injury, the student-athlete must comply with the following procedures:

- The student-athlete must obtain a completed and signed Georgetown University Sports Medicine Department Referral for Services Form from the Sports Medicine Department. The form is provided for each necessary referral and is only applicable to specific services stated on the form by the signing physician. If the student-athlete fails to obtain this form, Georgetown University will not provide secondary insurance coverage for any medical costs related to the injury.
- Prior to the student-athlete's appointment, the student-athlete must notify his/her primary insurer. If required by the student-athlete's primary insurer, the student-athlete also must obtain the proper authorization prior to the appointment.
- During the patient-registration process the medical provider the student-athlete must provide both his/her primary insurance and Georgetown's secondary insurance information to the medical provider. Georgetown's secondary insurance information is contained on the Georgetown University Sports Medicine Department Referral for Services Form noted above.
- The medical provider should first submit all bills to the student-athlete's primary insurance company for consideration and processing. The student-athlete will then receive an Explanation of Benefits (EOB) from his/her primary insurance carrier detailing its actions. The EOB is generally mailed to the address of the policy holder on file with the primary insurer.
- After the student-athlete's primary insurer takes action, the medical provider should then submit any remaining balances to Georgetown's secondary insurance carrier for consideration and processing. The student-athlete will also receive an Explanation of Benefits (EOB) from Georgetown's secondary insurance carrier detailing its actions. The EOB is mailed to the address of the policy holder based on the information submitted on the injury claim form.
- As a secondary insurer on athletics injuries, Georgetown University will consider payment for bills after, and only after, the primary insurance has paid and/or denied payment to the health care provider(s). Bills not submitted by the medical provider to Georgetown's secondary insurer within one (1) year of the date of referral noted on the Georgetown University Sports Medicine Department Referral for Services Form may be denied secondary coverage.
- Prior to making deductibles payments by the student-athlete, he/she is advised to review EOBs from both his/her primary insurance carrier and Georgetown's secondary carrier.
- Keep copies of all information related to the injury (e.g., EOBs, bills) for your records.

If you have any questions regarding an insurance claim you should contact:

1st Your Primary Insurance Company	2nd Mutual of Omaha Special Risk Services NCAA Basic Accident Medical Program PO Box 31156 Omaha, NE 68131 1-800-524-2324 ext 3133 or 3807	3rd Shawn Hendi Head Athletic Trainer Georgetown University (202) 687-1898
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Second Opinions. The Athletics Department does not prohibit student-athletes from obtaining a second medical opinion in regard to any athletically-related injury or illness. However, for the Athletics Department to assume any financial responsibility for medical expenses associated with such an injury or illness (e.g., physician visits, physical therapy, X-rays, MRIs, orthotics, chiropractic care), the student-athlete must obtain a completed and signed Georgetown University Sports Medicine Department Referral for Services Form from the Sports Medicine Department in advance of seeking a second opinion. Any expenses associated with services not specifically stated on the completed and signed Georgetown University Sports Medicine Referral for Services Form are the full financial responsibility of the student-athlete and their primary insurance company.

Medical Illnesses. The sports medicine department staff may evaluate and treat illnesses (e.g. cold, flu, sore throats) if requested by the student-athlete. If the illness requires additional evaluation or treatment, the student-athlete will be referred to the Director of Sports Medicine. If the Director of Sports Medicine determines the illness requires additional evaluation or treatment, the student-athlete will be directed to contact the Student Health Center or another allied health facility. Expenses associated with the treatment or evaluation of illnesses by an individual other than an Athletics Trainer or the Director of Sports Medicine are the full financial responsibility of the student-athlete and their primary insurance company.

Medications. In general, the Athletics Department does not provide or pay for any prescriptions or non-prescriptions medications prescribed by a physician. This includes payment of prescriptions for both illnesses and injuries.

Exceptions for obtaining a written referral from a member of the sports medicine staff may be made in the event of a medical emergency. In this instance, the student-athlete should report to the nearest medical facility and notify the athletic training room as soon as possible.

Training Room Rules

1. Leave all personal belongings outside while treatments are being administered.
2. No food or drinks are allowed.
3. No loitering.
4. All student athletes must be properly clothed.
5. No spikes of any kind.
6. Clean up your area after treatment.
7. Place all dirty towels and wraps in hamper.
8. No smoking or chewing tobacco is permitted.
9. No one is permitted to use the training room phones or computers.
- 10.No horseplay.

GET INVOLVED:

STUDENT-ATHLETE LEADERSHIP ADVISORY COMMITTEE.

Leaders of all intercollegiate teams are strongly encouraged to participate on the Student-Athlete Leadership Advisory Committee, as an opportunity to foster team unity and a sense of community within the Athletic Department. Meetings are held monthly throughout the academic year and are open to all student-athletes.

Georgetown University Student-Athlete Leadership Advisory Committee Mission Statement. The name of organization shall be the Georgetown University Student-Athlete Leadership Advisory Committee.

The Organization shall be comprised of captains representing all intercollegiate athletic teams at Georgetown University. The focus of the group is student-athlete welfare with respect to academic excellence, personal development, community service, athletic excellence, career development, social equality and school spirit. The organization will establish and maintain open channels of communication with all student-athletes, coaches, administrators and support staff regarding issues relevant to the student-athlete experience. The organization shall participate in student-athlete welfare programs designed to enhance the experience of all student-athletes. The organization shall assist in promoting intercollegiate athletic programs within the University Community. Team Captains, as members of the Student-Athlete Leadership Advisory shall act as the liaison between his or her team and the organization.

The opinion of the organization shall be requested concerning various issues and topics as initiated by the Department Administrative Staff. Such topics shall include, but not be limited to, academic performance, athletic awards, NCAA legislation, and implementation of department policy.

HOYAS FOR CHRIST

Hoyas for Christ was founded in 2005 by Georgetown Student-Athletes. These students are uniting on two fronts: Georgetown Athletics and a passion for the Lord. The group is an ecumenical Christian group consisting of athletes from almost every Georgetown athletic team. We pride ourselves in the number of sports teams represented and the number of different denominations of Christianity involved. Although it is a Christian based group, Hoyas for Christ welcomes everyone and encourages conversations among those of different faiths. Through weekly fellowship, discussion, and prayer the group members look to further their relationship and understanding of Christ and develop another support network of friends. The group strives to serve the spiritual needs of individuals of all levels of faith, ranging from those currently seeking to those who are passionate about the Lord. The group is about coming together to fellowship, worship, study, and pray as a united group of Georgetown Student-Athletes.

Hoyas for Christ will meet in McDonough Arena on a regular basis. Go to GUHoyas.com, click athletics and go to the student-athlete welfare link. For more information contact Brent Tomlison, (football) MSB '09, brt3@georgetown.edu.

HOYA DREAMS

Hoya Dreams is a unique partnership between the student-athletes, Georgetown's Department of Athletics, and Georgetown University Hospital Pediatrics. In conjunction with Georgetown University Hospital's Child Life Program, Hoya Dreams partners Georgetown student-athletes with children treated at Georgetown University Hospital Pediatrics.

The program has two goals:

1. Bring children treated at Georgetown University Hospital Pediatrics to our campus to spend an afternoon with student-athletes and to attend an athletic event.
2. Have student-athletes visit current patients on a bi-weekly basis to provide motivation and support during their hospital stay.

Activities include:

- Cheering on the Hoyas at a Georgetown sporting event
- A meal together before the game
- A tour of campus and Georgetown's athletic facilities
- The opportunity to be on the field or court before or during the game
- A T-shirt and picture to remind the children of their day at Georgetown



G.A.M.E. GEORGETOWN ATHLETICS MENTORSHIP ENTERPRISE

Since its inception in 1997, Georgetown University student-athletes have mentored youngsters from elementary schools throughout the Washington, D.C. Metropolitan area through GAME. GAME is a speakers' bureau that provides an opportunity for youth to hear important messages about setting goals, resolving conflicts and developing positive self-esteem. Hoya student-athletes present positive messages and the importance of academic success is always stressed. Through GAME, relationships have been built and hundreds of youths over 50 primary schools in Washington, D.C., Maryland and Virginia have been influenced.

- **Make a difference in the community**
- **Develop your public speaking skills**
- **Share your success stories**
- **Be a role model for young people**
- **Learn more about yourself and others**

GAME is a speaker's bureau designed to provide community outreach learning opportunities. You will be trained to speak to various schools and community organizations throughout the Washington, DC metropolitan area. **GAME** messages include, achieving academic success, developing positive self-esteem, setting goals, resolving conflicts, healthy choices and more. **GET IN THE GAME!** Contact any member of the student-athlete leadership advisory committee to join!



THE SAFETY NET

The Division of Student Affairs contributes to the establishment of a student-centered learning community that fosters educational and personal development and is dedicated to the Catholic and Jesuit tradition of care for self and others. "Student Affairs Mission Statement" log onto Student Affairs website <http://www12.georgetown.edu/student-affairs/> or click current students link on the main University web page.

IMPORTANT RESOURCES

Academic Resource Center

333 Leavey Center
202-687-8354
<http://ldss.georgetown.edu/>

Center for Multicultural Equity and Access

5th Floor Leavey Center
202-687-4054
<http://cmea.georgetown.edu>

Center for Student Programs

316 Leavey Center
202-687-3704
<http://csp.georgetown.edu>

LGBTQ Resource Center

316 Leavey Center
202-687-3704
<http://lgbtq.georgetown.edu/>

Counseling and Psychiatric Service

1 Darnall Hall
202-687-6985
<http://caps.georgetown.edu>

Health Education Services

202 Village C West
202-687-8949
<http://healthed.georgetown.edu/>

Leadership Development

316 Leavey Center
202-687-7195
<http://www18.georgetown.edu/explore/organizations/gold/>

Career Education Center

1st Floor Leavey Center
202-687-3493
<http://careerweb.georgetown.edu>

Office of Campus Ministry

Healy Hall 113
202-687-4300
<http://campusministry.georgetown.edu/>

New Student Orientation

325 Leavey Center
202-687-3906
<http://nso.georgetown.edu>

Off Campus Student Life

316 Leavey Center
202-687-4056
<http://offcampus.georgetown.edu/>

Outdoor Education

316 Leavey Center
202-687-8419
<http://outdoored.georgetown.edu>

Residence Life

530 Leavey Center
202-687-4056
<http://reslife.georgetown.edu/>

Student Conduct

530 Leavey Center
202-687-4056
<http://studentconduct.georgetown.edu/>

Student Health Center

Ground Floor Darnall Hall
202-687-4500
<http://shc.georgetown.edu>

Student Insurance

31 Henle Village
202-687-4883
<http://www12.georgetown.edu/student-affairs/insurance/>

Women's Center

327 Leavey Center
202-687-6359
<http://www12.georgetown.edu/student-affairs/womens/>

Sexual Assault and Health Issues Coordinator

Jen Schweer
202-687-0323
jls242@georgetown.edu
(See Health Education Services)

Questions about housing application and selection process and important dates? Visit the main campus academic housing website <http://housing.georgetown.edu/academic>, email: campushousing@georgetown.edu – phone 202-687-4560 – visit the Housing Office in 103 Harbin Hall.

ACADEMIC GUIDE

THE ACADEMIC RESOURCE CENTER, 2009-10
GEORGETOWN UNIVERSITY

PREPARED BY SHELLY K. HABEL, PH.D.



SHELLY K. HABEL, PH.D.

Associate Director, Academic Resource Center

Office: Leavey 335

Office Phone: 202-687-9177

E-mail: skh@georgetown.edu

QUICK REFERENCE GUIDE TO IMPORTANT DATES & NAMES

FALL SEMESTER 2009

August 29	Arrival of new undergraduate students
August 30	Arrival of returning students
August 31	Registration (grads, SCS, Seniors, Juniors)
September 1	Registration (Undergrad first year and Sophomores)
September 2	Classes begin - FOLLOW MONDAY CLASS SCHEDULE!
September 11	Last day for registration changes/late registration
September 15	Last day for registration changes for Monday-only classes
November 2	Early registration for Spring 2010
November 5	Undergraduates - last day to withdraw from courses
December 9	Classes end after last class
December 10-13	Study days
December 14-22	Examinations

SPRING SEMESTER 2010

January 13	Classes begin; add/drop begins; Monday classes meet; registration for new students
January 22	Last day for registration changes/late registration
March 23	Undergraduates - last day to Withdraw from courses
April 7-7	Early registration for Fall 2010
May 2	Last day of classes
May 4-6	Study days
May 7-15	Final examinations
May 21	Commencement weekend begins

CONTACTS

Associate Director of the Academic Resource Center for Student-Athlete Services

Shelly K. Habel, Ph.D. (all other sports)

Office: Leavey Center 335

Telephone: 202-687-9177

Email: skh@georgetown.edu

Academic Coordinator for Student-Athletes

TBD (Women's Basketball)

Office: Leavey Center 535

Telephone: 202-687-8430

Email:

Academic Advisor

Felecia Saine (Men's Basketball)

Office: 2nd Floor, West Wing, McDonough Arena

Telephone: 202-687-2374

Email: fss7@georgetown.edu -

UNDERGRADUATE DEANS' OFFICES

- **Georgetown College (COL)**
 - o 303 ICC (first and second years), 687-6045
 - o 108 WGR (junior and seniors), 687-4043
- **McDonough School of Business (MSB)** 106 Old North, 687-3851
- **School of Nursing and Health Studies (SNHS)** 2nd Floor, St. Mary's, 687-3050
- **Walsh School of Foreign Service (SFS)** 301 ICC, 687-5696

A BRIEF OVERVIEW OF ACADEMIC EXPECTATIONS & SUPPORT AT GEORGETOWN UNIVERSITY



ACADEMIC EXPECTATIONS & GRADES

COURSE LOAD AND REGISTRATION STATUS

Undergraduate degree candidates are expected to be full-time unless an exception is approved by their dean.

- *Full-time academic status* requires registration in courses that amount to twelve credits or more in a fall or spring semester. Students are also considered full-time if they are registered for a University overseas study program.
- *Part-time academic status* is based on registration in courses amounting to between one and eleven credits. The designation of halftime status is given to students who are registered for at least six credits. ***Please note that part-time status will render you ineligible to participate in your sport for the semester.***

All degree candidates have a residency requirement of two years (that is, four semesters of full-time status). Summer sessions do not count toward fulfilling the residency requirement, nor does work completed on overseas study.

STUDYING

The academic learning of students is, in the University's eyes, their most significant responsibility. Students should expect to study at least 30 hours per week outside of class (i.e., at least six hours per three credit course). Faculty design their courses with this expectation in mind, but evaluate students on the basis of their achievement.

GRADES

The semester grade, which is indicated on the student's transcript, is a combination of grades given for class work, tests, assigned papers or projects, laboratory performance, and the final examination.

When students wish to review their grades with a faculty member, the instructor is responsible for making available all relevant examinations, papers, and other items. Student work must be either returned directly to the student, or retained by the professor for a minimum of one calendar year.

Faculty should retain their grade books indefinitely. Adjunct or visiting faculty who leave the University must deposit papers and exams with the Department Chair.

It is a professional responsibility that faculty submit their grades according to the deadlines established by the University Registrar. Incidences of delinquency will be reported to the Departmental Chair and appropriate academic Dean.

Quality Grades

Effective Fall of 1993, grades are as follows:

Grade Description	Quality Points	
A	4.00	Excellent
A-	3.67	
B+	3.33	
B	3.00	Good
B-	2.67	
C+	2.33	
C	2.00	Adequate
C-	1.67	
D+	1.33	
D	1.00	Minimum Passing
F	0.00	Failure

The quality points are obtained by multiplying the number of credits attempted by the value assigned to the grade earned. The Quality Point Index (QPI) is obtained by dividing the total number of quality points earned by the total number of credits attempted.

Important details about grades:

- The grades S (satisfactory) and U (unsatisfactory) are applicable to courses taken for credit but not for quality points. S is equivalent to grade C or better. U, for which no credit is given, is equivalent to C-, D+, D or F.
- A degree candidate who fails any required semester course in a current major or minor must repeat and pass that course at Georgetown before graduation. Students cannot repeat for credit a course in which they earned a grade of D or better.
- Only those courses that count for the degree will be listed on the transcript. This applies to Georgetown study abroad programs and to independent study programs.

SOURCE: <http://www.georgetown.edu/undergrad/bulletin/collegegen.html>

ACADEMIC RESOURCES AVAILABLE AT GEORGETOWN UNIVERSITY**ACADEMIC RESOURCE CENTER**

Location: Leavey 335

Hours: Monday through Friday, 9am-5pm

Purpose: Support all students; integrate students with disabilities into all aspects of University life

Telephone: 202-687-8354

Monthly workshop schedule: <http://ldss.georgetown.edu/calendar.cfm>

General study skills tips: <http://ldss.georgetown.edu/acad-studyskills.cfm>

THE WRITING CENTER

Location: 217A Lauinger Library (next to the Midnight Mug)

Hours vary each semester, see: <http://english.georgetown.edu/writing/wcenter.html> changes each semester

Purpose: To gain assistance in organizing and writing papers

Telephone: 202-687-4246

GEORGETOWN UNIVERSITY MATH ASSISTANCE CENTER

Location: St. Mary's Hall

Hours vary each semester, see: <http://www.georgetown.edu/departments/math/mac.htm>

Purpose: To receive assistance for Pre-Calculus, Calculus I and II, Statistics

Telephone: 202-687-8198

ECONOMICS DEPARTMENT TUTORING SERVICES

Location: ICC 105

Hours: Sunday-Wednesday, 8:00-10:00pm

Purpose: To help students with Principles of Micro and Macro Economics

Telephone: 202-687-5601

Web address: <http://econ.georgetown.edu/undergraduate/tutor.html>

CHEMISTRY CLUB

Hours and location vary each semester, see:

http://www8.georgetown.edu/departments/chemistry/undergrad/chemclub_tutoring.html

Purpose: Weekly sessions for any student taking general or organic chemistry

BIOLOGY II STUDENT TUTOR

See Professor Hamilton or Professor Johnson

UNIVERSITY INFORMATION SYSTEMS (UIS) HELP DESK

Purpose: To assist students with computer related issues/needs

Telephone: 202-687-4949

Web address: <http://www.uis.georgetown.edu/>

LAUINGER LIBRARY

Purpose: To learn how to search for reference materials used for research papers

Telephone: 202-687-7452 (Reference Desk)

Web address: <http://www.library.georgetown.edu/>

GEORGETOWN UNIVERSITY CAREER CENTER

Location: Leavey Center, 1st floor

Hours: Monday through Friday, 9am-5pm

Purpose: Assist with career counseling, internships, resume writing, dossier service, and more

Telephone: 202-687-3493

Web address: <http://careerweb.georgetown.edu/>

COUNSELING CENTER (CAPS)

Purpose: To attend to the health and safety of the students of the University in the areas of mental and emotional support

Telephone: 202-687-6985

Web address: <http://caps.georgetown.edu/>

WHEN YOU SHOULD COME TO THE DEAN'S OFFICE

Beginning of semester (before end of Add/Drop): When you need:

- help getting a full schedule of classes
- help in working out a schedule that recognizes both academic and athletic demands
- a dean's signature for a course that requires a paper add/drop slip
- approval to take 6 classes in a semester (for sophomore year and later)
- to arrange an independent study/tutorial with a professor (for sophomore year and later)
- to take a course pass/fail or audit (for sophomore year and later)
- approval for service-learning credit
- approval for a consortium course

Throughout the semester: When you have/need:

- introduce yourself to your dean
- concerns about a course
- questions about graduation requirements/degree audit in student access+
- to set up a meeting with your dean to discuss long-term academic planning
- advice on academic success strategies
- advice on personal issues that may be affecting your academic progress
- to miss a class because you are sick - contact your dean and professor(s)
- information on campus resources
- questions about your AP, IB, International exams, transfer credit
- approval for summer school courses, either away from or at Georgetown
- approved transfer credit from another institution that is not on your transcript
- to find out your class rank
- letters of reference for academic programs
- approval for your study abroad study proposal
- to declare or change a major or minor
- advice on pre-professional planning (ex., medical/business/law school)
- share good news
- to request an academic, medical or personal leave of absence
- to withdraw from a class
- an exception to any deadlines due to unusual circumstances
- to apply for Internal Transfer to another school at Georgetown

End of semester: When you need:

- to file an incomplete in a class
- to arrange to take an exam during the conflict exam time
- to discuss summer plans

TUTORING

Tutors will be assigned as available, and if deemed necessary. All Attempts are made to solicit and hire tutors, but the Academic Resource Center cannot guarantee that a tutor will be available. Depending on your request, you may be referred to other campus-wide resources instead of being assigned a tutor. Fill out a tutor request form and questionnaire at the Academic Resource Center, Leavey Center, Suite 335. **The Center is open Monday through Friday from 9 a.m. to 5 p.m.**

When a tutor is available, you will receive his/her contact information. It is your responsibility to check on your request with the Coordinator of Student Services within one week of submitting your request.

You must contact your tutor within one week of receiving the contact information. You must arrange a meeting for no later than the following week. You may not be tutored for more than three hours per week.

It is your responsibility to contact your tutor and make arrangements regarding tutoring services. It is mandatory to meet with the tutor(s) at least one hour per week.

Each time you meet with the tutor, sign their time sheet to verify the times and days of the service.

You will be required to complete an evaluation of your tutor(s) at the end of the semester.

Tutor services are free for undergraduate students only.

Additional expectations of students who receive ARC tutoring services:

- Go to class regularly.
- Ask the professor questions during class and office hours.
- Read class assignments.
- Review notes.
- Do as much of the homework as possible.
- Prepare specific questions to ask tutor about the material.
- Bring all necessary materials to tutor session.

All questions, comments and/or concerns should be directed to:

Coordinator of Student Services

Academic Resource Center

Leavey Center, Room 335

202-687-8354 – arc@georgetown.edu

Additional information about tutoring can be found at: <http://ldss.georgetown.edu/tutor.cfm>

SOURCE: <http://ldss.georgetown.edu/tutor-request.cfm>

COMPUTERS

Student Technology Services operates eleven computing facilities:

- five dorm labs
- two public labs
- a graduate lab
- three print stations

We also operate the ICC/Leavey Center Internet Kiosks and the study room workstations in the Southwest Quad. These facilities offer a wide variety of hardware and software options to meet all your academic computing needs.

We've updated our site to make finding the information you need easier and faster. With just a couple of mouse clicks, you'll learn how to log in to the computers, what software and hardware resources are available, and how to print with your GOCARD.

If you have any comments or suggestions about the labs or this site, let us know. We'd love to hear from you. Drop us a note at techhelp@georgetown.edu.

SOURCE: <http://uis.georgetown.edu/labs/index.html>

SERVICE FOR STUDENTS WITH DISABILITIES

Students with disabilities, whether general disabilities or specific learning disabilities, may be eligible for reasonable curriculum accommodations and/or special services. However, students are responsible for communicating their special needs to the appropriate University personnel. The University is not responsible for making special accommodations for students who have not declared their disabilities and have not requested an accommodation.

Also, the University need not modify course or degree requirements considered to be an essential requirement of the program of instruction. For the most current and up-to-date policy information, please refer to <http://ldss.georgetown.edu> Students formally declare a disability by submitting pertinent written documentation from a recognized authority to the appropriate University office. All students needing accommodations for learning and/or general disabilities should contact Academic Resource Center (355 Leavey Center; 202-687-8354).

The University reserves the right to request a second professional evaluation (at its expense) of the student's disability. Based upon the materials submitted by the student and after review by the responsible University personnel, the University will determine the appropriate reasonable accommodation.

Students with a disability should meet with the school Deans' Office to discuss course requirements and possible degree programs and forms of accommodation in the area of academics they might require. They may also wish to contact the University Librarian to outline their specific needs (telephone 202-687-7454).

Any requests related to scheduling and the possible relocation of classes should be discussed with the University Registrar (telephone 202-687-4020) at least one month before registration so that any necessary changes may be made. At registration a special desk is staffed to handle inquiries from students with disabilities.

SERVICES FOR STUDENTS WITH A LEARNING DISABILITY

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

To request an accommodation on the basis of any disability, whether a physical, psychological or learning disability, a student must take the following steps:

1. Declare his or her disability by submitting appropriate written documentation regarding a disability from a qualified professional to the Academic Resource Center.

In the case of a **physical** or **psychological** disability, this documentation must be current medical documentation from a qualified professional that provides a specific diagnosis, describes symptoms, demonstrates an impact on a major life activity (i.e. learning, walking, sight), lists recommended educational accommodations, and provides a rationale for each accommodation.

With respect to documentation of **learning disabilities** or **Attention Deficit Disorder**, Georgetown follows the guidelines developed by the Association on Higher Education and Disability (AHEAD) and the Consortium on ADHD Documentation, as adopted and modified by the Educational Testing Service (ETS). These guidelines describe the documentation that is necessary to validate a learning disability or Attention-Deficit/Hyperactivity Disorder and the need for reasonable accommodations. In general, testing must be current (within three years), comprehensive, and include a specific diagnosis. Each accommodation recommended by the evaluator must include a rationale. Complete guidelines are available through the Educational Testing Services website at www.ets.org/disability/.

The documentation and information regarding the student's disability will remain confidential and will be released only if and to the extent that the student provides the Academic Resource Center with written authorization to release such information, or in the unlikely event that disclosure is compelled by legal process. The University reserves the right to request a second professional evaluation (at its own expense) of the student's disability. Based upon the materials submitted by the student and a review by the appropriate University personnel, the University will determine the appropriate reasonable accommodation. Students are advised to register with the Academic Resource Center upon enrollment and at the beginning of each semester for which they are requesting services. A reasonable amount of time is required to evaluate the documentation, review the request, and determine the appropriate accommodations.

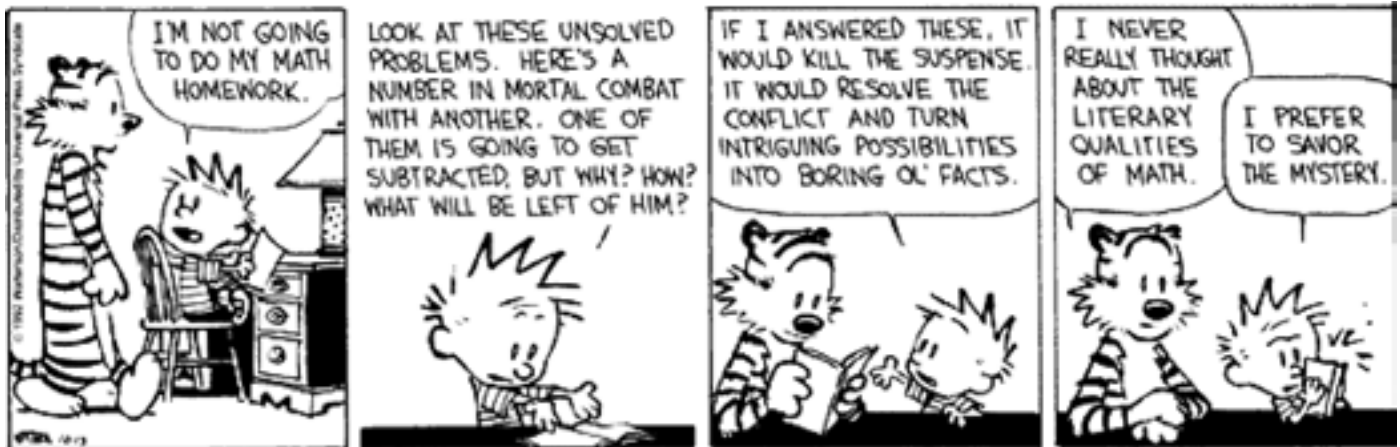
2. If the University determines that an accommodation is appropriate, the student shall consult with administrators in the Academic Resource Center and the appropriate University personnel, including in cases of academic accommodations, the student's academic dean's office, to identify what services will be provided as a reasonable accommodation. In most cases, the Academic Resource Center will provide the student a letter describing the nature of the accommodation he/she requires as a result of his or her disability.

To facilitate this process, a student must complete and sign a release of information form provided by the Academic Resource Center. This form gives the Academic Resource Center permission to share, as necessary, information about the student's disability with the University personnel who will be involved in providing the accommodation to the student.

3. After these steps are completed, the student is responsible for meeting with the University personnel who will be arranging for the accommodation to discuss the recommended accommodations. In the case of academic accommodations, the student should plan to meet with his or her professors at the beginning of each semester. The student should give the letter from the Academic Resource Center that verifies the student's disability and the recommended accommodations to the faculty or staff members with whom they meet.

SOURCE: <http://www12.georgetown.edu/student-affairs/arc/procedure.cfm>

THE FUNDAMENTALS OF ACADEMIC SUCCESS



ATTENDANCE AND TIMELY COMPLETION OF ASSIGNMENTS

Attendance at classes is restricted to those who are validly registered or who are present at the specific invitation of the instructor.

- All students are expected to attend all classes and to complete all of their assignments in a timely fashion. All course requirements are to be completed no later than the date of the final examination.
- First and second year students absent from more than 15 percent of the classes in a course during the fall or spring semesters may fail the course (e.g., in a three credit course, overcut failure is seven or more absences).
- Juniors and Seniors are responsible for attending all classes in a course, including laboratory hours, and are required to be present for all tests and examinations.

“Absence” is defined as the failure of a student to be present when the class roll is checked by the professor. Lateness may be listed as absence, since students may be refused admission to any class when late. Flagrant cases of absence that affect the student’s achievement of course objectives may necessitate withdrawal from the school.

Students absent for several days because of illness should notify their Dean’s Office. A prolonged absence may necessitate the student’s withdrawal from the University for the semester.

SOURCE: <http://www.georgetown.edu/undergrad/bulletin/collegegen.html>

SPECIAL NOTE ON ATTENDANCE FOR STUDENT-ATHLETES

All students are expected to attend class regularly; missing class for a university-sponsored event is a privilege, not an entitlement. Be respectful of your professors when requesting that they accommodate your commitment to athletics. Do not assume that you are “entitled” to be absent. Instead, ask the professor if they can assist you with making alternative arrangements for any missed work. Do this at the very beginning of the semester for which you are going to be traveling for athletic-related events. In doing so, you are communicating early with the professor about your concerns and demonstrating that you are a mature, serious student. What is more, if there are irreconcilable differences, you still have time to add into to another class if necessary.

Student-athletes are required to provide professors with official Georgetown University travel letters. The travel letter is prepared in concert with the Associate Director of the Academic Resource Center for Student-Athlete Services and the coaching staff. Students are required to meet with their professors during the drop/add period to discuss team travel and acquire the professor’s signature; forms must be completed for any course a student will miss at least one class for during the semester. The student presents the professor with TWO copies of the completed form for a signature. Note that the professor has three options - accommodate all of the absences, accommodate some of the absences, accommodate none of the absences. In the event of scenario two or three, students are to contact the Associate Director and the coaches immediately to discuss arrangements. These forms are to be completed and returned to the Academic Resource Center, Leavey 335, no later than 12pm, Wednesday, September 9, 2009.

INSIDE THE COLLEGE GAME

Like athletics, a strong start in academics often leads to success. Remember - the first 3 weeks are the most important in the semester!

DO THE PREP WORK:

- Know your schedule – know when and where your classes meet. Consult a map to find the buildings the night before.
- Get your school supplies early – taking notes on scrap paper with a golf pencil for the first week is not a good strategy.
- Buy a planner of some sort – put all your assignments in one place.
- Set your alarm – give yourself plenty of time to get to the first class.
- Get enough sleep – you will be deprived soon enough.

SET THE TONE EARLY:

- Get to classes early – the extra 3 minutes it takes to be sitting in the class when the professor arrives will not cost you anything, and will pay dividends later.
- Be attentive in class – professors can see everyone in the class, be noticed paying attention.
- Introduce yourself to the professor – use the travel letters you receive as a way to engage the professor in conversation. Don't just hand it in and run.
- Sit with other serious students – it will keep you serious.
- Take notes – don't rely on your ears, write things down in some sort of organized fashion.
- Set meeting with professors during office hours – have the professor check your notes to make sure you are getting what he/she wants you to out of the lectures.

ONGOING WORK:

- Go to everything – all studies show the #1 predictor of success in an academic class is attendance. You wouldn't skip practice and expect to perform well, don't miss class.
- Do homework consistently – cramming does not work! Would you try to do an entire 12-week summer workout schedule in 3 weeks? Don't count on being able to do lots of work at the end, it don't work.
- Continue your dialog with the professor – no one knows how to do well in a class better than the professor.
- Get a tutor – it will help. You need to study anyway, why not do it with someone who knows the material.

SOURCE: <http://www.bc.edu/offices/lrsa/students/tips/>

TOP TEN TIPS FOR ACADEMIC SUCCESS

1. LOCATION, LOCATION, LOCATION...

If you're serious about getting work done, find a place that's relatively free of distractions. Establish guidelines with roommates for quiet times or use the libraries, study rooms, or empty classrooms.

2. MAKE IT A HABIT: WORK EVERY DAY

Avoid all-night cram sessions in which you (unsuccessfully) try to understand and retain large amounts of information. Spend time on your studies each day, and you can stay on top of your courses and still have time for fun. Use small blocks of time - you'll be amazed by what you can get done between classes.

3. HELP EXISTS! SEEK IT OUT AND IMPROVE YOUR GRADES

Whether you're an 'A' student or a 'D' student, you can strengthen your learning skills. Check out your university's learning skills services. Get to know your professors and tutorial assistants. Find out if your courses have study guides and help centers. Check to see if there's a website for your textbook. It's your academic career – make the most of it.

4. WRITE IT DOWN

Remember important dates. It's up to you to remember due dates for assignments and test dates. A day planner is great for organizing your life. A wall calendar of important dates is also a good idea.

5. GET ENERGIZED – EAT, EXERCISE, SLEEP

Not understanding? Trouble remembering? Comprehension and memory are affected by stress and fatigue. When you're hungry, tense, or tired your brain can't function at its full potential. It's especially crucial to eat well, exercise, and get adequate sleep during exam periods.

6. BE A KEENER: GO TO CLASS PREPARED AND TAKE GOOD NOTES

Don't fall into the habit of missing class. Someone else's notes aren't going to be as good as having gone to the lecture yourself. In class, listen for emphasis and examples. Take a thorough set of notes; you'll be thankful at test time. Questions after the lecture? Go to your professor's or tutorial assistant's office hours. It's better to learn as you go than to find yourself not prepared the night before an exam.

7. LECTURES AND TEXTBOOKS: WHAT'S THE BIG PICTURE?

Many unsuccessful students see a course as "a lot of stuff to memorize." University learning requires understanding how pieces of information fit together to form a "BIG picture." Use course outlines, tables of content, headings and subheadings to organize the information in each of your courses. Routinely ask yourself, "What's the purpose of this detail?" and "Where does it fit in the big picture?"

8. DO SOMETHING (ANYTHING!) TO REMEMBER KEY INFORMATION

Capture your understanding of course material in an active way. Generate examples, create mnemonics, make summary notes, identify key words, highlight textbooks, or add margin notes. Be creative and interested, and you're more likely to be awesome at test time.

9. THINK YOU'LL REMEMBER KEY POINTS? PROVE IT.

No matter how well you understand something, without practice some forgetting will occur. Before a test, make sure that you can recall important information from memory. Self-test by recalling information without looking at notes or textbooks and by doing practice exams if available.

10. BE TEST SMART

Don't lose marks because of test-writing errors such as misreading a question or running out of time. Think through specific strategies to tackle different types of tests (e.g., multiple-choice). Also, carefully read instructions, budget time to marks, and do less difficult questions first to build confidence.

SOURCE: <http://www.sdc.uwo.ca/learning/tentt.html>

EFFECTIVE TIME PLANNING STRATEGIES

One of the best methods of using time effectively and controlling procrastination is to plan when you will do specific study tasks. If you've been using the "I do what I feel like doing when I feel like doing it" method of time management and would like to reduce the stress, procrastination, and guilt that go with it, consider trying a flexible time plan like the one discussed below. Planning does not mean following a rigid, military-like schedule; rather, it means making intelligent decisions about when it is easiest and most efficient to get your work done. Time management means working smarter, not necessarily harder, and a good time plan is the key.

FIND OUT WHAT TIME IS REALLY AVAILABLE

When only a relatively few hours each week are spent in classes and labs compared to high school, it is easy to misjudge the amount of time which is actually available for studying. By making a master timetable of your weekly activities, you can not only get a realistic picture of how many hours are actually free, you can also plan work periods around other activities which you consider important and don't want to sacrifice for studying.

Using a standard class schedule form, or something similar, make a timetable of all your activities which are the same each week. These activities include classes and labs, sleep, meals, traveling time, sports or fitness activities, part-time jobs, church activities, etc., but not study time. It is important to be realistic about how long these activities take. For example, leave seven to eight hours a night for sleep, even if you can get away with five or six, and give yourself an hour for lunch and supper, so you can relax, socialize, or run errands as well as eat. Once this master timetable is complete, make a copy for each week in the semester.

LIST STUDY TASKS

Most people use some method of recording what they need to do, if nothing more than jotting due dates on a calendar. To plan your time more effectively, each week make a comprehensive list of study tasks, which includes some time to work on major assignments. The tasks are then rank-ordered according to your priorities, and the amount of time needed to complete each task is estimated. These three important steps - list, prioritize, and estimate - are a key element in time management. For more information on these steps see the award-winning Fastfacts [Making a Task List](#) (next section).

DECIDE WHAT TO DO WHEN

Each week, using your task list and a copy of your master timetable, decide when you will do each task. Tailor the amount of detail in your time plan to your individual strengths, habits, and preferences. Some students like to know what specific task they will be doing in each free hour. Others will list what needs to be done on a particular day, but not specify a time for each task. A few students can work successfully from a weekly list, but it's difficult not to procrastinate with this method because big, unpleasant, or overwhelming tasks almost always get pushed to the bottom of the list.

When making these conscious, intelligent decisions about what to do when, consider your body's natural highs and lows. Plan to do priority tasks when your energy is high and your concentration is at its best. Save shopping, housework, or physical activities for late in the afternoon or evening if, like many students, that's when you're normally tired.

When planning how to use large chunks of time, it's usually more efficient to alternate tasks or subjects, so that in a three-hour period, for example, you would spend one hour each on three different subjects, rather than a marathon three-hour session on just one. One hour is only an example and may be too much or not enough for some tasks – the “best” method is always what works best for you.

Plan frequent breaks, especially when you're under a lot of pressure. Your brain needs time to digest and process information; moreover, breaks relieve stress, help sustain motivation, and provide a transition period when switching subjects. The guideline is about ten minutes per hour of study.

Each day, include an hour of “flexible” time in your plan. Flextime has several important functions. If you underestimate the amount of time some task takes, flextime provides an extra hour to finish it without getting behind or sacrificing some other activity. Procrastinators can use flex time to do work they've put off, or to reward themselves with sixty minutes of guilt free “do nothing” time when they haven't procrastinated.

SOURCE: <http://www.learningcommons.uoguelph.ca/ByFormat/OnlineResources/OnlineFastfacts/OnlineLearning-Fastfacts/Fastfacts-EffectiveTimePlanning.html>

CONTROL OF THE STUDY ENVIRONMENT

KEY STUDY PREPARATIONS

1. Set aside a fixed place for study and nothing but study.

Do you have a place for study you can call your own? As long as you are going to study, you may as well use the best possible environment. Of course, it should be reasonably quiet and relatively free of distractions like radio, TV, and people. But that is not absolutely necessary. Several surveys suggest that 80% of a student's study is done in his or her own room, not in a library or study hall. A place where you are used to studying and to doing nothing else is the best of all possible worlds. After a while, study becomes the appropriate behavior in that particular environment. Then, whenever you sit down in that particular niche in the world you'll feel like going right to work. Look at it this way; when you come into a classroom, you sit down and go to work by paying attention to the instructor. Your attitude and attention and behavior are automatic because in the past, the room has been associated with attentive listening and not much else. If you can arrange the same kind of situation for the place where; you study, you will find it easier to sit down and start studying.

2. Before you begin an assignment, write down on a sheet of paper the time you expect to finish.

Keep a record of your goal setting. This one step will not take any time at all. However, it can be extremely effective. It may put just the slightest bit of pressure on you, enough so that your study behavior will become instantly more efficient. Keep the goal sheets as a record of your study efficiency. Try setting slightly higher goals in successive evenings. Don't try to make fantastic increases in rate. Just increase the goal a bit at a time.

3. Strengthen your ability to concentrate by selecting a social symbol that is related to study.

Select one particular article of clothing, like a scarf or hat, or a new little figurine or totem. Just before you start to study, put on the cap, or set your little idol on the desk. The ceremony will aid concentration in two ways. First of all, it will be a signal to other people that you are working, and they should kindly not disturb you. Second, going through a short, regular ritual will help you get down to work, but be sure you don't use the cap or your idol when you're writing letters or daydreaming or just horsing around. Keep them just for studying. If your charm gets associated with anything besides books, get a new one. You must be very careful that it doesn't become a symbol for daydreaming.

4. If your mind wanders, stand up and face away from your books.

Don't sit at your desk staring into a book and mumbling about your poor will power. If you do, your book soon becomes associated with daydreaming and guilt. If you must daydream, and we all do it occasionally, get up and turn around. Don't leave the room, Just stand by your desk, daydreaming while you face away from your assignment. The physical act of standing up helps bring your thinking back to the job. Try it! You'll find that soon just telling yourself, “I should stand up now,” will be enough to get you back on the track.

5. Stop at the end of each page, and count 10 slowly when you are reading.

This is an idea that may increase your study time, and it will be quite useful if you find you can't concentrate and your mind is wandering. If someone were to ask you, “What have you read about?” and the only answer you could give is, “About thirty minutes,” then you need to apply this technique. But remember, it is only useful if you can't concentrate – as a sort of emergency procedure.

6. Set aside a certain time to begin studying.

Certain behavior usually is habitual at certain times of the day. If you examine your day carefully, you'll find that you tend to do certain things at predictable times. There may be changes from day to day, but, generally parts of your behavior are habitual and time controlled. If you would be honest with yourself, you'd realize that time controlled behavior is fairly easy to start. The point is that if you can make studying - or at least some of your studying - habitual it will be a lot easier to start. And if the behavior is started at a habitual time, you will find that it is easier to start. And if the behavior is started at a habitual time, you will find that it is easier to get going without daydreaming or talking about other things.

7. Don't start any unfinished business just before the time to start studying.

Most people tend to think about jobs they haven't finished or obligations they have to fulfill much more than things that they have done and gotten out of the way. Uncompleted activities tend to be remembered much longer than completed ones. If we apply that idea to the habit of daydreaming, you might suspect that uncompleted activities and obligations would be more likely to crop up as a source of daydreaming than completed ones. Therefore, when you know you're about to start studying because it's the time you select to begin, don't get involved in long discussions. Try to be habitual with the time you start, and be careful what you do before you start studying. This can be one way to improve your ability to concentrate.

8. Set small, short-range goals for yourself.

Divide your assignment into subsections. Set a time when you will have finished the first page of the assignment, etc. If you are doing math, set a time goal for the solution of each problem. In other words, divide your assignments into small units. Set time goals for each one. You will find that this is a way to increase your ability to study without daydreaming.

9. Keep a reminder pad.

Another trick that helps increase your ability to concentrate is to keep pencil and paper by your notebook. If while you're studying you happen to think about something that needs to be done, jot it down. Having written it down you can go back to studying. You'll know that if you look at the pad later, you will be reminded of the things you have to do. It's worrying about forgetting the things you have to do that might be interfering with your studying.

10. Relax completely before you start to study.

One approach to concentration is to ask yourself, "Do study and bookwork scare me?" If you have to do something unpleasant, something that you know you may do badly, how do you react? Probably you put it off as long as possible, find yourself daydreaming, and would welcome reasons to stop studying. If you do react this way, you might be said to suffer from learned book-anxiety. The key to breaking this book-anxiety daydream series is learning how to relax. When you are physically, deeply, and completely relaxed, it is almost impossible to feel any anxiety. Associate the book with relaxation, not with tension and anxiety. When you study, study; when you worry, worry. Don't do both at the same time.

SOURCES: <http://www.ucc.vt.edu/stdysk/control.html>, <http://studytips.aac.ohiou.edu/?Function=Reading>,
<http://www.bucks.edu/~specpop/frame-ls-7.htm>

STUDY TEAMS

Study teams are long-term groups (usually existing over the course of a semester) with stable membership (4-6 members) whose primary responsibility is to provide members with support, encouragement, and assistance in completing course requirements and assignments. (1) Teams share common goals, like excellent grades and learning experiences. (2)

BENEFITS

1. Increased learning and recall: Researchers report that, regardless of the subject matter, students working in small groups tend to learn more of what is taught and retain it longer than when the same content is presented in other instructional formats. (1)
2. Increased satisfaction with their classes (also supported by research). (1)
3. Reduced procrastination: when you know you have a whole group of people counting on you, you'll be more likely to get the job done. (3)
4. Improved recall: by explaining things aloud and listening to others, students often improve on recall ability, or ability to remember information on test day. (3)
5. Increased organization: comes with organizing for, and during, team meetings. (3)
6. Improved chances of anticipating test questions. Team members will always bring up ideas and thoughts you'd never considered. (3)
7. Back-up (e.g. notes) if you miss classes.
8. Increased self-confidence, academically, and socially, which will pay off in the future careers, most of which require collaborating with others. (3)
9. Social support.

RESPONSIBILITIES (1):

1. Prepare before the study team meeting (e.g., do all the required reading or problem sets).
2. Complete any tasks that the team assigns to its members.
3. Attend all meetings and arrive on time.
4. Actively participate during the sessions in ways that further the work of the team.
5. Help promote one another's learning and success.
6. Provide assistance, support, and encouragement to team members.
7. Be involved in periodic self-assessments to determine whether the study team is working successfully (Is too much work being required? Is the time in study team meetings well spent?).

Ideas of how each meeting can be structured (to be determined by the team):

1. Determine a leader, who will help to keep the session productive. (4)
2. Decide upon and clarify the agenda and purpose of that meeting.
3. Study together.
4. Discuss latest class lecture, lab, notes, etc. Review class notes to see whether there is agreement on the most important points of the lecture or discussion.
5. Comment on each other's drafts of written work; review problem sets.
6. Prepare for tests and exams, and help each other with difficulties that are encountered in class. (1)
7. Go over a class quiz or test to ensure that all team members clearly understand each of the questions, especially those that were answered incorrectly by one or more members (1).
8. Structured review: all read the assignments but each member agrees to provide to the group in-depth coverage of a particular segment of the material and to answer as fully as possible whatever questions other members of the study team might raise. In this model, then, each member agrees to study all the material yet each also tries to become an "expert" in a certain area of the material (1).
9. Take a few minutes at the end of the session to evaluate what you've done. (Did everyone put in their full effort? Did we concentrate on too much on one topic? How can we improve our efforts?) (4)
10. Plan the next meeting. Give the group assignments if appropriate. (4)

Continuing Support for the Teams

Study teams can be very rewarding and beneficial, but they will also present with challenges. Each member will present with different values and goals, available times, degrees of effort and commitment, personality styles, interpersonal dynamics, and cognitive strengths.

Cited Sources:

- (1) "Collaborative Learning: Group Work and Study Teams," a chapter from *Tools for Teaching*, by Barbara Gross Davis <http://teaching.berkeley.edu/bgd/collaborative.html>
- (2) "Student Success" from Sharon Daugherty, http://adulted.about.com/od/studysmart/a/study_groups.htm
- (3) "Would Group Study Improve Your Grades?" From Grace Fleming, <http://homeworktips.about.com/od/homeworkhelp/a/study.htm>
- (4) "Group Study: Some Guidelines" <http://www.d.umn.edu/student/loon/acad/strat/grpstudy1.html>

SOURCE: Matthew Fleming, Counseling & Psychiatric Services, Georgetown University

LEARNING TO LEARN

Effective study skills and strategies are the basis of effective learning. They give you an opportunity to approach learning tasks systematically and independently. By always using good study habits – learning to work smarter – you will work like and become a successful student.

LEARN TO LEARN

Learning is a very personal matter. There isn't one study/learning skill or strategy that works for every person in every situation. Therefore, learning to learn strategies are about learning what you know, learning what you don't know, and learning what to do about it. Your repertoire of study/learning strategies will:

- enable you to take more responsibility for your own learning
- allow you to spend your time effectively and stay on task
- help you select the best approach(s) for each assignment or task
- provide you with the knowledge and skills needed to begin, follow through, and complete assignments/tasks
- present you with access to a variety of content and reference materials
- give you the confidence to know when and who to ask for help

KNOW YOURSELF

- Begin by honestly assessing your strengths and weaknesses in basic college skills – reading, writing, listening, and mathematics – and study/work habits such as organization, time management, concentration, listening, and note taking.
- Identify your learning style preferences. Many factors affect learning, but consider whether you learn most effectively by reading, by watching, by listening, or by doing? You must also become familiar with your instructors teaching styles to help you adapt your learning style to the best advantage.
- Consider when (Are you a morning person or a night owl?) and where (Do you concentrate best in a bright room with noise or in a cozy, quiet corner?) you are at your best for learning.

MANAGE YOUR TIME AND LIFE

- The first step in learning to manage your time – controlling your own life – is to identify what your goals are and then to establish priorities to help you reach them.
- Analyze how you are using your time. If you aren't spending time on your priorities, you must make the necessary adjustments or you won't reach your goals. If school, learning, and good grades are a priority, then you must make and follow a schedule that gives a significant amount of time to go to class and study.

IMPROVE YOUR CONCENTRATION

- As a good student, you will not necessarily study more than a poor student, but you will definitely use your study time more effectively.
- Learn to keep your attention focused on the task at hand – concentrate. When you are in class or ready to study, give it your full attention.
- And remember, how well you learn something, not how fast you learn it, is the critical factor in remembering. You must “get” something before you can “forget” it.

KNOW WHAT STUDY MEANS & HOW TO DO IT

- Learning takes more than just going to class and doing homework. It is really a four-part cycle:
- preview>>class>>review>>study
- When you establish a learning-cycle routine you will be able to learn more in less time with less stress.

DEVELOP A THINKER'S VOCABULARY

- English is the richest language with the largest vocabulary on earth. Each of our words is a symbol that represents an idea or object. Your ability to understand the meaning of the words others use and to select the right one(s) to communicate your ideas, information, and feelings is very important to effective learning.
- To develop a thinker's vocabulary, you must become sensitive to words and develop strategies for unlocking the meanings of new words and a process for remembering the new words and their meanings.

BECOME AN ACTIVE READER

QUESTION: Did you ever fall asleep while playing tennis or when watching your favorite television show?

QUESTION: How about when you're reading?

QUESTION: What makes the difference?

- If you are actively involved, physically and mentally, you stay interested and committed. When you become passive, you rapidly lose interest and drift away.
- To learn from study/reading material, you must be an active, thinking participant in the process, not a passive bystander. Always preview the reading and make sure you have a specific purpose for each assignment. Read actively to fulfill your purpose and answer questions about the material. Keep involved by giving yourself frequent tests over what you've read.

BECOME AN ACTIVE WRITER

Writing that accurately expresses your ideas demands not only writing skill but focused attention, critical thinking and active involvement. Only if you become actively involved in the writing process will you be able to communicate your ideas clearly.

Your writing must have:

- a purpose,
- a controlling idea or thesis,
- organized development of your idea with major and minor supporting details, and
- a logical conclusion.

BUILD LISTENING & NOTE TAKING SKILLS

Accurately listening to a lecture and deciding what is important are two skills that must be mastered before you worry about how to write the information in your notes. Again, being an active rather than a passive participant is the key to your success. Taking good notes demands that you:

- prepare for class
- become an active listener
- distinguish major from minor points
- use a note-taking system
- participate in class
- review often

KNOW HOW TO STUDY FOR & TAKE EXAMS

Exams are your way to show a professor how much you've learned. Preparing for exams will give you a better understanding of the material, lower your anxiety, and improve your scores.

- Find out as much as you can about the exam, study and review the material over a period of time (use the night before as a final review not a cram session), pace yourself during the exam, and always go over your graded exam with your professor.

MASTER EVERY COURSE

You can't get something for nothing. You can, however, get nothing for something and that's exactly what you will get from any course if your only investment is money.

- True education is not about cramming material into your brain. True education is the process of expanding your capabilities, of bringing yourself into the world.
- Professors can merely set the stage for you to create learning through your own action.

SOURCE: http://www.rio.maricopa.edu/distance_learning/tutorials/study/learn.shtml

IMPROVE YOUR STUDYING SKILLS

Above All, Review Regularly and Plan To Study Ahead, So That the Night Before an Exam, All You Do Is Review Material. Avoid All-Nighters! These Study Tips include:

- Good Study Habits
- Preparing for Exams
- Ten Traps of Studying

STUDY HABITS

1. Decide what to study (reasonable task) and how long or how many (chapters, pages, problems, etc.). Set and stick to deadlines.
2. Do difficult tasks first. For procrastination, start off with an easy, interesting aspect of the project.
3. Have special places to study. Take into consideration lighting, temperature, and availability of materials.
4. Study 50 minutes, and then take a 10-minute break. Stretch, relax, have an energy snack.
5. Allow longer, “massed” time periods for organizing relationships and concepts, outlining, and writing papers. Use shorter, “spaced” time intervals for rote memorization, review, and self-testing. Use odd moments for recall/review.
6. If you get tired or bored, switch task/activity, subject, or environment. Stop studying when you are no longer being productive.
7. Do rote memory tasks and review, especially details, just before you fall asleep.
8. Study with a friend. Quiz each other, compare notes and predicted test questions.
9. Save multiple electronic copies of your work – computers crash, printers poop out, floppy discs fail – don’t get caught empty-handed!!!
10. Save new versions of the document that you work on with a date in the name of the document.
11. Save **ALL** of your graded work until after your final grade has been posted – you’ll be well prepared to discuss grades with your professors and other administrators if you or anyone else has questions about your work after the end of the semester.

PREPARING FOR EXAMS

When the Exam is Announced:

- Find out what the exam will or won't cover.
- Find out what kind of exam it will be: objective, short essay, long essay, or a combination.

Exam Study:

- Prepare summary sheets for large amounts of lecture and textbook notes.
- Spend several nights before an exam making a final review of notes.
- Stress the following areas in your review:
 - a. Points emphasized in class or in the text;
 - b. Areas the professor has advised for study;
 - c. Questions in study guides, past quizzes, and reviews at the end of textbook chapters.

Preparation by Type of Exam:

- Objective exams: Study as if it were an essay exam.
 - Stress specifics:
 - Definitions of key terms and examples;
 - Lists of items;
 - For True/False, write some false statements.
- Essay Exams:
 - Stress concepts
 - List probable questions.
 - Prepare a good outline answer and practice it.
- Problem Exams:
 - Memorize formulas if needed.
 - Practice problems.

TEN TRAPS OF STUDYING

1. “I Don’t Know Where To Begin”

Take Control. Make a list of all the things you have to do. Break your workload down into manageable chunks. Prioritize! Schedule your time realistically. Don’t skip classes near an exam -- you may miss a review session. Use that hour in between classes to review notes. Interrupt study time with planned study breaks. Begin studying early, with an hour or two per day, and slowly build as the exam approaches.

2. “I’ve Got So Much To Study . . . And So Little Time”

Preview. Survey your syllabus, reading material, and notes. Identify the most important topics emphasized, and areas still not understood. Previewing saves time, especially with non-fiction reading, by helping you organize and focus in on the main topics. Adapt this method to your own style and study material, but remember, previewing is not an effective substitute for reading.

3. “This Stuff Is So Dry, I Can’t Even Stay Awake Reading It”

Attack! Get actively involved with the text as you read. Ask yourself, “What is important to remember about this section?” Take notes or underline key concepts. Discuss the material with others in your class. Study together. Stay on the offensive, especially with material that you don’t find interesting, rather than reading passively and missing important points.

4. “I Read It. I Understand It. But I Just Can’t Get It To Sink In”

Elaborate. We remember best the things that are most meaningful to us. As you are reading, try to elaborate upon new information with your own examples. Try to integrate what you’re studying with what you already know. You will be able to remember new material better if you can link it to something that’s already meaningful to you. Some techniques include:

- **Chunking:** An effective way to simplify and make information more meaningful. For example, suppose you wanted to remember the colors in the visible spectrum (Red, Orange, Yellow, Green, Blue, Indigo, Violet); you would have to memorize seven “chunks” of information in order. But if you take the first letter of each color, you can spell the name “Roy G. Biv”, and reduce the information the three “chunks”.
- **Mnemonics:** Any memory-assisting technique that helps us to associate new information with something familiar. For example, to remember a formula or equation, we may use letters of the alphabet to represent certain numbers. Then we can change an abstract formula into a more meaningful word or phrase, so we’ll be able to remember it better. Sound-alike associations can be very effective, too, especially while trying to learn a new language. The key is to create your own links, then you won’t forget them.

5. “I Guess I Understand It”

Test yourself. Make up questions about key sections in notes or reading. Keep in mind what the professor has stressed in the course. Examine the relationships between concepts and sections. Often, simply by changing section headings you can generate many effective questions. For example, a section entitled “Bystander Apathy” might be changed into questions such as: “What is bystander apathy?”, “What are the causes of bystander apathy?”, and “What are some examples of bystander apathy?”

6. “There’s Too Much To Remember”

Organize. Information is recalled better if it is represented in an organized framework that will make retrieval more systematic. There are many techniques that can help you organize new information, including:

- Write chapter outlines or summaries; emphasize relationships between sections.
- Group information into categories or hierarchies, where possible.
- **Information Mapping.** Draw up a matrix to organize and interrelate material. For example, if you were trying to understand the causes of World War I, you could make a chart listing all the major countries involved across the top, and then list the important issues and events down the side. Next, in the boxes in between, you could describe the impact each issue had on each country to help you understand these complex historical developments.

7. “I Knew It A Minute Ago”

Review. After reading a section, try to recall the information contained in it. Try answering the questions you made up for that section. If you cannot recall enough, re-read portions you had trouble remembering. The more time you spend studying, the more you tend to recall. Even after the point where information can be perfectly recalled, further study makes the material less likely to be forgotten entirely. In other words, you can’t over study. However, how you organize and integrate new information is still more important than how much time you spend studying.

8. “But I Like To Study In Bed”

Context. Recall is better when study context (physical location, as well as mental, emotional, and physical state) are similar to the test context. The greater the similarity between the study setting and the test setting, the greater the likelihood that material studied will be recalled during the test.

9. “Cramming Before A Test Helps Keep It Fresh In My Mind”

Spacing: Start studying now. Keep studying as you go along. Begin with an hour or two a day about one week before the exam, and then increase study time as the exam approaches. Recall increases as study time gets spread out over time.

10. “I’m Gonna Stay Up All Night ‘til I Get This”

Avoid Mental Exhaustion. Take short breaks often when studying. Before a test, have a rested mind. When you take a study break, and just before you go to sleep at night, don’t think about academics. Relax and unwind, mentally and physically. Otherwise, your break won’t refresh you and you’ll find yourself lying awake at night. It’s more important than ever to take care of yourself before an exam! Eat well, sleep, and get enough exercise.

SOURCE: <http://www.sp.uconn.edu/~ph101vc/study/Improve.html>

TIPS FOR EFFICIENT “ROAD TRIP” STUDY

SET STUDY GOAL AND PLAN BEFORE YOU LEAVE.

- Be specific about what you will do on the bus and in the hotel.
- Arrange to have someone tape the class or classes you will miss and take notes that you can Xerox.
- Get any necessary library materials before leaving.

USE TIME ON THE BUS EFFECTIVELY.

- This is a good time to read if the motion of the bus is not a problem for you.
- If reading is possible for you, reinforce lecture and test notes by “self-testing” using the questions you have formulated on the lecture(s) and/or text reading.
- Sit with someone who is in one or more of your classes and quiz each other using lecture and/or text questions.
- Prepare and priorities your “To Do” list for the free time you will have in your hotel room.
- Listen to a lecture or lecture(s) you have taped.

USE TIME IN THE HOTEL EFFECTIVELY.

- If possible room with someone who is taking the course(s) you are taking. Review notes (text and reading) together using questions as in #3 above.
- Schedule time to read material for lecture(s) you will miss so that when you get the tape(s) and/or notes from your designated note-taker, you will be better prepared to understand the material covered.
- If a paper is due, this is a good time to think about and select a topic and draft a tentative outline so that when you return, you can arrange to see the professor of the course and check on his/her reaction and suggestions.

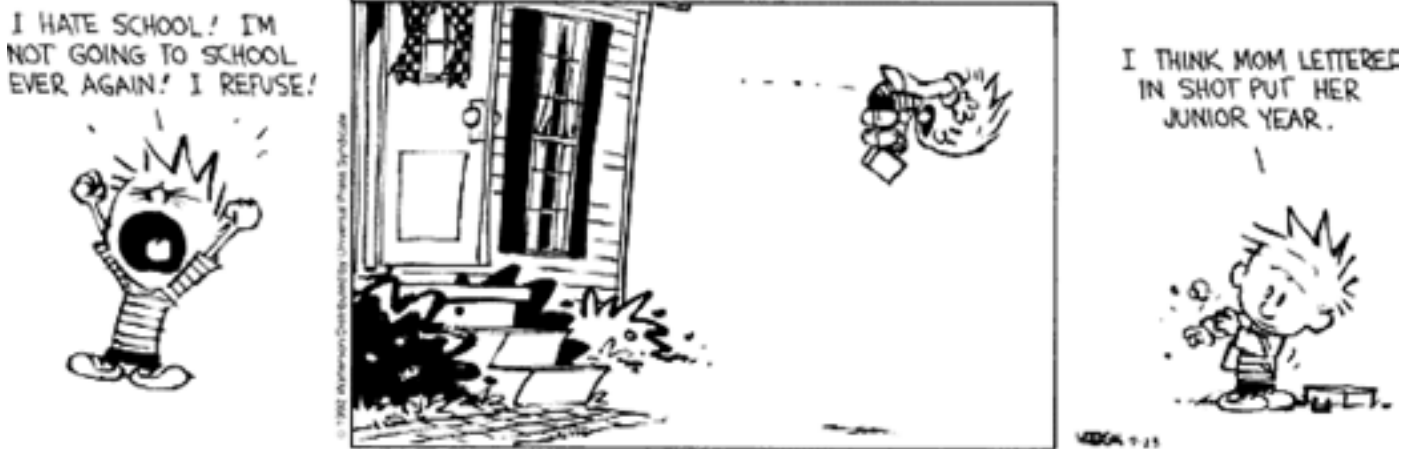
HAVE A “TO DO” LIST FOR WHEN YOU RETURN.

- Make certain you get taped lectures and notes immediately. These should be reviewed before the next class if at all possible.
- Arrange to see professors during office house to clear up anything not clear on tape or in notes.
- See if you have missed anything not covered on tape or notes.

SOURCE: http://www.cstv.com/auto_pdf/p_hotos/s_chools/gu/genrel/auto_pdf/StudentAthleteHandbook



IMPORTANT ACADEMIC POLICIES AT GEORGETOWN UNIVERSITY TO LEARN & KNOW



WITHDRAWALS, CREDITS, AUDITS, PASS/FAIL & MORE!

WITHDRAWAL FROM A COURSE:

Withdrawal from a course is permitted with an academic dean's approval. A student who wishes to withdraw from a course should fill out an Add/Drop form (which can be obtained from each school's Dean's Office). *No refunds will be issues for withdrawal from a course after the drop/add period of the semester.* Please refer to the Registrar's Academic Calendar for the appropriate academic year to confirm the last date for withdrawal; it generally falls during the first week of November and early/mid-March.

NOTE: *If a student does not complete a course for which he/she is registered and from which he/she has not officially withdrawn, a failure will be recorded for the course.*

CREDITS:

- With the prior approval of the Department Chair or Field Committee and Dean's Office, credits earned at another university may be applicable toward degree requirements. However, such transferred credits will not be computed in the student's cumulative Quality Point Index. By contrast, credits earned in courses previously approved by the Department Chair or Field Committee and Dean's Office in conjunction with Georgetown Programs Abroad always apply toward degree requirements at Georgetown.
- In addition, grades earned in courses offered directly by Georgetown at Fiesole, Alanya, and in Georgetown summer programs abroad are also computed in the student's cumulative Quality Point Index (see more information on courses taken abroad and the QPI).
- Finally, although a listing of all Leisure and Recreation courses is provided in the class schedule, and those students who take these courses must register for them, no grades will be recorded nor will these courses appear on the student's transcript.

PASS/FAIL POLICY

After the first year, students may take one elective course each semester on a pass/fail basis up to a total of six pass/fail courses during sophomore, junior, and senior years.

The procedure for selecting a pass/fail course is as follows:

1. Students choose an elective course on a pass/fail basis during the add/drop period by completing a pass/fail course registration form available in the Dean's Office. Students dropping a pass/fail course may not add another pass/fail course for that semester. The respective Dean's Offices will notify professors of those students taking courses on a pass/fail basis.
2. 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 and will notify the Dean's Office.
3. Pass/fail courses will be marked S (Satisfactory), equivalent to letter grades of C or better, and U (Unsatisfactory). Neither the S nor the U will affect the student's average. Only courses noted as "S" receive credit.
4. Once a student has decided to take a course on a pass/fail basis, it is not possible, under any circumstances, to record a letter grade for that course.

AUDIT POLICY

Persons who audit a course pay the standard per credit hour tuition. If an auditor exceeds the number of absences permitted by the professor, a grade of “W” will be recorded on the record and no refund will be given.

Language courses (at the expository writing level and below) and Consortium courses may not be audited. Students in the College are not permitted to audit courses.

If a student wishes to change status from credit to audit, the student must obtain the Dean’s signature on an add/drop slip and submit the request for changes during the add/drop period. Changes to audit are not allowed beyond the add/drop period. Without the change at that time, the student is left with the option of either completing all course work and receiving a grade or dropping the course entirely.

Once a student registers for an audit, it is not possible, under any circumstances, to record a letter grade for that course.

ADVISORY GRADES

Advisory reports are sent to first-year students after midterm examinations in the fall semester. These reports, sent to the student’s local address, are not part of the permanent academic record of the student; they are designed to help first-year students evaluate academic achievement. Students with any deficiencies should confer with the appropriate professor. The grades used are Satisfactory (SM), Marginal (MM), Unsatisfactory (UM).

INCOMPLETES

Students must complete all work in a course no later than the date of the final examination. In the case of illness or other grave reasons, the student will request permission from the Dean’s Office to receive the provisional grade of N.

No provisional grade except N may ever be given. Students requesting an N grade must process the N grade form in the Dean’s Office by the last day of class in the semester. N grade forms are available in the Deans’ Offices; instructions are printed on the forms. With the approval of the Dean’s Office, a professor may give an N grade. Without such permission, professors must submit a letter grade from A through F. Unauthorized N grades are automatically converted to failures.

GRADE CHANGES

When a professor feels a grade change is justified (e.g., due to an error in recording or calculation), the professor will send a grade change authorization form including the reasons for such a change, to the student’s Dean for approval. Professors cannot change final grades on the basis of additional work from an individual student, including the resubmission of papers.

The Academic Standards Committee of each school 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.

GRADE APPEALS

When a student thinks that a given grade is not justified, he or she should first discuss the grade on an informal basis with the professor of the course. Faculty may be unavailable in the summer or between semesters. Within the first thirty days of the next semester, the student and professor should discuss the grade. If the matter is not satisfactorily resolved within thirty days, the student may make a formal written appeal to the Chair of the faculty member’s department with a copy of the complaint sent to the student’s Dean.

If the issue is not yet resolved within the department after a second thirty-day period, the student may formally forward the matter to the Dean to whom the department or program reports for appropriate action. The Dean’s decision in such matters is final, and a copy of the outcome should be conveyed to the student’s Dean. An appeal for a change of grade must be resolved by the end of the semester following the one in which the course was given and the grade awarded.

GRADUATION AND SEMESTER HONORS

In order to graduate, a student must have attained a cumulative Quality Point Index of 2.00 or higher.

Upon graduation honors are awarded on the following basis:

summa cum laude..... 3.9 and above

magna cum laude 3.7 and above

cum laude..... 3.5 and above

Full-time students only may earn honors on the basis of QPI for a given semester:

First Honors..... 3.9 and above

Second Honors 3.7 and above

Deans List 3.5 and above

Note: “fulltime” status for the purposes of computing honors requires that a student be enrolled in at least twelve credits of course work for which quality points are awarded. Pass/fail grades are not awarded quality points.

SOURCE: <http://www.georgetown.edu/undergrad/bulletin/regulations3.html#grades>

ACADEMIC STANDARDS

Each school has a committee which is charged with monitoring and maintaining academic standards. These committees review the academic performance of all undergraduates at the end of each fall and spring semester and have the authority to place students whose performance has been deficient on probation or to suspend or dismiss them from the University. The committees may also issue warnings to students who have withdrawn from or neglected to enroll in classes designed to meet degree requirements, or who otherwise are not making adequate progress towards the degree. The following parameters apply to all schools (for further details please see the sections on Academic Standards under each school entry).

PROBATION

Students who fail a course or who earn a cumulative grade point average below 2.0 are automatically placed on probation. Probationary status continues until it is lifted by the academic standards committee.

In general, students on probation are expected to earn a grade point average of at least 2.0 while carrying at least twelve credits during the semester following imposition of probationary status. The academic standards committees reserve the right to impose additional or higher standards of performance (these additional conditions are communicated to the student by letter). Any student who fails to meet all of these conditions – general or specific – may be suspended or dismissed at the end of the following semester. ***Please note: no notation of academic probation is made on the transcript.***

SUSPENSION OR DISMISSAL FROM THE UNIVERSITY

Students may be suspended (for one or two semesters) or permanently dismissed from the University because of unsatisfactory academic performance. Students who fail a course while on probation are eligible for suspension or dismissal as are those who fail two courses in a single semester or who accumulate a total of three failures while enrolled at Georgetown. In addition, students may be suspended or dismissed if their grade point averages fall below the following levels at the end of the academic year:

First-year students.....	1.20
Sophomores.....	1.70
Juniors.....	1.90

In cases of *academic suspension*, the length of the student's separation from the University is determined by the Academic Standards Committee. The Committee may also impose requirements for readmission at the end of the suspension period; these are generally linked to the expectation of better academic performance after study is resumed. Students who are suspended for academic deficiency, or Honor System or Student Conduct violations, may not transfer credits to Georgetown earned elsewhere during the suspension period. ***Please note: academic suspensions are noted on transcripts.***

In cases of dismissal for any reason including academic deficiency, Honor System, or Student Conduct violations, students are permanently separated from the University. Dismissed students may not register or attend classes, continue in any way to work towards a Georgetown degree, hold a room in a campus residence hall, or participate in any activities reserved for students in good standing at Georgetown University.

Appeal of Suspension or Dismissal

Students who are academically suspended or dismissed may request an appeal of this decision by writing to the Academic Standards Committee within the time limit set by individual schools. Students who do not request an appeal within the time limit determined by the school forfeit the right to appeal. This time limit is specified in the letter of the Committee notifying the student of the suspension or dismissal. The appeal will be heard by a special Appeals Board (see the school sections of the *Bulletin* for details of board composition and procedure). Every effort will be made to assure the student of fundamental fairness in the appeal hearing. The Appeals Boards for all schools operate within the following parameters:

- The purpose of the Board is to review the student's academic records in light of the decision of the Academic Standards Committee and to determine whether there are any mitigating factors that warrant a less severe penalty than the one imposed by that Committee. For this reason, the student's file and a summary of the Committee's deliberations are made available to the Board.
- In requesting the appeal, the student must explain in writing what the mitigating factors might be and may also present evidence to which the Academic Standards Committee may not have had access. Appellants normally must appear before the Board to present the case in person. The student may bring someone to help present the case and for the purpose of moral support. *However, since the Board is an educational institution and not a court of law, an attorney may not appear on behalf of a student during the hearing or appeals process.* In extraordinary cases in which it is not possible for the student to appear in person before the Board, a written statement from the student may suffice.
- The Board has the right to call people other than the student to appear before it in the interest of illuminating the case and especially the claims made by the student about extenuating circumstances. If these people cannot appear, they may submit their views in writing. The Board will accept and review written statements submitted at the request of the student in support of the appeal, but it is up to the Board to decide whether it will invite "witnesses" such as parents, professors, and psychiatrists to participate in the hearing itself.
- The student may be present for all stages of the hearing except for the final deliberations of the board.
- Decisions reached by the Board are final and may not be appealed again.

READMISSION

Students who are suspended must make a formal written request to be readmitted at the end of the suspension period. These requests must be submitted to the Dean's Office six weeks before the date of registration. A student who has been dismissed from Georgetown must not expect to be readmitted. In very rare cases, the Academic Standards Committee may agree to consider an application for readmission after at least one year has elapsed from the date of the dismissal. Requests for readmission must be made in writing to the Dean's Office.

SOURCE: <http://www.georgetown.edu/undergrad/bulletin/regulations4.html>

THE HONOR SYSTEM

INTRODUCTION

As a Jesuit, Catholic university, committed to the education of the whole person, Georgetown expects all members of the academic community, students and faculty, to strive for excellence in scholarship and in character. To uphold this tradition, the University community has established an honor system for its undergraduate schools, including Georgetown College, the School of Foreign Service, the School of Business, the School of Nursing and Health Studies, and the School of Summer and Continuing Education. Students are required to sign a pledge certifying that they understand the provisions of the Honor System and will abide by it. The Honor Council is the principal administrative body of this system. The Honor Council has two primary responsibilities: to administer the procedures of the Honor System and to educate the faculty and undergraduate student body about the standards of conduct and procedures of the System. For the most current and up-to-date policy information, see www.georgetown.edu/honor/honor2/main2.html.

THE HONOR PLEDGE

Upon application to any of the academic divisions of Georgetown University subject to the jurisdiction of the Honor System, all students will agree to sign the Honor Pledge. Upon matriculation, the student will state or write the pledge as follows:

In the pursuit of the high ideals and rigorous standards of academic life, I commit myself to respect and uphold the Georgetown University Honor System:

- To be honest in any academic endeavor, and
- To conduct myself honorably, as a responsible member of the Georgetown community, as we live and work together.

Faculty may at their discretion require students to include a signed version of the pledge with their assignments.

STANDARDS OF CONDUCT

Without regard to motive, student conduct that is academically dishonest, evidences lack of academic integrity or trustworthiness, or unfairly impinges upon the intellectual rights and privileges of others is prohibited. A non-exhaustive list of prohibited conduct includes:

Cheating on Exams and Other Assignments

Cheating is the use or attempted use of unauthorized materials, information, study aids, or unauthorized collaboration on in-class examinations, take-home examinations, or other academic exercises. It is the responsibility of the student to consult with the professor concerning what constitutes permissible collaboration. Cheating or assisting another student to cheat in connection with an examination or assignment is academic fraud.

Committing Plagiarism

Plagiarism, in any of its forms, and whether intentional or unintentional, violates standards of academic integrity. Plagiarism is the act of passing off as one's own the ideas or writings of another. While different academic disciplines have different modes for attributing credit, all recognize and value the contributions of individuals to the general corpus of knowledge and expertise. Students are responsible for educating themselves as to the proper mode of attributing credit in any course or field. Faculty may use various methods to assess the originality of students' work. For example, faculty may submit a student's work to electronic search engines, including Turnitin.com, a service to which the Honor Council and the Provost subscribe. Note that plagiarism can be said to have occurred without any affirmative showing that a student's use of another's work was intentional.

Using False Citations

False citation is academic fraud. False citation is the attribution of intellectual property to an incorrect or fabricated source with the intention to deceive. False attribution seriously undermines the integrity of the academic enterprise by severing a chain of ideas which should be traceable link by link.

Submitting Work for Multiple Purposes

Students are not permitted to submit their own work (in identical or similar form) for multiple purposes without the prior and explicit approval of all faculty members to whom the work will be submitted. This includes work first produced in connection with classes at either Georgetown or other institutions attended by the student.

Submitting False Data

The submission of false data is academic fraud. False data are data that have been fabricated, altered, or contrived in such a way as to be deliberately misleading.

Falsifying Academic Documentation

Any attempt to forge or alter academic documentation (including transcripts, letters of recommendation, certificates of enrollment or good standing, registration forms, and medical certification of absence) concerning oneself or others is academic fraud.

Abuse of Library Privileges

All attempts to deprive others of equal access to library materials constitute a violation of academic integrity. This includes the sequestering of library materials for the use of an individual or group; a willful or repeated failure to respond to recall notices; and the removal or attempt to remove library materials from any University library without authorization. Defacing, theft, or destruction of books and articles or other library materials that serves to deprive others of equal access to these materials also constitutes a violation of academic integrity.

Abuse of Shared Electronic Media

Malicious actions that deprive others of equal access to shared electronic media used for academic purposes constitute a violation of the Honor System. This includes efforts that result in the damage or sabotage of campus computer systems.

STUDENT STATUS WITH RESPECT TO THE HONOR SYSTEM

All Georgetown University undergraduate students, and students in the School of Summer and Continuing Education, including both undergraduates and students in non-degree programs, such as certificate programs, are subject to the rules and procedures of the Honor System.

1. The Honor Council shall investigate and adjudicate, if appropriate, an alleged Honor System offense even if the accused student drops or is withdrawn from a course within the allowed deadlines.
2. If a possible violation is reported after the grade for a course has been submitted, a case will be adjudicated only if the Executive Board determines that the alleged offense is of sufficient gravity to warrant consideration. Only matters that could reasonably result in sanctions reflected in a student's permanent record will ordinarily meet the "sufficient gravity" test in this context.
3. If a student with a possible violation withdraws, transfers, or is, for any reason, not currently enrolled at Georgetown, the University may maintain a continuing interest in, and complete the adjudication of, the matter, if, in the judgment of the Executive Board, the matter is of sufficient gravity to warrant resolution. Only matters that could reasonably result in sanctions reflected in a student's permanent record will ordinarily meet the "sufficient gravity" test in this context. The Executive Board shall have the discretion to determine whether the adjudication will occur before or after the student's re-enrollment.
4. A student may not graduate with an unresolved Honor Council charge which, in the judgment of the Executive Board of the Honor Council, is of sufficient gravity to warrant resolution. Only matters that could reasonably result in sanctions reflected in a student's permanent record will ordinarily meet the "sufficient gravity" test in this context. Certification for the degree will be withheld pending a final resolution of the Honor Council matter.
5. If a possible violation is reported after a student has graduated, transferred, or otherwise terminated his or her enrollment at the University, a case will be adjudicated only if the Executive Board determines that the case is of sufficient gravity to warrant consideration. Only matters that could reasonably result in dismissal from the University will ordinarily be deemed to meet the "sufficient gravity" test in this context. Following adjudication in a case involving a student who has already received a degree, the Hearing Board shall have the authority to recommend sanctions up to and including the revocation of the student's degree.

SOURCE: <http://www.georgetown.edu/undergrad/bulletin/regulations6.html>

VARSITY WEIGHT ROOM GUIDELINES AT YATES FIELD HOUSE

VARSITY WEIGHT ROOM GUIDELINES

The mission of the Georgetown University S&C Department is to create the strongest, fastest, most explosive athletes in the nation, period. This is going to be done using the core principals of discipline, dedication, honesty, and integrity. The Georgetown University Varsity Weight Room is an equal-access working facility solely for the use of current varsity athletes and athletic staff. Access to both the facility and its staff is a privilege not, not a right. You are expected to conduct yourself like a division I athlete as you enter, train, and leave the facility.

Due to the high volume of teams that utilize this space, and the high demand on the S&C Staff, athletes should consult the posted schedule for team weight room times, and contact the S&C staff in advance if you are unable to attend your scheduled workout. Athletes may work out during their reserved time or during open/unreserved times, but not during another team's scheduled time (unless prior arrangements have been made).

All athletes are expected to wear proper team-issued attire – including shirts and shoes – is required at all times. No spikes, cleats, bare feet or open-toe/unlaced footwear are permitted. Each team’s policies regarding apparel and appearance (as well as conduct) are in effect in the weight room. If you are wearing another school’s colors or logo – you will be asked to leave. It is important that we operate in a productive and safe manner – always think safety! Take pride in the weight room and keep it in order. It is each athlete’s responsibility to pick up after him/herself. Keep equipment in its proper location (do not rearrange or remove).

Rules and regulations are posted for your safety and will be reviewed during your orientation.. Just to reiterate – food, open beverage containers, glass or tobacco of any kind are not permitted in the weight room. Sport bottles may be used throughout the weight room, but cups must remain at the beverage machine. The telephone and stereo are available with permission from the S&C staff. Music with profane or obscene lyrics is inappropriate in the weight room. **Wearing headphones is not allowed.**

Provide positive, proactive leadership and strive for excellence. No excuses or alibis – do the right thing all the time! If you have questions comments or concerns please contact your S&C Coach or Director of S&C Augie Maurelli at 202-697-3384 or am86@georgetown.edu.

The road to success is under constant construction – so grab your hard hat – and lets get to work!

GEORGETOWN UNIVERSITY STUDENT ATHLETE EQUIPMENT AGREEMENT

- Treat everyone with respect at all times; taking equipment from other athletes is not a team-oriented attitude.
- All issued apparel and equipment is the sole property of the Georgetown University Athletic Department and must be returned upon request. Failure to do so can result in financial holds with the University. If you chose to leave the team for any reason **ALL** equipment must be returned to the equipment room immediately.
- Absolutely no items issued to you shall be given to anyone; you are to keep all items.
- Never cut, tape, or alter any issued equipment / apparel. If equipment/apparel needs adjustment come to the equipment room. Any unauthorized altered equipment/apparel **will** result in a bill to the student-athlete to replace the item.
- You are responsible for wearing **ALL** protective padding for practice and games.
- All practice clothes must be placed on the provided laundry loop/bag and turned in at the conclusion of each practice. Nothing is to be taken out of the facility regardless of the reason.
- After all games uniforms and game laundry loops/bags must be placed in the laundry immediately after a contest or arrival back from a trip. There are no exceptions.
- Weather gear will be given out for all away games and home games (when necessary). These are to be treated as part of your uniform. **They do not go home with you for any reason.** After each game you must turn them back in to the equipment room.
- If a piece of clothing or equipment is worn out please feel free to inform the Director of Equipment and Transportation and the equipment office will try to exchange it for new item. Some items are in a limited quality so we will try my best to accommodate your needs.
- **Absolutely no cleats shall be worn in the facility.** You must wear tennis shoes or flip flops in and out of the facility.
- Absolutely **no bikes** are allowed in the building the must be parked in the rack located outside McDonough Arena.
- There are absolutely no visitors allowed in the locker room without prior permission.
- Please keep the locker room neat and orderly, pick up all trash.
- Please turn off all electronics and lights if you are the last one in the locker room
- The equipment staff will frequently enter the locker room to check the condition. They will first announce themselves upon entering. Please respond with some kind of response that you acknowledge them entering.
- The equipment manager has the locker combination and a key to access all lockers.
- Don’t bring valuable to the locker room or away game stadiums. When it is permissible check all valuables with the coaching staff or equipment manager. **REMEMBER TO ALWAYS LOCK YOUR LOCKER!**
- Please report any stolen or missing articles to your coach and equipment manager immediately.

I have read and agree to the terms and conditions above.

Signature _____

Date _____

SPORTS COMMUNICATIONS

“Fans judge you as a player according to how you perform on the playing field. They judge you as a person according to how you perform with the media. If fans develop a good impression of you through the media, especially when things are not going well, the benefits can be significant!”

– NFL Media Relations Handbook
Georgetown Sports Information Overview

Georgetown University student-athletes benefit from tremendous local and national media exposure. Therefore, it is important to understand the media, the value of positive media relations and how to best deal with the media. While many of you have probably done interview in high school, this breakdown gives you a quick overview of how to deal with the media and who you will be dealing with in the media.

You should view your opportunity to cooperate with the media as an opportunity to promote yourself as well as your team and the University. Use the media to develop a positive image.

Georgetown’s Sports Information Office serves as a link between the Hoya student-athletes, its coaches and administrators AND the media and general public. We attempt to provide timely and accurate coverage of Georgetown athletics by coordinating interviews, servicing the information needs of reporters and compiling and maintaining statistics, photos and historical records. We do NOT “manage” the news or publicity. We are NOT part of the media, and we do NOT (and cannot) write or speak for the media.

Your role as a Georgetown student-athlete and the attention you get from the media means your conduct both on and off the field will be under intense scrutiny. The last thing you want is to receive publicity for an off-the-field incident. You must ALWAYS remember that your off-the-field actions are viewed by the media as relevant news, while a non-athlete or coach’s activities may not be viewed in the same manner. In this light, student-athletes should be cautious about what you post on your personal Facebook and MySpace pages.

IN-PERSON INTERVIEWS

All interviews for feature stories and game previews should be held at an area determined by the sports information contact.

The Sports Information Office will coordinate all interviews and coverage should be directed to the appropriate sports information office personnel. Interviews will typically be conducted in the Sports Information Office in McDonough Arena (2nd Floor, East Wing) or on field following practice or competition. They will be scheduled around class schedules, practices and road trips:

Senior Sports Communications Director

Bill Shapland

Men’s Basketball

e-mail: shaplanw@georgetown.edu

Phone: 202-687-9280

Sports Information Director

Mike “Mex” Carey

Football; Men’s Basketball; Men’s Lacrosse; Men’s Golf; Women’s Golf

Email: mbc32@georgetown.edu

Phone: 202-687-2475

Associate Director

Barbara Jonas

Men’s Soccer; Women’s Basketball; Women’s Lacrosse

e-mail: bjs45@georgetown.edu

Phone: 202-687-7155

Assistant Director/Publications Coordinator

Diana Pulupa

Men’s & Women’s Track & Field/Cross Country; Sailing

e-mail: dtp24@georgetown.edu

Phone: 202-687-6564

Assistant Director

Drew Wiseman

Women’s Soccer; Baseball; Swimming and Diving; Men’s Tennis; Women’s Tennis

e-mail: caw67@georgetown.edu

Phone: 202-687-6591

Sports Information Assistant

Ryan Sakamoto

Crew; Rowing; Volleyball; Field Hockey; Softball

e-mail: ras228@georgetown.edu

Phone: 202-687-5241

PHONE INTERVIEWS

NO MEMBER OF THE MEDIA IS TO CALL YOU AT HOME OR ON YOUR CELL! If this happens, please let us know and we will speak with the media member and inform them of our policies. THIS INCLUDES WRITERS FROM THE HOYA OR THE VOICE. For phone interviews, the media is to call the Sports Information Office to request the interview. We will get in touch with you to check your availability.

REMEMBER, you'll know in advance from us before you have to do any interviews – that way there are no surprises and we can make sure that all interviews are legitimate.

POSTGAME INTERVIEWS

For home games, all interviews will be done on the field after the team has its postgame talk. A sports information staff member will coordinate.

For away games, a sports information representative or the home SID will coordinate with your coaches. REMEMBER to take the time to clear your head before doing an interview. Think about what you will say before you answer. Never criticize officials or teammates.

10 MEDIA INTERVIEW DO'S

1. Be prepared. Knowledge is power. The more you know about the media, the more prepared you will be.
2. Listen!
3. Praise your teammates. You can NEVER go wrong by giving credit to others.
4. Talk in sound bytes. Always speak slowly and clearly, but don't over-answer.
5. Be positive; SMILE!
6. Be enthusiastic. You can be colorful and show personality. Makes interviews an enjoyable experience for you.
7. Dress appropriately. Appearance can say more than words.
8. Be available and cooperative.
9. Be polite in difficult situations. You will win friends and influence people.
10. Say thank you at the end. Drop a note to a reporter who writes or says something positive about you. They'll be your friend for life.

10 MEDIA INTERVIEW DON'TS

1. Don't be negative - the quickest way to get in the "doghouse" is to become a negative influence on your team.
2. Don't hide - you can't make the media disappear.
3. Don't lose your cool - the media will test you when adversity comes your way.
4. Don't talk about the officials.
5. Don't forget you are always "on."
6. Don't be sarcastic.
7. Don't blame your coaches or teammates.
8. Don't use slang. Try to avoid "You know" and "ummm"
9. Don't say "No Comment" or "Off the Record" Figure out a positive way to answer the question or seek a sports information staff member.
10. Don't forget to show up on time. Be courteous and prompt. Don't miss the opportunity to showcase yourself. It's a chance to shed a positive light on yourself and this can help you in professional career.

MORE INTERVIEW TIPS

- Only do interviews that have been arranged by the Sports Information Office.
- Think before you speak.
- Remember your audience. You are not only talking to the reporter, but to the fans, alumni, students and boosters who will read the article or hear/see the interview.
- Be friendly and try to deliver a positive message, no matter the circumstance or the question.
- Anticipate tough questions beforehand.
- Don't talk negatively about others.
- Stick to your guns!
- Speak in short, simple sentences.
- Don't speak "off the record." If you don't want to see it on TV or in print, don't say it!
- Take pride in your appearance, your program and your school.
- For TV interviews, look at the reporter when you give your answer, not into the camera.
- For both TV and print interviews, keep your answers to short, simple sound bytes.

COVERING THE HOYAS

Media members/outlets who you may deal with regularly during the season:

Washington Post	The Hoya	Comcast Sports Net	Channel 7
Washington Times	The Voice	Channel 4	Channel 9
Chuck Timanus, HoyaVision	Blue & Gray	Channel 5	

GEORGETOWN UNIVERSITY ATHLETIC DEPARTMENT STAFF

ATHLETIC ADMINISTRATION MCDONOUGH ARENA (202) 687-2435

Daniel Porterfield	Interim Director of Athletics	687-6513	athletics@georgetown.edu
Jennifer Heppel	Associate Athletics Director for Administration	687-6568	jh347@georgetown.edu
Samantha Huge	Associate Athletics Director for Compliance	687-6573	skh23@georgetown.edu
Debby Morey	Associate Athletics Director for Business and Finance	687-6930	dgm8@georgetown.edu
Brian McGuire	Associate Athletics Director for Facilities and Operations	687-2449	mcguireb@georgetown.edu
Jamie Breslin	Assistant Athletics Director for Events and Operations	687-3460	jmb229@georgetown.edu
Augie Maurelli	Assistant Athletics Director for Student-Athlete Leadership and Performance	687-3384	am86@georgetown.edu
Dan O'Neil	Assistant Athletics Director for External Affairs	687-6708	djo23@georgetown.edu
Cornell Datcher	Executive Assistant Finance	687-2383	burkec@georgetown.edu
Jessie Mandel	Director of Business Operations	687-6512	jrm224@georgetown.edu
Beverlyn Ross	Executive Assistant	687-6513	rossb@georgetown.edu
Donna Clark	Department Receptionist	687-2435	clarkd@georgetown.edu
Lawrence Detterville	Department Secretary	687-6511	lbd8@georgetown.edu
Patricia Greeley	Department Secretary for External Affairs	687-2380	pmg27@georgetown.edu
Pat McArdle	Executive Director for Athletic Relations	687-2334	mcardlep@georgetown.edu

ATHLETIC DEVELOPMENT MCDONOUGH ARENA (202) 687-2336 FAX: (202) 687-6309

W. Blanton Jones	Director of Development for Athletics	687-2394	wbj@georgetown.edu
Brenda Smith	Associate Director of Athletic Development		
Evans Liolin	Athletic Development Assistant	687-1814	ewl8@georgetown.edu

CORPORATE SPONSORSHIP (202) 687-6708 FAX: (202) 687-1876

Steve Hines	Assistant Director	687-9486	swh47@aol.com
Jordan Jarry	Account Executive	687-6563	jjp7@georgetown.edu

COMPLIANCE (202) 687-8262 FAX: (202) 687-2344

Samantha Huge	Associate Athletics Director for Compliance	687-6573	skh23@georgetown.edu
Greg Featherston	Director of Compliance	687-8206	gdf9@georgetown.edu
Brian Baptiste	Assistant Director of Compliance	687-8262	bab77@georgetown.edu

BUSINESS & FINANCE (202) 687-2383 FAX: (202) 687-5366

Debby Morey	Associate Athletics Director for Business and Finance	687-6930	dgm8@georgetown.edu
Cornell Datcher	Executive Assistant – Finance	687-2383	burkec@georgetown.edu
Jessie Mandel	Director of Business Operations	687-6512	jrm224@georgetown.edu

EQUIPMENT & TRANSPORTATION (202) 687-2348 FAX: (202) 687-5366

Lynn Newton	Director of Equipment and Transportation	687-8813	lmb72@georgetown.edu
Shahpour Fuse	Equipment Manager	687-5416	sf276@georgetown.edu
Joe Marshall	Assistant Equipment Manager	687-5416	jm742@georgetown.edu

FACILITIES AND OPERATIONS (202) 687-3460 FAX: (202) 687-3981

Jamie Breslin	Assistant Athletics Director for Events and Operations	687-3460	jmb229@georgetown.edu
Carl Zapananick	Assistant Director of Athletic Events	687-8495	ctz@georgetown.edu
Luis Mendez	Field Manager	687-2348	
Jose Aviles	Building Manager	687-2348	

HOYAS UNLIMITED MCDONOUGH ARENA (202) 687-7159 FAX: (202) 687-6709

Bill Johnson	Director of Hoyas Unlimited	687-6308	bj59@georgetown.edu
Paul Muite	Associate Director of Hoyas Unlimited	687-0487	pm275@georgetown.edu
Mara Vandlik	Associate Director of Hoyas Unlimited	687-7159	mkv2@georgetown.edu
Ricky Schramm	Assistant Director of Hoyas Unlimited	687-6285	fjs22@georgetown.edu

MARKETING & PROMOTIONS / TICKET OPERATIONS MCDONOUGH ARENA (202) 687-2449

Steve Alleva	Director of Ticket Sales and Operations	784-4979	sfa3@georgetown.edu
Greg Driscoll	Director of Marketing	687-6581	gjd24@georgetown.edu
Maurice Wharton	Ticket Manager	687-2182	mww26@georgetown.edu
Julia Gaudet	Coordinator for Ticket Operations	687-2848	jsg56@georgetown.edu

SPORTS INFORMATION MCDONOUGH ARENA (202) 687-2492 FAX: (202) 687-2491

Bill Shapland	Senior Sports Communications Director (men's basketball)	687-9280	shaplanw@georgetown.edu
Mike "Mex" Carey	Sports Information Director (men's basketball, football, men's lacrosse, golf)	687-2475	mbc32@georgetown.edu
Barbara Jonas	Associate Sports Information Director (men's soccer, women's basketball, women's lacrosse)	687-7155	bj57@georgetown.edu
Diana Pulupa	Assistant Sports Information Director/Publications Coord. (track & field, sailing)	687-6564	dtp24@georgetown.edu
Drew Wiseman	Assistant Sports Information Director (women's soccer, swimming & diving, tennis, baseball)	687-6591	caw67@georgetown.edu
Ryan Sakamoto	Sports Information Assistant (volleyball, field hockey, crew, rowing, softball)	687-5241	ras228@georgetown.edu

SPORTS MEDICINE MCDONOUGH ARENA (202) 687-2411 FAX: (202) 687-4117

TBD	Director of Sports Medicine		
Dr. John Klimkiewicz	Head Team Orthopedic Surgeon		jjk4@georgetown.edu
Shawn Hendi	Head Athletic Trainer	687-1898	sjh56@georgetown.edu
Tom DiSanto	Associate Athletic Trainer	687-2362	tjd36@georgetown.edu
Lorry Michel	Head Athletic Trainer-Men's Basketball	687-2433	michell@georgetown.edu
Melissa Robinson	Assistant Athletic Trainer	687-2372	mar56@georgetown.edu
Cindy Zilko	Assistant Athletic Trainer	687-6319	cmz7@georgetown.edu
Erin Ramsier	Assistant Athletic Trainer	687-7398	enr4@georgetown.edu
Alan Alper	Assistant Athletic Trainer	687-6343	aia8@georgetown.edu

STRENGTH & CONDITIONING YATES FIELD HOUSE (202) 687-3384

Augie Maurelli	Head Strength and Conditioning Coach	687-3384	am86@georgetown.edu
Mike Hill	Assistant Strength and Conditioning Coach	687-3384	mdh42@georgetown.edu
Michael Ungar	Assistant Strength and Conditioning Coach	687-3384	mpu2@georgetown.edu

YATES FIELD HOUSE (202) 687-2400 FAX: (202) 687-2504

Jim Gilroy	Director of Yates Field House	687-2446	gilroyjj@georgetown.edu
Chas Kennedy	Associate Director for Yates Field House Facilities	687-2478	kennedyc@georgetown.edu
Tim Smith	Assistant Director of Intramurals and Special Programs	687-2386	tts24@georgetown.edu
Ed Spriggs	Assistant Director, Evenings	687-2487	spriggse@georgetown.edu
Judy Harvey	Membership Office Manager	687-2400	harveyj@georgetown.edu
Kim Harrell-Mills	Membership Manager	687-2400	harrellk@georgetown.edu
Jane Vaganek	Asst. Dir. of Yates Field House, Dir. of Fitness and Wellness	687-2395	jmv34@georgetown.edu
Beth Bower	Director of Aquatics	687-2407	bowerb@georgetown.edu
James "Wedge" Sullivan	Director of Intramurals and Special Programs	687-2400	sullivaj@georgetown.edu
Lawrence Dorsey	Building Supervisor	687-2535	dorseylp@georgetown.edu
Dennie Flowers	Building Supervisor	687-2535	flowersd@georgetown.edu
Cory Parker	Building Supervisor	687-2535	parkercc@georgetown.edu
Randy Richardson	Building Supervisor	687-2535	richardr@georgetown.edu

BASEBALL MCDONOUGH ARENA (202) 687-2462

Pete Wilk	Head Coach	687-2462	cwb27@georgetown.edu
J. J. Brock	Hitting Coach	687-6406	jb575@georgetown.edu
Curtis Brown	Pitching Coach/Recruiting Coord.	687-6406	cwb27@georgetown.edu

**MEN'S BASKETBALL MCDONOUGH ARENA (202) 687-2374 FAX: (202) 687-2503
EMAIL: MENSHOOPS@GEORGETOWN.EDU**

John Thompson III	Head Coach
Kenya Hunter	Assistant Coach
David Cox	Assistant Coach
Matt Henry	Director of Basketball Operations
Mary Jane Cratty	Basketball Office
Martin Bahar	Basketball Office
Felecia Saine	Men's Basketball Academic Coordinator

**WOMEN'S BASKETBALL MCDONOUGH ARENA (202) 687-6613 FAX: (202) 687-1051
EMAIL: WOMENSHOOPS@GEORGETOWN.EDU**

Terri Williams-Flournoy	Head Coach
Keith Brown	Assistant Coach
Cory McNeill	Assistant Coach
Ashley Davis	Assistant Coach
Meagan Barry	Director of Basketball Operations
Marilyn PreJean	Administrative Assistant

MEN'S CREW MCDONOUGH ARENA (202) 687-2360

Tony Johnson	Director of Rowing & Head Men's Coach	687-2360	johnsont@georgetown.edu
Mike Guerrieri	Men's Heavyweight Novice Coach	687-4431	mjg97@georgetown.edu
Evans Liolin	Men's Lightweight Varsity Coach	687-1814	ewl8@georgetown.edu
Morgan Henderson	Men's Lightweight Varsity Coach	687-1814	

WOMEN'S CREW MCDONOUGH ARENA (202) 687-3156

Glenn Putyrae	Head Women's Coach	687-3156	sgp9@georgetown.edu
Lauren Smeeding	Women's Novice Lightweight Coach	687-7449	
Jim O'Conner	Women's Lightweight Varsity Coach		
Heather Barney	Novice Coach	687-7449	hrb5@georgetown.edu

WOMEN'S FIELD HOCKEY MCDONOUGH ARENA (202) 687-6499

Prospective Field Hockey Student-Athletes Contact Emily Beach

Tiffany Marsh	Head Coach	687-6499	trm37@georgetown.edu
Emily Beach	Assistant Coach/Recruiting Coordinator	687-6898	ejb73@georgetown.edu

FOOTBALL MCDONOUGH ARENA (202) 687-6700 FAX: (202) 687-7296**EMAIL: FOOTBALL@GEORGETOWN.EDU**

Kevin Kelly	Head Coach	687-2493	kpk8@georgetown.edu
Rob Sgarlata	Assistant Head Coach/Defensive Backs	687-8361	sgarlatr@georgetown.edu
Jim Miceli	Offensive Coordinator/QB's	687-6029	jjm95@georgetown.edu
Adam Banks	Assistant Coach/Receivers/Recruiting Coordinator	687-6539	tab26@georgetown.edu
Luke Thompson	Assistant Coach/Linebackers	687-6037	let28@georgetown.edu
Dassin Blackwell	Assistant Coach/Running Backs	687-6700	dtb9@georgetown.edu
Brad Dunlay	Assistant Coach/Offensive Line	687-7342	bpd22@georgetown.edu
Frank Colaprete	Assistant Coach/Defensive Line	687-2536	ftc3@georgetown.edu
Paul Litwenz	Offensive Assistant		
Matthew Shea	Defensive Assistant		
Sudeep Kumar Garg	Volunteer Assistant	687-7296	

MEN'S GOLF MCDONOUGH ARENA (202) 687-2442

Tommy Hunter	Head Coach	687-2442	huntert@georgetown.edu
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WOMEN'S GOLF MCDONOUGH ARENA (202) 687-7960

Patty Post	Head Coach	687-7960	plp23@georgetown.edu
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MEN'S LACROSSE MCDONOUGH ARENA (202) 687-3099

David Urick	Head Coach	687-2460	urickd@georgetown.edu
Matt Rienzo	Assistant Coach	687-5415	mcr25@georgetown.edu
Scott Urick	Assistant Coach	687-3099	uricks@georgetown.edu

WOMEN'S LACROSSE MCDONOUGH ARENA (202) 687-6550

Ricky Fried	Head Coach	687-2420	pgf22@georgetown.edu
Michi Ellers	Assistant Coach	687-6816	mje4@georgetown.edu
Erin Wellner Hellmold	Assistant Coach	687-6550	emw29@georgetown.edu

SAILING MCDONOUGH ARENA (202) 687-6517

Mike Callahan	Head Coach	687-6517	callahmj@georgetown.edu
Alana O'Reilly	Assistant Coach	687-6517	alo8@georgetown.edu

MEN'S SOCCER MCDONOUGH ARENA (202) 687-2364

Brian Wiese	Head Coach	687-2364	bcw26@georgetown.edu
Zach Samol	Assistant Coach	687-6515	zps@georgetown.edu
Josh Shapiro	Assistant Coach	687-8820	jms298@georgetown.edu

WOMEN'S SOCCER MCDONOUGH ARENA (202) 687-7344

Dave Nolan	Head Coach	687-7344	dmn@georgetown.edu
Naomi Hines Meiburger	Assistant Coach	687-3173	nrh8@georgetown.edu
Mike Calabretta	Assistant Coach	687-3173	mc568@georgetown.edu

SOFTBALL MCDONOUGH ARENA (202) 687-6545

Pat Conlan	Head Coach	687-6545	pjc72@georgetown.edu
Lauren May	Assistant Coach	687-2382	lem46@georgetown.edu

SWIMMING & DIVING MCDONOUGH ARENA (202) 687-7671

Steven Cartwright	Head Coach	687-7671	sgc27@georgetown.edu
Joshua Wegrzyn	Assistant Swim Coach	687-7670	jcw65@georgetown.edu
Bob Schneider	Diving Coach	352-6245	vbob1@aol.com

MEN'S & WOMEN'S TENNIS MCDONOUGH ARENA (202) 687-2436

Gordie Ernst	Head Coach	687-2436	gme5@georgetown.edu
Emily DeCamilla	Assistant Coach	687-2385	eed9@georgetown.edu

TRACK & FIELD MCDONOUGH ARENA (202) 687-2448

Patrick Henner	Director of Track & Field / Cross Country	687-9843	prh@georgetown.edu
Chris Miltenberg	Assistant Coach	687-2448	miltenbc@georgetown.edu
Shelia Burrell	Assistant Coach	687-7916	srb46@georgetown.edu
Stanley Lagrenade	Assistant Coach	687-2369	
Rod Koborsi	Assistant Coach	687-9516	

VOLLEYBALL MCDONOUGH ARENA (202) 687-2483

Arlisa Williams	Head Coach	687-3828	anh9@georgetown.edu
Lynnette Moster	Assistant Coach	687-2483	lmm97@georgetown.edu
Jake Lawrence	Assistant Coach	687-8910	ejl39@georgetown.edu



