



GEORGETOWN UNIVERSITY
School of Continuing Studies

STRATEGIES TO INTEGRATE **GEORGETOWN VALUES** INTO ONLINE AND ON-CAMPUS COURSES

“Ad Majorem Dei Gloriam”

Contemplation in Action

Academic Excellence

Educating the Whole Person

“Cura Personalis”

Faith and Justice

People for Others

Interreligious Understanding

Community in Diversity

Ad Majorem Dei Gloriam



*The faculty and the course help students discern
and choose what is better in work and the world.*

EXAMPLES OF HOW TO INTEGRATE AD MAJOREM DEI GLORIAM INTO THE CURRICULUM

- Create assignments that require students to analyze a context from multiple perspectives (i.e. local, national, and international).
- Have students select a contemporary event, related to the course content, to analyze from different points of view.
- Offer reflective discussions using Zoom, VoiceThread, and/or Discussion Boards, that require students to analyze a context from multiple perspectives (i.e., privilege, class, gender).
- Design Voicethread discussion questions that ask students to share stories of how they identified a solution through the practice of discernment.
- The faculty creates a podcast that describes how they identified a solution through the practice of discernment.
- Schedule synchronous and/or asynchronous sessions with experts in the field that include a discussion of how they analyze context from multiple perspectives.
- Construct group or individual student projects that require learners to design solutions that are based on choosing between multiple alternatives.

MPAI 620 - APPLIED INTELLIGENCE COMMUNICATIONS



Students evaluate communication styles by examining the prepared/written speeches that were provided to some public figures and then they evaluate those prepared remarks by comparing them to how they were actually delivered. The content of the speeches in this activity require students to analyze some current events from perspectives that they may not have been exposed to otherwise.

4. [Facebook Chief Operating Officer Sheryl Sandberg, commencement address for graduates of Virginia Tech, May 2017](#)



For each of the four speeches by Clinton, Clapper, Landrieu, and Sandberg, identify the Golden Triangle of written communication: audience, message, and purpose. In a brief of 1,200 words (plus or minus 10 percent), identify each speaker's communication style, and whether you think the style is appropriate for the message and the audience. How does each speaker employ best practices of logic, emotion, and storytelling? Are they effective? For this module, focus on the written text of the speech. We will analyze the presentation of the speech in the next module. (Covers objective #3)

Contemplation in Action

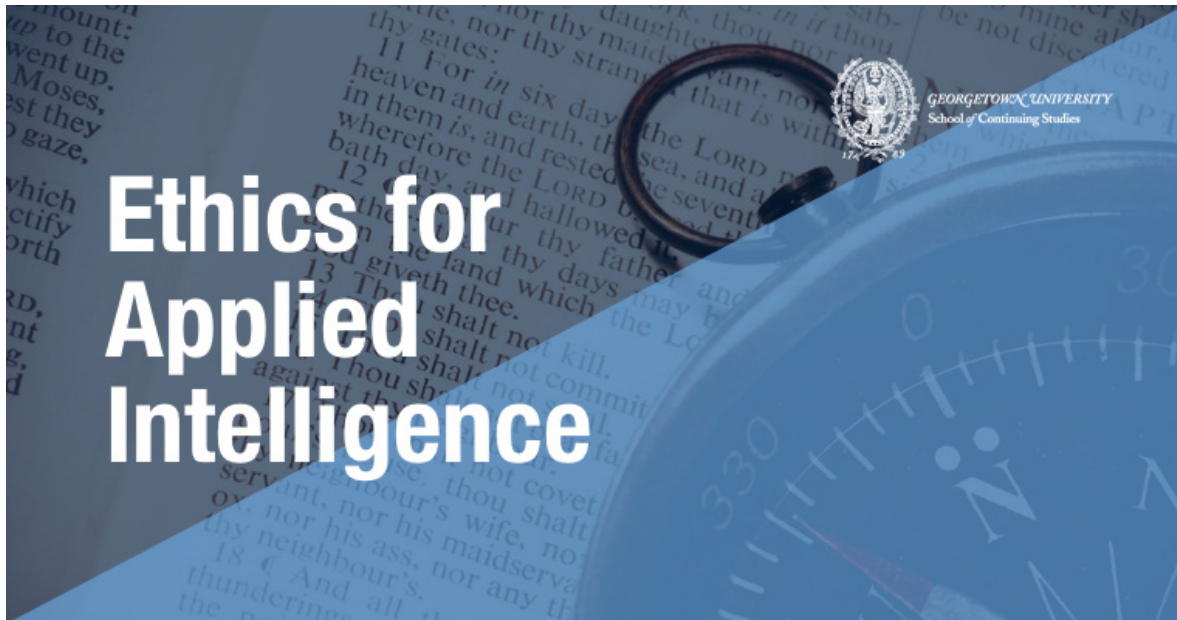


The faculty and the course invite students to reflect deeply and personally on the content.

EXAMPLES OF HOW TO INTEGRATE CONTEMPLATION IN ACTION INTO THE CURRICULUM

- Require individual reflection papers that ask learners to connect the course content to their spirituality or to a life-altering event they personally experienced and how they can or did take action.
- Design a VoiceThread discussion that asks students to share their feelings about how the content has impacted them personally and how it has motivated them to take action.
- Add a "Questions to Contemplate" section to the LMS (Learner Management System) that ask students to reflect deeply, spiritually, and personally on the items they read for the week.
- Create assignments that include an optional "Spiritual Connection" section about the extent to which learners were able to connect to "something greater than themselves" while working on the assignments or projects for the course.
- Amend the midterm and end-of-term evaluation to include the following question(s), "Please describe the extent to which, if any, has this course impacted your emotional or spiritual life and how.
- Create assignments and projects around case studies, debates, role playing, and dilemmas.
- Create an extra credit assignment that encourages students to keep a journal or a blog to reflect on how the class has impacted them emotionally, spiritually, intellectually and what it may mean for their future.
- As a project alternative, offer students the option of pursuing a research project of personal and/or professional interest.

MPAI 500 - ETHICS FOR APPLIED INTELLIGENCE



Students reflect through weekly journal activities throughout the semester. These assignments culminate with a final reflection in which students reflect upon their understanding of different conceptual approaches to ethics will ultimately help them make better decisions in the future. Students also discuss how this understanding might also help them see things from others' perspectives and be more compassionate to others with different opinions and help guide them in the future as an intelligence professional.



Journal Entries

Keeping a journal can be an insightful exercise that allows you to reflect on the evolution of your thoughts over a period of time. Throughout this course, you will be responsible for keeping a journal so that you can track your thoughts and attitudes regarding ethics within the field of intelligence. This is the first of 15 Journal entries that you will complete during this course and you will submit 1 entry per module as the course progresses. Your final entry will be a reflection of your personal, ethical journey throughout your time in this course.

All journal entries will be completed in Word or Google Docs and should be saved under a separate file for this course under: Journal (or something similar) on your own computer. Each entry will be given an appropriate title so that you may find it for future reference, part of which includes the module number and date of submission. Be sure to copy/paste the questions you are answering into the journal so everything is organized where you can find it again later. The assignments will then be submitted via the "assignments" link on Canvas each week by 11:59 p.m. ET on Sunday of each week. Please see grading rubric below for details.

MPHR 700 - WORKPLACE ETHICS



Students begin and end the course by reflecting deeply on ethical dilemmas they face and will face in the future. They develop their own code of conduct based on their learnings and reflections.



Final Reflection Paper

Write a short (1-2 page single-spaced) essay in which you reflect upon what you have learned in this course. Some suggested topics for your reflection include:

- What, if any, personal-professional ethical framework did you have before you took this course? In what ways has this course contributed to your current personal-professional ethical framework? Which resources and moral philosophies made the biggest impact on you and your development?
- How did the Ethics and Compliance Program team project contribute to your professional and ethical development?
- What are your ethical strengths and challenges? How will you build on your strengths and overcome your challenges?
- What are your academic strengths and challenges? How will you build on your strengths and overcome your challenges?
- How do you plan to further develop your skills in workplace ethics after this course?

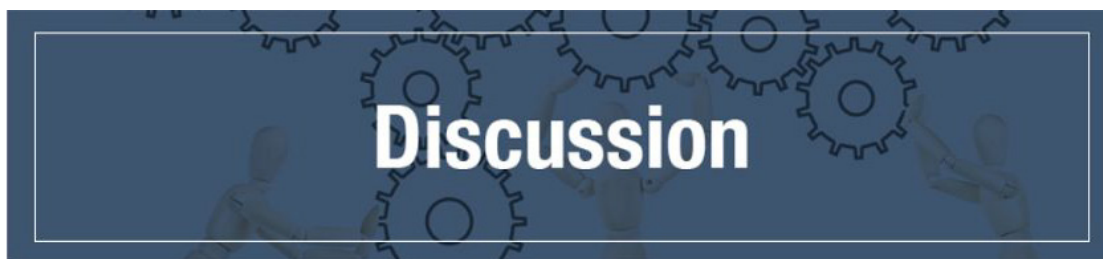
Before beginning, I recommend you take a look at the [Final Reflection Paper Grading Rubric](#)   so you know how your grade will be determined.

You will share your essay with me by uploading it below through TurnItIn.

MPHR 696 - FOUNDATIONS OF HR



Students apply course material to real-world video scenarios that were produced and created entirely in-house at SCS.



Challenge Scenario 6

Watch the following Quadline scenario:



For Transcripts: [Click here](#) to download full transcripts.

Review [Artifact 1](#) & [Artifact 2](#) and then complete the activity described below.

Academic Excellence



The faculty demonstrates high-quality teaching through the implementation of the Community of Inquiry model. Further, the faculty integrates high-quality research and practitioner knowledge throughout the course.

EXAMPLES OF HOW TO INTEGRATE ACADEMIC EXCELLENCE INTO THE CURRICULUM

- Faculty adheres to the tenets of the Col (Community of Inquiry).
- Faculty actively post thoughtful written responses to the Discussion Boards and video comments to VoiceThreads that encourage students to think critically and engage in additional discussions.
- Using videos, email, Discussion Boards and VoiceThreads, the faculty share relevant practical and professional experiences with students.
- Invite leaders in the field to serve as guest lecturers (asynchronous and synchronous) to discuss how they remain at the top of their field.
- Ensure that required reading lists include current and relevant research articles.
- When appropriate, integrate high-quality and relevant software and open educational resources into the course.
- Invite students to participate in a synchronous session via Zoom to discuss current events or topics of interest to students.
- Create graphics and videos to help learners organize, interpret, and connect new information to prior learning.
- Integrate video lectures that provide a historical context of the matter being studied.
- As a project alternative, offer students the option of pursuing a research project of personal and/or professional interest.

MPHR 818 - STRATEGIC PLANNING & HR STRATEGY



This course establishes a community of practice and inquiry by engaging students through thoughtfully developed discussion & VoiceThread activities in each instructional module. Students rely on peer reviews and feedback in order to improve their application of new skills and concepts throughout the course. (Course currently in development, screenshot not available.)

Educating the Whole Person



*Create space within the course that attend to
students' body, mind, and spirit.*

EXAMPLES OF HOW TO INTEGRATE EDUCATING THE WHOLE PERSON INTO THE CURRICULUM

- Integrate mindfulness/meditation podcasts, motivational videos, or inspirational quotes at the beginning and end of each module.
- Design digital body, mind, and spirit artwork throughout the course.
- At the end of each module, provide tips on how learners can attune to and make space for caring for the body, mind, and spirit.
- Encourage students to read articles or watch videos about how leaders in their field care for their body, mind, and spirit.
- Add films from GU's library that encourages students to pay attention to body, mind, and spirit.
- Create assignments that require students to play a "game" with their family or connect with people in their community.
- Design projects that encourage learners to physically move and engage with the external world.
- Structure course modules and assignment due dates that are mindful of learners' other life commitments.

Cura Personalis



The faculty fosters a caring and individually tailored relationship with students.

EXAMPLES OF HOW TO INTEGRATE *CURA PERSONALIS* INTO THE CURRICULUM

- The faculty provides in-depth and constructive feedback to students on VoiceThreads, Discussion Boards, and assignments.
- The faculty schedules synchronous sessions throughout the term to meet with students individually and as a group to provide in-depth and constructive feedback on the quality of their work.
- During synchronous sessions, faculty probes students about their well-being and personal interests.
- Create assignments that allow students to evaluate their own work.
- Develop or use existing open educational resources that teach students how to care for themselves and how to facilitate a caring relationship with others.

MPHR 502 - RESEARCH PROCESS & METHODOLOGY





The team project is designed so that students receive helpful peer and instructor feedback periodically throughout the course. Final team project grading is done at the end of the course, allowing students the freedom to feel vulnerable, make mistakes early, and incorporate constructive feedback into their work.

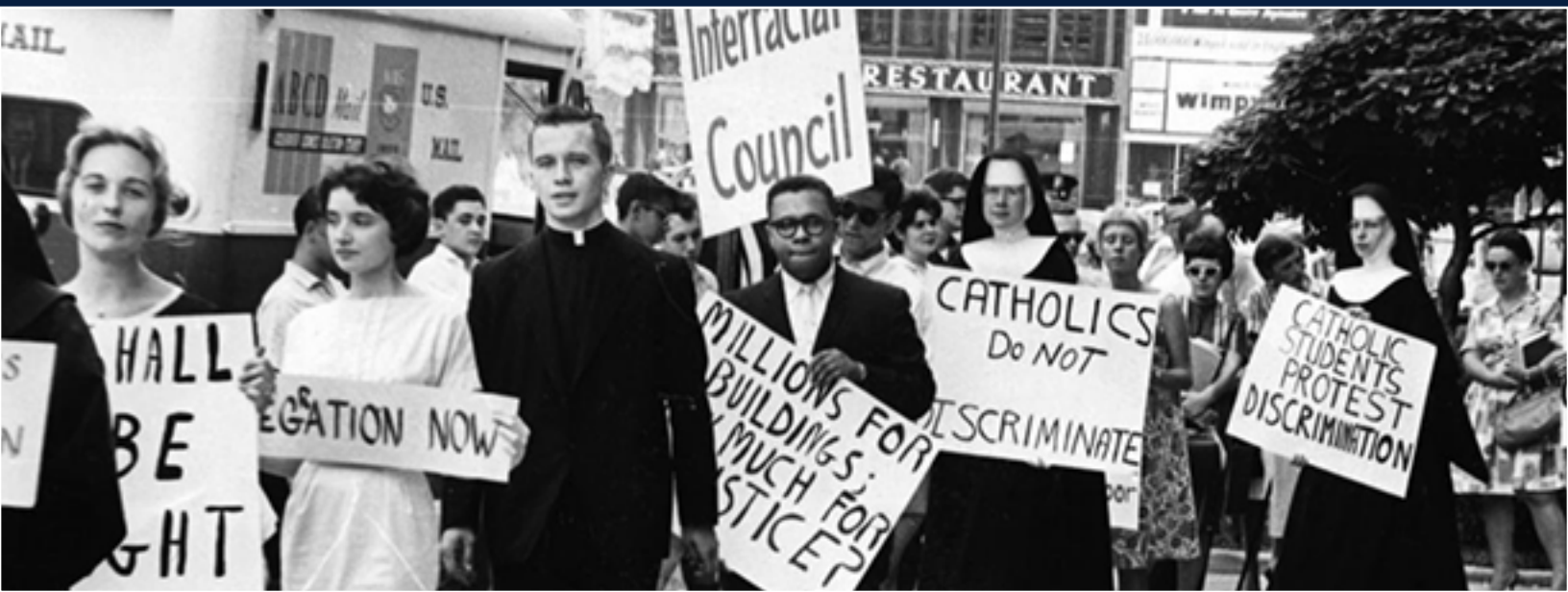


Peer Reviews

You will turn in sections of the research proposal throughout the course (in modules 4, 8 and 13) so that you may give and receive peer and instructor feedback on your work. You will not be graded on the quality of your proposal until the end of the course. This provides you with time to incorporate the feedback into your work and turn in an excellent, client-ready product. Be advised that turning in drafts late will result in a **10% penalty** to the final project grade for each draft turned in late.

Receiving peer reviews means that you must also provide peer reviews. Critiquing others' work is common in the workplace, plus it invites you to reflect on your own work. You will provide three (3) rounds of peer reviews to two other teams' projects throughout the semester. The peer reviews are graded separately from the team project and are worth 10% of your overall course grade. Please read the [Peer Review Guidelines and Grading Rubric](#)   now to understand best practices in providing feedback and how your peer reviews will be graded.

Faith and Justice

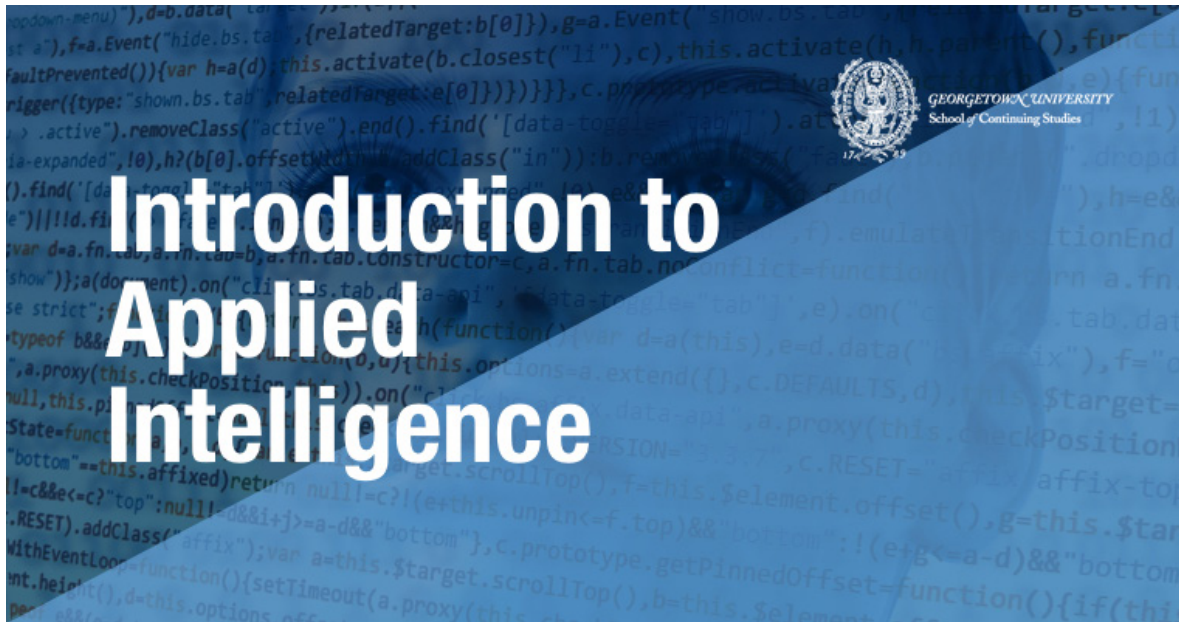


The course integrates content that address the social realities of oppression, poverty, and injustice.

EXAMPLES OF HOW TO INTEGRATE FAITH AND JUSTICE INTO THE CURRICULUM

- Create a "Faith and Justice at Georgetown University Corner" that include videos, articles, and/or pictures of the GU community engaged in this work. The "corner" can also be included at the end of some modules or as a precursor to modules related to the topic.
- As a project alternative or extra credit, allow students to engage in community-based learning that connects to the course content.
- Create Discussion Board or VoiceThread questions that connect the content to the social realities of oppression, poverty, and injustice.
- Create "Questions to Contemplate" that connect the readings to oppression, poverty, and/or injustice.
- Use case studies that intersect with oppression, poverty and/or injustice.
- Invite guest speakers who are leaders in the field to discuss how their work intersects with the social realities of oppression, poverty, and injustice.

MPAI 600 - INTRODUCTION TO APPLIED INTELLIGENCE



The course explores modern practices associated with policing and asks students to reflect upon the implications for communities in which police resources are focused.

Module 6: Introduction



Purpose

Module 6 will introduce the use of intelligence for criminal law enforcement. In this module we will analyze COMPSTAT; often considered a forerunner of police-led intelligence activity. We will examine whether COMPSTAT contributed to the decline of criminal activity throughout the 1990s-2000s. We will then look at modern day intelligence-driven operations by police, examining the pros and cons of how intelligence is incorporated at this level. We will conclude by looking at criminal intelligence technologies, showing how these emerging technologies contributed to solving the Boston Marathon attack.


MPPP 650 - PROGRAM EVALUATION



Students are asked to consider how a megaproject such as the California High-Speed Rail could affect the people who have low socioeconomic status in the region. In this way, students are encouraged to consider these issues as an integral part of program evaluation.



Individual Case Study Analysis - California High-Speed Rail

The case for this week is *California High-Speed Rail* from Harvard Kennedy School. You should have access to the case through your Harvard Business Review [Course Pack](#) .

In a 1000-word paper, please provide a cost-benefit analysis in the following categories:

- User benefits
- Reduced highway and airport congestion and capital spending
- Job creation (if any), and
- GHG emissions.

Even though we have not addressed risk in this class, I would like you to do some research on the subject and provide a scholarly opinion on what the risks of the project are and whether they should be reflected in the cost-benefit analysis.

Lastly, I would also like you to address social aspects of the program. For example, will the revenue from riders be enough to pick up the total cost of the project? If not, should the taxpayers be willing to pick up the rest? Also, are there underserved or underprivileged sectors of the population that are affected by the project and how will your CBA take their interests into account?

Please use the module learning objectives to guide your assignment. Not all LOs need to be explicitly addressed, but your paper must address the spirit of the module learning objectives.

Review the [Paper Grading Rubric](#)   for details on meeting expectations for this assignment.

People for Others



The course encourages and invites students to deepen their concern for the needs of the most vulnerable, using the context of the academic content.

EXAMPLES OF HOW TO INTEGRATE PEOPLE FOR OTHERS INTO THE CURRICULUM

- Create or use text- or video-based case studies that explore the needs of those who are vulnerable.
- Integrate readings/articles that connect to vulnerable populations.
- Design VoiceThread and Discussion Board questions that encourage students to talk about how the course content is connected to those who are vulnerable.
- Faculty asks students via synchronous sessions, "how does this content affect the most vulnerable."
- Create extra credit community-based learning assignments related to the course content.
- As a project alternative, offer students the option of pursuing a project that requires them to go into the community, learn about a problem, and design a solution that can be implemented.
- Using Zoom, invite guest speakers who are leaders in the field to discuss how their work intersects with those who are the most vulnerable.

MPHR 700 - WORKPLACE ETHICS



The course's semester-long team project asks students to act as consultants to develop an Ethics & Compliance Program for a small business or NGO that might not be able to afford this important service. Similar to community-based learning, these students work intimately with the organization to provide pro bono expert service. Having a carefully designed Ethics & Compliance Program benefits the business as well as its employees and other stakeholders by providing direction for avoiding unethical situations and behaviors.



Team Project Overview

Throughout this course, you will work in an assigned group of 3-4 students to develop an ethics and compliance program for a real non-profit organization or small business. The assignment collectively totals 100 points and is 45% of your course grade. I will assign teams by the beginning of next week.

Why develop an ethics and compliance program?

Ethics research and empirical studies have proven a positive correlation exists between highly effective ethics/compliance programs and stronger ethical cultures, resulting in increased employee engagement. This project provides you, a current or aspiring human resources practitioner, with the opportunity to gain actual experience in the areas of ethical culture, ethics/compliance program development, and organizational assessment. By participating in this project, you will practice applying your newly-acquired ethical knowledge to a real-world setting.

You will also embody the Georgetown value of **Women and Men for Others** by providing an important service to an organization. Your service will benefit the NGO or small business and its mission, as well as its employees and other stakeholders.

MPHR 502 - RESEARCH PROCESS AND METHODOLOGY



This course's semester-long team project invites students to design a research study that could benefit the community, particularly the most vulnerable. Examples are provided to inspire students to choose this direction for their group project.

Georgetown Values

As a Georgetown University student, you are part of a distinctive community that promotes values such as People for Others, Faith and Justice, and Community in Diversity. We encourage each team to consider how their research proposal might, if possible and authentic to your setting, contribute to these values. For example, we have seen proposals that have examined increasing diversity in the workplace, improving work-life balance, and implementing family-friendly policies (e.g. parental leave programs and onsite-childcare).

MPAI 745 - INTRODUCTION TO HOMELAND SECURITY



The course encourages students to consider the needs of the most vulnerable in emergency/disaster preparedness and response. (Course currently in development, screenshot not available.)

Interreligious Understanding



The course encourages and invites students to deepen their commitment to interreligious engagement and understanding.

Community in Diversity



The course encourages and invites students to deepen their commitment to interreligious engagement and understanding.

MPRA 500 - ETHICS OF REGULATORY AND CLINICAL AFFAIRS



Students discuss numerous cases of clinical research in which diversity based on class, gender, and culture play an important role. In this discussion, for example, students discuss the ethics of obtaining informed consent from women in rural Nigeria, where a man might be in charge of providing consent on her behalf.



Principlism and Its Critics

This week we are examining Beauchamp and Childress's *Principles of Biomedical Ethics*, one of the most important works in the modern bioethics "canon."

First, read this case study from the casebook that you purchased:

Lavery, J. V., Grady, C., Wahl, E. R., & Emanuel, E. J. (2007). The Challenge of Informed Consent in a Genetic Epidemiology Study of Noma in Rural Nigeria. In J. V. Lavery, C. Grady, E. R. Wahl, & E. J. Emanuel (Eds.), *Ethical issues in international biomedical research : a casebook* (pp. 263-280). Oxford ; New York: Oxford University Press.

Then, create **video** comments on VoiceThread that address one or more of the following questions:

- How would you analyze this case from the principlist perspective?
- How would you analyze this case incorporating points raised by David Solomon?
- How do you reconcile the differences in interpretation?
- As a researcher, what would you do in this case?
- Have you come across cases with similar issues in your work?

"go forth and set the world on fire"

St. Ignatius



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