From its hilltop neighborhood just a few miles from the heart of Washington, Georgetown commands an expansive view. The Potomac River winds below, along the edge of campus. To the east stand the White House and the Capitol dome, several of the nation's most famous monuments, and agencies of state where decisions are made each day affecting the lives of people around the world.

It's a beautiful setting and an appropriate one, this quiet corner of the global capital. The university that has taken root here is both deeply involved in the world around it, looking outward to the city, the nation, and beyond, and also in a sense a world apart, a close community all its own. Furthermore, being so near the centers of business, technology, the arts, and government has made this the perfect place to pursue a very old ideal, part of the tradition of Georgetown's Jesuit founders: that knowledge is never pursued for its own sake, but to effect change in the world, that education should make a difference, that the best life to live is one combining contemplation and action.

A HOME FOR WISDOM Georgetown stands out as the home to a remarkable community of scholars, as one of the world's great Jesuit universities, as an institution whose rich historical roots intertwine with those of the nation itself, and as the preeminent center of higher learning in Washington, D.C.—distinctions which have helped earn it an international reputation. However, some of the most appealing advantages that Georgetown offers its students are encountered on a much more personal level.

This is a university where you will find the opportunity not only to learn and live with some of the most talented and accomplished students and faculty,
but to be part of a true community with them, joined by respect and friendship and a shared sense of mission.

Although it's home to excellent graduate and research programs, Georgetown has thrived first and foremost on the strength of its commitment to its undergraduate students. At Georgetown a department chair may teach an introductory class, full professors lead freshman English sections, and deans consider it a priority to meet with students to discuss their goals and dreams and help them fashion a Georgetown education uniquely their own.

The University offers undergraduate curricula through four individual schools, but students in each find their experiences shaped by the liberal arts tradition at the heart of the institution. They learn to think clearly, to speak and write persuasively, to approach and solve complex problems.

Classroom discussions span the universe of human interests—from breakthroughs in genetic engineering, to the entrepreneurial opportunities such breakthroughs make possible, to the ethical concerns these opportunities present, to the reflections of these concerns in art, literature, and popular culture. The breadth of this discussion is matched by the breadth of experience on the part of the University's faculty. Dedicated to the art of teaching, of sharing the knowledge and skills of their disciplines, the faculty is also deeply involved in the work of making and applying new knowledge. The common term for this enterprise is "research," but this seems a tame description for such a vibrant undertaking—one that extends from studies in the laboratory and clinic, to consulting with corporations and the city government, to playwriting, to the analysis of language, thought, ethical behavior, and international diplomacy.

To be part of the academic experience at Georgetown is to join a dialogue of depth and dimension. It is also to learn how such a dialogue can be made truly rich and useful, built on real exchange and building toward positive action. The expectation that students here will explore these kinds of concerns and develop these kinds of skills makes Georgetown not only an excellent place to prepare for
medical school or international banking or any of a thousand other careers, but
also a place to grow as a thinker and as a person.

OUR HISTORY When he spoke from the porch of Old North Hall
following his election, President Bill Clinton stood in the very spot from which
George Washington had addressed the Georgetown community some two centuries
before. The young woman who introduced Mr. Clinton took the place of her own
historical counterpart, a member of Georgetown's class of 1797 who had the
privilege of introducing Mr. Washington. Georgetown is an institution steeped
in history and tradition, as the list of other visitors who have spoken from the same
platform makes clear—Andrew Jackson, Ulysses Grant, and the Marquis de
Lafayette, to name a few. (€)

There is the sense on this campus of well-worn paths crisscrossed by past
generations, people who inhabited a different world from ours but nonetheless
shared many of the hopes and concerns of students today. But there is also a more
profound significance in the University's history: the realization that Georgetown's
character and the priorities and values that distinguish it, all grow from deep roots,
from ideas held faithfully and proven over time.

Among the most central of these is the conviction that Georgetown exists
to serve the American republic. John Carroll, the country's first Catholic bishop
and a fervent believer in the Revolutionary cause, founded the institution just as
the nation was taking shape under its new constitution and as its capital was being
established. Like his contemporaries, Jefferson and Franklin, Carroll recognized
that the success of America's experiment in democracy would depend upon the
education it provided its citizens and the leaders it nurtured. This mission of service
and orientation toward public life remain very much a reality today.

OUR JESUIT IDENTITY A man with firsthand experience of reli-
gious intolerance, John Carroll founded Georgetown as both a Catholic institution
and as one open expressly to people of all religious convictions. The University
remains today as he intended—both Jesuit and universally welcoming.
Georgetown was established and still thrives under the stewardship of the Society of Jesus, the Jesuits, a religious order founded in the 16TH century, with a reputation for educational excellence nearly as old. The Jesuit outlook and spirit are reflected in many ways: the commitment to the rigorous exercise of intellectual powers; the belief that every dimension of creation is sacred and that therefore no area of study or line of inquiry is off-limits; and the conviction, deeply held and acted upon, that learning has a purpose, that men and women are educated not only to prepare for full and rewarding lives, but also for service to others.

“Care of the whole person,” another Jesuit idea, shapes undergraduate life at Georgetown. The phrase describes the University’s concern for the well-being of its students, its commitment to help them to grow not just intellectually but spiritually and emotionally as well, to help each person become a thinking, caring, contributing member of society.

THE CAMPUS COMMUNITY Among their many other accomplishments (from fellowships for graduate study (Ø) to NCAA titles), Georgetown’s students can claim the distinction of operating the largest student-owned corporation in the country. The Corp has been in business nearly 30 years. Its subsidiaries range from Vital Vittles, an on-campus grocery store, to a travel agency, movie rental shop, and two coffee bars. Complete with its own accounting and human resources departments, the Corp is staffed from the president down by undergraduates. Revenues total about $2 million yearly, with profits reinvested or used to support scholarships. The Corp’s motto is “students serving students.”

The Corp is just one example of a great strength of Georgetown: that it attracts people who are not only among the most academically gifted to be found at any university, but also among the most likely to recognize an opportunity for growth or change and take independent action.

As you spend time at Georgetown, it’s hard to escape the feeling that you are in the company of at least a few future world leaders. You encounter people who have big ideas, a passionate interest in the world around them, and energy in abundance.
This energy is reflected in student-founded arts organizations and sports clubs, the largest student-run credit union in the nation, student publications (both electronic and in print) representing a great diversity of opinions and interests, a student-founded cable TV station, and a range of student activism for political and social causes.

Motivated by a generosity of spirit and an understanding of social problems that stand as obstacles to true justice and peace, Georgetown students make a significant commitment to community service, roughly 140,000 hours each year. Their involvement ranges from tutoring in 40 city schools, to working at hospices, soup kitchens and crisis hotlines, to activities with disadvantaged Washington kids. The University is also home to leading initiatives in service learning and community-oriented research, and students often connect their service to their academic experience. Through an option known as the fourth credit, they can consult with a professor to identify a volunteer activity meaningfully related to any course, adding a dimension of insight to the coursework and the service project, and earning academic credit.

In addition to some impressive traits they tend to have in common—ability, initiative, and enthusiasm—Georgetown students are distinguished by their notable diversity. The student body represents every state and 110 foreign countries. No matter what their cultural experience has been, students who join this community will hear languages spoken which they do not speak, meet people from countries that they have not visited, and be exposed to people of religious faiths that they do not themselves profess. This mix of personalities and perspectives and the friendships that result are among the most enriching aspects of a Georgetown education and perhaps the most enjoyable.

**Our Neighborhood and City** To begin to appreciate how enviable the experience of living and learning in Washington can be, consider the fact that schools across the country offer special programs allowing their students to spend a semester here. They come for the tremendous cultural resources, the
access to internships and research experiences available nowhere else, and, of course, for all the opportunities created by virtue of the federal government’s presence, particularly for anyone interested in law, public policy, history, international relations, or the study of American art and culture.

It’s difficult to grasp the full breadth of possibilities Washington presents—Georgetown students not only make use of the Library of Congress, but also the Folger Shakespeare Library. They have internships at embassies and on Capitol Hill and at biotechnology firms in the suburbs of Maryland. They hear campus lectures from the director of the FBI or the National Gallery, as well as from ceos of the e-businesses that have turned Northern Virginia into an East Coast Silicon Valley.

Georgetown offers the chance to be part of a place where people are doing important and exciting things. Rather than a sedate campus in the countryside, this place provides the sense of being so much in the heart of the action that it’s not unusual to see a president or head of state here on campus.

As students explore the possibilities of Washington, they have as their home base and point of departure the historic neighborhood of Georgetown. Once a Potomac port town and now one of the most desirable sections of the District, Georgetown encompasses both tree-lined back streets of Colonial row houses and larger thoroughfares—Wisconsin Avenue and M Street—that offer hundreds of restaurants and shops, some quite unique. There’s also a canal and towpath, a favorite route for morning runs, and Dumbarton Oaks, a historical mansion and formal garden just blocks away.

In the heart of the neighborhood, the University thrives: a community of highly diverse individuals united by a shared sense of purpose and common values. After just a short time at Georgetown, people begin to feel strongly about the school. After years away, their pride and loyalty are strengthened by the close bonds they have formed and the experiences they have shared. To be part of a true community with these talented women and men is the essence of a Georgetown education.
My first impression of Georgetown: I toured the University during the first week of July, and it was incredibly hot. We don’t have heat like that in Minnesota. I remember I was struck by the beauty—the old architecture, the ivy-covered walls the Healy tower silhouetted against the blue sky. At one point on the tour I could see the whole city laid out before me, and I realized the proximity of places like the Kennedy Center and the monuments and the Capitol. That view convinced me I wanted to come here.

Joe Swanson  Minneapolis, MN

It’s a very old Jesuit ideal that people are in the world to help save it. Knowledge, therefore, is never pursued for its own sake, but to effect change in the larger world. That mind-set remains very powerful on this campus. The hallmark of a Georgetown education has always been, and still remains, its distinctive and challenging combination of intellectual excellence and pragmatic results.

John Glavin  Associate Professor in English

One of the things that struck me as a first impression about Georgetown, in contrast with other universities I’ve known, is the civility of this culture. The students are very smart and they can be aggressive intellectually, but they question and challenge in a friendly and engaging way, so that it’s a real pleasure to have an intellectual debate. It doesn’t degenerate into who’s right and wrong; it’s a conversation. There’s something about Georgetown that’s just particularly sane, a tone to the discourse that fundamentally is based on respect.

Elaine Romanelli  Associate Professor in Business
to think clearly, to speak persuasively, to approach and solve complex problems.

A parent once said to me—and I think there’s a lot of value to the statement—that he wanted his son to leave Georgetown with a hard head but a soft heart. We want people to develop rigorous intellectual habits, so that they can do sustained critical thinking, so they are able to think clearly, to speak and write persuasively, to approach and solve complex problems. We want a lot from them. At the same time, we want them to develop a sense of empathy or sensitivity to others. Our feeling is that they ought to do some serious stretching, both emotional and intellectual stretching, in their time here.

Father Scott Pilarz, SJ
Assistant Professor in English and Chaplain in Residence

My intro to bio class was the largest I’ve had, but our professor was incredibly supportive and helpful. He met with each of us individually to hand back each of our first two exams. In organic chemistry my professor came in Sunday evenings to help us review for Monday exams. One of my English professors, Professor Knoll, introduced himself as our servant for the semester. No one had ever said that to me before. And last semester, my ethics professor invited anyone who couldn’t go home for Thanksgiving to come over to his house. (Of course, teaching animal ethics, he was a vegetarian, so there was no turkey.) The faculty has been one of the best things about Georgetown for me.

Katie Taub  Briarcliff Manor, NY
I’m a neurobiologist, so I study how the brain works, primarily from the perspective of biochemistry and molecular biology. About 15 years ago, I became interested in a peptide that very few people were studying. I thought, “that could be a very interesting chemical neurotransmitter.” Over the years I’ve initiated a series of experiments to demonstrate that it is a neurotransmitter, identify the receptor it acts on, and try to find out what it does—not just at the cellular level but at the functional level, in terms of vision or brain function, for instance. Now we’re working with drug companies, looking for chemicals that interact with this transmitter, hoping that by perturbing the system we can create some beneficial physiologic effect. Time will tell!

**Joseph Neale**  Professor of Biology (and Carnegie Foundation Teacher of the Year)
In my seminar on the sublime in American art, we consider the experience we have at the top of a mountain, looking out over all creation, the awe that allows us to apprehend a higher power and even to lose our sense of self. That’s an experience of sublime transcendence, and it’s important in 19th century art because American landscape painters of the time made it their mission to create works of such glory that they would actually reproduce this experience, to create canvases that would make nature so beautifully as to offer a sense of communication with the divine.

Elizabeth Prelinger  Associate Professor of Art

I plan to do Teach for America. I’ve always wanted to teach, especially in a public school, an urban public school.

The students need people who really care for their well-being and their educational needs. I’d like to see what I could do to help them develop a real hunger for knowledge that will lead them to succeed.

Ciatta Bayash  New York City

I find that one of the greatest strengths of the University is student initiative. The students here are independent. They will recognize an opportunity for growth and change and take independent action. It’s impressive to think that something like the Corp, encompassing five major campus businesses, can be run successfully entirely by undergraduates, that they’re doing part-time what many people do professionally for a living, and that it brings in $2 million a year.

Celeste Cheo  Singapore

Jacques Arsenault  Bristol, RI
Not many people can say they've worked at the White House, but that's one of the experiences I've gotten to have as a student at Georgetown. It was a part-time internship, making scheduling arrangements and handling correspondence. What I saw of White House operations taught me that it's one of the most stressful places you could ever work—there's no margin for error—but it was also a great experience and a lot of fun.

Arjay Yao Glen Cove, NY

A few weeks ago while giving a campus tour near the freshman dining hall, we found out that the president was coming to speak at an event on campus. Our tour was stopped by the secret service and they told us to wait here a minute for the motorcade to pass by. We all lined up and it turned out that the president was sitting at the window of the limo and waved to everyone, all the people on my tour. Of course, I reacted like it was no big deal, but it was so exciting to me to know that Georgetown is so much in the heart of the action that it's not unusual to see a president or head of state here on campus.

Katherine Birrow Chelmsford, MA

I think one of Georgetown's greatest assets—I'm realizing this now as I'm leaving and in need of a job—is that there's a very large network of alumni in the Washington area, across the country, around the world. I have a friend who's interviewing at a major investment bank, and the COO of one of the divisions is a Georgetown grad and he's personally called up everyone interviewing just to see how they're doing and if he can help. I know that ten years from now if I meet other Georgetown graduates they will have had experiences I have had—of the Jesuit ideals, of activities on campus, probably of community service. There's a common bond that we will share.

Chanda Yarborough Reston, VA
In terms of my own teaching being in the city, being in Washington, D.C., is absolutely wonderful. *I can tell my students to go to the National Archives, go to the National Gallery, they’re all free. Go to the Library of Congress.* Georgetown’s location really does enrich my teaching in ways that I don’t think other institutions’ locales can match. I’ve been fortunate in creating connections with a lot of the Smithsonian Institution researchers and archivists so that I have names of people I can refer my students to. Their experiences at these places vivify many of the concerns, issues and materials that we’re dealing with in the classroom and add deeper dimensions to their learning.

Valerie Babb  Professor of English

Because we have students who are passionately interested in the way the world works, most of them want to get involved in the kinds of opportunities they find here in Washington and could find nowhere else—for instance internships involving government, on Capitol Hill, at the White House, with Federal agencies, at embassies, with for-profit and nonprofit groups that are here to influence the legislative and regulatory processes. All of these things give them firsthand experience. They take what they learn in the classroom and go off to an internship and apply it. It’s a wonderful complement to the formal education, and there’s a tremendous synergy between the two.

Ambassador Andrew Steigman  Associate Dean  School of Foreign Service
Georgetown College

John Carroll founded the Academy at Georgetowne in 1789, believing that an educated citizenry was essential to the young nation’s success. Like Benjamin Franklin and Thomas Jefferson, who also founded universities, Carroll put students to work studying the texts of classical culture, science, philosophy, and theology—subjects designed to help prepare them for responsible citizenship and lives of productive service. Carroll endowed the school with the dynamic tradition of Jesuit education, characterized by the philosophy of Christian humanism and a commitment to informed reflection and responsible action. Today, Georgetown College continues this tradition of liberal education as the best preparation for life, with a new intercultural and international dimension reflected in the offerings of the Faculty of Languages and Linguistics. The College is the largest school within the University, with roughly 400 faculty, 3,200 undergraduates, 32 majors in over 27 departments, and many interdisciplinary study programs.

Curriculum and Majors

During the first two years, students fulfill general education requirements in Literature, Writing, History, Language, Social Sciences, Natural Sciences, and Philosophy/Theology—selecting courses with the help of their advisers. After the sophomore year, they structure their own curriculum, choosing courses in their major program and related fields, leading to the Bachelor of Arts or Bachelor of Science degree. Students can major or minor in the following areas with the exception of American Studies, Interdisciplinary Studies, and Political Economy, which are offered only as majors. Areas of study that are available only as minors are listed at the end of this section.

American Studies

An interdisciplinary major that draws on the humanities and social sciences, American Studies develops students’ understanding of the social and aesthetic aspects of the American experience. In addition to a four-semester sequence of American civilization and two American history courses, students select courses from a range of departments. They can concentrate on political, intellectual, artistic, literary, or social history, or a particular topic, period, or figure of interest. A senior seminar allows them to pursue a topic in-depth and write a thesis.

Art, Music, and Theatre

This department offers a major with concentrations in either Art History or Studio Art (drawing, painting, photography, printmaking, and sculpture), as well as minors in Art History, Studio Art, Theatre, Music, and Inter-Arts. Students seeking admission to the Studio Art concentration are asked to submit a portfolio of their work. All majors present a senior project, in the form of a seminar paper for Art History or a work portfolio for Studio Art. Some students elect both to major and minor in the department.

Biology

 Majors gain a broad-based understanding of the biological sciences as well as knowledge of the rapid advances taking place at the forefront of the field. In addition to Introductory Biology and nine other biology courses, they take courses in chemistry, physics, and mathematics. They may concentrate their studies in one of two areas—Biochemistry/Molecular and Cellular Biology, or Ecology/Evolution and Behavioral Biology—or pursue a four-year, accelerated course of study in Neuroscience or The Molecular Biology of Development. The latter track provides advanced coursework and extensive research opportunities in these two fields of biology. Students can design their own
hands-on research tutorials and take advantage of the department's and Georgetown Medical Center's laboratories. All majors complete a senior thesis that involves either an independent laboratory research project or an intensive library investigation of a particular area within biology. Graduates pursue employment in education or biotechnology, or advanced study in biology, medicine, business, or law.

**Chemistry** The department offers two separate major programs: a Chemistry major leading to a Bachelor of Science degree with American Chemical Society certification, and a Biochemistry major. Chemistry majors take courses in general, organic, physical, analytical, and inorganic chemistry, as well as physics. Biochemistry majors take biology and biochemistry in addition to chemistry and physics. The Biochemistry major is particularly well-suited for students aiming for an M.D.-Ph.D. program, graduate study in biochemistry or any of the basic medical sciences, or employment in biotechnology. Students accepted into the honors program take on a significant independent research project, complete a thesis, and present their results to a faculty committee. Both majors prepare graduates for industry or research jobs, medical or dental school (with the addition of Introduction to Biology for Chemistry majors), graduate-level science study, and other graduate programs, such as law and business.

**Classics** This interdisciplinary area of study includes the language, history, thought, literature, art, and material remains of ancient Greece and Rome. Classics courses are divided into three general categories: Basic Language, which focuses on Latin and Greek translation skills; Advanced Latin and Greek, which focuses on the study of the literary and historical aspects of the readings as well as their translation; and Classical Studies, which explores the literature, history, archaeology, philosophy, and religion of classical antiquity through readings in English. Students can concentrate in Classical Languages (both Latin and Greek, or one or the other) or Classical Studies, selecting ten courses from Classics and other departments in the College and writing a senior thesis.

**Computer Science** The department emphasizes computer science as a scientific discipline, expecting majors to develop a strong foundation in mathematics and a natural science. Students also take courses in probability and statistics, data structures and algorithms, hardware and software fundamentals, programming languages, and operating systems. They are well-prepared to pursue jobs in research or industry or graduate study in computer or information science.

**Economics** The Economics major develops the analytical skills students need to solve everyday business problems. After taking required courses in microeconomics, macroeconomics, economic statistics, and econometrics, students work with their advisers to select remaining courses according to their interests and goals. These courses might include International Trade, U.S. Economic History, Multinational Corporations, Comparative Economic Systems, Ethics and Economics in Public Choice, and International Economic Development. The department offers advanced honors seminars for qualified juniors and seniors, who also write a thesis. Many students pursue employment immediately after graduation; others go on to graduate or professional school in a range of fields, such as law, business, or public policy. Still others intend to become professional economists and pursue graduate study in economics.

**English** Majors learn to engage with and analyze literary texts through diverse critical methods, developing their abilities as close readers and cogent writers. Students select from a range of courses that attend to the complexity of literature in its historical, cultural, and formal contexts. After taking two lower-division courses—typically Critical Reading and Writing, Literature and Writing Workshop, and Texts and Contexts—students take at least four courses in one of three concentrations: Studies in Literature and Literary History; Studies in Culture and Performance; and Studies in Writing: Rhetoric, Genre, and Form. Students also take two courses focusing on material before 1850 and two outside their concentration. The major offers an honors program, which requires completion of an independent senior project or thesis, and a Five-Year BA/MA Program. The English major provides valuable preparation for those professions and professional schools—including law, medicine, and business—that require critical thinking, interpretive sophistication, awareness of cultural issues, and effective speaking and writing.

**Government** All majors take introductory coursework in American Government, International Relations, Comparative Political Systems, and Political Theory, followed by six additional upper-level Government courses. One of these is a department seminar taken during the junior or senior year. The department also offers an intensive honors program, with students participating in three semesters of research and writing that build toward a thesis.
**History** Majors follow a course of study that offers both breadth and depth, and also allows for sustained focus on special areas of interest. A two-semester course in European history, world history, or the history of the Atlantic world is required, as are three elective courses on Africa, the Middle East, Asia, or Latin America, and three more electives on Russia/East Central Europe, Europe, or North America. Students accepted to the honors program take a two-semester senior seminar that allows them to work closely with faculty and develop a research prospectus.

**Interdisciplinary Studies** Qualified students can design their own majors if they wish to focus on a problem or topic that requires the use of several disciplines. This involves working in consultation with faculty advisers from those areas. In the sophomore year, students submit an outline of the program to the associate dean of the College, including a brief description, reading lists, and approvals of faculty advisers. As seniors, they complete a thesis or research project that builds on their interdisciplinary studies.

**Mathematics** After fulfilling requirements that include Calculus I and II, Multivariable Calculus, Foundations of Mathematics, Linear Algebra, Abstract Algebra, and Advanced Calculus, majors take at least four semesters of mathematics electives and two semesters of computer science. So that students can see significant applications of mathematics from the point of view of another discipline, they choose additional electives from one of the following sequences of courses: Chemistry, Computer Science, Economics, or Physics.

**Medieval Studies** This interdisciplinary program encourages students to explore relationships among phenomena normally studied in separate departments, such as the rise of European cities and of Arthurian romance, the decline of feudalism and the rise of the power of the Papacy, the era of the cathedrals and the crusades, the age of Aquinas, and the age of heresy and witchcraft. Medieval Studies minors take Introduction to Medieval Studies: The Age of Dante and five additional electives. Majors take the introductory course, eight other electives drawn from related disciplines, and a two-semester senior seminar that introduces more advanced research methodologies and builds toward a thesis. They also need to demonstrate competence in Latin. Students can study abroad at one of Georgetown's many programs in European universities or cities with a strong medieval heritage.

**Philosophy** After taking the general philosophy and ethics courses required of all Georgetown College students, majors go on to study the history of philosophy (including ancient, medieval, and modern), metaphysics and epistemology, logic and the philosophy of science, and ethics and social and political philosophy. They also take a text seminar that focuses on reading and writing about philosophical texts, and a topic seminar that focuses on how to write an extended piece of philosophy. Each student develops a research project within the scope of the seminar topic, writing and revising a lengthy final paper.

**Physics** The Physics Department offers two programs for majors, a Bachelor of Arts degree and a Bachelor of Science. The B.A. is designed for students planning to enter fields such as medicine, law, business, journalism, government service, or teaching. The B.S. is designed for students planning further study or employment in physics or a related area of science or technology. During the first year, all majors take Mechanics, Vibrations, Fluids, Waves, and Calculus I and II. They go on to take courses such as Multivariable Calculus, Classical Mechanics, Electricity and Magnetism, Structure of Matter, Introduction to Mathematical Methods, Modern Optics, Thermal and Statistical Physics, as well as other electives, and complete a senior research project. A pre-medical Physics major is also available.

**Political Economy** This major exposes students to the rich intersection between economics and politics. They study the social, political, and economic arrangements and institutions that affect, and are affected by, systems of production, exchange, and distribution. The major requires six preparatory courses, two team-taught core courses, two core political economy electives, and two other electives.

**Psychology** This major not only emphasizes the philosophical underpinnings of the discipline, but also its clinical, applied, and experimental aspects. Students take General Psychology, Research Methods and Statistics, and eight additional courses drawn from areas such as Social and Developmental Psychology, Theoretical and Philosophical Psychology, and Cognition and Neuroscience. Students planning graduate work in psychology should also become proficient in German or French. Those interested in medical school can pursue a pre-medical program, which includes courses in general physics, general chemistry, organic chemistry, biology, and calculus, as well as the regular psychology requirements.
**Sociology** Covering areas of study such as socialization, culture, social institutions, social stratification, race and ethnicity, gender, politics, education, and social change, the Sociology major offers a liberal arts background that can be applied to almost any career field. Students take Introduction to Sociology, Methods of Social Research, Sociological Theory, and Social Statistics, and then choose additional courses in the following concentrations: Values and Society; Social Structure and Organization; Society in Cross-Cultural Perspectives; and Social Change and Development. A senior seminar provides an opportunity for extensive research and writing.

**Theology** Students majoring in Theology may choose one of five concentrations: Christian Theology, Biblical Studies, Christian Ethics, World Relations, or Religion and Culture. The Christian Theology concentration provides a grounding in the sacred writings, history, and systematic elaboration of the Christian faith. Biblical Studies is designed for students who wish to study the books of the Bible, their traditions, the process of their formation, and the methodology for uncovering their meaning. Christian Ethics introduces the sources and methods of engaging in ethical reflection within the Christian tradition. World Religions is designed for those interested in the comparative and critical study of various religious views, while Religion and Culture deals with philosophical theology and the relation of religion to other components of culture such as science and the arts. For those students wishing to organize a major around a particular problem or theme in which religious thought or values are central, a Religious Studies concentration is also available.

**Women's Studies** Using cross-cultural and multi-racial perspectives, students explore women's lives, labors, and arts, examine the politics of sexuality, and study the history of gender roles and their representation in different media. They focus on the intersections of class, race, gender, and sexuality to analyze the power relations between men and women as well as among women in various cultures. They also learn about strategies for social change. Students take courses in the Women's Studies department and other related departments. They are encouraged to combine feminist theory with practical applications of their scholarship through a three-credit practicum.

**Minors** In addition to disciplinary minors in the above departments, the College offers only minors in the following fields: Anthropology, Catholic Studies, Classical Archaeology, Cognitive Science, Environmental Studies, Greek (Modern), Hebrew, Inter-Arts, Justice and Peace Studies, Music, Russian Literature and Culture (in translation), Social and Political Thought, and Theatre.

**Language Study** Students may choose to minor or double-major in linguistics or a foreign language through the Faculty of Languages and Linguistics (see below).

### Special Programs and Opportunities

**Georgetown Hughes Scholars Program** Through an award from the Howard Hughes Medical Research Institute, the Biology Department provides an accelerated four-year course of study for students with strong academic backgrounds who are interested in pursuing biomedical research. The program provides advanced coursework and extensive research opportunities with scientists in the College and the Medical Center.

**Liberal Arts Seminar** Open to selected first-year students, this special course is directed by four faculty members—a historian, a professor of literature, a philosopher, and a theologian—and involves extensive reading, independent study, and small group discussions. The seminar fulfills the first-year requirements in literature, history, philosophy, and theology. Topics vary from year to year; a recent seminar focused on nineteenth-century revolutions.

**Honors Programs** The Departments of Government, English, History, Economics, Chemistry, Philosophy, and Physics offer honors programs for a limited number of high-achieving students. Through special seminars, tutorials, and independent study, students are afforded significant latitude in shaping their educational experience.

**International Programs** Georgetown encourages students to study abroad and offers a range of options in Europe, South America, Africa, Asia, Australia, New Zealand, and India through the Office of International Programs.

**Pre-professional Programs** The College has mapped out courses of study for students who wish to major in the sciences, humanities, or social sciences while also fulfilling the requirements for medical or dental school. The associate dean of the College is the pre-medical/pre-dental adviser for undergraduates. Some students choose to apply to Georgetown Medical School's early acceptance program, which admits
qualified undergraduates after their sophomore year (contingent on successful junior and senior years). The College does not offer a specific pre-law program; however, liberal arts courses in the humanities and social sciences provide a solid foundation for careers in law.

**The Faculty of Languages and Linguistics**

A unique internationally-focused liberal arts program within the College, the Faculty of Languages and Linguistics (FLL) builds students' understanding of other nations through intensive study of their culture, literature, and language, with a particular emphasis on linguistic form, style, and usage. Students learn to transcend the peculiarities of their own culture and see and hear the world through the eyes and ears of others. Such immersion in another language and cultural tradition makes them more sensitive to the needs of the world community and ready to approach issues from a more informed perspective. Thus, the FLL's programs embody Georgetown University's long tradition of fostering intercultural understanding and communication.

The Faculty of Languages and Linguistics offers Bachelor of Arts degrees in Languages, Linguistics, and Comparative Literature. Through cooperation between FLL and other departments in the College, the School of Foreign Service, and the Business School, students combine language study with related courses in such disciplines as history, government, economics, international affairs, and business to explore the structure of other cultures and societies.

FLL graduates are well-prepared to participate in today's truly international world. They enter a wide range of fields, including law, medicine, international business, investment banking, journalism, advertising, the arts, civil service, and education.

**Degrees and Majors**

In addition to fulfilling the College's general education requirements, students take courses to earn one of the following degrees.

**Bachelor of Arts in Languages** Students can major in Arabic, Chinese, French, German, Italian, Japanese, Portuguese, Russian, or Spanish. Coursework in Basque, Catalan, Modern Greek, Hebrew, Korean, Turkish, and Ukrainian is also available. The approach to language study is content-based and concentrates on analysis and discussion of cultural and literary texts in the target language. Students complete ten to twelve courses, first developing their oral and written proficiency, then taking more advanced courses focusing on the literary, cultural, and linguistic traditions of the major language area. This coursework might cover a range of topics such as gender, the construction of identity, nationalism, colonialism, film studies, art, politics, and literature. Some majors require two semesters of linguistics and four semesters of a second language.

**Bachelor of Arts in Linguistics** Linguistics concerns all aspects of language: the nature of a person's ability to symbolize, the units of which language is composed, the ways in which these units are organized in different languages, dialect variation within a single language community, and the changes that occur in languages over a period of time. Majors complete ten courses in linguistics, ranging from applied and theoretical linguistics to sociolinguistics and computational linguistics, as well as in-depth study of a foreign language (eight courses).

**Bachelor of Arts in Comparative Literature** This program fosters a perspective on literature that crosses linguistic and cultural barriers. Students interested in languages and literature benefit from its emphasis on breadth in reading, linguistic competence, and cross-cultural analysis. They declare a primary and secondary literature concentration, choosing from among the following departments: Arabic Language, Literature, and Linguistics; Classics; East Asian Languages and Cultures; English; French; German; Italian; Slavic Languages; and Spanish and Portuguese. They complete 12 courses and write a senior thesis.

**Special Programs**

**Area Studies Certificates** FLL majors may participate in the certificate programs in African, Arab, Asian, Latin American, Russian, and European Studies offered through the School of Foreign Service. All of these multidisciplinary area studies programs complement the offerings of the languages and linguistics major. During the senior year, the student participates in an interdisciplinary colloquium and/or prepares a major research project.
Language with Business Coursework

Students majoring in Arabic, Chinese, French, German, Italian, Japanese, Portuguese, Russian, Spanish, or Linguistics may pursue a special program leading to a concentration in business. Requirements include a core of ten courses selected from the Departments of Mathematics, Economics, Marketing, Accounting, Finance, and Management, along with additional coursework in a chosen area of concentration. The program is especially well-suited for students interested in pursuing careers related to international business.

Overseas Study

All degree candidates spend some part of their junior year pursuing an approved academic program at a foreign university. Georgetown sponsors a number of overseas study programs at foreign institutions; students may also participate in approved non-Georgetown programs.

The Five-Year Program

Through this program, qualified FLL undergraduates in the Arabic, German, Linguistics, and Spanish and Portuguese Departments can complete both the Bachelor of Arts and Master of Arts degrees within five years. Russian majors may pursue a five-year AB/MA in Russian and Russian Area Studies, and German majors a five-year AB/MA in German and European Studies.

Parker Distinguished Writer in Residence

This program invites accomplished writers and scholars to spend a semester teaching within the Faculty of Languages and Linguistics. Recent participants included Peruvian writer Mario Vargas Llosa, French cultural theorist Julia Kristeva, Slovenian psychoanalyst and philosopher Slavoj Zizek, German novelist Peter Schneider, and Brazilian novelist Nélida Piñon.

Internship Program

The Faculty of Languages and Linguistics maintains a network of internship sponsors. Many organizations in Washington have participated, including the Embassy of France, the Embassy of Italy, the Organization of American States, the China Business Council, the National Gallery of Art, NBC News, and the Smithsonian Institution. A well-established alumni network is also available to advise students about career decisions.

Foreign Service

The Edmund A. Walsh School of Foreign Service

Founded five years before the United States organized its official foreign service and well before most other universities gave serious thought to the need for foreign affairs education, the Walsh School of Foreign Service is the oldest school of its kind in the nation and today its largest, with nearly 1,500 undergraduates from all over this country and the world. “Service” is more than a word in the School’s name—it is a core value of Georgetown’s mission of teaching and research as a Jesuit university. The School of Foreign Service teaches students to apply their talents in the service of others, whatever profession they choose. The diversity of their career choices underscores the international dimension that is now part of almost every profession and career field, with some 60 percent of graduates in business and law, 20 percent in government service, and the remainder in professions ranging from medicine to teaching.

Georgetown’s location in the nation’s capital is ideal for students interested in international affairs. As the seat of the U.S. government and its foreign policy headquarters, with scores of foreign embassies and international organizations, Washington, D.C. offers a unique environment for exploring current issues in national and world affairs. In addition to a wide range of internship opportunities, students can take advantage of the city’s more than 200 libraries, museums, and research facilities, including the world-famous Library of Congress and Smithsonian Institution.

Curriculum and Majors

The School offers a liberal arts education with an international focus. In the first two years, students take courses in philosophy, theology, ethics, language, and
international history, government, geography, and international affairs. This core curriculum lays the foundation for more specialized coursework and develops the methods of inquiry and interpretation that are fundamental to the field. All students fulfill a foreign language requirement by demonstrating their ability to read, write, and speak at least one language well. They can choose to concentrate in one of the School's following seven majors or work with a faculty member to design their own.

**Culture and Politics** This major focuses on the links between cultural identity and questions of power and authority in the modern world. Students choose courses from three groups: (1) Texts and Contexts: Literature and Cultural Theory, which illuminates the relationship of literature to the cultural, intellectual, and political context in which it is created and read; (2) High Culture/Popular Culture/Mass Culture, which focuses on the arts and material culture across aesthetic traditions and historical periods; and (3) Ideas, Institutions, and Social Thought, which addresses the interplay of the institutional structures and practices of modern life with social and political thought. Students examine many types of texts and artifacts, including film, art, and other visual media, and pursue thematic connections across disciplines by taking courses in different departments.

**International Economics** Students gain a firm grounding in economics while also focusing on a subfield within the discipline: International Economic Theory and Policy; International Finance and Commerce; or Economic Growth, Transition, and Development. They explore themes such as the conceptual foundations and critiques of economic thought, the impact of technology on economics, the regional contexts of economic issues, and the relationship between the development of the market and democratic institutions in civil society.

**International History** Students in this major focus on historical processes that transcend national boundaries. Diplomatic history, an area in which Georgetown is especially rich in teaching resources, is one cornerstone of this program; however, students also study social, cultural, and intellectual history from an international vantage point. This mix draws ideas and data from subjects as varied as anthropology, philosophy, sociology, political science, religious studies, and literature. The list of courses from which International History majors can choose includes a wide range of offerings through the School of Foreign Service, the Department of History, and other departments. Each student works with a faculty member to design a concentration exploring a specific theme.

**International Politics** Revised in the 1990s to reflect the realities of a post-Cold War world, this major allows students to examine the international issues now capturing the attention of policymakers, analysts, scholars, and citizens. Students concentrate in one of four subfields: International Law, Institutions, and Ethics; Trans-State Actors in World Politics; International Security Studies; or Foreign Policy and Policy Process. While their coursework focuses on political science, they also take courses in other disciplines such as history, philosophy, sociology, theology, economics, and international affairs.

**International Political Economy** The heart of this major lies at the intersection of politics and economics, with students examining how systems of production, exchange, and distribution are intertwined with global and domestic politics. Majors learn to use the methods of both disciplines, including formal modeling and statistical techniques, to evaluate competing theories of economic and political phenomena. They cover topics ranging from international trade and finance to the distribution of natural resources, income, and aid, while also analyzing the role of economic factors in legislation, elections, government regulation, policy formation, and international development. As they study developing economies, mature capitalist countries, and nations in transition, they confront challenging questions about power, wealth, and balancing collective action with conflicting private interests.

**Regional and Comparative Studies** Students in this major study the methods and theories of two or more disciplines-ranging from politics and economics to literature and art-and then apply them to detailed study of one or two world regions: Africa, Asia, Europe, Latin America, the Middle East, the United States, and the region comprising Russia, Eurasia, and Eastern Europe. After building a foundation in sociology and anthropology, students branch out into studying the theories and methods of other clusters of disciplines: political science, international affairs, and history; economics and demography; literature, art, and women's studies; and transregional methods and theories. These courses provide a lens through which to examine their chosen region or compare two world regions. Students who choose to concentrate on a single region also take at least four semesters of a modern language relevant to their area of interest.
**Science, Technology and International Affairs** This course of study equips students with tools for understanding the complex array of issues at the intersection of science and international affairs, ranging from information and communications technology to the environment. They can select one of four subfields in which to concentrate: Environment; Business, Information, and Communications; Health; and Security. In addition to taking courses in mathematics and science, they study the political, social, and economic impact of science, technology, and medicine; the cultural values either generated by science or technology or used to understand their effects; and the international processes and institutions which deal with science and technology issues.

**Self-Designed Majors** With the approval and guidance of the Dean's Office, students may design their own majors. Generally, a faculty mentor and the chair of the appropriate field committee endorse the project and assume responsibility for seeing the student through completion of the degree.

**Special Programs**

**Certificate Programs** Beyond their majors, students can focus their studies further by earning a certificate in one of the following areas: African Studies, Arab Studies, Asian Studies, Australian and New Zealand Studies, European Studies, International Business Diplomacy, Justice and Peace, Latin American Studies, Muslim-Christian Understanding, Russian and East European Studies, or Social and Political Thought. These programs are affiliated with special centers within the School that sponsor research, publications, conferences, and events in their areas of interest.

**Five-Year BSFS/Master's Programs** The School of Foreign Service and the Graduate School sponsor a five-year Bachelor of Science/Master's program for students planning to continue their international affairs education at the graduate level. Juniors who have maintained an honors academic average are eligible to apply for the Master of Arts programs in Arab Studies, Economics, German and European Studies, Latin American Area Studies, National Security Studies, or Russian and East European Studies, as well as the Master of Science in Foreign Service. Through an arrangement with the School of Business, students also can apply for the Master of Business Administration program. Admission to these five-year programs is highly competitive.

**Study Abroad** The School of Foreign Service strongly encourages study abroad. In recent years, nearly two-thirds of all the School's students have studied in other countries, for periods ranging from a summer (for language coursework) to a semester to a full school year.

**Peter F. Krogh Scholars Program** Second-year students with an honors average may apply for this program, named for the former Dean of the School. Students participate in an intensive year-long seminar on a topic within international affairs, culminating in a junior honors paper.

**Other Opportunities**

Independent Study Students who wish to undertake independent research on a topic not covered by the School's regular coursework may arrange a tutorial with a faculty member.

**Issue- and Policy-Oriented Seminars** Upperclass students may enroll in special interdisciplinary seminars focused on long-term problems and issues in international affairs. These are often taught by foreign affairs professionals from the Washington area.

Academic Honors Students can achieve honors in their major by maintaining a certain grade point average and writing a senior honors thesis. Specific requirements vary for each major.

**Washington Internships** Many students have obtained volunteer and paid internship positions, either on their own or with School assistance, to gain work experience and explore career options. Such positions are available with congressmen, senators, congressional committees, campaign organizations, non-profit organizations, international organizations, federal departments and agencies, and a wide variety of private businesses in the Washington area.

**The Friends of the School of Foreign Service**

**Junior Fellows in Diplomacy** Up to four students in the School's junior class and master's program are selected each year as Junior Fellows in Diplomacy. Working individually with senior associates of the Institute for the Study of Diplomacy, the fellows produce research papers of publishable quality on issues related to diplomacy.
**Circumnavigators Club Fellowship**
The Circumnavigators Club Foundation sponsors a special fellowship for a 90-day research trip around the world. Interested students compete for this award during the spring term of their junior year. The winner completes the trip, and the related research paper, during the summer between the junior and senior years.

**Business**

*The Robert Emmett McDonough School of Business*

The McDonough School of Business integrates liberal arts and professional education, shaping leaders who understand that business is as much an art as it is a science. Students take courses in subjects such as English, psychology, sociology, and history as well as accounting, finance, management, and marketing. This blending of wide-ranging liberal studies and business courses creates opportunities for students to pursue diverse areas of interest. Furthermore, social science and humanities courses provide a context for understanding how business is interwoven with the fabric of society. True business leaders must understand how people behave, as individuals and in organizations, to develop new ventures that not only turn a profit, but also add value to the community in socially responsible ways.

The McDonough School has always taught business as an international discipline that is closely intertwined with politics and government—a natural consequence of Georgetown’s location.

Washington D.C. is not only at a global crossroads for political and corporate leaders, but also home to multinational corporations, institutions such as the International Monetary Fund and the World Bank, and a rapidly growing technology corridor. To gain even broader international perspective, students can take advantage of business courses offered overseas or enroll in one of more than 30 exchange programs in Europe, Asia, and Latin America. They also encounter a global perspective inside the classroom, since a significant number of students and faculty in the School come from outside the United States.

The McDonough School faculty emphasize effective communication skills and the fundamental role these skills play in the practice of business. They insist that students learn how to research, analyze, and synthesize information and then communicate their ideas effectively. The faculty challenge students to take an active role in the classroom rather than absorb ideas passively.

When students leave the McDonough School of Business, they are more than technicians; they are thinkers who can shape their environments with an impressive array of intellectual skills.

**Curriculum and Concentrations**

The McDonough School offers a Bachelor of Science in Business Administration. During their first two years, students take mainly liberal arts courses to fulfill core requirements, along with six required business courses. By the end of their junior year, they select one of the following six areas of concentration, combining five courses in this area with other required business courses.

**Accounting**

In addition to learning how to provide information about the results of an organization’s operation and its financial position, students learn how to use accounting for planning and control, information systems design and analysis, auditing, and tax planning and administration. Some graduates find positions with major regional, national, and international accounting firms, others become public accountants, and still others work with businesses and organizations as staff accountants, budget analysts, cost accountants, or managers.

**Finance**

This concentration trains students in corporate financial management, including capital and cash budgeting, security analysis and portfolio selection and management, and management of commercial banks and other financial institutions. Graduates enter careers in corporate financial management, commercial banking, investment banking, and the securities industry.
**International Business** In addition to learning about general business principles, students develop special skills for adapting management methods to the needs of foreign environments. The concentration requires an "international qualification" which can be met through foreign language proficiency, study abroad, or a foreign living/work experience. Graduates enter careers in the international divisions of U.S. companies, the import-export business, government agencies concerned with international trade or development, and international commercial and investment banking. Some go on to establish businesses outside the U.S.

**Management** Within this concentration, students can choose one of four tracks: Human Resource Management; International Management; New and Small Business Management; and Technology Management. They develop conceptual and interpersonal skills that will help them enter managerial positions in the public and private sector, including such areas as human resources, management consulting, domestic and international labor-management relations, and management development programs.

**Marketing** This dynamic field involves researching consumer needs, wants, and attitudes and strategizing creatively about how to promote products, services, and ideas. Marketing majors study topics such as market research, product development, distribution, promotion, marketing management, and international marketing. They pursue careers researching consumer needs and preferences, developing advertising campaigns, designing systems for distributing goods and services, and developing and selling new products.

**Individualized Concentration** If they have goals that are not met by the standard offerings, students can also consult with faculty members to develop their own concentrations.

**Special Programs**

**Five-Year BSBA/MSFS Program** The Five-Year Bachelor of Science in Business Administration/Master of Science in Foreign Service Program is a highly competitive program designed for students who wish to emphasize international business and global management within their education. Juniors with an honors academic average are eligible to apply. Students spend their fourth and fifth years taking courses to satisfy requirements for both the Bachelor’s and Master’s degrees.

**Study Outside the Classroom**

**Tutorials and the Internship in Business** Juniors or seniors in good academic standing who wish to undertake work not covered by the curriculum can apply for permission to develop a tutorial-self-directed research and reading in consultation with a faculty member. The Internship in Business course is an honors seminar available by permission to juniors and seniors. Students participate in an internship that will help them understand how business principles are applied in the marketplace. They also attend group meetings during the semester and write a paper based on their experiences.

**Business Day/Parents Weekend** This fall program features speakers, forums, and panel discussions that explore a range of business issues, helping students become more aware of the world outside the classroom and future trends. Students also present the “Business Leader of the Year” award, which in recent years has gone to executive officers of companies such as Procter and Gamble, Discovery Communications, Starbucks, Blockbuster Entertainment, H.J. Heinz, Tandy, and Johnson and Johnson. Other recipients have included the president of the World Bank, the Secretary of Commerce, and the former Secretary General of the U.N. Conference on Environment and Development.

**Study Abroad, the Hong Kong and Oxford Programs** All students are eligible to participate in overseas studies through the Office of International Programs. They also can apply for the business-specific Hong Kong and Oxford Programs. Jointly with the Chinese University of Hong Kong, Georgetown conducts a summer program in comparative business with a special focus on the Asia-Pacific market. The summer program at Oxford University focuses on comparative study of business functions in Great Britain, Western Europe, and the United States.

**Executive-on-Campus Program** This program brings government and business leaders to campus so that faculty and students can benefit from their management experience and insights. In return, the executives gain knowledge of students’ concerns and aspirations. Recent participants have included Bill Gates, chairman of the Microsoft Corporation; Philip Marineau, CEO of Levi Strauss and Company; Allan Huston, president and CEO of Pizza Hut Worldwide; and Alice Walton, chairperson, president, and CEO of the Llama Company.
MENTOR NETWORK Numerous alumni in Washington, DC, New York, Philadelphia, and other metropolitan areas mentor current undergraduates, giving general advice and assisting them with career planning, résumé writing, and networking. Students can meet with local mentors a few times a year or out-of-town mentors during their breaks to gain on-the-job exposure and career advice.

STUDENT ORGANIZATIONS The Georgetown Accounting Society, Undergraduate Marketing Association, Financial Management Association, Finance Honor Society, AIESEC (the French acronym for "International Association of Students of Economics and Commerce"), and Women in Business provide opportunities for students to pursue their interest in business outside the classroom. The School also has chapters of Beta Gamma Sigma, the major national scholastic honor society in the field of business administration, and Delta Sigma Pi, a coeducational professional fraternity for students of business administration.

Nursing
School of Nursing

Since its founding nearly a century ago, the School of Nursing has been at the forefront of the health care field, preparing nurses not only to serve, but also to shape the future. More recently, in response to the growing complexity of health care delivery, the School has developed a new Health Studies Program to educate other future health professionals. It now offers Bachelor of Science degrees in both Nursing and Health Studies.

The School also recognizes the importance of broad liberal arts education in preparing health care leaders for the 21st century; thus, its programs balance the arts, humanities, and sciences with theory and clinical practice.

Both the Nursing and Health Studies Programs focus on cura personalis—the care and development of the whole person—by educating young adults for a meaningful life, challenging them intensively but also supporting them in their learning. The School embraces the Jesuit-inspired principles shared by the entire Georgetown community, which emphasize the pursuit of knowledge with a responsibility to contribute to the common good. Students develop into health professionals who can recognize and respond to the full human experience encountered in health services.

Nursing The Bachelor of Science Degree in Nursing prepares students for general practice, with the opportunity to pursue special interests such as pediatrics or oncology in their course of study, as well as continued professional development after graduation. They gain a firm foundation in the arts and humanities, the behavioral, physical, and biological sciences, and the theory and practice of professional nursing. They also learn how to care for a variety of patients, ranging from infants to the elderly, in many different settings such as acute-care hospitals, extended-care facilities, schools, and community-based clinics. Coursework in bioethics, computer technology, and management prepares students to deal with a health care delivery system that is becoming more and more complex, both in terms of everyday practice and larger ethical issues.

Many graduates take the N-CLEX examination to become licensed as professional nurses in the areas where they plan to work. They pursue positions in acute- and long-term-care facilities, community and public health, schools, industry, home health, and missionary nursing. Others go on to graduate study at the master's or doctoral level, either to develop a special area of interest within nursing or prepare for a career in health education or policy-making. Many students find that they are able to use their nursing knowledge and experience for alternate careers in business and law.

Health Studies The Bachelor of Science Degree in Health Studies meets the needs of students who are interested in health and health care, but may not wish to move into clinical practice upon graduation. Students can pursue one of three tracks within the program: Science, Health Systems, or International Health. While the degree can be used as the foundation for a nursing career, it also provides excellent background for health policy, public health, law, medicine, health education, physical and occupational therapies, health administration, counseling, and other health-related fields. Typical areas of study include immunology, biotechnology, genetics, international health, health programs and disease prevention, HIV/AIDS, health care delivery systems, and financial management.
As part of the curriculum, students participate in an internship related to their course of study. This experience helps to refine the student's interest, whether it be in scientific research, genetics, health administration, or business. The Washington, DC area offers ample opportunity to gain real-world experience at many different health care agencies, public and private health-related institutions, and hospitals, including Georgetown Medical Center.

**Curriculum and Tracks**

Students in the Nursing Program spend their first two years taking liberal arts and science requirements and nursing coursework while also beginning their clinical practice. During the first year, they take Culture, Computers, and Caring in Nursing; a course dealing with the history of nursing and its role in today's evolving health care system. They also have the chance to hear practicing nurses describe the many opportunities within the profession. During the junior and senior years, students gain most of their clinical experience. The senior elective allows them to choose a particular clinical or professional area of interest for in-depth study.

Students in the Health Studies Program also fulfill the School's core requirements in the liberal arts and sciences. They can choose from one of the following three tracks.

**Science** The Science track is designed to provide a foundation in the basic and health sciences. Besides the human biology and chemistry requirements, students take courses in genetics, immunology, biotechnology, pathophysiology, and pharmacology. During the junior and senior years, seminar classes focus on the analysis and discussion of primary research in the health sciences. Internships provide direction for careers in scientific writing, lab research, pharmaceuticals, and other health fields, and for medical and graduate study.

**Health Systems** This track gives students a solid background in both health care policy and business. Through courses in economics, business, financial management, marketing, and international health, as well as internships in the field, they prepare to become leaders on the administrative side of health care. They pursue careers in health-related businesses, health care corporations, agencies, and associations.

**International Health** Students in this track learn how health, business, government, and culture interact in today's world. They also study the role of international organizations such as the World Health Organization, the Pan American Health Organization, the World Bank, and the National Institutes of Health in Washington, DC. Roundtable discussions with national and international experts deepen students' knowledge of important health issues. A study abroad experience and international internship help students cultivate a specific career direction. Graduates pursue careers with non-profit health organizations or further study in public health, public policy, international development, health policy, or other related fields.

**Special Programs**

**Pre-Professional Preparation** The School of Nursing offers its own Pre-Professional Advisement Program to help students prepare for further study in medicine, dentistry, physical/occupational therapies, law, nursing, and other professional fields. Students must have a strong background in math and science. Because this is essentially a double major, Nursing and Health Studies students should expect to take summer courses or extend their studies beyond four years.

Through an agreement between the School of Nursing and the Georgetown University Medical School, a select number of nursing students are assured early acceptance to the medical school at the end of their sophomore year. Admission is highly competitive and depends on their satisfactory completion of junior- and senior-year coursework. The arrangement is designed to encourage exceptionally well-qualified students to undertake ambitious academic programs with a degree of certainty about eventual admission to medical school.

**Second Degree BSN Program** Designed for college graduates who wish to pursue a career in professional nursing, this 16-month program of full-time study prepares students with bachelor's degrees in other areas to become licensed as professional nurses.

**Baccalaureate and Master's Programs for Registered Nurses (RNs)** Within its regular undergraduate programs, the School of Nursing offers a special course of study for registered nurse graduates of diploma and associate degree programs. Upon admission to the school, the RN student can achieve advanced placement by presenting transferable credits and by passing proficiency examinations. The program builds on, but does not duplicate, the RN's previous education and clinical experience. Students may also begin graduate coursework towards a Master's degree in Advanced Practice Nursing. Most students complete the degree requirements for both the Bachelor of Science in Nursing and the Master of Science in two to three years.
INTERNATIONAL PROGRAMS  As part of a university renowned for its international programs, the School of Nursing offers opportunities for studying nursing abroad. Nursing majors may study abroad during the spring semester of their senior year; Health Studies majors may study abroad in their junior year or according to their track of study.

STUDENT ORGANIZATIONS  Organizations of interest to nursing students include the National Student Nurses' Association, which develops awareness of current professional concerns, the Student Academic Council, which represents student concerns to the School's administration, Sigma Theta Tau, a professional honor society, and the Health Studies Society, which offers camaraderie for students interested in any area of health.

OTHER ACTIVITIES  Through its seminar series, the School of Nursing brings experts in the field of health to campus for lecture and discussion. The "Yes! to Success" Program is designed to enrich the four-year curriculum through a series of seminars focused on learning strategies, preparation for national certification exams, and readiness to enter health care professions or graduate studies.

Information for Applicants

Georgetown University welcomes applications for admission to its undergraduate schools from students of character, intelligence, motivation and achievement, without distinction on the basis of race, sex or religious belief. The University, through its Committee on Admissions, selects for its first-year class those whom it believes are best qualified to pursue and most likely to profit from the educational offerings of Georgetown. New students are admitted in the fall semester and for full-time study only.

THE HONOR SYSTEM

Georgetown University students commit themselves to academic integrity through their Honor System. Upon matriculation, new students are asked to sign the Honor Pledge:

I pledge to respect and uphold the Georgetown University Honor System
To pursue the highest standards of academic life
To challenge myself with rigorous standards

To be honest in any academic endeavor
To conduct myself responsibly and honorably
and to assist in the mutual support of the Georgetown community, as we live and work together.

CAMPUS VISITS

Students interested in Georgetown are encouraged to visit the University. A campus visit will provide prospective students with a clear understanding of Georgetown's academic programs, environment and social setting.

Information sessions, conducted by members of the admissions staff, offer prospective students and their parents an opportunity to learn more about the academic offerings and student life at Georgetown, as well as the admission process and procedures.

Information sessions and campus tours are held throughout the year on weekdays and on most Saturday mornings. Please call the Office of Undergraduate Admissions at (202) 687-3600 to arrange a campus visit.

SECONDARY SCHOOL PREPARATION

While the Committee on Admissions is most interested in the quality of students' work and their general promise and seriousness of purpose, it is recommended that secondary school preparation include a full program in English, three years of mathematics, and at least two years of social studies, natural science and modern language. Students who plan a program in mathematics or science should include four years of mathematics and at least three years of science. Candidates for the nursing program should include at least one year each of biology and chemistry. Physics is also recommended for nursing candidates. A background in modern foreign language is strongly recommended for students applying to the Faculty of Languages and Linguistics and the Walsh School of Foreign Service. Participation in advanced placement coursework and honors programs is encouraged.

Candidates are required to arrange for appraisals to be submitted from their high school counselor and from one teacher. These statements typically should include personal information and evaluation of the candidate's involvement, motivation and potential. Such information forms an important dimension of each candidate's credentials.

STANDARDIZED TESTS

All candidates are required to take the Scholastic Aptitude Test (SAT I) offered by the College Board or the ACT Assessment offered by the American College...
Testing Program. These tests should be taken by January of the senior year at the latest in order to allow time for the results to reach Georgetown by early February. Candidates also are requested to submit results of at least three SAT II Subject Tests, including writing and two others appropriate to their area of interest. Candidates for the Walsh School of Foreign Service and the Faculty of Languages and Linguistics should include a modern language SAT II among these tests. Any candidates who have studied a foreign language and intend to continue to study it at Georgetown should take an SAT II Subject Test in that language to determine the appropriate level for further study. The test should be taken no later than June of the senior year.

The University prefers that scores from standardized tests be submitted directly from the testing agency; please indicate Georgetown's code number (5244) when requesting score reports.

It is important to note that while objective test results provide important information about candidates, the Committee on Admissions is far more concerned with school record, type of program and rank in class than with test scores. There are no cutoff scores.

Students with disabilities who are unable to take the standardized test under typical testing conditions may request special accommodations. Additional information about special testing arrangements for the handicapped is contained in the SAT Information Bulletin provided by the Educational Testing Service.

**EARLY ACTION**

The Early Action Program is designed to enable superior students to learn of their admission early in their senior year. Students offered admission under the Early Action Program are those the Committee on Admissions feels confident would be admitted at regular decision.

All applicants for Early Action should follow the normal application procedure except that the transcript should include three years of high school work. Scores from SAT II Subject Tests should be included if available. Please note that the Early Action review is based on information from freshman, sophomore and junior years, so it is not necessary to rush fall subject test scores. Fall scores will be added to an applicant's file if the student is deferred to the regular review. The application and all supporting credentials must be received in the Office of Undergraduate Admissions by November 1.

While applicants under this program normally consider Georgetown their first choice for college, those admitted have the same deadline to reserve their places (May 1) as regular decision candidates and need not limit college applications to Georgetown alone. Students who apply under the Early Action Program may apply to other nonbinding Early Action programs, but they may not apply to binding Early Decision programs at the same time. Candidates not accepted under the Early Action Program are not denied but are deferred to the spring review. Typically, about 15 percent of the deferred candidates are successful during the spring review.

**ADVANCED CREDIT**

Georgetown grants both exemption and college credit to entering students based on the results of College Board Advanced Placement Examinations. Applicants who seek advanced placement because they have taken, or plan to take, one or more of the Advanced Placement Examinations should have the results sent to the Office of Undergraduate Admissions during the summer prior to enrollment. Requests for Advanced Placement credits are reviewed individually by department. (Please see the University Bulletin, available on-line at http://www.georgetown.edu, for a listing of credits awarded by department.)

Advanced Placement Examinations in languages are considered together with results of Georgetown language placement examinations. These examinations are administered in the fall to new students and are necessary if a student wishes to be considered for course exemption and college credit.

Credit is awarded for International Baccalaureate Higher Level examinations only, and typically a student must receive a score of six or seven. All credit is reviewed on an individual basis. Thirteen-year programs, by which students qualify for entry into their national universities, may qualify students for up to a full year of academic credit depending upon scores and the student's area of concentration.

Students taught college-level courses by high school faculty are not eligible for credit for those courses, but are encouraged to take the Advanced Placement Examinations in order to be considered for credit. Students who have had occasion to take regular college courses (on college campuses) while in high school should submit a transcript for evaluation prior to enrollment. Students who are enrolled in joint high school/college programs (taking college courses on college campuses while working concurrently for high school and college credit) are advised to apply as first year students, but should not expect credit for more than four courses. Participation in such programs will not significantly shorten the length of a degree program at Georgetown.
INTERVIEWS
An important part of the selection process at Georgetown is an interview with a member of an Alumni Admissions Program committee, located in all 50 states and in many U.S. territories and foreign countries. As applications are received by the Office of Undergraduate Admissions, each student who lives within a committee jurisdiction is provided with the name of an alumni interviewer and is requested to make arrangements for an interview. This interview provides candidates with an opportunity to highlight particular aspects of their background that they would like to call to the attention of the Committee on Admissions, as well as to learn more about the University from the point of view of a local alumnus.

TRANSFER ADMISSION
Georgetown welcomes transfer students to its undergraduate programs. Transfer applicants should have completed at least one full-time semester of at least twelve transferable credits, or the equivalent, on the college level but no more than four full-time semesters. Students who have not completed one full-time semester should follow the first-year application procedure. Please see the information booklet and application materials for transfer students, available from the Office of Undergraduate Admissions.

SPECIAL STUDENTS
Due to limitations of space, Georgetown is able to offer admission to a limited number of special (non-degree) students. Applicants must be approved by the dean of the school in which the student wishes to study. Admission for special students is for one semester and must be reviewed by the dean's office if the student wishes to pursue a second semester. Students who wish to obtain an undergraduate degree at Georgetown must apply for admission as first-year or transfer applicants.

Special student application forms may be obtained from the Office of Undergraduate Admissions or from the deans' offices of the undergraduate schools. Completed applications (including transcripts and application fee) must be submitted by November 15 for admission in January, and by July 15 for admission in September. No applications will be accepted after these dates. Final decisions will be made by August 10 for the fall semester and by December 20 for the spring semester.

Candidates must include with their special student application a letter from their current dean approving the courses to be taken at Georgetown for the degree requirements of their own schools. Admitted students are expected to hold full-time status in the school to which they are applying at Georgetown.

Approval for special student status does not mean automatic acceptance in the courses requested and approved. Specific course enrollment is given on a space-available basis only. Special students are not eligible for financial aid and are not guaranteed student housing.

Expenses and Financial Assistance

MEETING COLLEGE COSTS
Financing a college education is a considerable but very worthwhile investment in the future. Financial assistance is available from federal and state governments, the private sector, and from Georgetown University. In the 1998-99 academic year more than 55 percent of Georgetown's undergraduate students received financial assistance, totaling more than $67 million in grants, scholarships, and federally subsidized employment and loans.

"NEED-BLIND" ADMISSIONS
Georgetown University practices "need-blind" admissions; an applicant's ability to meet college costs is not a criterion for admission. The University is committed to this policy because it ensures access to a Georgetown education for all qualified candidates and helps the University recruit and retain the most talented student body.

"NEED-BASED" FINANCIAL AID
To assist those admitted, the University makes every effort to meet the demonstrated financial need of eligible applicants through a combination of need-based aid programs which include grants, scholarships, student employment, and student loans. Eligibility for many of these subsidized programs is determined using a nationally recognized formula for evaluating an applicant's financial need for assistance. In addition to need-based financial aid, the University offers a wide array of financial services to help students meet college costs. Georgetown helps applicants and their families plan how to use family resources, financial aid, and supplemental financing plans to achieve their investment in higher education.
Average Cost of Attendance

Basic expenses for one academic year at Georgetown University for resident undergraduates in the 2000-2001 academic year are $33,050.

2000-2001 Basic Yearly Expenses

Tuition and Fees $24,450
Average Room and Board $8,000
Total Average Cost $33,050

Other expenses typically incurred by Georgetown students average $2,500 per academic year, including the cost of books and supplies, average lab and other course fees, travel between the Georgetown campus and home, and personal expenses. All applicants for admission to Georgetown also pay a nonrefundable admission application fee.

Because this booklet is published far in advance of the enrollment period for which it is intended, expenses and financial assistance available at the time of enrollment may differ from that described in this publication.

Georgetown University Scholarships

Georgetown University offers undergraduates need-based scholarships that range in value from $500 to more than $25,000 per year, depending on the applicant’s demonstrated financial need and funds available at the time the student applies for aid. All Georgetown scholarships are awarded on the basis of demonstrated financial need using a nationally recognized formula for determining need. Financial need is reevaluated annually to ensure continued eligibility in the distribution of University scholarship assistance. Georgetown athletic scholarships are awarded by the University Athletics Department on the basis of demonstrated financial need and athletic achievement.

Federal Pell Grants

This federal student aid program provides grants for undergraduate study to students who demonstrate significant financial need. Federal Pell Grants range in value from $400 to $3,000 per year depending on the applicant’s calculated eligibility and the availability of federal funds.

ROTC Scholarships

Reserve Officer Training Corps (ROTC) scholarships are available from the Army, Air Force, and Navy for up to four years of undergraduate study at Georgetown University. There is an Army Reserve Officer Training Corp based at Georgetown University. In addition, Georgetown undergraduates may participate in the Air Force and Navy ROTC programs through the Washington Consortium of Universities.

State Grants

Students residing in states that offer portable grant and scholarship awards may be eligible for state-supported grants for study at Georgetown University. More information about eligibility for these programs can be obtained from the applicant’s state department of education, or high school guidance office.

Privately Sponsored Scholarships

Civic and fraternal groups, churches, high schools, labor unions, parents’ employers, professional and academic organizations, and others offer scholarships for undergraduate study. To obtain information about these funding opportunities, students are encouraged to use the free scholarship search services available on-line at Georgetown’s Student Financial Services website at http://www.georgetown.edu/students/student-aid/.

Tuition Benefits

Many organizations offer to pay all or part of the college tuition of their employees and their dependents. Usually an organization’s personnel or human resources office can provide information about tuition benefits for employees and their children.

Federal Stafford Loans for Students

Georgetown participates in the Federal Stafford Loan program which offers government sponsored low-interest loans to students through private lenders such as banks, credit unions, or savings and loan associations.

Eligible first-year undergraduates may borrow up to $2,625 per year, sophomores up to $3,500, and juniors and seniors up to $5,500 per year. The maximum allowable indebtedness for dependent students is $23,000. Independent undergraduate students may borrow higher amounts under the program. The interest rate for Federal Stafford Loans is variable, adjusted annually each July 1, and is expected to be less than 8.25% for eligible student borrowers. Under the subsidized Federal Stafford Loan Program, interest on the loan is paid by the federal government and repayment is deferred as long as the student remains in school.

Unsubsidized Stafford Loans are also available for students who are not eligible for the interest subsidy but who wish to borrow under this low-interest program to meet college costs.

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Unsubsidized Stafford Loans are also available for students who are not eligible for the interest subsidy but who wish to borrow under this low-interest program to meet college costs.
Federal Perkins Loans for Students
Federal Perkins Loan Programs are offered to applicants who demonstrate exceptional financial need. Eligible undergraduates may borrow up to $4,000 per year, up to a maximum of $20,000 for undergraduate study. The interest rate for Federal Perkins Loans is only 5 percent, and no interest accrues while the borrower remains in school on at least a half-time basis.

Nursing Student Loans for Students
Nursing Student Loans are offered to nursing students who demonstrate exceptional financial need. Eligible undergraduate nursing majors may borrow up to $2,500 per year for the first two years of study and up to $4,000 per year for the final two years of study, to a maximum of $13,000. The interest rate for Nursing Student Loans is only 5 percent, and no interest accrues while the borrower remains in school on at least a half-time basis.

Federal Parent Loans for Undergraduate Students (PLUS)
Under this federally sponsored program, each year parents can borrow up to an amount equal to the cost of attendance at Georgetown minus other aid for which the student is eligible. The interest rate for Federal PLUS loans is variable, adjusted annually each July 1, and is expected to be less than 9 percent for eligible parent borrowers.

Supplemental Loan Programs for Parents and Students
Many states, lending institutions, and private consortia offer supplemental loan and financing options to help families meet educational expenses. Many of these programs offer attractive interest rates and flexible repayment terms, including deferments on payments while the student is enrolled in college. Details can be obtained from Georgetown’s Student Financial Services website at http://www.georgetown.edu/students/student-aid/.

Federal Work-Study Employment
The Federal Work-Study Program ensures employment opportunity for eligible students by providing a federal subsidy to salaries paid to program participants. Each year hundreds of Georgetown undergraduates are employed through this program in jobs at the University and off-campus. Many Work-Study jobs offer opportunities for community service, where students are employed to help solve problems related to health care, literacy training, education, welfare, social services, transportation, public safety, crime prevention and control, and community improvement.

Employment Referral Service for Students
This federally supported program based at Georgetown’s Office of Student Financial Services helps students locate part-time, temporary, and/or summer employment in the District of Columbia metropolitan area.

Georgetown Monthly Payment Plans
Through Georgetown University’s monthly payment plan, all or a portion of the cost of attendance may be paid in monthly scheduled installments over ten months. No interest is charged on unpaid balances covered by the plan.

Tuition Insurance
The A.W.G. Dewar Company offers Georgetown families the opportunity to insure their payments of tuition, fees, and room and board charges to the University. If an insured student withdraws from school up to 100 percent of University charges are refundable for covered students.

For More Information
Georgetown’s Office of Student Financial Services helps students and their families assess their ability to meet educational costs and provides information about the options available to finance those expenses. To obtain more detailed information about meeting college costs, complete the postcard attached to the back cover of this booklet, or visit our website at http://www.georgetown.edu/students/student-aid/.
Georgetown University admits qualified students of any age, sex, sexual orientation, race, color, religion, and national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of age, sex, sexual orientation, race, handicap, color, religion, or national and ethnic origin in administration of its educational policies, admissions, policies, scholarship and loan programs, and athletic and other school administered programs. Inquiries may be addressed to the Director of Immunization, 3600 Reservoir Road, Washington, D.C. 20057-1002.
The applications for admission, the Undergraduate Bulletin, and extensive information about the Georgetown experience can be found on-line at www.georgetown.edu.

A printed copy of the Undergraduate Bulletin may be obtained from the University Bookstore: (202) 687-7428.