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INTRODUCTION

Program Overview

The practice of development is changing rapidly. Understanding poverty and how to address it is relevant both in the poorest countries and in the large pockets of poverty in middle and even wealthy countries, where most of the world’s poor live today. Further, development is no longer the exclusive purview of official development aid agencies, international organizations and non-governmental charities. Businesses, entrepreneurs and a range of non-state actors are increasingly active, and they are demanding a new kind of development practitioner.

The Global Human Development program is designed to provide a select cohort of graduate students with the knowledge, skills, and experiences to succeed in this new playing field. Young people interested in careers in development must not simply be passionate about justice and helping to alleviate poverty - they must be prepared to live lives of change and innovation. They will need the knowledge, the skills and the habits of mind of change-makers. They will need business and analytic skills; the ability to design, cost, scale and critically evaluate programs; an appreciation of technology and an understanding of how innovation happens; knowledge of and experience working in teams and working in a range of organizations; and detailed knowledge and expertise in one or more substantive industries or fields.

To this end, the Master’s in Global Human Development is designed to be practitioner-focused and skills-based. A rigorous curriculum and comprehensive co-curricular offerings provide students with the education and training they need to be highly effective development practitioners across sectors and cultures. Further, an emphasis on innovation and leadership will inspire students to become change agents – transforming the practice of development for future generations.

Learning Objectives

1. Understand the economic, political and social dimensions of development practice.
   - Recognize the historical conditions and origins of global poverty.
   - Examine the application and impact of theories framing global poverty studies in current development practices and trends.
   - Evaluate and critique the impact of development practice across sectors, particularly in relation to objectives.

2. Develop the substantive and analytical expertise necessary to anticipate new challenges and opportunities in international development.
   - Articulate how existing economic, political, and social conditions will impact the efficacy of development practice.
Identify creative solutions and collaborations to address new challenges in development.

Leverage skills, knowledge, and resources to maximize opportunities in development.

3. Translate passion for social justice into meaningful action to improve people’s lives.

- Develop an understanding of the ethical context for development work.
- Create strategies and frameworks for addressing key ethical challenges.

4. Become proficient in quantitative and qualitative analytic techniques for development.

- Implement the tools required to analyze and interpret social and economic data.
- Extract and clearly present relevant information from qualitative and quantitative data.
- Formulate program and policy recommendations based on data analysis.

5. Gain expertise in program and project design, implementation, monitoring, and evaluation.

- Understand the best practices of program and project design.
- Identify, develop, and analyze the quantitative and qualitative metrics that measure program success.
- Evaluate the success of a project/program within the context of an organization’s mission and strategic plan.
- Develop, analyze, and track budgets.

6. Adapt to and thrive in diverse and rapidly changing organizational and cultural settings.

- Navigate across cultures when implementing development projects.
- Negotiate scope of work for project responsibilities and deliverables.
- Develop negotiation and conflict resolution skills for interpersonal and organizational settings.

Faculty and Staff

Directors

Gillette Hall
Director for Teaching
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Professor Hall is Director for Teaching in the GHD Program. She is a development economist specializing in chronic poverty, vulnerable groups, and sustainable development. She has worked for the World Bank for over twenty years in the Human Development and Sustainable Development departments, managing research programs as well as designing and implementing social program reform across Latin America and the Caribbean. She came to Georgetown as Visiting Associate Professor at the Public Policy Institute, where she received the 2010 Leslie Whittington Outstanding Faculty Award. She holds a Masters in Latin American Studies and a PhD in Economics from the University of Cambridge, England (1996), and a range of publications including a new book Indigenous Peoples, Poverty and Development (Cambridge
University Press). She has also taught at the Johns Hopkins School of International Studies (SAIS) and the University of Oregon.

Ann Van Dusen  
Director  
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Professor Van Dusen, Director of the Master's in Global Human Development, is both a scholar and practitioner of development. She received her doctorate from Johns Hopkins University and has taught a variety of courses at both Georgetown's School of Foreign Service and Johns Hopkins School of Advanced International Studies. In addition to her academic experience, Dr. Van Dusen has an impressive background as a development practitioner, serving in senior positions at USAID over 25 years as well as at leading NGOs including Save the Children and EnterpriseWorks. She holds a PhD in sociology from Johns Hopkins University and has published on women and family in the Middle East, global health, education, social indicators and development and foreign assistance.

Faculty

Shareen Joshi  
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Professor Joshi's research mainly focuses on poverty alleviation and demographic change in the developing world. She is particularly interested in the evaluation of development policies using a mix of quantitative and qualitative methods. Her recent papers explore the effects of maternal and child health programs on the well-being of families in Bangladesh, and the impact of self-help group participation on the lives of women in rural Rajasthan, India. She is also interested in patterns of marriage and household structure across the developing world. Professor Joshi holds a PhD in economics from Yale University.

Francois Kabore  
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François Pazisnewende Kaboré, S.J. is originally from Burkina Faso (West Africa). His area of research is innovation, technology transfer, intellectual property rights (IPR) and development. He has previously worked as a consultant at the World Bank's Sustainable Development Network, for the World Intellectual Property Organization (WIPO) in Geneva and taught in Africa (Cameroon and Ivory Coast). His current papers investigate development issues in Africa related to IPR, brain drain, inclusive growth, innovation and technology transfer. In addition to his teaching at Georgetown, he is working to set up a Business School at the West Africa Jesuit University in three campuses - Abidjan, Cotonou and Ouagadougou. He holds a PhD in Economics from American University.

Carol Lancaster  
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Dean Carol Lancaster assumed the deanship of SFS in 2010 after serving as interim dean the previous year. She is a professor, scholar and practitioner of international politics, having served in government for thirteen years, including as Deputy Assistant Secretary of State for Africa, and Deputy Administrator of USAID, a Presidential appointment. Her scholarly work includes ten books and numerous articles on foreign policy, the politics of foreign aid, and the politics of development. She is currently working on two books: an edited volume on the Politics of Development for Oxford University Press, and Barack
Obama’s Foreign Aid for the Center for Global Development. She has been a Fulbright Fellow, a Congressional Fellow, a Twentieth Century Fellow and a Carnegie Fellow among others. Dean Lancaster is Vice Chair of the Board of Vital Voices and Vice Chair of the Joint Advisory Board of the Georgetown University School of Foreign Service in Qatar. She also serves on the boards of the American Academy of Diplomacy, the Society for International Development, the American University of Afghanistan, as well as other organizations. She is a member of the Council on Foreign Relations and a non-resident fellow at the Center for Global Development. She holds a PhD from the London School of Economics.

Robert Laprade
Robert Laprade is Associate Vice President of the Division of Humanitarian Response for Save the Children USA. He worked in field program leadership positions for over a decade in conflict-affected countries in Africa, including Mozambique, Angola, Somalia and Sudan with CARE International; most recently he was Senior Director for Emergencies and Humanitarian Assistance at CARE USA. Previously as Director of Emergencies and Protection with Save the Children, he led responses in Iraq, Darfur, and in response to the Asian tsunami. Bob was also Program Director for the American Red Cross tsunami recovery program for five years. He has a BA in anthropology and an MBA in logistics and transportation from the University of Tennessee.

Maureen Lewis
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Professor Lewis is Visiting Associate Professor in the Global Human Development Program in the School of Foreign Service. She spent 22 years at the World Bank, where she held various positions including Chief Economist for Human Development, Manager for Human Development Economics in Eastern Europe and Central Asia and Lead Economist in Latin America and the Caribbean. Dr. Lewis was a Senior Fellow at the Center for Global Development and was previously a Senior Research Associate at The Urban Institute. Dr. Lewis has published books on health and growth, the economics of HIV/AIDS, political economy of health care and on education of excluded groups particularly girls, as well as articles on a range of other development topics. She received a B.S.F.S. and M.S. in Economics from Georgetown University and a PhD from Johns Hopkins University. She is a Non-Resident Fellow at the Center for Global Development, board member at International Partnership for Microbicides, and a member of the Council on Foreign Relations. Her research focuses on health care financing and delivery, and education finance and accountability.

Katherine Marshall
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Katherine Marshall has worked for four decades in international development with a focus on issues facing the world’s poorest countries. She is currently a senior fellow at Georgetown’s Berkley Center for Religion, Peace and World Affairs and Visiting Professor in the School of Foreign Service, where she enjoys the gift of working with the next generation. Before coming to Georgetown, Marshall worked for 35 years at the World Bank. Among her many assignments, she was Country Director in the World Bank’s Africa region, first for the Sahel region, then Southern Africa. She serves on two international prize committees, the Opus Prize Foundation and the Niwano Peace Prize Foundation, and chairs the board of the World Bank Community Connections Fund. She was a core group member of a World Economic Forum initiative to advance understanding between the Islamic World and the West. She serves on several other boards including AVINA Americas, a foundation working across Latin America. She co-moderates the Fes Forum, part of the world renowned Fes Festival of Global Sacred Music. Marshall writes and speaks on wide ranging development and humanitarian topics. She contributes
regularly to the religion page of the Huffington Post. Her two most recent books are Global Institutions of Religion: Ancient Movers, Modern Shakers, and The World Bank: From Reconstruction to Development to Equity. From 2003 – 2009, she served as a trustee of Princeton University – her alma mater -- where she earned an MA in History and an MPA from the Woodrow Wilson School. She is a member of the Council on Foreign Relations.

**David Nygaard**  
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Dr. Nygaard is an agricultural economist whose career has focused on agricultural development and rural livelihoods. He has served as Director of the Aga Khan Foundation’s Rural Development Programs, Director of International Programs at the International Food Policy Institute in DC, and Regional Representative of the Ford Foundation in Cairo, Egypt. He has also worked at Winrock International, and the International Center for Agricultural Research in Dry Areas in Aleppo, Syria. He holds a doctorate in agricultural economics from the University of Minnesota.

**Harry A. Patrinos**  
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Dr. Patrinos is Lead Education Economist at the World Bank. He specializes in all areas of education, especially school-based management, demand-side financing and public-private partnerships. He managed education lending operations and analytical work programs in Argentina, Colombia and Mexico, as well as a regional research project on the socioeconomic status of Latin America’s Indigenous Peoples, published as Indigenous Peoples, Poverty and Human Development in Latin America (Palgrave Macmillan, 2006). He is one of the main authors of the report, Lifelong Learning in the Global Knowledge Economy (World Bank, 2003). Dr. Patrinos has many publications in the academic and policy literature, with more than 40 journal articles. He is co-author of the books: Policy Analysis of Child Labor: A Comparative Study (St. Martin’s, 1999), Decentralization of Education: Demand-Side Financing (World Bank, 1997), and Indigenous People and Poverty in Latin America: An Empirical Analysis with George Psacharopoulos (World Bank/Ashgate, 1994). He has also worked in Africa, Asia, Europe, the Middle East and North America. He previously worked as an economist at the Economic Council of Canada. Mr. Patrinos received a doctorate from the University of Sussex.

**George Psacharopoulos**  
George Psacharopoulos is a former elected member of the Hellenic Parliament and a Visiting Professor at the University of Illinois. He is known world-wide for his major contributions to the development of the economics of education. After receiving his MA and PhD in economics from the University of Chicago, Psacharopoulos taught at the Universities of Hawaii and Chicago and at the London School of Economics before moving to the World Bank, where he has been Senior Advisor to the Vice President of Human Capital and Operations Policy, Chief of the Human Resources Division and Chief of the Education Research Division, among others.

**Steve Radelet**  
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Professor Radelet is Distinguished Professor in the Practice of Development. His work focuses on economic growth, poverty reduction, foreign aid, and debt, primarily in Africa and Asia. Professor Radelet has extensive experience as a policy maker in the U.S. Government; as an adviser to developing country leaders; and as a researcher, teacher and writer. He previously served as Chief Economist for USAID, Senior Adviser for Development to Secretary of State Hillary Clinton, and Deputy Assistant
Secretary of the Treasury for Africa, the Middle East and Asia. He currently serves as an economic adviser to the Presidents of Liberia and Malawi. He spent four years as an adviser to the Ministry of Finance in Jakarta, Indonesia, and two years as adviser in the Ministry of Finance in The Gambia. He was a Peace Corps Volunteer in Western Samoa. From 2002 to 2009, Dr. Radelet was Senior Fellow at the Center for Global Development. From 1990 to 2000, he was on the faculty of Harvard University, where he was a Fellow at the Harvard Institute for International Development (HIID) and a Lecturer on Economics and Public Policy. He holds a PhD in public policy from Harvard University.

**Eduardo Velez Bustillo**

Dr. Velez had a distinguished career at the World Bank, serving as the Education Sector Manager for East Asia and the Pacific, Education Sector Manager for Latin American and the Caribbean, Sector Coordinator (Human Development) for the China program, Sector Leader (Human and Social Development for Colombia, Mexico and Venezuela), and Human Development Cluster Leader for Uganda and Tanzania. He also served as Principal Education Specialist for Eastern and Southern Africa. Dr. Velez has also been a Visiting Professor at: Universidad Nacional, Bogotá; Brown University; University of Connecticut; Pontificia Universidad Javeriana, Bogotá; Universidad Pedagógica Nacional, Bogotá; the Universidad de los Andes, Bogotá; and most recently at Peking University and Kobe University. Dr. Velez has a Ph.D. in Sociology from the University of Illinois. His areas of interest include Sociology of Social and Economic Development, Sociology of Education, and Analysis and Evaluation of Development Programs.

**Holly Wise**

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Professor Wise currently advises companies and non-profits on international development, public-private partnerships for social investment, and corporate social responsibility. During a career at USAID, Ms. Wise’s assignments covered the areas of health, education, private enterprise development, and creation and management of a new business model for foreign assistance based on partnership with the private sector. She has worked in Africa, Asia, and the Caribbean, as well as Washington, DC. In addition to teaching enterprise development and social entrepreneurship at Georgetown University, she held a faculty chair position at the National Defense University and published on environmental security, and on China and the environment.

**Staff**

**Indhika Jayaratnam**

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Indhika Jayaratnam received a BA and MA in Cultural and Social Anthropology from Stanford University and a MA in International Peace and Conflict Resolution from American University. Prior to working at Georgetown University, Indhika was a Program Advisor at The Washington Center for Internships and Academic Seminars in the International Affairs Program. She has also worked with K-12 students in Washington, DC through the U.S. Association for the University for Peace's DCPEACE program and the Center for Inspired Teaching. Indhika currently serves on the board of The Next Step /El Próximo Paso Public Charter School in Washington, DC.
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Mei-Ling Klein earned a B.A. in English Literature from Tamkang University in Taiwan, and an M.S. in Business Education from Southern Illinois University. After finishing her degree in the US, she worked as a volunteer in Dhanbad, India for over two years, where she not only established a handicraft center for leprosy patients, but served as a sales manager for their products. In addition, she has extensive experience in admissions, development, special events and alumni relations in universities and schools in Taiwan, Japan, Switzerland and the US. She currently volunteers as Assisting Children In Need’s Regional Development Director for Washington DC/Virginia.

PROGRAM STRUCTURE

Degree Requirements

The MA in Global Human Development is a two-year, full-time program. There is currently no part-time option and no dual degrees with other schools or programs. The curriculum requires 48 credits, at the 500 level and above. If a course is to be counted toward the 48-credit requirement, it must be taken for a letter grade. Students take 12 credits of GHD coursework per semester with the option of taking 3-6 additional credits for language proficiency. Students are expected to complete the program in the allotted two year period. There is no accelerated option to complete the program in a shortened period.

Of the 48 credits, 30 credits (ten courses) are for core courses and 18 credits (six courses) are for elective courses. Students who take and pass a quantitative methods waiver exam will be allowed to drop GHDP 503 and take a higher level quantitative skills course. For more information, consult the section on Quantitative Requirements. At least three courses (9 credits) should be in a student’s identified specialization. If a student is enrolled in the Social Enterprise and Development Graduate Fellows Program or a certificate offered through another program for their specialization, this may require the full 18 credits of electives.

While students may enter the program with fairly firm ideas about their desired areas of specialization, it is possible that interests change upon matriculation. Students are encouraged to declare their specialization at the end of the first semester or beginning of the second semester. The objective of the specialization is to enable students to develop an area of expertise, provide focus to their elective courses and their summer work project, and enhance their professional training and preparation. Students will work closely with their Faculty Advisor and the Associate Director for Academic Programs in identifying and developing a specialization.

In the summer between the first and second years, students participate in a mandatory summer field project that is coordinated and funded by GHD. Each project, facilitated by GHD’s program partners, provides students with hands-on development experience in the field.

In addition to the curriculum and summer field project, students will be required to participate in some mandatory workshops and skills clinics, and encouraged to attend speaker events.
For more information on specializations, certificates, and co-curricular components please see the relevant sections below.

**A basic guide for the two-year schedule. *not including optional language courses***

<table>
<thead>
<tr>
<th>1\textsuperscript{st} Year, Fall Semester</th>
<th>1\textsuperscript{st} Year, Spring Semester</th>
<th>Summer</th>
<th>2\textsuperscript{nd} Year, Fall Semester</th>
<th>2\textsuperscript{nd} Year, Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. GHDP 501 - Economics of Development: Growth</td>
<td>1. GHDP 505 - Economics of Development: Poverty Alleviation and Human Development</td>
<td>1. Summer Field Project (Mandatory; Non-credit)</td>
<td>1. GHDP 507 – Development Finance</td>
<td>1. GHDP 509 - Managing Development</td>
</tr>
<tr>
<td>5. Elective option for students that waive out of GHDP 503.</td>
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Core Courses

**GHDP 501 - Economics of Development: Growth**
This course is aimed at providing students with an overview of some of the major ideas, models and frameworks in the area of economic growth and development. The course will begin with a detailed introduction to concepts, definitions, measurements and approaches used by development economists. This will be followed by an overview of key drivers of growth. These will include the role of geography, capital, technology, institutions, demographic changes, and investments in human resources. Additional topics will include structural transformations and monetary and fiscal policies. Theoretical and empirical models will be supplemented by country case-studies throughout the course.

**GHDP 502 - Politics, Religion and Culture**
Politics are central to successful development. This course will examine theories regarding the role of politics, religion, culture in development, including modernization, the developmental state, the impact of institutions, the role of governance and democracy. Students will draw on data, scholarly literature, case studies (some of which they will produce in teams), official documents and reports and their own experience as well as that of practitioners.

**GHDP 503 - Quantitative and Qualitative Methods for Research and Evaluation in Development**
This course will introduce students to the quantitative and qualitative tools that development practitioners rely on in their work. The course explores the statistical tools needed to analyze and understand economic and social data and emphasizes the analytical skills required to extract and present information from quantitative and qualitative data. Topics covered in the course include descriptive statistics (univariate and multivariate), interviews, sampling and survey techniques, and inference statistics (basic probability theory, univariate and multivariate regression analysis, and causation). Students will familiarize themselves with classical linear regression models, properly quantify economic relationships between variables, and formulate sound economic hypotheses. They will be able to extract insights from data “despite the noise,” convey that information in a coherent way, and formulate policy recommendations based on that information. A key component of the course is the use of statistical software, namely STATA and SAS, for empirical analysis of development data from various data sources.

**GHDP 504 - Strategy, Design and Implementation**
What is the process that transforms ideas into outcomes? What are the common steps that all organizations use to create a strategic plan, design a program or oversee implementation, and how do these approaches differ among different types of organizations? This course is divided into three parts. The first is a review of basic approaches to strategic planning and strategic analysis. The second section focuses on program or project design, including the types of analysis (social soundness analysis, environmental impact analysis, beneficiary analysis, cost benefit analysis, etc.) typically required for decisions on programming. The third section focuses on implementation of program activities, including how to establish and use monitoring systems to support program implementation. The course will call on expert guest speakers, case studies, and team exercises, and students will work in teams to design and present a program, project or business plan as part of this course.
GHDP 505 - Economics of Development: Poverty Alleviation and Human Development
This course is aimed at providing students with an overview of the major ideas, models and frameworks in the area of human development and poverty alleviation. The course will begin with a detailed introduction to inequality, poverty and the challenges of measuring these variables. This will be followed by the drivers of inequality, poverty and poverty-traps, both at the micro- and macro-level as well as an overview of policies that have been used by governments and multi-lateral institutions to alleviate poverty in the developing world in the past fifty years. Students will explore the economic models and frameworks behind these policies, as well as the empirical evidence of the impact of policies and will develop a broad understanding of "what works" in development and why. Policy examples will be drawn from a variety of areas that include agriculture, rural markets for land, labor and credit, health, public health, nutrition, schooling, employment, investments in public goods, and gender inequality.

GHDP 506 - Evaluation of Programs and Projects
In the drive for results, rigorous evaluation of programs and projects has become an increasing priority across the international development community. Evaluations are done to answer questions that range from "is this program working?" to "how and why?" and "is it cost-effective?" This course will introduce students to the wide range of evaluation options available; by learning the right questions to ask, students will develop an understanding of which techniques are best suited to alternative policy questions and settings. Case studies will be used to illustrate the various approaches to evaluation, as well as techniques and common pitfalls in interpreting, presenting and using the results. The course will be participatory in nature, and students will be engaged in hands-on exercises involving evaluation design and interpretation of results.

GHDP 507 - Development Finance
This course will introduce the concepts of international finance as they affect developing countries, beginning with the evolution of the international financial system and key institutions, particularly the IMF and World Bank and how those institutions have contributed to and influenced development. A session on foreign assistance will round out examination of official financial flows. With that as background the cycle of financial crises and how low and middle income countries have coped and responded will be covered; exploring how crises evolved, how they were managed and how decision-making by countries and the international community shaped subsequent actions and the paths of change. The second half of the course will explore internal fiscal management including the challenges of pensions and health care spending, government decentralization, foreign direct investment and project finance, the role of migration and remittances, micro-finance, and new modes of development finance such as philanthropy and new players. Experts on individual topics will provide first-hand experience and insights, and current financial trends and challenges and their influence on development will offer illustration of the continuing challenges in the field.

GHDP 508 - Innovation in Action
This course will provide the foundation for understanding and leveraging innovation in service of global development. It will cover the historical drivers, current trends, and evidence of success from developed and developing country perspectives. Through lecture and experiential-learning, students will be exposed to the tools and methodologies relevant to the innovation lifecycle. The course will cover innovation fundamentals, private sector innovation, non-profit innovation, contrarian thinking, futurist thinking and prediction techniques, strategic risk-taking, analysis and paradigms, design thinking, visualization and digital research methodologies. The course will culminate in a venture capital style presentation of student innovation solutions to a panel of public, private and academic evaluators.
**GHDP 509 - Managing Development**

What are the major challenges to managing development personnel, programs and organizations today, and how do these challenges vary by location and type of organization? What systems, skills and processes are used to manage growth and change, and what are considered best practices? What are some of the challenges to working in a multi-cultural organization? This course explores two critical dimensions of management: first, the basic processes of management – financial management, program risk management, people management, schedule management – that all organizations must employ and the variations in these processes among public (governments, international organizations), for-profit (private enterprises and venture philanthropists) and non-profit (NGOs, foundations) sectors; and second, the skills which individuals need to function effectively, whether as an advisor, leader, team member and/or manager. The course also examines a range of external factors and pressures that affect management processes. Through readings, case studies, guest lectures and guided discussions, students will gain an appreciation of the particular management approaches and challenges of the major actors on the global development stage today.

**GHDP 510 - Policy and Practice in Development**

This course will give students an opportunity to bring together the knowledge and skills they have acquired throughout the program and apply them to a real-world challenge identified jointly with an organization working in the development field (the client). The client could be a government, donor agency, NGO, business, foundation, or other organization working in development. The students will work individually or in small teams with a great deal of independence, guided by the client, professor and a faculty adviser. Akin to a professional consulting assignment, students will be expected to communicate regularly with the client to assure that the analysis is meeting client needs and expectations, make a formal presentation to the client and to a panel of faculty and outside experts at the conclusion of the analysis, and prepare a professional quality 35-40 page report.

**Quantitative Requirements**

In addition to the quantitative requirements for admissions (Introductory Microeconomics, Introductory Macroeconomics and Statistics), one of the core courses is *Quantitative and Qualitative Methods for Research and Evaluation in Development (GHDP 503)*. At Orientation students will take a quantitative assessment and those who receive 85% or higher may waive GHDP 503 and take a higher level quantitative skills course.

**Specializations**

GHD has identified the following specialization areas for students:

*Global Social Enterprise & Development Fellows Program (GSED)*
*Public Sector*
*Global Health*
*Education and Human Capital*
*Food, Agriculture and Rural Livelihoods*
*Environment and Climate*
Quantitative Skills

Georgetown University Certificates (see below for list)

Students can also choose to design their own specialization in consultation with their Faculty Advisor and the Associate Director for Academic Programs. Students must take at least nine credits in their designated specialization. If a student is participating in the GSED Program or a certificate through another program (see below), the student must take all the required coursework and credits to complete the certificate.

Global Social Enterprise & Development Fellows Program

Georgetown University’s Global Social Enterprise and Development Fellows Program, a collaboration between the Global Human Development program of the School of Foreign Service (GHD/SFS) and the McDonough School of Business (MSB), is designed to give students a thorough understanding of the role of social enterprise and social entrepreneurship in promoting sustainable development and to prepare them to become leaders and change-agents in a rapidly changing world.

The Global Social Enterprise and Development Fellows Program seeks to develop students’ entrepreneurial skillsets and mindsets through both coursework and experiential learning. The innovative, hands-on curriculum includes skills-based courses, participation in an Innovation Lab, a teamwork-focused client engagement project, and access to a network of entrepreneurial mentors and peers. Graduates of this fellows program will gain a deeper understanding of their entrepreneurial aptitude while being prepared to develop, critique and lead new business strategies in both for-profit and not-for-profit organizations. They also will gain skill to assess business proposals for viability and impact as a potential donor or investor.

Georgetown University Certificates

Eurasian, Russian, and East European Studies Certificate

The curriculum for the certificate is individually designed in consultation with the student's home program. The certificate requires 15 credits and evidence of proficiency in an appropriate language of the region.

Arab Studies Certificate

Each candidate for the graduate certificate must, by the completion of his or her studies, demonstrate a reading or oral knowledge of Modern Standard Arabic or conversational competence in a spoken Arabic dialect. The Certificate candidate at the Master’s level must complete a minimum of 15 graduate credits of Arab area courses, not including acquisition level language courses, chosen for the coherence and support they give to the student's academic and career objectives.

Refugees & Humanitarian Emergencies Certificate

Students interested in pursuing this option should take one of the certificate gateway courses during their first year. In consultation with their faculty advisor, students will choose an additional four courses from a broader list of offerings designated for certificate credit. To ensure broad coverage of the field, each student must take at least one course on:

1. refugee and humanitarian emergencies/disaster relief,
2. human rights, and

Asian Studies Certificate
Students who wish to register for the certificate must do so by the end of their first semester, but no later than the end of the first year of their graduate studies program. Candidates for the certificate must demonstrate proficiency in a language indigenous to Asia and complete five courses (15 credits).

International Business Diplomacy Certificate
The Landegger Program is an honors certificate program that offers students the opportunity to participate in an interdisciplinary course of study that complements their academic interests and degree. Fulfillment of the Honors Certificate Program requires a minimum of six qualifying courses (18 credits), with a minimum cumulative grade point average of 3.5.

Capstone Course & Project
The purpose of the capstone course is to provide GHD students with the opportunity to bring together the knowledge and skills they have acquired throughout the program and apply them to a real-world challenge identified jointly with an organization working in the development field (the client). As part of the final project, all students will register for GHDP 510 - Policy and Practice in Development in the spring of the second year and as part of this course undertake a client-engagement project. The client could be a government, donor agency, NGO, business, foundation, or other organization working in development. It is the student’s responsibility to identify a suitable client, work with the client to define an appropriate topic, and negotiate the terms of reference. It is expected that the topic of the capstone project will be related to the student’s area of concentration.

The capstone project is a comprehensive analysis of an issue facing the client - a key decision, a critical policy, a new challenge, an emerging opportunity, or a new program or initiative. Working closely with the client, the student will prepare a comprehensive analysis of the issue, combining relevant economic, political, institutional, managerial, legal, or other analyses, depending on the nature of the issue, alongside options and recommendations for action. Akin to a professional consulting assignment, students will make a formal presentation to the client at the conclusion of the analysis, and prepare a professional quality 35-40 page analysis of the policy, management, or institutional issue. A nonproprietary version of the paper will also be prepared that the student may use as an example of his/her work for future employers.

The precise content of the report, and the types of analysis included, will depend on the nature of the issue and the needs of the client, but in most cases the final report will include the following:

- Background, context, and description of the issue
- Quantitative analysis (economic/financial)
- Policy and/or institutional analysis
- Political and/or legal analysis where appropriate
- Analysis of broader development context into which the issue falls
- Multiple options and recommendation for action.

Carefully defining the issue will be of critical importance to ensure the scope of work is feasible, the analysis is achievable, and that expectations are appropriate. Ideally, the issue should be important but not urgent for the client. That is, the topic should be of sufficient importance to the client that they
want the analysis completed and are appropriately invested and engaged in the project. But the issue should not be urgent – it must be something that the client is comfortable having completed in a 6-8 month time frame.

Students will work with a great deal of independence, guided by the client, the professor and a faculty advisor (acting as a mentor). In most cases students will work individually. More than one student can work for the same client on related issues. In some circumstances where appropriate students may be able to work in pairs, following discussion with and subject to approval by the professor teaching GHDP 510.

The capstone project will be completed as part of the capstone course, which will be a 3-credit course spread over the full academic year. Students will meet as a group with the professor 5-6 times during the fall semester and 5-6 times in the spring semester. Students will also be organized into peer groups (~4-5 students) to meet together regularly to share ideas, progress, constraints, and challenges. The goal of the fall semester will be to identify the client and faculty advisor and submit a 3-page prospectus/TOR by the end of November. Students can expect to make oral presentations on the prospectus, extended outline, drafts and completed projects to the Professor, peer group, client, faculty advisor, and other faculty members.

Students are responsible for identifying a faculty advisor based on the subject of the assignment. The role of the faculty advisor is to provide technical input and advice as needed, along with input to report drafts and the final evaluation. The professor of GHDP 510 retains overall responsibility for the course and is the final arbiter on issues of scope, quality and deadlines.

Grades:
- 60% final written product (graded by instructor, with input from faculty advisor and client)
- 20% final oral presentation (graded by instructor, with input from faculty advisor and client)
- 20% preliminary benchmarks – eg, prospectus, outline, first draft (graded by instructor).

Per the policy outlined in the Graduate Handbook, in the event that a student's performance in the individual presentation is not satisfactory, the examining panel may or may not recommend a second opportunity. Successful performance in this individual presentation is a requirement for graduation. For more information, please consult the Graduate School Bulletin.

Program Partners

Global Human Development has reached out to leading development-oriented businesses and organizations in recognition of our shared stake in preparing the next generation of leaders in development practice. GHD partners represent a broad range of actors in the private, public, and nonprofit sectors. They play integral roles in several important aspects of the program including co-curricular events and the summer field project.

In addition to providing opportunities for meaningful work during the summer work project, partners are resources for students who seek to pursue part-time professional opportunities while enrolled in the program. Students can contact partners directly regarding possible professional opportunities or consult with the Associate Director for Academic Programs to identify opportunities. Further, partners are resources for professional development and networking. Students are highly encouraged to utilize
program partners to expand their professional networks. For a current list of partners, consult the GHD website.

**Summer Field Project**

In addition to core courses, students will be required to undertake a field project in the summer between their two years of study that will involve hands-on development work. If needed, funding to cover travel and a modest stipend will be provided by the program. A list of Summer 2013 projects is available [here](#).

During the summer, students work in teams or individually with existing organizations – NGOs, aid agencies, development consulting firms, corporate enterprises, foundations, etc. – to design, implement, or evaluate a development intervention in a developing country. Students gain practical development experience as well as an opportunity to practice and extend what they have learned in the classroom. The summer project also deepens the technical specialization of the students and allows them to reflect on effective and ethical development practice. A list of partners is available [here](#).

The field project conducted during the summer between the two years of study is an essential feature of the program and will be supported by students' regular coursework. For example, the core course Monitoring and Evaluation of Projects and Programs, which all students will take in the second semester of their first year, is designed to prepare the students for their summer projects, while a special symposium in the third semester will call upon students to evaluate the practical and ethical issues raised by the summer project.

Students will also draw upon the summer field project in their papers and reports submitted for other courses, including potentially their capstone project.

**Required Internship**

Interning in Washington, DC while enrolled in the GHD program provides an invaluable opportunity for professional growth and expanding students’ professional networks. Students who intern are able to develop professional skills, enhance their resumes, refine their career objectives, and build on lessons learned in academic coursework. GHD students are required to have one internship during their course of study in addition to the summer work internship between the first and second year).

Internships can be:
- for a semester or a year
- paid or unpaid
- up to 20 hours per week during the school year

**Small Group Mentoring**

The small size of the GHD cohort enables students to work closely with a Faculty Advisor throughout the two years of the program. In the first fall semester students will be divided into small groups and assigned a Faculty Advisor based on interests, experience, and career objectives. Faculty Advisors will
meet with student groups 2-3 times during the semester in order to provide comprehensive, constructive feedback on non-coursework related papers and research, recommend opportunities for professional and academic enrichment, guide students in designing concentrations and identifying courses for electives, help students prepare for interviews and other professional events, and introduce students to professional and academic contacts. If a student’s interests change or another mentor would be more beneficial, the student will be re-assigned during the academic year.

Co-Curricular Events, Workshops, and Retreats

Throughout the academic year GHD hosts events, workshops, and retreats as part of its co-curricular offerings. Co-curricular activities are an integral part of the GHD program and provide opportunities for students to further explore development issues, develop professional skills, expand their professional networks, and build community within the program. Retreats (overnight or one-day), held 2-3 times per year, are restricted to GHD students and attendance is mandatory. Speakers and skills clinics will be held 2-3 times per month. Depending on the speaker and format of these workshops and skills clinics, attendance may be open to the broader Georgetown University community. GHD students are highly encouraged to attend 4 events per semester.

Events will be listed on the online calendar on the GHD website, the internal Google calendar, and posted to the Facebook group and Blackboard site. A student is permitted one excused absence from a required event, workshop, or retreat due to personal or family circumstances.

Working While Enrolled in the MA

The GHD MA requires a full-time course load of four courses (12 credits) per semester and a number of co-curricular requirements including weekend retreats and workshops. While the class schedule allows for the possibility of part-time work or internship opportunities, students are responsible for ensuring that they can manage the academic and co-curricular components of the program. The program does not encourage an outside professional commitment of more than 20 hours/week.

ACADEMIC PROCEDURES AND POLICIES

Tuition and Fees

An approximation of tuition and fees combines direct expenses (i.e. tuition for courses and mandatory university fees) with estimates of indirect expenses including living allowances and course materials.

Scholarships

First Year Scholarships
Scholarships offered through the GHD program are primarily merit-based and need-blind.* These scholarships are awarded to applicants who have demonstrated significant academic and professional accomplishments at the time of their application to the program. Approximately, 40% of each incoming cohort will receive a scholarship in the form of a full or partial tuition remission. The amount of the scholarship is automatically deducted from a student’s tuition bill. Currently, GHD does not provide stipends or research assistantships.

Students who are interested in scholarships do not need to submit a separate application. As stated above, scholarships are awarded based on the quality of student applications. Students who receive a scholarship in the first year are not guaranteed funding in the second year. Funding in the second year is contingent on satisfactory academic progress (B+ grade average in GHD coursework), as well as significant participation in university extracurricular activities, demonstrated leadership and commitment to service and to strengthening the GHD program. Students apply for second year funding through a scholarship renewal application form due in May of their first year.

*There is a small scholarship pool available to international students for need-based aid. The application process remains the same for this scholarship.

**Second Year Scholarships**

Students who do not receive funding in the first year may apply for funding in the second year. Due to limited funding, priority is given to students who received a scholarship award in the first year and have met the academic and other standards required to receive the same level of funding in the second year.

As with the first year scholarships, second-year scholarships are merit-based awards.* There is no minimum grade requirement to apply for scholarships in the second year. However, both academic achievement and extracurricular involvement will be considered. In addition to strong grades, students should demonstrate a commitment to service, leadership, and to strengthening the GHD program and community. Students apply for funding through a scholarship application form due in May of their first year.

*There is a small scholarship pool available to international students for need-based aid. The application process remains the same for this scholarship.

**Financial Assistance**

The Office of Student Financial Services works with students to process the forms for loans, grants, and external scholarships (separate from GHD merit-based scholarships). These opportunities are generally applicable only to U.S. citizens. Students interested in financial aid packages should contact the office as soon as they accept their admissions offer.

In addition, students, in particular international students, are encouraged to seek outside funding opportunities through fellowships and private foundations. This will not only defray the costs of attending graduate school but also enhance students’ resumes.
Transfer Credit

GHD does not permit students to count credits taken at another institution prior to enrollment in the program toward the 48-credit degree requirement. However, students can take up to three consortium courses (nine credits) for credit once enrolled in the program. Please see the relevant section below for more information on this.

Registration

Students must be registered for each Fall and Spring semester from enrollment to graduation. The Associate Director for Academic Programs will pre-register students for core courses each semester, beginning with first year students’ four core courses in the Fall. Students will not need to register online for these courses. Beginning in the Spring semester students will be able to take two elective courses. Students can also begin taking language courses in the first semester. Students should consult with their Faculty Advisor and the Associate Director for Academic Programs about their elective options.

Students register online via MyAccess. Online registration is open during Pre-registration and through Regular Registration and the Add/Drop period. Students will need their NetID and password to register for courses. Detailed emails wills be sent to students prior to each registration period.

Students who do not register by the Regular Registration deadline will be considered to have withdrawn and must contact the Graduate School for special permission to enroll (if they are permitted to enroll they will incur a late registration fee). Students are responsible for ensuring that their registration is complete and accurate. A hold may be placed on a student’s registration for reasons including failure to supply immunization documentation, outstanding payment balances, and incomplete forms. If a student has a hold on their registration they are responsible for contacting the appropriate department or office in order to clear the hold.

At the end of the registration period, the Graduate School and GHD will review each student’s enrollment information.

International students should consult the Graduate School Bulletin for information on reporting requirements and other related policies.

Commencement

GHD students graduate at the May Commencement and must apply no later than February 1 to do so. Those who apply after the deadline may be cleared to graduate, but they will not have their names in the Commencement program book and their diplomas will not be available at the Commencement Ceremony in May. Instructions on how to apply online via MyAccess are available here.

Students who have applied to graduate must be enrolled and meet all degree requirements by the end of the final semester. For more information on policies and deadlines regarding Graduation, please consult the Graduate School Bulletin.
International Students

Upon accepting the admissions offer international students will receive information from the Office of International Programs (OIP) on visa requirements and other policies regarding international students. All non-U.S. citizens (including permanent residents) are required to report accurate citizenship and visa type to the Office of International Programs. Any student who does not provide this information to the Office of International Programs will be ineligible to register the following semester.

Further, before the start of each semester, all newly-enrolled international students at Georgetown University on non-immigrant visas are required to attend the Immigration Reporting Session given by OIP. OIP will provide all new international students with detailed information concerning the time, date, and location of the session before the start of the semester; this information will also be posted on OIP’s website. Those who fail to attend the session will not be allowed to complete registration or to attend classes. For further questions and information, please contact the Office of International Programs by calling (202) 687-5867.

Federal law may require international students to adhere to more restrictive registration requirements than those that apply to U.S. citizens. It is the responsibility of students to consult OIP regarding any questions about their enrollment status and course registration. In addition, students are responsible for reporting any changes to their academic program to OIP as this may impact their visa status and requirements.

Elective Courses through GHD

GHD will offer gateway courses in each of its designated specializations. In addition, GHD will offer elective courses on other development topics depending on student interests and faculty availability. Students who choose one of the designated specializations are strongly encouraged to enroll in the corresponding gateway course in the spring semester of their first year. GHD students will have preference when registering for elective courses offered by the program.

Elective Courses through Other Programs

In consultation with the Associate Director for Academic Programs and their Faculty Advisor, a student can register for electives taught by other Georgetown University departments and programs. Some of these courses may have registration limits and exclusions depending on the department. It is the responsibility of the student to consult with the Associate Director for Academic Programs and their Faculty Advisor in a timely manner in order to determine the registration possibilities for electives offered through other programs.

Consortium Courses

Georgetown University’s membership in a consortium of Washington area universities and colleges offers access to courses at excellent institutions including American University, Catholic University of America, Gallaudet University, George Mason University, George Washington University, Howard University, Marymount University, Mount Vernon College, Trinity College,
University of the District of Columbia, and University of Maryland College Park.

Students can take up to three courses or nine credits through consortium classes as long as an equivalent class is not offered at Georgetown University. The credits for each class must be at the graduate level or above. Students must consult with the Associate Director for Academic Programs and gain approval from both the Associate Director for Academic Programs and the Graduate School Dean’s office in order to take consortium courses. In addition, it is necessary to confirm with the receiving school that it is possible to take the course prior to registration at Georgetown.

In order to register for consortium courses, students must obtain a consortium course card from the Georgetown Registrar, secure the appropriate signatures, and submit the card to the Georgetown Registrar. A copy of this consortium course card is the student’s class admission card. Should it be necessary, withdrawal from a consortium course must be done according to official procedures at Georgetown.

Registering the course with Georgetown University requires filling out the necessary paperwork with the Registrar’s Office. More information is available here.

Enrollment in Georgetown University Law Center Courses

Students can enroll in courses at the Law Center based on space availability as well as pre-requisites. Students who plan on taking Law Center courses should submit their request to the Law Center during the Law Center’s Add/Drop period. The calendar for the Law Center differs from the Main Campus and it is the responsibility of the student to meet the relevant registration deadlines.

Language Proficiency Exam

GHD students are required to pass a proficiency test in a second language. Students for whom English is not their first language can opt to take a proficiency test in English or test for proficiency in another non-native language. The Director and Associate Director for Academic Programs may determine that a student needs to take an English proficiency test if his or her English language skills do not meet academic standards for the program.

Proficiency tests are administered by individual language departments and are generally offered 2 times a year (once each semester). Students should contact the Associate Director for Academic Programs for information on individual departments’ guidelines.

If a language is not offered at Georgetown University, the Associate Director for Academic Programs will arrange for a student to take the proficiency test through an outside agency or institution.

It is the responsibility of the student to ensure that they pass the language proficiency examination by the time of graduation. If a student is unable to complete the language proficiency requirement by their anticipated graduation date, they cannot graduate and will have to enroll in Continuous Registration or a language course in order to fulfill the requirement.
Language Study Scholarships at Georgetown

The Graduate School provides tuition scholarships for graduate students pursuing language study for the purpose of research or to meet language proficiency requirements. Graduate students may take language courses at the 350 level or below. Credit received for language courses does not count towards the GHD degree. Further, while language courses must be taken for a letter grade, language courses are not included on students’ graduate transcripts and the grade received is not calculated as part of students’ overall GPA.

If students would like to enroll in a language course, they should first take a placement test administered by the appropriate language department in order to determine an appropriate course level. Students should contact the Associate Director for Academic Programs in order to receive information on the process for taking a placement test and registering for a language course. The Associate Director for Academic Programs will then coordinate with The Graduate School to process the tuition scholarships.

If a student withdraws from a language course or receives a failing grade (whether the failing grade is the result of poor academic performance or from failure to attend class and to participate as required, and whether or not the student has continued to enroll in the Graduate School) the student will then be responsible for paying the tuition amount for this course.

If a student wishes to pursue language courses outside of Georgetown University, he/she will be responsible for covering the tuition for these courses.

Academic Integrity

Georgetown University is a member of the Center for Academic Integrity. For information on academic integrity values and guidelines, please visit here. Graduate students are responsible for familiarizing themselves with the general standards for academic integrity as defined by university policy and are encouraged to inquire with the Associate Director for Academic Programs and faculty if they have questions about these standards.

Academic misconduct can include the following violations:
- Plagiarism
- Unacknowledged paraphrase
- Cheating
- Fabrication of data
- Fabrication, alteration, or misrepresentation of academic records
- Facilitating academic dishonesty
- Unauthorized collaboration
- Misuse of otherwise valid academic work
- Misuse of academic resources
- Depriving others of equal access to academic resources
A violation will result in a thorough investigation by an Adjudication Committee assigned by the Chair of the Standing Committee and possible disciplinary action ranging from a letter from the Dean to be kept permanently in a student’s record to suspension or dismissal.

For more information, please consult the Graduate School Bulletin.

**Grade Appeals**

When a student contests a grade received as part of coursework, the following steps are to be taken:

1. The student should first seek an acceptable resolution through a discussion with the instructor of the course. This discussion must be initiated no later than thirty days after the start of the semester following the one in which the disputed grade was assigned.
2. If a satisfactory resolution is not reached, the student should then discuss the matter with the Director of Graduate Studies or Program Director under whose aegis the course is offered. This discussion must be initiated no later than sixty days after the start of the semester following the one in which the disputed grade was assigned.
3. If a satisfactory resolution is still not reached, the material in question will be sent to a faculty committee established by the department or program in which the course is offered (either a standing committee or an ad hoc committee). This committee review must be initiated no later than ninety days after the start of the semester following the one in which the disputed grade was assigned. That committee's decision (to raise, lower, or sustain the grade) shall be final.

For more details on these steps as well as more information on the policies regarding courses taken outside of a student’s department, please consult the Graduate School Bulletin.

**Continuous Registration**

Two sections of Continuous Registration have been established to recognize different stages of the student's progress toward the degree. Each section of Continuous Registration certifies a different level of enrollment. Enrollment in Continuous Registration and payment of the associated tuition charge acknowledge both the student's own academic efforts in completion of degree requirements and the student's use of University resources, including facilities and faculty services.

a. *Continuous Registration - 991/992, Section 1*

This section is used by students in non-thesis master's programs who, without other registration, are studying for comprehensive examinations or for language proficiency examinations, or who are working on their master's research papers. *Such students will be charged a registration fee equal to one-half the current Thesis Research charge. For the 2011-12 academic year, that charge was $1,375 per semester. A student enrolled in Continuous Registration - 991/992, section 1, will be certified as enrolled half-time.* A student may register for Continuous Registration - 991/992, section 1, for no more than two semesters. During the summer term students would register in the Graduate School for Continuous Registration - 991, section 61; *no registration fee is charged for Continuous Registration during the summer.*

b. *Continuous Registration - 991/992, Section 2*
This section is used by Master's students who have completed all degree requirements except incomplete course grades. Students may register for this course only with permission of the Graduate School. *No registration fee is charged. A student enrolled in Continuous Registration - 991/992, section 2, will be certified as enrolled less than half-time.*

**Incompletes**

Any student expecting to receive an incomplete must immediately inform the Associate Director for Academic Programs and the GHD Director of the reasons for the incomplete and the intended resolution.

The Graduate School regulations for completion of coursework apply to GHD students. Those regulations indicate that all coursework will be completed by the end of each semester. Under special circumstances, a professor may assign a student the grade of “Incomplete” (“I”), thus granting permission to delay submission of work up to one semester after the course ends. Instructors are not bound to grant such requests, nor are they bound to grant an entire semester to complete such work. Once the completed work has been submitted to the instructor, s/he must send a final grade to the Graduate School before the end of classes of that subsequent semester. GHD strongly discourages students from taking incomplete grades.

A student who does not complete work before the established deadline will receive a letter grade of “F” for the course. Any student considering an Incomplete course grade should read all relevant sections of the Graduate School’s academic regulations.

**Withdrawal from Courses**

If a student voluntarily withdraws from a course, the percentage of tuition refunded is dependent on the time of the withdrawal. A breakdown of costs is below. For more information, please consult the Graduate School Bulletin.

<table>
<thead>
<tr>
<th>Week of Semester</th>
<th>Percent of Tuition Charges Refunded</th>
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</thead>
<tbody>
<tr>
<td>1st or 2nd week:</td>
<td>100%</td>
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<tr>
<td>3rd or 4th week:</td>
<td>80%</td>
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<tr>
<td>5th or 6th week:</td>
<td>70%</td>
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<tr>
<td>7th or 8th week:</td>
<td>50%</td>
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<tr>
<td>9th week:</td>
<td>40%</td>
</tr>
<tr>
<td>10th - 15th week:</td>
<td>0%</td>
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</tbody>
</table>
Leaves of Absence

If a student finds it necessary to take a leave of absence, he/she must apply to do so at least one week prior to the start of the semester in which they want to take the leave of absence. A leave of absence is defined as any absence other than one granted for medical reasons or military service. Any student considering taking a leave of absence should read all relevant sections of the Graduate School’s academic regulations. The leave of absence must be approved by the Associate Director for Academic Programs and GHD Director prior to petitioning the Graduate School. International students should consult with the Office of International Programs in order to ensure that their visa requirements will be satisfied.

Only four semesters of personal leave are allowed in a degree program; up to two semesters of leave may be granted at any one time. Leaves of absence will not be counted in determining how much time remains for a student to complete degree requirements, and no degree requirements can be completed during a leave of absence. Extensions of leave must be requested before the end of the semester for which leave was originally granted. Return to active status must be requested in writing 30 days before the expiration of the leave. In order to pre-register for courses following a leave of absence a student should contact The Graduate School four weeks prior to pre-registration and complete the necessary paperwork. Alternately, a student may appoint a proxy.

For more information on registration policies following leaves of absence and information on medical leaves of absence, military leaves of absences, and parental leaves of absence, please consult the Graduate School Bulletin.

GLOBAL HUMAN DEVELOPMENT ADMINISTRATIVE POLICIES

GHD Space

GHD shares ICC 302 with the Asian Studies department. As such, joint policies have been identified in order to maintain the upkeep and efficient sharing of space. The Student Lounge in ICC 302 is open from 9:00 am to 5:30 pm.

Students are not permitted in the lounge at other times unless there is a GHD sponsored event. Students who are not in GHD or Asian Studies are not permitted to utilize the lounge space. However, GHD students are allowed up to two guests when they utilize the space.

Georgetown University is an open campus and students are responsible for their belongings while in the lounge. GHD is not responsible for any items that are lost or stolen while students are in the lounge.

Internet

Wireless internet is available through SaxaNet and GuestNet.

Reception Desk

The Reception Desk will be staffed between 9:00 am and 5:30 pm. Student workers at the desk will direct guests to the appropriate staff and faculty rooms. If a student has a question about a space policy...
they can address it to the Reception Desk, otherwise all academic and program questions should be directed to the Associate Director for Academic Programs and Program Administrator.

**Student Mailboxes**

Students will be assigned a mailbox in Suite 302 at the beginning of the program. The mailboxes are to be used for campus mail only.

**Printer, Copier, Fax Machine**

GHD students will not have access to printing and copying in the Student Lounge. Students can use the fax feature of the copier and the Program Administrator will provide the relevant billing code.

**Notice Boards**

The Notice Board is managed by the Program Administrator and Asian Studies. If a student would like to post a non-personal notice on the notice board, please contact the Program Administrator.

**GHD Library**

Students must contact the Program Administrator if they would like to borrow a book from the GHD library. They may borrow the book for up to one month at a time.

**Room Reservations**

Students will not be able to reserve conference rooms in Suite 302.

**Food Policy**

Food is permitted in the Student Lounge. There is no microwave or fridge in the lounge area.

**Noise Policy**

As the lounge is a shared space and adjacent to faculty and staff offices, it is important to be mindful of noise level. Phone usage and listening to audio without headphones is not permitted in the lounge.

**Student Email Accounts**

All students are assigned a GU Mail e-mail address. Students are expected to read, and, when appropriate or required, respond in a timely fashion to emails sent from University offices. Email is the standard mode of communication for University broadcast messages to the community as well as for messages to individual students about academic standing and other important administrative matters. Messages are sent to the Georgetown students’ official Georgetown e-mail addresses. It is highly recommended that students begin regularly checking their GU Mail accounts as soon as they enroll in the program.

Students who wish to use another email address are responsible for setting and maintaining appropriate forwarding rules to ensure they receive University email.

**Faculty Office Hours**

Faculty office hours will either be scheduled at a weekly time determined by the individual faculty member or scheduled by appointment. Students should email faculty members to set-up a meeting time and place. Even in the case that a faculty member has regular office hours, it is helpful to confirm meeting availability.
Reference Letters from GHD Faculty

GHD students may require letters of recommendation for further graduate study, fellowships, scholarships, jobs, and other opportunities. Students should provide the recommender with full information about the opportunity to which they are applying and an updated resume. Often it is useful to meet with a faculty member or discuss via phone or email the specifics of an opportunity and the types of skills and qualifications that should be highlighted. In view of deadlines for submission of recommendation letters it is the responsibility of the student to provide ample time for a faculty member to write a recommendation letter. Normally faculty members write dozens of recommendations throughout the academic year. It is always courteous to give a faculty member at least two weeks notice to complete a letter of recommendation. Students are also encouraged to ask faculty members to give a copy of the recommendation to the Associate Director for Academic Programs. In this way, GHD can serve as a resource for students after graduation.

Periodic Review

The GHD Director and the Associate Director for Academic Programs will periodically review student progress, taking into account both academic performance and other relevant issues, including adherence to the standards of professional conduct. They will provide individual feedback to students as deemed necessary.

LIFE AT THE SCHOOL OF FOREIGN SERVICE

School of Foreign Service Community

Georgetown University’s School of Foreign Service is home to approximately 800 full-time and part-time graduate students. These 800 students are part of eight MA programs (Master of Science in Foreign Service; Master of Arts in Security Studies; Master of Arts in Arab Studies; Master of Arts in Asian Studies; Master of Arts in Eurasian, Russian and East European Studies; Master of Arts in German and European Studies; Master of Arts in Global Human Development; Master of Arts in Latin American Studies). This student population encompasses diverse personal, academic, and professional backgrounds. GHD students are highly encouraged to attend SFS events and network with their SFS peers as there are great opportunities for academic and professional collaboration within this community.

Career Development Center

The School of Foreign Service Graduate Career Development Center provides individual career advising, workshops, and access to targeted employers. In addition, GHD students have access to the Career Center’s job search database (Symplicity) and a regular email career bulletin. Students are highly
encouraged to attend relevant workshops and events as well as seek out the individualized services offered, in particular interview coaching and resume feedback.

**GHD Student Representatives**

Every graduate department/program has a representative that sits on the GSO, the graduate student government at Georgetown University. GHD students elect one representative per year to represent GHD at GSO meetings. In addition, students can serve on the GSO Board. This group represents Georgetown’s graduate students in their dealings with the university’s administration. Together with the Graduate School, the group also administers individual travel grants for research and presenting papers at conferences.

The GHD Student Representative is also encouraged to informally organize events and activities for GHD students in order to foster community within the cohort. If there are any events or programs that GHD students need help coordinating, they should consult the Associate Director for Academic Programs.

**SFS Student Groups**

There are several existing SFS graduate student clubs that may be of interest to GHD students. Below is a list of relevant student clubs. If GHD students wish to create additional clubs they should consult the Associate Director for Academic Programs regarding official university procedures.

*Georgetown Women in International Affairs (GWIA)*
GWIA connects, empowers, and prepares the next generation of women leaders through regular events and trainings for its membership.

*International Security Forum (ISF)*
ISF connects students to Washington, DC’s security community, develops leadership skills, and engages members in discussions about current security issues.

*Georgetown Energy and Clean-Tech Club (GECC)*
GECC provides weekly career emails and hosts regular career panels, informational speaker events, alumni events, and other networking opportunities.

*Net Impact*

*Latin American Graduate Student Organization (LAGO)*
LAGO organizes and promotes cultural enrichment, career advancement, community service, and social networking events on campus and around Washington, DC.

*Professional in Russian, Eastern European and Eurasian Affairs (PREEA)*
PREEA brings together current students, DC professionals, and DC business leaders interested in the region for brown bags, conferences, and panels.

Asia-Pacific Forum
The Asia-Pacific Forum connects graduate students, alumni, and practitioners who are interested in Asian affairs for panels, film screenings, and other events.

A full list of student organization is available here.

Other Student Life Resources

Health Insurance
Georgetown University requires all students to carry some form of medical insurance. This insurance can be pre-existing or independently bought coverage, or can be through Georgetown University.

University Registrar
For questions related to academic affairs.

Student Accounts
For questions related to tuition fees, bill payment, and general student account management.

Counseling and Psychiatric Services (CAPS)
Balancing a rigorous academic workload with professional and personal commitments can be challenging. CAPS can help students cope with these challenges as well as maximize their educational experience.

Student Health Center
Offers a range of healthcare and health education services.

Yates Field House: Campus Recreation Center
Maintaining a fitness regimen can help students manage stress and anxiety. Students are encouraged to take advantage of Georgetown University’s gym facilities.