
THE GEORGE WASHINGTON UNIVERSITY

THE TRACHTENBERG SCHOOL OF
PUBLIC POLICY^{AND} PUBLIC ADMINISTRATION

GUIDE TO THE

PH.D. IN PUBLIC POLICY AND

ADMINISTRATION

---For Students Starting in Fall 2011---

TABLE OF CONTENTS

Common Abbreviations	ii
Overview of The Doctoral Program in Public Policy and Administration	4
Curriculum	5
Core Curriculum	5
Research Methods	7
Fields of Study	9
Elective and Tool Courses	9
Dissertation Research Credits	10
Advising	10
Suggested Course Sequencing	11
Program of Study Form	14
The General Examination	16
Qualifying Examination	16
Field Examination	16
The Dissertation	17
Time to Completion	18
Dissertation Format Option	18
Dissertation Proposal	18
Human Research Requirements	22
The Final Oral Ph.D. Examination	23
Fields of Study	25
Education Policy	26
Gender and Social Policy	27
Health Policy	28
Program Evaluation	29
Public Administration and Management	30
Public Budgeting and Finance	31
Race, Ethnicity and Public Policy	33
Science and Technology Policy	35
Urban and Social Policy	38
Program Committee	38
Administrative Issues and Policies	39
Transferring Credits	40
Requesting Leaves and Extensions	41
Full-time student certifications	42
Travel and research support	43
Teaching and other funding opportunities	45
Academic Integrity Policies	46
Consortium of Universities and Libraries	47
Additional Contact Information	48

COMMON ABBREVIATIONS

Acc	Accounting
CCAS	Columbian College of Arts and Sciences
CISTP	Center for International Science and Technology Policy
CRN	Course Reference Number
DnSc	Decision Sciences
Econ	Economics
Educ	Education
EnRP	Environmental and Natural Resource Policy
ESIA	Elliott School of International Affairs
Fina	Finance
Geog	Geography
GW	The George Washington University
GWIPP	George Washington Institute of Public Policy
Hist	History
Iaff	International Affairs
LOA	Leave of Absence
Mgt	Management
MPA	Master of Public Administration
MPA Building	Media and Public Affairs Building
MBAd	Master of Business Administration
MPP	Master of Public Policy
PAd	Public Administration
Phil	Philosophy
PPol	Public Policy
PPPA	Public Policy and Public Administration Course Prefix
PPSA	Public Policy Student Association
PSc	Political Science
Psyc	Psychology
PubH	Public Health
SB	School of Business
SMPA	School of Media and Public Affairs
SMPP	Strategic Management and Public Policy
Soc	Sociology
TSPPPA	Trachtenberg School of Public Policy and Public Administration
WRLC	Washington Research Library Consortium
WStu	Women's Studies

SECTION I: OVERVIEW OF THE DOCTORAL PROGRAM IN PUBLIC POLICY AND ADMINISTRATION

The multidisciplinary Ph.D. Program in Public Policy and Administration in the Trachtenberg School of Public Policy and Public Administration (the Trachtenberg School) at The George Washington University (GW) is designed to develop a range of competencies needed to undertake sophisticated research in public policy and public administration. Fundamental to the development of these competencies is a mastery of subjects in multiple academic disciplines, including politics, economics, ethics, and quantitative and/or qualitative methods in policy research. Built upon the diversity and strengths of academic departments and faculty distributed throughout the Trachtenberg School and the University community, our program offers an exceptional education across these disciplines.

OUR STUDENTS

Approximately one-quarter of our Ph.D. students come from outside of the United States. Most doctoral students already have a graduate degree and significant experience in a policy-related environment. Many students are mid-career professionals.

The Ph.D. Program may be completed on either a full-time or part-time basis. Throughout their educational experience, students receive guidance and support from nationally renowned scholars who offer a wide range of experience in the real world of public affairs, policy, and politics.

In addition to developing broad analytical skills in multiple subjects, our students take courses designed to prepare them to undertake research in specific areas of public policy and administration. Through course work in each specialized field, students develop expertise for a variety of careers in the public and private sectors. Graduates pursue careers in teaching and research related to public policy and administration and as policy researchers and analysts. Some hold administrative positions in these sectors and many are closely involved in the development and evaluation of public policies.

CURRICULUM

The Ph.D. Program in Public Policy and Administration requires the completion of 72 credit hours beyond the baccalaureate or a minimum of 48 credits beyond the master's degree. Students with graduate course work judged to satisfy program requirements may be granted advanced standing of up to 24 credit hours toward the 72 credits required for the Ph.D. Assuming previous completion of two prerequisites, doctoral course work requirements are divided into five general categories: public policy and administration core courses, research methods, field courses, elective and/or tool courses, and dissertation credits. Students work closely with the program director and their field advisor to prepare an individualized program of studies.

CORE CURRICULUM

Prerequisite Courses

**Survey of Economics:
Intermediate Microeconomic Theory**
(Econ 6217 or equivalent)

Intermediate-level microeconomic theory for graduate students in fields other than economics.

Research Methods and Applied Statistics
(PPPA 6002 or equivalent)

Use of statistics, computers, and statistical software in research and program evaluations. Emphasis on interpretation and use of statistics. Development of basic statistical competency; frequency distribution, sampling, central tendency, variability, correlation, probability, regression.

General Core

Economics in Policy Analysis
(Econ 6221/PPPA 6014)

Application of intermediate microeconomic theory to the study of public policy. Topics include: models of individual choice in policy analysis, policy aspects of models of the firm, theory of market failure and welfare economics, and resource allocation decisions in the public sector.

Prerequisite: Econ 6217 or equivalent.

**Public Administration and American Political
and Social Institutions**
(PPPA 8100)

Contemporary and historical literature in the institutional and intellectual development of public administration.

CORE CURRICULUM

Design of Social and Policy Research

(Research Methods)

(PPPA 8101 or equivalent)

Doctoral seminar on theory and practice in research methodology. Data sources and gathering, research models and designs. Critical evaluation of research studies. Emphasis on application of research methods to policy questions.

Prerequisite: PPPA 6020 or equivalent.

Seminar in Budgeting, Revenue, and Expenditure

(PPPA 8105)

Focuses on the numerous dimensions of theory and research on budgeting, public finance, and financial management. Topics include public expenditure and revenue analysis, various approaches to budgeting and budget reform, fiscal federalism, debt management, and financial reporting. Emphasis on classic works in the field and on various approaches to researching issues related to budget and finance. (Note material from PPPA 8105 is included in the field examination for the field in Public Budgeting and Finance, but not the general core.)

Approaches to Public Policy Analysis

(PSc 8103)

Empirical and normative foundations of systematic policy analysis; concepts, theories, models, issues, strengths, limitations, and uses and misuses in the policy process.

Politics and Public Policy

(PSc 8229)

Examination of political processes that influence policy formulation, policy implementation, and the uses of policy analysis.

RESEARCH METHODS

The program requires the development of research skills alongside the core curriculum and field studies. These skills complement and support the research interests of students in their applied field of studies. All Ph.D. students must complete an intermediate graduate-level course in quantitative research methods. In addition, students must either complete a more advanced course in quantitative methods or a course in qualitative research methods.

The intermediate quantitative methods requirement is normally satisfied by registering for and completing PPPA 6013. Students with a strong technical background may substitute Econ 8375 for PPPA 6013. With advisor approval, students may substitute an intermediate quantitative methods course that is equivalent in coverage to PPPA 6013, such as DnSc 6274, PSc 6102, or Econ 8379.

INTERMEDIATE QUANTITATIVE COURSES

Research Methods in Policy Analysis (PPPA 6013)

Multivariate research methods in policy analysis.
Prerequisite: PPPA 6002 or equivalent.

Empirical Political Analysis (PSc 8102)

Techniques of social science data analysis, with emphasis on statistics and computer applications. Lab fee of \$20.
Prerequisite: PSc 201 or instructor permission.

Statistical Modeling and Analysis (DnSc 6274)

The process of specifying, analyzing, and testing models of human and systemic behavior. Formalization of models; statistical test comparison and selection; computer implementation of univariate, bivariate, and multivariate tests. General linear model: linear regression, analysis of variance, and analysis of covariance.
Prerequisite: MBAd 6220 or equivalent.

Econometrics I (Econ 8375)

Single equation models of economic behavior. Statistical methods for testing economic hypotheses and estimating parameters. Topics include heteroscedasticity, serial correlation, and lagged dependent variables. Some exposure to matrix algebra helpful but not required. Same as Stat 275.

Laboratory in Applied Econometrics (Econ 8379)

Application of econometric theory and the use of econometric software; students are required to write an empirical research paper. Depending on the section, the focus will be either on micro-econometric or macro-econometric topics. May be repeated for credit provided the topic differs.

RESEARCH METHODS

ADVANCED QUANTITATIVE OR QUALITATIVE COURSES

Each student is required to choose one advanced course, depending on the appropriate methodologies associated with their field or required for future research. Students should consult with their adviser concerning the most appropriate choice.

COURSES IN QUANTITATIVE METHODS

Research Methods in Policy Analysis (PPPA 6022)

Multivariate and causal modeling, experimental and quasi-experimental designs, and measurement issues.

Prerequisite: PPPA 6013

Econometrics II (Econ 8376)

Topics include asymptotic theory, statistical endogeneity, instrumental variables estimation, discrete and limited dependent variable and time-series models. Same as Stat 8376.

Prerequisite: Econ 8375 or equivalent.

Econometrics III (Econ 8377)

This course covers econometric methods for systems of equations and panel data. Additional topics, which may vary from year to year, will also be covered as time permits.

Prerequisites: Econ 8375 and 8376.

Advanced Statistical Modeling and Analysis (DnSc 6275)

Advanced topics associated with the general linear model. Testing for and remediation of assumption violations. Detection of outliers, influential observations, and multicollinearity. Alternative design strategies in the analysis of variance; latent growth analysis; hierarchical linear modeling; testing for interactions and parallelism.

Prerequisite: DnSc 6274 or permission of instructor

Selected Topics in Empirical Analysis (PSc 8185)

Advanced techniques of data collection and analysis; varying emphasis on such methods as causal modeling, analysis of variance, regression analysis, and simulation.

COURSES IN QUALITATIVE METHODS

Qualitative Methodology: Field Research (Soc 6232)

Practical application of data collection methods in natural settings; observation, participant observation, and field experience. Emphasis on implementing research projects by using these methods for purposes of developing empirically grounded theory.

Uses of History in International Affairs (Hist 6030)

The multiple interconnections among history, politics, and international affairs, including how policymakers use or misuse "lessons" of history and how countries attempt to deal with difficult aspects of their past. Specific cases may vary.

Qualitative Research Methods (Educ 8122)

A general introduction to qualitative research procedures in social science research. Applied qualitative methods, design, analysis.

Research Seminar: Strategy and Policy (Hist 6032)

A study of the historical development of strategy and the relationship of military thought to national policy.

FIELDS OF STUDY

In addition to the core curriculum, each student will complete six or more courses in one of the following fields to which they were admitted. Requirements for each field are detailed later in this handbook.

Education Policy
Gender and Social Policy
Health Policy
Program Evaluation
Public Administration and Management
Public Budgeting and Finance
Race, Ethnicity and Public Policy
Science and Technology Policy
Urban and Social Policy

ELECTIVES AND TOOL COURSES

Students may take between 9 and 15 credits of electives. Generally, students use elective credits to supplement course work in their field of study. However, prerequisite courses at the graduate level can be counted as electives toward degree requirements. Students who have not completed course work in intermediate microeconomics or statistics may need to use elective credits to fulfill these requirements.

In individual cases, students may be required to take tool courses as a foundation for their dissertation research. The field advisor would normally determine any required tool courses. Students who are required to take tool courses may count these courses as elective credits. In some cases, however, tool requirements may cause the total number of credit hours to exceed the normal 72-hour requirement.

With advisor approval, students may include courses taken in any department of the University or from member institutions of the Washington Area Consortium of Universities as electives. Registration in Consortium courses is governed by University policies concerning Consortium registration. Students interested in taking a Consortium course must consult with their advisor before registering for the course.

In some cases, Advanced Reading the Research (PPPA 8198) can be used to design independent work to supplement elective and tool courses or to provide background in an area related to the dissertation research that is not available in a course at GW or the Consortium of Washington Area Universities.

PPPA 8198: Advanced Reading and Research
1-3 credits
Supervised reading in selected fields. Student is responsible for identifying a project (e.g., expansion of a previous research paper), and securing agreement from a faculty member, who is both interested and able to support your topic as well as available for the commitment related to overseeing such a project. This must occur prior to seeking permission of department.

Once agreement has been reached, students complete a [Registration Transaction Form](#), which requires departmental approval (i.e., instructor of record) prior to processing by the CCAS Dean's Office and Registrar. The supervising faculty member works with the instructor of record to enter a grade after the work has been completed.

May be repeated once for credit.

DISSERTATION RESEARCH CREDITS

All students are required to complete between 12 and 18 credits of dissertation research. To fulfill this requirement, students register for:

- Philosophical Foundations of Policy and Administrative Research (PPPA 8190),
- Dissertation Workshop (PPA 8191), and
- A minimum of 6 credits of Dissertation Research (PPPA 8199) must be taken in 3-credit increments until the 72-credit hour requirement has been met.
- After students have met the 72-credit hour requirement, they register for Continuing Research (CCAS 940), which is available in 1-credit increments.

Philosophical Foundations of Policy and Administrative Research (PPPA 8190)

Philosophy of science as applied to research in public policy and public administration. Topics include the nature and current problems of epistemology, development and role of theories, and relationships among theory, methodology, and empirical data.

Dissertation Workshop (PPPA 8191)

Use of models and theoretical frameworks in designing dissertation research; formulation of research questions, hypotheses, operational definitions, research designs, sampling, and data analysis approaches.

For doctoral candidates who have completed all courses and examinations, and are preparing for their dissertation.

Dissertation Research (PPPA 8199)

Continuing Research (CCAS 0940)

ADVISING

PROGRAM PLANNING

The first and foremost advice for successfully planning a program is to consult with your advisor before planning your coursework and registering for classes, and to read the official University Bulletin. The University Bulletin will serve as a guide to the governing university rules and requirements. Consultation with your advisor and with the lead professor of your field of study will help you to avoid problems.

Your academic advisor is generally your best resource in academic and personal career planning. While the PhD Program Director will serve as your advisor, you should also meet with your field advisor soon after being admitted to the program. Based on conversations with these two faculty members, each student then selects an appropriate program advisor who is typically a member of the Trachtenberg School faculty. Peer mentoring with doctoral students farther along in their program is helpful, however, it should never be substituted for faculty advising.

COURSE SEQUENCING

Students enter the PhD program with very diverse backgrounds, thus there is not one set list of courses that all students will follow. However, the Suggested Course Sequencing Table, included in this Handbook, provides a template that can be used to guide course selection.

Typically students will first take the required courses that are covered on the PhD qualifying exam first. Students who need to take the prerequisites in economics or statistics should take those courses during the first year.

There are no rigid sequencing requirements except that the economics prerequisite should be completed before PPPA 6014 (Econ 6221) is taken, and the statistics prerequisite should be taken before PPPA 6013.

Field advisors will provide helpful advice on sequencing of field courses and may also provide useful information regarding when field courses will be offered, thus they should be consulted prior to field course selection.

Please note that these general guidelines are not a substitute for faculty advising and should not be used as such.

ADVISING

GENERAL ADVICE

Plan ahead! Careful attention to program planning and course sequencing is necessary to avoid scheduling conflicts, especially later in the program. Most core courses are not offered during the summer, and most field courses are offered only once a year. NOTE: Consult the Schedule of Classes online, the program coordinator, or your academic advisor for the most current information on scheduling for the upcoming semester.

PROGRAM DIRECTOR

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You should first contact the program coordinator anytime you need to file official forms with the University, such as Registration Transaction Forms or any of the various kinds of petitions; she will know the official process or chain of command for most situations. Also, the program coordinator will keep a copy of any paperwork you file with the program or University for your student record. Finally, many of the questions you may have, such as what courses are being offered during which semester, can be answered by the program coordinator.

SUGGESTED COURSE SEQUENCING

(Assumes Fall Matriculation and that the student must take Econ 6217, but not PPPA 6002)

PART-TIME (TWO COURSES)

Semester One (Fall)	Semester Two (Spring)	Semester Three (Fall)	Semester Four (Spring)
PPPA 8100 (3) Econ 6217 (3)	PSc 8103 (3) Econ 6221 (3)	PPPA 8101 (3) * PSc 8229 (3)	Field course (3) PPPA 6013 (3)
Semester Five	Semester Six	Semester Seven	Semester Eight
PPPA 8105 (3) PPPA 8190 (3)	Field Course (or Phil course) (3) Field Course (3)	<i>Qualifying Exam</i> Field Course (3) Field Course (3)	Field Course (3) <i>Field Examination</i> <i>Field Examination</i>
Semester Nine	Semester Ten	Semester Eleven	Semester Twelve
PPPA 6022 or alternative (3) Elective (3)	Elective (3) Elective (3)	PPPA 8191 (3) Elective (3)	PPPA 8199 (3)
	Semester Thirteen	Semester Fourteen	
	PPPA 8199 (3)	CCAS 0940 (1) <i>PhD Defense</i>	

FULL TIME (THREE COURSES)

Semester One	Semester Two	Semester Three	Semester Four
PPPA 8100 (3) Econ 6217 (3) PPPA 6013 (3)	PSc 8103 (3) Econ 6221 (3) PPPA 8101 (3) *	PPPA 8105 (3) PPPA 8190 (3) PSc 8229 (3)	Phil 6230 (or alternative) (3) PPPA 6022 or alternative (3) Field Course (3)
Semester Five	Semester Six	Semester Seven	Semester Eight
<i>Qualifying Examination</i> Field Course (3) Field Course (3) Field Course (3)	Field Course (3) Field Course (3) Electives (3) <i>Field Exam</i>	PPPA 8191 (3) Elective (3) Elective (3)	PPPA 8199 (3)
Semester Nine	Semester Ten	Semester Eleven	
PPPA 8199 (3)	PPPA 8199 (3)	CCAS 0940 (1) <i>PhD Defense</i>	

* PPPA8101 is typically taken in the summer between semesters 2 and 3

PROGRAM OF STUDY FORM

Name:		GW ID:	
Field:		Field Advisor:	
Master's degree:		Number of credits transferred:	

Required Core Courses Prior to Core Qualifying Exam (up to 18 credits)

Course	Title	Semester Taken	Credits
PPPA 8100	Public Administration and American Political and Social Institutions (Fall)		
PPPA 8101	Design of Social and Policy Research (Sum)		
PPPA 6014	Economics in Policy Analysis (Fall or Spring) <i>Prerequisite: Econ 6217 or equivalent.</i>		
PSc 8103	Approaches to Public Policy Analysis (Spring)		
PPPA 6013*	Research Methods in Policy Analysis (Fall or Spring) <i>Prerequisite: PPPA 6002 or equivalent.</i>		
PSc 8229	Politics and Public Policy (Fall)		

Core Courses Not Covered by Qualifying Exam (6 credits)

PPPA 6022 or Alternative	Research Methods in Policy Analysis (Fall) <i>Prerequisites: PPPA 6013 or Mgt 225</i>		
PPPA 8105	Seminar in Budgeting, Revenue, and Expenditure (Fall)		

Qualifying Exam	Date taken:	Grade received:
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Policy Field (up to 18 credits) – Name of Field: _____			
(An Ethics Course)			

Field Exam	Date taken:	Grade received:

Electives: additional courses <i>may be taken</i> depending upon student's background			
(Econ 6217 if taken)			

Dissertation (12-18 credits)			
PPPA 8190 **	Philosophical Foundations of Policy and Administrative Research (Fall)		
PPPA 8191***	Dissertation Workshop		
PPPA 8199	Dissertation Research		
PPPA 8199	Dissertation Research		
PPPA 8199	Dissertation Research (<i>if needed</i>)		
CCAS 0940	Continuing Research – Doctoral (<i>Taken after reaching 72 credits, if needed; used to maintain continuous registration.</i>)		

TOTAL CREDITS: _____

* Or approved substitute.

** PPPA 8190 should be taken earlier in the program, rather than waiting until dissertation stage.

*** PPPA 8191 is to be taken after the field courses and the field exam are complete and before the dissertation proposal review.

Special Approvals: Please list any approved substitute for the standard requirements as listed in the Student Handbook, with name of the person who approved the substitute and the date of the approval. Save a copy of e-mail approvals for reference.

THE GENERAL EXAMINATION

Students must pass a General Examination in Public Policy and Administration. The General Examination consists of two parts, the qualifying exam and the field exam. There are four possible grades on each of these exams: Pass with Distinction, Satisfactory Pass, Bare Pass, and Fail. In order to pass the General Examination, a student must receive a grade of at least satisfactory pass on either the qualifying or the field examination and must not fail either examination. If a student does not receive at least a satisfactory pass on one of the parts, the student may retake either part one time in order to raise their grade to a satisfactory pass. Neither part may be retaken more than once. Failure to pass the General Examination results in termination from the program.

QUALIFYING EXAMINATION

Students take the qualifying examination after they have completed the examined courses in the public policy and administration core. Full-time students typically take the qualifying exam after three semesters in the program (this is typically four to six semesters for Part-time students) and before they complete a significant amount of course work in their specialized policy field. This examination provides students with the opportunity to demonstrate a mastery of core skills needed for the analysis of policy issues and serves as an instrument for assessing the student's capacity for further doctoral studies. Note that the examination is designed to integrate knowledge about the field and is not limited to specific content covered in the individual courses.

The qualifying examination is generally administered during the week before classes start in the fall semester (late August) and spring semester (early January).

FIELD EXAMINATION

Students take a field examination in their selected field of concentration after passing the qualifying exam and completing the required field courses for their respective field. The field exam gives students the opportunity to demonstrate a mastery of core issues, concepts, and methods in the selected field of study.

Students should consult with their field advisor regarding appropriate preparation for the field examination. It is expected that the requirements will be clear to both student and advisor in order to permit adequate time for preparation for the examination. The field advisor should notify the director of the PhD program at least two weeks prior to the administration of any field exam. All field examinations must be prepared and graded by at least two members of the Trachtenberg School faculty, and others as appropriate. Upon completion of the general examination, students advance to candidacy and enter the dissertation phase of their study.

THE DISSERTATION

THE DISSERTATION

The dissertation should consist of a scholarly examination of an important public policy or public administration problem or issue. All dissertations should have a solid conceptual grounding and should explore, critique, and/or extend existing scholarly literature in the candidate's chosen field. The dissertation's findings, conclusions, and modes of analysis and argumentation should be of interest to a significant segment of the intellectual community, as well as, and perhaps just as important, to citizens and public officials concerned about the dissertation's topic. The conclusions of the dissertation should be well supported by the research conducted and the evidence presented. They should, therefore, emphasize knowledge gained through the conduct of the dissertation, rather than knowledge that the student possessed prior to conducting the research.

The Ph.D. program welcomes a variety of theoretical and methodological approaches for conducting the research for the dissertation.

1. The dissertation may pose a primary research question, or a series of related research questions, which guide the dissertation's empirical inquiry. Whether the methodological approach selected is chiefly "qualitative" or "quantitative" should depend on its suitability for producing findings of intellectual and practical interest. By implication, form (methodology) follows function (the substantive nature of the problem or issue being addressed by the dissertation).
2. The dissertation may chiefly "make an argument" rather than "answer a question." Dissertations of this type consist of theoretical, philosophical, or historical analyses that critique and/or reframe taken-for-granted understandings of policy and administrative problems on the basis of which novel problem definitions and even solutions might be formulated. They often take a particular theoretical model, construct, or philosophical position itself as the focus of investigation rather than using it as a vehicle to produce empirical findings.
3. Case studies, so long as they are solidly grounded theoretically and effectively used as vehicles for critical analysis, are also encouraged. The "generality" of case studies will depend less upon their statistical generalizability than on the candidate's ability to evoke general scholarly interest by imaginatively linking "thick" empirical description with theoretical analysis.

These three general types of dissertations should not be seen as mutually exclusive. Some overlap may occur, and combinations of the three types can be mutually reinforcing. The ultimate approach taken in the dissertation is determined by the student working in close consultation with the chair and members of the dissertation committee and will vary across public policy and public administration fields and from dissertation committee to dissertation committee.

Requirements pertaining to form, style, and methods of reproduction of the dissertation are set forth in the [Electronic Thesis and Dissertation \(ETD\) web site](#). It is expected that the candidate have the CCAS Graduate Office check the formatting of the dissertation prior to completion.

THE DISSERTATION

TIME TO COMPLETION

The dissertation must be written, defended, and accepted (and all course-work completed) within eight years of the student entering the Ph.D. program. If the dissertation is not accepted within this period, the student may be required to repeat the entire General Examination or the student's candidacy may be terminated due to lack of satisfactory progress. In special circumstances the Associate Dean for Graduate Studies of CCAS may approve a semester's extension, in which case the student may be required to register to audit up to six hours of Reading and Research.

DISSERTATION FORMAT OPTION

Dissertations may take the form of either one multiple chapter work or a collection of (normally three) publishable papers on a related topic in the student's chosen public policy or public administration field. Again, the format option taken in the dissertation is determined by the student working in close consultation with the chair and members of the Dissertation Research Committee (see below) and will vary among specific public policy and public administration fields and from dissertation committee to dissertation committee. While the dissertation is permitted to focus, in whole or in part, on topics covered in the student's own previously published work, the fact that a piece of research has been published should not be taken as an indication that it will be considered by the dissertation committee to be acceptable dissertation work.

DISSERTATION PROPOSAL

After being advanced to candidacy, students prepare a dissertation proposal. The proposal typically includes a statement of a public policy and/or public administration problem and research questions, a review of the relevant literature, and a description of the research design and methodology to be used. Students are also required to present their proposal formally to a group of faculty prior to receiving approval. The group of faculty consists of the student's prospective Dissertation Research Committee (Director, plus two members; or Co-Directors (2) plus two members). Either the Director or one of the Co-Directors must be a member of the Trachtenberg School faculty. The list of eligible faculty is on the School website and does not include Affiliated Faculty. Other members of the Research Committee may be from inside or outside of CCAS, but must have the terminal degree in their discipline.

Because Ph.D. field advisers play a very important role in the program, it generally is the case that when a student is ready to embark on the dissertation, he/she will consult closely with the field adviser, and the judgment of the field adviser about matters such as committee composition will normally receive considerable weight. The Ph.D. program director may also be consulted by either the student or the advisor concerning the makeup of the dissertation committee.

The Ph.D. Director must approve the Research Committee. Students should send an email that identifies the members of the committee two weeks before scheduling the proposal review. The email should include the C.V. of any proposed members of the Research Committee who are from outside of GWU, and/or who do not have the terminal degree. Their participation must be approved by the Director of the Ph.D. program and the Associate Dean for Graduate Studies of CCAS. An honorarium may be available for readers and/or examiners who do not work at GW. Check with the Ph.D. Program director for the current policy.

Since at the time of the final oral defense each dissertation is required to be read by two "examiners" it may be useful for the student and dissertation director (with the concurrence of the Ph.D. program director) to identify at least one of these individuals at the proposal stage as well. Ultimately (that is, at the final oral

THE DISSERTATION

examination) at least one of these two examiners must be from outside of the Trachtenberg School. Students should not treat examiners as members of the committee, reading drafts and providing feedback during the course the research process so they can participate in the final defense as neutral examiners. This faculty committee evaluates the student based on both the written proposal and on the oral presentation of the proposal. If approved, the proposal becomes the basis for the dissertation.

Dissertation Proposal Review

At the dissertation proposal review, the student and faculty (normally, the Dissertation Research Committee and at least one examiner) come together to consider the importance of the proposed dissertation project and the appropriateness and feasibility of the research design. Students typically describe this as a proposal “defense”, but it is really best thought of as a final review prior to giving a student "the green light" to forge ahead full speed on the dissertation. The review also provides an opportunity for the faculty and others in attendance to provide a broad range of constructive input at this critical early stage. Although the meeting is typically conducted more in the spirit of a working session than of an exam, it culminates in a formal recommendation by the Dissertation Research Committee about whether the research should proceed.

The review can be scheduled only after every member of the Dissertation Research Committee agrees that the proposal is ready to be presented and informs the Ph.D Director. The review will not be scheduled if the student has any outstanding grades of “incomplete” or “in progress.” As soon as the Ph.D. Director gives the student permission to proceed, the student should:

1. Consult with the members of the committee and examiner(s) to find a date and time for the review. The dissertation is normally distributed to members of the committee a month before the defense date. All committee members should be prepared to devote at least two hours to the review.
2. Work with the School staff to find a suitable room for the review. The room should be available for at least two hours (and preferably longer) and should be able to accommodate several guests.
3. After finding a suitable room is available at the designated time, check back with the Ph.D. program director to ensure that there are no scheduling conflicts, and, assuming that there are none, finalize the room arrangements.
4. Prepare a one-page announcement of the review containing the following information:
 - o Title
 - o Candidate
 - o Date
 - o Time
 - o Location
 - o Committee
 - o Abstract (one paragraph)
5. At least ten days before the proposal review, this announcement must be posted electronically to all Trachtenberg School faculty and students.
6. The student should also obtain a "Dissertation Topic Approval Form" from the Trachtenberg School program coordinator, and bring it to be signed at the review.
7. The student should provide all members of the review committee with a hard copy of the proposal that is to be considered as the basis of the review.

The review is open to all Trachtenberg School faculty and students who wish to attend. The procedures to be followed in a particular review should be agreed on by the working committee members in a brief pre-review session, but several considerations should generally be applicable.

THE DISSERTATION

1. The dissertation research director should chair the review and should indicate at the outset the procedures that will be followed.
2. The chair should then ask the student to provide a very brief project overview. Because the committee members can safely be assumed to be familiar with the proposal and because the review is primarily (though not exclusively) a proceeding involving the student and the committee, a lengthy recitation is not appropriate. Fifteen minutes should normally be more than enough time for the student's introductory remarks.
3. The dissertation research director should ensure that there is ample time for questions and comments by members of the committee, other faculty members in attendance and graduate students, in that order of priority. The committee should, if at all possible, encourage questions and comments from graduate students.
4. At an appropriate time, the research director should excuse the student and all guests from the room so the committee can formulate its recommendations. When this discussion is complete, the research director should call the student back in, convey in short form the nature of the recommendations, and adjourn the meeting.
5. If the committee members determine that the student should, on the basis of the proposal as presented, be given permission to proceed with the dissertation, they sign the form that the student has brought to the review. Also available to the committee are several alternatives to outright approval. These alternatives include the following:
 - a. If committee members conclude that the proposal needs fundamental revision, it will have to be reviewed again. (Because the committee members approved the original proposal review, this option should be exercised only if the actual review turns up serious problems that were not evident earlier.)
 - b. If the meeting has brought to the surface certain concerns that need to be taken into account in the proposal but are relatively narrow, then the committee members may:
 - i. Delay signing the approval form until the necessary changes have been made to the proposal, but without requiring that a new review be scheduled; or
 - ii. Agree that the readers will sign the form but that the dissertation director will not do so until the proposal has been satisfactorily revised according to the committee's specifications.

After the proposal has received committee approval, the student should establish a working relationship with the committee members. The nature of this relationship will vary from student to student and from committee to committee (and even within a committee, from member to member). Some committees or some members may expect to play a very active role in guiding the project as it develops. Others may prefer that the chair monitor the project closely, with the readers playing a lesser role. There is no single "best" way to proceed, but it is vital at the very least that the Dissertation Research Committee (a) be kept informed of the progress the student is making, (b) be consulted when unanticipated problems arise, and (c) review drafts of completed sections on an ongoing basis. Students should refrain from contacting faculty members or outsiders who are expected to be examiners at the final dissertation defense.

THE DISSERTATION

HUMAN RESEARCH REQUIREMENTS

Research at GW using human subjects, which will yield generalizable knowledge in the form of a journal article, poster presentation, masters thesis, or doctoral dissertation, must obtain Institutional Review Board (IRB) approval before researchers collect data. **While often dissertation projects in the social sciences are granted exceptions to Human Research requirements, it is crucial that students make contact with the IRB if there is ANY question as to the applicability of human subjects requirements to the research in question. Frequently students incorrectly assume that their research is not covered by these requirements, only to find out later that IRB review is needed. This can slow data collection, and ultimately completion of the dissertation,**

Once a proposal has been approved, the IRB process should be initiated by:

- Downloading and completing the Non-Medical Submission checklist and Non-Medical Submission form. These items can be obtained from the [Office of Human Research](#) website.
- Preparing a submission packet. The submission checklist helps to decipher what is required.

Failure to obtain IRB approval will result in the following:

- You will not be allowed to collect data until you obtain IRB approval.
- You will not be allowed to use the data collected for the intended research purposes. You may be asked to re-register for the thesis/dissertation research credits and start the data collection phase over again.
- You will not be allowed to use the data collected for future research, i.e., you will not be able to use the information to publish or as the base for a future study.
- If the study is funded, you will not have access to the funds.

If you have any questions about this process, you may contact the Office of Human Research at any time by calling (202) 994-2715 or emailing ohrirb@gwumc.edu.

Office of Human Research
The George Washington University
Ross Hall, Suite 613
2300 Eye Street, NW
Washington, DC 20037

THE DISSERTATION

THE FINAL ORAL PH.D. EXAMINATION

The Final Examination is designed, scheduled, and administered by the School. It is an oral examination, open to the public, and is conducted by the Final Examination Committee.

Membership of the Final Oral Ph.D. Examining Committee

The dissertation research director, in consultation with the Ph.D. Program Director, proposes the membership of the Final Oral Examination Committee, although CCAS has ultimate responsibility for its approval. Care should be taken to ensure that the committee proposed represents the necessary fields of expertise. The committee must consist of at least five members (not including the co-director, if applicable), one of whom is outside the School and who has not worked with the student on the dissertation or research project subsequent to the dissertation proposal review. This would typically mean that the oral examination would be conducted by the Dissertation Research Committee and two examiners. One or both of these examiners may have participated in the proposal review however they should not be considered to be members of the committee so that their review of the final document is as an outsider. In other words, students should refrain from contacting examiners between the proposal review and final dissertation defense.

An expert from outside the University may be suggested as one of the examiners. The expert should be located in the metropolitan DC area. A student's current or prospective immediate supervisor of employment is not permitted to be an examiner. The Oral Examination Committee, including the examiners, must be approved by the Director of the Ph.D. program and the Dean of CCAS prior to the dissertation defense being scheduled.

Responsibilities of the Director of the Ph.D. Program

After the oral examination committee has been approved, and the dissertation research director has informed the Ph.D. program director that the dissertation is ready to be defended, the Ph.D. program director shall:

- A. Identify an individual from the GWU faculty to chair the dissertation defense. This individual is not a voting member of the Oral Examination Committee, and is responsible for seeing that all relevant procedures are followed, and otherwise managing the defense.

Responsibilities of the Student

After the oral examination committee has been approved, and the dissertation research director has informed the Ph.D. program director that the dissertation is ready to be defended, the student shall:

- B. Provide a hard copy of the final version of the dissertation to each member of the examining committee.
- C. Schedule a time and location for the defense that is acceptable to all required attendees with the Program Coordinator
- D. Supply the Program Coordinator with all relevant information so that she may notify the Trachtenberg School and GWU community of the scheduling of the dissertation defense.

Each student must be registered during the semester or summer session in which the degree will be awarded. An application for graduation (available [online](#)) must be filed prior to the deadline for that semester.

THE DISSERTATION

After Defense

Once the student has successfully completed the Final Examination and the Committee has verified any required revisions to the dissertation have been made, the student submits the dissertation through the [Electronic Thesis and Dissertation \(ETD\) web site](#) and submits to CCAS the completed ETD Approval Form. For deadlines concerning final submission of doctoral dissertations, please consult the [Electronic Theses & Dissertations \(ETD\) web site](#). Formatting guidelines are provided on the ETD site. The guidelines are designed to produce documents that are uniform in style, but they also allow for the particular requirements of various disciplines.

Students access and print the [Survey of Earned Doctorates](#) from their website. The certification page in the dissertation should only include the core research committee (director/co-director and two readers). Please use academic titles only (this information is in the [University Bulletin](#)). Do not use titles such as Dr., Ph.D., or MD.

Dissertations will first be sent to the Gelman Library for approval. Once approved by Gelman, the dissertation will be forwarded to CCAS for a final check. Students may receive instructions from Gelman or CCAS to make changes and upload a revised edition of their work. The student will be notified by email once the dissertation has been forwarded to ProQuest/UMI.

Students will pay ProQuest/UMI directly on line. The amount charged will depend on the publishing option chosen by the student. GW recommends students choose the Open Access option in the interest of making their scholarship as accessible as possible.

Accepted dissertations and any accompanying illustrations become the property of the University. The University is to be given credit for material used in the publication of any portion of a dissertation, whether as a direct quotation or as an adaptation.

Copyrights and Patents

Students submitting theses/dissertations should be aware of copyright and fair use considerations. Understanding Copyright and Fair Use will help reduce your concerns. You are encouraged to review the information about copyright issues on the [ETD web site](#)

SECTION II: FIELDS OF STUDY

Education Policy
Gender and Social Policy
Health Policy
Program Evaluation
Public Administration and Management
Public Budgeting and Finance
Race, Ethnicity and Public Policy
Science and Technology Policy
Urban and Social Policy

EDUCATION POLICY

FIELD DESCRIPTION

Education and training policies play an important role in the economic and social well-being of local communities, states, and nations. Improving the productivity and quality of education and training ranks high on the policy agendas of government officials worldwide. The education policy track draws on multidisciplinary tools from economics, education, philosophy, political science, psychology, and sociology to: identify education policy problems and opportunities, develop policy alternatives, analyze their likely advantages and disadvantages, influence policy decisions, plan and guide the implementation of new policies, and evaluate the impacts of new and long established education and training policies. Students in the Education policy field must complete the general examination core of courses, plus three additional courses selected from the list of suggested electives, or other courses chosen with advisor approval.

GENERAL EXAMINATION CORE

Educ 8321: **Economics of Education**

Economic analysis as it pertains to educational systems and their impact on economic growth. Economic methods and tools are used to analyze and evaluate contemporary education policy issues. The course builds on Economic principles and theories to assess education problems such as education productivity and cost.

Educ 8322: **Education Policy Implementation**

Analysis of the evolution and implementation of education policies at various levels and types of educational systems. Policy is analyzed as a process and as it interacts with organizational, social, economic, and political factors and movements that can hinder or enhance its implementation.

Educ 8340: **Methods of Policy Analysis in Education**

Methods of analysis used in the study of educational policy issues. Case studies on a range of policy issues and trends, including testing and accountability, school finance, school choice, and the federal role.

FIELD ELECTIVES

Educ 6371: **Education Policy***

Educ 6381: **Program Evaluation**

Educ 8320: **The Politics of Education**

Educ 8323: **Policies of Education Equity**

PPPA 6048: **Financing State and Local Govt.**

PPPA 6049: **Urban Public Policy**

PSc 8212: **State and Urban Policy Problems**

PSc 8211: **State and Urban Politics**

* indicates this course is a prerequisite to Educ 8320, 8321, 8322, 8323, 8340, 8345

FIELD ADVISORS

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GENDER AND SOCIAL POLICY

FIELD DESCRIPTION

The research concentration in Gender and Social Policy is one of two options available to students in the Race, Gender, and Policy Field. Most public policy discussions—local, national, or international—include explicit or implicit assumptions about gender, and they are likely to have direct and indirect impacts that are gender-specific. Policy topics in which gender content is key include, among others, poverty, child welfare, employment, civil rights and human rights, law enforcement, international trade, taxation, education, health, working conditions and wages, reproduction, the media, and science and technology. Gender scholarship across various disciplines has demonstrated the importance of studying the interconnections among gender, race, class, and other forms of social inequality.

GENERAL EXAMINATION CORE

Required Courses

WStu 6220: **Fundamentals of Feminist Theory**

With permission of the field advisor, students with adequate backgrounds in feminist theory may substitute an alternative theory course.

WStu 6240: **Women and Public Policy**

Analysis of gender-related U.S. policy issues, such as equal employment opportunity, education, welfare, child and dependent care, reproductive justice, and domestic violence.

WStu 6221: **Research Issues in Women's Studies**

Analysis of the contribution of gender-relations or feminist perspectives from humanities and social science disciplines to the issues and methods of social research and social policy and practice. Topics include a review of feminist frameworks, a critique and re-evaluation of traditional academic disciplines, and analysis of current research on and for women.

FIELD ELECTIVES

Students must take 3 of the following courses:

Anth/WStu 6257:

Gender and Sexuality

Phil/WStu 6238:

**Feminist Ethics and Policy
Implications**

Soc/WStu 6266:

Gender and Criminal Justice

Soc 6271:

Gender and Society

WStu 6230:

Global Feminisms

WStu 6241:

Women and the Law

WStu 6260:

**Women and Work in the
United States**

WStu/Soc 6265:

**Women, Welfare, and
Poverty**

WStu/Soc 6268:

Race, Gender, and Class

WStu/Psyc 5275:

Women and Health

WStu 6283:

Practicum

WStu 6270:

**Seminar: Selected
Topics***

* e.g. Women and International Development Policy; Women, Science, and Policy; Psychology of Women; Cyberfeminism

FIELD ADVISORS

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[Dr. Cynthia Deitch](#)

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HEALTH POLICY

FIELD DESCRIPTION

Students who choose this field will be prepared to analyze a broad array of health policy issues. These problems include, for example, assessing health and health needs, financing health services, health care reform, global health, care for underserved populations, and long-term care. A multidisciplinary approach to these issues will combine the curricula of economics, philosophy, sociology, law, public health, and health management.

GENERAL EXAMINATION CORE

PubH 8404: **Advanced Topics: Health Systems and Health Policy Research**

Examines issues at the intersection of health systems and policy, with a focus on research methods.

PubH 8408: **Health Services and Systems Financing**

Examines the range of critical financing issues for the U.S. public health and health services systems. (Prerequisite: PubH 285 or equivalent)

FIELD ELECTIVES

HEALTH POLICY/PUBLIC HEALTH

PubH 6004: **Environmental and Occupational Health**

PubH 6006: **Health Behavior and Health Education**

PubH 6315: **Introduction to Health Policy Analysis**

PubH 6320: **Advanced Health Policy Analysis**

PubH 6330: **Health Services and Law** OR PubH 6335: **Public Health and Law**

PubH 6340: **Health Economics and Financing**

PubH 6364: **Federal Budget Process for Health Policy**

PubH 6374: **Pharmaceutical Policy**

PubH 6413: **Global Health Policy and Analysis**

PubH 6442: **Comparative Health Systems**

PubH 6501: **Evaluation of Health Promotion & Disease Prevention Programs**

PubH 8419: **Measurement in Public Health and Health Services Research**

HSML 6202: **Introduction to the U.S. Health System**

HSML 6207: **Health Services Information Applications**

HSML 6326: **Aging and Disability**

MICROECONOMICS

Econ 8361: **Public Finance 1**

Econ 8342: **Labor Economics**

Econ 8345: **Industrial Organization**

METHODS

PPPA 6013: **Research Methods in Policy Analysis**

Econ 8375: **Econometrics I: Introduction**

Econ 8376: **Econometrics II: Simultaneous Equation Models**

Econ 8379: **Laboratory in Applied Econometrics**

PPPA 6022: **Research Methods in Policy Analysis**

PubH 6249: **Use of Statistical Packages: Data Management and Data Analysis**

PubH 6260: **Advanced Data Analysis for Public Health**

FIELD ADVISOR

[Avi Dor](#)

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PROGRAM EVALUATION

FIELD DESCRIPTION

The Program Evaluation field is designed for Ph.D. students who wish to develop both quantitative and qualitative research skills that may be applied to analyze and assess the performance of public and nonprofit programs. Students will be exposed to research methods from multiple disciplines to prepare them for program evaluation and performance auditing professionals.

GENERAL EXAMINATION CORE

PPPA 6016: Profit and Nonprofit Program Evaluation

Theory and practice of program evaluation and evaluative research. Exploration of scope and limitations of current practice in evaluation, considering economic, political, social, and administrative factors. Examination of methodological considerations for design, data collection, analysis, and dissemination.

PPPA 8164: Seminar in Program Evaluation

Doctoral seminar on theory and practice in public and nonprofit program evaluation. The broad range of approaches undertaken, current controversies in the field, and the political and ethical context for evaluators are addressed.

FIELD ELECTIVES

Students are required to take four of the following courses:

Anth 6331:	Research Methods in Development Anthropology	Soc 6232:	Qualitative Methodology: Doing Field Research
PPPA 6015:	Benefit- Cost Analysis	Stat 8265:	Multivariate Analysis
Econ 8375:	Econometrics I: Introduction	Stat 8266:	Topics in Multivariate Analysis
Econ 8376:	Econometrics II: Simultaneous Equation Models	Stat 8281:	Advanced Time Series Analysis
Educ 8122:	Qualitative Research Methods	Stat 6287/	Modern Theory of Sample
DnSc 6275:	Advanced Statistical Modeling and Analysis	Stat 8288:	Surveys
DnSc 6276:	Exploratory and Multivariate Data Analysis	Stat 6291:	Methods of Demographic Analysis

FIELD ADVISOR

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Dr. Burt Barnow

Amsterdam Professor of Public Service
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Public Administration and Management

FIELD DESCRIPTION

This field of concentration is for Ph.D. students seeking a focused background in a core public administration sub-field or topic such as administrative leadership, public and nonprofit management, government regulation and reform, policy and administrative processes, and the relation between social and political theory to the discipline of public administration. It is important that students pursue a focus that is related to strengths in the Trachtenberg School. For example several members of the faculty are currently conducting research related to collaborative governance and civil society.

Students who have not already completed the Master of Public Administration (MPA) degree either at The George Washington University or at another university's accredited MPA program will be expected to include as part of their coursework selected MPA core courses before taking more advanced coursework. The field faculty advisors will work with students on an individual basis in identifying coursework appropriate for them. Although most of the students' coursework will consist of Public Administration courses, their individually tailored field may also include courses from other GWU departments and well as courses at other universities participating in the Consortium of Washington Area Universities.

GENERAL EXAMINATION CORE

All students will be expected to take PPPA 8100, which will form part of their general examination core. Upon finishing their field coursework, students will be required to pass a comprehensive examination based on the four courses comprising their individually tailored field.

Public Organization Theory

(PPPA 8174)

Survey of contemporary normative and epistemological issues in public organization theory and practice. Analysis of the past and present influence of logical positivism, behaviorism, pragmatism, humanism, existentialism, phenomenology, and postmodernism.

FIELD ADVISORS

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PUBLIC BUDGETING AND FINANCE

FIELD DESCRIPTION

This field is designed for students who desire a greater depth and breadth of knowledge about those issues surrounding taxation, public expenditure, and the management of financial resources. The field generally draws on several intellectual traditions, including economics, political science, accounting, and public administration. Students who successfully complete this field of study should be prepared to teach a wide variety of general courses in budgeting and public finance, and should have a solid understanding of the research questions and methodologies that have defined this field.

GENERAL EXAMINATION CORE

Doctoral Seminar in Public Budgeting, Revenue and Expenditure PPPA 8105

All students will be expected to take PPPA 8105, and will be examined on material from this course on the field examination in public budgeting and finance.

Students must also take PPPA 6048 or PPPA 6051:

PPPA 6048: Financing State and Local Governments

Analysis of the theory and practice of public finance in state and local governments. Includes the financing of services through municipal taxation, intergovernmental funds, debt instruments, and other revenue sources. Review of expenditures as well as financial management practices.

PPPA 6051: Governmental Budgeting

Survey of actors, institutions, and processes in U.S. national budgeting system. Executive budget preparation/ execution, legislative re-view and approval of budget requirements, budget execution, and independent audit of government spending. Interrelationships of strategic planning, program development and evaluation, and budgeting at federal level. Statutory bases of budgeting.

Plus PPPA 6015, plus one doctoral-level course in accounting, economics, finance, or political science selected in consultation with the field advisor:

PPPA 6015: Benefit-Cost Analysis

The application of microeconomic theory and welfare economics to the empirical evaluation of public policies and programs. Applied welfare economics as a framework for policy analysis; empirical measures of welfare change; techniques of benefit—cost analysis. PPPA 6014 or equivalent.

FIELD ELECTIVES

Students are required to take three of the following courses:

PPPA 6048:	Financial Management in State and Local Government and Nonprofit Agencies	Econ 2105:	Economic Conditions Analysis and Forecasting (taken for graduate credit)
PPPA 6054:	Budget and Tax Policy	Phil 6231:	Economic Justice
PPPA 6055:	Contracting Out and Privatization	Accy 6701:	Governmental Accounting and Auditing
PPPA 6016:	Public and Nonprofit Program Evaluation		
Econ 6218:	Survey of Intermediate Macroeconomics		

FIELD ADVISORS

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RACE, ETHNICITY AND PUBLIC POLICY

FIELD DESCRIPTION

Race, ethnicity and public policy is an option within the policy field of Race, Gender and Public Policy. Race and ethnicity permeate virtually every aspect of life in the United States. Conflicts associated with race and ethnicity affect all institutions and social interactions of every type, and frequently dominate a range of policy debates. Those debates, of course, reflect competing theoretical perspectives on race and ethnic relations and underlying causes of inequalities associated with race and ethnicity. This field examines those competing perspectives, the range of policy outcomes, and simply what might be done to ameliorate conflicts associated with race and ethnicity in the U.S.

GENERAL EXAMINATION CORE

Required Courses

Soc 6245: **Race Relations**

Systematic analysis of race and ethnic relations and inequality, primarily in the United States. Topics include current status and recent trends in inequality, the patterning of discrimination, the structure of racial attitudes, theoretical perspectives on race relations, and policy issues.

Soc 6248: **Race and Urban Redevelopment**

Examination of major theories regarding racial inequality and urban development, recent policy initiatives, and debates over future research and policy choices. The focus will be on the uneven development patterns of metropolitan areas with particular attention devoted to the racial and ethnic implications of economic restructuring and spatial transformation of urban communities.

Plus two of the following courses:

Hist 3360: **African American History**

Survey of the African American experience, emphasizing both the contributions of black Americans to, and their impact upon, American history.

Psyc 8236: **Minorities and Mental Health**

Examination of basic theoretical models of psychological research on ethnic, racial, and cultural issues.

Soc 6263: **Race and Crime**

Examination of race, crime, and punishment in American society. Analysis of competing theoretical explanations for interracial differences in crime rates, and racial patterns in the apprehension, adjudication, and punishment of offenders.

FIELD ELECTIVES

Students are required to take two additional courses from either the following list of electives or the remaining required courses:

AmSt/Hist 3350:	U.S. Social History	PSc 8211:	State and Urban Politics
Law 6595:	Race, Racism, and American Law	PSc 8212:	State and Urban Policy Problems
Law 6596:	Law of Race and Slavery	Psyc 8298:	Current Topics, Cross-cultural Psychology
Soc 6252:	Economic History	WStu 6240:	Women and Public Policy
Soc 6250:	Urban Sociology	WStu 6265/	Women, Welfare, and
Soc 6268:	Race, Gender, and Class	Soc 6265:	Poverty

FIELD ADVISORS

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[Dr. Steven A. Tuch](#)

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SCIENCE AND TECHNOLOGY POLICY

FIELD DESCRIPTION

The Science and Technology Policy field focuses on the interactions among scientific development, technological change, and governmental and private-sector activities at the domestic and international levels. The program trains students to understand and manage issues at the intersection of science, technology, industrial strategy and structure, and government policy. A comparative approach to science and technology policy is emphasized, founded on the twin poles of in-depth understanding of domestic policies and continuous coverage of policy developments around the world. Students in the Science and Technology Policy program have frequent opportunities for involvement in the activities of the Elliott School's Center for International Science and Technology Policy and Space Policy Institute.

GENERAL EXAMINATION CORE

IAff 6141: **International Science and Technology Policy Cornerstone**

Introduction to the study of international science and technology policy; focus on policy issues that arise from interactions between scientific and technological developments and government activity.

IAff 6159: **Science and Technology Policy Capstone**

A seminar designed to synthesize the skills and knowledge that students have acquired in their graduate study. Open only to M.A. candidates in science and technology policy.

FIELD ELECTIVES

Econ 6255: **The Economics of Technological Change**

IAff 6142: **Technology Creation/Diffusion**

IAff 6145: **U.S. Space Policy**

IAff 6158: **Issues in U.S. Space Policy**

IAff 6151: **Environmental Policy**

IAff 6153: **Science/Tech & National Security**

IAff 6158: **Space Law**

IAff 6158: **International Issues in energy**

IAff 6158: **Comparative S&T Policy**

Students may also propose other courses of relevance to their designated specialization. Such courses may be offered by the Columbian College of Arts and Sciences (Economics, Political Science), the School of Business (Strategic Management and Public Policy, International Business), the School of Engineering (Engineering Management), the School of Public Health and Health Services (International Health Policy), and others. Proposed courses will be evaluated by the Program Director.

FIELD ADVISORS

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URBAN AND SOCIAL POLICY

FIELD DESCRIPTION

Urban and social policy focuses on conditions that historically have been most visible and often most ingrained in large cities, as well as, increasingly, the inner suburbs. This field focuses on problems of these areas, their causes, and policies to address them, including inadequate fiscal capacity; violent crime; economic and community development; housing, housing affordability, and homelessness; poverty and inequality; racial and economic segregation; land use and sprawl, inadequate transportation and congestion, and poor health as well as other related concerns. It is also concerned with the political, social, and economic structures and processes that characterize urban areas, underlie urban problems, and limit the possible solutions.

GENERAL EXAMINATION CORE

Students are expected to take six courses in the Urban and social Policy field. All students must take PSc 212, Urban Problems and Policy Analysis, and PPPA 6085, Poverty and Social Policy. Students must then take 2 other courses from the General Examination Core and 3 additional courses from either the General Examination Core or the Field Electives.

Required course(s)

PSc 8212: Urban Policy Problems

Analysis of public policy issues confronting state and urban governments; emphasis on the theoretical roots and empirical impact of past and present programs in such areas as poverty, housing, crime, and education.

PPPA 6040: Poverty and Social Policy

Analysis of issues in poverty and income/wealth inequality, including dimensions, causes, consequences, and policy remedies.

Students also must take at least two of the following courses, chosen after consultation with their field advisor (other courses may be substituted for one or more of these with the approval of the field advisor):

Econ 8341 and or/or 8342: Labor Economics

Theory of unemployment and wages, analysis of labor supply and demand. Analysis of unemployment; unions; wage regulation. Econ 241 is a prerequisite to Econ 242.

Geog 6243: Urban Geography Seminar

Topics concerning social, political, economic, and environmental issues in U.S. cities.

Econ 8358: Urban Economics

Analysis of spatial relationships among economic activities within an urban area including the urban land, labor, and housing markets; urban transportation models; and fiscal relationships among jurisdictions.

PPPA 6048: Financing State & Local Government

Analysis of the theory and practice of public finance in state and local governments. Includes the financing of services through municipal taxation, intergovernmental funds, debt instruments, and other revenue sources. Review of expenditures as well as financial management practices.

PPPA 6077: **Special Topics: Fiscal Federalism**

Soc 6245: Race Relations

Systematic analysis of race and ethnic relations and inequality, primarily in the United States. Topics include current status and recent trends in inequality, the patterning of discrimination, the structure of racial attitudes, theoretical perspectives on race relations, and policy issues.

Soc 6248: Race & Urban Redevelopment

An examination of sociological forces shaping the development of metropolitan areas, racial inequality, and the intersections of urban development and race relations. Major theories of urban and metropolitan development and causes of racial inequality; major past and current public policies.

Soc 6250: Urban Sociology

Systematic analysis of urbanization and life within urban areas, primarily in the United States. Topics include theoretical perspectives on urban growth and neighborhood change, housing, the community question, neighborhood effects on individuals within the metropolis, and selected policy issues.

PSc 8211: State & Urban Politics

Review of major historical trends and theoretical perspectives on the development of cities and metropolitan areas.

FIELD ELECTIVES

AmSt 6575: **Politics of Historic Preservation**
AmSt 6520: **Economics of Preservation**
AmSt 6495: **Historic Preservation: Principles & Methods I**
Econ 8342: **Labor Economics**
Econ 8357: **Regional Economics**
Econ 8363-4: **Public Finance**
Educ 8323: **Policies of Education Equity Seminar: Urban**
Econ/
Geog 6244: **Sustainability**
Econ/
Geog **Principles of Demography**
/Soc 6290:

Econ/
Geog/
Soc 6291:
PPPA 6042: **Managing State and Local Government**
PPPA 6043: **Land Use Planning & Community Development**
PPPA 6051: **Governmental Budgeting**
PPPA 6054: **Public Budget and Tax Policy**
PSc 8388: **Sel. Topics in Comparative Politics**
Psyc 8246: **Personnel Evaluation**
Soc 6258: **Deviance and Control**
Soc 6259: **Criminology**
Soc 6262: **Corrections**
Soc 6263: **Race and Crime**
WStu 6240: **Women and Public Policy**

Other courses, including courses at Washington area Consortium universities, may be taken with permission of the field advisors. Examples of courses that students have taken include: Georgetown University: Child Development & Public Policy; Family Demography & Policy Issues; Labor Relations & Labor Market Policy.

FIELD ADVISORS

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Director, George Washington Institute of Public Policy
Phone: (202) 994-5713
E-mail: hwolman@gwu.edu

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PROGRAM COMMITTEE

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Director, PhD Program in Public Policy and Administration

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Gregory D. Squires

Professor of Sociology, and Public Policy and Public Administration

Nicholas Vonortas

Professor of Economics and International Affairs

Hal Wolman

Professor of Political Science, of Public Policy and Public Administration, and International Affairs
Director, George Washington Institute of Public Policy

SECTION III: ADMINISTRATIVE ISSUES AND POLICIES

Over the course of a Ph.D. student's time at GWU, there are a number of administrative issues and policies that it will be necessary for the student to understand in order to successfully navigate through the process of getting a Ph.D. In this section, we have identified the most common of these issues:

- Transferring credits;
- Requesting leaves and extensions;
- Full-time student certifications; and
- Travel and research support;
- Teaching and other funding opportunities

In addition, this section lists other useful university policies and resources, such as academic integrity policies and library resources, and lists useful web sites and links for common issues confronted by Ph.D. students.

TRANSFERRING CREDITS

Students who enter the program with graduate credits from another institution are eligible to request a transfer of credits, to be applied to the 72 credits required for the Ph.D. in Public Policy and Administration. The transfer of credits may only be requested after the student has been enrolled in the program, and must be approved by the Dean of CCAS.

Normally, students with a Master's degree from GW or another accredited institution may be permitted to transfer 24 credits into the Ph.D. program. Students requesting transfer of 24 credits need to submit a petition to the Director of the Ph.D. program indicating the desire to transfer 24 credits as a result of the award of a Master's degree, stating the degree and the university at which it was earned.

In exceptional cases, the CCAS Dean may permit more than 24 credits to be transferred. In such cases, it is necessary, to work with the Director of the Ph.D. program to prepare a petition.

The transfer of credits does not alter in any way the requirements of the Ph.D. program. Some students may find that the transfer of 24 or more credits will necessitate ultimately earning more than the 72 credits technically required for the Ph.D. Students should have a conversation with their field advisor and the Director of the Ph.D. program prior to requesting a transfer of credits if there are any questions concerning the impact of the transfer of credits on Ph.D. program requirements.

REQUESTING LEAVES AND EXTENSIONS

Students have eight (8) years from their first semester in the program to complete all degree requirements, including successful defense of the dissertation. In exceptional circumstances, however, students may request either a leave from the Ph.D. program or an extension of time to finish the dissertation.

Coursework

Part-time students are expected to take two courses in each fall and spring semester. Full-time students are expected to take three courses in each fall and spring semester. Summer registration is optional except if it is the semester in which a student is graduating. However, PPPA 8101 is typically offered only in summer semesters.

Leaves of Absence

Students who are temporarily unable to continue their program may request a **Leave of Absence (LOA)**. Such leaves are typically only granted in cases related to some significant life event, such as death, illness, or the birth of a child. The student should submit a petition form to the Director of the Ph.D. program through the academic program coordinator. If the request is approved, CCAS will inform the student and submit the required registration paper work to the Office of the Registrar. Students on LOA do not have access to University facilities including the library and the faculty. No more than two semesters LOA is allowed over the total period of enrollment in the program. Time spent in a leave of absence does not count toward the eight year completion requirement.

Extensions

If a student is unable to complete all course requirements within the eight-year time frame, that student may request an extension of time to complete the degree. In the Trachtenberg School, such a request must first be approved by the student's academic advisor (normally the dissertation research director) and then forwarded to the Director of the Ph.D. program. The Ph.D. program director will then forward the request to the CCAS Dean, who has final say in such matters. All requests for extensions need to be accompanied by a detailed timetable for completion of all requirements.

FULL-TIME STUDENT CERTIFICATION

Students are permitted to petition for certification as full-time students in the event that they are unable to take the required credits of coursework otherwise required for such status due to unusual personal circumstances or have finished all coursework. If approved, this form will allow certification of full- or half-time study with a registration of fewer credits than officially required: 9 credits per semester for full-time study; 4.5 credits per semester for half-time study. In the summer, full-time status requires 6 credits and half-time status requires 3 credits. This frequently applies to students at the dissertation stage once they have completed the required 72 credits.

If approved, the full- or half-time status will be entered into the student record system. This information is available to offices across campus, such as housing and financial aid, and is reported electronically at least twice a semester to the National Student Loan Data System (NSLDS). Once reported, almost all lenders and guarantee agencies have access to this data. Students do not have access to this online information.

Trachtenberg School Ph.D. students should submit the full-time certification form, found on the GWU registrar's web site, for processing by the Program Coordinator and approval by the Ph.D. program director and the Dean of CCAS.

Notes to Students (from Registrar's web site)

- Requests for exception to the official registration requirements will **only** be considered for reasons listed on the full-time certification form. Students at the end of their program of study who only require a three-credit course in a semester to complete their degree **cannot** be certified either full- or half-time. Similarly, students at the end of their program taking 6-8 credits of coursework cannot be certified full-time.
- Students working more than 20 hours per week cannot be certified as full-time.
- Students must complete a form for **each semester requested**.
- Only **current and past** semesters may be verified.
- Students must be registered for the semester requested before the form can be processed.
- Incomplete forms will not be processed and will be returned. All signatures are required.
- Forms cannot be approved and enrollment status updated until the first day of classes for the semester requested. Students must be registered for the category indicated on their request form.
- Students must submit special requests to notify offices outside of the University of their status by completing a *Request for Certification* form through the Office of the Registrar.
- The *Request for Certification* form may also be required if the Half-time/Full-time Certification form was approved after the data was submitted to the NSLDS.

TRAVEL AND RESEARCH SUPPORT FOR PH.D. STUDENTS

The Trachtenberg School will, in principle, assist Ph.D students in defraying costs for expenses related to their development as researchers. This includes, but is not limited to, support for travel to present research at professional conferences. The purpose of this policy is to establish a process for the award of these funds, and to inform students of the availability of other sources of funds in the university.

Background

Ph.D. students often find it useful, for their professional development, to engage in activities involving the outlay of funds to support their own development as researchers. This would include participation in professional conferences, attendance at research methods training seminars, and purchase of necessary software to conduct dissertation research.

For travel to professional conferences, there are three sources of money available within the university, each of which has certain limitations attached:

- The Columbian College of Arts and Sciences (CCAS) will provide \$400 per student to present a paper at a professional conference. This is limited to one award per student per academic year, and must be matched by at least \$100 in money from the student's home department (the Trachtenberg School);
- The Office of Graduate Assistantships and Fellowships permits an award, once per a student's academic career, to present a paper at a professional conference. This may in addition to the CCAS award referenced above;
- The student's home department (the Trachtenberg School) may provide additional funding over the \$100 required as matching the CCAS funds. There is no dollar limit to the amount that may be provided.

Procedure for Receipt of Funds from CCAS

Three times per academic year (by June 30th, September 30th and January 31st) any Ph.D. student may propose funding from the Trachtenberg School, for any purpose indicated below (under "priorities for funding"). Once all of these requests have been received, the Ph.D. Committee (or a designated subcommittee) will review them, and make a recommendation to the Trachtenberg School director concerning which ones should be funded. The number that can be funded, and the amount of funding provided for a given proposal, will in part depend on resources available in a given year. The Ph.D. Committee will normally make decisions within two weeks on which proposals to fund. The following other specific provisions will govern the application process.

1. Students are permitted to apply, as part of this process, even though their request to present at a professional conference may not have yet been accepted by the organizers of that conference. If a proposal approved for funding has not yet been accepted, the requesting student is required to notify the director of the Ph.D. program when the proposal is finally accepted or rejected. In any event, students may not apply for funding for any conference that will commence within one month of the application deadline. This means that the June 30th deadline applies only to events that will occur after August 1st, the September 30th deadline for events that will occur after November 1st, and the January 31st deadline for events that will occur after March 1st. The application itself must include the following information:

- Specific purpose of the request;

- Justification for the request, including how the requested funds will contribute to the development of the student as a researcher;
- Dates of travel, if applicable; and
- Cost, detailed by type of cost (for example, conference registration fee, transportation, etc.)

2. Students are required, once their research proposal is accepted and the Trachtenberg School approval has been received, to apply to the CCAS for their graduate student travel award. If this request of CCAS had not been made by at least one month prior to the date of travel, the Trachtenberg School award may be rescinded. If CCAS AND the Trachtenberg School have not approved the travel, NO reimbursement for expenses can be provided.

3. Requests for CCAS funding should be forwarded, electronically, to the Trachtenberg School graduate program coordinator. The form will then be forwarded, in turn, to the Ph.D. Director, and then the Trachtenberg School Director, and then ultimately to CCAS. The electronic form may be obtained from the Program Coordinator. Once it is completed, it should be sent electronically directly to the PhD program director. The Ph.D. program director will complete and forward to the Trachtenberg School Director who will finally pass it along to CCAS.

4. The student is required to turn in all required receipts and requests for reimbursement to the Trachtenberg School, within two weeks of the conclusion of the travel in question. Failure to do so may result in the student not being reimbursed.

Applying for Assistance from the Office of Graduate Student Assistantships and Fellowships

There is no particular time constraint or dollar limit on requests from this office. To the extent that students want funds from this source supplemented by Trachtenberg School funds, however, they must adhere to the deadlines referred to above. The application form can be found at http://www.gwu.edu/~fellows/fellowships/applications/Conference_TravelGrant.pdf

Priorities for Funding

While any activity related to the development of the student as a researcher is potentially eligible for funding, the Ph.D. Committee intends to adhere to the following general priorities in awarding funds:

1. Giving papers at professional conferences, in particularly those organized by associations and groups most directly related to the student's area of academic interest;
2. Attendance at conferences directly related to the student's approved dissertation (that is, following a successful proposal review) research;
3. Assisting the student in developing skills or data necessary for conduct of his or her dissertation research (this could include attendance at methodological workshops or the purchase of necessary software for approved dissertation research); or
4. Any other purpose that clearly supports the student's development as a researcher.

While each of these is potentially eligible for funding, only the first of these would meet the CCAS criteria for award of travel funds. In practice, therefore, the funds available for the last three purposes listed above are likely to be quite limited.

Questions concerning this policy should be directed to the Director of the Ph.D. program or to the Trachtenberg School graduate program coordinator.

TEACHING OPPORTUNITIES

Ph.D. students, particularly those who desire a career in academia or are interested in teaching courses upon completion of their Ph.D.s, are encouraged to take advantage of opportunities to gain teaching experience. These opportunities tend to fall into three categories:

- Serving as a teaching assistant under the supervision of a faculty member;
- Team-teaching a course with a faculty member; and
- Teaching a course independently.

In order to be eligible to serve as a TA or to team-teach a course the student must have passed his or her qualifying examination. Students who meet this requirement and are interested in teaching should email the Ph.D. program director to indicate their interest. Any student serving as a TA or team teaching must take the TA course offered by CCAS and the Graduate Office of Assistantships and Fellowships.

Students must have passed both their qualifying examination and their field examination in order to be eligible to teach a course independently. The Trachtenberg School will periodically notify Ph.D. students of teaching needs and offer those interested an opportunity to express that interest. In addition, particularly during the summer sessions, Ph.D. students may be given an opportunity to propose courses that they are interested in teaching.

Any questions concerning teaching or assisting in classes should be directed to the Ph.D. program director.

ACADEMIC INTEGRITY POLICIES

Students are required to adhere to University policies regarding academic integrity.

All members of the community are expected to exhibit honesty and competence in their academic work. Incoming students have a special responsibility to acquaint themselves with, and make use of, all proper procedures of doing research, writing papers, and taking examinations.

Members of the community will be presumed to be familiar with the proper academic procedures and held responsible for applying them. Deliberate failure to act in accordance with such procedures will be considered academic dishonesty. Acts of academic dishonesty are a legal, moral, and intellectual offense against the community and will be prosecuted through the proper university channels.

The [University Code of Academic Integrity](#) is located on the [Academic Integrity Office](#) website.

Academic Integrity Office
801 22nd Street NW
Phillips Hall, Suite 411
202)-994-1977
ntegrity@gwu.edu
<http://www.gwu.edu/~ntegrity>

CONSORTIUM OF UNIVERSITIES AND LIBRARIES

CONSORTIUM OF UNIVERSITIES OF THE WASHINGTON METROPOLITAN AREA

The George Washington University is a member of the Consortium of Universities of the Washington Metropolitan Area. Eleven universities in the Washington area--American University, Catholic University of America, Gallaudet University, George Mason University, George Washington University, Georgetown University, Howard University, Marymount University, South-eastern University, the University of the District of Columbia, and the University of Maryland--are associated in a Consortium through which they coordinate the use of their respective facilities. Trinity College is an associate member of the Consortium. Students in approved programs leading to degrees in any one of these institutions have the opportunity to select from the combined offerings the particular courses that best meet their needs. This privilege is subject to regulations of the school in which the student is enrolled. Participation is limited to degree candidates. For specific regulations and further information, please see the [University Bulletin](#).

UNIVERSITY LIBRARIES

The George Washington University is a member of the Association of Research Libraries. The library collections of the University, housed in the [Melvin Gelman Library](#) (the general library of the University), in the Jacob Burns Law Library, and in the Paul Himmelfarb Health Sciences Library, contain some two million volumes. University appropriations supplemented by endowments and gifts provide research materials in the social sciences, the humanities, the sciences, and business. Gifts from many sources have enriched the collections, including a large National Endowment for the Humanities grant to strengthen the University's humanities holdings. The libraries hold over 18,000 serials.

Students, faculty, and staff of The George Washington University (except medical and law students) may borrow directly from the main campus libraries of six other academic institutions in the Washington Research Library Consortium (WRLC). Students may also obtain books and journal articles on interlibrary loan from other libraries in the area and throughout the United States.

[ALADIN](#) is the electronic library resource of WRLC and contains the combined on-line catalog of the seven member universities with more than 4.3 million records, as well as a rich array of electronic databases, indexes, and full texts. ALADIN can be accessed from numerous computers in the libraries as well as remotely from on and off campus.

Information concerning the use of the libraries may be obtained from the GW Information System, Gelman home page, and at library service desks. Individual and class instruction in the use of the library and orientation to library facilities are given by librarians upon request as well as through print, media, and computer-assisted instruction. The libraries strive to fulfill the curricular and research needs and interests of the students. Through computerized searches of bibliographic databases, students identify and locate desired research materials not easily found through more traditional methods. The staff assists all members of the University in using the rich resources of the DC area and the unusual opportunities they offer for extensive research.

ADDITIONAL CONTACT INFORMATION

Columbian College of Arts and Sciences: Office of Student Services

<http://www.gwu.edu/~ccas/grad/>

801 22nd Street, NW
Phillips 107

Phone: (202) 994-6210

Fax: (202) 994-6213

Colonial Central:

Student Financial Assistance, Student Accounts, Cashier, Registrar

<http://colonialcentral.gwu.edu/>

800 21st Street NW
Marvin Center, Ground Floor

Fin. Assist. finaid@gwu.edu

Registrar: regweb@gwu.edu

Student Accts sao@gwu.edu

Phone: (202) 994-9000

Office of Graduate Student Assistantships and Fellowships

www.gwu.edu/~fellows

2121 Eye Street, NW
Rice Hall 603

Email: gradfell@gwu.edu

Phone: (202) 994-6822

Fax: (202) 994-8845

Disability Support Services

This office provides services for disabled students, including aid with academic advising, academic support services, registration, housing, parking, and other campus services.

<http://gwired.gwu.edu/dss>

800 21st Street, NW
Marvin Center 242

Email: dss@gwu.edu

Phone: (202) 994-8250

Fax: (202) 994-7610

Graduate Life / Student Activities Center

<http://gradlife.gwu.edu/>

Marvin Center 427

Email: gradlife@gwu.edu

Phone: (202) 994-GRDS

GWorld

University ID card, dining services

http://gwired.gwu.edu/gwdining/gworld_home.html

Marvin Center 501

Email: gworld@gwu.edu

Phone: (202) 994-1795

Human Resource Services

www.gwu.edu/~hrs/

2033 K Street, NW
Suite 200

Email: hrweb@gwu.edu

Phone: (202) 994-9600

Fax: (202) 994-9619

International Services Office (ISO)

<http://gwired.gwu.edu/iso>

2029 K Street, NW
Suite 310

Email: iso@gwu.edu

Phone: (202) 994-4777

Fax: (202) 994-4488

Information Systems and Services (ISS)

<http://helpdesk.gwu.edu>

Phone: (202) 994-5530

Lerner Health & Wellness Center

<http://gwired.gwu.edu/gwellness/>

2301 23rd Street NW

Phone: (202) 994-1522

Multicultural Student Services Center

<http://gwired.gwu.edu/mssc>
2127 G Street NW

Email: mssc@gwu.edu
Phone: (202) 994-6772

Parking Services

<http://www.gwu.edu/~parking/>
2211 H St. NW

Phone: (202) 994-PARK (7275)

Schedule of Classes

<http://www.gwu.edu/~schedule>

Student Health Service

<http://gwired.gwu.edu/shs/>
2141 K Street NW, Suite 501

Phone: (202) 994-6827
Fax: (202) 973-1572

University Counseling Center

The University Counseling Center is designed to help students resolve personal, social, career, and study problems that can interfere with academic success. Services include workshops on topics that include time management, study skills, procrastination prevention, family and interpersonal issues, stress management, conflict management, and self-esteem. The University Counseling Center also offers tutoring services for all GW students.

2033 K Street, NW, Suite 330

Phone: 202-994-5300 (staffed 24-7)

<http://gwired.gwu.edu/counsel/>

Email: counsel@gwu.edu

The Writing Center

The Writing Center provides writing instruction to GW students at all levels of experience and expertise. Students are assisted in identifying writing problems and learning how best to express ideas. Trained tutors work with students individually on the areas of specific need or interest, and provide assistance in using concise language, maintaining a clear focus, communicating effectively, and understanding the conventions of business writing.

Gelman Library, Suite 103

Phone: (202) 994-3765

<http://www.gwu.edu/~gwriter/>

Other Online Resources

GWeb: Course Registration

<http://banweb.gwu.edu>

Blackboard

<http://blackboard.gwu.edu/>

GW Identification Number Retrieval

<http://gwid.gwu.edu/>

GWorld Student ID Card

<http://gworld.gwu.edu/>

GWired: Student Services

<http://gwired.gwu.edu>

University Directory

<http://my.gwu.edu/mod/directory>

Public Transportation (Metro)

www.wmata.com

University Policy on Equal Opportunity

The George Washington University does not unlawfully discriminate against any person on the basis of race, religion, sex, national origin, age, disability, veteran status, or sexual orientation. This policy covers all programs, services, policies, and procedures of the University, including admission to educational programs and employment. The University is subject to the District of Columbia Human Rights Act. Inquiries concerning the application of this policy and related federal laws and regulations may be addressed to Susan B. Kaplan, Associate Vice President for Human Resources, George Washington University, Washington, D.C. 20052 (202-994-4433), to the Assistant Secretary for Civil Rights of the U.S. Department of Education, or the Director of the U.S. Equal Employment Opportunity Commission/Washington Field Office. To request disability accommodations, students should contact the Office of Disability Support Services, (202) 994-9250 (TDD/voice) and employees should contact the Office of Equal Employment Activities (202) 994-9656.

This handbook is offered as an aid to advising and planning by students and faculty advisors. The Ph.D. program is governed by the rules of the Columbian College of Arts and Sciences and The George Washington University. Students are responsible for consulting their program director, the Columbian College Graduate Student Handbook, and the University Bulletin. For official statement of applicable policies, refer to the [University Bulletin](#) and the Columbian College's [Graduate Student Handbook](#).

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