
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 after fall 2007---

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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 (TSPPPA) 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 TSPPPA 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 program also welcomes applications from students with bachelor's degrees.

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. Within these areas, students may specialize in either public policy or public administration. Through course work in each specialized field, students develop expertise for a variety of careers in the public and private sectors.

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.

Graduates of the doctoral program pursue careers in teaching and research related to public policy and administration and as policy researchers and analysts in government and the private sector. 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 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. 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

PUBLIC POLICY AND ADMINISTRATION CORE

Prerequisite Courses

**Survey of Economics:
Intermediate Microeconomics**
(Economics 217 or equivalent)

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

**Statistical Applications in
Public Administration**
(Public Administration/Public Policy 202
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
(Economics 221/Public Policy 204)

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: Economics 217 or equivalent.

Design of Social and Policy Research
(Public Administration 395 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.

CORE CURRICULUM

Approaches to Public Policy Analysis

(Political Science 303)

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

Public Administration and American Political and Social Institutions

(Public Administration 373)

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

Politics and Public Policy

(Political Science 329)

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

Philosophical Foundations of Policy and Administrative Research

(Public Policy 390)

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.

Note: the content of this course will not be covered in the comprehensive exam. Students may take it at any point in their curriculum depending upon background.

CORE CURRICULUM

STUDENTS IN PUBLIC POLICY EMPHASES (SEE PAGE 8)

Ethical Issues in Policy Arguments

(Philosophy 230 or equivalent)

Critical analysis of ethical foundations of public policy arguments (protection of the environment, health and safety, equality of opportunity). Case studies of appeals to societal values (preference – satisfaction, welfare improvements), to norms of justice or fairness, and to moral rights. Attention to historical contexts and commitments and to racial, gender, and class biases.

Benefit-Cost Analysis

(Economics 222)

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. Prerequisite: Economics 217 or equivalent; Recommended: Economics 221

STUDENTS IN PUBLIC ADMINISTRATION EMPHASES (SEE PAGE 8)

Public Organization Theory

(Public Administration 374)

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.

Public Budgeting, Revenue, and Expenditure Analysis

(Public Administration 205)

Survey course that focuses on the institutions and analytical tools associated with raising revenue and allocating/ managing resources at all levels of government. Hands-on budgeting skills and communication of analysis to decision makers.

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 Public Policy 211. Students with a strong technical background may substitute Economics 375 for Public Policy 211. With advisor approval, students may substitute an intermediate quantitative methods course that is equivalent in coverage to Public Policy 211, such as Decision Sciences 274, Political Science 202, or Sociology 232.

INTERMEDIATE QUANTITATIVE COURSES

Research Methods in Policy Analysis (Public Policy 211)

Multivariate research methods in policy analysis.

Prerequisite: Public Policy 202 or equivalent.

Empirical Political Analysis (Political Science 202)

Techniques of social science data analysis, with emphasis on statistics and computer applications. Lab fee of \$20.

Prerequisite: Political Science 201 or instructor permission.

Statistical Modeling and Analysis (Decision Sciences 274; formerly Management Science 225)

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: Master of Business Administration 220 or equivalent.

Econometrics I (Economics 375)

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 Statistics 275.

Laboratory in Applied Econometrics (Economics 277)

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

Econometrics II (Economics 376)

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

Prerequisite: Economics 375 or equivalent.

Selected Topics in Empirical Analysis (Political Science 285)

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

Statistical Modeling and Analysis (Decision Sciences 275, formerly Management Science 275)

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: Management Science 225 or by permission of instructor

Econometrics III (Economics 377)

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: Economics 375 and 376.

Research Methods in Policy Analysis (Public Policy 212)

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

Prerequisites: Public Policy 211 or Management Science 225.

RESEARCH METHODS

COURSES IN QUALITATIVE METHODS

Qualitative Methodology: Field Research (Sociology 232)

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.

Qualitative Research Methods (Education 307)

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

Uses of History in International Affairs (History 251)

Similar to History 250 but with an emphasis on public policy rather than historiography.

Research Seminar: Strategy and Policy (History 230)

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

DISSERTATION RESEARCH CREDITS

All students are required to complete between 12 and 18 credits of dissertation research. To fulfill this requirement, students register Philosophical Foundations of Policy and Administrative Research (PPOL 390), the Dissertation Workshop (PPOL 391), and a minimum of 6 credits of Public Policy 399 (Dissertation research). Public Policy 399 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 should register for Continuing Research (CCAS 940), which is available in 1-credit increments.

Philosophical Foundations of Policy and Administrative Research (Public Policy 390)

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.

Note: the content of this course will not be covered in the comprehensive exam. Students may take it at any point in their curriculum depending upon background.

Dissertation Research (Public Policy 399)

Dissertation Workshop (Public Policy 391)

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.

Students are expected to have completed the requirements for PPol 391, Dissertation Workshop, prior to scheduling their dissertation proposal review.

Continuing Research (CCAS 940)

FIELDS OF STUDY

In addition to the core curriculum, each student will complete six or more courses in either a public policy or a public administration field.

PUBLIC POLICY EMPHASIS

Education Policy
Health Policy
Race, Gender and Public Policy
 Gender and Social Policy or
 Race, Ethnicity and Public Policy
National Security Policy
Science and Technology Policy
Urban and Social Policy

PUBLIC ADMINISTRATION AND MANAGEMENT EMPHASIS

Public Budgeting and Finance
Public Administration and Management
International Development
Program Evaluation

INDIVIDUALLY-DESIGNED RESEARCH CONCENTRATION OPTION

Public Administration
Public Policy Analysis

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. Any required tool courses would normally be determined by faculty in the student's public administration or public policy field. 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.

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.

Get to know your academic advisor, who is likely to be your best resource in academic and personal career planning. While the PhD Program Director will serve as your advisor upon admission to the program, you should also meet with your field advisor soon after being admitted to the program. Peer mentoring with doctoral students farther along in their program is helpful, however, 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 (see page 11) provides a template which can be used to guide course selection.

Typically students will 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 PPOL 204 (Econ 221) is taken, and the statistics prerequisite should be taken before PPOL 211.

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.

SELECTING ELECTIVES

Elective courses may be taken in any department of the University or from member institutions of the Washington Area Consortium of Universities. Some students select elective courses that deepen their fields of study, while others select electives that broaden their programs of study.

ADVISING

TAKING COURSES IN THE WASHINGTON AREA CONSORTIUM OF UNIVERSITIES

With advisor approval, students may include courses taken through the Washington Area Consortium of Universities in their program of studies. 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.

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: Contact the TSPPPA program office (202-994-6295) for the most current information on scheduling for the upcoming semester.

PROGRAM DIRECTOR

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PROGRAM COORDINATOR

Catherine Matto
MPA 601X
(t) 202-994-6662
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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 file. Finally, many of the questions you may have, such as what courses are being offered during which semester, can be answered quickly and easily by the program coordinator.

SUGGESTED COURSE SEQUENCING

(Assumes Fall Matriculation with no transfer credits and that the student must take ECON 217, but not PPOL 202)

PART-TIME (TWO COURSES)

Semester One	Semester Two	Semester Three	Semester Four
PAD 373 (3) ECON 217 (3)	PSC 303 (3) PAD 395 (3)	ECON 221 (3) PSC 329 (3)	ECON 222 (3) PPOL 211 (3)
Semester Five	Semester Six	Semester Seven	Semester Eight
PPOL 390 (3) PHIL 230 (or Field Course) (3)	Field Course (or PHIL course) (3) Field Course (3)	<i>Qualifying Exam</i> Field Course (3) Field Course (3)	Field Course (3) Field Course (3) <i>Field Examination</i>
Semester Nine	Semester Ten	Semester Eleven	Semester Twelve
PPOL 212 or alternative (3) Elective (3)	Elective (3) Elective (3)	PPOL 391 (3) Elective (3)	PPOL 399 (3)
	Semester Thirteen	Semester Fourteen	
	PPOL 399 (3)	CCAS 940 (1) <i>PhD Defense</i>	

FULL TIME (THREE COURSES)

Semester One	Semester Two	Semester Three	Semester Four
PAD 373 (3) ECON 217 (3) Field Course (3)	PSC 303 (3) ECON 221 (3) PPOL 211 (3)	Field Course or PAD 390 (3) PHIL 230 (or ECON 222) (3) PSC 329 (3)	ECON 222 (or PHIL Course) (3) PAD 395 (3) Field Course (3)
Semester Five	Semester Six	Semester Seven	Semester Eight
<i>Qualifying Examination</i> Field Course or PPOL 390 (3) Field Course (3) Field Course (3)	Field Course (3) PPOL 212 or alternative (3) Electives (3) <i>Field Exam</i>	PPOL 391 (3) Electives (6)	PPOL 399 (3)
Semester Nine	Semester Ten	Semester Eleven	
PPOL 399 (3)	PPOL 399 (3)	CCAS 940 (1) <i>PhD Defense</i>	

PROGRAM OF STUDY FORM

Name:	GW ID:
Advisor:	Entry Semester:

Note semester and year course was (or will be) completed.

Required Core Courses Prior to Core Qualifying Exam (24 credits)			
PPOL 395 (Sum/Spr)	ECON 221 (PPOL 204)		PSC 303 (203)
PAD 373 (Fall)	PPOL 211*		PSC 329 (229)
Public Policy Emphases		Public Administration Emphases	
PHIL 230**		PAD 205 (all semesters)	
ECON 222		PAD 374 (Fall)	
Second Methods Course (3 credits)			
PPOL 212*			
Policy Field (18 credits) – Name of Field: _____			
Electives (15 credits, include ECON 217 if taken)			
Dissertation (18 credits)			
PPOL 390 *** (Fall)	PPOL 399	PPOL 399	
PPOL 391	PPOL 399 (if needed)	CCAS 940 (after reaching 72 credits)	

* or approved substitute.

** or approved substitute. Approved substitutes include History 220, 230, 251, 282, and 285; Philosophy 242 and 281.

*** PPOL 390 may be taken (or should be taken) earlier in the program, rather than waiting until dissertation stage.

Special Approvals: Please list any approved substitute for the standard requirements as listed in the Student Handbook, along 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. In order to pass the General Examination, a student must receive a grade of satisfactory pass on either the qualifying or the field examination and a grade of no lower than bare pass on either examination.

QUALIFYING EXAMINATION

Students take the qualifying examination after they have completed the seven courses in the public policy and administration core plus the first required research methods course. Full-time students typically take the qualifying exam after their first year of studies 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.

FIELD EXAMINATION

Students take a field examination in their selected public administration or public policy field after passing the qualifying exam and completing their general examination core. 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 and/or the director of the Ph.D. Program prior to preparing for and taking the field exam. Upon completion of the general examination, students advance to candidacy and enter the dissertation phase of their study.

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 fields of public policy and/or public administration. 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 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 among specific public policy and public administration fields and from dissertation committee to dissertation committee.

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 committee and will

THE DISSERTATION

vary among specific public policy and public administration fields and from dissertation committee to dissertation committee.

DISSERTATION PROPOSAL

After passing their examinations, students prepare a dissertation proposal. The proposal 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 committee (Director, plus two readers; or Co-Directors (2) plus one reader; plus one additional faculty member. The students typically describe this as a proposal review, 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. A 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.

Role of the Ph.D. field advisor: Because PhD 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, that they will consult closely with the field adviser, and the judgment of the field adviser about matters such as committee composition, etc. will normally receive considerable weight.

DISSERTATION PROPOSAL REVIEW

At the dissertation proposal review, the student and the student's working committee (normally, the committee chair and two readers) come together to consider the importance of the proposed dissertation project and the appropriateness and feasibility of the research design. The review also provides an opportunity for the working committee 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 working committee about whether the research should proceed.

Students are expected to have completed the requirements for PPol 391, Dissertation Workshop, prior to scheduling their dissertation proposal review.

The review can be scheduled only after every member of the student's working committee informs the School's graduate advisor that the prospectus is ready to be presented. As soon as the graduate advisor gives the student permission to proceed, the student should:

1. Consult with the members of the working committee to find a date and time for the review. 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. Assuming that a suitable room is available at the designated time, check back with the graduate advisor to ensure that there are no scheduling conflicts, and, assuming that there are none, finalize the room arrangements.

THE DISSERTATION

4. Prepare a one-page announcement of the review. This announcement should contain the following information:
 - Title
 - Candidate
 - Date
 - Time
 - Location
 - Committee
 - Abstract (one paragraph)
5. At least ten days before the proposal review, this announcement must be posted electronically to all TSPPPA faculty and students.
6. At least ten days before the proposal review, the student must also deposit a copy of the proposal with Catherine Matto, Program Coordinator (MPA 601X, caj@gwu.edu), so any interested faculty member or graduate student will have an opportunity to examine it.
7. The student should also obtain a "Dissertation Topic Approval Form" from Catherine Matto, and bring it to be signed at the review in the event that the review is successful.

The review is open to all TSPPPA 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.

1. The committee chair should chair the review, and should indicate at the outset the procedures that will be followed.
2. The committee 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 working committee, a lengthy recitation is not appropriate. Fifteen minutes should normally be more than enough time for the student's introductory remarks.
3. The committee chair 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 committee chair should excuse the student and all guests from the room so the committee can formulate its recommendations. When this discussion is complete, the committee chair should call the student and guests 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 should 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.)

THE DISSERTATION

- 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 the committee chair 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 faculty members of the dissertation 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.

Requirements pertaining to form, style, and methods of reproduction of the dissertation are set forth in the back in “Columbian College Dissertation Policies.” It is recommended that the candidate have the CCAS Graduate Office check the formatting of the dissertation prior to completion.

When the dissertation is complete and approved by the Dissertation Research Committee the student presents an oral review that is open to the public (see below).

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 may approve a semester's extension, in which case the student may be required to register for up to six hours of Reading and Research for audit.

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. 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.

THE DISSERTATION

- 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

FINAL DEFENSE

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, which consists of the student's Dissertation Research Committee and two other examiners, at least one of whom must be from outside the TSPPPA.

Once the student has successfully completed the Final Examination and the Committee has verified that all the revisions to the dissertation that they requested have indeed been made, the student submits two copies of the dissertation to the CCAS Graduate Office together with the University Microfilm and Survey of Earned Doctorates forms.

Accepted dissertations and any accompanying illustrations become the property of the University and are deposited in the Gelman Library, where the duplicate copies are bound and made available for circulation. A copy of the dissertation is provided to University Microfilms Incorporated, with which the University has an agreement for the reproduction and distribution of doctoral dissertations and abstracts.

COLUMBIAN COLLEGE OF ARTS AND SCIENCES DISSERTATION POLICIES

THESES AND DISSERTATIONS

The following provides guidelines for the preparation of master's theses and doctoral dissertations. The guidelines are designed to produce documents that are uniform in style, but they also allow for the particular requirements of the various disciplines. Exceptions are to be approved by both your director and Columbian College of Arts and Sciences. These guidelines can also be found on the CCAS [Theses and Dissertations](#) webpage.

FORM, STYLE, AND METHODS OF REPRODUCTION

Paper and Quality

The original copy of the thesis or dissertation should be prepared on high quality, durable, white paper, 8-1/2-by-11 inches in size and twenty-pound in weight. Erasable bond or any other paper with a chemically treated surface is not acceptable. One copy must be submitted in addition to the original. The copy must be on good-quality, twenty-pound white paper. The original and copy may be produced using high-quality, photocopying or computer-assisted reproduction methods as long as the standards for paper quality and image quality are met. Similarly, printing and photo-offset processes may be used for text, illustrations, and tables provided that all copies are legible and capable of being microfilmed. Loose-leaf copies with punched holes are not acceptable.

The pages should be free of obvious blemishes and corrections. Strikeovers, crossed-out words, and inserted words are not acceptable. When special characters and symbols are required and not available on computer, they should be inserted carefully in the manuscript by hand using permanent black ink.

Students will need additional copies of the original for their own use, for the use of the Final Examination Committee (doctoral candidates), and for their School.

Style

General questions concerning appearance, form, and arrangement are answered in this guide. Your director or School may have certain style requirements or preferences. You should follow that style consistently throughout your work. For more detailed instructions, you may wish to obtain a style manual. The following are available in the University Bookstore: *A Manual for Writers of Term Papers, Theses, and Dissertations* (University of Chicago Press) by Kate L. Turabian and *MLA Handbook for Writers of Research Papers, Theses, and Dissertations*. Students working in psychology and speech pathology must use the *Publications Manual of the American Psychological Association* (American Psychological Association, Inc., 1200 17th Street, N.W., Washington, D.C. 20036). Medical science students are to follow the format that is approved by their research director and Columbian College of Arts and Sciences.

COLUMBIAN COLLEGE OF ARTS AND SCIENCES

DISSERTATION POLICIES

Type Size and Quality

The type must be 10 - 12 points or larger. A ten point Times New Roman or a twelve point Courier are good examples of acceptable type styles; other type styles must be approved in advance by Columbian College. Decorative and ornate fonts are not acceptable. Word processor printers should be letter quality and produce crisp, dark images. A sample printed page should be brought to the Student Services Center for approval.

All text, drawings, etc., must be done on one side of the paper only. All textual material should be double-spaced, but long quotations and footnotes may be single-spaced.

Margins

Margin requirements will be enforced without exception. The margins for the text of the thesis should be one and one-half inches on the left (to allow for binding), one inch on the right, one inch on the top (unless it is a title or other heading), and one inch on the bottom. Chapter headings should be two inches below the top margin (or three inches from the top of the page).

All information including titles, footnotes, and illustrative material must conform to the margins specified (except for page numbers). After sewing along the left-hand edge, the bindery trims the other three sides of the thesis/dissertation. Accordingly, insufficient margins will affect the readability and appearance of the document.

Illustrations

When illustrations (photographs, maps, graphs, etc.) are used, they may be scanned and printed in high resolution printers. Photocopies may be submitted in the copy, but not in the original, if perfectly distinct and approved by the director. Photocopies must be on permanent, durable paper. If mounted, photographs and other illustrative material must be dry mounted on good quality, 20-lb. white paper. Rubber cement, other glues, or double-sided tape are not acceptable methods of attachment. Large illustrations must each be preceded by a regular sheet of thesis paper on which is indicated the title or identification and, if necessary, the source or sources. The title or legend page may be oriented in the usual manner or may be oriented so as to face the illustration. Smaller illustrations may have the title or legend placed on the same page. **All illustration and legend pages must be numbered.**

Illustrative material must fall within the stated margins. If the material is oversized, it may be (a) photographically reduced, (b) enclosed in an envelope or pocket, or (c) prepared (folded) for binding. If reduced in size, the illustrative material must be easily readable. If folded, the material must be arranged on the page to allow the one and one-half inch margin on the binding edge. The illustration should be folded carefully so that there are as few folds as possible and so that the page can be easily unfolded after the thesis is bound. The folded outer edges of the illustration should be one-half inch smaller than the text pages at the top, bottom, and right-hand edges. The overall

dimensions of the folded illustration will then be approximately eight-by-ten inches. Please note, however, that oversized pages complicate microfilming and should be avoided whenever possible.

COLUMBIAN COLLEGE OF ARTS AND SCIENCES DISSERTATION POLICIES

The use of color in doctoral dissertations, especially in graphs, charts or maps, should be avoided because the gray shade of colors often cannot be distinguished in microfilm copies.

Number Placement and Sequence

Preliminary pages (title page, table of contents, list of illustrations, etc.) are numbered in lowercase Roman numerals (e.g., ii, iii, iv etc.) at the center of the text at the bottom of the page, resting on the bottom margin. The title page is counted as the first page, but does not carry a number. The copyright page, if used, is also not numbered. The first page of front matter carrying a number is "ii." All text pages following the preliminary pages are numbered with Arabic numerals beginning with "1" on the first page of text and continuing to the end of the thesis/dissertation. All text pages, illustrations, and legends must be numbered. The text page numbers are to be placed either at the top of the page, one inch from the right side so that the bottom of the number rests on the top margin, or at the bottom center of the page, one inch from the bottom so that the number rests on the bottom margin.

Page numbers stand alone; do not use periods, hyphens, or other decorative marks with page numbers.

Arrangement of Pages

Pages in the thesis/dissertation should be organized as follows:

- Blank page
- Title page (A sample title page is available for download here in .pdf format.)
- Copyright page (if used)
- Dedication page (optional)
- Acknowledgment page (optional)
- Abstract (required for doctoral dissertations, optional for master's theses)
- Table of contents
- List of tables
- List of figures or illustrations
- Preface or foreword (optional)
- Text
- Appendices
- Endnotes (if used)
- Bibliography
- Blank page

Student Services Center will examine the thesis/dissertation to see that the requirements of style and form laid out in this guide have been met. Theses/dissertations that are judged unacceptable will be returned to the student for correction and reapproval by the faculty concerned.

COLUMBIAN COLLEGE OF ARTS AND SCIENCES DISSERTATION POLICIES

The accepted thesis/dissertation is the property of the University. The original and the copy are deposited in Gelman Library for circulation.

The University is to be given credit for material used in the publication of any portion of a thesis or dissertation, whether as a direct quotation or as an adaptation. Library copies of theses or dissertations may not be sent to printers for use as "copy" for publication.

GENERAL INFORMATION

Registration

Each student must be registered during the semester or summer session in which the degree will be awarded. An application for graduation (available in the Student Services Center) must be filed prior to the deadline for that semester and the required binding fee (if applicable) must be paid at the time of billing.

Deadlines

For deadlines concerning final submission of master's theses and doctoral dissertations, please consult the Academic Calendar. Final oral examinations are scheduled by your School.

Microfilming of Doctoral Dissertations

Doctoral candidates are required to submit their dissertations to Bell & Howell for microfilming and for publication in Dissertation Abstracts International. A printed agreement between the student and Bell & Howell must be completed and signed by student and submitted with the final version of the dissertation. The candidate is urged to read the agreement carefully. The form is available at the School and the Graduate Student Office. Students must include a separate copy of the title page and abstract with the form.

Copyrights and Patents

As the author of a thesis or dissertation, you may be interested in the following. You own the copyright to your work just by virtue of being its author. Most authors will not find themselves in a situation in which someone infringes on or violates the copyright by using it without providing proper credit. If you are concerned that this may happen, however, it might be worthwhile to pay the extra fee in order to register your copyright. Here is what registering the copyright accomplishes:

1. A registered copyright serves as prima facie evidence of copyright validity and is a prerequisite for filing an infringement action against someone in court.

2. A copyright owner can recover statutory damages and attorney's fees only if the work is registered prior to infringement or within three months of publication.

3. If the infringement occurred prior to registration, the copyright owner can still file an action, but it is limited to actual damages and injunctive relief. In other words, you could register the copyright after you find out about the infringement and still take action against the violator.

COLUMBIAN COLLEGE OF ARTS AND SCIENCES DISSERTATION POLICIES

4. By paying the registration fee to Bell & Howell, you are paying Bell & Howell to register the copyright on your behalf. Alternatively you can do it on your own now or later.

As this suggests, registering the copyright might not be necessary in many cases. However, if your work is something that has the potential to make money (e.g., book royalties), it is probably wise to register the copyright.

If your work could lead you to seek a patent for an invention or discover, you may ask the Student Services Center to delay submitting your work to Bell & Howell or making it available through Gelman Library to give yourself time to file for a patent. A written request stating the time period for the delay is required. Once you make such an invention or discovery public, you may lose your opportunity for a patent.

If you developed a patentable invention with University funds or facilities, please also understand that you have a responsibility to disclose this to the University (the Associate Vice President for Research and Graduate Studies or the Medical Center Office of Research). For more information, please visit the website of the Office of Sponsored Research.

THE FINAL ORAL PHD EXAMINATION

Responsibilities of the Dissertation Director

The dissertation director, in consultation with the TSPPPA Graduate Advisor and with the Advisor's approval, determines the membership of the Final Oral Examination Committee. The committee must consist of at least five members (not including the co-director), one of whom is outside the School and who has not worked with the student on the dissertation or research project. An expert from outside the University may be suggested. Such an expert is offered an honorarium of fifty dollars. 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. Care should be taken to ensure that the committee proposed represents the necessary fields of expertise.

The scheduling of the final oral examination is handled through the School/program office.

Responsibilities of the Dissertation Writer

At least **three weeks** before the date of the final examination the dissertation format should be approved by the Student Services Center prior to the preparation of the final copies. This includes such items as margins, table of contents, footnotes, form of bibliography, pagination, and the quality of paper and copying methods to be used.

Preparation of at least six copies of the dissertation is recommended, one for each member of the Final Oral Examination Committee, one for the director, and one for the exam chair. It is recommended that the student hand-deliver copies to examiners in the Washington DC area. Copies that must be mailed should be sent via registered or certified mail. The examiners, the director, and

COLUMBIAN COLLEGE OF ARTS AND SCIENCES
DISSERTATION POLICIES

the exam chair should ideally have their copies at least five weeks prior to the examination, but no less than three weeks.

The student should also obtain the TSPPPA dissertation sign off sheet from the School's program coordinator, and take the sheet to the defense.

Following the final oral examination and the completion of any required corrections or revisions, the Student Services Center must receive two final copies and all required forms. Normally, the director will want a final copy and often the School will want a copy as well.

FIELDS OF STUDY

ADMINISTRATION AND MANAGEMENT

FIELD DESCRIPTION

This field of concentration is intended for PhD students seeking a broad background in core public administration sub-disciplines and topics such as administrative leadership, program evaluation, organization and management theory, government regulation and reform, the intersection between policy and administrative processes, and the relation between social and political theory to the discipline of public administration. Students who have not already completed the Master of Public Administration degree either at The George Washington University or 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 PAd 374, which will form part of their general examination core. Upon finishing their field coursework, students will be required to pass a comprehensive take-home examination based on the four courses comprising their individually tailored field.

Public Organization Theory

(Public Administration 374)

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: ADMINISTRATION AND MANAGEMENT

FIELD ADVISORS

**James E. Kee, Donna Lind Infeld, Michael Harmon,
Lori Brainard, Kathryn Newcomer**

James E. Kee

Professor: B.A. (History and Political Science), University of Notre Dame; M.P.A., J.D., New York University. Professor Kee's teaching and research interests include budget theory and policy; intergovernmental finance; state-federal management issues; and public sector productivity, management, and leadership. Professor Kee has had an extensive career in state government administration in New York and Utah. He was counsel to the New York State Legislature and served under two Utah governors as state planning coordinator, state budget director, and executive director of the Department of Administrative Services. His publications include *Out of Balance* (with Scott Matheson, 1986); "The Crisis and the Anticrisis Dynamic: Reshaping the American Federal System" (1992) in *Public Administration Review*, and "Benefit-Cost Analysis", in *Handbook of Practical Program Evaluation*.

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Michael Harmon

Professor: B.A. (Political Science), Utah State University; M.P.A., Ph.D., University of Southern California. Professor Harmon's teaching and research interests include organization theory, administrative ethics, and philosophy of social science. He has previously served as Public Administration Department Chair, Senior Associate Dean in the School of Business (formerly the School of Business and Public Management), and Director of the former Ph.D. Program in Public Administration. He has given numerous lectures and seminar presentations in these subject areas at universities both in the U.S. and abroad, including in Korea, China, Australia, Canada, and South Africa. He frequently contributes to the *Public Administration Review* and other journals, and has authored three books on public administration and organizational theory.

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FIELD: ADMINISTRATION AND MANAGEMENT

Lori Brainard

Assistant Professor: B.A. (Political Science), University of Massachusetts, Boston; Ph.D. (Politics), Brandeis University. Professor Brainard's teaching and research interests include regulation, interest groups and non-profit organizations, and public policy, especially communications policy. She has published articles on Internet-based organizations/ advocacy and on communications policy in an array of national and international public administration journals. She is the author of the book *Television: The Limits of Deregulation* (2003).

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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 321: 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 322: Educ. 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 340: 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 271: Education Policy*

EDUC 281: Program Evaluation

EDUC 320: The Politics of Education

EDUC 323: Policies of Education Equity

EDUC 345: Analysis Fed. Education Policy

EDUC 370: Higher Education Policy

PAD 248: Financing State and Local Govt.

PAD 249: Urban Public Policy

PSC 212: State and Urban Policy Problem

PSC 211: State and Urban Politics

SOC 235: Sociology of Education

* indicates this course is a prerequisite to EDUC 320, 321, 322, 323, 340, 345

FIELD: EDUCATION POLICY

FIELD ADVISOR

Yas Nakib

Associate Professor of Education Policy and Public Policy & Public Administration. Dr. Nakib earned an MA in Economics from Eastern Michigan University and his Ph.D. in Education Policy from Florida State University. He specializes in studying economic and financial aspects of education policies with interests in schooling resource allocation and use, educational productivity, and the impact of school reforms. He is a principal investigator of various federal and state-funded research grants primarily analyzing the financing, approaches, and implementation practices of school reforms. He has worked on analyses of state and local policies related to school finance, governance reforms, and school staffing resource allocation. He has taught education and economics at various universities, including the University of Delaware and the University of California at Los Angeles. He is currently a policy research scholar at the GW Institute of Public Policy (GWIPP) and was formerly a Research Fellow with the Consortium for Policy Research in Education (CPRE). His research has been published and presented in several education and public policy outlets. Dr. Nakib has served in several leadership roles at the governing boards and units of the American Educational Research Association and the American Education Finance Association.

Dr. Yas Nakib

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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 220: Fundamentals of Feminist Theory

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

WSTU 240: 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 221: 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 257: **Gender and Sexuality**

PHIL/WSTU 238: **Feminist Ethics and Policy Implications**

SOC/WSTU 266: **Gender and Criminal Justice**

SOC 271: **Gender and Society**

WSTU 230: **Global Feminisms**

WSTU 241: **Women and the Law**

WSTU 260: **Women and Work in the United States**

WSTU/SOC 265: **Women, Welfare, and Poverty**

WSTU/SOC 268: **Race, Gender, and Class**

WSTU/PSYC 275: **Women and Health**

WSTU 283: **Practicum**

WSTU 270: **Seminar: Selected Topics***

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

FIELD: GENDER AND SOCIAL POLICY

FIELD ADVISORS

Cynthia Harrison

Associate Professor of History and of Women's Studies. Before joining the GW faculty, she served for six years as the chief historian of the Federal Judicial History Office, located at the Federal Judicial Center, Washington, DC (the education and training agency for the U.S. federal court system). From 1982 to 1988, she was the deputy director of Project '87, a joint educational effort of the American Historical Association and the American Political Science Association for the bicentennial of the U.S. Constitution. In that capacity, she edited a quarterly magazine about the Constitution for educators. From 1979 to 1982, she was a research fellow and guest scholar at the Brookings Institution. A graduate of Brooklyn College, she earned a Ph.D. in American History from Columbia University, which she received in 1982, and a Master of Science in Library Service from Columbia University, which she received in 1967. She is the author of *On Account of Sex: The Politics of Women's Issues, 1945-1968* (1988) and numerous articles on women, politics, and policy. She is currently working on a book about the impact of feminism on public policy affecting poor women.

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Cynthia Deitch

Associate Professor of Women's Studies and Sociology. Dr. Deitch earned her Ph.D. from the University of Massachusetts. Her areas of expertise are gender and public policy, employment and labor market inequalities, work and family policies. Selected publications: "Manufacturing Job Loss among Blue Collar Women: An Assessment of Data and Policy" in *Gender Differences: Their Impact on Public Policy*, co-author, (Greenwood Press, 1991); "Gender, Race, and Class Politics and the Inclusion of Gender in Title VII of the 1964 Civil Rights Act" *Gender and Society* 7(2), 1993; "How U.S. Radiologists Use Their Professional Time: Factors Affecting Work Activity and Retirement Plans," co-author, *Radiology* 194(1): 33-40, 1995.

Dr. Cynthia Deitch
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Associate Professor of Women's Studies Associate Professor of Sociology
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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 404: **Advanced Topics: Health Systems and Health Policy Research**

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

PUBH408: **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

PUBLIC HEALTH/HEALTH POLICY

PUBH 204: **Environmental and Occupational Health**

PUBH 206: **Health Behavior and Health Education**

PUBH 241: **Introduction to Health Information Systems**

PUBH 282: **Application of Health Policy Analysis**

PUBH 283: **Health Services and the Law** OR PUBH 284: **Public Health and the Law**

PUBH 285: **Health Economics and Financing**

PUBH 289: **Federal Budget Process for Health Policy**

PUBH 296: **Pharmaceutical Policy**

PUBH 302: **Introduction to the U.S. Health System**

PUBH 322: **Comparative Global Health Systems**

PUBH 325: **Global Health Policy and Analysis**

PUBH 383: **Evaluation of Health Promotion & Disease**

PUBH 401: **Leadership in Public Health Practice and Policy**

PUBH 402: **Foundations of Public Health and Health Services Research**

PUBH 403: **Measurement in Public Health and Health Services Research**

HSML 236: **Aging and Disability**

FIELD: HEALTH POLICY

METHODS

Students who have taken only Quantitative Methods course under the general requirement are required to take one additional methods course from the following list (in consultation with advisor) :

PPOL 211: **Research Methods in Policy Analysis**

ECON 375: **Econometrics I: Introduction**

ECON 376: **Econometrics II: Simultaneous Equation Models**

ECON 277: **Laboratory in Applied Econometrics**

PPOL 212: **Research Methods in Policy Analysis**

PUBH 249: **Use of Statistical Packages: Data Management and Data Analysis**

PUBH 260: **Advanced Data Analysis for Public Health**

Economics

ECON 363: **Public Finance 1**

ECON 341: **Labor Economics** OR ECON 345: **Industrial Organization**

FIELD ADVISOR

Avi Dor

Professor and Director of the Economics and Health Policy Program in the School of Public Health and Health Services. Prior to joining GW in 2006, Avi Dor served as the John R. Mannix Medical Mutual Professor of Health Care Economics, at the Weatherhead School of Management, Case Western Reserve University. Previously held the position of Research Fellow at the U.S. Agency for Health Care Policy and Research, and Research Associate at the Urban Institute. He earned a Ph.D. in Economics in 1987 from the Graduate School of the City University of New York; and did his thesis work at the World Bank, under the auspices of its Research Department. Currently he is also a Research Associate in the nationally renowned Health Economics and Health Care Economics programs of the National Bureau of Economic Research (NBER) in Cambridge MA.

As a reflection of the scope of the health economics field, Dr. Dor's research has been broad-based, with special focus and contributions in the areas of medical pricing, provider-insurer interaction, hospital costs and efficiency, and effects of incentives of the process of medical care and outcomes. His papers have been published in leading economics journal (American Economic Review, European Economic Review), leading field journals (Journal of Health Economics, Journal of Regulatory Economics), top medical journals (New England Journal of Medicine, Journal of the American Medical Association), major health policy journals (Health Affairs, Health Services Research, Inquiry), and other peer-reviewed journals. His current work focuses on new aspects of medical pricing, particularly the impact of insurance choice on health and economic outcomes; cost-sharing in pharmaceutical insurance and spillover effects, and the role of management contracts in the locally competitive positions of U.S. Hospitals.

Avi Dor is the recipient of several research grants from the National Institutes of Health and affiliates, most notably as a Principle Investigator of a large multi-year grant from the federal Agency for Healthcare Research and Quality (AHRQ), and is currently writing a follow-up grant proposal to NIH which will extend his on medical pricing and the ability of insurers to capture discounts from providers. In 2005, he was awarded the MedStat-Thomson Best Investigator Award in Health

FIELD: HEALTH POLICY

Services Research.

Avi Dor has also served in visible national and international health policy capacities. Between 1994 and 1999 he was a member of the Scientific Advisory Committee of U.S. Renal Dialysis Registry, a combined Medicare-NIH program. In 1997 and 1998 he accepted prestigious short-term appointment as Lady Davis Visiting Professor in the health policy and management program of the Hebrew University-Hadassah School of Medicine. He also served as an occasional health policy consultant for the World Bank, having worked in a variety of developing countries and transition economies; In 2004 he participated in a country mission to Croatia on health care finance reform, which a related sector report in preparation of Croatia's planned accession to the European Union. Currently he is coordinating an international study on health care financing and incentives in national ESRD programs.

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INTERNATIONAL DEVELOPMENT ADMINISTRATION

FIELD DESCRIPTION

The research concentration in International Development Administration is one of several options in the Public Administration and Management field. It is designed for Ph.D. students who wish to focus on international development policy and/or administration. The concentration reflects the multidisciplinary breadth of the field, with opportunity for students to specialize in particular disciplines, policy/service areas, and regions/countries through their research and electives.

GENERAL EXAMINATION CORE

Doctoral Seminar on International Development Policy and Administration (Under development)

Students must take two of the following courses:

PAD 217: International Development Administration

An institutional and policy context for work in the international development industry. Mainstream policies, reform efforts, alternative approaches. Major actors, selected policy areas, regional and comparative perspectives.

PAD 219: International Development Management Processes & Tools

Training in development management tools and processes; application of international development approaches specific to the development management profession. Key theories and perspectives of community development.

PAD 218: International Development NGO Management

Provides an understanding of the primary implementation of international development assistance. Overview of NGO management, highlighting those features that are particular to NGOs active in international development. NGO management, government, and donors, and North-South relations.

The following courses may also qualify, with permission from an advisor:

MGT 265: International Development for Project Managers

Foundations and methodologies for problem-solving in multicultural project environments. Prerequisites: MGT 201, 202, 224.

IBUS 269: Managing in Developing Countries

The course introduces managers to the distinctive nature and challenges of developing countries, provides a framework to analyze key management issues, and applies management techniques in these important markets.

FIELD: INTERNATIONAL DEVELOPMENT ADMINISTRATION

Economics Requirement*

Econ 250:	Survey of Economic Development
Econ 251:	Development Economics I
Econ 252:	Development Economics II

* Students are required to take at least one graduate-level economics course. The default option would be Econ 250. Students with a more extensive economics background would be encouraged to take Econ 251 or Econ 252.

FIELD ELECTIVES

Students are required to take two additional courses, chosen in consultation with their advisor. These may include the following:

ANTH 220:	Anthropology of Development	PUBH 270:	Introduction to International Health and Development
GEOG 230:	Environmental Issues in Development	PUBH 272:	International Health Program Development Seminar
GEOG 242:	Complex Emergencies/ Humanitarian Assistance	PSC 234:	Democracy and Democratization
IBUS 275:	External Development Financing	PSC 236:	Political Economy of Developing Areas
EDUC 204:	Policy Issues in International Education: Developing Countries	PSC 237:	Theories of Political Development
MGT 265:	International Development for Project Managers	PSC 242:	International Institutions
		PSC 773:	Global Governance

FIELD ADVISOR

Jennifer Brinkerhoff

Associate Professor of Public Administration and International Affairs. She holds an MPA from Montgomery Institute of International Studies and a Ph.D. in Public Administration (development administration emphasis) from the University of Southern California. Her teaching and research interests include organizational behavior, inter-organizational relations, development management, non-governmental organizations, and international and community development. Dr. Brinkerhoff's publications include *Partnership for Inter-national Development: Rhetoric or Results?* (2002); two co-edited special journal issues; and over fourteen peer-reviewed articles in such journals as *Public Administration Review*, *Nonprofit and Voluntary Sector Quarterly*, *Voluntas*, *Public Administration and Development*, *International Review of Administrative Sciences*, and *Evaluation and Program Planning*. She is the first place winner of the Independent Sector's 2002 Virginia A. Hodgkinson Research Prize for "outstanding published research that furthers our understanding of philanthropy, voluntary action, nonprofits, and civil society in either the United States or abroad" (awarded for her co-edited symposium on government-nonprofit relations in comparative perspective). She served as the Chair of the American Society for Public Administration's Section on International and Comparative Administration (1998-1999) and currently serves on its Executive Committee.

FIELD: INTERNATIONAL DEVELOPMENT ADMINISTRATION

Dr. Brinkerhoff's applied work encompasses partnership, civil society, institutional development, development management, and training methodologies, and includes work in Africa, China, Mongolia, Central Asia, and Russia for the U.S. Agency for International Development and the World Bank.

Dr. Jennifer Brinkerhoff
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NATIONAL SECURITY POLICY

FIELD DESCRIPTION

Note: Admissions to the National Security Policy field have been temporarily suspended. Students interested in this field should contact the Ph.D. Director, Prof. Kathryn Newcomer, or Co-Director, Prof. Joseph Cordes for further information. The National Security Policy field embraces processes of policy-making for national security, the analysis of defense programs, defense economics, the history of warfare and strategy, transnational security issues such as terrorism and proliferation, and an understanding of the national and international security agenda in the 21st century. Students specializing in this field will examine these issues principally through courses in political science, history, economics, and international affairs.

GENERAL EXAMINATION CORE

Required Course:

PSC 248: National Security Policy-Making

Examines competing theoretical approaches to the study of national security policy and tests these on a variety of substantive issue areas in the United States. (May include such topics as nuclear non-proliferation, responses to regional conflicts, definition of new security goals, etc.)

Students must also take one of the following courses:

PSC 249: International Security Politics

The major theoretical debates in the field of international security. Topics include the causes of war, civil-military relations, deterrence, arms control, alliance formation, crisis management, technological dependence, ethnicity, migration, and environmental degradation.

IAFF 254: Defense Policy and Program Analysis II

Analysis of development of national security policy and the use of analytic techniques to derive a defense program and force structure from it. Special attention to general purpose forces.

IAFF 253: Defense Policy and Program Analysis

Examination of how national security policy is formulated and translated into a defense budget, program priorities, and force structure. Focus on nuclear forces.

HIST 230: Readings/Research Seminar: Strategy and Policy

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

FIELD ELECTIVES

IAFF 256: National Security Resources

National security resource planning and the federal budget-making process in relation to international affairs and defense.

IAFF 257: Transnational Security Issues

The national security challenges posed by transnational threats; policy decision making in response; future trends.

PSC 246: U.S. Foreign Policy

Patterns and problems in contemporary U.S. foreign policy. Special attention given to the domestic political factors shaping foreign policy.

PSC 247: U.S. Foreign Policy After the Cold War

Contemporary debate about the substance of American foreign policy in the post-Cold War world through the lens of alternative theoretical approaches to the study of international relations. Classical realist (national interest).

*Other courses may be available as additional electives
as provided in the curriculum from year to year.*

PROGRAM EVALUATION

FIELD DESCRIPTION

The Program Evaluation field is a research concentration within the Public Administration and Management field and 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

PAD 264: 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.

PAD 364: Capstone Seminar

This seminar provides a capstone experience for students in the Program Evaluation and Measurement field of concentration in the Ph.D. program in the Public Policy and Administration. The students will design and implement an applied evaluation research project that will utilize analytical techniques students have learned in the field courses they have completed.

FIELD ELECTIVES

Students are required to take four of the following courses:

ANTH 223: Research Methods in Development Anthropology

ECON 222: Benefit- Cost Analysis

ECON 375: Econometrics I: Introduction

ECON 376: Econometrics II: Simultaneous Equation Models

EDUC 307: Qualitative Research Methods

DNS 275: Advanced Statistical Modeling and Analysis

DNS 276: Exploratory and Multivariate Data Analysis

SOC 232: Qualitative Methodology: Doing Field Research

STAT 265: Multivariate Analysis

STAT 266: Topics in Multivariate Analysis

STAT 281: Advanced Time Series Analysis

STAT 287/ Modern Theory of Sample

STAT 288: Surveys

STAT 291: Methods of Demographic Analysis

FIELD: PROGRAM EVALUATION

FIELD ADVISOR

Kathryn E. Newcomer

Professor of Public Administration; Director, Trachtenberg School of Public Policy and Public Administration. Dr. Newcomer earned an MA from the University of Kansas in 1974 and her Ph.D. in Political Science from the University of Iowa in 1978. She served as the chair of the Department of Public Administration from 1985 until its merge into the new School in 2003, with the exception of 1992-93 when she took a sabbatical and taught in Taiwan on a Fulbright award. She teaches public and nonprofit program evaluation, research design, and applied statistics. She conducts research and training for federal and local government agencies on performance measurement and program evaluation, and has consulted with the governments of the United Kingdom, Ukraine, and Brazil on performance auditing. She has conducted evaluations for many public agencies, including the U.S. Departments of Health and Human Services and Transportation.

Dr. Newcomer has published five books, *Improving Government Performance* (1989), *The Handbook of Practical Program Evaluation* (1994, 2004), and *Using Performance Measurement to Improve Public and Nonprofit Programs* (1997), *Meeting the Challenges of Performance-Oriented Government* (2002) and *Getting Results: A Guide for Federal Leaders and Managers* (2005), and numerous articles in journals including the *Public Administration Review*. She was identified as one of the top 25 evaluation experts in the country in 2001 by the American Journal of Evaluation. She is a Fellow of the National Academy of Public Administration, and currently serves on the Comptroller General's Educators' Advisory Panel. She is serving as President of the National Association of Schools of Public Affairs and Administration (NASPAA) for 2006-2007.

Dr. Newcomer has won two awards for her teaching. In 1996 she was awarded the Peter Vail Excellence in Education Award and in May 2000 she received the George Washington Award. She also received Fulbright awards in 1993 (Taiwan) and 2001-2003 (Egypt).

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PUBLIC BUDGET 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

Seminar in Budget and Tax Policy

This seminar builds on required master's-level preparation in public budgeting and finance by introducing students to the wide variety of theoretical and research questions that have defined scholarship in public budgeting and finance. These include (but are not limited to) questions of optimal taxation, justification for public expenditure, expenditure management, intergovernmental finance, and budget reform. Students will be expected to familiarize themselves with significant portions of the research literature and will be required to write a major research paper.

Students must also take PAD 253 or PAD 251:

PAD 253: Financial Management in State and Local Government and Nonprofit Agencies

Intensive analysis, using case studies, of concepts and principles used in state and local and not-for-profit sectors for financial management purposes. Disciplines of accounting, budgeting, operations control, management and auditing are integrated into comprehensive management control systems, to include issues of system design and implementation.

PAD 251: Governmental Budgeting

Survey of actors, institutions, and processes in U.S. national budgeting system. Executive budget preparation/ execution, legislative review 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 ECON 222, 363, or 364:

FIELD: PUBLIC BUDGET AND FINANCE

ECON 222: **Benefit-Cost Analysis**
(See page 4 for description.)

ECON 363: **Public Finance I**

Theoretical and empirical analysis of the economic role of the public sector and the effects of public expenditures on resource allocation and income distribution. Topics include public goods, externalities, social insurance, and benefit-cost analysis.

ECON 364: **Public Finance II**

Theoretical and empirical analysis of the effects of taxes and transfers on the allocation of resources and income distribution. Partial and general equilibrium models of tax incidence, effects of taxes on labor supply, saving, and portfolio choices of households, and on investment and financing decisions of firms.

FIELD ELECTIVES

Students are required to take three of the following courses:

PAD 248: **Financing State and Local Government**

PAD 254: **Budget and Tax Policy**

PAD 255: **Contracting Out and Privatization**

ECON 218: **Survey of Intermediate Macroeconomics**

ECON 105: **Economic Conditions Analysis and Forecasting** (taken for graduate credit)

PHIL 231: **Economic Justice**

ACCT 276: **Governmental Accounting and Auditing**

FIELD ADVISORS

Philip G. Joyce

Professor of Public Policy and Public Administration. Dr. Joyce earned an MPA from The Pennsylvania State University and his Ph.D. in Public Administration from Syracuse University. His teaching and research interests include public budgeting, public performance, intergovernmental relations, and federal budgeting. He is the co-author of two recent books – *Government Performance: Why Management Matters* (2004) and *Public Budgeting Systems, 7th Edition* (2004). He has also authored numerous articles and book chapters, appearing in outlets such as the *Public Administration Review*, *Public Budgeting and Finance*, *Administration and Society*, and the *Handbook of Government Budgeting*. His 1993 article, “Using Performance Measures for Federal Budgeting: Proposals and Prospects” was reprinted in *Classics of Public Administration* (1997). Professor Joyce is Associate Editor of *Public Budgeting and Finance*, is a Past President of the American Association for Budget and Program Analysis, and is Immediate Past Chair of the American Society for Public Administration’s Center on Accountability and Performance. He has taught in MPA programs at the University of Kentucky and at the Maxwell School at Syracuse University. Dr. Joyce also has 12 years of public sector work experience, including four years with the Illinois Bureau of the Budget and five years with the United States Congressional Budget Office.

Joseph Cordes

Professor Cordes is Professor of Economics, Public Policy and Public Administration, and International Affairs. He received his Ph.D. from the University of Wisconsin, Madison in 1977, and

FIELD: PUBLIC BUDGET AND FINANCE

joined The George Washington University faculty in 1975. His academic specialization in economics is in the area of public economics and policy analysis. He is Director of the Trachtenberg School of Public Policy and Public Administration, and Co-Director of the Ph.D. Program in Public Policy and Administration. Dr. Cordes was a Brookings Economic Policy fellow in the Office of Tax Policy in the U.S. Department of the Treasury in 1980-81, and served as a senior economist on the Treasury's Tax Reform project in 1984. From 1989 to 1991 he was Deputy Assistant Director for Tax Analysis at the Congressional Budget Office. He has been a consultant to the DC Tax Revision Commission, the RAND Corporation, and numerous government agencies including the Congressional Budget Office, Internal Revenue Service Office of Research, the U.S. Treasury Department, National Institute of Standards and Technology, and the National Research Council. Prof. Cordes is the co-editor of *Encyclopedia of Taxation and Policy*, (Urban Institute Press, 2nd edition 2005), and *Democracy, Social Values and Public Policy* (Greenwood-Praeger, 1998). He has authored or co-authored over 40 articles in scholarly journals such as *American Economic Review*, *Journal of Policy Analysis and Management*, *Policy Studies Review*, *National Tax Journal*, *Journal of Public Economics*, *Journal of Law and Economics*, *Journal of Urban Economics*, *Journal of Finance*, *Journal of Real Estate Finance and Economics*, and *Nonprofit and Voluntary Sector Quarterly*. He has also contributed over 20 chapters to books and edited volumes. Prof. Cordes also serves as a member of the editorial board of the *Eastern Economic Journal* and the *International Review of Public Administration*, and referees for numerous academic journals. His current research focuses on various aspects of federal, state, and local tax policy, the economics of nonprofit organizations, and the economic analysis of homeland security policies.

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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 245: **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 248: **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 173: **African American History**

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

PSYC 236: **Minorities and Mental Health**

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

SOC 263: **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 171: **U.S. Social History**
LAW 595: **Race, Racism, and
American Law**

PSC 211: **State and Urban Politics**
PSC 212: **State and Urban Policy
Problems**

LAW 596/ HIST/SOC 252: SOC 250: SOC 268: SOC 776:	Law and Social and Economic History Urban Sociology Race, Gender, and Class Public Policy Research	PSYC 298: Current Topics, Cross-cultural Psychology WSTU 240: Women and Public Policy WSTU 265/ SOC 265: Women, Welfare, and Poverty
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FIELD ADVISORS

Gregory D. Squires

Professor of Sociology; Chair, Department of Sociology. Currently he is a member of the Board of Directors of the Woodstock Institute, the Advisory Board of the John Marshall Law School Fair Housing Legal Support Center in Chicago, Illinois, and the Social Science Advisory Board of the Poverty & Race Research Action Council in Washington, D.C. He has served as a consultant and expert witness for fair housing groups and civil rights organizations around the country and as a member of the Consumer Advisory Council of the Federal Reserve Board. He has written for several academic journals and general interest publications including Social Science Quarterly, Urban Studies, Urban Affairs Review, Journal of Urban Affairs, The New York Times, and The Washington Post. His recent books include Insurance Redlining (1997), Color and Money (with Sally O'Connor, 2001), Urban Sprawl (2002), Organizing Access to Capital (2003), Privileged Places (with Charis E. Kubrin, 2006) and There is No Such Thing as a Natural Disaster: Race, Class, and Hurricane Katrina (with Chester Hartman). He served seven years as a research analyst with the U.S. Commission on Civil Rights and prior to joining the faculty at GW, he was a Professor of Sociology and a member of the Urban Studies Program faculty at the University of Wisconsin-Milwaukee.

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Steven A. Tuch

Professor of Sociology. Dr. Tuch earned an MA from Emory University in 1976 and his Ph.D. from The Pennsylvania State University in 1981. His primary research interests are in race relations, stratification, and mobility, with a particular focus on racial attitudes. His published work has appeared in such journals as the American Sociological Review, the American Journal of Sociology, Social Science Quarterly, Social Science Research, and the Journal of Work and Occupations. He is also the co-editor of Racial Attitudes in the 1990s: Continuity and Change (1997). His current research focuses on minority group members' trust and confidence in the police and on the racial attitudes of American youth.

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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 220: **Science, Technology, and Public Policy**

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

IAFF 229: **Multidisciplinary Seminar in Science, Technology and Global Affairs**

The capstone course for STPP, this course combines a lecture series and a workshop on an ongoing science and technology issue. Focus on a cross-disciplinary policy concern. For degree candidates in science, technology, and public policy only. *Prerequisite:* International Affairs 220.

FIELD ELECTIVES

ECON 255: **The Economics of Technological Change**

IAFF 221: **Technology Creation and Diffusion**

IAFF 222: **Technology Cooperation: Incentives and Policy for Strategic Alliances**

IAFF 223: **U.S. Space Policy**

IAFF 224: **Issues in U.S. Space Policy**

IAFF 225: **Environmental Policy**

IAFF 290: **Technology and International Competitiveness**

IAFF 290: **Science, Technology and Complexity**

IAFF 290: **Space and National Security**

IAFF 290: **Comparative S&T Policy**

IAFF 229: **Multidisciplinary Seminar in Science, Technology and Global Affairs**

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

Nicholas Vonortas

Professor of Economics and International Affairs. Dr. Vonortas received his MA from Leicester University (UK) in 1983 and his Ph.D. from New York University in 1989. At GW he holds a joint appointment in the Center for International Science and Technology Policy (CISTP) and the Department of Economics. He is currently the director of the CISTP and of the graduate program in Science, Technology and Public Policy. His research interests are in industrial organization, the economics of technological change, and technology and competitiveness. He specializes in strategic partnerships, technology transfer, technology and competition policy, and the appraisal of the economic returns of R&D programs. He is the author of two books, several edited volumes, and numerous scholarly articles in refereed academic journals.

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Robert Rycroft

Prof. of International Affairs. Dr. Rycroft holds a Ph.D. in political science from the University of Oklahoma and previously was on the faculty at the University of Denver. He received a John Parker Compton post-doctoral fellowship at Princeton University. Dr. Rycroft's research interests focus on linking the sciences of complexity to science and technology policy and environmental policy. He is coauthor of nine books, the most recent of which is *The Complexity Challenge: Technological Innovation for the 21st Century* (with Don Kash). Other books include *The Acid Rain Controversy*; *The Risk Professionals*; *U.S. Energy Policy: Crisis and Complacency*; and *Energy in the Global Arena*. He has also published numerous journal articles, book chapters, and government reports. These include articles in *Research Policy*, *Science and Public Policy*, *Technology Review*, *R&D Management*, *Issues in Science and Technology*, *Technology in Society*, and *Research-Technology Management*.

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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. 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 212: Urban Problems and Policy Analysis

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.

PPOL 240: Poverty and Inequality (Second required course, when course is structured and available)

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:

ECON 341 and or/or 342: Labor Economics

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

GEOG 243: Urban Geography Seminar

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

ECON 358: Urban Economics

Analysis of spatial relationships among economic activities within an urban area including the urban land, labor, and housing

PAD 248: 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

FIELD: URBAN AND SOCIAL POLICY

markets; urban transportation models; and fiscal relationships among jurisdictions.

taxation, intergovernmental funds, debt instruments, and other revenue sources. Review of expenditures as well as financial management practices.

SOC 245: 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 248: Race and Urban Redevelopment

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

SOC 250: Urban Sociology

Analysis of the institutions and processes that determine how competing interests influence the policy decisions of state and urban government.

PSC 211: State & Urban Politics

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

FIELD ELECTIVES

AMST/ HIST 225:	History of Washington D.C.	ECON/ GEOG/ SOC 291:	Methods of Demographic Analysis
AMST 275:	Politics of Historic Preservation	PAD 242:	Managing State and Local Government
AMST 276:	Economics of Preservation	PAD 243:	Land Use Planning & Community Development
AMST 277:	Historic Preservation: Principles & Methods I	PAD 251:	Governmental Budgeting
ECON 342:	Labor Economics	PAD 254:	Seminar in Public Budgeting and Tax Policy
ECON 257:	Regional Economics	PPOL 285:	Policy Analysis & Public Asst.
ECON 263-4:	Public Finance	PSC 288:	Comparative Social Policy
EDU 323:	Policies of Education Equity	PSYC 246:	Personnel Evaluation
ECON/ GEOG 244:	Seminar: Urban Environmental Issues	SOC 258:	Deviance and Control
ECON/ GEOG /SOC 290:	Principles of Demography	SOC 259:	Criminology
		SOC 262:	American Corrections
		SOC 263:	Race and Crime
		WSTU 240:	Women and Public Policy

Other courses, including courses at Washington area Consortium universities, may be taken with permission of the field advisors

FIELD: URBAN AND SOCIAL POLICY

FIELD ADVISORS

Harold Wolman

Director, George Washington Institute of Public Policy; Professor of Political Science, of Public Administration, and International Affairs. Professor Wolman's fields of interest include urban and metropolitan policy and politics, local and regional economic development, housing and community development, and comparative urban policy and politics. He teaches courses in Urban Problems and Policy Analysis; Urban Politics; and Politics and the Policy Process.

Professor Wolman earned a Ph.D. in Political Science from the University of Michigan and a Master's in Urban Planning from M.I.T. Prior to joining GW, Dr. Wolman was Director of the Policy Sciences Graduate program at the University of Maryland, Baltimore County. He also held the position of Professor of Political Science and Urban Affairs at Wayne State University and formerly held a Senior Research Associate position at the Urban Institute.

In addition to his work in academic and research institutes, Dr. Wolman's experience includes appointments as staff Director of the House Subcommittee on the Cities and as a legislative assistant to Senator Adlai E. Stevenson. He also was Director of Research for the White House conference on Balanced Growth and Economic Development and staff consultant to the National Research Council's Committee on the Future of American Cities. Professor Wolman's authored and edited books include *Governance and Opportunity in Metropolitan Areas* (1999); *Theories of Urban Politics* (1995); *Urban Politics and Policy: A Comparative Approach* (1992); and *Comparing Housing Systems: Housing Performance and Housing Policy in the U.S. and Britain* (1992). His research and publications span a wide range of subjects, including the effect of population change on urban representation in Congress, city-suburban disparities in income and their causes, the relationship of cities to suburbs, the evaluation of "urban success stories," the effect of mayoral change on public policy, changing intergovernmental relations, and articles on specific problems and policies in areas such as urban economic development, urban fiscal problems, housing and community development, urban labor markets, welfare, and transportation. Currently he is working on a project to define and measure urban sprawl in the United States; a project that examines how some children who grow up in poor households in high poverty neighborhoods nonetheless succeed; and research to analyze how cities pursue their interests in the state legislative arena and what coalitions they forge with legislators from other types of areas. He is also involved in research on how local governments learn from the experience of one another in the area of urban revitalization.

Dr. Hal Wolman

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FIELD: URBAN AND SOCIAL POLICY

Dylan Conger

Assistant Professor: B.A. (Ethnic Studies) University of California at Berkeley; M.P.P., University of Michigan; Ph.D. (Public Policy and Administration), New York University.

Professor Conger's research and teaching interests include education policy and social policy, race/ethnicity, program evaluation, and policy analysis. Her most recent research explores ethnic segregation between classrooms within New York City elementary schools. She is also involved in a research project at New York University's Urban Education Project on the experiences of immigrant students in New York City public schools.

Professor Conger has conducted program evaluation and policy analysis in the areas of child welfare, juvenile justice, and education at several applied research centers, including Abt Associates Inc., the Vera Institute of Justice, and the Institute for Education and Social Policy. She teaches policy analysis and multivariate research methods.

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INDIVIDUALLY-DESIGNED RESEARCH CONCENTRATION OPTION

FIELD DESCRIPTION

Students with research interests that either draw from more than a single public administration or public policy field, or that represent new areas of policy research that do not conform to the fields described above may petition the executive committee for approval to pursue an individually-designed research concentration in either public administration or public policy analysis. In order to be approved the student must present an intellectually coherent plan of 6 courses in the proposed research concentration, and be sponsored by a member of the doctoral program faculty.

EXECUTIVE COMMITTEE

Steven J. Balla

Associate Professor of Political Science, Public Policy and Public Administration,
and International Affairs

Lori A. Brainard

Associate Professor of Public Policy and Public Administration

Joseph J. Cordes

Professor of Economics, Public Policy and Public Administration, and International Affairs
Director, Trachtenberg School of Public Policy and Public Administration
Co-Director, Ph.D. in Public Policy and Administration

Michael M. Harmon

Professor of Public Administration

Donna Lind Infeld

Professor of Public Policy and Public Administration

Kathryn E. Newcomer

Professor of Public Policy and Public Administration
Associate Director, Trachtenberg School of Public Policy and Public Administration
Director, Ph.D. in Public Policy and Administration

Philip G. Joyce

Professor of Public Policy and Public Administration

Robert P. Stoker

Associate Professor of Political Science and Public Policy and Public Administration

Hal Wolman

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

PROGRAM EXECUTIVE COMMITTEE

In addition to the policy field advisors, key faculty members drawn from departments in the social sciences, the humanities, and management serve on the Ph.D. program executive committee.

Steven J. Balla

Associate Professor of Political Science and International Affairs; Associate Director, Ph.D. in Public Policy and Administration. Dr. Balla received an MA in 1992 and his Ph.D. in 1995 from Duke University. He teaches graduate courses on Politics and Public Policy and Executive Branch Politics.

The central focus of Dr. Balla's research is the structure and process of policy making in the federal bureaucracy of the United States. He is specifically interested in the ways in which citizens, organized interests, and members of Congress seek to influence agency decisions, as well as the impact of these efforts on bureaucratic policymaking. His research also examines policymaking in Congress and at the state level. Some of his research focuses on the making of health policy and the effects of these policies on the health care industry. His current research focuses on the way in which agencies make decisions regarding whether and how to collaborate with outside parties when making policy.

Professor Balla's recent publications include: *Bureaucracy and Democracy* (CQ Press, September 2003); "Administrative Procedures and Political Control of the Bureaucracy" (*American Political Science Review*); "Interest Groups, Advisory Committees, and Congressional Control of the Bureaucracy" (*American Journal of Political Science*); "Markets, Governments, and HMO Development in the 1990s" (*Journal of Health Politics, Policy and Law*); "Legislative Organization and Congressional Review of Agency Regulations" (*Journal of Law, Economics, and Organization*); "Interstate Professional Associations and the Diffusion of Policy Innovations" (*American Politics Quarterly*); and "Partisanship, Blame Avoidance, and the Distribution of Legislative Pork" (*American Journal of Political Science*).

Donna Lind Infeld

Professor; Director, Master of Public Administration: B.S. (Psychology), Portland State University; Ph.D. (Social Welfare), Brandeis University. Professor Infeld teaches in the areas of research methods, policy analysis, health policy, aging, and long-term care. Her research has focused on long-term care administration, delivery of hospice care, and quality of life in long-term care settings. Within GW, she has been the Senior Associate Dean and Director of the Ph.D. Program for the School of Business (formerly the School of Business and Public Management).

Professionally, she has been the editor of *The Hospice Journal* and held several offices in the Gerontological Society of America. She has published several books including *Cases in Long-Term Care Management* (1989 and 1995), *Bereavement: Client Adaptation and Hospice Services*, and *Hospice Care and Cultural Diversity*. Dr. Infeld has been active in doctoral studies since joining the GWU faculty and teaches the Ph.D. dissertation workshop (Public Policy 391).

PROGRAM EXECUTIVE COMMITTEE

Robert P. Stoker

Associate Professor of Political Science; Former Associate Director of the Ph.D. Program in Public Policy. Dr. Stoker received his MA in 1979 and his Ph.D. in 1983 from the University of Maryland, College Park, and he joined the GW faculty in 1985. His academic specialization in political science is public policy, including methods of policy analysis, program evaluation, and implementation analysis. Dr. Stoker has been active in the Doctoral Program since he joined the GW faculty and he teaches two core courses (PSC 203 and 229).

His publications include a book on implementation analysis titled *Reluctant Partners: Implementing Federal Policy* and scholarly articles in journals such as *Social Sciences Quarterly*, *Policy Studies Review*, *Policy Studies Journal*, and *Journal of Urban Affairs*. He is currently working on a new book dealing with low wage work and welfare policy. He also has two other long range projects underway, a critical analysis of policy analysis methods and a comprehensive evaluation of the Empowerment Zone in Baltimore, Maryland.

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>

FUNDING OPPORTUNITIES

TSPPPA awards a number of support packages consisting of full tuition and a financial award to incoming full-time doctoral students on the basis of academic achievement. All full-time applicants to the Ph.D. program are automatically considered for these fellowships if they meet the February 1st application dead-line for financial aid consideration set forth by the Columbian College of Arts and Sciences. NOTE: You must check the designated box on your application for admission indicating your desire to be considered for financial assistance in order to qualify for funding.

Graduate Fellowship in Policy Studies

Each year, GW awards one or more graduate fellowship in policy studies to *incoming*, full-time students. Each fellowship consists of a stipend of \$12,000 and 18 credit hours of tuition. The recipient must maintain a minimum 3.0 GPA and remain a full-time student in good standing. Doctoral candidates may hold the fellowship for up to three years. NOTE: Students must be nominated by their academic program director (each director may nominate only one *incoming* student). More information is available on the [OGSAF: Policy Studies](#) website.

ADDITIONAL FUNDING OPPORTUNITIES

As members of the GW community, Ph.D. students in public policy and administration also qualify for various grants and fellowships offered throughout the University. The following list briefly describes funding opportunities most relevant to TSPPPA doctoral students. Additionally, the [Office of Graduate Student Assistantships and Fellowships](#) (OGSAF) provides information about graduate support opportunities.

Levitan Award

Each year, the Levitan Award provides one full-time GW Ph.D. student with full tuition support for two years. Preference for this award is given to students with an interest in social policy. All applicants to the Ph.D. in Public Policy and Administration who meet the CCAS requirements for financial assistance consideration will be considered automatically for this award.

Institute for Women's Policy Research / GW Fellowship in Women's Public Policy Research

Generally, each year one fellowship will be awarded on a competitive basis, with the fellow to be chosen jointly by the Women's Studies Program and the Institute for Women's Policy Research (IWPR). Fellows will participate in research at IWPR while enrolled as a full-time graduate student at GW. Research may be used toward fulfillment of requirements for WSTU 283, 280, and 295, as well as dissertation research. The fellowship provides a stipend of \$10,000 and 18 hours of tuition credit. Preference will be given to advanced graduate students, particularly to public policy Ph.D. students in the gender and social policy concentration whose dissertation topics relate to IWPR

research interests. More information and an on-line application are on the [Women's Studies](#) website.

FUNDING OPPORTUNITIES

George Washington Institute of Public Policy (GWIPP): Research Assistantships

GWIPP serves as a university-wide center for faculty and graduate students engaging in research on important public policy issues and concerns. Through sponsored research grants, GWIPP's research faculty offers graduate students the opportunity to pursue a wide range of public policy research projects working as paid research assistants and, in some cases, also receiving tuition assistance. GWIPP thus serves as an important source for graduate student employment on research projects. For more information on GWIPP research projects, visit the [GWIPP](#) website.

Center for Washington Area Studies (CWAS): Fellowships

CWAS sponsors one full research fellowship and one half-fellowship for graduate students at GW. The full-time fellow receives a salary, stipend, and 18 credits of tuition assistance. The half-time fellow receives a salary, stipend, and 9 credits of tuition assistance. The CWAS fellowships provide assistance for one year only and are typically awarded to students after their first year of graduate study at GW. Students in public administration and public policy are encouraged to apply. Fellowships involve approximately 20 hours per week of the fellow's time. Experience in working with computerized database management, statistical, or geographic information systems applications is a plus; interest in the District of Columbia and urban issues preferred. NOTE: A School chair must nominate candidates. CWAS only accepts applications during the spring semester after circulating its yearly announcement. A full description of these fellowships can be found at: <http://www.gwu.edu/~cwas>.

Scottish Rite Endowment Graduate Fellowship Program

Fellowships of up to \$15,000 toward tuition, established through income from a Scottish Rite endowment given to GW, are awarded annually to full-time incoming or current graduate students (part-time students will be considered for \$7,500 awards if funds are available). A candidate must be affiliated with a U.S. Scottish Rite Organization, must be a U.S. citizen, demonstrate academic excellence, and be accepted as a master's or doctoral student. Fellowships are renewable for three additional years for doctoral candidates. Recipients must maintain a minimum 3.0 GPA and submit a Request for Renewal application form. Application and renewal information can be obtained from [Office of Graduate Student Assistantships & Fellowships](#). This fellowship program has a rolling application deadline.

Other Research Opportunities

Faculty members and university organizations engaged in sponsored research may also offer research assistantships to TSPPPA doctoral students. Interested students should contact members of the faculty in their fields to learn about assistantship opportunities. **Please see the [Office of Graduate Student Assistantships and Fellowships](#) website for more information.**

FUNDING OPPORTUNITIES

Employment

Many GW students attend school part-time and blend their program with employment in an organization related to their academic interests. Many area employers, including GW, offer tuition benefits. TSPPPA regularly circulates announcements of employment opportunities to students.

Many regular staff positions within GW offer tuition benefits through which full-time employees receive 6 credits of tuition in each the fall and spring semesters and 9 credits during the summer. Regular part-time employees receive 3 tuition credits in each the fall, spring, and summer semesters. Additional information regarding University employment can be found at the [Human Resource Services](#) website.

Education Loans

Federal education loan programs offer all deserving students access to funds to pay for their education. Graduate students at GW may borrow up to \$18,500 in subsidized and unsubsidized federal Stafford Loan funds per academic year based on the number of credit hours they plan to take. (Students may apply for a maximum of \$8500 in subsidized federal Stafford Loans.) Students who feel they need more than the \$18,500 maximum may wish to seek alternative loans to further subsidize their educational costs. Information regarding education loans is located on the [Colonial Central](#) website.

Cooperative Education

Cooperative Education is an academic program offered through the GW Career Center that integrates academic study with related paid professional work experience. Graduate students apply theory learned in the classroom to work settings directly related to their career interests. Career Center staff members manage the program, in partnership with area employers, to ensure that co-op experiences are substantive and well-supervised. These competitive positions are available in selected public agencies and private corporations and they are not based on financial need. International students may participate in the program within the private sector; public sector opportunities are limited to U.S. students. Additional information regarding Cooperative Education can be found at the [GW Career Center](#) website.

Federal Work-Study

The federal work-study program is funded jointly by the federal government and either the University or a non-profit agency. Graduate students must apply for work-study funds each year and meet federal eligibility requirements. If you receive a work-study award, the amount of the award is not credited directly to your account. Under this program, you work for hourly pay and receive a biweekly paycheck for services rendered at a pre-approved Federal Work-Study Employer. Work-study funds are not awarded for the summer. The [GW Career Center](#) oversees this program.

FUNDING OPPORTUNITIES FOR INTERNATIONAL STUDENTS

Global Leadership Program

The Global Leadership Program awards ten graduate fellowships to students from areas of the world underrepresented at GW. Students from the following countries or regions are eligible: Cambodia, The Caribbean, Eastern Europe, Laos, Latin America, Mongolia, People's Republic of China, Sub-Saharan Africa, USSR Successor States, and Vietnam. Fellowships cover full tuition expenses and associated fees. For the 2008-09 year, the grantee must provide funds from other sources for books, living expenses, and other expenses, equivalent to a minimum of \$18,130 for 12 months, **and must provide certification of this support.**

The Fellowship is valid for one degree only. Fellowships are for the fall and spring semesters. Awards for the summer sessions are by petition only and subject to available funding. This fellowship award is renewable each year for a cumulative maximum of three years. A grantee must reapply for the fellowship each year and renewal is contingent upon the grantee's grades (GPA of 3.3 or better). Grantees must be currently in, or obtain upon award, J-1 exchange status. The application deadline is typically set in late January for fellowships awarded the following academic year. Additional information, eligibility requirements, and application procedures are on the [OGSAF: Global Leadership](#) webpage.

Funding Requirements

International students applying for graduate teaching assistantships must have minimum scores of 600 on the paper-based or 250 on the computer-based Test of English as a Foreign Language (TOEFL). International students applying from outside the University may be appointed to graduate teaching assistantships but must successfully complete an orientation and evaluation program held prior to registration. Students found to have difficulties with English will be required to enroll in specified courses in English as a Foreign Language and/or will be referred to the Speech and Hearing Center's speech enhancement program. Such students will be assigned non-teaching duties in place of classroom instruction and will be reevaluated each semester. If they are not designated as qualified to give classroom instruction by the end of one academic year, the teaching assistantship will not be renewed.

Graduate students presently enrolled at GW who have been proposed as candidates for teaching assistantships by their School must pass the TOEFL at the levels indicated above and will be required to complete successfully the English for International Students oral interview and the orientation and evaluation program before they will be considered for teaching assistantships.

Students who wish to study in the U.S. should have sufficient funds to cover expenses for one full year before attempting to enter a university. The cost of attendance at GW is posted in the [Visa Request and Financial Certificate](#) form online, as part of the application for admission. For the 2007-2008 academic year (fall and spring) costs estimated at \$37,304 for full-time graduate students (9 credits per semester), which includes tuition, living expenses, books, and medical insurance for one person. Current tuition rates are posted in a pdf file on the [Grad Info](#) site; tuition increases annually.

LIBRARIES AND RESEARCH ACCESS

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

<http://gwired.gwu.edu/finaid-g/>

800 21st Street NW
Marvin Center, Ground Floor

Email:
Fin. Assist. finaid@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

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

800 21st Street, NW
Marvin Center 242

Email: dss@gwu.edu
Phone: (202) 994-8250
Fax: (202) 994-7610

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

Other Online Resources

Course Registration
Course Schedules
Blackboard
GW Identification Number Retrieval
GWorld Student ID Card
Student Network
University Directory
GW Parking Services
Public Transportation (Metro)

<http://banweb.gwu.edu>
www.gwu.edu/~schedule
<http://blackboard.gwu.edu/>
<http://gwid.gwu.edu/>
<http://gworld.gwu.edu/>
<http://gwired.gwu.edu>
<http://my.gwu.edu/mod/directory>
<http://www.gwu.edu/~parking/>
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 PhD 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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Washington, D.C. 20052

www.gwu.edu/~tspppa

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