

# Trachtenberg School of Public Policy & Public Administration

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THE GEORGE WASHINGTON UNIVERSITY

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GUIDE TO THE  
**PH.D. IN PUBLIC POLICY AND  
PUBLIC ADMINISTRATION**

– For Students Starting in Fall 2022 –

**TABLE OF CONTENTS**

## **COMMON ABBREVIATIONS**

### **SECTION I: OVERVIEW**

**OUR STUDENTS**

**ADVISING AND PROGRAM PLANNING**

### **SECTION II: PROGRAM REQUIREMENTS**

**PREREQUISITE COURSES**

**CORE COURSES:** Core courses are courses that are required or waived because the student had a similar course; core courses are covered by the core comprehensive exam

**RESEARCH METHODS COURSES**

**FIELD OF STUDY COURSES**

**ELECTIVES AND ADDITIONAL COURSES**

**DISSERTATION CREDITS**

### **SECTION III: RECOMMENDED COURSE SEQUENCING**

### **SECTION IV: FIELDS OF STUDY**

**EDUCATION POLICY**

**PROGRAM EVALUATION**

**PUBLIC AND NONPROFIT MANAGEMENT (PNM)**

**PUBLIC BUDGETING AND FINANCE**

**SCIENCE AND TECHNOLOGY POLICY**

**SOCIAL POLICY**

**Gender and Social Policy Specialization**

**Race, Ethnicity, and Public Policy Specialization**

**Poverty and Inequality Specialization**

**Urban Policy Specialization**

### **SECTION V: THE COMPREHENSIVE EXAMINATION**

### **SECTION VI: THE DISSERTATION**

### **SECTION VII: POLICIES AND ADMINISTRATIVE ISSUES**

**Ph.D. PROGRAM COMMITTEE**

**COURSE LOAD AND ATTENDANCE**

**TRANSFERRING CREDITS**

**REQUESTING LEAVES OF ABSENCE AND EXTENSIONS**

**FULL-TIME STUDENT CERTIFICATION**

**TRAVEL AND RESEARCH SUPPORT FOR PH.D. STUDENTS**

**TEACHING OPPORTUNITIES**

**ACADEMIC INTEGRITY POLICIES**

**UNIVERSITY POLICY ON EQUAL OPPORTUNITY**

**CONSORTIUM OF UNIVERSITIES AND LIBRARIES**

**IMPORTANT UNIVERSITY CONTACTS DIRECTORY**

**SECTION VIII: IMPORTANT FORMS**

**PH.D. PROGRAM OF STUDY FORM**

**DISSERTATION AND PROPOSAL LISTSERV ANNOUNCEMENT TEMPLATE**

**SECTION IX: CONCLUSION**

## COMMON ABBREVIATIONS

ACCY	Accountancy
CCAS	Columbian College of Arts and Sciences
CRN	Course Reference Number
DNSC	Decision Sciences
ECON	Economics
EDUC	Education Leadership
ENRP	Environmental Resource Policy
ESIA	Elliott School of International Affairs
FINA	Finance
GEOG	Geography
GW	George Washington University
GWIPP	George Washington Institute of Public Policy
HIST	History
IAFF	International Affairs
IISTP	Institute for International Science and Technology Policy
LOA	Leave of Absence
MGT	Management
MBAD	Master of Business Administration
MPA	Master of Public Administration
MPA Building	Media and Public Affairs Building
MPP	Master of Public Policy
PAd	Public Administration
PHIL	Philosophy
PPol	Public Policy
PPPA	Public Policy & Public Administration
PPSA	Public Policy Student Association
PSC	Political Science
PSYC	Psychology
PUBH	Public Health
SB	School of Business
SMPA	School of Media and Public Affairs
SMPP	Strategic Management and Public Policy
SOC	Sociology
TSPPPA	Trachtenberg School of Public Policy & Public Administration
WRLC	Washington Research Library Consortium
WGSS	Women's, Gender, and Sexuality Studies

## SECTION I: OVERVIEW

The multidisciplinary Ph.D. Program in Public Policy and Public Administration (the Program) in the Trachtenberg School of Public Policy and Public Administration (the Trachtenberg School) at The George Washington University (GW) is designed to help students 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, and quantitative and qualitative methods in policy research. Built upon the diversity and strengths of academic departments and faculty throughout the Trachtenberg School and the University, our program offers you an exceptional education across these disciplines.

### OUR STUDENTS

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Students may complete the Program on either a full-time or part-time basis. Throughout your educational experience, you will 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.

As well as developing broad analytical skills in multiple subjects, you will take courses designed to prepare you to undertake research in specific areas of public policy and public administration. Through coursework in a specialized field, you will develop expertise for a variety of careers in the public, nonprofit, and private sectors. Program graduates pursue careers in teaching and research, and as policy researchers and analysts. Some hold administrative positions in these sectors, and many are closely involved in the development and evaluation of public policies.

Program Outcomes:

1. Understand the intellectual traditions and literature that make up the fields of public administration and public policy.
2. Understand and apply both quantitative and qualitative research methods to analyze issues in public policy or administration.
3. Demonstrate ability to apply concepts of economic analysis and resource scarcity to analyze issues in public policy or administration.
4. Demonstrate ability to conduct independent research in public policy or administration.
5. Demonstrate ability to communicate research findings to a wide range of policy and administration-relevant audiences.

### ADVISING AND PROGRAM PLANNING

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The Ph.D. Program Director, Burt Barnow, is the advisor for all doctoral students while they are taking courses required for the core comprehensive examination. The most important advice for successfully planning your program is to consult with your advisor and other faculty before registering for classes. You should also consult the official [University Bulletin](#), which serves as the guide to the governing university rules and requirements, as well as this handbook. Peer

mentoring with current students farther along in the Program is helpful, but it should never be substituted for faculty advising.

Students should also meet with the relevant field advisors soon after being admitted to the program. Based on your conversations with these faculty members, you will then select one or more of the field advisors to work with as you select courses and prepare for the field exam. The process of selecting a dissertation director and committee are described elsewhere in this Handbook.

Plan ahead! Careful attention to program planning and course sequencing is necessary to avoid scheduling conflicts. Most core courses are not offered during the summer, most field courses are offered only once a year, and some field courses are offered every other year or less frequently. Consult the [Schedule of Classes](#) online, the Leader Student Services Specialist, or your academic advisor for the most current information on the schedule for the upcoming semester.

### **PROGRAM DIRECTOR**

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You should first contact the Lead Student Services Specialist, Gregory Nelson, anytime you need to file official forms with the University, such as Registration Transaction Forms, or any of the various kinds of petitions. Lead Student Services Specialist, will know the official process or chain of command for most situations. All forms are available on the [Trachtenberg School website](#) or the [CCAS graduate student website](#), and some important forms are at the end of this handbook. Lead Student Services Specialist, Gregory Nelson will also keep a copy of any paperwork you file with the Program or University for your student record. Finally, many of the questions you may have, such as what courses are being offered during which semester, can be answered by The Program Director.

## **SECTION II: PROGRAM REQUIREMENTS**

The Program requires completion of 72 credit hours beyond the baccalaureate degree. Students with an appropriate master's degree can receive up to 24 credit hours toward the Ph.D. if their course work is relevant. In addition, students who can demonstrate that they have passed a course equivalent to PPPA 6013 (Introduction to Econometrics) can receive 3 additional credits, and students who can demonstrate that they have passed a course equivalent to PPPA 6014

(Microeconomics for Public Policy II) can receive 3 additional credits for that course. Assuming the previous completion of two prerequisites, doctoral coursework requirements are divided into several general categories: public policy and public administration **core courses, field courses, elective courses, and dissertation credits**. Students work closely with the Program Director and their field advisor to prepare an individualized program of study. Students must maintain an overall GPA of 3.3 to remain in the Program.

## **PREREQUISITE COURSES**

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All students who enter the Program must either have completed the equivalent of the prerequisite courses listed below, complete the prerequisites after they enter the Program, or receive a waiver from the Ph.D. Committee. The prerequisite courses are:

**PPPA 6002** (or equivalent): Research Methods and Applied Statistics

**PPPA 6007** (or equivalent): Microeconomics for Public Policy I

**CORE COURSES: Core courses are courses that are required or waived because the student had a similar course; core courses are covered by the core comprehensive exam**

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**PPPA 8100:** Seminar — Literature of Public Administration\*

**PPPA 6013:** Regression Methods for Policy Research\*

**PPPA 6014:** Microeconomics for Public Policy II\*

**PPPA 8101:** Research Methods\*

**PSC 8229:** Politics and Public Policy\*

*\* Courses covered by the core comprehensive exam*

**OTHER REQUIRED COURSES** (Other required courses are courses that students must take or receive a waiver for because they have taken a similar course)

**PPPA 8105:** Public Finance and Human Capital

**PPPA 8174:** Public Management

**PPPA 8190:** Philosophical Foundations of Policy and Administrative Research

**PPPA 8191:** Dissertation Workshop

## **RESEARCH METHODS COURSES**

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The Program requires that students develop research skills alongside the core curriculum and field studies. These skills will complement and support your research interests in your applied field of studies. In addition to PPPA 8101, all Ph.D. students must complete (1) one intermediate graduate-level course in quantitative research methods. In addition, students must complete (2) a more advanced course in quantitative methods and (3) a course in qualitative or mixed research methods.

The intermediate quantitative research methods requirement is normally satisfied by completing PPPA 6013. With the approval of the Ph.D. Director, students may substitute with an intermediate quantitative methods course that is equivalent in coverage to PPPA 6013, such as DNSC 6274, PSC 8102, Econ 6375, or ECON 8379; students can also substitute an appropriate

course taken prior to entering GW. Students with a strong technical background may opt to take ECON 8375 as a substitute for PPPA 6013.

1. Intermediate Quantitative Research Methods (*Select One*) or receive permission to count an alternative course
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**PPPA 6013:** Regression Methods for Policy Research

**PSC 8102:** Empirical Political Analysis

**DNCS 6274:** Statistical Modeling and Analysis

**ECON 6375:** Applied Econometrics

**ECON 8379:** Laboratory in Applied Econometrics

**ECON 8375:** Econometrics 1

2. Advanced Courses in Quantitative Research Methods (*Select One*)
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Each student is required to take one advanced quantitative methods course, typically PPPA 8022. Students should consult with their advisor about suitable courses such as those listed below.

**PPPA 8022:** Econometrics for Policy Research

**ECON 8376:** Econometrics II

**ECON 8377:** Econometrics III

**DNCS 6275:** Advanced Statistical Modeling and Analysis

3. Advanced Courses in Qualitative Research Methods (*Select One*)
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Each student is required to take one advanced qualitative methods course, typically PPPA 8023. Students should consult with the Ph.D. Director about suitable qualitative methods courses such as those listed below.

**PPPA 8023:** Mixed Methods in Research Design

**PSC 8104:** Qualitative Research Methods

**PUBH 8417:** Qualitative Research Methods and Analysis

**SOC 6232:** Qualitative Methodology – Doing Field Research

**EDUC 8122:** Qualitative Research Methods

**HIST 6030:** Uses of History in International Affairs

**EDUC 8131:** Case Study Research Methods

## **FIELD OF STUDY COURSES**

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In addition to the core curriculum and other required courses, you will complete 4 or more courses (12+ credits) in one of the following fields to which you were admitted. Requirements for each field are detailed in Section IV of this handbook.

Education Policy

Program Evaluation

Public and Nonprofit Management



Public Budgeting and Finance  
Science and Technology Policy  
Social Policy (*Students are in one of the four fields listed below*):  
    Gender and Social Policy  
    Poverty and Inequality  
    Race, Ethnicity, and Public Policy  
    Urban Policy

## **ELECTIVES AND ADDITIONAL COURSES**

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Students, typically those without a master's degree, may take between 9 and 15 credits of electives. Generally, students use elective credits to supplement coursework 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 coursework in intermediate microeconomics or statistics may need to use elective credits to fulfill these requirements.

In individual cases, students may be required to take additional courses as a foundation for their dissertation research. Your field advisor would normally determine if there are any additional required courses. If you are required to take additional courses, you may count them as elective credits. In some cases, however, these requirements may cause the total number of credit hours to exceed the normal 72 credit hours.

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

In some cases, **Advanced Reading and Research (PPPA 8998)** can be used to design independent work to supplement elective courses or to provide background in an area related to dissertation research that is not available in a course at GW or the Consortium of Washington Area Universities.

## **DISSERTATION CREDITS**

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All students are required to complete between 6 and 15 credits of dissertation research. To fulfill this requirement, students register for:

**PPPA 8999** (*for a minimum of 6 credits*): Dissertation Research  
**CCAS 940**: Continuing Research

PPPA 8999 must be taken in 3-credit increments until the 72-credit hour requirement has been met. Credit is not awarded for PPPA 8999 until the dissertation is complete. After students have met the 72-credit hour requirement, they register for Continuing Research (CCAS 940), which is available in 1-credit increments.

## SECTION III: RECOMMENDED COURSE SEQUENCING

Students enter the Program with very diverse backgrounds; thus, there is not one set list of courses that all students will follow. However, the recommended course sequencing tables below provide templates that can be used to guide course selection.

Students who need to take the prerequisites in economics or statistics should take those courses during the first year. Once prerequisite requirements are met, students typically will first take the required courses that are covered on the Ph.D. core exam.

There are no rigid sequencing requirements except that the economics prerequisite (PPPA 6007) should be completed if needed, before PPPA 6014 is taken, and the statistics prerequisite (PPPA 6002) should be taken before PPPA 6013.

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

Although students should select their courses based on their background and interests, they should keep the following guidelines in mind as they select their courses. Courses will fall into one of the following six categories, and students should try to complete the courses in the order presented below.

### 1. Prerequisite Courses

Students who are not prepared to take the core microeconomics course (PPPA 6014) and/or the core econometrics course (PPPA 6013) should take the appropriate prerequisite courses as soon as possible:

**PPPA 6002** (or equivalent): Research Methods and Applied Statistics

**PPPA 6007** (or equivalent): Microeconomics for Public Policy I

### 2. Core Courses Covered by the Core Comprehensive Exam

Students should try to complete the core courses covered by the core exam as soon as feasible so that they can take the core exam during the first two years of their studies. These courses are:

**PPPA 8100**: Seminar — Literature of Public Administration

**PPPA 6013**: Regression Methods for Policy Research

**PPPA 6014**: Microeconomics for Public Policy II

**PPPA 8101**: Research Methods

**PSC 8229**: Politics and Public Policy

## **2. Required Courses Not Covered by the Core Comprehensive Exam**

The courses listed below are required courses, but they are not covered by the core exam, so students can take them later in their studies. With approval from the director of the Ph.D. program, students can count courses taken prior to enrolling in the Ph.D. program or other courses taken while enrolled in the Ph.D. program, but students should not assume that alternative courses will be approved.

**PPPA 8105:** Public Finance and Human Capital

**PPPA 8022:** Econometrics for Policy Research (or other quantitative course)

**PPPA 8023** (or other qualitative course): Mixed Methods in Research Design

**PPPA 8174:** Public Management

**PPPA 8190:** Philosophical Foundations of Policy and Administrative Research

**PPPA 8191:** Dissertation Workshop

## **4. Required Field Courses**

Students should work with their field advisor to take the courses that are required for their field. The specific courses vary by field.

## **4. Other Field Courses and Electives**

This category includes all other courses needed to meet degree requirements. Students are required to take at least four courses in their field, and they must take other courses (including dissertation research) to bring their total credits to at least 72. Note that students must take all required courses, and this may result in the need to take more than 72 credits.

## SECTION IV: FIELDS OF STUDY

### EDUCATION POLICY

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Education and training policies play an important role in the economic and social well-being of local communities, states, and nations. From preschool to graduate school, improving the quality of education is a priority for policymakers worldwide. The education policy track draws on multidisciplinary tools from economics, education, philosophy, political science, psychology, and sociology to train researchers and practitioners to identify education policy problems and opportunities, develop policy alternatives, analyze their costs and benefits, influence policy decisions, plan and guide the implementation of new policies, and evaluate the impacts of education programs and policies.

#### Field Advisors

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#### Curriculum

*Students in the Education Policy field must complete two required core courses, plus two additional courses in methods and topics chosen in consultation with their advisor.*

#### **Education Policy Core**

**EDUC 8321:** Economics of Education  
**EDUC 8322:** Education Policy Implementation

#### **Education Policy Topics**

**PPPA 8197** US Social Policy  
**PPPA 6085** Higher Education Finance and Policy  
**ECON 8341/42:** Labor Economics

**ECON 8351/52:** Development Economics I  
**ECON 8358:** Urban Economics  
**ECON 8363/64:** Public Finance I  
**EDUC 6555:** Higher Education Policy  
**EDUC 8320:** Politics of Education  
**EDUC 8323:** Policies of Education Equity  
**EDUC 8325:** Policy Design — Education Accountability  
**EDUC 8340:** Methods of Policy Analysis in Education  
**PPPA 6048:** Financing State & Local Government

### **Education Policy Methods**

**ECON 6291:** Methods of Demographic Analysis  
**ECON 6300:** Mathematical Methods for Economics  
**ECON 8375:** Econometrics I  
**ECON 8379:** Applied Econometrics Lab (the micro version)  
**PSC 8122:** Longitudinal Analysis  
**PSC 8124:** Multilevel Modeling  
**PSC 8130:** Game Theory I  
**PSC 8131:** Game Theory II  
**PPPA 6015:** Benefit-Cost Analysis

### **Comprehensive Field Examination**

Upon completion of coursework in the field, students take a comprehensive field exam involving two parts:

1. Content from the core education policy field courses
2. Content from field electives that typically focus on one of the following areas (the area is chosen in consultation with your advisor and will be based loosely on topics covered in your field electives):
  - a. Early childhood education
  - b. Elementary and secondary education
  - c. Higher education
  - d. Education finance
  - e. Education inequality
  - f. Economics of education

## **PROGRAM EVALUATION**

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The Program Evaluation field is designed for Ph.D. students who wish to develop both quantitative and qualitative research skills that may be applied to analyze and assess the performance of public and nonprofit programs. As a student in this field, you will be exposed to research methods from multiple disciplines that will prepare you for program evaluation and performance auditing professions.

### **Field Advisors**

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### **Curriculum**

*Students in the Program Evaluation field must complete two required core courses, plus two additional courses in methods and topics chosen in consultation with their advisor.*

#### **Program Evaluation Core** *(covered on-field exam)*

**PPPA 6016:** Public and Nonprofit Program Evaluation

**PPPA 8164:** Seminar on Program Evaluation

**Program Evaluation Electives** *(choose 2; courses approved by the field advisor may be substituted for the courses listed below)*

**ANTH 6331:** Research Methods in Development Anthropology

**DNSC 6275:** Advanced Statistical Modeling and Analysis

**HSML 6276:** Exploratory and Multivariate Data Analysis

**ECON 8375:** Econometrics I

**ECON 8376:** Econometrics II

**EDUC 8122:** Qualitative Research Methods

**PPPA 6015:** Benefit-Cost Analysis

**PPPA 8023:** Mixed Methods in Research Design

**SOC 6232:** Qualitative Methodology: Doing Field Research

**STAT 6287:** Modern Theory of Sample

**STAT 6291:** Methods of Demographic Analysis

**STAT 8265:** Multivariate Analysis

**STAT 8266:** Topics in Multivariate Analysis  
**STAT 8281:** Advanced Time Series Analysis  
**STAT 8288:** Surveys

### **Comprehensive Exam**

The purpose of the field exam in the Program Evaluation field is for students to demonstrate proficiency in the major themes, methods, and debates in the field. It provides an opportunity for students to confirm the breadth and depth of their knowledge and their readiness to make an original contribution to the field.

The exam is a take-home, open-book, exam that entails writing five essays and takes three days to complete, e.g., 6 pm Thursday until midnight on Sunday. The questions are based on the field courses the student has completed. Two of the questions address topics covered in PPPA 8164, and the other three questions address the topics in the other three field courses the student completed.

The student should write about seven pages, double-spaced, for each essay. The essays should draw on the courses completed and do not require the student to go beyond those lists (though other materials are allowed).

Students may choose exam dates in consultation with the field advisors.

## **PUBLIC AND NONPROFIT MANAGEMENT (PNM)**

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This field is for Ph.D. students with a generalist orientation toward conducting research on complex problems in public policy and public administration. Students specializing in this field may research a variety of themes such as public and nonprofit management, and issues that lie at the intersection of traditional fields such as social policy, program evaluation, public budgeting and finance, education policy, health policy, and public administration.

The purpose of completing the field coursework is two-fold:

1. To develop an overarching and integrated perspective on public and nonprofit management
2. To develop theoretical knowledge and methodological competencies that will be useful in conducting scholarly research in public and nonprofit management.

Students who have not already completed a Master of Public Administration/Policy (MPA/MPP) degree, either at George Washington University or at another university, will be expected to complete selected MPA/MPP core courses before taking more advanced coursework in this field.

In the PNM field, the field advisors will work with you on an individual basis in identifying the appropriate coursework. Although most of your coursework will consist of public policy and public administration courses, you may also include courses from other GWU departments as well as courses at other universities participating in the Consortium of Washington Area Universities, upon consultation with your advisor.

Although students may consult with any field advisor, we encourage PNM students to consult with the field advisor whose interests are closest to their dissertation research interests (please see the TSPPPA website for field advisor research profiles).

### **Field Advisors**

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### **Curriculum**

*Students are required to take 4 field courses. The field has one required course and three elective courses. In addition to the listed field courses, students should follow the guidelines on*



*choosing field courses provided below. **Students are required to have an advising meeting with a field advisor to obtain approval for their choice of field courses.***

The purpose of completing the field coursework is to develop competencies and knowledge that will be useful in conducting scholarly research in public and nonprofit management.

Students are required to take 4 field courses; 3 are elective and 1 is required for all students. The required course is:

PPPA 8164: **Seminar in Program Evaluation** Doctoral seminar on theory and practice in public and nonprofit program evaluation

The choice of **elective** field courses should be guided by the field coursework purpose. Given the scope of Public and Nonprofit Management, both in academia and in practice, we do not offer a closed master list for choosing field elective courses. Rather, students must abide by the following guidelines:

1. Students should consult with an appropriate field advisor about field electives and communicate the agreement about field courses to all field advisors (e-mail is sufficient). If this plan gets updated, plan change should be communicated as well.
2. For the consultation meeting with one of the field advisors, the student should prepare a list of candidate courses. This list should be prepared with the following criteria in mind:
  - a. The proposed list should be made of doctoral courses (review doctoral seminars offered by other fields in the doctoral program, doctoral courses offered at Washington Metropolitan Area Consortium schools/programs, as well as doctoral-level methods courses. Other departments and programs may also have relevant courses.)
  - b. If a Masters-level course is proposed, students need to propose and obtain prior approval, from the instructor of the course, for additional assignments/activities that will make it a worthwhile doctoral elective.
  - c. Elective courses may be used to take methodologically-oriented courses that will prepare you to carry out dissertation research.
  - d. Students may also take directed readings courses with faculty they want to request to serve as their dissertation director. Students are, of course, encouraged to consider doing directed readings with other TSPPPA faculty as well.

### **Comprehensive Field Examination**

#### **Purpose:**

The purpose of the field examination is to assess student preparedness to undertake dissertation research in public and nonprofit management. Students are encouraged to seek faculty guidance and feedback on ways in which the field examination can advance their dissertation interests.

#### **Coverage:**

Students are expected to have a deep knowledge of material covered in core courses, field courses, and academic literature relevant to student's dissertation research interests. Further,

students are expected to stay current and be conversant with the scholarly peer-reviewed literature in their field of study.

### **Student Responsibilities:**

1. Students may request the field examination at the beginning of either the Fall semester or the Spring semester. The field examination will not be offered during the summer session.
2. **Before a student can request to schedule the field examination, s/he needs to have a TSPPPA faculty member tentatively agree to serve as the student's dissertation director<sup>1</sup>. The field examination will be administered by the intended dissertation director in consultation and collaboration with one of the field advisors in accordance with the format and procedures laid out in this document.**
3. Student should share this document, outlining purpose, coverage, student responsibilities, format, and procedures, with the intended dissertation director so that s/he is familiar with faculty roles and obligations in this process.
4. Student should also become familiar with and follow the specific guidelines provided under sections titled format and procedures below.
5. Academic integrity is central to doctoral work at GW. Any indication that any part of a student's field examination essay is not the original work of the student will result in a failing grade with no subsequent opportunity to revise and resubmit the field examination essay.

### **Format:**

1. The intended dissertation director, in consultation and collaboration with one of the PNM field advisors, will administer the field examination. The intended dissertation director should propose a second reader (either a PNM field advisor or another Trachtenberg School faculty member) to the PNM field advisor s/he is working with.
2. The field examination requirement is for the student to submit an essay to the intended dissertation director and the second reader. The field examination essay should be relevant to the field and can be any combination of a quantitative study, a qualitative study, or a literature review.
3. The field examination essay should be comparable in length, style, and quality to a journal manuscript. Specific formatting requirements (i.e. length, style, structure, etc.) for the field examination essay will be determined in a discussion with the intended dissertation director and the second reader (see point 3 under procedures).

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<sup>1</sup> Note that the student does not need to have a dissertation proposal developed at this stage. Also, at this stage the requirement is that there be an "intended dissertation director," which means that the student has made a request to a TSPPPA faculty member who has tentatively agreed to serve in this role. Once the field examination is over, the faculty member may choose not to continue in the dissertation director role, and the student may request another faculty member to serve in the dissertation director role.

4. The field examination essay may be an extension of work the student has done as part of an independent study or other coursework. The field examination essay must, however, be the sole-authored original work.
5. The possible grades for the field examination essay are: High pass, pass, bare pass, fail.

**Procedures:**

1. The intended dissertation director, in consultation with the student and a PNM field advisor, will schedule the exam and notify the Ph.D. director.
2. The intended dissertation director will identify a second reader, typically one of the field advisors. In exceptional cases, the second reader can be another TSPPPA faculty member with relevant expertise.
3. **Within two weeks of the notification to the Ph.D. Director (as described in step 1 above) about the schedule of the field examination, the student should prepare a field examination essay proposal and request meetings with the intended dissertation director and the second reader to obtain feedback on the proposal.** This can be a joint meeting or two individual meetings at the discretion of the faculty members. The field examination essay proposal should at a minimum have the following elements, title, abstract, outline, and identify a journal to which the essay may be submitted (e.g., PAR, JPART, JPAM, ARPA, A&S, PPMR, ROPP,A etc.).
4. Following this meeting with the intended dissertation director and the second reader, the student will complete the field examination essay and submit it to the intended dissertation director and the reader in a period specified by the readers.
5. The intended dissertation director and the second reader will review the field examination essay and provide written feedback. The feedback may be provided in the form of either written comments on the essay or a typical journal peer-review report.
6. The intended dissertation director, in consultation with the second reader, may require revisions to the field examination essay. The student will submit: i) a revised field examination essay after receiving the feedback from the intended dissertation director and the second reader, and ii) a document itemizing and detailing specific steps taken in response to the feedback provided.
7. The student will have only one opportunity to revise and resubmit the field examination essay before receiving a final grade.
8. The intended dissertation director, in consultation with the second reader, will notify the student of the final grade, copying the Ph.D. director, and TSPPPA Assistant Director of Graduate Studies.

## **PUBLIC BUDGETING AND FINANCE**

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This field is designed for students who desire a greater depth and breadth of knowledge about 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. As a student who succeeds in this field of study, you will be prepared to teach a wide variety of general courses in budgeting and public finance, and you will have a solid understanding of the research questions and methodologies that have defined this field.

### **Field Advisors**

#### **DR. JOSEPH CORDES**

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#### **DR. KATE YANG**

Assistant Professor of Public Policy & Public Administration  
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[langyang@gwu.edu](mailto:langyang@gwu.edu)

### **Curriculum**

*Students in the Public Budgeting and Finance Policy field must complete four courses; two required core courses, and two additional courses selected in consultation with the field advisor of which one course should be a doctoral-level course in accounting, economics, finance, public policy, and public administration, or political science. Courses offered in the MBA Program, and in the MA in Applied Economics may be substituted for the required doctoral level course with advisor approval.*

### **Public Budgeting and Finance Core**

**PPPA 6005:** Public Budgeting, Expenditure and Revenue Analysis (or equivalent)

**PSC 8226:** Politics and Organizations

### **Public Budgeting and Finance Accounting, Economics, or Political Science Electives**

\*Non-exhaustive list; other courses may be selected with advisor approval.

**ACCY 8001:** Seminar in Accounting Theory

**ACCY 6701:** Government and Nonprofit Accounting and Auditing

**ECON 8363:** Public Finance I (Public Goods and Expenditures)

**ECON 8364:** Public Finance II (Tax Incidence)

**ECON 6305:** Applied Macroeconomic Theory

**ECON 6323:** Applied Behavioral Economics

**ECON 6330:** Applied Macroeconomic and Monetary Policy

**FINA 8324:** Topics in Empirical Finance

**PHIL 6231:** Economic Justice

**PPPA 6016:** Public and Nonprofit Program Evaluation  
**PPPA 6015:** Benefit-Cost Analysis  
**PPPA 6048:** Financing State and Local Government  
**PPPA 6051:** Governmental Budgeting  
**PPPA 6052:** Tax Policy  
**PPPA 6053:** Public and Nonprofit Financial Management  
**PPPA 6054:** Federal Budget Policy  
**PPPA 6055:** Contracting Out and Privatization

### **Comprehensive Field Examination**

The field examination in Public Budgeting and Finance is administered as a take-home exam (open book, open note) over 48 hours. The examination consists of two parts. One part is made up of questions based on a list of general topics and readings provided by the faculty examiners which is common to all students taking the examination. These general topics will include material from PPPA 8105 and PPPA 8174 in addition to material from the field core and selected field electives. The second part is based on a list of individualized topics and readings developed by each student being examined, which is approved by the examiners. Examples of possible individual topics are fiscal decentralization/federalism; state and local tax policy; performance budgeting, public public-private and uses, of the tax system for social purposes.

## SCIENCE AND TECHNOLOGY POLICY

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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. This field of study trains students to understand and manage issues at the intersection of science, technology, industrial strategy and structure, and government policy. The field emphasizes a comparative approach to science and technology policy, founded on the twin poles of in-depth understanding of domestic policies and continuous coverage of policy developments around the world. As a student in this field, you will have frequent opportunities for involvement in the activities of the Elliott School's Institute for International Science and Technology Policy and Space Policy Institute.

### Field Advisors

#### **DR. NICHOLAS VONORTAS**

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#### **DR. NINA KELSEY**

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#### **DR. SCOTT PACE**

Professor of Practice Space Policy and International Affairs

Director, Space Policy Institute

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### Curriculum

*Students in the Science and Technology Policy field are required to take 4 field courses — 2 are electives and 2 are core requirements.*

#### **Science and Technology Policy Core (Required)**

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

**IAFF 6143:** Science, Tech, and Policy Analysis OR

**IAFF 6085:** Seminar in Science and Technology Policy [*offered every 2-3 years*]

#### **Science and Technology Policy Electives**

*The courses listed below are taught by the ISTP program. In addition to the listed field courses, students may obtain written approval from their field advisor to substitute other courses due to course offering changes and student interests. Such courses may be offered by the Columbian College of Arts and Sciences (e.g., Economics, Political Science, History, Statistics), the School*

*of Business (e.g., Strategic Management and Public Policy, International Business, Finance), the School of Engineering (e.g., Engineering Management and Systems Engineering, Computer Science, Biomedical Engineering), and others. Proposed courses will be evaluated by the S&T Policy Program Director.*

**IAFF 6143:** Science and Technology Policy Analysis

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

**IAFF 6146 / Law 6548:** Introduction to Space Law

**IAFF 6148:** Space and National Security

**IAFF 6151:** Environmental Policy

**IAFF 6153:** Science, Technology & National Security Policy

**IAFF 6158:** Energy Policy

**IAFF 6158 / ECON 6255:** Economics of Technological Change and Innovation

**IAFF 6158:** Space Economics

IAFF 6158: Issues in U.S. Space Policy – Tools and Scenarios

IAFF 6158: Non-proliferation Strategies and Artificial Intelligence

### **Comprehensive Field Examination**

Upon completion of coursework in the field, students will take a comprehensive field exam. The exam is offered once or twice in an academic year, following a petition from students. The examination relies on the content of the science and technology policy field core courses (cornerstone, capstone, and seminar) and the field electives. In addition, the exam will reflect the specific courses taken by the student and their areas of interest. We write an exam that reflects the courses taken by the student and their individual interest. Expectations for students during the examination include:

- Staying current and being conversant with the scholarly peer-reviewed literature and important gray literature (i.e. literature produced by different governmental and non-governmental bodies such as relevant federal agencies, the World Bank, Brookings, Rand, EU, OECD, UN Agencies, etc.).
- Discussion should go beyond the readings covered in class.
- Mastery of course material, a demonstrated command of major concepts and literature in the field, and an ability to think beyond concepts directly covered in classes.

The format of the exam is as follows:

- Take home, open book, open notes exam.
- Two sections (select three of four questions in each section):
  - One on Science and Technology policy theory
  - One on specific areas of interest
- Time frame – three days

Two graders read each answer and confer on a final grade. One of the two graders is related to the specific area of interest of the student.

## **SOCIAL POLICY**

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The Social Policy field of study offers students the opportunity to study how the actions and decisions of government within the contexts of gender, ethnicity, or urban settings influence the well-being of individuals and society, with a particular focus on poverty and income inequality. Most public policy discussions--local, national, or international--include explicit or implicit assumptions about gender, race, and location. Scholarship across various disciplines has demonstrated the importance of studying the interconnections among gender, race, class, and other forms of social inequality. Conflicts associated with these topics affect all institutions and social interactions of every type, and frequently dominate a range of policy debates.

Drawing on interdisciplinary theories and methodologies, as a student in this field, you will gain a broad understanding of historical trends in poverty and inequality, scholarship illuminating the causes of consequences of poverty and inequality, the current landscape of social welfare programs (defined broadly), and the politics of poverty and inequality in America. In addition, students choose an area of specialization from the following: (a) gender and social policy, (b) race, ethnicity, and public policy, (c) poverty and inequality, or (d) urban policy. This specialization provides a theoretical lens for examining social policy.

### **Curriculum**

*Students in the Social Policy field must complete one common field course, required courses in their area of specialization, and one or more additional courses selected from electives suggested for that specialization or other courses chosen with advisor approval, to equal a total of 12 credits in the field.*

### **Social Policy Core Requirement**

**PPPA 8197** (U.S. Social Policy)



## **Gender and Social Policy Specialization**

### **Field Advisors**

#### **DR. CYNTHIA DEITCH**

Associate Professor of Women's, Gender, & Sexuality Studies, Sociology, and of Public Policy  
& Public Administration  
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#### **DR. IVY KEN**

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& Public Administration  
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#### **DR. SANJAY K. PANDEY**

Shapiro Professor of Public Policy and Public Administration  
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### **Curriculum**

*Along with the Social Policy field core course, students in the Gender and Social Policy specialization must complete two specialization core courses and one additional elective. In addition to the listed field courses, students may obtain written approval from their field advisor to substitute other courses due to course offering changes and student interests.*

#### **Gender and Social Policy Core**

**WGSS 6221:** Research Issues in Women's, Gender, and Sexuality Studies  
**WGSS 6240:** Gender and Public Policy

#### **Gender and Social Policy Electives (others by approval)**

**AMST/HIST/WGSS 6431:** Gender, Sexuality, and American Culture  
**ANTH 6501/WGSS 6257:** Gender and Sexuality  
**PHIL/WGSS 6238:** Feminist Ethics and Policy Implications  
**SOC/WGSS 6268:** Race, Gender, and Class  
**SOC/WGSS 6271:** Gender and Society  
**WGSS 6220:** Fundamentals of Feminist Theory  
**WGSS 6225:** Contemporary Feminist Theory  
**WGSS 6230:** Global Feminisms  
**WGSS 6241:** Gender, Law, and Politics  
**WGSS 6265:** Women, Welfare, and Poverty  
**WGSS 6283:** Practicum in Women's, Gender, and Sexuality Studies

## **Comprehensive Field Exam**

The Purpose of the field exam in Gender and Social Policy is for students to demonstrate proficiency in the major themes, methods, and debates in the field. It provides an opportunity for students to confirm the breadth and depth of their knowledge and their readiness to make an original contribution to the field.

In consultation with the field advisors, each student develops 3 reading lists as follows:

- One list includes readings related to WSTU 6221: Research Issues in Women's/Gender Studies (a required field course) plus selected readings from other field courses that have influenced the student's intellectual trajectory but do not appear on the other lists.
- The other two lists cover two substantive areas related to gender policy that best fit the student's research interests and academic work in the field. One of these lists could be closely related to the student's expected dissertation topic. Both lists should include classic texts and current journal articles. While students are encouraged to include relevant readings from field courses, they should also move beyond coursework in their selections.

The exam is a take-home, open-book, essay exam that usually takes three days to complete. The questions are based on the reading lists. Students answer a total of three essay questions. Typically, in Part A, the student is presented with two questions and must choose one to answer. In Part B, the student is presented with three or four questions and must choose two to answer.

The student should write seven to 10 pages, double-spaced, for each essay. The essays should draw on the reading lists and do not require the student to go beyond those lists (though other materials are allowed).

Students may choose exam dates in consultation with the field advisors.

### **Race, Ethnicity, and Public Policy Specialization**

#### **Field Advisors**

##### **DR. SANJAY K. PANDEY**

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##### **DR. STEVEN TUCH**

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## Curriculum

*In the Social Policy field core course PPPA 8197, students in the Race, Ethnicity and Public Policy specialization must complete the specialization core course and elective courses.*

### **Race, Ethnicity, and Public Policy Core**

**SOC 6245:** Race Relations

### **Race, Ethnicity, and Public Policy Electives\***

**LAW 6595:** Race, Racism, and American Law

**LAW 6596:** Law of Race and Slavery

**PSC 8211:** Urban Politics

**PSC 8212:** Urban Policy Problems

**PSYC 8236:** Minorities and Mental Health

**SOC 6250:** Urban Sociology

**SOC 6252:** Special Topics (with approval)

**SOC 6268:** Race, Gender, and Class

Students may obtain written approval from their field advisor to substitute other courses due to changes in course offerings and or student interests.

## Comprehensive Field Exam

The comprehensive exam is intended to evaluate the student's knowledge in the field and readiness to undertake dissertation research. The exam has two sections. The first section is based on materials covered in the Social Policy core requirement (PPPA 8197: U.S. Social Policy) and the specialty core course (SOC 6245). Students are asked to provide field advisors with the names of faculty members from whom they took these two courses so questions can be solicited from those faculty. The second section of the exam focuses on the area of the student's dissertation research. A two-part reading list compiled by the student shall include scholarly literature, primarily in the form of books and journal articles, relevant to each section of the exam, including relevant literature from elective courses. The student must also submit a brief (3 to 5 double-spaced pages) dissertation prospectus. The list and the prospectus should be submitted a minimum of three months prior to the date of the exam. The format of the exam is a four-day, open-book take-home exam consisting of four questions, with some choice factored in. Students can choose to receive the exam either at noon on a Thursday and be required to submit their answers by noon on the following Monday, or at noon on a Monday and be required to submit their answers by noon on the following Friday. Answers typically range from 12-15 double-spaced pages per question, exclusive of references.

## Poverty and Inequality Specialization

### Field Advisors

#### **DR. DYLAN CONGER**

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#### **DR. ELIZABETH RIGBY**

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#### **DR. ELIZABETH VAQUERA**

Associate Professor of Public Policy & Public Administration and Sociology  
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### Curriculum

*Along with the Social Policy field core course, students in the Poverty and Inequality specialization must complete three additional field electives.*

#### **Poverty and Inequality Electives (choose 3)**

**SOC 6250:** Urban Sociology

**SOC 6263:** Race and Crime

**SOC 6262:** Corrections

**SOC 6258:** Deviance and Control

**SOC 6252:** Families, Gender & Policy

**SOC/WGSS 6265:** Women, Welfare, and Poverty

**SOC 6268:** Race, Gender, and Class

**SOC 6232: Qualitative Methodology: Doing Field Research**

**SOC 6252: Issues in US Immigration Policy**

**ECON 6340:** Applied Labor Economics and Public Policy

**EDUC 8323:** Policies of Education Equity

**HIST 6011:** History and Public Policy

**LAW 6595:** Race, Racism and American Law

**LAW 6596:** Law of Race and Slavery

**PHIL 6230:** Ethical Issues in Policy Arguments

**PHIL 6231:** Economic Justice

**PHIL 6238:** Feminist Ethics and Policy Implications

**PHIL 6242:** Philosophy, Law, and Social Policy  
**PPPA 6015:** Benefit-Cost Analysis

**PPPA 6065:** Federalism and Public Policy  
**PPPA 6076:** Federal Government Regulation of Society  
**PPPA 6085:** Comparative Public Policy  
**PSC 8211:** State and Urban Politics  
**PSC 8212:** Urban Policy Problems  
**WGSS 6240:** Gender and Public Policy

### **Comprehensive Field Exam**

No less than three months in advance of the desired date of the field examination, students should notify the field advisors of their intent to take the exam, as well as the relevant courses the student has taken. Exams are written take-home exams, tailored to student interests.

### **Urban Policy Specialization**

#### **Field Advisors**

##### **DR. LEAH BROOKS**

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##### **DR. HILARY SILVER**

Professor of Sociology  
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[hilarysilver@gwu.edu](mailto:hilarysilver@gwu.edu)

#### **Curriculum**

*Along with the Social Policy field core course, students in the Urban Policy specialization must complete two specialization core courses and one additional elective.*

#### **Urban Policy Core**

##### **Required:**

**PPPA 8197:** US Social Policy

##### **Choose one of these two:**

**PSC 6252:** Housing and Homelessness

**PSC 8212:** Urban Policy Problems

**Urban Policy Electives** (*choose 2; other courses may be selected with permission of field advisor*)

**AMST 6495:** Historic Preservation — Principles & Methods I  
**AMST 6520:** Economics of Preservation  
**AMST 6525:** Politics of Historic Preservation  
**ECON 8341:** Labor Economics I  
**ECON 8342:** Labor Economics II  
**ECON 8357:** Regional Economics  
**ECON 8358:** Urban Economics  
**ECON 8363:** Public Finance I  
**ECON 8364:** Public Finance II  
**EDUC 8323:** Policies of Education Equity  
**GEOG 6243:** Urban Geography Seminar  
**GEOG 6244:** Seminar — Urban Sustainability  
**GEOG 6290:** Principles of Demography  
**PPPA 6042:** Managing State and Local Governments  
**PPPA 6043:** Land Use Planning, and Community Development  
**PPPA 6048:** Financing State and Local Government  
**PPPA 6051:** Governmental Budgeting  
**PPPA 6054:** Issues in Federal Budgeting  
**PPPA 6085:** Homelessness  
**PSC 8211:** Urban Politics  
**PSC 8388:** Selected Topics in Comparative Politics  
**PSYC 8246:** Personnel Evaluation Technology  
**SOC 6245:** Race Relations  
**SOC 6248:** Race and Urban Redevelopment  
**SOC 6250:** Urban Sociology  
**SOC 6259:** Criminology  
**SOC 6262:** Corrections  
**SOC 6263:** Race and Crime

### **Comprehensive Exam**

No less than three months in advance of the desired date of the field examination, students should notify the field advisors of their intent to take the exam, as well as the relevant courses the student has taken. Exams are written take-home exams, tailored to student interests.

## SECTION V: THE COMPREHENSIVE EXAMINATION

Students must pass a Comprehensive Examination in Public Policy and Administration that consists of two parts — the core exam and the field exam. NB. The Columbian College of Arts & Sciences requires a general exam. The Trachtenberg School of Public Policy and Public Administration refers to the General Exam as a Comprehensive Exam which consists of a Core Comprehensive exam and a Field Exam.

There are four possible grades on each exam: Pass with Distinction, Satisfactory Pass, Low Pass, and Fail. In order to pass the overall Comprehensive Examination, you must receive a grade of at least a Satisfactory Pass on either the core or the field examination and must not fail either examination. To receive a passing grade on the core comprehensive exam, you must receive a grade of Low Pass or higher on each question. Each field will develop suitable criteria for grading the field exam, and the grading rules will be communicated to students in writing when they sign up to take the field exam or sooner.

If a student does not receive at least a Satisfactory Pass on both the field and core exam, they may retake either part one time to raise his/her grade to a satisfactory pass. Neither part may be retaken more than once.

Failure to pass either the core or field Comprehensive Examination on the second attempt results in termination from the program. Upon completion of the Comprehensive Examination and accrual of at least 45 credits, you will advance to candidacy and enter the dissertation phase of the study.

### CORE EXAMINATION

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During the core examination, you will have the opportunity to demonstrate a mastery of the core skills needed for the analysis of public policy and public administration issues. The exam serves as an instrument for assessing your capacity for further doctoral studies. Note that the examination is designed to integrate knowledge about the field and is not limited to specific content covered in the individual courses. The core examination is generally administered during the week before classes start in the fall semester (late August) and spring semester (early January).

Students take the core examination after they have completed the examined courses in the program's public policy and public administration core. Full-time students typically take the exam after three or four semesters in the program (this is typically four to six semesters for part-time students), and before they complete a significant amount of coursework in their field of study.

### FIELD EXAMINATION

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Students take a field examination in their selected field of concentration, usually after passing the core examination and completing the required field courses for their respective fields. In exceptional circumstances, students may submit a petition to take the field exam first. During the

field examination, you will have the opportunity to demonstrate a mastery of core issues, concepts, and methods in your selected field of study.

**The Process:**

All students must meet with a field advisor at least 3 months before they expect to take the exam. At that time, the field advisor will work with you to determine a date for the exam and share details about the specific process.

The schedules for field exams are determined by the field advisors for the field, and it is described in the section of the handbook on fields. In all fields, the exams are read by at least two graders, and a single, unified grade is provided to the student no more than 4 weeks after submitting the exam. Grading is done on a blinded basis, so that graders do not know the identity of the student being graded.

**Performance Expectations:**

- All the key elements of the questions need to be addressed.
- Complexities should be anticipated and addressed.
- Responses should draw upon applicable scholarly literature and exhibit a critical understanding of those sources.
- The scholarly literature should be applied to analyze the situation indicated in the question and respond to the tasks specified in the question (versus the literature being strictly summarized).
- Responses are expected to draw on materials beyond class readings. In some fields, students develop a reading list in advance of the exam.
- Responses should draw connections among multiple sources.
- Responses should make a coherent point.
- Responses should be clearly written.



## SECTION VI: THE DISSERTATION

Your 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 in either or both fields and should explore, critique, and/or extend existing scholarly literature in the candidate's chosen field. The dissertation's findings, conclusions, and modes of analysis and argumentation should be of interest to a significant segment of the intellectual community, as well as, and perhaps just as important, to citizens and public officials concerned about the dissertation's topic. The conclusions of the dissertation should be well supported by the research conducted and the evidence presented.

### **Time to Complete**

The dissertation must generally be written, defended, and accepted (and all coursework completed) within eight years of entering the Program. During the COVID pandemic, some students have been granted an extra year to complete their dissertation; please check with the lead student services specialist (Gregory Nelson) or the Director of the Ph.D. program (Burt Barnow) to see if you are eligible and if so how to apply.

### **STEP 1: SELECT THE ISSUE OF INTEREST AND METHODOLOGICAL APPROACH**

The first step of the dissertation process is to select an issue of interest. Based on that topic, a variety of theoretical and methodological approaches can be the basis for conducting the research for the dissertation:

1. The dissertation may pose a primary research question or a series of related research questions that 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, 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 the 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 acceptable. 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 based on the research topic or question of interest you select, working in close consultation with the dissertation director and members of your dissertation committee, and they will vary across public policy and public administration fields and from dissertation committee to dissertation committee.

## **STEP 2: ESTABLISHING THE DISSERTATION COMMITTEE**

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Students are required to present their proposal formally to a group of faculty members prior to receiving approval to proceed. The group of faculty consists of the prospective **Dissertation Committee**. The committee will be composed of either a Director and two members or two Co-Directors and two members. Either the Director or one of the Co-Directors must be a member of the Trachtenberg School faculty. The eligible faculty are listed on the [Trachtenberg School website](#). Other members of the Dissertation Committee may be from inside or outside of CCAS, and possibly outside George Washington University, but they must generally have the terminal degree in their discipline. After the student has formed the dissertation committee, the student should complete the [Dissertation Committee & Dissertation Title Form](#) and submit it to the Director of the PhD program. The director of the PhD program must approve the membership of the Dissertation Committee.

- The candidate must determine the person they think would be the best advisor for their dissertation and discuss the topic and approach with them
- If the candidate would like a director outside the Trachtenberg School, that person will act as a co-director, and someone from the school will need to serve as an additional co-director
- Candidates also need 2 other members for their committees, these should be selected jointly by the candidate and their director
- Committee members should generally have a Ph.D. or another terminal degree, e.g., JD, MD

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## **STEP 3: PREPARE FOR DISSERTATION PROPOSAL**

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The form required is the [Proposal Review Scheduling Form](#) and [Dissertation Committee & Dissertation Title Form](#).

The dissertation proposal typically includes a statement of a public policy and/or public administration problem and research questions, a review of the relevant literature, and a description of the research design, methodology, and data to be used.

Students are required to present their proposal formally to a group of faculty members prior to receiving approval to proceed. The group of faculty consists of your prospective **Dissertation Committee**. The committee is comprised of (1) a Director, plus two members, or (2) two Co-Directors and two members. Either the Director or one of the Co-Directors must be a member of the Trachtenberg School faculty. The eligible faculty are listed on the [Trachtenberg School website](#). Other members of the Dissertation Research Committee may be from inside or outside of CCAS, but they must generally have a terminal degree in their discipline.

Students should send the [Proposal Review Scheduling Form](#) (which can also be obtained from the Lead Student Services Specialist) that identifies the members of the committee at least three weeks before the scheduled proposal review. The email sent to the Ph.D. Program Director should include the CVs of any proposed members of the Dissertation Research Committee who are from outside of GW, and/or who do not have a terminal degree. The Program Director must approve the members' participation.

The review can be scheduled only after every member of the Dissertation Committee agrees that the proposal is ready to be presented and informs the Ph.D. Program Director as indicated on the [Proposal Review Scheduling Form](#). The review will not be scheduled if the student has any outstanding grades of "incomplete" or "in progress." As soon as the Program Director gives the student permission to proceed, the student should:

1. Consult with the members of the Dissertation Committee to find a date and time for the review. The proposal is normally distributed to members of the committee a month (and no less than three weeks) before the proposal review date. All committee members should be prepared to devote at least two hours to the review.
2. Work with Trachtenberg 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 the committee plus several guests. **Note:** This edition of the Ph.D. Handbook was prepared while the school is transitioning to in-person activities. While these rules are in effect, dissertation reviews and defenses can be conducted online, in person, or a hybrid format, and students should work with those who will be present to develop an appropriate strategy for the event, using platforms such as Zoom, WebEx, or Microsoft Teams.
3. After finding a suitable room available at the designated time, check back with the Lead Student Services Specialist to ensure that there are no scheduling conflicts, and, assuming that there are none, finalize the room arrangements.
4. Prepare a one-page announcement of the proposal review containing the following information:
  - Title
  - Candidate
  - Date and Time
  - Location (or procedure to participate online)
  - Committee
  - Abstract [one paragraph]
5. At least 10 days before the proposal review, students must make an electronic copy available to the LSSSA. The LSSSA will post the announcement electronically to all Trachtenberg School faculty and students through the Trachtenberg School newsletter (the Skim).

6. The student should ask all members of the review committee whether they prefer a hard copy or an electronic version of the final proposal that is to be considered as the basis of the review.

#### **STEP 4: DISSERTATION PROPOSAL REVIEW**

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Forms required: [Dissertation Proposal Review Approval Form](#).

At the dissertation proposal review, you and your Dissertation Committee come together to consider the importance of the proposed dissertation project and the appropriateness and feasibility of the research design. This proposal review is really best thought of as a final review before giving a student "the green light" to forge ahead full speed on the dissertation. The review also provides an opportunity for the faculty and others in attendance to provide a broad range of constructive input at this critical early stage. Although the meeting is typically conducted more in the spirit of a working session, it culminates in a formal recommendation by the Dissertation Committee about whether the research should proceed.

During the proposal review, the Dissertation Committee evaluates the proposed dissertation based on both the written proposal and the oral presentation of the proposal. If approved, the proposal becomes the basis for the dissertation.

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

1. Your chosen Dissertation Director (or one of the co-directors) should chair the review and should indicate at the outset the procedures that will be followed.
2. The chair should then ask you to provide a brief project overview. Because the committee members can safely be assumed to be familiar with the proposal and because the review primarily (though not exclusively) involves you and the committee, a lengthy recitation is not necessary. Fifteen or 20 minutes should normally be enough time for your introductory remarks.
3. The Dissertation Director should ensure that there is ample time for questions and comments by members of the committee, other faculty members in attendance, and graduate students and others in attendance, in that order of priority.
4. At an appropriate time, the Director should excuse you and all guests from the room so the committee can formulate its recommendations. When this discussion is complete, the Director should call you back in, convey the nature of the recommendations, and adjourn the meeting.
5. If the Dissertation Committee members determine that you should, on the basis of the proposal as presented, be permitted to proceed with the dissertation, they sign the [Dissertation Proposal Review Approval Form](#). Several alternatives to outright approval are available. These alternatives are:
  - a. If committee members conclude that the proposal needs fundamental revision, it will have to be reviewed again. (Because the committee members agreed to the original proposal review, this option should be exercised only if the actual review turns up serious problems that were not evident earlier.)

- b. If the meeting has brought to the surface certain concerns that need to be taken into account in the proposal but are relatively narrow, then the committee members may:  
(1) 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 (2) Agree that the readers will sign the form but that the Dissertation Director or Co-Directors will not do so until the proposal has been satisfactorily revised according to the committee's specifications.

After your proposal has received committee approval, you should establish a working relationship with the Dissertation Research 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 committee Director monitor the project closely, with the readers playing a lesser role. There is no single “best” way to proceed, but it is vital at the very least that the Dissertation Research Committee (a) be kept informed of your progress, (b) be consulted when unanticipated problems arise, and (c) review drafts of completed sections on an ongoing basis.

### **Human Research Requirement**

Research at GW using human subjects, which will yield generalizable knowledge in the form of a journal article, poster presentation, master’s thesis, or doctoral dissertation, must obtain Institutional Review Board (IRB) approval before researchers collect data. While often dissertation projects in the social sciences are granted exemptions from Human Research requirements, it is crucial that you contact the IRB if you have ANY questions as to the applicability of human subjects’ requirements to your specific research. Frequently students incorrectly assume that their research is not covered by these requirements, only to find out later that an IRB review is needed. This can slow data collection, and ultimately the completion of the dissertation. Once your dissertation proposal has been approved, the IRB process should be initiated by:

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

Failure to obtain IRB approval will result in the following:

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

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

**Office of Human Research**

The George Washington University  
1922 F Street NW, 4th Floor  
Washington, DC 20052

## **STEP 5: COMPLETE FINAL DISSERTATION DEFENSE**

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The Final Dissertation Defense is designed, scheduled, and administered by the Trachtenberg School. The defense is an oral examination, open to the public (meaning other current students and faculty may attend, as well as various Deans from CCAS, as well as other interested parties), and is conducted by the Final Examination Committee.

### **Determine Membership of the Final Examination Committee**

Your Dissertation Director (or the Co-Directors), in consultation with the Ph.D. Program Director proposes membership of the Final Examination Committee. Care should be taken to ensure that the committee proposed represents the necessary fields of expertise. The committee must consist of at least five members (not including the external Co-Director, if applicable), at least one of whom is from outside the Trachtenberg School. This would typically mean that the final defense examination would be conducted by the Dissertation Director, committee members (who, at this stage, are referred to as Readers) and, two examiners. One of the examiners must be a Trachtenberg School faculty member, and the other examiner must not be affiliated with the Trachtenberg School. Your current or prospective immediate supervisor of employment is not permitted to be an examiner. When dissertation defenses are conducted online, readers and examiners need not be located in the DC area.

Dissertation Committee Directors and Co-Directors take on the role of Advocates during the final dissertation defense. Advocates normally do not ask questions, but they can participate by providing clarification as needed. Advocates often take notes during the session. Their main role is to advocate on behalf of the student during the executive sessions.

Finally, the proceedings must have a Chair who administers the process. The chair serves in a procedural capacity to ensure the proceedings are conducted properly. The Chair must be affiliated with the Trachtenberg School, and emeritus faculty and adjunct faculty may serve as Chair. The Chair cannot be one of five committee members. The Ph.D. Program Director, before the dissertation defense being scheduled, must approve the Final Examination Committee, including the examiners. The [Dissertation Defense Scheduling Form](#) must be turned into the Ph.D. Program Director (Burt Barnow) and Lead Student Services Specialist (Gregory Nelson) directly at least three weeks before the desired defense date.

Prepare and submit the [Dissertation Examination/Defense Form \(PDF\)](#) in the semester you plan on defending your dissertation.

### **Schedule the Dissertation Defense**

After the final examination committee has been approved, and the Dissertation Committee Director has informed the Ph.D. Program Director that the dissertation is ready to be defended, the student shall:

1. Provide a hard copy (or electronic copy if preferred by a member) of the final version of the dissertation to each member of the final examination committee at least three weeks before the intended date.
2. Schedule a time and location for the defense that is acceptable to all required attendees with the Lead Student Services Specialist. The room will not be reserved until the committee has received the dissertation copy. If the defense is to be held online, the student should arrange for an appropriate platform. Note that the defense should be scheduled for 2 hours.
3. Supply the Lead Student Services Specialist with all relevant information so that he or she may notify the Trachtenberg School and GWU community of the scheduling of the dissertation defense.

### **Final Dissertation Defense Process**

The process at the defense is typical as follows:

- The Chair of the proceedings introduces the committee and describes the process
- The Dissertation Committee Director (or one of the Co-Directors,) introduces the candidate
- The candidate summarizes his/her research for 15-20 minutes
- Questions (usually in the range of 3-4 questions) are posed first by the non-GW examiner, followed by the internal Trachtenberg School examiner
- Then questions are asked by the committee members (Readers)
- There is typically the time for the second round of questions, and if needed, a third round
- Questioning will be stopped with about 30 minutes remaining
- The candidate and guests leave the room (or the online meeting) for the Final Examination Committee to deliberate
- Decision options are to **Approve as Is**, **Approve with Modifications**, or **Reject and Re-defense Required**. If modifications are required, the committee will determine the nature and scope of the revisions as well as identify which committee member(s) will review the changes. At this stage, the Dissertation Committee will complete the [Dissertation Defense Action Form](#).
- The candidate is invited back into the room to hear the decision.

This paragraph refers to Zoom as the platform to use, but Webex or Teams may also be used. When the defense is conducted entirely or partially online, the Lead Student Services Specialist should ensure that all required participants—including the student, the dissertation committee (director or co-directors and two readers), the two examiners (one from the Trachtenberg School and one from outside), and the chair of the examination—all have access to the necessary hardware, software, and Internet connection to conduct the examination online. The dissertation director should take responsibility for initiating the virtual exam and may want to establish trial connections with each required participant a day or two in advance of the scheduled exam to make sure all participants know how to use Zoom.

At the conclusion of the examination committee's deliberations, the meeting's host re-admits the student and observers from the Lobby to the meeting to inform the student of the decision that the examination committee reached by majority vote. As much as possible, please follow CCAS Ph.D. Defense Procedures when conducting virtual examinations. CCAS is grateful for your flexibility in conducting Ph.D. examinations in these unprecedented times. We know these

changes create new challenges for faculty members and students, and the CCAS Office of Graduate Studies is ready to assist you in any way that we can. Please contact Nicole Davidson, Manager of Doctoral Student Services for CCAS, with any questions you may have about the examination process or how to report the results.

## **STEP 6: SUBMISSION OF DISSERTATION**

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Once all required changes have been made and the committee approves the dissertation, complete the [Dissertation Defense Committee Sign-Off](#) and send to the Lead Student Services Specialist.

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

You may access and print the [Survey of Earned Doctorates](#) from the ETD website. The certification page in the dissertation should only include the core Dissertation Committee (Director/Co-directors and two Readers). Please use academic titles only (this information is in the University Bulletin). Do not use titles such as Dr., Ph.D., or MD.

Dissertations will first be sent to the Gelman Library for approval. Once approved by Gelman, the dissertation will be forwarded to CCAS for a final check. You may receive instructions from Gelman or CCAS to make changes and upload a revised edition of their work. You will be notified by email once the dissertation has been forwarded to ProQuest/UMI. You will pay ProQuest/UMI directly online. The amount charged will depend on the publishing option you select. GW recommends students choose the Open Access option in the interest of making their scholarship as accessible as possible. Accepted dissertations and any accompanying illustrations become the property of the University, but the student has the right to freely distribute the dissertation. The University is to be given credit for material used in the publication of any portion of a dissertation, whether as a direct quotation or as an adaptation.

As a student submitting a dissertation, you should be aware of copyright and fair use considerations. Understanding Copyright and Fair Use will help reduce your concerns. You are encouraged to review the [information about copyright issues](#) on the ETD site.

### **Post-Dissertation Defense Checklist**

1. Completion of all edits and submission of dissertation for final approval to the designated member(s) of your committee.
2. Once final approval has been given, has uploaded the dissertation and followed all steps located on the ETD website under "[Steps in Submission](#)":
  - a. Submission of Dissertation to ETD



- b. ETD Approval Form – signed by you and your Dissertation Research Committee Director. Submitted directly to [Nicole Davidson](#) (Smith Hall, Suite 118)
  - c. Completion of [Survey of Earned Doctorates](#) – Submitted online or to [Nicole Davidson](#) (Smith Hall, Suite 118)
3. Email the Lead Student Services Specialist to inform him/her that your dissertation has been submitted. This will prompt him/her to prepare final graduation paperwork.
    - a. If your title has been altered during the dissertation defense and editing process, please let the Lead Student Services Specialist know ASAP.
  4. Follow all other steps outlined by the ETD site.
  5. Final dissertation has been accepted by ETD and the GW library.
- Congratulations – you have completed your dissertation! You can begin referring to yourself as “doctor.”

### **DISSERTATION DEADLINES**

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These deadlines assume that the student has been sending drafts to Dissertation Research Committee members regularly and only minor changes are needed at each stage. Students must allow two weeks for faculty comments. The dates below allow approximately one additional week for students to respond to those changes. Firm CCAS requirements are listed in bold. The dates included here were [provided by CCAS](#) at the time the handbook was prepared, but due dates sometimes change for the current year, and they will almost certainly be different in future years, so be sure to check with CCAS and the Lead Student Services Specialist on the deadlines in the semester you plan to complete your dissertation.

<b>Task</b>	<b>Graduating Semesters</b>	<b>Graduating Semesters</b>	<b>Graduating Semesters</b>
<b>Graduating Semester</b>	<b>Fall 2022</b>	<b>Fall 2023</b>	<b>Summer 2023</b>
Deadline to Apply to Graduate on GWeb	November 15	March 15	July 15
Submit the Dissertation Examination Defense Form	November 11	March 9	July 14
Pre-clearance by CCAS - Completed in 2 steps	November 21	March 24	July 21

<ul style="list-style-type: none"> <li>DegreeMAP reflects all degree requirements completed except the dissertation and dissertation research courses</li> <li>Attended an ETD dissertation formatting/publishing workshop</li> </ul>			
Defend Dissertation	December 1	April 3	August 3
<p>Submit electronic dissertation (ETD) to GWU ProQuest site - Completed 1-4 steps</p> <ul style="list-style-type: none"> <li>Submitted final, approved, post-defense, electronic dissertation to ProQuest site</li> <li>Submitted advisor signed ETD Access Approval Form to CCAS</li> <li>Completed NSF Survey of Earned Doctorates</li> <li>Completed GWU Graduation Survey</li> </ul> <p style="text-align: center;"><b>Task</b></p>	<p>December 5</p> <p style="text-align: center;"><b>Fall 2022</b></p>	<p>April 5</p> <p style="text-align: center;"><b>Fall 2022</b></p>	<p>August 10</p> <p style="text-align: center;"><b>Fall 2022</b></p>
Electronic Dissertation (ETD) is approved by 5:00 pm - Deadline met as follows:	December 9, 2022, at 5:00 PM	April 12, 2023, at 5:00 PM	August 15, 2023, at 5:00 PM

<ul style="list-style-type: none"> <li>• Final approved dissertation containing all post-defense revisions and required formatting is approved by University ETD administrator</li> <li>• Dissertation status on ProQuest site indicates "Ready for Checklist"</li> </ul>			
CCAS Doctoral Hooding Ceremony	May 18, 2023 (Tentative)	May 18, 2023 (Tentative)	May 2024
Doctorates Conferred	January 6, 2023	May 21, 2023	August 31, 2023

*\*NOTE: If you have a different deadline for completion based on a petition to the Dean's office, you need to allocate the same amounts of time from that date as indicated on the table above.*

## SECTION VII: POLICIES AND ADMINISTRATIVE ISSUES

Over the course of your time as a Ph.D. student at GW, there are a number of administrative issues and policies that will be necessary for you to understand to successfully navigate the process of obtaining a Ph.D. In this section, we have identified the most common of these issues:

- Program committee
- Course load and attendance
- Transferring credits
- Requesting leaves of absence and extensions
- Full-time student certifications
- Travel and research support
- Teaching and other funding opportunities

In addition, this section lists other useful University policies and resources, such as academic integrity policies and library resources. There is also a list of websites and links for common issues confronted by Ph.D. students.

### PhD PROGRAM COMMITTEE

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## **COURSE LOAD AND ATTENDANCE**

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Part-time students are expected to take two courses in each fall and spring semester. Full-time students are expected to take three courses in each fall and spring semester. Summer registration is optional except if it is the semester in which a student is graduating. Students who wish to take less than the normal load should consult with the director of the Ph.D. program. Students who wish to change their full-time or part-time status should consult with the Director of the Ph.D. program.

Course attendance is required. If a student knows before the start of the semester that he or she will be missing more than two meetings during the class, they should consider alternative course selections.

**Research Seminar Series:** The Trachtenberg School holds periodic lunchtime research seminars. At these seminars, faculty, doctoral students, and outside scholars present research. Faculty are invited, and doctoral students are expected to attend as often as possible and to make a presentation at least once during their time in the program.

## **TRANSFERRING CREDITS**

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

Normally, students with a Master's degree from GW or another accredited institution may be permitted to transfer **24 credits** into the Ph.D. Program. Students requesting transfer of 24 credits need to complete the relevant CCAS form to the Ph.D. Program Director (Burt Barnow) indicating the desire to transfer credits. Some students may find that the transfer of 24 or more credits will necessitate ultimately earning more than the 72 credits technically required for the Ph.D.

Students can receive **three additional credits if they have taken the equivalent of PPPA 6013**, and students can receive **three additional credits if they have taken the equivalent of PPPA 6014**. Students who wish to receive credit for 6013 and or 6014 should provide the Director of the Ph.D. Program with a transcript (unofficial transcripts are acceptable) and a syllabus for each specific course for which they would like to receive credit. The request for three or six additional credits should be made in the form for transfer credits for having a Master's degree. Students should have a conversation with their field advisor and the Ph.D. Program Director prior to requesting a transfer of credits if there are any questions concerning the impact of the transfer of credits on completion of program requirements. The Transfer Credit Request form can be found here: [Transfer Credit Form](#). Students can submit the form to the Lead Student Services Specialist (Gregory Nelson) or with the Ph.D. Program Director (Burt Barnow). Students who received a master's degree from GW may apply for up to 36 transfer credits, but approval is not automatic.

## **REQUESTING LEAVES OF ABSENCE AND EXTENSIONS**

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Students have eight years from their first semester in the Program to complete all degree requirements, including successful defense of the dissertation. However, students may request either a leave from the Program or an extension of time to finish the dissertation.

### **Leaves of Absence**

Students who are temporarily unable to continue their program may request a Leave of Absence (LOA). Such leaves are typically granted in cases related to some significant life event, such as serious illness, death of a loved one, or the birth of a child, or because of some other factor limiting the ability to continue studies. The student should submit the **[Leave of Absence \(LOA\) Form \(PDF\)](#)**

and an explanation of the reason for the request to the Director of the Ph.D. program. If the request is approved, CCAS will inform the student and submit the required registration paperwork to the Office of the Registrar. Students on LOA do not have access to University facilities including the library and the faculty. No more than two semesters of LOA are generally

## **FULL-TIME STUDENT CERTIFICATION**

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Students are permitted to petition for certification as full-time students if they are unable to take the required credits of coursework otherwise required for such status due to unusual personal circumstances or having finished all coursework. If approved, this certification will allow certification of full- or half-time study with registration of fewer credits than officially required: 9 credits per semester for full-time study; 4.5 credits per semester for half-time study.

In the summer, full-time status requires 6 credits, and half-time status requires 3 credits. This certification frequently applies to students at the dissertation stage once they have completed the required 72 credits. If approved, the full- or half-time status will be entered into the student record system. This status information is available to offices across campus, such as housing and financial aid, and is reported electronically at least twice a semester to the National Student Loan Data System (NSLDS). Once reported, almost all lenders and guarantee agencies have access to this data. Students do not have access to this online information. Trachtenberg School Ph.D. students should submit the [Half-Time/Full-time Certification Request Form](#), found on the GW registrar's website, for processing by the Lead Student Services Specialist and approval by the Ph.D. Program Director and the Dean of CCAS.

### **Notes to Students (from Registrar)**

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

## **TRAVEL AND RESEARCH SUPPORT FOR PH.D. STUDENTS**

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

As a Ph.D. student, you will likely find it useful, for your professional development, to engage in activities involving the outlay of funds to support your own development as a researcher. This would include participation in professional conferences, attendance at research methods training seminars and the purchase of necessary software to conduct dissertation research. For travel to professional conferences, there are two sources of funding available within the university, each of which has certain limitations:

- The Columbian College of Arts and Sciences (CCAS)
- The Office of Graduate Assistantships and Fellowships

The Trachtenberg School may support travel to present papers in some cases. As this handbook goes to press, travel support from CCAS and the Trachtenberg School have been suspended. As danger from travel subsidies and the university regains its financial footing, travel assistance may again be available; students should consult with the Director of the Ph.D. program for current availability.

### **Advanced Training and Other Workshops**

With funding from the Kee Endowment, the Trachtenberg School is able to periodically support travel to the ICPSR (Inter-university Consortium for Political and Social Research) Summer Institute or other advanced training programs. ICPSR offers two highly regarded 4-week Summer Programs for Quantitative Methods of Social Research. Interested applicants must submit a 1-2-page summary of progress in the program and, to the extent possible, the type of research methods you are likely to be using in your dissertation. Please submit your application to the Lead Student Services Specialist when the need for such funding arises.

## **TEACHING OPPORTUNITIES**

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

- Serving as a teaching assistant, co-teaching a course, or being an instructional assistant under the supervision of a faculty member;
- Team-teaching a course with a faculty member; and
- Teaching a course independently.

In most cases, to be a TA or to team-teach a course, the student must have passed the Core Comprehensive Examination. Students who meet this requirement and are interested in teaching should email Ph.D. Program Director Burt Barnow to indicate their interest and should watch for periodic announcements of teaching opportunities.



Any student serving as a graduate assistant, TA, or involved in team teaching must take the TA course offered by CCAS and the Graduate Office of Assistantships and Fellowships. This course is typically only offered once a year in late August. Instructional assistants are often used to run course labs. These positions are available at any stage of the program. Students must have passed both their Core Examination and their Field Examination to be eligible to teach a course independently. The Trachtenberg School will periodically notify Ph.D. students of teaching needs and offer those interested an opportunity to express that interest. In addition, particularly during the summer sessions, Ph.D. students may be given an opportunity to propose courses that they are interested in teaching. Any questions concerning teaching or assisting in classes should be directed to the Ph.D. program director.

## **ACADEMIC INTEGRITY POLICIES**

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Students are required to adhere to University policies regarding academic integrity. Plagiarism is taken very seriously in the Ph.D. Program. Individual faculty members have the right to specify penalties for plagiarism and those penalties currently range from a zero on the assignment to an “F” in the course. Make sure you understand what plagiarism is and avoid any suggestion of it.

You will be 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.

Students 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 they 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**  
The George Washington University  
Mitchell Residence Hall  
514 19th Street, NW  
Washington, DC 20052  
Phone: 202-994-6757 | Fax: 202-994-3051  
[rights@gwu.edu](mailto:rights@gwu.edu)

## **UNIVERSITY POLICY ON EQUAL OPPORTUNITY**

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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:

**Vickie Fair**

Assistant Vice President for EEO & Employee Relations  
2033 K Street, NW, Suite 205  
Washington, DC 20052  
(202) 994-9633  
[vvfair14@gwu.edu](mailto:vvfair14@gwu.edu)

**Catherine E. Lhamon**

Assistant Secretary for Civil Rights  
U.S. Department of Education  
Office for Civil Rights  
400 Maryland Avenue, SW  
Washington, D.C. 20202-1100  
(800) 421-3481  
[OCR@ed.gov](mailto:OCR@ed.gov)

**Mindy Weinstein**

Director of the U.S. Equal Employment Opportunity Commission  
Washington Field Office  
131 M Street, NE  
Fourth Floor, Suite 4NWO2F  
Washington, DC 20507-0100  
(t) 1-800-669-4000

To request disability accommodations, students should contact:

**Office of Disability Support Services**

The George Washington University  
801 22nd Street, NW  
Suite 102  
Washington, DC 20052  
Phone: (202) 994-8250  
[dss@gwu.edu](mailto:dss@gwu.edu)

**CONSORTIUM OF UNIVERSITIES AND LIBRARIES**

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**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, Southeastern 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 are housed in the Estelle and [Melvin Gelman Library](#) (the general library of the University), the Jacob Burns Law Library, and the Paul Himmelfarb Health Sciences Library; the university's collections contain some two million volumes. University appropriations supplemented by endowments and gifts provide research materials in the social sciences, the humanities, the sciences, engineering, 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 should contact the library by email or phone with questions regarding library access while the university is operating under COVID-19 restrictions.

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 [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 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.

## IMPORTANT UNIVERSITY CONTACTS DIRECTORY

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### **Blackboard**

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

### **Columbian College of Arts and Sciences: Office of Graduate Studies**

Phillips Hall, Suite 107

801 22nd St NW

Washington, DC 20052

(t) 202-994-6210

(e) [askccas@gwu.edu](mailto:askccas@gwu.edu)

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

### **Colonial Central: Student Financial Assistance, Student Accounts, Cashier, Registrar**

University Student Center, Ground Floor

800 21st St NW

Washington, DC 20052

(t) 202-994-6620

(e) [finaid@gwu.edu](mailto:finaid@gwu.edu)

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

### **Colonial Health Center**

University Student Center, Ground Floor

800 21st St NW

Washington, DC 20052

(t) 202-994-5300 [24/7]

<https://healthcenter.gwu.edu/>

### **Disability Support Services**

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

Rome Hall, Suite 102

801 22nd St NW

Washington, DC 20052

(t) 202-994-8250

(e) [dss@gwu.edu](mailto:dss@gwu.edu)

<https://disabilitysupport.gwu.edu/>

### **Graduate Life/Student Activities Center**

University Student Center, Suite 505

800 21st St NW

Washington, DC 20052

(t) 202-994-6555

(e) [engage@gwu.edu](mailto:engage@gwu.edu)

<https://studentengagement.gwu.edu/>

### **GWeb: Course Registration**

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

### **GW Identification Number Retrieval**

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

### **GWired: Student Services**

<https://it.gwu.edu/internet-access>

### **GWorld**

*University ID card, dining services*

University Student Center, G05 (ground floor)

800 21st St NW

Washington, DC 20052

(t) 202-994-1795

(e) [gworld@gwu.edu](mailto:gworld@gwu.edu)

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

### **Human Resource Services**

2033 K Street NW, Suite 750

Washington, DC 20006

(t) 202-994-8500

(e) [askhr@gwu.edu](mailto:askhr@gwu.edu)

<https://hr.gwu.edu/>

### **International Services Office (ISO)**

University Student Center, Suite 505

800 21st St NW

Washington, DC 20052

(t) 202-994-4477

(e) [iso@gwu.edu](mailto:iso@gwu.edu)

<https://internationalservices.gwu.edu/>

**Information Systems and Services (ISS)**

Academic Center  
801 22nd St NW  
Washington, DC 20052  
(t) 202-994-4948  
(e) [ithelp@gwu.edu](mailto:ithelp@gwu.edu)  
<https://it.gwu.edu/>

**Lerner Health & Wellness Center**

2301 G St NW  
Washington, DC 20052  
(t) 202-994-1626  
(e) [fit4life@gwu.edu](mailto:fit4life@gwu.edu)  
<https://campusrecreation.gwu.edu/>

**Multicultural Student Services Center**

2127 G St NW  
Washington, DC 20052  
(t) 202-994-6772  
(e) [mssc@gwu.edu](mailto:mssc@gwu.edu)  
<https://mssc.gwu.edu/>

**Office of Graduate Student Assistantships  
and Fellowships**

1922 F Street NW  
Washington, DC 20052  
(t) 202-994-6822  
(e) [gradfell@gwu.edu](mailto:gradfell@gwu.edu)  
<http://www.gwu.edu/~fellows>

**Parking Services**

University Student Center, Ground Floor  
800 21st St NW  
Washington, DC 20052  
(t) 202-994-7275  
(e) [parking@gwu.edu](mailto:parking@gwu.edu)  
<https://transportation.gwu.edu/>

**Public Transportation (Metro)**

<http://www.wmata.com/>

**Schedule of Classes**

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

**University Counseling Center**

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

University Student Center, Ground Floor

800 21st St NW  
Washington, DC 20052  
(t) 202-994-5300  
(e) [counsel@gwu.edu](mailto:counsel@gwu.edu)  
<https://healthcenter.gwu.edu/mental-health>

**University Directory**

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

**The Writing Center**

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

Gelman Library

2130 H St NW  
Learning Commons, Suite 221  
Washington, DC 20052  
(t) 202-994-3765  
(e) [gwriter@gwu.edu](mailto:gwriter@gwu.edu)  
<https://writingcenter.gwu.edu/>

## SECTION VIII: IMPORTANT FORMS

[Dissertation Defense Action Form](#)  
[Dissertation Defense Scheduling Form](#)  
[Dissertation Proposal Review Approval Form](#)  
[Dissertation Defense Committee Sign Off](#)  
[Dissertation Examination Defense Form](#)  
[Hall-time/Full-time Certification Request](#)  
[Leave of Absence Form](#)  
[Transfer Credit Form](#)

## SECTION IX: CONCLUSION

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

Trachtenberg School of Public Policy and Public Administration  
The George Washington University  
Washington, D.C. 20052

[www.tspppa.gwu.edu](http://www.tspppa.gwu.edu)

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