

George Mason University School of Public Policy

Ph.D. in Public Policy Student/Faculty Handbook 2006-2007



**School of Public Policy
George Mason University
4400 University Drive, MS 3C6
Fairfax, Virginia 22030
(703) 993-2280**

**spp@gmu.edu
<http://policy.gmu.edu>**

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This Handbook incorporates most of the requirements and rules pertaining to the Doctoral Program in Public Policy at George Mason University. In addition, the University Catalog (current edition) and associated requirements and rules, along with other pertinent University policies apply to and, in the case of inconsistency, take precedence over this Handbook. These rules apply to the incoming class of 2006-2007.

Certain information in this Handbook, such as credits, names, places, times, course numbers, and URLs is subject to change.

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INTRODUCTION

Welcome to George Mason University's Ph.D. Program in Public Policy. The program faculty looks forward to a rewarding professional association with you during this important part of your career.

This Handbook

This Handbook is a reference for you as you proceed through the program. Read it carefully and use it to learn about the program. Each incoming class is guided by a somewhat **different** version of the Handbook. You will be guided by the terms of this version throughout your program. The faculty reserves the right to make changes to the program. The provisions of this Handbook supplement those of the University Catalog.

Your Education is in Your Hands

Your doctoral education will serve as an "apprenticeship" to provide you with the knowledge and experience that will enable you to move confidently into advanced positions in the field of public policy. As you develop professionally and academically through course work and a variety of research experiences, you will progress from the core courses to advanced methodological courses, to specialized content courses. Research and practical experience both inside and outside GMU will provide valuable complements to your studies in the field of public policy.

At established milestones, assessments will be made of your progress to determine whether you are ready for the next step of your academic journey. A satisfactory grade in each of the core courses, plus an overall satisfactory rate of progress (particularly on written research material) will allow you to continue in the program.

To facilitate the development of necessary skills, you will work with a faculty advisor from the beginning of the program. You are responsible, in collaboration with your advisor and other faculty, for progress in the program and for the development of your own education. The faculty member will participate as your partner, counselor, evaluator, teacher, and supervisor, but the final responsibility is yours. The journey will be demanding and difficult, but we hope you will find it exciting, challenging, and intellectually fulfilling.

Upon completing all requirements and with the positive assessment and formal recommendation of the faculty, you are awarded the degree of Doctor of Philosophy. This degree symbolizes the completion of a comprehensive public policy education and research program that is designed to develop a fully capable and responsible public policy analyst, scholar, and advanced professional. This degree also marks the beginning of a career in continuing education, a journey that will never be complete.

Research Participation

Receiving the Ph.D. in Public Policy is a privilege, not a right. Satisfactory progress in the doctoral program is not simply a matter of doing well in course work. The largest difference you may notice between our doctoral program and your prior academic work is the amount of time you are expected to devote to research and study that is not associated with any formal course work.

In addition to conveying existing knowledge to a new generation, quality doctoral programs are dedicated to expanding the knowledge base of the field. Hence, the development of research skills is of primary importance. You are expected to work with faculty-led research teams throughout your program, which will foster the maturation of your research skills and facilitate the development of a quality doctoral dissertation proposal.

You are expected to become familiar with the research projects of program faculty, staff, and fellow students by attending colloquia, brown-bag lunch presentations, and other informal research reviews. As your research interests develop, you should ask to join appropriate research teams. As a new member, you will bring not only substantive knowledge of related topics, but also a set of methodologically relevant analytical skills, the ability to use them, and the flexibility to learn new skills.

By the end of the second year in the program, doctoral students should author or co-author a manuscript for an appropriate journal or professional conference. Doctoral students hold a research workshop to help their colleagues develop research topics. The faculty believes that peer-reviewed published research is an important indicator of a student's capabilities. Professionally refereed publications are a central part of a scholar's vitae presented for advanced professional employment. Working with faculty is an important route toward published work. High quality papers and research reports prepared by students and faculty often are made available to interested parties through the School of Public Policy (SPP) Working Paper Series.

Oral and written presentations serve as practice of the requisite skills for a professional career. It is common for a student to make presentations at colloquia, practicum sites with research clients, and professional conventions. Attendance at professional meetings and related social functions not only enhances a student's professional development but also provides opportunities to "network."

Many students return to academia after a significant period in the work force; many continue to work while pursuing degrees. Nevertheless, the program places a heavy emphasis on contributions by every student to the intellectual life of the program and the School, including participation in research projects; attendance at seminars, SPP conferences, and workshops; and publication of on-going research.

School of Public Policy

George Mason University's commitment to public policy studies and policy research led to the development of the Institute of Public Policy in 1991 and the School of Public Policy in 2000.

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The School's dedication to interdisciplinary education and research allows it to reach across the University and bring together the knowledge and skills needed to address a wide variety of policy concerns. While most of its core faculty hold full-time tenured positions within SPP, some members of the faculty are from other University departments and schools. SPP also has important research faculty on grants and contracts as well as short-term appointments; their contributions are central to SPP's educational and research objectives.

George Mason University is located on three campuses (Arlington, Fairfax, and Manassas) in Virginia, 3 miles, 15 miles, and 25 miles west of downtown Washington, D.C. In establishing SPP, the University sought to take advantage of its location adjacent to the nation's seat of government and still make it sensitive to the northern Virginia region. This prime location offers students and faculty unique opportunities to study federal executive and legislative policymaking as well as agency policy activities.

In addition to administering the doctoral program in public policy and seven master's level policy programs, SPP has become a major focus for applied policy research in a number of fields including regional economic development, transportation, science and technology, electronic commerce, organization and knowledge management, governance, enterprise engineering and resource planning, and economic policy. This externally-funded research ranks SPP and GMU fourth in federal research and development support (NSF 2003 discipline research listing) for its area. In addition, faculty and students in the School publish widely in the primary academic and professional journals in these and other fields, including American policy and politics, comparative politics, legislative and executive branch operations, federalism, regional economic development, transportation, environmental policy, national security, and foreign affairs policy. Besides the academic faculty and graduate students, SPP is privileged to host a substantial number of senior fellows, visiting faculty, post-doctoral associates, and other researchers who make essential contributions to its research, teaching, and outreach activities.

SPP emphasizes alternate approaches to policy decisions. These interests result from a view that social and economic changes caused by continuing innovations in modern technology require modifications in the substance of public policy, as well as in the way in which public decisions are made. SPP contributes to new concepts in policy formation, while building on the fundamental, pluralistic, and democratic characteristics of policy making in the United States. Appropriate techniques of investigation and analysis also are emphasized. The School is committed to working closely with the University's initiatives in computational science, information technology, public affairs, bioinformatics, environmental science, conflict analysis and resolution, health, law, economics, and other policy related fields.

The School of Public Policy's Ph.D. program is one of the largest public policy programs in the United States, based on the number of students pursuing the doctor of philosophy degree in the field. The University has made a major investment in this program, which results in close associations between students and faculty members.

DOCTORAL PROGRAM OVERVIEW

The doctoral program prepares its graduates for positions of significant responsibility in academia, government, and the private and public sectors. Its focus is on analytical and research-based approaches to public policy. SPP seeks to understand the underlying determinants of public policy choices, to analyze and improve the implementation of policy, and to identify and assess new opportunities to address emerging issues.

The program places heavy emphasis on research methods and literature, effective professional communication to both expert and lay audiences, and an interdisciplinary approach that accounts for all significant dimensions of policy issues. Policy understanding and appreciation is informed by theory and philosophy, model building, and historical and real-world knowledge of specific circumstances, cases, and issues. In addition to focused studies and research in specific areas of concentration, the program requires advanced preparation in the relationship of national culture and value choices to the definition and acceptable solution to policy problems; comparative analysis of national systems for developing public policy; and the constellation of international-level challenges currently facing policymakers and the public.

At the Ph.D. level, all students are required to complete course work emphasizing methodological foundations, the context of public policy making, and a concentration in an important substantive domain of public concern. **The present areas of concentration in the doctoral program are:** Regional Development and Transportation; Technology, Science, and Innovation; Entrepreneurship, Growth, and Public Policy; U.S. Governance; Culture and Society; Organizational and Information Technology; and Global and International Systems. The program does not view these areas as isolated but rather as focal points for interaction. See Appendix I for detailed descriptions of each concentration.

The Curriculum

The degree requires a minimum of 82 credit hours of course work and supervised research beyond the bachelor's degree. A minimum of 52 hours of course work must be taken in degree status with the School of Public Policy, excluding any required prerequisites. The specific set of courses a student takes will depend on his or her preparation and interests. Prerequisites include three courses involving core competencies in economics (PUBP 720), statistics (PUBP 704) and government (PUBP 730). If the student's master's degree did not include equivalent courses, these 700-level courses must be taken as soon as possible upon entering the program and no later than one year after admission. These prerequisite courses do not count toward the 82 credit hour degree requirement. A maximum of 30 credits of relevant graduate work associated with the Master's degree may be accepted toward the total of 82. The Doctoral Program Director will determine the relevancy of previously earned graduate credits. (see Appendix III for the Reduction of Credit Hours form)

All students are required to take a set of core courses or to present compelling evidence that they have achieved equivalency. In rare instances, students may have sufficient preparation to qualify for an exemption from a required 800 level course. To request an exemption, a written request to the teacher of the course, via the Director of Ph.D. Student Services is necessary. The instructor

will forward a recommendation to the Doctoral Program Director, who will make the final decision. This letter must include an explanation of why the exemption should be granted, along with documentation to support this claim. Supporting evidence must include a transcript listing the course title and the grade earned, a copy of the catalog description, a syllabus or a list of topics covered, identification of the test(s) used in the course, examination questions and results, and any papers or projects completed. The student will be notified in writing as to whether the exemption is granted and, if so, whether additional requirements, such as a more advanced course, need to be met. Any exemptions will not result in a reduction of credit hour requirements.

The program is divided into three major stages. These serve as guideposts. It should be noted that often there is overlap as students move from one stage to the other. **Stage One** involves foundation work, **Stage Two** involves field research and dissertation proposal development, and **Stage Three** is doctoral candidacy and dissertation research.

Stage One: Foundation Work

This stage provides a solid foundation through course work covering:

- methodology, including policy research, political and economic analysis, and other modes of statistical analysis and management science methodology
- the context of public policy issues, and
- program concentrations.

Students generally are expected to complete their core courses before taking any electives, although full-time students with no required prerequisites might take one or two electives concurrently with core courses.

After successful completion of the core courses, students take the Comprehensive Qualifying Exam, which is the first major evaluation of academic progress.

Prerequisites: Methodological and Substantive Foundations

PUBP 704	Statistical Methods in Policy Analysis
PUBP 720	Managerial Economics and Policy Analysis
PUBP 730	National Policy Systems and Theory

Ph.D. students are required to have competence in these three areas, either by taking the 700-level courses above or by providing evidence that equivalent courses already have been taken. Your letter of admission specifies which, if any, prerequisite courses you are required to take. Prerequisite courses will not count as part of the 82-credit hour requirement.

Core Courses

Completion of all core courses with a grade of B or better is required. Students failing to earn a grade of B or better are required to retake the course the next semester it is offered. Failure to

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earn a grade of B or better after retaking the course will result in automatic dismissal from the program. (see Dismissal Policy on page 29 for more details)

Note: An attempt is made to offer three of our core courses each semester, alternating between the Fairfax and Arlington campuses.

PUBP 800	Culture and Policy
PUBP 801*	Macro Policy (offered only in Fall)
PUBP 804	Multivariate Statistical Analysis in Public Policy
PUBP 805	Public Policy Systems and Theory
PUBP 850**	Seminar in Public Policy

*Students whose final paper in PUBP 801 is deemed unacceptable for a doctoral program must take PUBP 709 the following semester. PUBP 709 credit hours will not count as part of the 82 hours of course work. Failure to earn a grade of B or better in PUBP 709 may result in dismissal.

**PUBP 850 should not be taken during the first semester.

Comprehensive Qualifying Examination

The Comprehensive Qualifying Examination assesses the ability of a student to understand a complex policy problem, to analyze the problem and its underlying database, and to prepare a written report on that problem, as well as to assess core knowledge and methodological/substantive foundations. This examination is offered in late May/early June and in January of each year. *Full-time students are required to take the examination at the end of their first year of study while part-time students are required to take the examination no later than the completion of their second year.* Prior written approval to postpone the examination must be obtained from the Doctoral Program Director. This will be granted only once and the student must take the examination at the next offering. Students will have two opportunities to earn a passing grade on this examination. Failure to pass the Comprehensive Qualifying Examination on the second attempt will result in automatic dismissal from the program. With the exception of PUBP 850, the core courses listed above must be taken within the required timeframe prior to the Comprehensive Qualifying Examination.

The Doctoral Program Director will determine the format and coordinate the development of the examination. Currently, the examination consists of two parts: a 3-hour in-class exam and a three-day take-home exam. Students are presented with a public policy situation and accompanying data from which they are asked to provide an integrated interdisciplinary analysis. The Qualifying Examination is graded as follows: pass with distinction, pass, marginal pass, and fail. A marginal pass will not necessitate retaking the exam, but will require at least one additional course to remedy deficiencies. This supplemental course, to be approved by the Program Director, is taken in addition to all other course requirements and will not count as credits towards the degree.

At the end of the student's first year and no later than the time at which the student takes the Comprehensive Qualifying Examination, the Program Faculty will conduct a review to determine

the individual's suitability to continue in the program. The School, at its sole discretion, may dismiss a student from the program during this time for any reason whatsoever.

Concentrations

Upon passing the Comprehensive Qualifying Examination, students are required to select a primary concentration. This requires one two-semester sequence from a concentration, as described below. In addition, students are required to take at least one course from a second concentration as an advanced elective. With the faculty advisor's endorsement and approval of the Program Director, students may take courses from three different concentrations, if relevant to their research interests. At least one of the courses must come from the second half of a concentration (811, 821, 835, 841, 861, 872, 881, 882).

PUBP 810	Regional Development and Transportation Policy
PUBP 811	Applied Methods in Regional Development and Transportation Policy
PUBP 820	Technology, Science, and Innovation: Institutions and Governance
PUBP 821	Analytic Methods for Technology, Science, and Innovation Policy
PUBP 834	Entrepreneurship, Growth and Public Policy
PUBP 835	Entrepreneurship, Creativity, and Innovation
PUBP 840	U.S. Policy Making Institutions
PUBP 841	U.S. Policy Making Processes
PUBP 860	Social Theory, Culture, and Public Policy
PUBP 861	Culture and Social Policy Analysis
PUBP 871	Organizational and Information Technology Challenges of the Knowledge Society
PUBP 872	Managing Knowledge-Based, Information-Intensive Organizations
PUBP 880	Global and International Policy I
PUBP 881	International Trade Policy: Theory and Institutions (choose 881 or 882)
PUBP 882	Global and International Policy II (choose 881 or 882)

Advanced Methods in Policy Research

Students are required to take a minimum of two advanced methodology courses. In addition to the courses listed below, advanced methods courses in other GMU departments or consortium universities may be substituted with the approval of the Ph.D. Program Director. Beyond these requirements, depending on program of study and research interests, advisors/committee chairs may mandate more coursework in particular methodologies.

- PUBP791 Advanced Field Methods for Policy Research
- PUBP792 Advanced Economic Analysis for Policy Research
- PUBP793 Large-Scale Database Construction and Management for Policy Research

Full-Time/Part-Time Status

Prior to passing the field exam, full-time students are required to take a minimum of nine credits every semester. Full-time students in dissertation proposal stage (i.e. taking PUBP 998) must take six credits to maintain full-time status. This does not include summer. Students who wish to register for more than 12 credits in a semester must seek permission from the Doctoral Program Director before doing so.

Part-time students are required to take a minimum of two three-credit courses each semester.* Reduction of this load may be offset by a course in the summer. Keep in mind however, that required courses generally are not offered during the summer.

While every effort is made to schedule courses to accommodate the needs of part-time students, those who pursue their doctoral training on a part-time basis must recognize that it is difficult to offer courses meeting dispersed needs. Flexibility on the part of employers is essential for successful participation in the doctoral program. Failure to meet program requirements, particularly prior to completion of the Comprehensive Qualifying Examination, constitutes grounds for dismissal.

* The Doctoral Program Director may approve a schedule with fewer credits in one semester, provided 4 courses are taken during the academic year.

Recommended Course Sequences

Full-time Student (no prerequisites required)

<u>First Year</u>		<u>Second Year</u>	
<u>Fall term</u>	<u>Spring term*</u>	<u>Fall term</u>	<u>Spring term</u>
PUBP 801	PUBP 800	Conc. Class	Conc. Class
PUBP 804	PUBP 805	2 nd Conc.	Advanced Methods
Elective 1	PUBP 850 (1) PUBP 709**	Advanced Methods	Elective 2

Part-time Student (no prerequisites required)

<u>First Year</u>		<u>Second Year</u>	
<u>Fall term</u>	<u>Spring term*</u>	<u>Fall term</u>	<u>Spring term</u>
PUBP 801	PUBP 800	Conc. Class	Conc. Class
PUBP 804	PUBP 805	2 nd Conc.	Advanced Methods
	PUBP 850 (1) PUBP 709**		

Full-time Student (with need for all prerequisites)

<u>First Year</u>		<u>Second Year</u>	
<u>Fall term</u>	<u>Spring term</u>	<u>Fall term*</u>	<u>Spring term</u>
PUBP 704	PUBP 804	PUBP 805	Conc. Class
PUBP 730	PUBP 800	Conc. Class	Advanced Methods
PUBP 801	PUBP 720 PUBP 850 (1) PUBP 709**	2 nd Conc.	Elective 1

Part-time Student (with need for all prerequisites)

<u>First Year</u>		<u>Second Year</u>	
<u>Fall term</u>	<u>Spring term</u>	<u>Fall term</u>	<u>Spring term*</u>
PUBP 704	PUBP 804	PUBP 800	PUBP 805
PUBP 801	PUBP 730 PUBP 850 (1) PUBP 709**	PUBP 720	Advanced Methods

* Qualifying Exam taken upon completion of all core courses (except 850).

** Students whose final paper in PUBP 801 is deemed unacceptable must take PUBP 709 the following semester. PUBP 709 credit hours will not count as part of the 82 hours of course work.

Stage Two: Field Research and Dissertation Proposal Development

Students should begin Stage Two activities following *successful completion* of the Comprehensive Qualifying Examination.

Shortly after passing the qualifying examination, students must select a field research committee chair. Usually, the chair of the field research committee is the SPP core faculty member who becomes the chair of the dissertation committee. The chair, with advisory input from the student, selects at least two additional committee members from GMU, one of whom must be SPP core faculty. The committee should reflect a broad representation of the areas to be covered by the examination. The Field Research Committee form must be submitted to the Doctoral Program Director for approval. The student is responsible for collecting all committee member signatures and submitting it to the Director of Ph.D. Student Services prior to completing the Field Statement. (see Appendix III for the Field Research Committee form)

Advanced Coursework

In addition to the specified core courses for the student's selected concentration, each student is required to take four additional courses of at least three credits each. The second concentration course may be counted as an advanced elective. These courses must be selected in consultation with the student's field research committee chair, field research committee, or the chair of the doctoral dissertation committee. These courses should build on and extend the knowledge base and methodological skills in the field, and should be relevant to the student's research interests. These courses may be selected from across the GMU curriculum and from those available through the Consortium of Washington Area Universities, as appropriate for doctoral-level education.

Field Statement and Reading List Examination

Students should begin work on a field statement before completing all field and methodology courses in order to allow for the possibility that the field research committee may recommend specific courses as essential background for the field statement.

Students may not register for PUBP 998 Dissertation Proposal until they have passed their field examination. While working on the field statement, students may register for one three-credit directed readings course (PUBP 796) with their field research chair or his/her designee. (See page 28 for Directed Readings). Students who maintain full-time status (for immigration or financial aid reasons) should plan their program timelines accordingly, and recognize they may have to take more courses than the minimum required while working on the field statement.

The field statement should describe the general boundaries of the student's area of desired research and teaching expertise; include a narrative description of the range of knowledge needed to be expert in that field; and indicate the central literature from the relevant disciplines. In most

cases, the field statement will encompass topics from more than one subject area; for example, organizational theory, government regulatory mechanisms, social welfare policy, economic theory of the firm, international trade, criminal justice systems, survey methodology, etc. In addition to reviewing the literature, the narrative should represent an integration of the diverse literature that makes up the student's field and outline the appropriate advanced methodologies used in this policy area. The goal is to assess and integrate the literature to make the field an organic whole. For example, a student whose dissertation involves the regulation of genetic research might define the field as comprising the topics of health policy, government regulation, and experimental research design/methodologies.

The field statement must include a bibliography of the literature central to an understanding of the field. When the student has completed the field statement, s/he should be sufficiently conversant with the literature and methodologies to utilize these resources when writing the dissertation proposal. Students are not expected to be experts in each area, but rather to know the central ideas, information sources, and methodologies in that field. The field statement is used by the members of the student's field committee as the basis for preparing the field exam. It is important to emphasize that the field statement has a much broader focus than the dissertation proposal.

Each student develops both a general reading list relevant to his or her field and a specialized reading list focused on the topic of dissertation research. A brief analytical narrative indicating the relevance of the selected materials to the particular field of study must accompany the bibliography. The student should submit a draft of the reading list and narrative to the field research committee chair. The chair and committee are free to revise this list. The field research committee must approve the reading list before the date of examination.

Field Examination

The student's field research committee chair prepares the field examination with input from the committee's other members. It is a written exam which is scheduled at a time mutually agreeable to the committee chair and the student. The exam measures a student's knowledge of his/her chosen specialty and indicates the student's professional competence in that area. The field exam may cover materials outside the student's concentration and often will have relevant theoretical and methodological components.

Structure of the Field Examination

The field examination includes written questions on both advanced methods of inquiry (methodology) and substantive content in the domain of research interest (theoretical and empirical knowledge). Students are expected to synthesize material from across their entire program and might be asked questions that require them to draw material from other readings, references and courses in answering a methodological or substantive question. The questions are broad, comprehensive, and central to the professional knowledge training. Questions may address topics not explicitly covered in the student's field statement and reading lists.

Grading the Field Examination

The chair circulates the exam to the committee members. Grading occurs independently and the results are returned to the chair who will give feedback to the student on his/her performance on the exam. If deficiencies are identified, the student will receive written notification detailing what additional assignments or courses may be required. (see Appendix III for the Field Examination Grade form)

Retaking the Field Examination

The student may be permitted to retake the examination once. The second examination must be taken at the earliest opportunity. The committee may augment the student's field statement reading list as a means to ensure that the student is better prepared for the second exam. Failure to pass the second examination will result in dismissal from the program.

Disposition of the Field Examination

It is the student's responsibility to ensure that the chair forwards the examination and Field Examination Grade form to the Director of Ph.D. Student Services. It will be announced to the faculty that the examination will be available for review for two weeks. During this two-week period, any member of the regular program faculty may review and, if they wish, challenge the grading of the examination. In such a case, the Doctoral Program Director and the Dean of SPP will organize a special review session with the examining faculty to make a final assessment. The original exam remains in the student's file, and a copy is returned to the student.

Registration During Dissertation Work

While preparing the dissertation proposal, students may take a maximum of six credits of PUBP 998 Research/Proposal for Dissertation.

- There is no minimum number of PUBP 998 credits required.
- PUBP 998 must be taken in increments of at least three credits per semester.
- Students are permitted to take additional courses along with PUBP 998 in order to maintain full-time status (including a second three-credit directed readings course).
- If a student does not successfully defend his/her dissertation proposal after completing six credits of PUBP 998, s/he must take at least three credits of other course work each semester (excluding summer) to maintain continuous enrollment while completing the proposal.

After a successful dissertation proposal defense, students may enroll in PUBP 999 Dissertation.

- Students are required to take a minimum of six credit hours of PUBP 999.
- Students may apply only 12 credits total of PUBP 998 and PUBP 999 toward the 82 credit graduation requirement. (Examples: 998: 0 credits plus 999: 12 credits; 998: 3 credits plus 999: 9 credits; 998: 6 credits plus 999: 6 credits)
- Until a student has taken 9 credits of PUBP 998 and 999 combined, PUBP 999 must be taken in increments of at least three credits per semester.

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- Once a student has taken 6 credits of PUBP 999, s/he may take one credit of PUBP 999 each semester and be considered full-time, as long as s/he makes adequate progress until the program is completed.
- **Students must maintain continuous enrollment until graduation, excluding summer.**

A total of 12 credits of PUBP 998 and PUBP 999 combined is required for graduation.

Please contact the Director of Ph.D. Student Services prior to registration in dissertation course work.

Selecting a Dissertation Topic

The doctoral program follows the social science tradition that requires a student to complete most course work, qualifying exam, and field exam before beginning work on a dissertation proposal. However, SPP expects its students to focus much of their course work and research around a specific dissertation topic. The earlier in the program a student can identify a general topic, issue, or problem to motivate a dissertation, the sooner the program and the student's other experiences at SPP can be structured around preparation for the dissertation. SPP encourages its students to begin to research and consider topics, advisors, and committee members well in advance of these milestones.

Dissertation Chair

An important key to success in a dissertation is the selection of a dissertation chair who must be a member of the SPP core faculty. The dissertation chair gives primary guidance to the student while in candidacy.

Typically, students and faculty members discover or develop mutual interests, and the decision of who will be the advisor flows naturally from their evolving relationship. This decision is voluntary on both sides; that is, the student is free to select the dissertation chair, and the faculty is free to decide which students' committees to chair. ***It is the responsibility of the student to identify a dissertation chair who will accept the responsibility of supervision.*** Failure to do so may result in dismissal from the program. It may become necessary to modify significantly the proposed topic to meet the interests of the available faculty. A list of eligible faculty who may serve as dissertation chair is included in Appendix II.

Dissertation Committee

The first formal step in pursuing the dissertation is to form a dissertation committee. In most cases, the members of the dissertation committee will have been on the student's field research committee. The chair, in consultation with the student, selects the other members from among GMU faculty. At least two members of the committee, including the chair, must be from the SPP core faculty; the third member is selected from outside the SPP faculty and must be a tenured or tenure track member of the Graduate Faculty at George Mason University. The chair and those who have agreed to serve must sign the Dissertation Committee form (see below). In

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addition to a committee, each student must have an external academic as a dissertation reader. (see External Reader section on page 19)

Additional members may be appointed to the committee with the approval of the Doctoral Program Director. The additional members may be selected from the GMU faculty, or they may have other affiliations. The Doctoral Program Director recommends the dissertation committee to the Dean of SPP. The Dean appoints the members and reserves the right to make such substitutions as necessary, after consultation with the dissertation committee chair. (see Appendix III for the Dissertation Committee form)

The dissertation committee is responsible for supervising and approving all aspects of dissertation preparation and production: additional course work, research design, model building, data collection, data analysis, dissertation writing, and the oral defense. The committee reads the various drafts of the dissertation and advises the student about directions that the dissertation should take and changes that may be necessary.

A change in dissertation chair is unusual and reflects extraordinary circumstances. Any proposed change must be discussed with the present and proposed chair, as well as with the Doctoral Program Director. Both the Doctoral Program Director and the SPP Dean must approve a change in chair. (see Appendix III for the Change of Committee Member form)

Dissertation Proposal

The student must submit a written dissertation proposal. The proposal includes a focused review of the literature relevant to the proposed research; a well-developed rationale for the selection of the research topic, problem, question, or hypothesis; a research design; a data analysis plan; and a schedule for completion. The proposal should include an abstract of no more than 100 words, a two-page executive summary, 10 pages of narrative material, and a bibliography.

When the written proposal has been accepted by the committee, the student makes an oral presentation of his/her dissertation proposal before the committee, the SPP faculty, fellow students, and other scholars. The committee must certify that the student is prepared to defend the proposal before the oral defense is scheduled. (see Appendix III for the Statement of Readiness form) In scheduling the defense, it is the student's responsibility to ensure that all members of the committee are available and will be present for the defense. This is especially important during the summer, as faculty are not obliged to be available during summer session.

To schedule a defense, students should contact Susan McClure <mmclure@gmu.edu> to reserve the Finley Large Conference Room and reserve any AV equipment needed for the presentation. Students must submit to the Director of Ph.D. Student Services at least 15 days before the scheduled date of defense:

- a signed Statement of Readiness for Proposal Defense form (see Appendix III)
- an e-mail including the dissertation proposal title, date and time of defense, all committee members, and an abstract of NO MORE THAN 100 WORDS
- a copy of the final draft of the dissertation proposal

After the defense, the student is responsible for collecting faculty signatures on and submitting the Dissertation Proposal Defense form for the defended proposal to the Director of Ph.D. Student Services. (see Appendix III for the Dissertation Proposal Defense form)

Stage Three: Ph.D. Candidacy and Dissertation Research

Advancement to Candidacy

Advancement to candidacy for the doctoral degree occurs when a student has met the course work requirements, passed the comprehensive qualifying and field examinations, presented and successfully defended a dissertation proposal, and has an approved dissertation committee.

In accordance with University requirements, all students must:

- advance to candidacy within *six years* of enrollment in the program
- successfully defend his/her dissertation and graduate within *five years* after advancement to candidacy

Failure to do so will result in dismissal from the university. SPP students are expected to complete their dissertations within *three years* from advancement to candidacy. All dissertation work completed beyond three years must be approved by the Doctoral Program Director and the Dean, and new course work or examinations may be required.

External Reader

After proposal defense, **in addition** to the three dissertation committee members, the student and chair must identify an external reader who is selected from outside GMU.

1. Nominees for an external reader may be suggested by the chair, committee members, or the Ph.D. Program Director.
2. After the chair and the candidate agree on an appropriate reader, the chair will forward the recommendation, along with the reader's current CV, to the Director of Ph.D. Student Services.
3. The recommendation will consist of a brief written statement (letter, memo, email) to the Ph.D. Program Director verifying that the reader meets the following criteria:
 - a. The reader has a strong academic and research background (including scholarly publications) in a field relevant to the dissertation;
 - b. The reader is currently active in the field and is working in an academic or research setting;
 - c. The reader has no present or past relationship with the candidate that might hamper objectivity (e.g., formal supervisory or employer role); the relationship should be "arms length."
4. If one or more of these criteria are not met, the chair should offer a rationale for why this reader should be approved.

5. After approval by the Ph.D. Program Director, the recommendation will be reviewed and approved by the Dean.

The external reader is invited to the dissertation defense, but is not required to attend. If the external reader cannot attend the defense, s/he is asked to write a short report and recommendation which comments on the quality and appropriateness of the candidate's dissertation and research. This report and recommendation is submitted to the student's chair and Doctoral Program Director.

The Dissertation

The doctoral dissertation is a critical element of advanced research-based education. A dissertation is expected to contribute significantly to new knowledge and understanding of the world in which we live. It builds on the best of what has been discovered and understood by scholars who came before, and it provides a foundation on which further inquiry and additional understanding can be built in the future. Occasionally, a dissertation results *de novo* from a blinding flash of original insight. However, most often a dissertation represents a logical extension of past work and demands the author have a comprehensive understanding of prior work in the chosen field of inquiry. Thus, a substantial part of the effort of doing research and writing the dissertation is devoted to building and codifying that base of prior knowledge. In public policy research, it is usually the case that a dissertation is located somewhere within a synthesis of prior work from several diverse fields of inquiry that places great demands on the intelligence, insight, and stamina of the candidate.

It is expected that doctoral dissertations by SPP students will represent outstanding contributions to the base of scholarly inquiry relevant to public policy. The research done for a dissertation also should be significant to some public policy issue of importance. Thus, a marriage of scholarship and relevance is the hallmark of a good dissertation. A dissertation should incorporate the best professional practices related to style, format, referencing, graphics, and language. Publication is an appropriate goal of any dissertation, and students should write with that goal in mind.

Oral Defense

After each committee member has signed the Oral Dissertation Defense Readiness form, the student must defend the dissertation in public before the dissertation committee, the SPP faculty, fellow graduate students, the University community, and other scholars. (see Appendix III for the Oral Dissertation Defense Readiness form)

As with the dissertation proposal defense, students should contact Susan McClure <mmclure@gmu.edu> to reserve the Finley Large Conference Room and reserve any AV equipment needed for the presentation. Students must submit to the Director of Ph.D. Student Services at least 15 days before the scheduled date of defense:

- a signed Oral Dissertation Defense Readiness form (see Appendix III)
- an email including the dissertation title, date and time of defense, all committee members (including external reader), and an abstract of NO MORE THAN 100 WORDS

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- a copy of the final draft of dissertation

At the same time, the student must provide copies of the dissertation to all members of the dissertation committee. The student also must place a copy on reserve at the Johnson Center Library Reserve Desk so that it is available to the faculty at least two weeks before the scheduled oral defense. In scheduling the defense, it is the student's responsibility to ensure that all members of the committee are available and will be present for the defense. This is especially important during the summer, as faculty are not obliged to be available during summer session. Students must be registered for at least one credit of PUBP 999 during the semester in which they graduate. August graduates must register for summer session.

It is common for revisions to be required after a successful defense to accommodate both substantive improvements and editorial corrections. If the defense is successful, all members of the dissertation committee sign at least five copies of the Signature Sheet. A sample form may be found linked to the Ph.D. Milestone Guide on the web at:

http://policy.gmu.edu/academicservices/acad_phd_milestone_guide.html

Please be certain the signature sheet follows the formatting guidelines before the committee signs it. After a successful defense, the above form must be submitted to the Director of Ph.D. Student Services to obtain final approval from the Doctoral Program Director and Dean of the School. If the defense is unsuccessful, the dissertation may be revised and a new defense date scheduled. The decision to allow a second defense is at the discretion of the doctoral committee.

Dissertation Format and Delivery of Final Copies

The University's "Thesis, Dissertation, or Project Guide" must be followed. Requirements for format, graphics, style, and timeline are rigidly applied. It is the responsibility of the student to follow the timeline/format established at:

<http://www.gmu.edu/library/specialcollections/dtguide.htm>

One to two months prior to defense, the student is encouraged to contact the Dissertation Coordinator in Fenwick Library for format review. The University Dissertation & Thesis Coordinator reviews the completed dissertation for compliance with the guidelines. The student is encouraged to forward a copy of the dissertation to the University Dissertation & Thesis Coordinator as soon as possible, in order to allow time to make the necessary changes to the document. The Coordinator does not assume responsibility for editing or putting the dissertation in final form, which is fully the responsibility of the candidate. The Coordinator may be contacted in Room C-201 Fenwick Library, MS 2FL, telephone: (703) 993-2222.

A one page curriculum vitae of the external reader should be appended to the end of the dissertation and the external reader's name listed on the signature sheet. However, the reader is not required to sign the sheet if the chair receives a written report in lieu of attendance at the defense.

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Once approved, the candidate prepares two copies of the final text on 100-percent cotton-bond paper and submits the copies to Fenwick Library. Two completed signature sheets, a completed transmittal sheet, UMI paperwork including a fee (\$55.00), and a Survey of Earned Doctorates must accompany the copies.

The candidate must also provide a complete unbound photocopy to University Microfilming, Inc. for microfilming. Information may be obtained from UMI's homepage: <http://www.umi.com/>

Two unbound copies must be delivered to the Director of Ph.D. Student Services for SPP's permanent collection. The student must also provide bound copies for each member of the dissertation committee.

Intent to Graduate Form & Graduation Application

At the beginning of the semester in which the student intends to graduate, s/he must file an "Intent to Graduate" form (GIF), located at:

<http://registrar.gmu.edu/gif/index.html>

The deadline for submitting the form is typically September 26th for the fall semester and February 27th for the spring and summer semesters. As this date may vary from year to year, please check the above website.

Following the GIF, graduating students also must file a "Graduation Application," available at the same website listed above.

The deadline for submission is typically October 31st for the fall and March 31st for the spring and summer. In 2005-06, the deadlines for submitting the final dissertation were December 9th for the fall, May 5th for the spring, and August 4th for the summer. Please check the above website for current deadlines.

Participation in Commencement/Convocation

Students who have qualified for graduation for the summer, fall, and spring semesters are invited to participate in the University's commencement and the School's convocation ceremonies. Dates relating to Commencement can be found at:

<http://www.gmu.edu/departments/ur/events/commence2.html>

INTERNATIONAL STUDENT SERVICES

Visa Status

Each international student is responsible for having a current and valid visa. Failure to do so may have serious consequences that include being forced to leave the country. Students on F-1 and J-1 visas must maintain their full-time status, demonstrate appropriate financial resources, and remain in good academic standing. All visa-related issues are handled through the Office of International Programs and Services.

Office of International Programs and Services (OIPS)

OIPS provides advice on immigration matters, employment applications, taxation, GMU academic policies, cultural adjustment, and practical issues. The office conducts an international student orientation each semester, organizes outings, arranges biweekly workshops on topics of interest, and co-sponsors International Week each spring.

To learn more, visit the Office of International Programs and Services located in Student Union I, Fairfax Campus, Room 310, (703) 993-2970, <http://www.gmu.edu/student/oips/>

English Language Institute (ELI)

The School of Public Policy attracts students from around the world. This diversity greatly enhances the educational experience of all students and is one of the school's major strengths. We recognize that many international students may require additional assistance in developing their English language skills. We strongly recommend that all students for whom English is a second language consider participating in programs offered by the English Language Institute (ELI) at George Mason University.

ELI provides quality instruction in English as a second language, aimed at developing language and academic skills, as well as cultural awareness necessary for successful academic, personal, and professional life. The Support Services Program provides programs for non-native English speaking students newly admitted to George Mason University and other international members of the Mason community.

For further information or an application form, call the ELI at (703) 993-3660, fax to (703) 993-3664, e-mail to ELI@gmu.edu, or visit the ELI web site at: <http://eli.gmu.edu/>

International Student Health Insurance

Health insurance is required for all F-1 and J-1 visa holders. Health insurance fees are deducted from all payments received by the University before funds are applied to tuition or other charges. Failure to make this payment may result in cancellation of classes. See the Health Insurance section for further information.

UNIVERSITY SERVICES

Electronic Communication and GMU Email Accounts

Students are required to activate and access the email account provided by the University. The University will communicate only via the Mason email accounts for registration, student accounts/billing, and financial aid. Students are responsible for the content of any communication sent to them by email. Students may choose to have GMU emails forwarded directly to another account, but the GMU mail server retains copies of the mail. To avoid errors due to mailboxes being over quota, students should either regularly delete this mail from their GMU account or email <support@gmu.edu>:

Subject: request to have forwarding without saving message on the server
Text: student's full name
GMU ID number
address where the email should be forwarded
Contact: telephone number or external email address

Health Insurance

Students may purchase health insurance through Chickering Benefit Planning Insurance Agency (www.chickering.com). F-1 and J-1 visa students are automatically enrolled in the University's plan. The deadline for an annual policy or for fall semester enrollment is **September 16, 2005**. The deadline for spring semester enrollment is **February 16, 2006**. George Mason University's policy number is 724536. For additional information contact Student Health Services at (703) 993-2830 or visit the web site at: <http://www.gmu.edu/student/hcs/service.html>

SPP Career Services

SPP offers comprehensive career service assistance for all current SPP graduate students. The staff provides one-on-one assistance reviewing and revising your resume and cover letter, exploring your career goals, identifying employment opportunities, and providing you with the skills needed for a successful career search. For more information on career services, please visit <http://policy.gmu.edu/career>

Through Patriot Job Web, George Mason University's on-line job and internship database, SPP maintains a job posting service. In order to access positions advertised by the School of Public Policy and George Mason University, it is important that you register for Patriot Job Web. Registration forms are available at policy.gmu.edu/career, under the Patriot Job Web link or at the office of Career Services located in the Student Services Suite, Arlington Campus, Original Building, (703) 993-4975.

Disability Resource Center

The mission of the Disability Resource Center (DRC) at GMU is to facilitate equal access for students with disabilities to university programs, events, and services. The DRC is committed to

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upholding the legal, ethical, and philosophical principles of the Americans with Disabilities Act of 1990 by providing reasonable accommodations and services that will help ensure that students with disabilities have equal opportunities to achieve their full human potential.

Students who believe they may be eligible for disability-related services should call the center at (703) 993-2474 or visit the office in SUB I, Room 222, to find out what is needed to establish a file and receive services. Please see the following website for more information:
<http://www.gmu.edu/student/drc/>

PROGRAM ADMINISTRATION, POLICY AND PROCEDURES

The School of Public Policy administers the Ph.D. program in Public Policy. Key individuals responsible for the administration of the program include:

Dean	Professor Kingsley E. Haynes
Senior Associate Dean	Professor James H. Finkelstein
Associate Dean for Research and Development	Professor Roger R. Stough
Associate Dean for Academic Affairs	Professor Catherine Rudder
Assistant Dean of Academic Affairs and Student Services	Professor Matthys K. van Schaik
Director of Graduate Admissions	Leslie M. Levin
Ph.D. Program Director	Professor Jack A. Goldstone
Director of Ph.D. Student Services	Elizabeth C. Eck
Assistant Ph.D. Student Services Coordinator	Joanna DeLaune
Director of Career and Alumni Services	Heather O. Gaillard
Administrator	William H. Coester

The Ph.D. program core faculty is composed of tenured and tenure track members of the GMU faculty whose primary affiliations are in the School. It also includes several members of the College of Arts and Sciences (Departments of Public and International Affairs, Psychology, Sociology) and others of the School of Information Technology and Engineering, College of Nursing and Health Science, and the School of Law. A list of the core faculty may be found in Appendix II.

The Advisor

Key to each student's success in the program is close and continuing consultation with a member of the core faculty as advisor. This begins as soon as one enters the program. Initially advisors are assigned by the program administration based on students' interests and on the need to balance the advising load among the faculty. Later the advisor typically is the faculty member who agrees to chair the student's field research and dissertation committee, and may not be the person originally assigned to the student. Students may change their advisors with the agreement of both professors. All need to jointly inform the Director of Ph.D. Student Services in writing when such a change is made.

The advisor helps determine the student's schedule of classes for each semester, answers general questions about the program, and helps the student select a specialty and define a research orientation. The advisor is the first point of contact for problems that may arise and must be consulted before any program changes are made. The advisor helps the student with research skill preparation and should be kept current when a student makes any decisions regarding the program. The advisor also helps with the formation of the field research committee and the dissertation committee. In addition, the advisor serves as primary facilitator for the School's evaluation of the student's progress in the program. The advisor is the student's advocate. The student should develop a professional relationship with him/her. It is to the student's advantage to keep the advisor informed of his or her progress and any special circumstances that arise.

Core Course Exemption

Students may have completed graduate courses which they believe are equivalent to one or more of the required core courses. Those seeking exemption from courses may submit a written petition to the Director of Ph.D. Student Services for review by the core course instructor, who will either recommend to the Program Director that the exemption be granted or that the student take a proficiency examination. The petition must include the following documentation (items 1-4 are mandatory; items 5 and 6 will help make the case):

1. Course title and a transcript showing the grade earned
2. A copy of the catalog description of the course
3. A syllabus for the course or a list of topics covered
4. Identification of the text(s) used in the course
5. Examination questions and results from the course
6. Any papers or projects written for the course

Students will not receive credit toward the 82-hour degree minimum for a core course from which the student has been exempted, unless that course is included within the 30-credit maximum allowed for prior graduate work.

Students seeking exemption from a quantitative methodology course may petition in writing to take a more advanced course in the same specialty area at GMU or at another institution approved by the Doctoral Program Director. If that course is passed with a grade of B or better, the student will be exempt from the less advanced core course requirement. The credit earned for the more advanced course will count toward the 82-credit minimum.

Class Locations and Times

Most SPP doctoral-level courses are offered on the Fairfax campus (a limited, but increasing number are offered in Arlington), Monday through Friday, from 4:30 p.m. to 7:10 p.m. or 7:20 p.m. to 10:00 p.m. and during the day at the discretion of the faculty. The School reserves the right to select the time and place of each class or seminar, within the limits set by general University policies and procedures.

Residency Requirement

The doctoral program must include a minimum of 52 hours of graduate work taken at George Mason University after admission to degree status. **Students must register with the University for every semester (excluding summers) until they have completed all degree requirements.** Students who fail to do so will be dropped from the program.

Registration

Before the beginning of each semester, the student should consult with the advisor regarding course registration for the upcoming semester. Registration is the responsibility of the student. S/he may register by logging on to <https://patriotweb.gmu.edu/>. The student should contact the

Director of Ph.D. Student Services regarding registration for closed courses, Directed Readings Courses (PUBP 796), and courses requiring special permission, e.g. PUBP 998 and 999 credits.

Enrollment in Other Degree Programs

In accepting admission to the Ph.D. Program in Public Policy, students certify that they are not currently enrolled in any other degree program, either at GMU or elsewhere. Further, after admission to the doctoral program, students are not permitted to enroll in any other degree program, either at GMU or elsewhere, at any time prior to graduation, resignation, or dismissal from the Ph.D. Program in Public Policy. Violations of this policy will result in automatic dismissal and is not subject to appeal.

Study Abroad

Doctoral students may participate in GMU study abroad courses. These courses will be posted to the GMU transcript and the credit will be counted toward the 82 credit total required for graduation. However, a study abroad course may *not* count as one of the advanced elective courses required for the degree.

Directed Readings and Research (PUBP 796)

Students who have passed the Comprehensive Qualifying Exam may take directed readings courses. Directed readings courses may have 1 to 3 credits. *A maximum of 6 credits of directed readings courses may be counted toward degree requirements; more than 6 credits of directed readings will not be counted for the degree.* Students wishing to pursue directed readings courses in areas not covered by regular course offerings should contact the Director of Ph.D. Student Services for an Individualized Section form. The form may also be downloaded from the Registrar's website: <http://registrar.gmu.edu/> The student must assign a course title and have the faculty member directing the readings initial the form next to his/her name. A course outline of topics to be covered and a preliminary bibliography is required, as well as a statement on evaluation procedures for the course. After obtaining the signature of the Ph.D. Program Director, the completed form must be delivered to the Registrar's office for processing. It is the student's responsibility to give the Director of Ph.D. Student Services a copy of this signed form for the student's SPP file.

Evaluations

Each student's academic performance is evaluated at the end of each academic year. It should be noted that satisfactory performance in a doctoral degree program incorporates much more than achieving passing grades in designated courses and successfully completing examinations. Faculty are concerned particularly with the capability of students to conduct individual scholarly inquiry, to communicate their work effectively, and to serve as members of the professional community. Timely progress in the program is also a critical element in assessing continuation. All of these factors are considered in periodic student evaluations.

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It is the responsibility of faculty advisors to represent each student in the faculty discussion of the student's progress, so each student should keep his/her advisor informed regarding progress or areas of concern.

At the time of the qualifying examination, the faculty evaluates whether students should be encouraged to continue the pursuit of a doctoral degree. Many factors are examined such as course performance, GPA, and the capability of the student to successfully complete a dissertation.

The results of the evaluation are conveyed to each student by his/her advisor and/or the Doctoral Program Director. For students making good academic progress and fulfilling all requirements in a satisfactory manner, the formal evaluation is typically pro forma in character.

Student Services also conducts a review of all first year students. This includes verification of the credentials submitted for admission including their vitae, academic degrees, honors, and other relevant materials.

Dismissals

The student may be dismissed from the program at the end of the first year or year and a half if the faculty feels the student has not made sufficient progress or has major academic deficiencies. In addition, the student may also be dismissed if an individual member of the faculty is not willing to take full responsibility for the student's progress at that time or the student fails to meet other program requirements. This includes, but is not limited to, the student's failure of either the Comprehensive Qualifying Examination or Field Examination.

A student is automatically dismissed from the program for the following reasons:

- receiving a grade of F in a single graduate level course
- receiving a grade of B- or below in two or more 800-level courses, even if retaken
- receiving a grade of B- or below in a single core course after the second attempt (since PUBP 709 is a remedial course for PUBP 801, a grade of B- or below in PUBP 709 will also result in dismissal)
- failing the Comprehensive Qualifying Examination after the second attempt
- failing the Field Examination after the second attempt

A student who receives a grade of B- or below in a core course must retake the course. The course must be retaken during the next term in which it is offered. Should a student fail to receive a grade of B or better in the core course on the second attempt, the student is dismissed automatically from the program. Students who are required to take PUBP 709 must receive a grade of B or better. Failure to do so will result in automatic dismissal. PUBP 709 may not be retaken.

A student who is dismissed or terminated from the program will receive written notification from the Doctoral Program Director. The dismissal or termination is effective upon receipt of this

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notification. The notation of academic dismissal is affixed to the graduate student's official record. A student who is dismissed may not take additional course work at the University.

Appeals

A student who is dismissed from the program for any reason other than an automatic dismissal described above may appeal the decision to the Dean of the School. This appeal must be in writing and must be received within 30 calendar days of the date on the notice of dismissal. The Dean of the School may appoint a committee to review the appeal. This committee will make a recommendation concerning the appeal, and the Dean will make a final determination. This determination cannot be appealed.

There is no appeal of academic dismissal from the program if such action is an automatic dismissal that results from a student's failure to meet the above stated requirements. However, students are entitled to an appeal of the grade that led to the dismissal or termination.

Grade Appeals

Although the individual faculty member is the best judge of student performance, there may be instances when a student disagrees with a grade or other evaluation. In such cases, the student first must ask the faculty member concerned to reconsider the grade. If the student is not satisfied, a written request for review may be made to the Dean of the School. This request must be submitted prior to the end of the drop period of the next regular session, excluding summer. The Dean of the School may dismiss the appeal as being without merit; uphold the appeal and issue a change of grade; or appoint a committee to review the appeal. This committee will make a recommendation concerning the appeal, and the Dean will make a final determination, which cannot be appealed.

Drops/Withdrawals

Students may be dropped from the program for failure to:

- carry a sufficient credit load
- meet continuous registration requirements
- take the qualifying examination in the required timeframe
- resolve incomplete grades in a timely manner, or
- meet conditions of provisional admission status.

Students may submit a written request to withdraw from the program to the Ph.D. Program Director who will make a recommendation to the Dean of the School. Requests for nonacademic reasons are generally accepted. The Dean reserves the right to reject any withdrawal, particularly when the student's academic performance is in question.

Students who were dropped or have withdrawn are not permitted to enroll in any classes at George Mason University unless the Dean of the School approves their written request for reinstatement. The Dean reserves the right to deny this request, send this request to the Admissions Committee for re-evaluation, or to place conditions upon reinstatement. Such

conditions may include, but are not limited to, resolution of outstanding incomplete course work, completion of specified courses, achievement of specified grades in course work, or deadlines for taking required examinations. The Dean of the School may also require that students meet the requirements of the Student Handbook in effect at the time of reinstatement.

Credit for Prior Graduate Work

The Doctoral Program Director may approve a maximum of 30 semester hours of relevant prior graduate work toward the required 82 hours. A maximum of twelve relevant credits taken at George Mason University while in Extended Studies may be transferred to the program with the approval of the Doctoral Program Director. Any Extended Studies credits granted will be included in the 30 semester hours.

Leave of Absence

SPP does not grant a formal leave of absence from the doctoral program. Students who wish to take leave from the program should write the Program Director beforehand, explaining their circumstances. Each student's situation will be evaluated when the student wishes to re-enroll (see below). Should a student need to withdraw mid-semester, it is critical either to complete courses or go through formal withdrawal procedures so that future enrollment may be possible.

Re-Enrollment Procedures

Permission to re-enroll in the program must be obtained by all students who have failed to enroll in at least one credit of course work for two or more consecutive semesters (not including summer) at George Mason University. Students should complete and submit a Graduate Re-Enrollment form to the School of Public Policy, Office of Student Services, Finley 211. This form is available on the Registrar's website at <http://registrar.gmu.edu>. The Program Director and the student's advisor will conduct a review of the student's file for any academic deficiencies. If they grant the student permission to re-enroll, notification will be sent to the Registrar's office.

Courses at Other Institutions

After matriculation, a maximum of twelve credits may be taken at other accredited institutions. The School must approve such course work in advance. Students seeking approval should provide the Doctoral Program Director with a written request that includes a copy of the catalog description of the course, a syllabus for the course or a list of topics covered in it, identification of the text(s) used in the course, and written approval of the student's advisor/chair. Courses taken at any member institution of the Consortium of Universities of the Washington Metropolitan Area may be billed at George Mason University tuition rates. See the Director of Ph.D. Student Services for details.

The Honor System and Professional Conduct

George Mason University operates under an honor system that has existed in the Commonwealth of Virginia for over 150 years. Students are responsible for understanding the provisions of the code that is described in detail in the *George Mason University Catalog*.

Students entering the Doctoral Program in Public Policy embark upon a rigorous intellectual undertaking. It is imperative that students understand and uphold the norms and values of an academic community. Students are expected to familiarize themselves with the “Statement of Professional Ethics” and “Statement on Plagiarism” adopted by the American Association of University Professors. These statements are incorporated in the *GMU Faculty Handbook*, which is available on the GMU website:

<http://www.gmu.edu/facstaff/handbook>

As members of the academic community, students are held to these standards of professional conduct. Should disagreements between students or between a student and faculty member arise, every effort should be made to resolve these differences in a collegial manner. If this is not possible, students are responsible for taking the initiative to consult with their advisors, the Program Director, and then the Dean of the School to discuss their concerns.

SPP Policy on Plagiarism

The profession of scholarship and the intellectual life of a university, as well as the field of public policy inquiry, depend fundamentally on trust. Thus, any act of plagiarism strikes at the heart of the University and the purpose of the School of Public Policy. Any act of plagiarism constitutes a serious breach of professional ethics and will not be tolerated.

Plagiarism is the use of another’s words or ideas presented as one’s own. It includes, among other things, the use of specific words, ideas, or frameworks that are the product of another’s work. Honesty and thoroughness in citing sources is essential to professional accountability and personal responsibility. Appropriate citation is necessary so that arguments, evidence, and claims can be critically examined.

Plagiarism is wrong because of the injustice it does to the person whose ideas are stolen, and because it constitutes lying to one’s professional colleagues. It is shortsighted and self-defeating, and can ruin a professional career.

The faculty of the School of Public Policy has a zero-tolerance policy toward plagiarism. Course assignments (including draft papers) and course exams that include plagiarized material receive an automatic grade of “F.” Plagiarism that occurs in a comprehensive qualifying exam, field exam, dissertation proposal, or dissertation results in failure for that requirement and/or dismissal from the program. Plagiarism that occurs in works produced while a student but not submitted in fulfillment of an academic requirement is referred to the Honor Board with a recommendation for dismissal from the University.

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To help enforce the SPP policy on plagiarism, all written work submitted in partial fulfillment of course or degree requirements must be available in electronic form so that it can be compared with electronic databases, as well as submitted to commercial services to which the School subscribes. At any time, faculty may submit a student's work without prior permission from the student.

Use of Editors

Doctoral students are permitted to use copy editors for the sole purpose of formatting dissertations according to Fenwick Library requirements; outside editors may not be used for a draft dissertation prior to the defense.

Funding

The School of Public Policy attempts to provide, but does not guarantee, financial support to all new full-time students. Typically, this takes the form of a Graduate Research Assistantship (GRA). The Office of the Provost publishes "Guidelines for Appointing Graduate Research and Teaching Assistants" each year. This document includes a number of important policies and procedures that define the scope, roles, rules, and regulations governing such appointments. All assistantships assume a minimum work commitment of 20 hours per week during the academic year.

Full-time GRAs must enroll in a minimum of 6 credit hours each semester (excluding summer), and are expected to maintain high academic performance. GRAs are prohibited from having other meaningful outside employment, and may only have other GMU employment with the approval of the Dean. GRAs are encouraged to take 9 credits each semester during their first year. Appointment as a GRA does not constitute employment but rather is seen as part of one's academic training. Therefore, the School may determine at any time to discontinue support for any individual for any reason.

Decisions on funding are made yearly. Both the sponsoring faculty member and the student's advisor make recommendations each year regarding requests for continued support. Individuals who have received any grade below a B typically will not be renewed. Generally, funding is limited to three years. All assistantships include some tuition remission, depending on the availability of funding. For doctoral students in the dissertation stage of the program, no more than nine credits of dissertation course work (PUBP 998 and PUBP 999 combined) will be paid for through the GRA tuition waiver. Students must find alternate funding for the final three credits of required dissertation course work.

APPENDIX I: CONCENTRATIONS

The Doctoral Program Concentrations

Owing to the interdisciplinary nature of the doctoral program in public policy, the core areas of faculty and student research interest are structured around areas of concentration. Each concentration is built on a two-semester seminar sequence. Every doctoral student is required to take both seminars in one of the concentrations and one semester in another related concentration. However, with the faculty advisor's endorsement and approval of the Program Director, students may take courses from three different concentrations, if relevant to their research interests. At least one of the courses must come from the second half of a concentration (PUBP811, 821, 835, 841, 861, 872, 881, 882).

Regional Development and Transportation

Public policy is influenced by location and mobility. This concentration focuses on two policy areas. It looks at the changes in economic structure of sub-national regions, and how policies affect these changes and direct these dynamics. It also considers how movement of goods and people can influence the ways regions and cities develop, and how transportation policy has evolved, not only to afford greater economic efficiency in its own right, but also as part of the spatial development process. While policy makers less commonly discuss the development of sub-national regions than national macroeconomic policy, this development affects where people live, train, look for work, and raise families. Transportation and modern communications allow people and institutions within a region to interact and provide the basis of everyday life and, as a result, develop in an internally coherent and externally unique way. The history of regions' and transport's legal, economic, industrial, and cultural development leaves a legacy that evolves, but is seldom broken. Hence, the development of social and cultural expressions and values needs to be recognized in the design and execution of regional policy. In addition, there is increasing awareness that regional economies contain the basis for national economic well-being.

Technology, Science, and Innovation

New technologies present extraordinary opportunities for achieving major public policy objectives, such as economic growth, environmental sustainability, public health, military security, and the advancement of knowledge. Yet, they may also place the very same objectives in jeopardy. Whether the public benefits from technological change depends on how well the processes of innovation and diffusion are governed. The TSI concentration focuses on understanding and improving the institutions that are engaged in governing these processes.

TSI embraces a broad vision of institutions and governance, and of understanding and improvement. The institutions of interest to scholars within the concentration include formal organizations – public, private, and non-profit – and informal patterns of belief and practice. Governance encompasses not simply the exercise of public authority but also patterns of private decision-making and behavior that influence the types of new technologies that are created, how quickly they are taken up by potential users, and the distribution of their benefits and costs in

practice. Faculty and students in TSI seek to develop new and deeper understanding of the processes of scientific discovery and of technological innovation and change to improve the foundation for analysis of related governance challenges.

Entrepreneurship, Growth, and Public Policy

Entrepreneurship is the process of uncovering an opportunity to create value through innovation, and entrepreneurs are rewarded for transforming knowledge into new products and bringing them to the market. This multidisciplinary program examines entrepreneurship policy from the perspective of the agent, business, economy and society. Relying less on the state for wealth creation, distribution and ownership, an entrepreneurial society looks to individual initiative to propel the economy and the society. Increasingly, the concept of entrepreneurship is being adjusted and applied to the public and nonprofit sectors. Building on and expanding existing strengths in SPP in regional economic development and in science and technology policy, the concentration in entrepreneurship policy prepares students to understand the role of entrepreneurship in society and help create entrepreneurial economies.

The concentration encompasses a number of considerations, including the role of occupational choice in the exploitation of opportunity; the process by which new ventures are created in a variety of spheres (economic, governmental, associational) and the direct and indirect economic and social consequences of these ventures; the intersection of theories of entrepreneurship and theories of innovation; the evaluation of public policies that encourage entrepreneurship and economic development; the role of entrepreneurship in economic growth; the role of entrepreneurship in the design of new organizations; the factors that influence the levels of entrepreneurship in a region, nation, and the global economy; the forms and effects of social entrepreneurship within public institutions; the use of an entrepreneurship lens to find and implement novel solutions to public problems; and the role of human and financial resource assembly in entrepreneurship.

U.S. Governance

This concentration is concerned with the nature of governance in the United States, and with appropriate comparisons with non-U.S. and international systems. Governance includes the theoretical and practical approaches that societies take to organizing themselves for making decisions about public policy issues. Emphasis is placed upon the values that underpin institutional and policy choices, including the ethical and accountability aspects of policy making. Particular attention is devoted to policy making institutions such as Congress, the Presidency, executive branch agencies, and state and local governments as well as to the theories and processes of public policy, including agenda building, the media, instruments of implementation, regulation, interest group activity, intergovernmental relations, budgeting, and tax policy.

Culture and Society

The Culture and Society concentration emphasizes the role that social institutions, social processes, and culture play in the development and implementation of public policy. Study in this concentration is grounded in the understanding that public policy decisions are not made in a

vacuum; they are the result of cultural and social forces, from both contemporary and historical perspectives. These forces also provide the context for policy making.

In order to analyze public policy, the student will be exposed to a wide range of theoretical and methodological frameworks that offer insight into the policy process both in the United States and internationally. Through exposure to these frameworks and the development of others, the student will be able to analyze how public policy is made and implemented, determine why specific policies are formulated, and evaluate their relative merits and effectiveness. Students in the concentration are expected to focus on both functional areas of public policy as well as attending to their contextual frameworks. These include attention to specific issues and areas in public policy such as education, race and ethnicity, crime, gender, health, the family, corruption, immigration, and the media, among others.

Organizational and Information Technology

The Organizational and Information Technology concentration makes use of emerging theories and philosophies to examine the roles and impact of information technology on both public policy and organizational change management. The intention is to give particular emphasis to the interconnections between policy, organizational structures, cross-functional process integration, and knowledge management-based initiatives. For example, IT is used to “connect” public organizations, to make them more efficient or more responsive. Or, enterprise integration tools change the way organizations function (they enable outsourcing for example) but they have an impact in the public sphere through issues such as job creation, security, and privacy. A doctoral thesis in this concentration is expected to focus on one or more of the following areas: enterprise integration, leadership challenges, e-commerce and e-government, reframing public policy. It will be informed by the nexus of policy, organization, process, and information technology issues. It is expected to have a professional orientation, meaning it should contribute to the understanding and development of practices.

Global and International Systems

Students in the Global and International Systems concentration can pursue a wide range of international and comparative policy issues, including those related to economics, development, conflict and security, democracy and governance, and international relations. The consideration of organizational and global processes, technological change and the economic, political, and cultural aspects of international policy are an integral part of the concentration. Also, given the nature of international policy issues, informal or formal links to the other concentrations within the School of Public Policy are appropriate. The first course in the concentration surveys the field of Global and International Public Policy with a focus on relevant theoretical and methodological approaches and debates, and provides students with tools for analyzing various world problems and policies. The second course in the concentration is more applied and focuses in greater depth on specific problems in international politics and policy, seeking ways to deal with issues of security, conflict processes, inequality, international migration and refugees, democracy, and international governance. Alternately, students in this concentration may study international trade policy, addressing international trade theory, trade policy analysis, regional economic integration, and the institutional arrangements governing world trade.

APPENDIX II: SPP FACULTY

Faculty and Their Research

(may chair committees or serve as a primary member)

Zoltan J. Acs, University Professor; Ph.D., The New School, 1980.

Mathematical economics; microeconomics; macroeconomics; managerial economics and public policy; the global economic environment; technology management; entrepreneurship and innovation; new venture creation; global and domestic business environment; global and domestic business environment—web; basic economics—web.

Mark Addleson, Associate Professor; Ph.D., University of Witwatersrand, 1992.

Learning organizations and knowledge management; methodology of social inquiry; Austrian economics; organizational change.

David J. Armor, Professor of Public Policy; Ph.D., Harvard University, 1966.

Education policy; family policy; welfare policy; civil rights/race relations policy (desegregation, affirmative action); military manpower; methodology (statistical analysis, survey design).

Philip E. Auerswald, Assistant Professor; Ph.D., University of Washington, 1999.

Science and technology policy; economics of innovation; industrial organization; economic development.

Ann Baker, Associate Professor and Director, Organizational Development and Knowledge Management Program; Ph.D., Case Western Reserve University, 1995.

Organizational conversation; dialogue and change as sources of learning; multiculturalism; creating organizational learning communities.

Kenneth J. Button, University Professor; Ph.D., Loughborough University, U.K., 1981.

Transportation economics; transport planning; economics of privatization and regulation; environmental economics; regional economics; urban economics.

Desmond Dinan, Jean Monnet Professor of Public Policy and Director, International Commerce and Policy Program; Ph.D., National University of Ireland, 1985.

Global governance; European Union institutions, history and historiography.

Michael K. Fauntroy, Assistant Professor of Public Policy; Ph.D., Howard University, 2001.

American government and politics; race and public policy; urban policy; District of Columbia governance.

Richard Florida, Hirst Professor of Public Policy; Ph.D., Columbia University, 1986.

Economic development; regional development; creativity; high-technology industry, talent and human capital; globalization; economic competitiveness; economic policy; science and technology policy.

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A. Lee Fritschler, Professor of Public Policy; Ph.D., Maxwell School of Citizenship and Public Affairs, 1965. U.S. national government (Executive); relationship between the institutions of government; accountability; regulation; federalism; public management; science and public policy; higher education policy; U.S. Postal Service and communications policy.

Stephen S. Fuller, Dwight Schar Faculty Chair and University Professor of Public Policy and Regional Development; Ph.D., Cornell, 1969.

Regional economic development; urban development; housing; urban planning; demographics; the Washington area's development; economic analysis; labor force; forecasting – population, income, employment, real estate development; economic and fiscal impact analyses; economic development in developing countries.

Jonathan L. Gifford, Professor of Public Policy; Ph.D., University of California, Berkeley, 1983. Transportation policy and planning; infrastructure policy and planning; urban and metropolitan planning and land use; technology standards and public policy; transportation and regional development policy; transportation finance and privatization.

Jack A. Goldstone, Virginia E. Hazel and John T. Hazel, Jr. Professor of Public Policy and Director, Public Policy Doctoral Program; Ph.D., Harvard University, 1981.

Democratization, civil conflict, state failure and reconstruction, long-term social change.

Thomas R. Gulledge, Professor of Public Policy and Engineering; Ph.D., Clemson, 1981. Organizational informatics; enterprise integration.

David M. Hart, Associate Professor; Ph.D., Massachusetts Institute of Technology, 1995.

Science and technology policy; business and politics; lobbying and representation; U.S. public policy process; U.S. policy history, especially business, economic and political history.

Kingsley E. Haynes, Ruth D. and John T. Hazel M.D. Endowed Chair and Eminent Scholar in Public Policy and Dean, School of Public Policy; Ph.D., Johns Hopkins University, 1970.

Regional economic development and policy; transportation systems and policy; softsystems modeling; phase change modeling of transportation; knowledge management models; planning and analysis models.

Jack C. High, Professor of Public Policy, Economics and Social Learning; Ph.D., UCLA, 1980.

Economic regulation; economic growth; economic history; international trade and investment; international institutions.

Christopher T. Hill, Professor of Public Policy and Technology; Ph.D., University of Wisconsin, 1969.

Science policy; technology policy; industrial innovation; R&D management; comparative science policy; Space, energy, homeland security policy and planning.

Andrew Hughes Hallet, Professor of Public Policy and Economics; DPhil, University of Oxford (Nuffield College), 1976.

Open economy macroeconomics; policy coordination and exchange rate management; monetary integration (monetary and fiscal union in Europe); political economy models; fiscal policy;

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regionalism, policy choice and reform; the theory of economic policy and institutional design; dynamic games and bargaining models; risk and decisions under uncertainty; commodity markets, financial policy and strategic trade policy; numerical methods in economics.

Michael R. Kelley, Professor of Telecommunications; Ph.D., Catholic University of America, 1970.

Telecommunications policy; polices for managing scarce radio frequency spectrum; government organizations and their approach to managing a variety of public assets (oil, gas, fishing, hunting, etc.).

Naoru Koizumi, Assistant Professor; Ph.D., Hyogo Medical College, Japan, 2005, and University of Pennsylvania, 2002.

Stochastic modeling, simulation (discrete-event simulations, MCMC) and applied statistics in health care; spatial statistics and applications of geographic information systems (GIS) in public health.

Todd M. LaPorte, Associate Professor; Ph.D., Yale University, 1989.

Technologies and organizations; technology and society; technology and politics; technology in politics; technology assessment and policy analysis; information and communications technologies; energy technologies; digital government, both worldwide and in the U.S.; comparative political and economic systems, particularly European; critical infrastructures; large technical systems; high reliability organizations and organizational failure; organization studies; public management and public administration; qualitative methods; data collection methodologies.

Stuart S. Malawer, Distinguished Service Professor of Law & International Trade; Ph.D., University of Pennsylvania, 1976; J.D., Cornell Law School, 1967.

U.S. trade law; global trade law; global trade relations; World Trade Organization (WTO).

Jeremy D. Mayer, Associate Professor and Director, Master's in Public Policy Program; Ph.D., Georgetown University, 1996.

Public opinion; racial politics; foreign policy; presidential elections; statistical methods; survey methods; media politics.

Connie L. McNeely, Associate Professor of Public Policy; Ph.D., Stanford University, 1990.

Culture and policy; states and society; international development; organizations; race, ethnicity, and nations; comparative policy.

Arnauld Nicogossian, (*may serve as primary member but not as chair*) Distinguished Research Professor; M.D., Teheran University, 1964; M.S., Ohio State University, 1972.

Public health policy; international health policy; biodefense; medicine of extreme environments; program project management.

Wayne D. Perry, Professor of Public Policy and Operations Research; Ph.D., Carnegie Mellon, 1975.

Science and technology; defense; international security and arms control; healthcare; operations research/management science; statistical models; stochastic processes; managerial economics and econometrics; policy analysis; cost-benefit analysis.

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John E. Petersen, Professor of Public Policy; Ph.D., University of Pennsylvania, 1967.
Public finance (government finance), both domestic (state, local, federal) and international;
international finance and financial institutions.

James P. Pfiffner, University Professor of Public Policy; Ph.D., Wisconsin, 1975.
The presidency; Congress; American national government and policy process; public
administration.

Ramkishen S. Rajan, Associate Professor of Public Policy; Ph.D., Claremont Graduate
University, 2000.
International economics (open economy macroeconomics, finance, and trade) with particular
reference to Asia.

Kenneth A. Reinert, Associate Professor of Public Policy; Ph.D., University of Maryland, 1988.
International trade policy; international development policy; multilateral development
organizations; foreign direct investment.

Hilton L. Root, Professor of Public Policy; Ph.D., University of Michigan, 1983. International
economics; international finance; international development; developing nations; political
economy of the design and implementation of development policy, economic policy reform;
North-South relations and Asian-Pacific affairs.

Mark J. Rozell, Professor of Public Policy; Ph.D., University of Virginia, 1987.
The presidency; media and politics; religion and politics.

Catherine Rudder, Associate Dean for Academic Affairs; Ph.D., Ohio State University, 1973.
American political institutions and politics; Congress; tax policy making; self-regulation;
governance; non-profit institutions.

Stephen R. Ruth, Professor; Ph.D., University of Pennsylvania, 1971.
Rationalization of technology-based learning interventions; technology diffusion in developing
nations; religious/theological issues in public policy formulation.

Laurie A. Schintler, Associate Professor of Public Policy and Director, Transportation Policy,
Operations, and Logistics Program; Ph.D., University of Illinois at Urbana-Champaign, 1995.
Critical infrastructure; transportation; quantitative methods; regional development.

Martin Jay Sherwin, Professor of History and Public Policy; Ph.D., University of California –
Los Angeles.
The Cold War (foreign policy, domestic politics & culture); history of United States foreign
policy; history of the nuclear arms race (diplomacy, politics, science, culture); science and public
policy; film (documentary and feature) and history.

Rainer Sommer, Associate Professor of Public Policy, and Director, Enterprise Engineering and
Policy Program; Ph.D., Columbia Pacific University, 1991, and George Mason University, 1998.
Enterprise engineering and telecommunications.

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Roger R. Stough, NOVA Endowed Chair and Professor of Public Policy, and Associate Dean for Research and Outreach, School of Public Policy; Ph.D., Johns Hopkins, 1978.
Regional economic development policy and analysis; information technology policy; transportation policy; entrepreneurship.

Tojo J. Thatchenkery, Associate Professor of Organizational Learning; Ph.D., Case Western Reserve University, 1993.
Organizational learning and development; knowledge management; ethnicity, organizational mobility, and diversity; information communication technology (ICT) and development of Southeast Asia.

Susan Tolchin, Professor of Public Policy; Ph.D., New York University, 1968.
Public policy theory; federal government (US); federal regulation; ethics.

Janine R. Wedel, Professor; Ph.D. University of California, Berkley, 1985.
Governing; corruption; foreign aid; social networks; eastern Europe; anthropology of public policy.

Alexander E.R. Woodcock, (*may serve as primary member but not as chair*) Professor; Ph.D., University of East Anglia, England, 1968.
Mathematical modeling and analysis; command and control and combat modeling.

Selected Affiliated Faculty

Kevin Avruch, Professor of Anthropology; Ph.D., University of California, San Diego, 1978.

Timothy Conlan, Associate Professor of Government and Politics; Ph.D., Harvard, 1981.

George L. Donahue, Professor of Systems Engineering and Operations Research; Ph.D., Oklahoma State University, 1972.

Robert L. Dudley, Associate Professor of Government and Politics; Ph.D., Northern Illinois University, 1980.

Gregory A. Guagnano, Associate Professor of Sociology; Ph.D., University of California, Davis, 1986.

Hugh Heclo, Robinson Professor of Public Affairs; Ph.D., Yale University, 1970.

James T. Hennessey, Chief of Staff; Ph.D., George Mason University, 1997.

Julianne G. Mahler, Associate Professor of Government and Politics; Ph.D., State University of New York, Buffalo, 1976.

John Paden, Robinson Professor of International Studies; Ph.D., Harvard University, 1968.

Priscilla M. Regan, Associate Professor of Government and Politics; Ph.D., Cornell University, 1981.

Joseph A. Scimecca, Professor of Sociology; Ph.D., New York University, 1972.

Edgar H. Sibley, University Professor of Information and Software Engineering; Sc.D., Massachusetts Institute of Technology, 1967.

Instructional and Research Faculty

(may serve on committees, but not as chair or primary member)

Brien Benson, Research Associate Professor; Ph.D., George Mason University, 1998.

George Cook, Affiliate Professor; A.B., George Washington University, 1957.

David F. Davis, Research Assistant Professor, School of Public Policy; M.S. (Applied Mathematics), 1981, M.S. (Operations Research), Naval Postgraduate School, 1981.

James H. Finkelstein, Professor and Senior Associate Dean; School of Public Policy; Ph.D., The Ohio State University, 1980.

Allison Frendak-Blume, Assistant Professor of Public Policy; Ph.D., George Mason University, 2004.

Desmond J. Lugg, Distinguished Research Professor; M.D., Adelaide, 1974.

Monty Marshall, Director of Research, Center for Global Policy; Ph.D., University of Iowa, 1996.

Arthur S. Melmed, Research Professor; M.S.E.E., Columbia University, 1956.

James Riggle, Research Assistant Professor; Ph.D., George Mason University, 2002.

Charles Robb, Distinguished Professor of Law and Public Policy; J.D., Univ. of Virginia, 1973.

Matthys van Schaik, Assistant Dean of Academic Administration and Student Services, Associate Professor, School of Public Policy, Ph.D., University of South Carolina, 1995.

APPENDIX III: DOCTORAL FORMS

Note: all forms are available online at
http://policy.gmu.edu/academicservices/acad_forms.html

1. Reduction of Credit Hours
2. Qualifying Exam Application
3. Field Research Committee
4. Field Examination Grade
5. Dissertation Committee
6. Change of Dissertation Committee Member
7. Statement of Readiness for Proposal Defense
8. Dissertation Proposal Defense
9. Dissertation External Reader
10. Oral Dissertation Defense Readiness

George Mason University

School of Public Policy

Reduction of Credit Hours

Student's Name: _____ G#: _____

Semester/Year of first enrollment in SPP: _____

Total Reduction of Credit Hours: _____

This student has entered our degree program with previous post-baccalaureate course work in a relevant field earned at an accredited institution. Thus, we will reduce the hours required for the degree as indicated below:

Course #	Institution Name	Course Name	Term/Year	Credits Earned

Doctoral Program Director: _____ Date: _____

Original: Registrar

Copy: Department File

SPP Ph.D. Form 1

George Mason University
School of Public Policy
Qualifying Exam Application

Student's Name: _____

G Number: _____

Advisor: _____

Handbook year: _____ Concentration: _____

Please indicate which courses you have taken and the grades you received. If you have taken a course but have not yet received a grade, please leave the Grade field blank.

<u>Core Courses:</u>	<u>Year/Semester</u>	<u>Grade</u>
PUBP 800	_____	_____
PUBP 801	_____	_____
PUBP 804	_____	_____
PUBP 805	_____	_____
PUBP 850	_____	_____

Approved by:

Name

Signature

Date

Director of Ph.D.
Student Services _____

Please return this form to the Director of Ph.D. Student Services, Rm. 211 Finley, MS 3C6.

SPP Ph.D. Form 2

George Mason University
School of Public Policy
Field Research Committee

Student's Name: _____ Date: _____

Tentative Title of Field Statement: _____

The following professors have agreed to serve on my field research committee:

	Name	Signature	Date
Chair	_____	_____	_____
Member	_____	_____	_____
Member	_____	_____	_____
Member	_____	_____	_____
Member	_____	_____	_____

Approved By:

Director of Ph.D.
Student Services _____

Ph.D. Program Director _____

SPP Dean _____

Please return this form to the Director of Ph.D. Student Services, Rm. 211 Finley, MS 3C6.

SPP Ph.D. Form 3

George Mason University
School of Public Policy
Field Examination Grade

Student's Name: _____ Date: _____

I have read and graded this student's field examination.

	Signature	Date	Grade (Circle One)
Chair	_____	_____	Pass / Fail
Member	_____	_____	Pass / Fail
Member	_____	_____	Pass / Fail
Member	_____	_____	Pass / Fail
Member	_____	_____	Pass / Fail

I have received a copy of the field examination for the student named above.

Director of Ph.D. Student Services _____ Date _____

Please return this form to the Director of Ph.D. Student Services, Rm. 211 Finley, MS 3C6.

SPP Ph.D. Form 4

George Mason University
School of Public Policy
Dissertation Committee

Student's Name: _____ Date: _____

Tentative Dissertation Title: _____

The following professors have agreed to serve on my dissertation committee:

	Name	Signature	Date
Chair	_____	_____	_____
Member	_____	_____	_____
Member	_____	_____	_____
Member	_____	_____	_____
Member	_____	_____	_____

Approved By:

Director of Ph.D.
Student Services _____

Ph.D. Program Director _____

SPP Dean _____

Please return this form to the Director of Ph.D. Student Services, Rm. 211 Finley, MS 3C6.

SPP Ph.D. Form 5

George Mason University

School of Public Policy

Change of Dissertation Committee Member

Student's Name: _____ Date: _____

Tentative Title: _____

	Name	Signature	Date
Chair	_____	_____	_____
Leaving Committee	_____	_____	_____
Joining Committee	_____	_____	_____
Leaving Committee	_____	_____	_____
Joining Committee	_____	_____	_____

Approved By:

Director of Ph.D.
Student Services _____

Ph.D. Program Director _____

SPP Dean _____

Please return this form to the Director of Ph.D. Student Services, Rm. 211 Finley, MS 3C6.

SPP Ph.D. Form 6 (optional)

George Mason University

School of Public Policy

Statement of Readiness for Proposal Defense

Student's Name: _____ Date: _____

This form needs to be signed and submitted at least 15 days prior to the scheduled defense.

I have read the draft dissertation proposal as titled below and it is of sufficient quality for proceeding to the oral defense.

Tentative Title: _____

Committee Members:

	Name	Signature	Date
Chair	_____	_____	_____
Member	_____	_____	_____
Member	_____	_____	_____
Member	_____	_____	_____
Member	_____	_____	_____

I have received a draft copy of the document named above.

Director of Ph.D. Student Services _____
Signature Date

**Please return this form to the Director of Ph.D. Student Services, Rm. 211 Finley, MS 3C6.
SPP Ph.D. Form 7**

George Mason University
School of Public Policy
Dissertation Proposal Defense

This is to certify that this student has successfully defended his/her dissertation proposal.

Student's Name: _____ Date of Defense: _____

Title: _____

	Name	Signature	Date
Chair	_____	_____	_____
Member	_____	_____	_____
Member	_____	_____	_____
Member	_____	_____	_____
Member	_____	_____	_____

Approved By:

Ph.D. Program Director _____

SPP Dean _____

I have received a copy of the dissertation proposal.

Director of Ph.D. Student Services _____
Signature Date

Please return this form to the Director of Ph.D. Student Services, Rm. 211 Finley, MS 3C6.

SPP Ph.D. Form 8

George Mason University
School of Public Policy
Dissertation External Reader

Student's Name: _____ Date: _____

Dissertation Title: _____

The following professor has agreed to serve on my dissertation committee as an external reader:

	Name	Signature	Date
Chair	_____	_____	_____
External Reader	_____	_____	_____

Approved By:

Ph.D. Program Director _____

SPP Dean _____

Please return this form to the Director of Ph.D. Student Services, Rm. 211 Finley, MS 3C6.

SPP Ph.D. Form 9

George Mason University
School of Public Policy
Oral Dissertation Defense Readiness

Student's Name: _____ Date of Defense: _____

Title: _____

We certify that this student is prepared to orally defend his/her dissertation.

Committee Members:

	Name	Signature	Date
Chair	_____	_____	_____
Member	_____	_____	_____
Member	_____	_____	_____
Member	_____	_____	_____
Member	_____	_____	_____

Please return this form to the Director of Ph.D. Student Services, Rm. 211 Finley, MS 3C6.

SPP Ph.D. Form 10