



# **Ph.D. in Public Policy Student/Faculty Handbook 2011-2012**

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## **Student/Faculty Handbook 2011-2012**

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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), 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 2011-2012.

Certain information in this Handbook, (e.g., 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 should be used as a reference as you proceed through the program. Read it carefully to learn about the program and refer back to it as you progress through the stages of the program. The Student/Faculty Handbook guides each incoming class, though details may differ slightly between each yearly edition. This Handbook applies to the class of students entering during the 2011-2012 academic year. Students are guided by the terms of this version throughout the program, though the faculty reserves the right to make changes to the program. The provisions of this handbook supplement, but do not replace, those of the University Catalog.

#### ***Your Education is in Your Hands***

A doctoral education will serve as an "apprenticeship" to provide students with the knowledge and experience that will enable them to move confidently into advanced positions in the field of public policy. As students develop professionally and academically through coursework and a variety of research experiences, they 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 studies in the field of public policy.

At established milestones, assessments will be made of each student's progress to determine whether s/he is ready for the next step of the academic journey. A satisfactory grade in each of the core courses, plus an overall satisfactory rate of progress (particularly on written research material), allows the student to continue in the program.

To facilitate the development of necessary skills, students will work with a faculty advisor from the beginning of the program. The faculty member will act as mentor, advisor, evaluator, and supervisor. However, each student is ultimately responsible for the development of his or her own education and for making progress in the program. The journey will be demanding, difficult, and time consuming, but students should also 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.

### ***Scholarly Research***

Receiving the Ph.D. in Public Policy is an honor awarded by the faculty of a university for advanced scholarly achievement. It is awarded for scholarship, not merely for the successful completion of coursework. Students must also successfully complete the qualifying examination, the field statement, the dissertation proposal, and the dissertation.

In addition to conveying existing knowledge to a new generation, doctoral programs are dedicated to expanding the knowledge base of a field. Hence, the development of research skills is of primary importance. In contrast to Master's programs, students will spend much time on research not directly related to coursework but essential to mastery of the scholarship of public policy in a particular focus area. Students are expected to work with faculty-led research teams throughout their program, which will foster the maturation of research skills and facilitate the development of a doctoral dissertation proposal that addresses a significant issue in the field of public policy.

Students are expected to become acquainted with the research projects of program faculty, staff, and fellow students through attending colloquia, brown-bag lunch presentations, and other informal research reviews. As students develop research interests, they should ask to join appropriate research teams. As new members of our scholarly community, doctoral students bring not only substantive knowledge of public policy topics, but also a set of analytical methods along with the ability to use and expand on them.

Oral and written presentations serve as practice for a scholarly or professional career. The School of Public Policy (SPP) encourages its students to present their research at colloquia, professional conventions, or meetings with other public policy professionals. Additionally, by the end of their second year in the program, SPP students are expected to have written a paper suitable for presentation at a professional conference or publication in a scholarly journal.

Publication in peer-reviewed journals is one of the primary ways that scholars communicate new research and contribute to the understanding of public policy. Such publications are important indicators of scholarly achievement and are used by universities and public policy organizations to judge the quality of young scholars. SPP students should pursue opportunities to present their research at professional meetings and publish in journals. SPP doctoral students organize research workshops to help their colleagues develop research and present their findings. SPP also supports a Working Paper Series for students and faculty, and students are encouraged to take advantage of this opportunity. 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 of time in the workforce, and many continue to work while pursuing degrees. Nevertheless, the program places a heavy emphasis on contributions by each student to the intellectual life of the program and the School. This includes participation in research projects; attendance at seminars, conferences, 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. 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 members 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. These contributions are central to SPP's educational and research objectives.

GMU is located on four campuses (Arlington, Fairfax, Prince William, and Loudon) in Virginia, 3 miles, 15 miles, 25 miles, and 27 miles west of downtown Washington, D.C., respectively. With a student body of over 30,000 enrolled in a variety of graduate and undergraduate programs, Mason has established an international reputation at the same time that it has become an indispensable engine of innovation and growth in the Commonwealth of Virginia and the National Capital region.

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 in addition to agency policy activities. Currently, SPP has 60 full-time teaching and research faculty members, more than 30 experienced adjunct teaching faculty members, and nearly 40 professional staff. SPP maintains eleven research centers, and external research support averages more than \$8 million a year. The School's annual expenditures exceed \$20 million, with more than half of the budget coming from self-generated sources.

SPP is highly interdisciplinary. The faculty represents more than a dozen academic fields, including political science, economics, geography, sociology, anthropology, business, engineering, history, law, medicine, education, and urban planning. Many are leaders in their academic fields. A number of faculty members hold elected positions in professional organizations and serve as consultants to government agencies, non-governmental organizations and corporations. Currently, SPP faculty includes five endowed chairs, two Distinguished Service Professors, four University Professors, one of the five Jean Monnet Professors in the country, and four members of the National Academy of Public Administration. The university's only professor elected to the National Academy of Science was one of SPP's founders. In addition to the academic faculty and graduate students, SPP hosts a substantial number of senior fellows, visiting faculty, post-doctoral associates, and other researchers who make important contributions to the School's activities.

In addition to offering the doctoral degree in public policy and five master's level policy programs, SPP has become a major focus for applied policy research in a number of fields, including national and homeland security, regional economic development, transportation, science and technology, electronic commerce, organization and knowledge management, national governance, and economic policy. Faculty and students in the School publish widely in the primary academic and professional journals in these and other fields, such as American policy and politics, comparative politics, legislative and executive branch policy-making,

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federalism, regional economic development, transportation, environmental policy, national security, and foreign affairs policy.

SPP emphasizes alternate approaches to policy decisions. The School recognizes that continuing innovations in modern technology bring about social and economic changes. These changes require modifications in the substance of public policy as well as in the way 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 U.S. 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.

SPP's Ph.D. program is one of the largest public policy programs in the U.S., based on the number of students pursuing the doctor of philosophy degree in the field. One might expect this to lead to less faculty-student interaction. In fact, the reverse is true. The University has made a major investment in this program, which results in close associations between students and faculty members.

### DOCTORAL PROGRAM OVERVIEW

SPP's 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 scholarly 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 culture and value choices inherent in public policy-making, comparative analysis of public policy problems, and international dimensions of policy issues.

At the Ph.D. level, all students are required to complete coursework emphasizing methodological foundations, the context of public policy-making, and a field of study in an important substantive domain (or "concentration") of public concern. Students may choose one of the established concentrations or work with a faculty committee to create their own concentration. **The established concentrations in the doctoral program at present 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 the concentrations as isolated from one another but rather as focal points for interaction among students and faculty with shared interests. See Appendix I for detailed descriptions of each concentration.

### *The Curriculum*

The degree requires a minimum of 82 credit hours of coursework and supervised research beyond the bachelor's degree. A minimum of 52 hours of coursework must be taken in degree status with SPP, 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 (PUBP720), statistics (PUBP704) and government (PUBP730). If the student's master's degree did not include equivalent courses, or if the student does not perform satisfactorily on the relevant placement exam, 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. Any exemptions will not result in a reduction of credit hour requirements.

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The program is divided into four 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 development of core skills, **Stage Two** involves policy fields and skills, **Stage Three** involves research foundations, and **Stage Four** is doctoral candidacy and dissertation research.

### ***Stage One: Core Skills***

Prerequisite Courses  
Core Courses  
Qualifying Exam

This stage provides a solid foundation through coursework covering:

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

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***

PUBP704      Statistical Methods in Policy Analysis  
PUBP720      Managerial Economics and Policy Analysis  
PUBP730      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 proving competence through a placement exam and/or evidence of previous relevant coursework. Your letter of admission specifies which, if any, prerequisite courses you are required to take. Prerequisite courses must be taken as soon as possible upon entering the program and no later than one year after admission. 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 earn a grade of B or better after retaking the course will result in automatic dismissal from the program. (See Dismissals on page 30 for more details.)

PUBP800	Culture and Policy
PUBP801*	Macro Policy
PUBP804	Multivariate Statistical Analysis in Public Policy
PUBP805	Public Policy Systems and Theory

\*Students whose final paper in PUBP801 is deemed unacceptable for a doctoral program must take a remedial writing course the following semester. These credit hours will not count as part of the 82 hours of coursework. Failure to earn a grade of B or better in this writing course may result in dismissal.

### **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. Students must take the examination as soon as they have completed the core courses.*** Prior written approval to postpone the examination must be obtained from the Doctoral Program Director. This will be granted only once, and if granted, 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 PUBP850, the prerequisite and core courses listed above must be taken within the required time frame 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.

Students are required to submit their exams in electronic format, and all qualifying examinations will be reviewed for plagiarism. Plagiarism on the qualifying examination will result in automatic dismissal from the program. Please see the SPP Policy on Plagiarism (page 33) and Dismissals (page 30) for further information.

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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.

### ***Stage Two: Policy Fields and Skills***

PUBP850\*\* Seminar in Public Policy  
Elective courses (three courses)  
Advanced Methods course (one course)

\*\*PUBP850 should not be taken during the first semester.

### ***Elective Courses***

In addition to the specified core courses for the student's Field of Study Plan (see Research Foundations below), each student is required to take three additional courses of at least three credits each. 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.

### ***Advanced Methods in Policy Research***

Students are required to take a minimum of two advanced methodology courses, one of which must be included in the student's Field of Study Plan (see Research Foundations section below). 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 Doctoral Program Director. Beyond these requirements, depending on program of study and research interests, advisors/committee chairs may mandate more coursework in particular methodologies.

- PUBP705 Advanced Statistical Methods in Policy Analysis
- PUBP791 Advanced Field Methods for Policy Research
- PUBP792 Advanced Economic Analysis for Policy Research
- PUBP793 Large-Scale Database Construction and Management for Policy Research

### ***Stage Three: Research Foundations***

Concentration/Field of Study courses (three courses)  
Advanced Methods course (one course)  
Field Statement  
Field Exam

By the end of their third semester (fourth semester for part-time), full-time students must choose a chair for their Field Committee. By the start of their fourth semester (fifth semester for part-time), full-time students must submit to the chair of their Field Committee a plan for their Field

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of Study. The Field of Study Plan (maximum 1000 words) will describe a Concentration or a proposed research area, including citations relevant to current research in that Field. The Plan must identify three substantive courses and at least one advanced methods course that the student intends to take that will serve as a foundation for the Field. The Plan must be approved by both the student's Field Committee Chair and the Director of the Ph.D. program.

The three substantive courses must include at least one 800-level course offered in SPP (excluding core and advanced methods courses). The other two courses may include any courses from SPP at the 700 level or above (excluding those 700-level courses listed as not eligible for Ph.D. field credit), and no more than one substantive graduate course from outside SPP. Current SPP Concentration courses are listed below.

PUBP810	Regional Development and Transportation Policy
PUBP811	Applied Methods in Regional Development and Transportation Policy
PUBP820	Technology, Science, and Innovation: Institutions and Governance
PUBP821	Analytic Methods for Technology, Science, and Innovation Policy
PUBP834	Entrepreneurship, Growth, and Public Policy
PUBP835	Entrepreneurship, Creativity, and Innovation
PUBP840	U.S. Policy Making Institutions
PUBP841	U.S. Policy Making Processes
PUBP860	Social Theory, Culture, and Public Policy
PUBP861	Culture and Social Policy Analysis
PUBP871	Organizational and Information Technology Challenges of the Knowledge Society
PUBP872	Managing Knowledge-Based, Information-Intensive Organizations
PUBP880	Global and International Policy I
PUBP881	International Trade Policy: Theory and Institutions

The chair of the field research committee is the SPP core faculty member who usually 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 and Dean for approval. The student is responsible for collecting all committee member signatures and submitting it to Ph.D. Student Services prior to completing the Field Statement. (See Appendix III for the Field Research Committee form.)

The advanced methods course in the Field of Study Plan must be chosen from the approved list for the doctoral program, or approved in writing by the Field Committee Chair and Doctoral Program Director. Where appropriate courses are not available from SPP, students may petition the Director of the Ph.D. program for substitute courses to count for their Field of Study Plan.

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Courses in the Field of Study Plan are intended to be taken concurrently with work on the field statement and field exam. Students may not present a dissertation proposal for approval until they have passed the field exam.

### ***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 PUBP998) 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.

Prior to passing the qualifying exam, 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.

The School makes every effort to schedule courses to accommodate the needs of part-time students. However, offering courses to meet diverse scheduling needs is challenge. Those who pursue doctoral studies on a part-time basis must recognize the schedule and plan ahead to meet the requirements of the program. 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 four courses are taken during the academic year and associated summer.

## 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>
PUBP800	PUBP804	Concentration 1	Concentration 2
PUBP801	PUBP805	Elective 3	Concentration 3
Elective 1	Elective 2	Adv. Methods 1	Adv. Methods 2
	PUBP850 (1)		
	Writing course**		

### Part-time Student (no prerequisites required)

<u>First Year</u>		<u>Second Year</u>		<u>Third Year</u>	
<u>Fall term</u>	<u>Spring term*</u>	<u>Fall term</u>	<u>Spring term</u>	<u>Fall term</u>	<u>Spring term</u>
PUBP800	PUBP804	Elective 1	Elective 2	Concentration 1	Concentration 2
PUBP801	PUBP805	Adv. Methods 1	Elective 3	Adv. Methods 2	Concentration 3
	PUBP850 (1)				
	Writing course**				

### Full-time Student (with need for all prerequisites)

<u>First Year</u>		<u>Second Year</u>		<u>Third Year</u>
<u>Fall term</u>	<u>Spring term</u>	<u>Fall term*</u>	<u>Spring term</u>	<u>Fall Term</u>
PUBP704	PUBP804	PUBP800	Concentration 1	Concentration 2
PUBP730	PUBP805	Elective 1	Adv. Methods 1	Concentration 3
PUBP801	PUBP720	Elective 2	Elective 3	Adv. Methods 2
	PUBP850 (1)			
	Writing course**			

### 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>
PUBP704	PUBP804	PUBP800	PUBP805
PUBP801	PUBP720	PUBP730	Elective 1
	PUBP 850 (1)		
	Writing course**		

  

<u>Third Year</u>		<u>Fourth Year</u>	
<u>Fall term</u>	<u>Spring term</u>	<u>Fall term</u>	<u>Spring term</u>
Elective 2	Concentration 1	Elective 3	Concentration 3
Adv. Methods 1	Concentration 2	Adv. Methods 2	

\* Qualifying Exam taken upon completion of all core courses.

\*\* Students whose final paper in PUBP801 is deemed unacceptable for communication and writing purposes must take a course in research design and writing the following semester, in consultation with the student's advisor and as approved by the doctoral program director. These credit hours will not count as part of the 82 hours of coursework.

### ***Field Statement and Bibliography***

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 PUBP998 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 (PUBP796) with their field research chair or his/her designee. (See page 30 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 purpose of the field statement is to encourage students to explore and analyze the scholarly literature in several fields of research that bear upon the student's likely dissertation research. If a student plans to write a dissertation in the area of state policies on pollution, for example, the fields might include: (1) state and local governance; (2) science in policy-making; and (3) anti-pollution policies. A dissertation in the area of growth policies in Southeast Asia might draw on the following fields: (1) development economics; (2) regional development; and (3) the economies of Southeast Asia. If a student's dissertation focuses on U.S. national policy-making, the fields might include: (1) congressional behavior; (2) presidential policy-making; and (3) organization theory. The goal of the field statement is to enable the student to acquire expertise in several bodies of literature that will help him/her in identifying and carrying out an informed and significant dissertation project. The typical field statement includes three fields, one of which may cover methodologies relevant to the student's planned dissertation research. Students define and select their fields in close consultation with their field committees.

The field statement must include a bibliography of the literature central to an understanding of each of the student's chosen fields. No firm rules govern the expected length or literature coverage. However, a typical field statement covers twenty to thirty-five works per field and runs from thirty to one-hundred pages. Length depends on the topics, the student's approach, and guidance from the field committee. For each field, the statement should review the literature by presenting an analysis of the state of knowledge in that field. The analysis should include the key issues being debated, the major theories that guide research, the types of hypotheses being investigated, what is agreed upon and what is still uncertain. Students should aim to acquire enough knowledge of each field or topic to do the following: 1) design and teach a course on that topic; and 2) identify the important findings and issues relevant to their planned area of dissertation research.

Ideally, students will take 700- or 800-level courses that cover topics central to their field statement, as these are often the best way to acquire an up-to-date knowledge of a topic and begin building a bibliography of the literature. Students may also take directed readings courses during the year or over the summer (subject to the SPP limit on reading courses for doctoral credit) to help prepare for their field statement, although the graded work for such reading courses must be distinct from the field statement itself.

Students should work with their committees to develop bibliographies for each of their fields. These readings should be an opportunity for learning and exploration of a wide variety of issues and ideas, and not a narrow focus on a specific research problem as would form the literature review for a dissertation proposal. It may take several consultations with committee members for a final bibliography to be approved. When the student has completed the readings, s/he should submit a draft of their field statement to the field committee members. The chair and committee members are free to suggest revisions to this statement, which the student will revise until the full committee approves the statement.

When the field committee has approved the statement, a date can be set for the field examination.

### ***Guidelines for the Field Examination***

The student's field research committee chair prepares the field examination with input from the committee's other members. The entire committee must approve the final version. It is a written, take-home exam. The committee chair and the student schedule the exam for a mutually agreed-upon time. In most cases, the student has four days to complete the examination; for example, the exam might be sent via e-mail on a Friday morning and be due at close of business on Monday. The exam measures a student's knowledge of his/her chosen specialty and indicates the student's professional competence in that area.

### ***Structure of the Field Examination***

The field examination should include written questions on both advanced methods of inquiry (methodology) and substantive content in the domain of research interest (theoretical and empirical knowledge). The questions are broad, comprehensive, and central to the theoretical, methodological, and policy issues in the various topics proposed. While some questions should cover foundational issues, others might deal with unresolved issues in the fields. Students are expected to synthesize material from across their entire program. Although the field examination will be based primarily on the field statement and its bibliography, students might be asked questions that would require them to draw material from topics not explicitly covered in the student's field statement and bibliography. If the field statement includes three topics, the examination must be in three parts, one part per topic. Often the student is given a choice of answering one out of two or two out of three questions per topic.

### ***Format of the Field Examination***

There are no specific length requirements, but normally the answers to the questions for a single topic require 10 to 15 pages double spaced using normal fonts and margins. The writing should be clear and free of serious grammatical and typographical errors. Since it is a timed exam, the student can use shortened references rather than full and formal footnotes.

### ***Grading the Field Examination***

The chair distributes the responses to the committee members. Grading occurs independently on a pass/fail basis, and the results are returned to the chair who will give feedback to the student on his/her performance on the exam. If the committee's consensus is that the answers to a particular question are not satisfactory, a student may be asked to submit a revised answer in lieu of

retaking the entire exam. In some cases, even if the committee gives a passing grade, it may identify deficiencies. In this case, the student will receive written notification requiring additional assignments or courses. (See Appendix III for the Field Examination Grade form.)

### ***Retaking the Field Examination***

The student may be permitted to retake the examination once. The student must take the second examination 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 Ph.D. Student Services. SPP faculty will receive an announcement 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 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.

### ***Stage Four: Dissertation***

#### ***Registration During Dissertation Work***

While preparing the dissertation proposal, students may take a maximum of six credits of PUBP998 Research/Proposal for Dissertation.

- There is no minimum number of PUBP998 credits required.
- PUBP998 must be taken in increments of at least three credits per semester.
- Students are permitted to take additional courses along with PUBP998 in order to maintain full-time status (including a three-credit directed readings course).
- If a student does not successfully defend his/her dissertation proposal after completing six credits of PUBP998, s/he must take at least three credits of other coursework each semester (excluding summer) to maintain continuous enrollment while completing the proposal.

After a successful dissertation proposal defense, students may enroll in PUBP999 Dissertation.

- Students are required to take a minimum of six credit hours of PUBP999.
- Students may apply only 12 credits total of PUBP998 and PUBP999 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 12 credits of PUBP998 and 999 combined, PUBP999 must be taken in increments of at least three credits per semester.
- Once a student has fulfilled all degree requirements, s/he may take one credit of PUBP999 each semester and be considered full-time, as long as s/he makes adequate progress until the program is completed. Full-time status at this stage must be documented in the Office of the Registrar.

- **Students must maintain continuous enrollment until graduation, excluding summer.**

A total of 12 credits of PUBP998 and PUBP999 combined are required for graduation.

Please contact Ph.D. Student Services prior to registration in dissertation coursework.

### ***Selecting a Dissertation Topic***

The doctoral program follows the social science tradition requiring a student to complete most coursework, qualifying exam, and field exam before beginning work on a dissertation proposal. However, SPP expects its students to focus much of their coursework and research around a specific dissertation topic. Early in the program, students should aim to identify a general topic, issue, or problem to motivate a dissertation. This will allow the student to begin structuring the program and other experiences at SPP in preparation for the dissertation. SPP encourages its students to begin 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 make significant modifications to 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 the formation of 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 three members are required for a committee. All must be tenured or tenure-track members of the Graduate Faculty of GMU, and at least two—including the chair—must be from the SPP faculty. Students and committee chairs are encouraged to select a third member from another unit of the University who is not from SPP. The chair and those who have agreed to serve must sign the Dissertation Committee form (see below). In addition to a committee, each student must have an external scholar as a dissertation reader. (See External Reader section on page 21.)

With the approval of the Doctoral Program Director, the committee may include additional members. These additional members may be part of the GMU faculty, or they may have other

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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 coursework, research design, model building, data collection, data analysis, dissertation writing, and the oral defense. The committee reads the various drafts of the dissertation, advises the student about directions the dissertation should take, and identifies changes the student may need to make.

A change in dissertation chair is unusual and reflects extraordinary circumstances. A discussion of the proposed change must involve the present chair, the proposed chair, and 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, narrative material, and a bibliography.

When the committee accepts the written proposal, the student makes an oral presentation of the 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 members are not obliged to be available during summer session.

To schedule a defense, students should contact Ph.D. Student Services for a room and equipment reservation. Students must submit to 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 Ph.D. Student Services. (See Appendix III for the Dissertation Proposal Defense form.)

### ***Advancement to Candidacy***

Advancement to candidacy for the doctoral degree occurs when a student has met the coursework requirements, passed both 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 their dissertations and graduate within *five years* after advancement to candidacy

**Failure to do so will result in dismissal from the university.** SPP doctoral candidates are expected to complete their dissertations within *three years* from advancement to candidacy. The Doctoral Program Director and the Dean must approve all dissertation work completed beyond three years, and new coursework or examinations may be required.

### ***External Reader***

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

1. The chair, committee members, or the Doctoral Program Director may suggest nominees for the external reader.
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 Ph.D. Student Services.
3. The recommendation will consist of a brief written statement (letter, memo, e-mail, etc.) to the Doctoral 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 which might hamper objectivity (e.g., formal supervisory or employer role); the relationship should be "arm's length."
4. If the reader does not meet one or more of these criteria, the chair should offer a rationale for why this reader should be approved.
5. After approval by the Doctoral Program Director, the recommendation goes to the Dean for review and approval.

The external reader is invited to the dissertation defense, but is not required to attend. If the external reader cannot attend the defense, the candidate must request that the reader 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 the 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 that 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 which places great demands on the intelligence, insight, and stamina of the candidate.

SPP expects its candidates' doctoral dissertations to represent outstanding contributions to the base of scholarly inquiry relevant to public policy. A candidate's dissertation research 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 candidates should write with that goal in mind.

### ***Oral Defense***

After each committee member has signed the Oral Dissertation Defense Readiness form, the candidate 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, candidates will contact Ph.D. Student Services for a room and equipment reservation. Candidates must submit to 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 e-mail including the dissertation title, date and time of defense, all committee members (including external reader), and an abstract of NO MORE THAN 100 WORDS
- a copy of the final draft of dissertation

At the same time, the candidate must provide copies of the dissertation to all members of the dissertation committee. The candidate also must place a copy on reserve at the Johnson Center Library Reserve Desk so that it is available to the University community at least two weeks before the scheduled oral defense. In scheduling the defense, it is the candidate'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 members are not obliged to be available during summer session. Candidate must be registered for at least one credit of PUBP999 during the semester in which they graduate. August graduates must register for summer session.

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It is common for a committee to require revisions 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 four copies of the signature sheet. Candidates can find a sample sheet linked to the Ph.D. Milestone Guide on the web at:

<http://policy.gmu.edu/phdmilestone>

The candidate must ensure the signature sheet follows the formatting guidelines before presenting it to the committee for signatures. After a successful defense, the candidate must submit the above form to Ph.D. Student Services to obtain final approval from the Doctoral Program Director and Dean of the School. If the defense is unsuccessful, the candidate may need to revise the dissertation and schedule a new defense date with the committee. The decision to allow a second defense is at the discretion of the dissertation committee.

### ***Dissertation Format and Delivery of Final Copies***

Candidates are required to follow the University's "Thesis, Dissertation, or Project Guide." The University rigidly applies its requirements for format, graphics, style, and timeline. It is the responsibility of the candidate to follow the established guidelines, available on the web at:

<http://thesis.gmu.edu>

The University requires a format review by the University Dissertation & Thesis Services (UDTS) Coordinator in Fenwick Library. The candidate should forward a copy of the dissertation to the Coordinator as soon as possible *before the defense* to allow time to make the necessary changes to the document. The Coordinator reviews the completed dissertation for compliance with the guidelines. The Coordinator does not assume responsibility for editing or putting the dissertation in final form, which is fully the responsibility of the candidate. UDTS is in Room C-203 Fenwick Library on the Fairfax campus, MS 2FL, telephone: (703) 993-2222.

The signature sheet must list the external reader's name. However, the reader is not required to sign the sheet if the chair receives a written report in lieu of attendance at the defense.

Once the candidate receives all necessary approvals for the dissertation, he or she must submit 100-percent cotton-bond paper and electronic copies to the Fenwick Library. It is the candidate's responsibility to review the dissertation submission information available online and to contact the UDTS Coordinator to understand the submission requirements.

The candidate must deliver two unbound copies to Ph.D. Student Services for SPP's permanent collection. The candidate 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 a candidate intend to graduate, he or she must file an "Intent to Graduate" form (GIF) on Patriotweb: <https://patriotweb.gmu.edu/>

The current deadlines are available on the web at: <http://registrar.gmu.edu/gif/index.html>

***Participation in Commencement/Convocation***

Candidates 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, which 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 other practical issues. The office conducts an international student orientation each semester, organizes outings, arranges bi-weekly 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/> OIPS also holds office hours in Arlington; check their website for more information.

### ***English Language Institute (ELI)***

SPP 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 GMU.

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 GMU and other international members of the Mason community.

For further information or an application form, call the ELI at (703) 993-3660, fax them at (703) 993-3664, send an e-mail to [ELI@gmu.edu](mailto: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 E-mail Accounts***

Students are required to activate and access the e-mail account provided by the University. The University will communicate only via Mason e-mail accounts for registration, student accounts/billing, and financial aid. Students are responsible for the content of any communication sent to them by e-mail. Students may choose to have GMU e-mails forwarded directly to another account. Account setup instructions can be found at the MasonLive website:

<http://masonlive.gmu.edu>

Please note that the default setting for mail forwarding retains copies of e-mail on the GMU server. To avoid errors due to mailboxes being over quota, students should either regularly delete e-mail from their GMU account or, when setting up mail forwarding, students can choose to not save a copy of e-mails on the server. If students have any difficulties with this process, they should contact ITU at [support@gmu.edu](mailto:support@gmu.edu) or by phone at (703) 993-8870.

### ***Health Insurance***

Students may purchase health insurance through Aetna Student Health. 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 15, 2011**. George Mason University's policy number is 724536. For additional information contact Student Health Services at (703) 993-2830 or visit the Student Health Services web site at: <http://shs.gmu.edu/> or the Aetna Student Health website at: <http://www.aetnastudenthealth.com/schools/georgemason>

### ***SPP Career Services***

SPP offers comprehensive career service assistance for all current SPP graduate students. Staff is available to help students review and revise resumes and cover letters, explore career goals, and identify employment opportunities. Through one-on-one meetings and regular workshops, Career Services provides students with the skills needed for a successful career search. For more information on career services, please visit:

<http://policy.gmu.edu/Home/StudentCareerServices/CareerServices/tabid/82/Default.aspx>

Career Services maintains an online job and internship database, SPP JobNet, which provides up-to-date listings of current positions and career events. Students who register for SPP JobNet can review job and internship positions, as well as connect with employers actively recruiting. Register at <https://spp-gmu-csm.symphlicity.com/students/>

In addition to SPP JobNet, students may also wish to use GMU's general job and internship database, HireMason (<http://careers.gmu.edu/hiremason/>), or to take advantage of SPP's LinkedIn group to maintain contact and network with faculty, fellow students and alumni.

### ***Office of Disability Services***

As part of GMU's continuing commitment to uphold the letter and spirit of the laws that ensure equal treatment of people with disabilities, the university established and maintains the Office of Disability Services (ODS). The mission of the ODS at GMU is to facilitate equal access for students with disabilities to university programs, events, and services. They do this by collaborating with students, faculty, staff, and community members to create diverse learning environments that are usable, equitable, inclusive and sustainable. Students who believe they may be eligible for disability-related services should call ODS at (703) 993-2474 or visit the office on the Fairfax Campus in the Student Union Building (SUB) I, Room 4205, to find out what is needed to establish a file and receive services. Please see the following website for more information: <http://ods.gmu.edu/>

### **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 Edward Rhodes
Senior Associate Dean	Professor Ann Baker
Associate Dean for Academic Affairs	Professor Matthys K. van Schaik
Ph.D. Program Director	Professor James P. Pfiffner
Assistant Dean for Graduate Program Management	Elizabeth C. Eck
Assistant Director of Ph.D. Student Services	Shannon Williams Hettler
Associate Director of Career Development	Duane Bradshaw
Director of Graduate Admissions	Tennille Haegele
Academic Programs Coordinator	Alisha Klapholz

The Ph.D. program core faculty is composed of tenured and tenure track members of the GMU faculty whose primary affiliations are with the School. It also includes several members of the College of Humanities and Social Sciences (Departments of Public and International Affairs, Psychology, Sociology) and others of the Volgenau School of Information Technology and Engineering, College of Health and Human Services, 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, program administration assigns advisors 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 does not have to be the person originally assigned to the student. Students may change their advisors with the agreement of both professors, provided all parties inform Ph.D. Student Services in writing.

The advisor helps determine the student's schedule of classes for each semester, answers general questions about the program, and guides the student in selecting a specialty and defining a research orientation. The advisor is the first point of contact for problems that may arise. Students must consult their advisors before any program changes are made and keep the advisor up-to-date on decisions regarding the program. The advisor helps the student with research skill preparation as well as with the formation of the field research and dissertation committees. 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, and as such, the student should develop a professional relationship with him or her. It is to the student's advantage to keep the advisor informed of his or her progress and any special circumstances that arise.

#### ***Prerequisite/Core Course Exemption***

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. Contact Ph.D. Student Services for guidance.

### ***Class Locations and Times***

SPP doctoral-level courses are offered on the Arlington campus, 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. Occasionally, SPP offers classes at earlier times in the day or on the Fairfax campus, to make things more convenient for students. 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 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, students should consult with their advisors regarding course registration for the upcoming semester. Registration is the responsibility of the student. Registration for most classes takes place electronically through Patriot Web: <https://patriotweb.gmu.edu/>. Students should contact Ph.D. Student Services regarding registration for Directed Readings Courses (PUBP796) and courses requiring special permission, e.g., PUBP998 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, which 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 (PUBP796)***

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 Ph.D. Student Services. The student must assign a course title and have the faculty member directing the readings approve the course (e-mail approval is acceptable). 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.

### ***Evaluations***

The faculty evaluates each student's progress at the end of every 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. The faculty is 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. Periodic student evaluations take all these factors into consideration.

It is the responsibility of each student's faculty advisor to represent his or her student in the faculty discussion of student progress. Student should keep their advisors informed of 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.

Ph.D. 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 terminated 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.

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The following is a list of reasons that will lead to a student's automatic dismissal from the program:

- 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. (Because the writing course is a remedial course for PUBP801, a grade of B- or below in this course will also result in dismissal.)
- Plagiarizing on the Comprehensive Qualifying Examination, Field Statement, Field Exam, Dissertation Proposal, or Dissertation.
- 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 student must retake the course 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 a remedial writing course must receive a grade of B or better. Failure to do so will result in automatic dismissal. Students may not retake this writing course.

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 notification. The notation of academic dismissal is affixed to the graduate student's official record. A student who is dismissed may not take additional coursework 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. The grading of the comprehensive qualifying exam and field exam is not subject to appeal.

### ***Drops/Withdrawals***

Students may be dropped from the program for failure to do any of the following:

- 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 Doctoral 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 coursework, completion of specified courses, achievement of specified grades in coursework, 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. These hours must have been completed as part of a conferred master's degree or equivalent. 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 Doctoral Program Director beforehand, explaining their circumstances. The School will evaluate each student's situation 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***

A student who has failed to enroll in at least one credit of coursework for two or more consecutive semesters (not including summer) at George Mason University must obtain

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permission to re-enroll in the program. The student should complete and submit a Graduate Re-Enrollment form to Ph.D. Student Services. This form is available on the Registrar's website at <http://registrar.gmu.edu>. The Program Director, the student's advisor and, when necessary, the Admissions Committee, will conduct a review of the student's file for any academic deficiencies. If they grant the student permission to re-enroll, they will send notification to the Registrar's office.

### ***Courses at Other Institutions***

After matriculation, students may take a maximum of twelve credits at other accredited institutions. The School must approve such coursework in advance. A student 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 GMU tuition rates.

### ***The Honor System and Professional Conduct***

GMU 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

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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.

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). Each year, the Office of the Provost publishes "Guidelines for Appointing Graduate Research and Teaching Assistants." This document includes a number of policies and procedures defining 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.

The School makes decisions on funding annually. Both the sponsoring faculty member and the student's advisor make recommendations each year regarding requests for continued support. The School typically will not renew individuals who have received any grade below a B.

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Generally, funding is limited to three years. All assistantships include some tuition remission, depending on the availability of funding.

## **APPENDIX I: CONCENTRATIONS**

### ***The Doctoral Program Concentrations***

Owing to the interdisciplinary nature of the doctoral program in public policy, SPP structures the core areas of faculty and student research interest around areas of concentration. Below is a listing of SPP's established concentrations. The Field of Study Plan will describe a Concentration or a proposed research area. It will also include the student's plan for building the Field's foundation by identifying three substantive courses and at least one advanced methods course which the student intends to take. The three substantive courses must include at least one 800-level course offered in SPP (excluding core and advanced methods courses). Current SPP Concentration courses are described below.

### ***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 (TSI)***

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.

This 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 U.S., 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 U.S. 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 merit and effectiveness. Students in this concentration are expected to focus on both functional areas of public policy as well as attend to their contextual frameworks. These include attention to specific issues and areas in public policy such as education, race and ethnicity, crime, gender, health, 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. As another example, 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, and 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 (GIS)***

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 SPP 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. 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 a doctoral committee or serve as a primary member unless otherwise noted)

**Zoltan J. Acs**, University Professor; Ph.D., Business Administration, The New School, 1980.  
Globalization; entrepreneurship; philanthropy; development and liberal democracy.

**Mark Addleson**, Associate Professor; Ph.D., Graduate School of Business, University of Witwatersrand, 1992.

Knowledge management; organizational change; learning organizations; methodology of social inquiry; Austrian economics; organizational networks.

**Katrin B. Anacker**, Assistant Professor; Ph.D., City and Regional Planning, The Ohio State University, 2006.

Housing; housing policy; urban policy; race and public policy; real estate markets; statistical methods; qualitative methods; research writing.

**Philip E. Auerswald**, Associate Professor; Ph.D., Economics, University of Washington, 1999.  
Innovation; entrepreneurship; global development.

**Ann Baker**, Senior Associate Dean and Professor; Ph.D., Organizational Behavior, Case Western Reserve University, 1995.

Organization change; group & organization communication to promote innovation; knowledge management; cross-cultural communication.

**Kenneth J. Button**, University Professor; Ph.D., Economics, Loughborough University, 1981.  
Transportation economics; transport planning; economics of privatization and regulation; environmental economics; regional economics; urban economics.

**Audrey Kurth Cronin**, Professor of Public Policy; D.Phil., International Relations, University of Oxford (UK), 1985.

International security; war and peace; strategy; terrorism, insurgency and political violence; how conflicts end.

**Janine Davidson**, Assistant Professor of National and Global Security; Ph.D., International Studies, University of South Carolina, 2005.

International security; U.S. foreign policy; civil and ethnic conflict; weak and failed states; terrorism.

**Desmond Dinan**, Professor of Public Policy, *ad personam* Jean Monnet Chair and Director, International Commerce and Policy Program; Ph.D., Modern European History, National University of Ireland, 1985.

Global governance; European Union governance and institutions, history, and historiography.

**John S. Earle**, Professor of Public Policy and Economics; Ph.D., Economics, Stanford University, 1988.

Labor economics and policies; human resource practices; transition; development; corporate governance and firm performance; reallocation; industry dynamics; entrepreneurship; inequality;

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globalization; growth and finance; political economy; institutional economics; comparative analysis of economic policies and systems; microeconometrics; program evaluation.

**Michael K. Fauntroy**, Associate Professor of Public Policy; Ph.D., Political Science, Howard University, 2001.

American government and politics; political parties; race and public policy; civil rights policy; urban policy; District of Columbia governance.

**Allison M. Frenck-Blume**, Assistant Professor of Public Policy and Director, Peace Operations Policy Program; Ph.D., Conflict Analysis and Resolution, Institute for Conflict Analysis & Resolution, George Mason University, 2004.

International peacekeeping; stability and reconstruction operations; post-conflict peacebuilding; conflict analysis and resolution; international supervisory/administrative regimes; U.S. foreign policy; Balkans; Russia/Formal Soviet Union.

**A. Lee Fritschler**, Professor of Public Policy; Ph.D., Political Science, Maxwell School of Citizenship and Public Affairs, Syracuse University, 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., Regional Planning and Economic Development, Cornell University, 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, Associate Dean for Research, and Director, Transportation Policy, Operations, and Logistics Program; Ph.D., Civil Engineering (Transportation), 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; freight transportation in megaregions; locus of responsibility for transportation; infrastructure banks.

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

Democratization; civil conflict; state failure and reconstruction; long-term social change; sources of economic growth; impact of demographic change on security.

**David M. Hart**, Professor of Public Policy; Ph.D., Political Science, Massachusetts Institute of Technology, 1995.

Science and technology policy; U.S. public policy process; U.S. policy history, especially business, economic, and political history; international migration; entrepreneurship; global governance; business and politics; energy innovation policy.

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**Kingsley E. Haynes**, Ruth D. and John T. Hazel M.D. Endowed Chair and University Professor; Ph.D., Geography and Environmental Engineering, Johns Hopkins University, 1971.  
Regional economic development; infrastructure and transportation policy; resource planning and policy analysis.

**Jessica Heineman-Pieper**, Assistant Professor of Public Policy; Ph.D., Psychology and the Conceptual Foundations of Science, The University of Chicago, 2005.  
Nonviolent social movements; structural violence; globalization; cultural diversity; leadership; sustainability; social and ecological justice; philosophy of the social sciences; health and research policy; conflict resolution; relocalization.

**Jack C. High**, Professor of Economics and Public Policy; Ph.D., Economics, University of California-Los Angeles, 1980.  
Economic regulation; economic growth; economic history; international trade and investment; international institutions.

**Andrew Hughes Hallett**, Professor of Public Policy and Economics; D.Phil., Economics, 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; 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., English Literature and Linguistics, Catholic University of America, 1970.  
Telecommunications policy; policies for managing scarce radio frequency spectrum; government organizations and their approach to managing a variety of public assets (oil, gas, fishing, hunting, etc.).

**Sonia Ketkar**, Assistant Professor, Global Business and Policy; Ph.D., Business Administration (International Business), Temple University, 2006.  
Foreign entry; internationalization; exit strategies; firm survival; emerging markets.

**Naoru Koizumi**, Associate Professor; Ph.D., Environmental and Preventative Medicine, Hyogo College of Medicine, Japan, 2005, and Regional Science, University of Pennsylvania, 2002.  
Health care management science; quantitative modeling and applications of Geographic Information Systems (GIS) in public health.

**Siona Robin Listokin-Smith**, Assistant Professor, Ph.D., Business and Public Policy, University of California, Berkeley, 2007.  
Public finance; political economy; corporate social responsibility; corporate governance; retirement and welfare policy.

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**Stuart S. Malawer**, Distinguished Service Professor of Law & International Trade; Ph.D., International Relations, University of Pennsylvania, 1976; Diploma, Hague Academy of International Law (Research Centre for International Law & International Relations) 1971; J.D., Cornell Law School, 1967.

U.S. trade law; U.S. & global trade politics; international trade relations; World Trade Organization; national security law & policy.

**Jeremy D. Mayer**, Associate Professor; Ph.D., Political Science, Georgetown University, 1996. Public opinion; racial politics; foreign policy; presidential elections; statistical methods; media politics.

**Connie L. McNeely**, Professor of Public Policy; Ph.D., Sociology, Stanford University, 1990. Culture; states and society; international development; complex organizations and institutional analysis; science and technology policy; comparative education; stratification and inequality; race, ethnicity and nation; gender; social theory.

**Arnauld Nicogossian**, (*may serve as primary member but not as chair*) Distinguished Research Professor; M.D., Tehran University, 1964; Internal Medicine and Pulmonary Medicine Fellowship, Mount Sinai Medical Center/Elmhurst City Hospital, NY; Board Certified Preventive Medicine/Aerospace Medicine, 1973.

Medical and health policy; program/project management; strategic planning; biomedical and physical sciences research design; global health and preventative medicine; medical standards development and evaluation

**Todd Olmstead**, Assistant Professor; Ph.D., Public Policy, Harvard University, 2000. Health policy; transportation policy; health services research; operations research; statistics; program evaluation.

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

Science and engineering; information technology management and governance; international security and arms control; nuclear non-proliferation and strategic stability using operations research/management sciences; statistical and stochastic models; econometrics; managerial economics; cost-benefit methodologies.

**John E. Petersen**, Professor of Public Policy; Ph.D., Economics, 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 and Director, Public Policy Doctoral Program; Ph.D., Political Science, Wisconsin, 1975.

The presidency; Congress; national security policy process; intelligence; public administration.

**Ramkishan S. Rajan**, Professor of Public Policy and International Economic Policy; Ph.D., Economics, Claremont Graduate University, 2000.

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International economics (open economy macroeconomics, finance, and trade) with particular reference to Asia.

**Kenneth A. Reinert**, Professor of Public Policy; Ph.D., Economics, University of Maryland, 1988.

International trade policy; international development policy; multilateral development organizations; foreign direct investment.

**Edward Rhodes**, Dean, School of Public Policy; Ph.D., Public and International Affairs, Princeton University, 1985.

International relations; international security; U.S. national security policy; U.S. foreign policy; U.S. naval strategy and force posture; American isolationism; identity and foreign policy.

**Hilton L. Root**, Professor of Public Policy; Ph.D., Economics and History, 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; Asian-Pacific affairs; the sciences of complexity and institutional change.

**Mark J. Rozell**, Professor of Public Policy; Ph.D., American Government, University of Virginia, 1987.

The presidency and separation of powers; religion and politics; media and politics.

**Catherine Rudder**, Professor of Public Policy; Ph.D., Political Science, 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., Business and Applied Economics, Wharton School, University of Pennsylvania, 1971.

Telecommunications policy; higher education policy; ICT diffusion in developing nations; religious/theological issues in public policy formulation; knowledge management approaches in the public sector.

**Laurie A. Schintler**, Associate Professor of Public Policy; Ph.D., Urban and Regional Planning, University of Illinois at Urbana-Champaign, 1995.

Critical infrastructure; transportation; quantitative methods; regional development; Geographic Information Systems (GIS); network analysis; housing market; science and innovation policy.

**William Schneider**, (*may serve as primary member but not as chair*) Hirst Chair in Public Policy; Ph.D., Political Science, Harvard University, 1972.

American politics, public opinion and public policy; news media and public affairs; polling and vote analysis; interviewing and field work; comparative elections and politics; ideology and political movements; presidential politics; race, religion and gender; the politics of foreign policy and national security.

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**Louise Shelley**, University Professor of Public Policy; Ph.D., Sociology, University of Pennsylvania, 1977.

Transnational crime; terrorism; corruption; human trafficking; illicit trade; Soviet successor states.

**Rainer Sommer**, Associate Professor of Public Policy and Enterprise Engineering; Ph.D., Software Engineering, Columbia Pacific University, 1991, and Information Technology, George Mason University, 1998.

Enterprise business systems; process re-engineering; strategic planning; telecommunications.

**Roger R. Stough**, Vice President for Research and Economic Development and NOVA Endowed Chair and Professor of Public Policy; Ph.D., Geography and Environmental Engineering, Johns Hopkins University, 1978.

Regional economic development policy and analysis; information technology policy; transportation policy; science and technology policy; entrepreneurship.

**Tojo J. Thatchenkery**, Professor of Organization Development and Director, Organization Development & Knowledge Management Program; Ph.D., Organizational Behavior, Case Western Reserve University, 1994.

Enhancing innovation and entrepreneurship with appreciative intelligence; creating knowledge-sharing organizational culture; quiet leadership, social capital, and organizational mobility challenges of Asian Americans; Information Communication Technology (ICT); economic development of India.

**Susan Tolchin**, University Professor; Ph.D., Political Science, New York University, 1968.

Public policy theory; federal government (US); federal regulation; ethics; political patronage.

**Anne L. Washington**, Assistant Professor of Public Policy; Ph.D., Information Systems and Technology Management, The George Washington University, 2011.

American government and politics; Congress; eGovernment/Gov 2.0; enterprise systems; human-computer interaction; information retrieval; information technology and politics; knowledge management; legislative studies; qualitative methods; social theory; technology management.

**Janine R. Wedel**, Professor; Ph.D., Anthropology, University of California, Berkeley, 1985.

Shadow elites, governance and privatization of policy; corruption and the state; foreign aid; social networks; eastern Europe; anthropology of public policy.

**Edmund J. Zolnik**, Assistant Professor; Ph.D., Economic Geography, University of Connecticut, 2004.

Community/regional development; safe/sustainable transportation; multilevel modeling.

***Selected Affiliated Faculty***

**Kevin Avruch**, Henry Hart Price Professor of Conflict Resolution and Professor of Anthropology; School for Conflict Analysis and Resolution; Ph.D., University of California, San Diego, 1978.

**Timothy Conlan**, University Professor of Government and Politics; Department of Public and International Affairs; Ph.D., Harvard, 1982.

**Robert L. Dudley**, Professor of Government and Politics; Department of Public and International Affairs; Ph.D., Northern Illinois University, 1980.

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

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

**Julianne G. Mahler**, Professor of Government and Politics; Department of Public and International Affairs; Ph.D., State University of New York, Buffalo, 1976.

**John Paden**, Robinson Professor of International Studies; Ph.D., Harvard University, 1969.

**Priscilla M. Regan**, Professor of Government and Politics; Department of Public and International Affairs; Ph.D., Cornell University, 1981.

**Joseph A. Scimecca**, Professor of Sociology; Department of Sociology and Anthropology; Ph.D., New York University, 1972.

**Martin Jay Sherwin**, University Professor of History; Department of History and Art History; Ph.D., University of California – Los Angeles, 1971.

***Instructional, Research, and Administrative Faculty***

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

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

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

**Robert L. Deitz**, Distinguished Visiting Professor, CIA Officer In Residence, M.P.A. Woodrow Wilson School, Princeton University, 1972, J.D. Harvard Law School, 1975.

**James H. Finkelstein**, Professor, School of Public Policy; Ph.D., The Ohio State University, 1980.

**Michael V. Hayden**, Distinguished Visiting Professor, M.A., Duquesne University, 1969.

**Todd M. La Porte**, Associate Professor; Ph.D., Political Science, Yale University, 1989.

**Christine Pommerening**, Research Assistant Professor; Ph.D., George Mason University, 2004.

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

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

**Lisa Sturtevant**, Research Assistant Professor; Ph.D., George Mason University, 2006.

**Matthys van Schaik**, Associate Dean for Academic Affairs, Ph.D., University of South Carolina, 1995.

## **APPENDIX III: DOCTORAL FORMS**

Note: all forms are available online at <http://policy.gmu.edu/phdforms>

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



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**George Mason University**  
**School of Public Policy**  
**Qualifying Exam Application**

Student's Name: \_\_\_\_\_

G Number: \_\_\_\_\_

Advisor: \_\_\_\_\_

Handbook year: \_\_\_\_\_

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>
PUBP800	_____	_____
PUBP801	_____	_____
PUBP804	_____	_____
PUBP805	_____	_____
PUBP850	_____	_____

**Approved by:**

Name

Signature

Date

Assistant Director,  
Ph.D. Student Services \_\_\_\_\_

Please return this form to SPP Ph.D. Student Services, Founders Hall 5<sup>th</sup> Floor, MS 3B1.

**SPP Ph.D. Form 2**

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**George Mason University**  
**School of Public Policy**  
**Field Research Committee**

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Tentative Title of Field Statement: \_\_\_\_\_

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

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

**Approved By:**

Assistant Dean \_\_\_\_\_  
Graduate Program Management \_\_\_\_\_

Ph.D. Program Director \_\_\_\_\_

SPP Dean \_\_\_\_\_

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Please return this form to SPP Ph.D. Student Services, Founders Hall 5<sup>th</sup> Floor, MS 3B1.

**SPP Ph.D. Form 3**

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**George Mason University**  
**School of Public Policy**  
**Field Examination Grade**

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

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

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

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

Assistant Director,  
Ph.D. Student Services \_\_\_\_\_ Date \_\_\_\_\_

**Please return this form to SPP Ph.D. Student Services, Founders Hall 5<sup>th</sup> Floor, MS 3B1.**

**SPP Ph.D. Form 4**

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**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:**

Assistant Dean	_____	_____	_____
Graduate Program Management			
Ph.D. Program Director	_____	_____	_____
SPP Dean	_____	_____	_____

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Please return this form to SPP Ph.D. Student Services, Founders Hall 5<sup>th</sup> Floor, MS 3B1.

**SPP Ph.D. Form 5**

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**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:**

Assistant Dean \_\_\_\_\_  
Graduate Program Management \_\_\_\_\_

Ph.D. Program Director \_\_\_\_\_

SPP Dean \_\_\_\_\_

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Please return this form to SPP Ph.D. Student Services, Founders Hall 5<sup>th</sup> Floor, MS 3B1.

**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.

Assistant Director, Ph.D. Student Services \_\_\_\_\_  
Signature Date

**Please return this form to SPP Ph.D. Student Services, Founders Hall 5<sup>th</sup> Floor, MS 3B1.**

**SPP Ph.D. Form 7**

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**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: \_\_\_\_\_

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	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.

Assistant Director, Ph.D. Student Services \_\_\_\_\_

Signature

Date

**Please return this form to SPP Ph.D. Student Services, Founders Hall 5<sup>th</sup> Floor, MS 3B1.**

**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 \_\_\_\_\_

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Please return this form to SPP Ph.D. Student Services, Founders Hall 5<sup>th</sup> Floor, MS 3B1.

**SPP Ph.D. Form 9**

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**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	_____	_____	_____

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Please return this form to SPP Ph.D. Student Services, Founders Hall 5<sup>th</sup> Floor, MS 3B1.

**SPP Ph.D. Form 10**