

GEORGE MASON UNIVERSITY
THE INSTITUTE OF PUBLIC POLICY

PUBLIC POLICY DOCTORAL PROGRAM

**STUDENT/FACULTY
HANDBOOK
1999-2000**

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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 Catalogue (1999-2000 edition) and associated requirements and rules, along with other pertinent University policies, apply to, and, in the case of inconsistency, take precedence over, this handbook. Reference to University policies.

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INTRODUCTIONINTRODUCTIONINTRODUCTION

Welcome to George Mason University's Doctoral Program in Public Policy. The Program Faculty look forward to a rewarding, professional association with you during this important part of your career.

This HandbookThis HandbookThis Handbook

This Handbook is intended to provide an accessible reference source for you as you proceed through the program. Please read it carefully and use it when addressing questions about the program. Be advised that each incoming class is guided by a somewhat different version of the Handbook. You will be guided by the terms of this version throughout your years in the program. The faculty reserve the right to make reasonable and prudent changes. The provisions of this Handbook are subordinate to the University's general catalog and rules and do not constitute a contract with the students to whom they apply.

Your Education is in Your Hands

Your doctoral education will serve as an apprenticeship to provide you with the knowledge and experience that will enable you to move easily and confidently into advanced professional positions in the field of public policy. During this apprenticeship you will have opportunities to develop professionally and academically through course work and a variety of research experiences. You will progress from the core courses to advanced methodological courses to specialized content courses. Along the way you will gain both research and practical experiences inside and outside the University that will provide valuable introductions to the field of public policy.

You will be examined at various points to assess your progress and determine whether you are ready for the next steps in the journey toward professional academic competence. Periodic assessments are made to determine whether your progress is satisfactory. A satisfactory grade in each of the core courses, plus an overall satisfactory progress, particularly on written research material, will allow you to continue in the program.

To ensure that you develop the necessary skills, you will work with a faculty advisor from your very first semester in the program. You are responsible, in collaboration with your advisor and other Institute faculty, for progress in the program and for the development of your own education. It is your education and your career, and its full development is in your hands. The faculty will participate as your partners, counselors, evaluators, teachers, and supervisors, but the final responsibility is yours. The journey will be demanding and difficult, and we hope that you will find it exciting and intellectually fulfilling.

Upon completing all requirements and upon the positive assessment and formal recommendation of your faculty, you are awarded the degree of Doctor of Philosophy, symbolizing the completion of a comprehensive, public policy education and research program designed to develop a fully capable and responsible public policy analyst, scholar and advanced professional. It will be the beginning of a career in continuing learning that will never be complete.

Research Participation

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

In addition to passing on existing knowledge to a new generation, quality doctoral programs are dedicated to expanding the knowledge base of the field. Hence, the development of the student's research skills is of primary importance. Students are expected to work with faculty-led research teams throughout their program. This will foster the continued maturation of their research skills and facilitate the development of a quality doctoral dissertation proposal.

Students are expected to familiarize themselves with the research projects of program faculty, staff, and other students by attending colloquia, brown-bag lunch presentations, and other informal research reviews. As their research interests crystallize, students may ask to participate on research teams. They are expected to bring to these teams not only substantive knowledge of specific and related topics but also a set of methodologically relevant analytical skills, the ability to use them and the flexibility to learn new ones.

By the end of their second year in the program, doctoral students should author or co-author a manuscript for an appropriate journal or professional conference. The faculty believe that peer-reviewed published research is an important indicator of the student's capabilities. Professionally refereed publications are a central part of one's vitae presented for advanced professional employment. Working with faculty is an important route toward published work. High quality papers and research reports prepared by students and faculty are often made available to interested parties through the TIPP working paper series.

Students are expected to make oral and written presentations in their courses and as part of their research activity during their time with the Institute. This enables students to practice the skills they will need as part of their future career. It is common for a student to make presentations at colloquia, practicum sites with research clients and professional conventions.

Attendance at professional meetings and professional-related social functions not only enhance a student's professional development but also provide opportunities to "network". The professional world is quite small and these contacts are invaluable in gaining employment, getting needed expertise, and evaluating projects and colleagues.

See the Institute's "Student Guide to GMU research and funding" for further information.

THE INSTITUTE OF PUBLIC POLICY

The Institute of Public Policy (TIPP) was inaugurated in 1991 to focus George Mason University's commitment on public policy studies and policy research. The free-standing structure of the Institute and its dedication to interdisciplinary education and research at the doctoral level allow it to reach across the University to bring together knowledge and skills needed to address a wide variety of policy concerns. While most of its core faculty hold full-time, tenured positions within TIPP, other members of the TIPP faculty are from other university departments and institutes. All are central to TIPP's educational and research objectives.

George Mason University is located in Fairfax, Virginia, 15 miles west of downtown Washington, D.C. In establishing TIPP, the University sought to take advantage of its location adjacent to the nation's seat of government, which offers students and faculty unique opportunities to study federal executive and legislative policy making as well as agency policy activities. TIPP reflects the fact that public policy studies and research are one of the major emphases of the National Capital Region and this University.

In addition to administering the doctoral program in public policy, TIPP has become a major focus for applied policy research in a number of fields, including regional economic development, transportation policy, science and technology policy, electronic commerce and organizational informatics, governance and public management, and economic policy. This externally funded applied research program places TIPP and GMU in the top ten nationally in total external research and development support and in the top five in federal research and development support (NSF 1997/98 discipline research listing) for its area. In addition, faculty and students in the Institute publish widely in the primary academic and professional journals in these and other fields, including American policy and politics, comparative politics, legislative and executive branch operations, federalism, environmental policy, and national security and foreign affairs policies. Besides the academic faculty and graduate students, TIPP is privileged to host a substantial number of senior fellows, visiting faculty, post-doctoral associates and other researchers who make essential contributions to its research, teaching, and outreach activities.

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

DOCTORAL PROGRAM OVERVIEW

This doctoral program seeks to prepare its graduates to assume positions of significant responsibility in academia, government, and the private and public sectors. Our focus is on analytical and research-based approaches to public policy. We seek 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.

To these ends, the program places a heavy emphasis on research methods and literature, effective professional communications to both expert and lay audiences, and an interdisciplinary approach that accounts for all the significant dimensions of policy issues. Our understanding is informed by political theory and philosophy, model building, and historical and real-world understanding of specific circumstances, cases, and issues. Thus, in addition to focused studies and research in specific areas of concentration, the program requires advanced preparation in such cross-cutting areas as the relationship of national culture and value choices to the definition and acceptable solution to policy problems, comparative analysis of national systems for public policymaking, and the constellation of international-level challenges currently facing policymakers and the public.

A master's degree in a field relevant to public policy as a prerequisite for admission. To ensure that all students in the program are properly prepared for a career in policy research and analysis, whatever their career venue, all students are required to complete a substantial body of course work emphasizing methodological foundations, the context of public policy making, and a concentration in an important substantive domain of public concern.

The present areas of concentration in the doctoral program include Governance and Public Management Policy including the special role of Society and Values in public policy decision making; Science and Technology Policy; Regional Economic Development Policy; and Organizational Informatics and Policy. We do not see these areas as isolated but, rather, as focal points for interaction. The Appendix contains detailed descriptions of each concentration.

Many students in the program are returning to academia after a significant period in the world of work and many continue to work while pursuing their degrees. Nevertheless, the program puts a heavy emphasis on continuing contributions by every student to the intellectual life of the program and the Institute, including participation in research projects, attendance at seminars and TIPP conferences and workshops, and publications of on-going research.

Indications are that the Ph.D. program is one of the largest public policy program in the United States, based on the number of students pursuing the doctor of philosophy degree in the field. We take the responsibility implied by this fact very seriously and actively seek a very high quality program. The University has made a major investment in this program, with the result that students in the program can expect to have close associations with one or more of the faculty from the time they enter the program. We expect the same dedication from students.

The Curriculum

The degree requires a minimum of 82 credit hours of course work and supervised research beyond the bachelor's degree. The specific set of courses a student takes will depend on his or her preparation and substantive interests. However all students are required to take a set of core courses or to present compelling evidence that they have achieved equivalency. A maximum of 30 credits of relevant prior graduate work may be accepted toward the total of 82. The exact amount of credit will be determined by the Doctoral Program Director.

Depending upon prior academic and professional experiences, students may be admitted to the program without the necessary background in quantitative methods and mathematics needed to succeed in the analytical courses PUBP 701 through 704. It is expected that deficiencies will be corrected before course work begins. Supportive course work in relevant fields such as calculus, probability, and statistics can be taken at the Institute, else where at GMU, at other colleges and universities, or by self-study. Credits earned in supportive course work will not apply toward the 82 credits required for the doctoral degree. However, if taken at GMU, these courses will appear on your transcript and will be used to evaluate your overall performance.

The program is divided into three major stages. These serve as guide posts. It should be noted that there is often overlap as students move from one stage to the other. Stage One involves foundation work, Stage Two involves Field Research and Dissertation Proposal Development and Stage Three is Ph.D. candidacy and dissertation research.

Stage One: Foundation Work

This stage focuses on a strong foundation in three areas: (1) methodological foundations, including policy research and analysis skills based on economic and other modes of statistical analysis and management science methodology; (2) courses addressing the context of public policy issues, and (3) courses in program concentrations. It is during this stage that the student will take the qualifying examination which serves as the first major evaluation of student progress.

Core Courses

Completion of all core courses with a grade of B or better is required unless exempted.

Methodological Foundations

PUBP 701	Analysis for Public Decision Making
PUBP 702	Advanced Statistical Methods in Policy Research
PUBP 704	Managerial Economics and Public Policy
PUBP 802	The Logic of Policy Inquiry

Context of Public Policy

PUBP 800	Culture and Policy
PUBP 801	Macro Policy
PUBP 805	Public Policy Systems and Theory
PUBP 850	Seminar in Public Policy (minimum of three semesters)

Qualifying Examination

The Qualifying Examination will assess the capabilities of the student to understand a complex policy problem, to analyze the problem and its underlying database, and to prepare a written report on that problem. This examination is offered in late May/early June and in January of each year. Full-time students are expected to take the examination at the end of their first year of study while part-time students are expected to take the examination after their second year. A written request to postpone the examination must be approved by the Program Director before the examination for which the student is required to sit. This will be granted only once and the student must take the examination at the next offering. Students will have two opportunities to earn a passing grade on this examination. The core courses above are key to success on this examination. The student is responsible for completing these courses so that the examination can be taken within the required time frame.

Suggested Course Sequence – Full-time student			
<u>First Year*</u>		<u>Second Year Plus</u>	
Fall term	Spring term	Fall term	Spring term
PUBP 802	PUBP 704	PUBP 701	Elective
PUBP 702	PUBP 801	Field Course	Field Course
PUBP 800	PUBP 805	Elective	Elective
PUBP 850	PUBP 850	PUBP 850	Elective

* Qualifying Exam Follows these Core Courses

Summer course offerings may include: PUBP 701, 702, and/or 703

Concentrations

Students are required to select a primary concentration. This requires one two-semester sequences as described below. Students are encouraged to include courses from other Concentrations in the student's program as advanced electives.

PUBP 810 and 811	Theory and Methods in Regional Policy I and II
PUBP 820 and 821	Technology, Science, and Public Policy I and II
PUBP 830 and 831	Comparative Socio-Economic Policy I/Workshop in Business, Policy and Market Process
PUBP 840 and 841	Research Seminar in Policy Governance I and II
PUBP 860 and 861	Social Theory and Public Policy/Research Seminar in Culture and Policy
PUBP 870 and 871	Organizational and Policy Aspects of Information/ Organizational Processes and Technology

Stage Two: Field Research and Dissertation Proposal Development

Students should begin Stage Two activities following successful completion of the Qualifying Examination. This would include appointment of a Field Research Committee, the field

examination, and the preparation and defense of the dissertation proposal.

Advanced Coursework

In addition to the specified core courses for the student's selected Concentration, each student is required to take four additional courses of at least three credits each. These courses should be selected in consultation with and approved by the student's Field Advisor, 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 be supportive of the student's research interests and can be selected from across the GMU curriculum and from the courses available through the Consortium of Washington Area University, but should be appropriate for doctoral-level education.

Proposal Research and Dissertation Credit

It is during Stage Two that you may begin taking PUBP 998 (Proposal Research) and PUBP 999 (Dissertation) credit. Students are required to complete a minimum of twelve credits of PUBP 998 and 999 combined. At least six of these credits must be PUBP 999. A maximum of 24 credits of PUBP 998 or 999 combined will apply toward the 82 credit requirement.

Registration for PUBP998/999 is done through the Doctoral Program Coordinator. To register for PUBP 998 a student must have passed the qualifying examination, and completed required course work and/or have a duly appointed Field Research Committee Chair. Registration for PUBP 998 before the field examination is completed is unusual and is at the discretion of the advisor and the Doctoral Program Director. One must be in candidacy to register for PUBP 999. The Field Research CommitteeThe Field Research CommitteeThe Field Research Committee

The Field Research Committee approves a student's concentration reading list, constructs the questions for the field examination, oversees the grading of the examination, and provides feedback to the student and oversees the dissertation proposal defense. In many cases the Field Research Committee is substantially the same as the Dissertation Committee.

The student, in conjunction with the advisor, forms the Field Research Committee. This should occur shortly after passing the qualifying examinations in order to avoid possible delays in your program. Usually the Chair of the Field Research Committee is the faculty member who is expected to become the Chair of the Dissertation Committee but this is not necessarily so. The Chair and the student select at least two additional committee members of whom one must be from the TIPP core faculty and the other should be a tenured GMU faculty member. The faculty should reflect a broad representation of the areas to be covered by the examination and should not come from the same narrow specialty area.

Field Statement and/or Reading List

Each student develops both a general reading list relevant to his or her field and a specialized reading list focused on the topic that should lead to dissertation research. The student must go beyond the simple construction of a bibliography to include a brief analytical narrative indicating the relevance

of the selected materials to his or her field of study. The student should submit a draft of the reading lists and narrative to his or her Field Research Committee Chair. The Chair and committee are free to revise this list. The Field Research Committee must approve the reading list before the date of the examination. Students may find it prudent to begin work on a field statement before the entire field and methodology courses have been completed in order to allow for the possibility that the Field Research Committee may recommend certain specific courses as essential background for the field statement.

Field Examination

The field examination is prepared by the student's Field Research Committee chair with input from the Committee's other members and is designed to examine a student's knowledge of his/her chosen specialty and indicates the student's professional competence in the area. The field exam may cover materials outside the student's concentration. The field examination must be completed for the student to advance to candidacy for the doctoral degree. It is scheduled at a time that is mutually agreed by the committee Chair and the student.

Structure of the Field Examination

The field examination includes written questions on both advanced methods of inquiry (methodology) and substantive content in the domain of research interest (theoretical and empirical knowledge). Students are expected to synthesize material across their entire program and might well be asked questions that would require them to draw material from other readings, references and courses in answering a methodological or substantive question. The questions are broad, comprehensive, and central to the professional knowledge and training of the student. Questions may address topics not explicitly covered in the student's field statement and reading lists. A typewritten or word-processed response to the examination, which is usually administered as a take-home examination, is required. Administration of the exam is a decision of the faculty chair with approval of the Doctoral Coordinator.

Grading the Field Examination

The Committee distributes the responses to faculty qualified in the area of the field questions. Grading occurs independently and the results returned to the chair who will call a committee meeting for final assessment. Final results and comments are returned to the Chair who gives feedback to the student on his/her performance on the exam. If any deficiencies are identified the student will receive written notification. Additional course work may be required.

Retaking the Field Examination

The student may be permitted to retake the examination once. The second examination should be taken at the earliest opportunity. The committee may augment the student's field statement reading list as a means to ensure that the student is better prepared for the second exam.

Disposition of the Field Examination

It is the student's responsibility to ensure that the Chair forwards the examination and the approval form to the Doctoral Program Coordinator. It will be announced to the faculty that the examination will be available for two weeks for their review. During this two-week period any member of the regular program faculty may review and, if they wish, challenge the grading of the examination. In such a case, the Doctoral Program Director and the Director of TIPP will organize a special review session with the examining faculty to make a final assessment. After this period the grades and decisions become final. The original exam remains in the student's file and a copy is returned to the student. Upon graduation or separation from the program, the examination is destroyed.

Selecting a Dissertation Topic

TIPP expects its students to focus much of their course work and research around a concrete dissertation topic. The sooner in the program a student can identify a general topic, issue, or problem to motivate a dissertation, the sooner the program and the student's other experiences at TIPP can be structured around preparation for the dissertation. At the same time, the doctoral program tends to follow the social science tradition that requires a student to complete most course work and qualifying and field exams before beginning work on a dissertation proposal. This does not mean that a student cannot begin to think about topics, advisors, and committee members well in advance of these milestones, nor does it mean that a student cannot begin to do research relevant to a dissertation proposal early in the program.

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; and a data analysis plan. The proposal should include an abstract of no more than 100 words, a two-page executive summary, and ten to twenty pages of narrative material, as well as a bibliography.

The Committee must certify that the student is prepared to defend their proposal before the oral defense is scheduled. The student is responsible for ensuring that the Chair forwards the approval form and a copy of the proposal to the Coordinator.

When the written proposal has been accepted, the student makes an oral presentation of their dissertation proposal in public before the committee, the TIPP faculty, fellow students and other scholars. The oral defense of the proposal should be scheduled through the Doctoral Program Coordinator by noon at least fifteen days in advance so that written or electronic mail notice can be given to the University community, all members of the program faculty and fellow students. The student is responsible for ensuring that the Chair forwards the approval form for the defended proposal the Program Coordinator for inclusion in their records.

Stage Three: Ph.D. Candidacy and Dissertation Research

Advancement to Candidacy

Advancement to candidacy for the doctoral degree occurs when a student has met all of the course work requirements, has passed the qualifying and field examinations, and has presented and successfully defended a dissertation proposal, and has identified a Dissertation Committee. The student is expected to complete the dissertation within two years from the advancement to candidacy. Although University rules allow up to five years to complete the dissertation after advancement to candidacy, our expectations are more demanding.

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 new 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; most often, however, it represents a logical extension of past work and, as such, demands of its author a deep understanding of prior work in the chosen field of inquiry. Thus, a substantial part of the effort of doing dissertation research and writing the dissertation itself is devoted to building and codifying that base of prior knowledge. In public policy research, it is usually the case that a dissertation is located somewhere within a synthesis of prior work from several diverse fields of inquiry that places unusually great demands on the intelligence, insight, and just plain hard work of the candidate.

It is our expectation that doctoral dissertations by TIPP students will represent outstanding contributions to the base of scholarly inquiry relevant to public policy. The research done for a dissertation should also be significant to some public policy issue of importance. Thus, a marriage of scholarship and relevance is the hallmark of a good dissertation. It goes without saying that a dissertation should incorporate the best professional practices related to style, format, referencing, graphics, and language. A dissertation should be ready to be submitted not only to Institute but also to a publisher for commercial publication. Not all dissertations result in publication, and many that do require substantial editorial work to be transformed from an academic treatise to a saleable commodity. Nevertheless, publication is a worthy goal of any dissertation effort.

Dissertation Chair

An important key to success in a dissertation is the selection of a Dissertation Chair who must be a member of the TIPP core faculty. The Dissertation Chair gives the 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 to advise. There is no guarantee that any particular faculty member will agree to supervise any particular student. It is the responsibility of the student to identify a Dissertation Chair. Failure to do so may result in separation from the program. It may become necessary to modify 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, although this list is likely to change annually. An up-to-date list can be obtained from the Doctoral Program Coordinator.

Once the student and faculty come to an agreement, they must jointly notify the Doctoral Program Coordinator so that final approval can be obtained from the Program Director and the TIPP Director. Once appointed by the TIPP Director, the Dissertation Chair will also serve as the general academic advisor for the student.

Once an appointment is made a change in Dissertation Chair is unusual and reflects extraordinary circumstances. Any proposed change must be discussed in advance with the present and proposed Chair, as well as with the Doctoral Program Director. Both the program director and the TIPP director must approve a change in advisor.

Dissertation Committee

The first formal step in pursuing the dissertation is to form a Dissertation Committee. In most cases, the members of the Dissertation Committee will have been on the student's Field Research Committee. The student, in consultation with the Chair, selects the other members from among GMU faculty. At least two members of the committee, including the Chair, must be from the TIPP core faculty; the third is selected from other tenured members of the Graduate Faculty at George Mason University. The Chair and those who have agreed to serve must notify the Doctoral Program Coordinator for final appointment by the TIPP Director.

In addition to these three members the student and Chair must identify an external reader who is selected from outside GMU and who must be approved by the student, the Chair, the Doctoral Program Director and the Institute Director. The major criterion for selection of the external member is his/her ability to contribute to the dissertation project. The external reader is invited to the dissertation defense, but is not required to be in attendance. The external reader is asked to write a report to the student's Chair with a copy to the Doctoral Program Director that comments on the quality and appropriateness of the candidate's dissertation and research, as well as other aspects of the program that he or she wishes to comment on.

Additional members may be appointed to the committee with the approval of the Doctoral Program Director. The additional members may be selected from the GMU faculty or may have other affiliations. The Doctoral Program Director recommends the Dissertation Committee to the Director of TIPP, who appoints the members and reserves the right to make such substitutions as appear to be necessary, but always after consultation and advice of the Doctoral Program Director.

Once the committee is appointed, changes can be made only with the written approval of the Dissertation Chair, the Doctoral Program Director, and the Director of the Institute.

The Dissertation Committee is responsible for supervising and approving all aspects of dissertation

preparation and production. This includes requiring additional course work, if needed, research design, model building, data collection, data analysis, writing of the dissertation and the oral defense. The committee reads the various drafts of the dissertation and advises the student about directions that the dissertation should take and changes that may be necessary. The committee must certify that the student is prepared to defend his or her dissertation before the oral defense is scheduled. The student is responsible for ensuring that the Chair forwards the approval form and a draft of the proposal to the Program Coordinator.

Oral Defense

After the committee certifies that the student is prepared to defend his or her dissertation, it must be defended in public before the Dissertation Committee, the TIPP faculty, fellow graduate students and other scholars. At the Committee's discretion, a portion of the defense may be held with only the candidate present. They may also meet without the candidate present.

The oral defense must be scheduled through the Doctoral Program Coordinator by noon at least fifteen days in advance so that written or electronic mail notice can be given to the University community, all members of the program faculty and fellow students. At the same time, the student must provide copies of the dissertation to all members of the Dissertation Committee, the Doctoral Program Director, and the Director of the Institute. A copy must also be placed on reserve at Johnson Center Library so that it is available to the faculty at least two weeks before the scheduled oral defense.

It is very common for at least one revision to be required after a successful defense to accommodate both substantive improvements and editorial corrections. If the defense is successful, all members of the Dissertation Committee sign at least three copies of the dissertation cover sheet of which two must be on the same paper as the copies to be bound. These should be forwarded to the Doctoral Program Coordinator to obtain final approval from the Doctoral Program Director and Institute Director. If the defense is unsuccessful, the dissertation is re-worked and a new defense is scheduled.

Dissertation Format and Delivery of Final Copies

The University's Guide for Preparing Graduate Theses, Dissertations, and Projects are to be followed. See the Program Coordinator for a copy. Requirements for format, graphics, and style are rigidly applied and follow from good practice and the demands of libraries and subsequent dissemination media. The Coordinator reviews the completed dissertation for compliance with the guidelines and changes may be required. For this reason a copy should be forwarded as early as possible. The Coordinator does not assume responsibility for editing or putting the dissertation in final form, which is fully the responsibility of the candidate.

Once approved, the candidate prepares two copies of the final text on 100-percent cotton-bond paper and transmits them to the Doctoral Program Coordinator for delivery to the Library. The Library binds both copies and puts them in permanent reference. Informally bound photocopies are also given to the Dissertation Chair, the Dissertation Committee and the Doctoral Program Coordinator for the Institute's permanent collection. The candidate must also provide a complete but unbound photocopy to University Microfilming Inc. for microfilming. Information can be

obtained from UMI's homepage at <http://www.umi.com>.

PROGRAM ADMINISTRATION, POLICY, AND PROCEDURE

The doctoral program in public policy is administered by TIPP. Key individuals include:

The TIPP Director:	Dr. Kingsley E. Haynes
The TIPP Associate Director:	Dr. Roger Stough
The Doctoral Program Director:	Dr. Stephen S. Fuller
The Doctoral Program Coordinator:	Ms. Karen Schumacher

Generally, questions and issues about the program should be directed to the above individuals, proceeding up the "chain" from Ms. Schumacher, to Dr. Fuller, to Dr. Haynes. Dr. Stough acts in Dr. Haynes' absence on matters affecting the program.

TIPP is guided by an executive management committee of the TIPP Director, Associate Director, Doctoral Program Director, MAIT Program Director, and other elected faculty.

The Doctoral Program Core Faculty is made up of the tenure track members of the GMU faculty whose primary appointments are in TIPP. It also includes several members from the Departments of Public and International Affairs and of Sociology, as well as of the Program in Social and Organizational Learning; the School of Information Technology and Engineering; and others. A list of the Core Faculty can be found in the appendices.

The Advisor

Key to each student's success in the program is close and continuing consultation with a member of the core faculty as advisor. This begins as soon as one enters the program. Initially advisors are assigned by the program administration based on expressions of particular student 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 Dissertation Committee and may or may not be the person originally assigned to the student. Students may change their advisers with the agreement of the old and new advisor. All need to jointly inform the Doctoral Program Coordinator in writing (electronic mail) when such a change is made.

The advisor helps determine the schedule of classes for each semester, answers general questions about the program, and helps the student select a specialty and define a research orientation. The advisor is the first point of contact for problems that may arise and must be consulted before any program changes are made. The advisor helps the student with research skill preparation and should be kept up-to-date when a student intends to make any decisions regarding the program. The advisor also helps with the formation of the Field Research Committee and the Dissertation Committee. In addition, the advisor serves as primary facilitator for the Institute's evaluation of the student's progress in the program. The advisor is the student's advocate. The student should develop a professional relationship with him or her. It is to the student's advantage to keep the advisor up to date on his or her progress and any special situations and circumstances that might arise.

Near the beginning of each semester the Doctoral Program Coordinator will provide each student with an updated "Program of Study" form. The student should make an appointment with their

advisor to review the form, to discuss their current progress and to select courses for the coming semester. After this session the student must return the signed “Program of Study” to the Doctoral Program Coordinator for inclusion in their file.

Core Course Exemption

Students may have completed graduate courses that they believe are equivalent to one or more of the required core courses. Those seeking exemption from courses may submit a written petition to the Doctoral Program Coordinator for review by a faculty committee who will either recommended to the Program Director that the exemption be granted or that the student take a qualifying examination. The petition includes the following documentation (items 1-4 are mandatory; items 5 and 6 will help make the case):

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

No credit will be counted toward the 82-hour degree minimum for a core course from which the student has been exempted, unless that course is included within the 30-credit maximum allowed for a prior graduate work.

In the case of the courses in quantitative methodologies only (PUBP 701, 702, or 704), students who believe they already know the material of the 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 exempted from the less advanced core course requirement. The credit earned for the more advanced course will be counted toward the 82-credit minimum.

Full-Time/Part-Time Status

Full-time students are required to take a minimum of three courses of at least three credits each every semester. This does not including summer.

Part-time students are required to take a minimum of two courses of at least three credits each every semester. Reduction of this load can be offset by a course in summer. However, keep in mind that required courses are generally not available in the summer.

All students are also expected to take the one credit colloquium, PUBP 850, each semester until the three-semester requirement is met.

While every effort is made to schedule public policy courses to accommodate the needs of part-time students, students who seek to pursue their doctoral training on a part-time basis must recognize that flexibility on the part of their employers is essential for successful participation in the doctoral

program. Various required academic functions (colloquia, retreats, and general student-faculty meetings) occur during daytime hours and part-time students are expected to attend just as full-time students are. Failure to meet this requirement particularly prior to completion of the qualifying examination constitutes grounds for separation from the program.

Class Locations and Times

Class Locations and Times

Most TIPP doctoral-level courses are offered on the Fairfax campus, Monday to Friday, during either 4:30 p.m. to 7:10 p.m. or 7:20 p.m. to 10:00 p.m. On occasion, courses may be offered at the Arlington campus or in time periods different from the one mentioned above. In particular, the seminar, PUBP 850, meets in the 3:00 to 4:20 p.m. time slot, usually on Thursdays. The Institute reserves the authority to select the time and place of each public policy class or seminar, within the limits set by general University policies and procedures.

Residency Requirement

The doctoral program must include a minimum of 36 hours of graduate work taken at George Mason University after admission to degree status. The University requires that all doctoral students spend a minimum of two consecutive semesters, not including the summer term, in continuous registration. This means that students must register with the University for every semester until they have completed all of the degree requirements. Students who fail to do so will be dropped from the program.

Registration During Dissertation Work

While preparing for the dissertation proposal, students must enroll in a minimum of three hours of PUBP 998 Research/Proposal for Dissertation. Students who have been advanced to candidacy must register for a minimum of three credit hours of dissertation per semester until 12 credits (total of 998 and 999) have been accumulated. Doctoral candidates who have accumulated the minimum 12 dissertation credits, and have only to complete the dissertation must register for at least one credit hour of PUBP 998 or 999 every semester until their dissertation is completed and accepted. If continuous registration is not maintained, a financial penalty will be assessed before the award of the degree.

Evaluations

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

It is the responsibility of faculty advisors to represent each student in the faculty discussion of the student's progress, so each student should keep his or her advisor up-to-date on progress as well as

on any problems that have arisen.

At the time of the qualifying examination, the faculty pay particular attention to whether each student should be encouraged to continue to pursue the doctoral degree. This determination is again based on more than course performance, GPA or test scores--it also considers the potential in the judgment of the faculty of the student to complete a dissertation successfully.

The results of the evaluation are conveyed to each student by the 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.

Dismissals

The student may be asked to leave the program at the end of the first year or year and a half if the faculty feel the student has not made sufficient progress or has major academic deficiencies. 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. A student may also be dismissed for failure to meet other program requirements. This includes, but is not limited to, the student's failure of either the Qualifying Examination or Field Examination.

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

1. Receiving a grade of F in a single graduate level course;
2. Receiving a grade of C in two or more graduate level courses; and/or
3. Receiving a grade of C in a single core course after the second attempt.

A student who receives a grade of C or less in a core course is entitled to retake the course once. The course must be retaken during the next term in which it is offered. Should a student fail to receive a grade of B or better in the core course on the second attempt, the student is automatically dismissed from the program.

A student who is dismissed or terminated from the program will receive written notification from the Director of Doctoral Studies. The dismissal or termination is effective upon receipt. The notation of academic dismissal is affixed to the graduate student's official record. A student who is dismissed may not take additional course work at the University.

Appeals

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

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

Grade Appeals

Although generally the individual faculty member must be the best judge of student performance, there may be instances in which a student believes a grade or other evaluation has been assigned unfairly. In such cases, the student must first ask the professor or faculty members concerned to reconsider the grade. If the student is not satisfied, a request for review may be made to the Doctoral Program Director. This request must be in writing and must be submitted prior to the end of the drop period of the next regular session, excluding summer. The Doctoral Program Director will review the request and issue a written decision. This decision may be appealed to the Director of the Institute who will appoint a committee to review the appeal. This committee will make a recommendation to the Director of the Institute concerning the appeal. The Director of The Institute will make a final determination. This determination may not be appealed.

Drops/Withdraws

Students may be dropped from the program for failure to carry a sufficient credit load, failure to meet continuous registration requirements, failure to take the qualifying examination in the required timeframe, failure to resolve incomplete grades in a timely manner or failure to meet conditions of provisional admission status such as the receipt of standardized test scores.

Students may submit a written request to withdraw from the program to the TIPP Director. Requests for nonacademic reasons are generally accepted. The Director reserves the right to reject any withdraw, particularly when the student's academic performance is in questions.

Students who were dropped or have withdrawn are not permitted to enroll in any classes at George Mason University unless they make a written request for reinstatement to the TIPP Director. The Director reserves the right to deny this request or to place conditions upon reinstatement. This may include, but is not limited to, the resolution of outstanding incomplete course work, the taken of specified courses, achievement of specified grades in course work, and deadlines for taking required examinations. At his discretion, the TIPP Director may also require that students meet the requirements of the Student Handbook in effect at the time of reinstatement.

Credit for Prior Graduate Work Transfer Credit for Masters Degree Transfer Credit for Masters Degree

The program can approve the use of a maximum of 30 semester hours of relevant prior graduate work toward the required 82 hours. During the first year of the program the Institute will evaluate graduate transcripts and notify the student of the results. 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.

Courses at Other Institutions

Courses at Other Institutions

After matriculation, a maximum of twelve credits can be taken at other Institutions. Such course work must be approved by the Institute in advance. Students seeking approval should provide the Doctoral Program Coordinator 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, and identification of the text(s) used in the course. Courses taken at any member institution of the Consortium of Universities of the Washington Metropolitan Area can be billed at George Mason University tuition rates. See the Doctoral Program Coordinator for details.

The Honor System and Professional Conduct

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

Students entering the Doctoral program in Public Policy are engaged in a rigorous and serious intellectual undertaking. The faculty seek to help students understand and uphold the norms and values of an academic community. Two of the most important sets of academic values are articulated in 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. 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 advisor, the Director of the Doctoral Program or the Director of the Institute to discuss their concerns.

Electronic Communications and Computing
Electronic Communications and Computing

Every student is expected to obtain and use an email account, either at the university (available to enrolled students at no charge) or via an external provider or employer. The student's email address should be given to the Doctoral Program Coordinator at the first opportunity and any subsequent changes should be reported as soon as possible. TIPP is seeking to move as much of its administrative communications onto the Internet and email as is feasible, and it will be assumed that all students regularly access their email accounts so that communication of important information may not be conducted via paper or other non-electronic means. Students are responsible for information transmitted via the TIPP list serve or by personal e-mail.

GMU has numerous student-access terminals around the campus. Student computer laboratories in the basement of Robinson Hall and in Thompson Hall and Science & Technology I house Apple and IBM-compatible personal computers for student use. TIPP also makes computers available for

doctoral student use, including communications. The University's main frame electronic mail accounts can be accessed through these computers. UCIS has information on accessing these via remote telephone hook-up.

Tuition Tuition Tuition

The tuition for the doctoral program is at the standard levels for in-state and out-of-state graduate students at George Mason University. The rates for the 1999/2000 Academic Year are \$184 per credit for in-state and \$521.50 for out-of-state. Students who are in doubt about their residency status should consult the Program Coordinator.

Funding

For information regarding available funding opportunities can be found in the TIPP "Student Guide to Funding and Research. Copies are available from the Doctoral Program Coordinator.

APPENDIX I

THE DOCTORAL PROGRAM CONCENTRATIONS

Owing to the highly interdisciplinary nature of the doctoral program in public policy, the core areas of faculty and student research interest are structured around several areas of concentration. Each concentration is built on a two-semester seminar sequence. Every doctoral student is required to take both seminars in one of the concentrations.

Governance and Public Management Policy

The purpose of this concentration is to examine the institutions of governance in the United States.

The term governance is a broad term that includes the approaches that a society takes to organize itself for decision making about public policy. Thus the interaction of governmental institutions with the private and non-profit sectors falls within the scope of this concentration. In examining the institutions of governance, emphasis is placed on the values that underlie our choices and the concentration will include those interested in exploring policy-making institutions such as legislatures, executives, courts, and bureaucracies. Public policy agenda building processes that might be examined include elections, interest group activity, intergovernmental relations, budgeting and tax policy, and regulation.

This concentration focuses on the way that these institutions and processes translate issues into policy problems, formulate alternative policy options, implement authoritative decisions, and evaluate outcomes. The approaches to understanding these processes include historical, developmental, quantitative, and global perspectives. While there is an emphasis on the policy process in the United States, students are encouraged to adopt a comparative perspective and to take advantage of opportunities to work with faculty who have expertise in other systems of government as well as in the international arena. The Department of Public Affairs faculty, along with TIPP core faculty, play a central role in this concentration.

Regional Economic Development Policy Regional Development Policy Regional Development Policy

This concentration focuses on changes in the economic structure of subnational regions, how extra-regional policies affect these changes, and how regional policy can direct these dynamics. While policy makers less commonly discuss the development of subnational regions than national macro-economic policy, it affects where we live, train ourselves, look for work, and raise families. The people and the institutions (governments, school boards, financial institutions, local firms and industries as well as labor unions) within a region interact intensely and provide the basis of everyday life. Because of these intense interactions within regions, regions develop in an internally coherent and externally unique way. The history of regional 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 development policy. In addition, there is increasing awareness that regional economies contain the basis for national economic well being.

The role of regional industrial clusters in the local development of new technologies is a focus of the doctoral program at TIPP. This topic is highly synergistic with the other concentrations in science

and technology policy; governance and public management; and evolutionary systems and economic policy. When we recognize the importance of sub-national regions in national (and global) development, we find ourselves frustrated by the non-conformity between regional economies and governmental boundaries. We often face the policy problem of managing overlapping jurisdictions. The challenge of the multi-jurisdictional region, so evident in the three-state-and-Federal-district - National Capital region, is another focus of the program.

*Science and Technology Policy**Science and Technology Policy**Science and Technology Policy*

Work within the Science and Technology Policy Concentration is concerned with seeking an understanding of the relationship between science and technology and public policy. It is increasingly recognized that science and technology have become important causal factors in society. This concentration is concerned with seeking to understand how science and technology generate public policy issues and problems and how science and technology may be used to resolve issues or solve problems.

As used in this concentration, science and technology refer to the set of activities, which range from research (i.e., the search for explanatory theory) through the development, production, and use of technologies. Work in this concentration will be particularly focused on the technology end of the science technology spectrum. It is the enhanced capability to manipulate nature that comes from technology that has both the most immediate and, at least in the short term, the broadest set of impacts on society and public policy.

The Science and Technology Policy Concentration requires a two-semester seminar sequence. The first semester will include a reading seminar. The literature dealing with science and technology policy is very diverse. It is accurate to refer to it as a fugitive literature. The first semester will provide students with a broad look at this body of literature. From that survey of the literature students will be able to identify a research topic, that they will carry out during the second semester. The second semester will be devoted to preparing research papers with the goal of publishing the papers in journals. At the beginning of the second semester, each participant in the seminar will prepare a detailed prospectus for the research paper. This will be reviewed and critiqued by the members of the seminar. Completed papers will be presented at the end of the semester.

*Society, Values, and Policy**Society, Values and Policy**Society, Values and Policy*

The Society, Values, and Policy concentration emphasizes the role social structure, culture, and values play in public policy development. 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 values and social forces, both contemporary and historical, that impact upon the decision-maker and the decision-making process. These forces also provide the context for policy making.

In order to analyze public policy defined in this broad way, the student will be exposed to a number of theoretical and methodological frameworks that offer insight in public policy both in the United States and internationally. Through exposure to these frameworks the student will be able to analyze how public policy is made, why specific policies are formulated, and their

subsequent chances for success.

Students in the concentration, in consultation with their advisor, will be expected to focus in both functional areas of public policy as well as their contextual frameworks. These include a specific area of public policy such as education, race and ethnicity, gender, health, the family, and the mass media. Members of the TIPP core faculty, along with faculty from other related departments in the University, play key roles in the Society, Values, and Policy concentration.

Organizational Informatics Organizational Informatics

Organizational Informatics is a discipline that is concerned with the interactions among organizational processes and information systems and technologies. This area of study and research has become extremely important in recent years because traditional organizational models are obsolete. The concentration adopts a holistic view of enterprise integration, focusing on the extended enterprise that contains customers, suppliers, and other claimants. Research in Organizational Informatics is focused on the policy and management implications of information technology-enabled organizational change. The students study modern organizational concepts such as Enterprise Resource Planning, Electronic Commerce, Customer Relationship Management, and Supply Chain Integration and Management. This concentration is led by the Policy Analysis Center with faculty from the School of Information Technology and Engineering.

A Doctoral Thesis in Organizational Informatics is expected to be relevant to enterprise integration policy and a contribution to knowledge. It should represent original, substantive, and personal work. It is expected to demonstrate convincingly that the author can formulate, structure, and carry out a substantial noteworthy analysis of a real policy issue that derives from enterprise integration issues in the public or private sectors. A competent dissertation may or may not develop a new analytical technique, but it should represent a creative, substantial, and sophisticated application of analytical concepts, models, and techniques that are appropriate to a particular policy issue that is motivated by information technology-enabled organizational change. Organizational Informatics dissertations are expected to demonstrate greater capacity, proficiency and ingenuity in moving across disciplinary lines in the specification and analysis of real problems, as well as a greater concern for practical implementation. On the issue investigated, the dissertation should represent a substantial new contribution to knowledge.

APPENDIX II TIPP FACULTY AND STAFF

CORE FACULTY AND THEIR RESEARCH

Larry S. Bowen, University Professor of Education and Public Policy and Emeritus Dean; Ph.D., Ohio State, 1970. Education policy and general curriculum studies with an emphasis on K-12 standards and curriculum, teacher professional development, and school reform/ transformation.

Kenneth J. Button, Professor of Public Policy; Ph.D., Loughborough University, U.K, 1981. Transportation economics and policy, economics of regulation, aviation policy, analytic modeling, policy analysis.

James H. Finkelstein, Research Professor and Senior Fellow, The Institute of Public Policy. Ph.D., Ohio State University, 1980.

Francis Fukuyama, Omer L. and Nancy Hirst Professor of Public Policy; Ph.D., Harvard, 1981. Comparative political economy with an emphasis on democratic development; international politics.

Stephen S. Fuller, Professor of Public Policy and Regional Development; Ph.D., Cornell, 1969. Regional economic development; the Washington, D.C, regional economy; economic performance indicators.

Thomas R. Gulledge, Professor of Public Policy and Operations Research; Ph.D., Clemson, 1981. Organizational informatics, interaction of enabling information technologies with organizational processes, systems engineering economics, defense policy, technology transfer.

Kingsley E. Haynes, University Professor and Director, Institute of Public Policy; Ph.D., Johns Hopkins, 1970. Infrastructure, regional economic analysis, regional development and policy.

Jack C. High, Professor of Economics and Social Learning; Ph.D., UCLA, 1980. Business and economic history, international economics, international business.

Christopher T. Hill, Professor of Public Policy and Technology; Ph.D., Wisconsin-Madison, 1969. Federal science and technology policy, industrial research and development, congress.

Don E. Kash, John T. Hazel, Sr. and Ruth D. Hazel Professor of Public Policy; Ph.D., Iowa, 1963. Technology policy and technological innovation.

Don Lavoie, David H. and Charles G. Koch Professor of Economics; Ph.D., NYU, 1981. Comparative economic systems, the philosophy of the social sciences, uses of hypertext and groupware technology in organizational learning.

Seymour Martin Lipset, Virginia E. Hazel and John T. Hazel, Jr. Professor of Public Policy; Ph.D., Columbia, 1949. Culture and policy, democracy and development, Canada, labor

movements.

Connie L. McNeely, Associate Professor of Public Policy; Ph.D., Stanford 1990. Culture and Policy; states and society; international development; organizations; race, ethnicity, and nations; comparative policy.

Stuart Malawer, Distinguished Service Professor of Law and International Trade and Director, Center for International Trade Policy; Ph.D., Pennsylvania (international relations), 1976. Emphasis on international transactions, international trade, legal aspects of globalism.

Wayne D. Perry, Professor of Public Policy and Operations Research; Ph.D., Carnegie Mellon, 1975. Arms control policy and the nuclear nonproliferation treaty, deterrence strategies and the proliferation of weapons of mass destruction, regulatory policy and risk assessment associated with the transportation of hazardous materials.

Laurie Ann Schintler, Research Assistant Professor, The Institute of Public Policy; Ph.D., University of Illinois at Urbana-Champaign, 1995.

Edgar H. Sibley, University Professor; Sc.D, MIT, 1967. Policy and information technology, international and national issues in information technology.

Roger R. Stough, Northern Virginia Professor of Public Policy and Associate Director, Institute of Public Policy; Ph.D., Johns Hopkins, 1978. Intelligent transportation systems institutional issues, relationships between transportation and economic development, technology-led regional economic development.

Susan Tolchin, Professor of Public Policy; Ph.D., New York University, 1968.

John N. Warfield, University Professor; Ph.D., Purdue, 1952. Complexity, with applications to organizational design and the design of the great university. Governance and Public Management Policy.

SELECTED AFFILIATED FACULTY

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

Timothy Conlan, Associate Professor of Government and Politics; Ph.D., Harvard, 1981. Politics of federal mandates and federalism reform initiatives in the 104th Congress.

Robert L Dudley, Associate Professor of Government and Politics as well as Associate Chair for Undergraduate Studies in the Department of Public and International Affairs, Ph.D., Northern Illinois University, 1980. American Government, Particularly Judicial Politics and Constitutional Law.

Thomas Dietz, Professor of Sociology. Ph.D., University of California, Davis, 1979.

Jonathan L. Gifford, Associate Professor of Government and Politics. Ph.D., University of California, Berkeley, 1983.

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

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

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

James P. Pfiffner, Professor of Government and Politics; Ph.D., Wisconsin, 1975. The presidency, the management of public policy, American national government.

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

Joseph A. Scimecca, Professor of Sociology; Ph.D., NYU, 1972. Problems in public education and conflict resolution.

Rainer Sommer, Research Faculty, The Institute of Public Policy; Ph.D., George Mason University, 1998.

INSTRUCTIONAL AND RESEARCH FACULTY

Joseph A. Adams, Adjunct Associate Professor of International Transactions; Ph.D., University of Toledo, 1978.

Rex V. Brown, Research Professor, The Institute of Public Policy. Ph.D., Harvard University, 1968.

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

Joel Garreau, Research Professor, The Institute of Public Policy; B.A., University of Notre Dame, 1969.

Arthur S. Melmed, Research Professor, The Institute of Public Policy; M.S.E.E., Columbia University, 1956.

Linda A. Schwartzstein, Associate Professor of Law; J.D., University of Michigan Law School, 1976; LL.M., New York University, 1977.

APPENDIX III PUBLIC POLICY COURSES (PUBP)

550 Topics in Public Policy (1-3:3:0): Selected topics in public policy.

601 Theory and Practice of Regional Economic Development (3:3:0): A focus on traditional theories of economic development (economic base, growth pole, infrastructure investment, location theory, central place theory) as well as nontraditional perspectives, emphasizing application of theory to practice through case studies.

602 Regional Economic Development and Technology (3:3:0): Introduction to the role of technology in economic development policy and practice. Examination of the processes of technological development and change in enterprises and collaboration among industry, government, and academic institutions through case studies.

701 Analysis for Public Decision Making (3:3:0): Course includes cost/benefit and cost/effectiveness analysis, as well as constrained optimization.

702 Advanced Statistical Methods in Policy Research (3:3:0): An introduction to some of the most popular quantitative approaches to management with a focus on economic analysis and decision making. Examination of the principles and applications of several quantitative techniques, noting especially the opportunities for their use in public policy analysis.

703 Multivariate Data Analysis in Public Policy (3:3:0): Explores multivariate techniques of contingency table analysis, reliability and validity assessment, factor analysis and scaling, multivariate regression and analysis, and the analysis of variance and covariance. Emphasis is on applying multivariate techniques to real databases using sophisticated statistical packages.

704 Managerial Economics and Policy Analysis (3:3:0): A focus on the application of microeconomics theory in analyzing public policy issues. Course is intended to provide the student with the capability to understand economic literature and theories.

705 Rational Choice and Uncertainty: Modeling Judgement (3:3:0): An introduction to the basics of decision analysis. Examination of quantitative modeling of judgement to aid evaluation of perplexing or controversial options involving conflicting objectives or uncertain outcomes. Course includes assessing uncertainty about events and quantities, directly and indirectly; changing uncertainty in the light of new evidence; gathering information before making a decision; and combining alternative ways of making the same judgement. Application to public policy, personal, legal, medical, and other decisions.

706 Environmental Decisions: Modeling Rational Judgement (3:3:0): Prerequisite: PUBP 705. Course discusses decision aids for environmental or other policy makers to make and defend decisions soundly and economically. Integrates public policy and environmental science with decision analysis; i.e, prescriptive models that quantify the knowledge and values a person or institution does (or should) bring to bear on a decision. Simple aids, based on decision theory, are applied to real consulting cases.

710 Topics in Public Management and Policy (1-3:3:0): Taught in workshop style. Most class

meetings will involve an initial presentation by the professors or visiting speakers, followed by a one-hour forum exploring the implications of the presentation for leadership in contemporary society. Presentations range from disciplinary perspectives on leadership to the examination of different leadership styles. The workshop explores diverse aspects of leadership, especially as it applies to regional economic development. The course is highly interactive and involves regular participation by several faculty and students.

740 Topics in Public Policy: Science and Technology (1-3:3:0): Selected topics in public policy relating to science and technology.

770 Topics in Regional and Urban Development Policy (1-3:3:0): Seminar exploring the concept of leadership and institutional development in regional economic development. The first part involves presentations by faculty members on conceptual, theoretical, and methodological traditions regarding leadership and institutional development. The last part focuses specifically on the issue of leadership in the context of regional economic development.

780 Evolution of the Washington Metropolitan Economy (3:3:0): Exploration of the evolution and future of the Washington metropolitan area economy, its historical context, the role of federal spending, tourism, the technology sector, international business, regional organizations, local government policies, and forecasts. Evaluation of the development patterns in the District of Columbia, Northern Virginia, and Suburban Maryland.

785 Urban Development Economics (3:3:0): Examination of the changing structure and functions of the urban economy and develops the skills and knowledge for evaluating and remedying conditions inhibiting local economic development. Course includes case studies of redevelopment strategies, programs, and outcomes for inner-city neighborhoods, central and suburban business districts, waterfronts, and surplus military bases.

796 Directed Readings and Research (1-3:3:0): Independent reading and research at the doctoral level on specific topics related to public policy as agreed to by a student and a faculty.

800 Culture and Policy (2:2:0 to 4:3:1): A focus on the comparative analysis of the United States and Canada. The course seeks to illustrate the value of comparative analysis in the social sciences, of looking at the way two cultures, societies, and polities deal with the same needs and institutions. These two nations are highly similar, a fact that facilitates isolating the factors responsible for differences between them. A discussion seminar and laboratory is required in the four-credit version of this course.

801 Macro Policy (2:2:0 to 4:3:1): Demonstration of how macroeconomic, technological, demographic, and social forces affect the supply and demand for governmental services. Counterpart analysis of the impact of shifts in the patterns of international trade, the demographic composition of the population, and trends in the social structure are also examined. The course is intended to build an awareness of the need to factor alternative assumptions about the macro environment into policy planning; to show how macro events can affect both social welfare and policy performance indicators; and to suggest how national income accounting analysis and simple macroeconomic models can help to pinpoint impending trouble spots for public policy.

802 The Logic of Policy Inquiry (1-4:3:0): Definition of policy research problems, questions, and hypotheses. Explores modes of policy research, analysis, and rhetoric, including interdisciplinary research strategies. The course uses information sources to emphasize written communication of policy research results. Course also discusses professional practice issues.

803 Topics in Culture and Policy (2:2:0 to 4:3:1): Selected topics in culture and policy.

805 Public Policy Systems and Theory (1-4:3:0): This seminar examines policy-making systems and processes, and is organized around the U.S. federal system, but the approach is comparative. The comparisons will be with both state governments and other countries. The seminar examines policy environments and participants, and emphasizes the evolutionary and dynamic character of policy making.

809 Education, Technology, and Public Policy (3:3:0): Attempts at educational improvement since Sputnik in 1957 have been largely without remedial effect. This course considers the strategic role of technology in a search for new solutions. Students acquire an understanding of the nation's recent attempts at educational improvement and of the underlying policy considerations; the shifting roles of state, local, and federal governments; and the technological opportunity to reach all Americans with education and training through the nation's emerging digital communications and information infrastructure. Working in teams, students will prepare a policy paper on some aspect of this issue using the Internet digital data network.

810 Theory and Methods in Regional Policy I (2:2:0 to 4:3:1): Introduction and critique of the theory and methods used in regional policy analysis. Students learn about central place theory, growth pole theory, and economic base theory, as well as other theoretical constructs used in regional policy analysis. Further, methodological tools such as regional econometric modeling, multi-objective programming, shift-share analysis, economic base analysis, location quotient analysis, and input-output analysis are also introduced and examined. Finally, selected current regional public issues are examined using the theoretical and methodological constructs introduced in the first part of this course.

811 Theory and Methods in Regional Policy II (2:2:0 to 4:3:1): The second of two semesters of required concentration seminar sequence in regional policy. Only students who have participated in the first semester of this sequence (i.e., PUBP 810) will be admitted. Development of research papers that investigate some element or aspect of regional policy. In this seminar, students identify and develop topics with the goal of producing publishable papers. The students will develop the focus of their papers based on work carried out in the first semester, and will be expected to prepare a two-page proposal, followed by a detailed proposal and finally, the completed paper. Each of these will be critiqued in the seminar, which will be organized to conform to this process of review and critique. The instructor will work with each of the students individually, as well as in the seminar sessions.

814 International Trade Policy (2:2:0 to 4:3:1): A focus on institutions of international-trade management, and the trade-management choices facing the United States. After reviewing international trade theories, the course explores some recent writing on these institutions and

choices. Then, students become involved in individual research into international economic issues, sharing methodologies and funding, and developing conclusions with the class. The four-credit version of this course requires a discussion section and research laboratory.

815 International Competitiveness and Regional Development (2:2:0 to 4:3:1): Exploration of the meanings, trends, and sources of international economic competitiveness. They must be sought in nation's economic and industrial structures, macroeconomic conditions, the actions of corporate stakeholders (management, employees, and owners), and the microeconomic markets for labor, capital, and technology. Public-policy choices to increase competitiveness will be compared for their context-dependence and likely effects. An additional concern will be the subnational, regional sources of competitiveness, and the regional manifestations of international competition. The United States will be the case at the course's core, but comparisons will be drawn from Europe and East Asia. The course is designed for master's- or doctoral-level students who have either practical or academic background in public institutions and international issues.

816 The Rise of World Regional Economies in Competition (2:2:0 to 4:3:1): Examination of the role of government policy and federal laboratories in innovation and development. The context of such developments for specific regional economies worldwide is outlined. The course explores the central role of time in bringing innovations to market and the role of organizations in stimulating, directing, and maintaining the continued process of technological innovation.

817 Policy Research Topics: Transportation Policy (2:2:0 to 4:3:1): Research workshop examining the development of policy research and relevant methodologies linked directly to faculty and student interest. The course reviews in depth the interactive, identifies cutting-edge policy concerns, and executes a research program. The four-credit version of this course requires a discussion section and a research laboratory.

820 Technology, Science, and Public Policy I (2:2:0 to 4:3:1): The first of a two-semester core seminar sequence required for Doctoral. Public Policy students in the Science and Technology Policy concentration. Literature relevant to science and technology policy is covered. This core sequence begins with the postulate that technology has become a major casual force in the contemporary world. This seminar looks at the key formulations of the relationship of science, technology, and public policy. A research laboratory and special colloquia attendance are required of the four-credit version of this course.

821 Technology, Science, and Public Policy II (2:2:0 to 4:3:1): The second of a two-semester core seminar sequence in the Science and Technology Policy concentration. In this seminar, students develop research papers that investigate some element or aspect of science and technology policy. The course helps students identify and develop topics with the goal of producing publishable papers. Discussion meetings, a research laboratory, and colloquium attendance are required of the four-credit version of this course.

833 Topics in Public Policy (1-4:3:0): Selected topics in public policy not covered in fixed-content courses.

840 Research Seminar in Policy Governance I (2:2:0 to 4:3:1): A survey of the major institutions

that formulate and implement public policy in the United States. The seminar examines linkages between translation of public preferences into public policy and decisions about the societal and economic functions that are most appropriately carried out by governments and those that are best accomplished by private institutions and individuals. The four-credit course requires a discussion seminar and research laboratory.

841 Research Seminar in Policy Governance II (2:2:0 to 4:3:1): The second of a two-semester sequence in Governance and Management Policy. The division of responsibilities among the several levels of government and between the public and private sectors is studied. The seminar focuses upon the impact of these divisions on the development of public policy in several policy areas, such as urban governance, environmental policy, and health care.

850 Seminar in Public Policy (1:1:0): A weekly colloquium series, required of Public Policy Doctoral students. The seminar features a variety of speakers from universities, government, and nonprofit sectors. Topics include policy formulation and analysis, as well as theoretical and methodological foundation.

852 Systematic Thinking for Social Action (2:2:0 to 4:3:1): During the 1960s and 1970s, Americans devoted a growing share of their national resources to public programs for meeting social needs. While funding for these programs expanded, dissatisfaction grew. In the 1980s, expectations decreased and funding decelerated while concerns with efficiency and effectiveness became even more important than in earlier decades. This course focuses on measuring social needs, evaluating the effectiveness of government programs to meet them, and estimating the costs and benefits of alternative programs. The context will be the past several decades of experience in the United States.

853 Ethics and Legal Issues of Social Experimentation (2:2:0 to 4:3:1): An examination of the moral and ethical dilemmas and issues raised by large-scale social experimentation. Issues such as balancing of benefits and harm, informed consent, protection of others' rights, and privacy are explored. While cases from the period of large-scale social experimentation in the United States are treated, additional focus is on the problems posed by the reconfiguration of these experiments over the past decade.

860 Social Theory and Public Policy (2:2:0 to 4:3:1): An introduction to social theory and how it affects public policy. Major theoretical frameworks in the social sciences are analyzed in relation to the role they can play in the formulation of public policies in such selected areas as poverty and inequality, the family, education, crime and drugs, and race and ethnicity.

861 Research Seminar in Culture and Policy (2:2:0 to 4:3:1): An emphasis on the integration of theory and method into empirical research projects. Among the issues covered are the linkage between theoretical constructs and empirical literature, the derivation of research questions from an existing body of literature, and the selection of methods appropriate to answer those questions. The seminar requires both the development of concrete proposals for empirical research and the criticism of such proposals.

870 Organizational and Policy Aspects of Informatics (1-4:3:0): An examination of the effects of

informatics on national and international policy; setting international policy on informatics; ethical and social change in governments and organizations; shaping national policy in informatics; industry growth; and research methods from various scientific disciplines.

871 Organizational Processes and Technology (1-4:3:0): Prerequisite: PUBP 870. Introduction to the modern vertically and horizontally integrated organization. Focus is on the modern managerial policy aspects of creating, integrating, and managing modern information technology-enabled public and private sector organizations.

998 Research/Proposal for Dissertation (1-9:0:0): Work on a research proposal that forms the basis for a doctoral dissertation. May be repeated, although no more than 24 credit hours of PUBP 998 and 999 may be applied to doctoral degree requirements.

999 Dissertation (1-9:0:0): Research on an approved dissertation topic under the director on Dissertation Committee. May be repeated, although no more than 24 credit hours of PUBP 998 and 999 may be applied to doctoral degree requirements.