Revised August 2016

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 2016-2017.

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 PhD 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 to proceed through the program. Students are expected to read it carefully to learn about the program and refer back to it as they progress through the stages of the program. The Student/Faculty Handbook guides each incoming class, although details may differ slightly between each yearly edition. This Handbook applies to the class of students entering during the 2016-2017 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
This 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 specialized field and content courses. Research and practical experience both inside and outside Mason 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/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, along with the positive assessment and formal recommendation of the faculty, students are awarded the degree of Doctor of Philosophy. This degree symbolizes the completion of a comprehensive doctoral education and research program that is designed to develop a fully capable and responsible scholar. This degree also marks the beginning of a career in continuing education, a journey that will never be complete.
Scholarly Research

Receiving a PhD 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 comprehensive qualifying examination, 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 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.

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, and workshops; and publication of on-going research.

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 topics in the field, but also a set of analytical methods and the ability to use as well as expand on them.

Oral and written presentations serve as practice for a scholarly or professional career. The Schar School encourages its students to present their research at colloquia, professional conventions, and meetings with other public policy professionals. Additionally, by the end of their second year in the program, students in the public policy PhD program 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. Doctoral students should pursue opportunities to present their research at professional meetings and publish in journals. One outlet for presenting student research is the research workshops organized by Schar School doctoral students to help their colleagues develop research and present their findings. In addition to presenting research, attending professional meetings and related social functions enhances a student’s professional development and also provides opportunities to network.

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Schar School of Policy and Government at George Mason University

Founded as a branch of the University of Virginia in 1957, George Mason University became an independent institution in 1972. Today, Mason is Virginia’s largest public university and is setting the gold standard for the modern, public university. Its dynamic culture and innovative academic programs prepare Mason’s hard-working students for 21st century careers. Its commitment to teaching excellence combines with cutting-edge research that enriches the academic experience. Located in the National Capital Region, students enjoy extensive cultural experiences and access to the most sought-after internships and employers in the country. The university has campuses throughout Northern Virginia (Fairfax, Arlington, Prince William, and Loudon Counties), as well as in Songdo, Korea.

In 2014, Mason strengthened its commitment to policy, government, and international affairs education, research, and service. By merging two substantial units, the University consolidated its activity in these areas and enhanced its ability to be a leader. In establishing the Schar School, 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.

Cross-cutting and innovative partnerships define Mason’s growing impact, and central to these activities is the diversity of the faculty and students. Mason and the Schar School attract students from every continent, while a dynamic, international faculty generates academic opportunities and research collaborations that span the globe.

With over eighty full-time faculty, the Schar School of Policy and Government is one of the largest and most vibrant schools of its kind. The faculty hold terminal degrees in a wide range of fields including political science, economics, sociology, international relations, geography, regional science, international relations, civil engineering, education, philosophy, medicine, history, anthropology, business, organizational behavior, psychology, software engineering, civil engineering, planning, and law.

Former and current faculty members include eminent academics. Six faculty hold named chairs, eight hold University Professorships and four are members of the National Academy of Public Administration. A number serve as editors of major academic and professional journals and several have served as the presidents of their professional societies. Many members of the faculty have received awards for their teaching, research, and service.

Current and former policymakers serve on the School’s faculty, including members of Congress, a former Governor of Virginia, senior officials from the Departments of State and Defense, a former Deputy Chair of the Federal Reserve, a former Director of the CIA, the former Parliamentarian of the United States Senate, and the General Counsel of the NSA. Schar School faculty members have won the Pulitzer Prize, Emmy Awards, and Peabody Awards.
Throughout the year, Schar School events feature practitioners and scholars from the National Capital Region, across the country, and around the world. Students have many opportunities to build their professional and scholarly communities by participating in colloquia, conferences, research seminars, campaign events, and topical workshops available both on and off campus.

The Schar School is known worldwide for research that discovers new knowledge and develops practical solutions to challenges in international affairs, policy, and government. The School is home to ten research centers that span diverse policy areas, including public-private partnerships, economic development, energy policy, and emerging markets. Over the past decade, the National Science Foundation has ranked Mason’s programs in political science, public administration, public affairs, and public policy among the top ten in the country for research expenditures in these combined disciplines.

The scholars and experts of the Schar School community seek to push the frontiers of conventional wisdom, apply rigorous analysis to complex issues, and make a positive contribution to the world. Innovations in teaching, research, and policy are hallmarks of this community, and its impact reaches well beyond campus. The contributions of the Schar School begin in the Washington, DC region and extend throughout the world.

**Doctoral Program Overview**

Schar School’s PhD in Public Policy 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. The Schar School contributes to new concepts in policy formation, while building on the fundamental, pluralistic, and democratic characteristics of policy-making in the US. Appropriate techniques of investigation and analysis also are emphasized.

The School’s public policy doctoral program is one of the largest in the US 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 substantial investments in this program, which results in close associations between students and faculty members.

The public policy PhD 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. The Schar School 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 are 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 PhD level, all public policy 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 of public concern. Students may choose one of the established areas of emphasis or work with a faculty committee to create their own.

The established emphasis areas in the Public Policy doctoral program at present are the following: Regional Development and Transportation; Technology, Science, and Innovation; Entrepreneurship, Growth, and Public Policy; US Governance; Culture and Society; Organizational and Information Technology; and Global and International Systems. The program does not view these areas as isolated from one another but rather as focal points for interaction among students and faculty with shared interests. See Appendix II for detailed descriptions of each.

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 the Schar School, 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 (PUBP511) 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 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.

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.

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

PUBP511 Statistical Methods in Policy Analysis
PUBP720 Managerial Economics and Policy Analysis
PUBP730 National Policy Systems and Theory

Public Policy PhD students are required to have competence in these three areas, either by taking the prerequisite 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. (For more details, see Terminations in the Program Administration, Policy, and Procedures section.)

PUBP800 Culture and Public Policy
PUBP801 Research Design and Public Policy
PUBP804 Multivariate Statistical Analysis in Public Policy
PUBP805 Foundations of Social Science for Public Policy

*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 data, and to prepare a written report on that problem. Additionally, the Comprehensive Qualifying Examination assesses 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. All 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. In the case of an unsuccessful first attempt, evaluators will provide students with written comments for improvement/further study. Students who sit the Comprehensive Qualifying Examination twice will be evaluated by at least five anonymous faculty examiners. 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. All qualifying examinations will be reviewed for plagiarism. Plagiarism on the qualifying examination will result in automatic termination from the program. For further information on termination and Schar School’s policy on plagiarism, please see the Program Administration, Policy, and Procedures section.

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Stage Two: Policy Fields and Skills

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

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 3 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 the courses should be relevant to the student’s research interests. These courses may be selected from across the Mason 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 the Stage Three: Research Foundations section). Below is a list of Schar School methodology courses that are offered regularly. These count toward the methodology course requirement without consultation with the Doctoral Program Director. Students are encouraged to seek out appropriate methodology courses elsewhere, such as those offered by other Mason departments or consortium universities. Other methodology courses 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

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Stage Three: Research Foundations

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

Field Research Committee

By the end of their third semester (fourth semester for part-time), full-time students must choose a chair for their field committee. The chair of the field research committee is the Schar School 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 Mason, one of whom must be Schar School core faculty. The committee should reflect a broad representation of the areas to be covered by the field 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 PhD Student Services prior to completing the Field Statement. (See Appendix III for the Field Research Committee form.)

Field of Study Plan

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 of Study. The Field of Study Plan is an outline of the student’s proposed research areas. Drawing upon relevant coursework, scholarship, and faculty expertise, the Plan both clarifies research goals and provides a structure for reaching those goals.

The Field of Study Plan should be no more than 1000 words. A basic Plan may include the following elements:

1. Proposed research areas. The Plan should identify areas of interest and potential questions the student intends to explore. For each area, the student should include a bibliography of significant scholarship and describe the literature most relevant to current research. If the student has begun to consider research design, notes on this may be included.

2. Relevant coursework. The Plan should list four courses that serve as the foundation for the student’s field of study. These may include courses previously taken or courses the student plans to take. Three of these are substantive: one 800-level Schar School course (excluding core and advanced methods courses), one Schar School course at the 700-level or above (excluding those courses not eligible for PhD credit), and one substantive graduate course which may be from Schar School or may be an approved graduate-level course from another department. The fourth is the advanced methods course covering methodology the student intends to apply to the research.
3. Faculty involvement. The Plan should indicate which faculty members will be involved in the student’s research. This will include the field committee members and may also incorporate other faculty expertise upon which the student will draw.

Current Public Policy emphasis area 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 US Policy Making Institutions
- PUBP841 US 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 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 Schar School, students may petition the Director of the PhD program for substitute courses to count for their Field of Study Plan.

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

Full-time students are required to take a minimum of 9 credits every semester prior to passing the field exam. In dissertation proposal stage (i.e., taking PUBP998), full-time students must take 6 credits to maintain full-time status. This does not include summer. Students who wish to register for more than 12 credits in a semester must seek permission from the Doctoral Program Director before doing so.

Part-time students are required to take a minimum of two 3-credit courses each semester prior to passing the qualifying exam.* 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 a 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 termination.

* 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.

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## Recommended Course Sequences

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

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<td>Writing course**</td>
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### Part-time Student (no prerequisites required)

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

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

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<tr>
<th>First Year</th>
<th>Second Year</th>
<th>Third Year</th>
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<tr>
<td><strong>Fall term</strong></td>
<td><strong>Spring term</strong></td>
<td><strong>Fall term</strong></td>
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<tr>
<td>PUBP511</td>
<td>PUBP804</td>
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<td>PUBP801</td>
<td>PUBP720</td>
<td>PUBP850 (1)</td>
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<tr>
<td>Writing course**</td>
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<th><strong>Fall term</strong></th>
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<td>Elective 2</td>
<td>Emphasis 1</td>
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<td>Adv. Methods 1</td>
<td>Emphasis 2</td>
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<td>Elective 3</td>
<td>Emphasis 3</td>
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<tr>
<td>Adv. Methods 1</td>
<td>Adv. Methods 2</td>
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* 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 substantive 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 3-credit directed readings course (PUBP796) with their field research chair or his/her designee. (See Directed Readings in the Program Administration, Policy and Procedures section.) 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.

Because the field of public policy is interdisciplinary, it is necessary for most students to combine the scholarly literature of several different fields of study. The field statement is designed so that students will master the literature of the fields relevant to their dissertation. The definition of the fields to be covered will be determined by the faculty field committee along with the student. The usual process is for the student and chair to discuss the general focus of the student’s planned dissertation and determine the fields to be covered (usually three or four).

The student then compiles a bibliography for each field and submits it to the committee, which may expand the bibliography or make other suggestions. Once the sources have been agreed upon, the student reads the works cited in the bibliography and writes an analytical essay that assesses the state of knowledge in the field with particular attention to current conflicts or disagreement among the scholars who have written in the student’s fields. The field statement is thus much more sophisticated and analytical than an annotated bibliography. 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. These readings should be an opportunity for learning and exploration of a wide variety of issues and ideas, not a narrow focus on a specific research problem as would form the literature review for a dissertation proposal.

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 in total from thirty to one hundred pages. Length depends on the topics, the student’s approach, and guidance from the field committee. Students should aim to acquire enough knowledge of each field to: (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. When the student has completed the readings, the draft should be submitted 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.

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. The field statement must
include a bibliography of the literature central to an understanding of each of the student’s chosen fields.

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 Schar School 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.

For example, if a student plans to write a dissertation in the area of state policies on pollution, 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.

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 is based primarily on the field statement but will expect the student to think creatively about the fields and move beyond the analysis they have done in the field statement.

The exam thus 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 may be in three parts, one part per topic. Or the exam may require the integration
of knowledge from more than one field. 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 each topic require ten to fifteen pages double-spaced (a total of thirty to forty-five pages) using standard fonts and margins. The writing should be clear and free of serious grammatical and typographical errors. Appropriate citation style will be determined by the student’s committee.

**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**

Students will have two opportunities to earn a passing grade on the examination. In the case of an unsuccessful first attempt, 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. The committee will then administer a second exam and the student must take it at the earliest opportunity. 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 Field Examination Grade form along with the examination questions and answers to PhD Student Services. Schar School 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 will organize a special review session with the examining faculty to make a final assessment. The original exam remains in the student’s file.

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Stage Four: Dissertation

Registration during Dissertation Work

While preparing the dissertation proposal, students may take a maximum of 6 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 3 credits per semester.
- Students are permitted to take additional courses along with PUBP998 in order to maintain full-time status (including a 3-credit directed readings course).
- If a student does not successfully defend his/her dissertation proposal after completing 6 credits of PUBP998, s/he must take at least 3 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 6 credit hours of PUBP999.
- Students may apply only 12 credits total of PUBP998 and PUBP999 toward the 82 credit graduation requirement. (Examples: 0 credits PUBP998 plus 12 credits PUBP999; 3 credits PUBP998 plus 9 credits PUBP999; 6 credits PUBP998 plus 6 credits PUBP999)
- Until a student has taken 12 credits of PUBP998 and 999 combined, PUBP999 must be taken in increments of at least 3 credits per semester.
- Once a student has fulfilled all degree requirements, s/he may take 1 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 PhD 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, the Schar School expects its public policy PhD 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 the Schar School in preparation for the dissertation. The Schar School 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 Schar School core faculty. The dissertation chair gives primary guidance to the student during the proposal and dissertation stages of the program.
Typically, students and faculty members discover or develop mutual interests, and the decision of who will be the chair 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 termination from the program. A list of eligible faculty who may serve as dissertation chair is included in Appendix I.

**The Role of the Chair**

Chairs serve as the major advisor and mentor to the doctoral candidates as they research and write their dissertation. Expectations of the chair include the following:

**For the Proposal:**
- Consult and meet with the student on a regular basis
- Advise on topic selection (e.g., appropriateness, academic value)
- Guide the student in the proposal writing process (e.g., understanding the need for a clearly defined problem statement, precise research questions, viable methodology, focused literature review, and thorough bibliography)
- Counsel student on reliability and validity of data-gathering methods
- Ensure that all research activities are reviewed by the Office of Research Integrity and Assurance (ORIA) prior to implementation of the research activities. Refer to [http://oria.gmu.edu/](http://oria.gmu.edu/)
- Serve as the principal investigator for the research and assumes responsibility for the legal and ethical conduct of the work.
- Facilitate committee discussions about creating and improving the proposal

**For the Dissertation:**
- Meet with student on a regular basis to provide guidance and evaluation during the research and writing stages
- Review dissertation drafts in a timely manner
- Offer recommendations for revisions
- Communicate with committee members
- Discuss any problematic issues in the dissertation with the committee, student, and program director
- Approve the final draft for the dissertation defense, with the concurrence of the committee members
- Attend and supervise the dissertation defense
- Attend graduation/convocation to hood the candidate

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 Schar School Dean must approve a change in chair. (See Appendix III for the Change of Committee Member form.)
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 Mason faculty. At least three members are required for a committee. All must be tenured or tenure-track members of the Mason faculty, and at least two—including the chair—must be from the Schar School faculty. Students and committee chairs are encouraged to select a third member from another unit of the University who is not from Schar School. The chair and those who have agreed to serve must sign the Dissertation Committee form (see Appendix III). In addition to a committee, each student must have an external scholar as a dissertation reader. (See External Reader section below.)

With the approval of the Doctoral Program Director, the committee may include additional members. These additional members may be part of the Mason faculty, or they may have other affiliations. The Doctoral Program Director recommends the dissertation committee to the Dean of the Schar School. 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.

The Role of the Committee

The dissertation committee works with the chair to provide advice and consultation to the candidate throughout the process of research and writing. Expectations of the committee members include the following:

For the Proposal
- Meet with the student
- Advise on topic selection (e.g., appropriateness, academic value)
- Offer expertise in the member’s area of study
- Read and review the proposal in a timely manner
- Discuss any recommendations for revisions with the committee chair and student

For the Dissertation
- Meet with the student to provide guidance and evaluation during the research and writing stages
- Review dissertation drafts in a timely manner
- Offer recommendations for revisions
- Discuss any problematic issues in the dissertation with the committee chair and student
- Approve the final draft for the dissertation defense, in consultation with the other committee members
Members of the dissertation committee are expected to be present in person at the dissertation defense.

**Dissertation Proposal**

Before writing the dissertation itself, each student must prepare a dissertation proposal and defend it successfully. The purpose of the proposal is to demonstrate to the committee that the student has conducted sufficient research and planning to be able to complete the dissertation. Passing the proposal defense constitutes approval for the student to undertake the research and writing of the dissertation. Students should expect to spend several months writing the proposal, which is usually thirty to forty double-spaced pages, but the dissertation chair will determine the appropriate length for any specific proposal.

The proposal narrows the scope of research from the broad field statements to a focused research question or hypothesis. The precise format of the proposal will take shape in consultation between the student and committee members. While the structure of each individual student’s proposal might differ somewhat, the following outline serves as a guide for both the student and the committee.

1. **Title and Abstract:** A working title for the dissertation and an abstract will head the proposal; the student should be able to state the purpose of the dissertation in one sentence.

2. **Introduction:** The introduction defines the area of inquiry, explains why it is important to public policy, and shows how the dissertation relates to the broader area of public policy scholarship. The introduction also briefly states the research question or hypothesis, and it lays out the framework for the rest of the proposal.

3. **Literature Review:** The proposal includes a focused survey of the field to which the student will make a new contribution. The literature review is not merely a descriptive list of related books and scholarly articles or an annotated bibliography. It should focus on scholarship directly relevant to the dissertation and show how the dissertation will contribute new knowledge to that literature. What are the major controversies in the field and how will the dissertation help advance knowledge of the issue in question? How has the literature dealt with these topics thus far? What is the gap in the scholarship that the dissertation is intended to fill? The literature review should not be seen as a survey of related scholarship; it should be carefully integrated into the purpose of the proposed dissertation.

4. **Research Questions and Hypotheses:** After placing the dissertation topic in the extant literature, the proposal explains in detail the research question or hypothesis and how the dissertation will answer the central question. Secondary questions or hypotheses are appropriate, but overall, the dissertation should address one central question. What theoretical or causal connections will the dissertation demonstrate? What leads the student to expect the predicted outcomes? What sub-questions will the student answer in addressing the main research question?
5. **Data Collection**: This section of the proposal describes how the data will be collected. What data or information will the student explore in order to bring empirical evidence to bear on the topic (databases, archival sources, documents, laws, survey data, interviews, etc.)? What new evidence will the student develop that has not been available before? Alternatively, how will the student use the existing data to address questions that have not yet been addressed?

6. **Methods of Analysis and Limitations of the Data**: Once the proposal addresses theoretical, substantive, and data gathering issues, it then explains the methodology of the inquiry. The methods used should flow from the type of question the proposal asks and the nature of the evidence available (or to be developed). If the proposal uses quantitative data, how will the student operationalize the main concepts being addressed? That is, how will the data being explored represent the issues the student is addressing? Is the fit tight or loose? Is the student aware of the limits of the data? If the proposal uses quantitative data or evidence, what specific data analysis techniques will be used? If the proposal uses qualitative data, how will the student evaluate the empirical data? If the proposal uses a case study, how representative will the case be? The proposal should be clear about gaps or limitations in the data selected.

7. **Implications of the Research**: Finally, the proposal addresses the potential implications of the research. How will this research improve our understanding of public policy? The significance might be theoretical (e.g., how can we understand the issue better?), methodological (e.g., how can we use better measurements in understanding the issue?), or practical (e.g., how can this area of public policy be better implemented?). The student should be clear about the limitations of the research and the potential gaps between what the study is measuring and the conclusions the student wishes to draw from it.

8. **Time Frame and Bibliography**: The proposal should include a concrete time frame for completing the research and tentative chapter titles, as well as a bibliography of the sources cited in the proposal, using the citation or reference style that the dissertation chair has approved.

It is essential for students to keep in touch with their committee members, especially their dissertation chairs. Students should avoid surprising their committees with what they think are finished products. The expectation is that students correspond regularly with their committee members, sending outlines and ideas, and reporting progress on the research. It is the responsibility of the student to keep the committee informed of the status of the research and writing.
**Dissertation Proposal Defense**

Once the committee has reviewed and approved the proposal, the student schedules the defense with the help of PhD Student Services. At the defense, the student makes an oral presentation of the proposal to the committee and any other Schar School faculty, fellow students, or outside scholars who wish to attend.

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 obligated to be available during summer session. Any requests for exceptions to these requirements must be made well in advance in writing by the student's committee chair and approved by the Program Director and the Dean.

Students must submit to PhD Student Services **at least 15 days** before the scheduled date of defense:

- a signed Statement of Readiness for Proposal Defense form (found in Appendix III)
- an e-mail with the proposed dissertation title, date and time of defense, names of the committee members, and an abstract of no more than 100 words
- a copy of the final draft of the full dissertation proposal

After the proposal defense, the student is responsible for collecting faculty signatures on and submitting the Dissertation Proposal Defense form to PhD Student Services (found in Appendix III).

**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, has an approved dissertation committee, and has presented and successfully defended a dissertation proposal.

In accordance with University requirements, the total time to degree for all doctoral students will not exceed **nine calendar years** from the time of first enrollment. Doctoral students are expected to progress steadily toward their degree and to advance to candidacy within **six years** of enrollment in the program. **Failure to do so may result in termination from the program.**

The Schar School expects doctoral candidates in the Public Policy program 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 Mason—**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 and the signed Dissertation External Reader form (found in Appendix III), to PhD 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.

The Schar School of Policy and Government 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. All Schar School students are required to submit their dissertations to the electronic Mason Archival Repository Service (MARS) in order to make their research available to the greater scholarly community.
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 Schar School 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 PhD Student Services for a room and equipment reservation. Candidates must submit to PhD 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 Arlington Campus Library Reserve Desk so that it is available to the University community at least fifteen days 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. Any requests for exceptions to these requirements must be made well in advance by the student’s committee chair and approved by the Program Director and the Dean. Candidates must be registered for at least one credit of PUBP999 during the semester in which they graduate. August graduates must register for summer session.

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 three copies of the signature sheet. Candidates can find a sample sheet on the University Dissertation & Thesis Services (UDTS) website:

[http://library.gmu.edu/udts](http://library.gmu.edu/udts)

The candidate must ensure that 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 PhD Student Services to obtain final approval from the Doctoral Program Director and Dean. 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.

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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://library.gmu.edu/udts

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 2005 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, the dissertation must be submitted to the University under the mandatory Electronic Submission Policy and will be placed in the Mason Archival Repository Service (MARS). 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. Please note that the School requires immediate availability of all Schar School dissertations. Schar School students and graduates do not have the option of placing an embargo on their work on MARS.

The candidate must deliver two unbound copies to PhD Student Services for the Schar School’s permanent collection. The candidate is also required to 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 intends to graduate, the student must file an “Intent to Graduate” form on PatriotWeb at:

https://patriotweb.gmu.edu/

The current deadlines are available on the web at:

http://registrar.gmu.edu/graduation/

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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. Information and dates relating to Commencement can be found at:

http://events.gmu.edu/commencement/

International Student Services

Visa Status

Each international student is responsible for having a current and valid visa. 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, Mason 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 Building I Addition, Fairfax Campus, Suite 4300, (703) 993-2970, http://oips.gmu.edu/. OIPS also holds office hours in Arlington. Please check the OIPS website for more information.

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 Mason 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 Mason e-mails forwarded directly to another account. Account setup instructions can be found at the MasonLive website:
Please note that the default setting for mail forwarding retains copies of e-mail on the Mason server. To avoid errors due to mailboxes being over quota, students should either regularly delete e-mail from their Mason 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 ITS at 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, 2016**. George Mason University’s policy number is 724536. For additional information contact Student Health Services at (703) 993-2831 or visit the Student Health Services web site at: [http://shs.gmu.edu/](http://shs.gmu.edu/) or the Aetna Student Health website at: [http://www.aetnastudenthealth.com/schools/georgemason](http://www.aetnastudenthealth.com/schools/georgemason).

**Schar School Career Services**

The Schar School offers comprehensive career service assistance for all current Schar School 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.

Career Services maintains an online job and internship database, Schar School CareersNow, which provides up-to-date listings of current positions and career events. Students who register for CareersNow can review job and internship positions, as well as connect with employers actively recruiting. For more information, please visit: [http://schar.gmu.edu/current-students/career-services/](http://schar.gmu.edu/current-students/career-services/)

In addition to Schar School CareersNow, students may also wish to use Mason’s general job and internship database, HireMason [http://careers.gmu.edu/](http://careers.gmu.edu/), or to take advantage of Schar School’s LinkedIn group to maintain contact and network with faculty, fellow students, and alumni.

**Office of Disability Services**

As part of Mason’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 Mason 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 2500, to find out
what is needed to establish a file and receive services. Please see the ODS ebsite for more information:

http://ods.gmu.edu/

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Program Administration, Policy, and Procedures

The Schar School of Policy and Government administers the PhD program in Public Policy. Key individuals responsible for the administration of the program include:

Dean
Professor Mark J. Rozell
Associate Dean
Professor Robert L. Dudley
Associate Dean
Professor Ming Wan
Associate Dean for Academic Affairs
Professor Matthys K. van Schaik
PhD Program Director
Professor Sita N. Slavov
Assistant Dean for Graduate Program Management
Elizabeth Eck Olchowski
Director of PhD Student Services
Shannon Williams
Director of Career Development
Duane Bradshaw
Assistant Director of Career Development
Laura Hills
Director of Graduate Admissions
Travis Major
Academic Programs Coordinator
Erin Embrey

The PhD program core faculty is composed of tenured and tenure-track members of the Mason faculty whose primary affiliations are with the School. It also includes several members of the College of Humanities and Social Sciences (Departments of Psychology, Sociology, and History) and the School for Conflict Analysis and Resolution. A list of the core faculty may be found in Appendix I.

The program is administered by the Public Policy Doctoral Program Director and PhD Student Services. The Program Director takes the lead in proposing policy changes, and in chairing and appointing curriculum and admissions committees, making assistantship appointments, organizing comprehensive examinations, and making recommendations on dissertation committee membership to the Dean. PhD Student Services administers the program, including responding to information requests, communicating information about requirements and changes in status to students, and tracking application and graduation forms.

The Admissions Committee, chaired by the Public Policy Doctoral Program Director, will make determinations regarding admissions and the awarding of assistantships and fellowships. Decisions about whether each student has made adequate progress and may continue in the program will be made by the faculty annually.

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 dissertation committee, and does not have to be the person originally assigned to the student. Students may change advisors with the agreement of both professors, provided all parties inform PhD 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 dissertation committee. In addition, the advisor serves as primary facilitator for the School’s evaluation of the student’s progress in the program. Because faculty advisors are advocates for their advisees, students should develop professional relationships with their advisors. It is to the student’s advantage to keep the advisor informed of 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 Mason 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 PhD Student Services for guidance.

**Class Locations and Times**

Courses are offered on the Fairfax and Arlington campuses, primarily Monday through Thursday, from 4:30pm-7:10pm or 7:20pm to 10:00pm. The Schar School also offers occasional classes online for students’ convenience. 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.

**Credit for Prior Graduate Work**

The Doctoral Program Director may approve a maximum of 30 semester hours of relevant prior graduate work toward the PhD requirements. These hours must have been completed as part of a conferred master’s degree or equivalent. A maximum of 12 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.

**Credit Residency Requirement**

The Public Policy PhD program must include a minimum of 52 hours of graduate work after admission to degree stats. 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 PatriotWeb:

https://patriotweb.gmu.edu

Students should contact PhD Student Services regarding registration for Directed Readings Courses (PUBP 796) and courses requiring special permission, e.g., PUBP998 and PUBP999 credits.

Enrollment in Other Degree Programs

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

Directed Readings and Research (PUBP796)

Public Policy PhD 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 PhD 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.

Study Abroad

Public Policy doctoral students may participate in Mason study abroad courses. These courses will be posted to the Mason 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.

Time Limit

For both full-time and part-time students enrolled in Mason doctoral programs, whether entry is post-baccalaureate or post-master’s, the total time to degree will not exceed nine calendar years from the time of first enrollment as a doctoral student. Doctoral students are expected to progress steadily toward their degree and to advance to candidacy within no more than six years.
Evaluations

Beginning at the end of the student’s first year, the program faculty conducts an annual review to evaluate the individual’s suitability to continue in the program. 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. The School, at its sole discretion, may terminate a student from the program during for any reason whatsoever.

In addition to the annual review, 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 GPA, academic performance, and the capability of the student to successfully complete a dissertation. Either the Doctoral Program Director or the student’s advisor conveys the results of the evaluation to each student. For students making good academic progress and fulfilling all requirements in a satisfactory manner, the formal evaluation is typically pro forma in character.

It is the responsibility of each student’s faculty advisor to represent his/her student in the faculty discussion of student progress. Students should keep their advisors informed of progress or areas of concern.

Termination

The student may be terminated from the program if the faculty feels the student has not made sufficient progress or has major academic deficiencies. The following is a list of reasons that will lead to a student’s automatic termination 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.
- Receiving a grade of B- or below in the writing course because it is a remedial course for PUBP801 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 terminated 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 termination. Students may not retake this writing course.
A student who is terminated from the program will receive written notification from the Doctoral Program Director. The termination is effective upon receipt of this notification. The notation of academic termination is affixed to the graduate student’s official record.

**Appeals of Termination**

A student who is dismissed from the program for any reason other than an automatic termination described above may appeal the decision to the Dean. This appeal must be in writing and must be received within 30 calendar days of the date on the notice of termination. The Dean 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 termination from the program if such action is an automatic termination 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 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. This request must be submitted prior to the end of the drop period of the next regular session, excluding summer. The Dean 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. 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
- 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. 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 terminated or have withdrawn are not permitted to enroll in any classes at George Mason University unless the Dean approves their written request for reinstatement. The Dean reserves the right to deny this request, to 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 meeting deadlines for taking required examinations. The Dean may also require that students meet the requirements of the Student Handbook in effect at the time of reinstatement.

**Leave of Absence**

The Schar School does not grant a formal leave of absence from the Public Policy PhD 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 permission to re-enroll in the program. The student should complete and submit a Graduate Re-Enrollment form to PhD Student Services. This form is available on the Registrar’s website at [http://registrar.gmu.edu](http://registrar.gmu.edu). The Doctoral 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 12 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 Mason tuition rates.

**The Honor Code and Professional Conduct**

Mason 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*. The Mason Honor Code is as follows:

*To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason*
University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.

PhD studies go hand-in-hand with participation in an academic community, and students who pursue the degree must understand and uphold the norms and values of that community. The Doctoral Program is a rigorous intellectual endeavor. Students can expect the Schar School and the University to hold them to the highest standard of scholarly conduct. Students should familiarize themselves with the “Statement of Professional Ethics” and “Statement on Plagiarism” adopted the American Association of University Professors. These statements are incorporated in the George Mason University Faculty Handbook, which is available on the Mason 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 to discuss their concerns.

**Schar School Policy on Plagiarism**

The profession of scholarship and the intellectual life of a university depend fundamentally on a foundation of trust. Thus, any act of plagiarism strikes at the heart of the meaning of the University and the purpose of the Schar School of Policy and Government. It constitutes a serious breach of professional ethics and it is unacceptable. Plagiarism is the use of another’s words or ideas presented as one’s own. It includes, among other things, the use of specific words, ideas, or frameworks that are the product of another’s work. Honesty and thoroughness in citing sources is essential to professional accountability and personal responsibility. Appropriate citation is necessary so that arguments, evidence, and claims can be critically examined.

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

The faculty of the Schar School of Policy and Government takes plagiarism seriously and has adopted a zero-tolerance policy. Cases of suspected plagiarism are referred to the Office of Academic Integrity and may lead to termination from the program. This termination will be noted on the student’s transcript. For foreign students who are on a university-sponsored visa (eg. F-1, J-1 or J-2), termination also results in the revocation of their visa.

To help enforce the Schar School 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. Faculty may at any time submit a student’s work without prior permission from the student.
Individual instructors may require that written work be submitted in electronic as well as printed form. The Schar School policy on plagiarism is supplementary to the George Mason University Honor Code; it is not intended to replace it or substitute for it.

http://oai.gmu.edu/the-mason-honor-code-2/

**Use of Editors**

Public Policy 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 Schar School attempts to provide, but does not guarantee, financial support to all new full-time doctoral 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 Mason 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. All assistantships include some tuition remission, depending on the availability of funding.

**Conference Support**

The Schar School may award student research grants for dissertation research (e.g., expenses associated with original data collection), presentation of a paper at a discipline-appropriate conference, and other expenses related to their doctoral studies. In order to apply for funds, a student must submit a written proposal, supporting documentation, a budget, and approval from the advisor. The student must submit all materials and have them approved prior to purchase and travel. Applications are considered on a case-by-case basis throughout the year. Details about the application process are available on the Schar School website.
Educational Travel

Students pursuing independently arranged international educational travel experiences such as internships, independent study, service learning, or dissertation research must:

1. Register travel through the Mason Abroad Travel Registration System
2. Sign and file Acknowledgement of Risks and Medical Consent Form
3. Attend any required orientations
4. Pay applicable tuition, administrative, and program fees, if any
5. Comply with policies and procedures regarding academic advising
6. Abide by applicable University regulations and policies, including but not limited to the University Catalog, the Code of Student Conduct, and University drug and alcohol policies
7. Students must purchase the University-approved travel insurance for the duration of the international educational travel

Human Subjects Research

All researchers must receive written approval from Mason’s Office of Research Integrity and Assurance (ORIA) prior to conducting a research project involving human subjects. Ethical review of projects will be conducted either by ORIA staff or by members of the Institutional Review Board (IRB), a committee composed of faculty, staff, and community members who are trained in issues related to protecting human participants in research. Please see the ORIA website for more information:

http://oria.gmu.edu/

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Appendix I: Schar School Faculty

Schar School Faculty and Their Research

(may chair a doctoral committee or serve as a primary member)

Alan J. Abramson, Professor; Ph.D., Political Science, Yale University, 1990.
Nonprofit organizations; philanthropy; social entrepreneurship; collaborative governance.

Zoltan J. Acs, University Professor; Ph.D., Economics, The New School, 1980.
Entrepreneurship; philanthropy; digital economy; digital governance; digital citizenship.

Mark Addleson, Associate Professor; Ph.D., Management Economics, Graduate School of Business, University of Witwatersrand, 1993.
Organizational change; knowledge management; knowledge work; work practices; organizational networks; methodology of social inquiry; Austrian economics.

Katrin B. Anacker, Associate 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.

Enrique Desmond Arias, Associate Professor and Director, Peace Operations Program; Ph.D., Political Science, University of Wisconsin-Madison, 2001.
Armed actors and governance; comparative politics; criminal organizations and conflict; drug trafficking; extortion, corruption, and racketeering; policing; democratization; Latin America; research methods in violent settings.

Philip E. Auerswald, Associate Professor; Ph.D., Economics, University of Washington, 1999.
Entrepreneurship; innovation; global development.

Peter J. Balint, Professor of Environmental Policy; Ph.D., Policy Studies, University of Maryland, 2000.
Environmental policy; community-based conservation; natural resource management; ‘wicked’ environmental problems.

Jo-Marie Burt, Associate Professor; Ph.D., Political Science, Columbia University, 1999.
Comparative politics; Latin America; state-society relations; political violence; human rights; transitional justice.

Ahsan I. Butt, Assistant Professor; Ph.D., Political Science, University of Chicago, 2012.
Ethnicity and nationalism; international security; international relations theory; South Asia.

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.
Terry L. Clower, Northern Virginia Chair and Professor of Public Policy; Ph.D., Information Sciences, University of North Texas, 1997. Regional economic development; economic and fiscal impact analysis; transportation; labor market analysis; land use planning; housing markets and policies; commercial development; community development; economic and demographic forecasting.

James K. Conant, Professor; Ph.D., Political Science, University of Wisconsin-Madison, 1983. Public administration; public budgeting; homeland security; environmental politics, policy, and administration.

Timothy J. Conlan, University Professor; Ph.D., Government, Harvard University, 1982. Federalism; intergovernmental relations; public policy making; Congress.

Desmond Dinan, Professor of Public Policy, ad personam Jean Monnet Chair; Ph.D., Modern European History, National University of Ireland, 1985. Global governance; European Union governance and institutions, history, and historiography.

Robert L. Dudley, Professor, Associate Dean; Ph.D., Political Science, Northern Illinois University, 1980. Judicial behavior; decision-making; legal processes and public policy.

Colin Dueck, Professor; Ph.D., Political Science, Princeton University, 2001. U.S. foreign policy; international relations; American defense policy; international security.

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

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.

Justin Gest, Assistant Professor of Public Policy; Ph.D., Government, London School of Economics and Political Science, 2010. Comparative politics; immigration and citizenship; minority political behavior; Muslim politics; Western Europe; qualitative and multi-method inquiry.
Jonathan L. Gifford, Professor of Public Policy; Ph.D., Civil Engineering (Transportation), University of California-Berkeley, 1983.
Transportation public-private partnership policy; transportation policy, planning and finance; infrastructure policy, planning and finance; urban and metropolitan planning and land use; technology standards and public policy; transportation and regional development policy; freight transportation in megaregions; transportation governance; infrastructure banks.

Jack A. Goldstone, Virginia E. Hazel and John T. Hazel, Jr. Professor of Public Policy; Ph.D., Sociology, Harvard University, 1981.
Revolutions and social protest; democratization; state failure and reconstruction; global economic history and long-term economic growth; impact of global demographic change on security.

Bassam Haddad, Associate Professor; Ph.D., Political Science, Georgetown University, 2002.
Comparative politics; political economy; Middle East politics.

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; manufacturing policy; energy innovation policy.

Andrew Hughes Hallett, University 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; monetary policy; regionalism; economic policy and institutional design; dynamic games and bargaining; risk and decisions under uncertainty; commodity markets, financial policy.

Michael Hunzeker, Assistant Professor; Ph.D., Public and International Affairs, Princeton University, 2013.
International security; military innovation; conflict termination.

Mark N. Katz, Professor; Ph.D., Political Science, Massachusetts Institute of Technology, 1982.
Comparative politics; revolution; Russian politics and foreign policy; war and terror.

Gregory Koblenz, Associate Professor and Director of Biodefense Graduate Program; Ph.D., Political Science, Massachusetts Institute of Technology, 2004.
International security; biological warfare; nuclear proliferation; terrorism.

Naoru Koizumi, Associate Professor and Director of Research; Ph.D., Environmental and Preventative Medicine, Hyogo College of Medicine, Japan, 2005, and Ph.D., Regional Science, University of Pennsylvania, 2002.
Applications of quantitative modeling and Geographic Information Systems (GIS) in health and environmental policy research.
**Siona Robin Listokin-Smith**, Associate 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.

**Mariely Lopez-Santana**, Associate Professor; Ph.D., Political Science, University of Michigan, 2006.
Comparative politics; comparative welfare states; comparative federalism (including decentralization and devolution); Europeanization; new modes of governance.

**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.

**Peter Mandaville**, Professor; Ph.D., Political Science, University of Kent at Canterbury, 1999.
International relations; political Islam.

**John Marvel**, Assistant Professor; Ph.D., Public Administration, American University, 2012.
Public management issues; public sector work motivation; manager-employee relationships.

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

**Eric M. McGlinchey**, Associate Professor; Ph.D., Political Science, Princeton University, 2003.
Comparative politics; Eurasian politics; international political economy.

**Robert J. McGrath**, Assistant Professor; Ph.D., Political Science, University of Iowa, 2011.
American institutions; state politics and policy; health policy, political methodology.

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

**Char R. Miller**, Associate Professor; Ph.D., Johns Hopkins, 1999.
Ancient and contemporary political theory; political culture; violence and discipline.

**Sonia Ben Ouagrham-Gormley**, Associate Professor; Ph.D., Development Economics, School of Advanced Social Sciences, Paris, 1999.
International security; arms control and nonproliferation; WMD terrorism; illicit trade; former Soviet States; biological weapons threats; biodefense and biosecurity; science and technology; emerging technologies and security.
James P. Pfiffner, University Professor; Ph.D., Political Science, Wisconsin-Madison, 1975. The presidency; Congress; national security policy process; intelligence; public administration.

Anh Pham, Assistant Professor; Ph.D., Economics, University of California-San Diego, 2015. Taxation; firm behavior; developing countries.

Paul L. Posner, Professor and Director, Master of Public Administration Program; Ph.D., Political Science, Columbia University, 1995. Political science; public policy process; intergovernmental management; budgeting; tax policy.

Priscilla M. Regan, Professor; Ph.D., Political Science, Cornell University, 1981. Privacy and surveillance; public policy process; information and communication technologies; e-government.

Kenneth A. Reinert, Professor of Public Policy and Director, International Commerce and Policy Program; Ph.D., Economics, University of Maryland, 1988. International trade policy; international development policy; economic globalization.

Edward Rhodes, Professor of Government and International Affairs; Ph.D., Public and International Affairs, Princeton University, 1985. International relations; international security; US national security policy; US foreign policy; US 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, Dean and Ruth D. and John T. Hazel Chair in Public Policy; Ph.D., American Government, University of Virginia, 1987. The presidency and separation of powers; religion and politics; media and politics.


Matthew Scherer, Assistant Professor; Ph.D., Political Science, Johns Hopkins University, 2007. Political theory; religion and politics; constitutional law.
Laurie A. Schintler, Associate Professor of Public Policy and Director, Transportation Policy, Operations, and Logistics Program; Ph.D., Urban and Regional Planning, University of Illinois at Urbana-Champaign, 1995. “Big Data” and network analysis; critical infrastructure; transportation; quantitative methods; regional development; Geographic Information Systems (GIS); network analysis; housing market; science and innovation policy.

Louise Shelley, Omer L. and Nancy Hirst Endowed Chair and University Professor of Public Policy; Ph.D., Sociology, University of Pennsylvania, 1977. Transnational crime; terrorism; corruption; human trafficking and smuggling; illicit trade; sustainability; Soviet successor states.

J.P. Singh, Professor; Ph.D., Political Economy and Public Policy, University of Southern California, 1995. International trade; development; cultural policy.

Sita Nataraj Slavov, Professor of Public Policy and Director, Public Policy Doctoral Program; Ph.D., Economics, Stanford University, 2003. Public finance; economics of aging; retirement policy; Social Security and Medicare; tax policy; economic analysis of political processes.

Hugh T. Sockett, Professor, Ph.D., Philosophy of Education, University of London, 1974. Virtue ethics; political theory; democracy and education.

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; enterprise engineering; strategic planning; change management.

Roger R. Stough, University Professor of Public Policy; Ph.D., Geography and Environmental Engineering, Johns Hopkins University, 1978. Modeling and policy in regional economic development, transport, information technology and entrepreneurship.

Jessica N. Terman, Assistant Professor, Ph.D., Public Administration, Florida State University, 2012. Contracting-out/public procurement; state/local government administration; bureaucratic policymaking and behavior; rule making.

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 using Appreciative Intelligence; creating knowledge-sharing organizational culture; change management; organizational transformation; quiet leadership; diversity and Asian American glass ceiling.
A. Trevor Thrall, Associate Professor of International Security; Ph.D, Political Science, Massachusetts Institute of Technology, 1996. 
International security; US national security policy; political communication; public opinion on foreign policy and war.

Stefan Toepler, Associate Professor; Ph.D., Business and Economics, Free University of Berlin, 1995.
Nonprofit management and policy; philanthropy; NGOs and global civil society; NGO/Government relationships; arts and cultural policy.

Toni-Michelle C. Travis, Professor of Political Science; Ph.D., Political Science, University of Chicago, 1983.
Race and gender issues in political participation; public administration; urban politics.

Jennifer N. Victor, Associate Professor and Director of Undergraduate Programs; Ph.D., Political Science, Washington University in St. Louis, 2003.
Legislative politics; political networks; quantitative analysis.

Ming Wan, Professor, Associate Dean and Director of Political Science Graduate Studies; Ph.D., Political Science, Harvard University, 1993.
International political economy; Chinese foreign policy, Sino-Japanese relations; Asian Pacific region.

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; information policy; eGovernment/Gov 2.0; human-computer interaction; information retrieval; knowledge management; legislative studies; qualitative methods; social theory; technology management; analytics; data science; transparency.

Janine R. Wedel, University Professor; Ph.D., Anthropology, University of California-Berkeley, 1985.
Shadow and influence elites; anthropology of policy; governance and privatization of policy; corruption and the state; accountability; social networks; Central and Eastern Europe; foreign aid.

Edmund J. Zolnik, Associate Professor; Ph.D., Economic Geography, University of Connecticut, 2004.
Safe/sustainable transportation; community/regional development; multilevel modeling.
**Selected Affiliated Faculty**

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

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

**Hugh Heclo.** Robinson Professor; Ph.D., Political Science, Yale University, 1970.

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

**Steven Pearlstein.** Robinson Professor; BA Trinity College, 1973.

**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)

James N. Burroughs, Term Assistant Professor; J.D., College of William and Mary, 1981.

Delton T. Daigle, Term Assistant Professor; Ph.D., Political Science, Ohio State University, 2010.


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

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

Arnauld Nicogossian, 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.

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

Bill Schneider, Professor of Public Policy and Public and International Affairs; Ph.D., Harvard University, 1972.

Frank Shafroth, Research Professor; J.D., Georgetown University, 1984.

Jessica Srikantia, Term Associate Professor; Ph.D., Psychology and the Conceptual Foundations of Science, The University of Chicago, 2005.

Bonnie Stabile, Research Assistant Professor and Director, Master of Public Policy Program; Ph.D., Public Policy, George Mason University, 2006.

Laura Walker, Term Assistant Professor; J.D., University of Toledo College of Law, 1977, and Ph.D., Public Policy, George Mason University, 2012.

David C. Williams, Distinguished Visiting Professor; M.Ed., University of Illinois at Urbana-Champaign, 1973.

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

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Appendix II: Doctoral Program Emphasis Areas

Owing to the interdisciplinary nature of the doctoral program in public policy, Schar School of Policy and Government structures the core areas of faculty and student research interest around areas of emphasis. Below is a listing of the Schar School’s established public policy emphasis areas. The Field of Study Plan will describe 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 Schar School (excluding core and advanced methods courses). These courses are described below.

Regional Development and Transportation

Public policy is influenced by location and mobility. This emphasis area 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 the Schar School 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 emphasis area 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.

US Governance

This emphasis area is concerned with the nature of governance in the United States, and with appropriate comparisons with non-US. 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 emphasis area emphasizes the role that social institutions, social processes, and culture play in the development and implementation of public policy. Study in this emphasis area 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 emphasis area 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 area 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**

Students in the Global and International Systems emphasis area 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 this area. Also, given the nature of international policy issues, informal or formal links to the other emphasis areas within the Schar School are appropriate. The first course 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 may study international trade policy, addressing international trade theory, trade policy analysis, regional economic integration, and the institutional arrangements governing world trade.

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Appendix III: Doctoral Forms

Note: all forms are available online here

2. Qualifying Exam Application
3. Field Research Committee
4. Field Examination Grade
5. Dissertation Committee
6. Change of Field/Dissertation Committee Member
7. Statement of Readiness for Proposal Defense
9. Dissertation External Reader

Back to Table of Contents
George Mason University
Schar School of Policy and Government
Public Policy Qualifying Exam Application

Student Name: ___________________________  Date: ___________________  
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.

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Approved by:

Director,
PhD Student Services

Name ___________________________  Signature ___________________________  Date __________________

Please return this form to Schar School PhD Student Services
Arlington: Founders Hall 5th Floor, MS 3B1
Fairfax: A201 Robinson Hall, MS 3F4

Schar School Public Policy PhD Form 2
George Mason University
Schar School of Policy and Government
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:

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Approved By:

Assistant Dean,
Program Management__________________________ ______________________  ____

PhD Program Director _____________________ ______________________  ____

Dean _________________________ ______________________  ____

Please return this form to Schar School PhD Student Services
Arlington: Founders Hall 5th Floor, MS 3B1
Fairfax: A201 Robinson Hall, MS 3F4
George Mason University
Schar School of Policy and Government
Public Policy Field Examination Grade

Student’s Name: ____________________________________ Date: ____________________

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

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

Director, PhD Student Services _____________________ ____________________________ ______

Please return this form to Schar School PhD Student Services
Arlington: Founders Hall 5th Floor, MS 3B1
Fairfax: A201 Robinson Hall, MS 3F4

Schar School Public Policy PhD Form 4
George Mason University
Schar School of Policy and Government
Statement of Readiness for Proposal Defense

Student’s Name: ___________________________ Date of Defense: _________________________

Program: □ Biodefense □ Political Science □ Public Policy

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:

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

Director, PhD Student Services ____________________________ _____________________  

Please return this form to Schar School PhD Student Services  
Arlington: Founders Hall 5th Floor, MS 3B1  
Fairfax: A201 Robinson Hall, MS 3F4

Schar School Public Policy PhD Form 5
George Mason University
Schar School of Policy and Government
Change of Dissertation/Field Committee Member

Student’s Name: ___________________________ Date: __________________

Program:

☐ Biodefense  ☐ Political Science  ☐ Public Policy

Tentative Title: ________________________________________________________________

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Name                      Signature                      Date

Chair: ______________________  ______________________  ______

Leaving Committee: ______________  ______________________  ______

Joining Committee: ______________  ______________________  ______

Leaving Committee: ______________  ______________________  ______

Joining Committee: ______________  ______________________  ______

Approved By:

Assistant Dean
Program Management: ______________________  ______________________  ______

PhD Program Director: ______________________  ______________________  ______

Dean: ______________________  ______________________  ______

Please return this form to Schar School PhD Student Services
Arlington: Founders Hall 5th Floor, MS 3B1
Fairfax: A201 Robinson Hall, MS 3F4

Schar School Public Policy PhD Form 6 (optional)
Statement of Readiness for Proposal Defense

Student’s Name:_____________________________ Date of Defense: _____________________

Program:  □ Biodefense    □ Political Science    □ Public Policy

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: _________________________________________________________________
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Committee Members:

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

Director, PhD Student Services _________________________________________
Signature _________________________________________ Date

Please return this form to Schar School PhD Student Services

Schar School Public Policy PhD Form 7
This is to certify that this student has successfully defended his/her dissertation proposal.

Student’s Name: ___________________________ Date of Defense: ______________________

Program:  □ Biodefense  □ Political Science  □ Public Policy

Title: __________________________________________________________________________
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**Approved By:**

PhD Program Director ___________________________ ___________ ___________

Dean ________________________________________ ___________ ___________

I have received a copy of the dissertation proposal.

Director, PhD Student Services ___________________________ Signature ___________ Date

**Please return this form to Schar School PhD Student Services.**

Schar School Public Policy PhD Form 8
George Mason University
Schar School of Policy and Government
Dissertation External Reader

Student’s Name: ____________________________ Date: ____________________________

Dissertation Title: _______________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

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

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Approved By:

| PhD Program Director |           |      |
| Dean                |           |      |

Please return this form to Schar School PhD Student Services
Arlington: Founders Hall 5th Floor, MS 3B1
Fairfax: A201 Robinson Hall, MS 3F4

Schar School Public Policy PhD Form 9
George Mason University
Schar School of Policy and Government
Oral Dissertation Defense Readiness

Student’s Name: ____________________________ Date of Defense: ____________________

Program:  □ Biodefense      □ Political Science      □ Public Policy

Title: ____________________________________________

________________________________________________________________________

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

Committee Members:

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Please return this form to Schar School PhD Student Services
Arlington: Founders Hall 5th Floor, MS 3B1
Fairfax: A201 Robinson Hall, MS 3F4

Schar School Public Policy PhD Form 10