



PhD Student/Faculty Handbook 2019-2020

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This Handbook incorporates most of the requirements and rules pertaining to the doctoral programs in Biodefense, Political Science, and 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 2019-2020.

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 the Schar School of Policy and Government's PhD programs in Biodefense, Political Science, and Public Policy. The faculty looks forward to a rewarding professional association with you during this important part of your career.

This Handbook

The Student/Faculty Handbook guides each incoming class, although details may differ slightly between each edition. This Handbook applies to the class of students entering during the 2019-2020 academic year. Students are expected to read it carefully to learn about their respective programs and refer back to it as they progress through the stages.

Parts I-IV of this handbook cover details common to Schar School's three PhD programs: Biodefense, Political Science, and Public Policy. Parts V-VII comprise each program's unique requirements. Students are guided by the terms of this handbook throughout the PhD program, though the faculty reserves the right to make changes to the program. The provisions of this handbook supplement, but do not replace, those of the University Catalog.

Your Education is in Your Hands

A Schar School doctoral education serves as an "apprenticeship" to provide students with the knowledge and experience that will enable them to move confidently into advanced positions. 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 provide valuable complements to study in the classroom.

At established milestones, the School will make assessments of student progress to determine whether each student is ready for the next step of the academic journey. A satisfactory grade in each of the foundation and 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. This faculty member will act as mentor, advisor, evaluator, and supervisor. However, students are ultimately responsible for the development of their own education and for making progress in the program. While the journey will be demanding, difficult, and time consuming, students should also find it exciting 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.

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.

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 research.

Students are expected to become acquainted with the research projects of program faculty, staff, and fellow students. A range of colloquia, brown-bag lunch presentations, and other informal research reviews provide opportunities to familiarize themselves with advancing research. 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 engage with the scholarly community outside the classroom by attending academic seminars and workshops both on and off campus, and to identify professional or academic conferences where they might present. Students in the PhD program are expected to seek out opportunities to write or co-author papers suitable for presentation at professional conferences or publication in scholarly journals.

Publication in peer-reviewed journals is one of the primary ways that scholars communicate new research and contribute to knowledge in their fields. Such publications are important indicators of scholarly achievement and are used by universities and organizations to judge the quality of young scholars. Doctoral students should pursue opportunities to present their research at professional meetings and publish in journals. Students will find outlets for presenting their research at the research workshops organized by Schar School doctoral students. These workshops help students develop their work and to refine their presentation skills. Attending professional meetings and related social functions also enhances a student's professional development. The Schar School PhD Student Services office has a fund available to help students participate in academic and professional conferences.

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. As Virginia's largest public university, Mason drives a pioneering vision of what the modern, public university can be through its commitment to academic excellence, research, and accessibility. Mason's dynamic culture and innovative academic programs prepare Mason's hard-working students for 21st century careers, enabling graduates to meet the complex needs of a rapidly changing world. A Tier 1 Research University, Mason's commitment to teaching excellence and cutting-edge research enrich 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, and Prince William 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 activities and enhanced its ability to lead in these areas. In establishing the Schar School, the University sought to take advantage of its location adjacent to the nation's seat of government while maintaining its connection to the northern Virginia region. This prime location offers students and faculty unique opportunities to study federal executive and legislative governance 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, medicine, history, anthropology, organizational behavior, software engineering, and law.

Current faculty members include eminent academics. Five faculty hold named chairs, eight hold University Professorships and three 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, and the General Counsel of the NSA.

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 thirteen research centers that span diverse policy areas, including public-private partnerships, economic development, and energy policy. 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.

I: PhD Program Administration, Policies, and Procedures

The Schar School of Policy and Government administers the PhD programs in Biodefense, Political Science, and Public Policy. Key individuals responsible for the administration of the programs include:

Dean	Professor Mark J. Rozell
Associate Dean	Professor Ming Wan
Associate Dean for Academic Affairs	Professor Matthys K. van Schaik
Biodefense Doctoral Program Director	Professor Gregory Koblentz
Political Science Doctoral Program Director	Professor Mariely Lopez-Santana
Public Policy Doctoral 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	Brian Bar
Director of Graduate Admissions	Travis Major
Education Data Analyst	Erin Embrey
Graduate Student Services Coordinator	Jess Yon

The PhD 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 core faculty may be found in Appendix A.

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

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

The Advisor

Key to each student's success in the program is close and continuing consultation with a member of the core faculty who serves as advisor. This begins as soon as a student 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. This 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 making any program changes 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 them. It is to the student's advantage to keep the advisor informed of progress and any special circumstances that arise.

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 (POGO 796), courses through the Consortium of Universities of the Washington Metropolitan Area, and courses requiring special permission, e.g., 998 and 999 credits.

Credit for Prior Graduate Work

The Doctoral Program Director may approve a maximum of 30 semester hours of relevant prior graduate work toward program 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.

- Students in the Biodefense and Political Science programs should meet with Shannon Williams, Director of PhD Student Services, to discuss any reduction of credit. **This should be done in the first semester to ensure appropriate course choices.** Students, in consultation with their advisors, will make requests to the Doctoral Program Director as to how many credits should be accepted and toward which requirements they will be counted. When making decisions about prior work, advisors should consider both the subject and quality of the course requirements and student performance in courses. Students must provide their advisors with catalog copy and syllabi for the courses they wish to have considered for prior credit. The University catalog describes standards for prior course credits.

- Students in the Public Policy program will receive a form in their PhD orientation materials indicating the number of master's degree credits (up to 30) that will apply to the 82-credit minimum required for the degree.

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 online and hybrid classes. 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 Residency Requirement

- The Biodefense and Political Science PhD program must include a minimum of 42 hours of graduate work after admission to degree status.
- The Public Policy PhD program must include a minimum of 52 hours of graduate work after admission to degree status.

Students must register with the University for every semester (excluding summers) until they have completed all degree requirements. Students who fail to do so may be terminated from the program.

Full-Time/Part-Time Status

Full-time students are expected to take a minimum of 9 credits every semester until course requirements are complete. In the dissertation proposal stage (i.e., taking 998), 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. Students who wish to request any adjustments to these full-time requirements must consult with PhD Student Services.

- In the Biodefense and Political Science programs, part-time students are expected to take a minimum of two 3-credit courses each semester until completing course requirements. Students may request adjustments to this course load in consultation with PhD Student Services and with prior advisor approval of any changes to the degree plan.
- In the Public Policy program, part-time students are required to take a minimum of two 3-credit courses each semester prior to passing the comprehensive qualifying exam. For part-time students, 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. 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 understand 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, may be grounds for termination.

Directed Readings and Research (POGO 796)

Prerequisites:

- Biodefense and Political Science students must have completed 15 credits of coursework at the 500-level and above after admission to degree status.
- Public Policy students must pass the Comprehensive Qualifying Exam.

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

PhD 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 credit total required for graduation.

- In the Public Policy program, a study abroad course may *not* count as one of the advanced elective courses required for the degree.
- In the Biodefense and Political Science programs, students must attain prior advisor approval for any study abroad courses intended to fulfill program requirements.

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 texts used in the course, and written approval of the student's advisor or chair. Up to 6 credits of coursework taken at any member institution of the Consortium of Universities of the Washington Metropolitan Area may be billed at Mason tuition rates.

Secondary Program

Students who would like to pursue a secondary degree must declare their intent to do so by the end of their second year in the program. Master's degree course requirements and time limits are different than those of the doctoral degree; additional coursework is required. Only 30 credits from a master's degree may be applied to the doctoral degree. Doctoral students do not automatically complete master's degree requirements as part of their studies, and need to be advised appropriately. Please contact PhD Student Services if you are considering this option.

Graduate Assistantships

Each year, the Schar School provides a limited number of funded positions to full-time doctoral students. Typically, this takes the form of a Graduate Research Assistantship (GRA) or Graduate Teaching Assistantship (GTA). Each year, the Office of the Provost publishes “[Graduate Student Hiring Rules and Procedures](#).” This document includes a number of policies and procedures defining the scope, roles, rules, and regulations governing such appointments. All assistantships assume a work commitment of 20 hours per week during the academic year.

Full-time GRAs and GTAs must enroll in a minimum of 6 credit hours each semester (excluding summer), and are expected to maintain high academic performance. GRAs and GTAs are encouraged to take 9 credits each semester during their first year. GRAs and GTAs may only have other employment with the approval of their supervisor, the program director, and the Dean. Appointment as a GRA or GTA does not constitute employment but rather is seen as part of one’s academic training. 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.

Grants for Research and Conference Support

The Schar School may award PhD students research grants for dissertation research (e.g., expenses associated with original data collection), presentation of a paper at a discipline-appropriate conference, attendance at a professional conference (limited to students in the first two years of the doctoral program), and other expenses related to their studies. In order to apply for funds, students are required to submit a written proposal, supporting documentation, a budget, and approval from their advisor. The student must submit all materials and receive approval prior to purchase and travel. The School considers applications on a case-by-case basis throughout the year. Details about the application process are available on the [Scholarships and Funding page](#) of the Schar School website.

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.

Degree Progress and Evaluations

Beginning in the spring semester 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 involves much more than achieving passing grades in courses and on examinations. The faculty is concerned particularly with the capability of students to conduct

individual scholarly inquiry, communicate their work effectively, and serve as members of the professional community. Timely progress in the program is also a significant consideration. Periodic student evaluations take all these factors into consideration. The School, at its sole discretion, may terminate a student from the program for any reason whatsoever.

In addition to the annual review, at the time of the comprehensive qualifying examination, the faculty evaluates whether students should be encouraged to continue pursuing 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 faculty advisors to represent their students in the faculty discussion of student progress. Students should keep their advisors informed of progress or areas of concern.

Students who are concerned about their progress or ability to finish the degree should contact PhD Student Services to discuss options and explore the possibility of leaving with a master's degree.

Termination

A student may be terminated from the program if the faculty feels the student has major academic deficiencies or has not made sufficient progress. The following is a list of reasons that will lead to a student's automatic termination from the Biodefense, Political Science, and Public Policy PhD programs:

- Receiving a grade of F in a single graduate level course.
- Receiving a grade of B- or below in two or more courses.
- Receiving a grade of B- or below in a single foundation or core course after the second attempt.
- Plagiarizing on the Comprehensive Qualifying Examination, Field Statement, Field Exam, Dissertation Proposal, or Dissertation.
- Failing the Comprehensive Qualifying Examination on the second attempt.

A student in any PhD program who receives a grade of B- or below in a foundation or 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.

In the Public Policy program, the following additional reasons will lead to a student's automatic termination:

- 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 the writing course because it is a remedial course for PUBP801 will also result in dismissal.
- Failing the Field Examination on the second attempt.

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 facing termination from the program for any reason other than an automatic termination described above may file a petition for an exception to the termination policy. This appeal must be in writing and must be received by the Assistant Dean, Program Management within 10 calendar days of the date on the notice of termination. The merit of the petition will be reviewed in consultation with the Associate Dean of Academic Affairs. A committee may be appointed to review the appeal. This committee will make a recommendation concerning the appeal, and the Dean will make a final determination. Every effort will be made to inform the student of the petition review decision in a timely manner. If the exception to the termination policy is denied, a termination letter will be sent to the student by mail and email.

Students whose petitions are denied may have a further appeal option available to them. Information regarding policy exception procedures, including how and when one can submit an appeal to the Associate Provost for Graduate Education, can be found at:

<https://provost.gmu.edu/academics-and-research/graduate-education/graduate-student-academic-appeals>.

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 a 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 comprehensive 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.

When students withdraw or are terminated, they 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 its PhD programs. Students who wish to take leave from their 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>. 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.

II: Preparing and Writing the Dissertation

Selecting a Dissertation Topic

Schar School doctoral programs follow the social science tradition requiring a student to complete most coursework and exams before beginning work on a dissertation proposal. However, the Schar School expects its 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 students 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 a 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.*** The student's failure to do so may result in termination from the program. A list of eligible faculty members who may serve as dissertation chair is included in Appendix A.

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 Development, Integrity, and Assurance (RDIA) prior to implementation of the research activities. Refer to <http://rdia.gmu.edu/>
- Serve as the principal investigator for the research and assume 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 activities to recognize the student's graduation

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 B for the Change of Committee Member form.)

Dissertation Committee

The first formal step in pursuing the dissertation is the formation of a dissertation 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 B).

In the Public Policy program, the members of the dissertation committee will, in most cases, have served on the student's field research committee. Public policy students must also have an additional external scholar as a dissertation reader. (See the External Reader section in Part VII.)

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 B 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 required 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 broad fields or areas of specialization 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 the discipline or field, and shows how the dissertation relates to the broader area of

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 qualitative 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 the field? 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 the discipline or field 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 a 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, students, or members of the public 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 physically 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 B)
- 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 and submitting the Dissertation Proposal Defense form to PhD Student Services (found in Appendix B).

Advancement to Candidacy

Advancement to candidacy for the doctoral degree occurs when a student has met the coursework requirements, passed all required examinations, established an approved dissertation committee, 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* of 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.

The Dissertation

The doctoral dissertation is a critical element of advanced research-based education. A dissertation is expected to contribute significantly to new knowledge 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 grasp 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 their fields or disciplines. Thus, a marriage of scholarship and relevance is the hallmark of a good dissertation. A dissertation should incorporate the best professional practices related to style, format, referencing, graphics, and language. Publication is an appropriate goal of any dissertation, and candidates should write with that goal in mind.

Oral Defense

After each committee member has signed the Oral Dissertation Defense Readiness form, the candidate must defend the dissertation in public before the dissertation committee, the Schar School faculty, fellow graduate students, the University community, and other scholars. (See Appendix B 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 calendar days** before the scheduled date of defense:

- A signed Oral Dissertation Defense Readiness form (see Appendix B)
- 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 provides copies of the dissertation to all members of the dissertation committee. The candidate also must place a copy on reserve at the Reserve Desk of either the Fenwick Library or the Arlington Campus Library 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 physically present for the defense. Availability of the committee is especially important during

the summer, as faculty members are not obliged to be on campus during summer session. For Public Policy students, the external reader may either physically attend the defense or submit a written report.

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. Candidates must be registered for at least one credit of BIOD/GOVT/PUBP 999 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>

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.

Use of Editors

Schar School 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.

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, MSN 2FL, telephone: (703) 993-2222.

For Public Policy students, 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. (See Dissertation Electronic Access Guidance below.)

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.

Dissertation Electronic Access Guidance

In the final dissertation submission stage, University Dissertation and Thesis Services (UDTS) requires you to submit a UDTS Electronic Thesis and Dissertation Embargo Request form. The form presents options for broad or restricted public access to the finished dissertation. Schar School students have varying goals for their research, which will influence the degree of access you choose. Considerations include the impact on publication, employment, and research collaboration and funding. No single approach is right for everyone.

While considering the options available, please keep the following in mind:

1. Schar School recommends immediate, open access availability of its graduates' dissertations. Students who wish to request an embargo must provide a compelling argument for delayed access and must receive approval from their dissertation committee chair.
2. Dissertations embargoed from universal access for any period of time still will be available electronically on campus in the [Special Collections Research Center](#). The Schar School agrees with and supports this policy of on-campus availability.
3. The UDTS form includes the option of delaying the availability of your work in MARS (see below). The form does not outline the required ProQuest process that involves parallel yet separate procedures. Each of these services mean something different for public access to your dissertation.
 - **MARS** (Mason Archival Repository Service) is free and open access. Anyone anywhere with an internet connection will be able to see your work.

UDTS requires you to decide when your work will be available on MARS. You may choose either 1) immediate availability, or 2) a delay of two years, five years, or ten years. For students who forgo immediate access and receive embargo approval, Schar School recommends a two-year delay for dissertations. Two years provides the graduate a reasonable period for publication and while also allowing wider access when the research is still timely or relevant.

- **ProQuest** is a subscription service with a worldwide reach. It only publicly displays the abstracts of dissertations free of charge. To view the full dissertation, users need

a subscription. Most academic institutions and other organizations with library collections maintain subscriptions.

UDTS requires you to upload your dissertation to ProQuest. You have several options: 1) making the dissertation available immediately to anyone holding a subscription; 2) paying a fee to make it possible for all users to have full and open access to your complete dissertation; 3) delaying availability in ProQuest for certain periods of time. As with MARS, for students who forgo immediate access and receive embargo approval, Schar School recommends a two-year delay for dissertations.

4. Please note that for any delay of MARS access, the signatures of your advisor as well as the school are required. After you've gathered your chair's signature, please submit the UDTS Embargo Request Form to the [Director of PhD Student Services](#) for administrative approval.

If you need help thinking through these options, please contact [Schar School PhD Student Services](#).

Graduation and Commencement

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/>

Participation in Commencement

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 degree celebration ceremonies. Information and dates relating to graduation and Commencement can be found at:

<https://registrar.gmu.edu/students/graduation/>

III. University Services and Policies

Electronic Communication

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:

<http://masonlive.gmu.edu>

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, choose to not save a copy of e-mails on the server. If students have any difficulties with this process, they should contact Information Technology Services at support@gmu.edu or by phone at (703) 993-8870.

Health Insurance

Students may purchase health insurance through [UnitedHealthCare StudentResources](#). 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, 2019**. Contact Student Health Services at (703) 993-2831 or visit the Student Health Services web site at: <http://shs.gmu.edu/>

Human Subjects Research - IRB

All researchers must receive written approval from Mason's Institutional Review Board (IRB) office prior to conducting a research project involving human subjects. Human subjects research may include interviews, surveys, focus groups, and other forms of personal data collection. Ethical review of projects will be conducted either by IRB staff or by members of the Board. The Board is a committee composed of faculty, staff, and community members who are trained in issues related to protecting human participants in research. Please see the RDIA website for more information: <http://rdia.gmu.edu/>

Student researchers must complete both online training and an application in order to be considered for IRB research approval:

1. Student researchers must complete required CITI Program Human Subjects Ethics Training at www.citiprogram.org. To learn more about how to register and access the program, refer to the Human Subjects Training guide on the RDIA website. After completing the basic human subjects course and any applicable optional modules, you will receive a Completion Report. Print a copy of the completion report for your records and submit a copy of it with your Human Subjects Application.
2. To submit a Human Subjects Application, students must first create an account at irbnet.org. On the site, students can find video instructions and an IRB application checklist.

The IRB office reviews completed applications in the order they are submitted. While some human subjects research can receive an expedited review, other projects must be reviewed by the full IRB. If the project requires full board review, students must submit the application by the submission deadline, typically three weeks prior to the IRB meeting. IRB meetings are generally held monthly and the schedule is posted on the RDIA website. It is up to the student to track and complete all steps in the process. Incomplete applications are not considered.

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, 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.

International Travel for Educational Purposes

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

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 website for more information:

<http://ods.gmu.edu/>

Schar School Career Development

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 Development provides students with the skills needed for a successful career search.

Together with Mason's Office of Career Services, Schar School's Career Development team maintains an online job and internship database through **Handshake**. The application provides up-to-date listings of current positions and career events. Students who register for Handshake can review job and internship positions, as well as connect with employers actively recruiting. For more information, please visit:

<https://gmu.joinhandshake.com/login>

Students are also encouraged to take advantage of Schar School's LinkedIn group to maintain contact and network with faculty, fellow students, and alumni. To join, please visit the link below and request membership to the group.

<https://www.linkedin.com/groups/George-Mason-University-School-Policy-119573/about>

Once you are approved, you will receive an email notification of acceptance into the group.

IV. Ethics and Professional Conduct

Mason Honor Code

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. Doctoral study 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 by the American Association of University Professors. These statements are incorporated in the George Mason University Faculty Handbook, which is available on the Mason website:

<https://provost.gmu.edu/administration/policy>

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.

<https://oai.gmu.edu/mason-honor-code/>

V. Biodefense Doctoral Program

The goal of the Biodefense Program is to educate the next generation of biodefense and biosecurity professionals and scholars. The program operates at the nexus of science and policy to provide students with the knowledge, skills, and training to assess the risks posed by natural and man-made biological threats, while teaching them to develop strategies for reducing these risks to national and international security. The Biodefense Program seeks to train students for employment in all sectors, including work with the US Government, private corporations, and non-governmental organizations. The program provides students with a broad background in the science and technology of biodefense, while giving them the opportunity to specialize in the narrower fields of International Security; Terrorism and Homeland Security; and Technology and Weapons of Mass Destruction.

By combining a foundation in the biological sciences with a focus on policy analysis, Mason's Biodefense Program is the first of its kind in the US to offer a broad program of study in the defense against all biological threats. The risks posed by these threats have steadily increased due to globalization, advances in science and technology, the changing nature of conflict, and a more nuanced definition of security. The dual-use nature of the biotechnology revolution and accelerating pace of innovation in the life sciences presents the world with both new opportunities and new dangers. The 2001 anthrax letter attacks highlighted the vulnerability of modern society to biological terrorism. The mounting toll of HIV/AIDS, the emergence of new infectious diseases such as Zika, SARS, and pathogenic avian influenza, and the potential for an influenza pandemic reinforce the need for a comprehensive biosecurity strategy to address the risks posed by naturally occurring diseases at home and abroad. The globalization of science and technology, disease outbreaks, and terrorist activities underscore the need for an international response to these issues.

Preventing and responding to man-made and naturally occurring disease outbreaks requires interdisciplinary collaboration, interagency coordination, intergovernmental coalitions, public-private partnerships, and international cooperation. The Biodefense Program is designed to provide students with the knowledge and skills to bridge the gap between scientists and policy-makers on each of these levels. These skills are also essential to combating terrorism, the proliferation of weapons of mass destruction, and other transnational threats.

Students can select one of three fields for their specialization: International Security; Terrorism and Homeland Security; or Technology and Weapons of Mass Destruction. These specializations provide students with an in-depth understanding of the theory and practice of their chosen field. Due to the complexity and scope of biodefense and biosecurity, doctoral students are also required to take two courses from the fields in which they are not concentrating.

Within the Schar School of Policy and Government, students can benefit from the extensive knowledge and experience of faculty whose areas of expertise range from chemical, biological, radiological, and nuclear weapons (CBRN) and terrorism to microbiology.

In addition to being able to take advantage of the array of courses within the Schar School, students in the Biodefense Program can also pursue courses in biology, bioinformatics, bioscience, health sciences, and communication. Mason is also home to the National Center for Biodefense and

Infectious Diseases and an NIH-funded Biomedical Research Laboratory to develop techniques and products for the detection, diagnosis, prevention and treatment of infectious diseases resulting from natural outbreaks, intentionally released, or genetically engineered pathogens.

The Curriculum

In addition to meeting the following requirements for this degree, students must meet the university requirements for all doctoral degrees.

To receive a PhD in Biodefense, students must complete a minimum of 72 credits. Students are strongly encouraged to take core courses as early as possible because they provide the foundation for the rest of the program. Course planning should be done in consultation with the advisor and documented in the Degree Plan during the first semester. Students may take up to 12 credits of courses outside of the Biodefense Program with prior written approval of their advisor. Students should consult with the Doctoral Program Director or PhD Student Services for a list of biodefense electives and approved non-biodefense electives that can be used to fulfill degree requirements.

Expected Learning Outcomes

Graduates from the program will demonstrate superior academic skills in the field of biodefense. They will complete introductory courses in the foundations of the field and then develop a major specialization from among the sub-fields of International Security, Terrorism and Homeland Security, and Technology and Weapons of Mass Destruction.

By the time students reach candidacy, they are expected to possess the quantitative and qualitative skills to design an original research project for their doctoral dissertation. All dissertations satisfying the requirements for graduation will make an independent scholarly contribution to the field of biodefense. Students are required to present their research findings in both written and oral formats.

Program Requirements

The program allows students to specialize in one of three fields: International Security, Terrorism and Homeland Security, or Technology and Weapons of Mass Destruction. Courses in Research Methods are required of students in all fields. The degree requires **72** credit hours divided among core courses; advanced courses in one primary field of specialization; additional courses from a secondary field of specialization; supporting courses that can be taken outside the Schar School; research methods courses; electives; and dissertation guidance.

The course work is allocated as follows:

- **Core Courses (21 credits)**
Seven core courses include six required BIOD, GOVT, POGO, and PUAD courses and one additional advanced research course.
- **Field of Specialization (12 credits)**
Four courses from one of the fields of specialization:
 - International Security
 - Terrorism and Homeland Security
 - Technology and Weapons of Mass Destruction
- **Courses from outside the specialization (6 credits)**
Of the courses listed for the fields of specialization above, students must select two courses from those that are not in their chosen primary field.
- **Electives (9 to 21 credits)**
Students complete the remaining credits through additional elective courses chosen in consultation with their advisor. These courses may be in the School or may be offered by other departments in the University.
- **Continuous enrollment in dissertation proposal and research (12-24 credits)**
 - BIOD 998 Doctoral Dissertation Proposal: Students may apply a minimum of 3 and a maximum of 6 credits of 998.
 - BIOD 999 Doctoral Dissertation Research: Students may apply a minimum of 6 and a maximum of 18 credits of 999.
 - BIOD 998/999 Combined: A minimum of 12 and a maximum of 24 dissertation credits (998 and 999 combined) apply to the degree. Students must enroll in a minimum of 3 credits per semester until 12 total combined credits have been completed. Students may register for one credit a semester thereafter.

Once enrolled in BIOD 998, Dissertation Proposal, a student must maintain continuous registration in BIOD 998 or 999 each semester (excluding summers) until the dissertation is submitted to and accepted by the University Library. Failure to maintain continuous enrollment is grounds for termination from the program.

Biodefense Degree Program Details

Courses for the Degree

Core courses

- BIOD 604 Emerging Infectious Diseases I: Bacteria and Toxins
- BIOD 605 Emerging Infectious Diseases II: Viral Agents
- BIOD 609 Biodefense Strategy
- BIOD 620 Global Health Security Policy
- POGO 801 Research Design for the Social Sciences and Public Policy
OR GOVT 500 The Scientific Method and Research Design
- GOVT 540 International Relations

One additional advanced research course (3 credits) chosen from the following:

- POGO 611 Advanced Data Analysis for Policy and Government
- POGO 646 Policy and Program Evaluation
- PUBP 754 GIS and Spatial Analysis for Public Policy
- PUBP 791 Advanced Field Research – Theory and Method
- PUBP 793 Large-Scale Database Construction and Management
- An alternative research course approved by the program director

Fields of Specialization: 12 credits from one specialization; 6 credits from another specialization

Specialization I: International Security

- Two required field seminars (6 credits)
 - GOVT 744 Foundations of Security Studies
 - GOVT 745 International Security
- Two elective courses (6 credits)

Specialization II: Terrorism and Homeland Security

- Two required field seminars (6 credits)
 - BIOD 722 Examining Terrorist Groups
 - BIOD 725 Terrorism and Weapons of Mass Destruction
- Two elective courses (6 credits)

Specialization III: Technology and Weapons of Mass Destruction

- Two required seminars (6 credits)
 - BIOD 706 Nuclear, Biological, and Chemical Weapons Policy and Security
 - BIOD 760 National Security Technology and Policy
- Two elective courses (6 credits)

Electives

Students complete the remaining credits through additional elective courses chosen in consultation with their advisor. These courses may be in the School or may be offered by other departments in the University.

Degree Plan

During their first semester in the program, students meet with their advisors and with PhD Student Services to complete a degree plan. Students are expected to discuss this plan periodically throughout their time in the program, make updates, and submit revisions for approval.

The Degree Plan states which courses the student is taking or has taken to fulfill his or her degree requirements. Students are strongly encouraged to submit their Degree Plan form periodically to both their advisor and PhD Student Services for review. The review is to ensure that the student is adhering to the requirements of the program. If a Reduction of Credits is to be applied, those credits should be included on the form. Degree Plan forms are available from PhD Student Services and are also available on the Schar School web page. Any changes in the plan must be documented with an amended Degree Plan form signed by the student's advisor.

It is the student's responsibility to be aware of the requirements of the PhD program and to adhere to those requirements.

Qualifying Examination

At the conclusion of their course work, students will take a written qualifying examination. This exam is based on the student's course work and on the reading lists prepared for the biodefense core and each field of specialization. The purpose of the qualifying exam is to determine if the student is ready to engage in dissertation research. The exam must be completed before the student takes dissertation proposal or dissertation guidance courses.

A few months in advance, PhD Student Services will announce the dates for the next cycle of qualifying exams. Students will take two day-long exams, one in biodefense and one in the student's area of emphasis. The office publishes two dates, usually one week apart. The categories of science and policy will be on one date and the exam on the student's field of specialization will be given on a separate date. Students planning to take their comps during a given cycle must be available for both dates. Students who cannot make both dates must postpone until the next offering.

At least one month prior to the first exam date, students planning on taking the qualifying exams must submit to PhD Student Services an exam application and a completed Degree Plan approved by their advisor. The purpose is to verify that all course requirements have been completed.

Each day of the exam is made up of an 8-hour session. A member of the PhD Student Services team will proctor. A computer is provided for writing the exam. Online access is prohibited, as well as the use of outside materials and electronic devices. Students are not permitted to use any of the following tools while taking the exam:

- Ø Notes
- Ø Books
- Ø Reading lists
- Ø Internet
- Ø Personal computers of any kind

- ∅ Handheld devices (including but not limited to smartphones, tablets, iPads, e-readers, and anything with document storage or internet access)
- ∅ Electronic storage devices (including but not limited to USB devices, flash drives, thumb drives, external hard drives)

Using any of the items above during the exam is grounds for failing the exam.

Exams are graded by the field committee appointed by the program director. Through its deliberations, the committee reaches a single result for each answer and, then, a single result for the exam overall. All answers must achieve a PASS or higher for a grade of PASS for the overall exam. The committee will render a single grade for each question and for the exam overall: FAIL, PASS or HIGH PASS. Any question that is failed must be re-taken and passed at the next exam cycle in order to pass the exam. Any question area that is failed may be re-taken no more than once. Failing a question area twice means that the overall exam is failed and that the student is terminated from the program.

Dissertation Stage

Please see the Dissertation section of PhD Program Administration, Policies, and Procedures (Part I) for information on the following:

- Dissertation committee
- Dissertation proposal and defense
- Advancement to candidacy
- The dissertation
- Oral defense
- Dissertation format and delivery of final copies
- Graduation

Registration during Dissertation Work

Once enrolled in BIOD 998 Dissertation Proposal, students must maintain continuous enrollment in BIOD 998 or BIOD 999 Dissertation Research each semester (excluding summers) until the dissertation is submitted to and accepted by the University Libraries. Once enrolled in 999 students must follow the university's continuous registration policy as specified in the Academic Policies section of the Catalog. Students must register for at least 1 credit of 999 in the semester in which they intend to graduate (including summer).

Students may apply a minimum of 3 and a maximum of 6 credits of 998 and a minimum of 6 credits of 999. They apply a minimum of 12 and a maximum of 24 dissertation credits (998 and 999 combined) to the degree. Students must enroll in a minimum of 3 credits per semester until they have completed 12 total combined credits of 998 and 999. Students may register for one credit a semester thereafter. Failure to be continuously enrolled in 998 and 999 will result in termination from the program.

To register for BIOD 998, the student must first have passed the qualifying exam and identified the Chair of the Dissertation Committee. The Chair must notify PhD Student Services that he/she

has agreed to serve as the Dissertation Chair. PhD Student Services will then provide the student with the code to use to register.

Before registering for BIOD 999, students must offer a successful public defense of the dissertation proposal. Successful completion of a dissertation is contingent on final approval of the dissertation committee and the dean.

Enrollment in Other Degree Programs

In accepting admission to the PhD Program in Biodefense, 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.* Violations of this policy will result in automatic termination, which is not subject to appeal.

*The only exceptions to this policy are admission into the George Mason University Biodefense MS (see Secondary Program in section I, Program Administration, Policies, and Procedures) and admission into the Biodefense Graduate Certificate Program at George Mason University (see information on graduate certificates below). Approval of the Biodefense Doctoral Program Director is required for admission to either program.

Guidelines for Biodefense Graduate Certificate Programs

The Biodefense graduate program offers four 15-credit graduate certificates. Each certificate has a specialized focus within the field of security studies. Students pursuing a certificate as a secondary program to the PhD must be admitted to the graduate certificate program at least one semester before completion of certificate requirements. Students may be enrolled in one graduate certificate program while they pursue a master's or doctoral degree.

Selecting Electives

The certificates require two core courses and three electives. Electives for the certificate will be selected in consultation with student's advisor. The student must submit an approved Degree Plan to PhD Student Services to receive credit for these electives. Electives that have not received advisor approval will not count towards the certificate.

Transferring Certificate Credits to the PhD

Students who have completed a Biodefense Program graduate certificate may subsequently be approved to apply the credit hours for the certificate to the PhD as long as the courses for the certificate were taken within six years of official enrollment into the PhD degree program. All 15 credits will transfer into the PhD Biodefense program.

Graduate Certificate Time Limit

The time limit for completion is six years from the date of admission to the graduate certificate program. International students attending in F-1 or J-1 status have more restrictive time limits; contact the Office of International Programs and Services for information. The time limit is not extended because of an absence and subsequent re-enrollment into the graduate certificate program. Failure to meet the time limit or to secure an extension request may result in termination from the program.

Biodefense Certificate Options

Terrorism and Homeland Security Certificate

The certificate in terrorism and homeland security is an interdisciplinary introduction to the phenomenon of modern terrorism and its implications for US domestic and foreign policy. It focuses on multidisciplinary analysis and holistic cross-sectorial approaches to long-term prevention of and response to terrorism.

Global Health & Security Certificate

The certificate in global health and security provides an introduction to the intersection of global public health and security, covering topics such as emerging infectious diseases, biosurveillance, the development of vaccines, and emergency response to public health disasters.

Science, Technology, and Security Certificate

The certificate in science, technology, and security provides an introduction to the intersection of science and security, covering topics such as the technology of CBRN weapons, proliferation, technical countermeasures, and the role of science and technology in the policy making process.

Biodefense Certificate

The certificate in biodefense provides an interdisciplinary introduction to manmade and natural biological threats, including a background in the science and technology of biodefense and the specialized areas of threat assessment, non-proliferation, and medical and public health preparedness.

Social Media

The Biodefense Program has a strong online presence, and all students are encouraged to engage with the program through social media.

[Mason Biodefense Blog](#): The blog is a compendium of all that the program does. It includes everything from analysis of current biodefense-related world news to copies of the most recent student publications. The blog's content is updated daily and the Pandora Report is published weekly. Students are invited and encouraged to contribute. <https://PandoraReport.org/>

[Mason Biodefense Facebook Page](#): Posts include everything from School news to job and internship opportunities. <https://www.facebook.com/gmu.biodefense/>

[Pandemics, Bioterrorism, and Global Health Security on LinkedIn](#): Members range from current students to professionals well-established in the field. Current biodefense students are encouraged to join and engage.

Biodefense Program Faculty

Biodefense Full-Time Faculty

Sonia Ben Ouagrham-Gormley is Associate Professor in the Schar School. Previously, she was a Senior Project Manager for the Center for Nonproliferation Studies and founding Editor-in-Chief of the Newly Independent States Export Control Observer. In 1999-2001 she lived and worked in Kazakhstan, where she supported US government-funded bio-engagement and nuclear nonproliferation programs. From 2008-2012 she conducted an oral history of the former Soviet and American bioweapons programs. Currently, her research focuses on studying the ethical, social and security challenges of emerging biotechnologies, such as CRISPR. Dr. Ben Ouagrham-Gormley has expertise in the field of nonproliferation of weapons of mass destruction (WMD), WMD terrorism, arms control, export controls and WMD-related trafficking, proliferation finance, science and technology studies, including safety and security threats posed by emerging biotechnologies, and defense economics, including the social and technical dimensions of bioweapons development, and the challenges of managing large scientific and weapons projects. She received her PhD in Economics of Development at the Advanced School of Social Sciences in Paris, France.

Gregory D. Koblentz is Associate Professor in the Schar School and Director of the Biodefense Graduate Program. Dr. Koblentz is also a member of the Scientist Working Group on Chemical and Biological Weapons at the Center for Arms Control and Non-Proliferation. His research and teaching focus on international security, terrorism, homeland security, and weapons of mass destruction. He received his Master in Public Policy from the John F. Kennedy School of Government at Harvard University and his PhD in Political Science from the Security Studies Program at the Massachusetts Institute of Technology.

Bonnie Stabile is a Research Assistant Professor in the Schar School and Director of the Master of Public Policy Program. She teaches courses in Policy Analysis, Policy and Program Evaluation, and Ethics. Professor Stabile serves as Co-Editor of *World Medical & Health Policy*, a peer reviewed academic journal published by Wiley-Blackwell. Professor Stabile's research has a focus on gender issues as they relate to policy.

Trevor Thrall is an Associate Professor of International Security in the Schar School. He is also a Senior Fellow at the Cato Institute in the Defense and Foreign Policy department. Dr. Thrall's research revolves around the intersection of international security, political communication, and public opinion. His most recent edited volume, *US Grand Strategy in the 21st Century: The Case for Restraint* (Routledge 2018) examines current U.S. grand strategy and presents leading arguments in favor of a more restrained foreign policy. Professor Thrall also publishes commentary on current affairs in a wide range of publications, including the *Philadelphia Inquirer*, *Detroit News*, *Huffington Post*, *Newsweek*, *Time*, *The National Interest*, and *Foreign Policy*, and is a frequent guest on radio and television. Prior to arriving at Mason, Professor Thrall taught at the University of Michigan-Dearborn where he directed the MPP and MPA programs in the Department of Social Sciences. He received his PhD in political science from M.I.T.

Adjunct Faculty

Charles Blair is the Senior Fellow on State and Non-State Threats at the Federation of American Scientists (FAS) and an adjunct professor at Mason, where he lectures on the nexus of terrorism and WMD. Since the 1980s, Mr. Blair has worked on issues relating to the diffusion and diversification of WMD in the context of proliferation amid the rise of mass casualty terrorism incidents and the centripetal and centrifugal elements of globalization. Mr. Blair's work focuses on state and violent non-state actors – amid a dystopic and increasingly tribal world. Before joining FAS in 2010, he was a research associate with the National Consortium for the Study of Terrorism and Responses to Terrorism where, among other projects, he managed the Global Terrorism Database, the largest open-source compilation of terrorist events in the world. Mr. Blair also spent two years exploring elements of the Pakistani Neo-Taliban, and for almost a decade he has studied US right-wing “White” nationalist groups, apocalyptic millenarian ideologies, and other groups with interest in and experiences with WMD. Mr. Blair has also worked with the James Martin Center for Nonproliferation Studies, the National Nuclear Security Administration, the Anti-Defamation League, and the Center for Terrorism and Intelligence Studies. Mr. Blair is also a lecturer at Johns Hopkins University where he instructs graduate students about the technologies underlying WMD.

Richard T. Cupitt is Senior Associate and Director of the Partnerships in Proliferation Prevention program at Stimson. His areas of expertise include WMD nonproliferation, export controls, and foreign policy. Prior to joining Stimson, he served as the Special Coordinator for U.N. Security Council resolution 1540 in the Office of Counterproliferation Initiatives at the U.S. State Department. He has also worked as an Expert for the Committee established pursuant to U.N. Security Council resolution 1540 (2004), a subsidiary body of the U.N. Security Council, monitoring and facilitating implementation of the resolution in all U.N. Member States. Cupitt also held a position as Scholar-in-Residence at American University and worked as Special Adviser for International Cooperation for the U.S. Undersecretary of Commerce in the Bureau of Industry and Security. Cupitt has held academic positions at Emory University and the University of North Texas as well as various posts for the Center International Trade and Security (CITS) of the University of Georgia, including Associate Director, and acting as a visiting scholar at the Center for Strategic and International Studies (CSIS). He has produced four books and more than 20 peer-reviewed articles on nonproliferation export controls, along with dozens of other security or trade-oriented publications. In addition, he has served as a consultant on projects for the U.S. State Department, several U.S. national commissions, U.S. national nuclear laboratories, and various international organizations.

Ashley Grant is a lead biotechnologist at the MITRE Corporation. Dr. Grant was previously the Senior Biological Scientist at the Government Accountability Office where she led government-wide technical performance audits focused on biosafety and biosecurity issues. She was a Science and Technology Fellow with the American Association for the Advancement of Science in the Chemical and Biological Defense Program Office in the Department of Defense. She also worked at the National Academies of Science on the Committee on International Security and Arms Control. Her work focused on international security, nonproliferation, and medical countermeasures against chemical and biological threats. She completed the Field Epidemiology Course at the Naval Medical Research Center in Lima, Peru and was a Visiting Graduate

Researcher at the Instituto Nacional de Enfermedades Virales Humanas J. Maitegui in Pergamino, Argentina. Dr. Grant received her PhD in experimental pathology and a MPH in epidemiology from the University of Texas Medical Branch at Galveston. Her graduate work focused on investigating pathogenesis and potential countermeasures for viral hemorrhagic fevers under biological safety level (BSL)-4 conditions. In addition, she received a MA in National Security Studies from the Naval War College and a BS in Chemistry and a BS in Business Economics and Management from the California Institute of Technology.

Robert V. House is an adjunct professor teaching medical countermeasure development. He is Senior Vice President of Government Contracts at Ology Bioservices, Inc., a Contract Development and Manufacturing Organization. In addition, he is the President and Owner of Venema Consulting LLC, where he provides consulting, technical, and program management services to the biotechnology and pharmaceutical industries. He has nearly 30 years of experience in biomedical research and development, specializing in the preclinical assessment of inadvertent and therapeutic immunomodulation. Dr. House earned his MSPH and PhD degrees in Medical Parasitology from the University of North Carolina School of Public Health (Chapel Hill) and is the author, co-author, or editor of more than 100 journal articles, 30 book chapters and two books in the areas of immunotoxicology, host defense, cytokine biology, and biodefense. He is a Fellow of the Academy of Toxicological Sciences.

Andrew Kilianski is a Biological Scientist at the United States Department of Defense. His work focuses on combating current and future threats from weapons of mass destruction. Prior to entering public service, Dr. Kilianski was a National Research Council fellow with the US Army at Edgewood Chemical Biological Center. His research there focused on biosurveillance and the identification and characterization of novel agents that threaten today's warfighter. Dr. Kilianski's research interests also included emerging viral pathogens and public health and biodefense policy, and he was selected as an Emerging Leaders in Biosecurity Initiative Fellow for 2015. His work has been published in peer-reviewed journals such as PLoS Pathogens, Journal of Virology, and Emerging Infectious Diseases. He received his PhD in Microbiology and Immunology from Loyola University Chicago where his dissertation research involved uncoupling virus-host interactions important for coronavirus pathogenesis and developing antiviral compounds against emerging coronaviruses (SARS-CoV and MERS-CoV).

Katalin Kiss received a bachelor's degree in Biology from Rensselaer Polytechnic Institute and a PhD from Texas A&M University. She began her career working with immunotoxins- antibodies that recognized cancer cells conjugated to the toxin, ricin. Upon returning to graduate school, she worked with Coxiella and then Francisella. She has more than 20 years of experience in cell biology and microbiology.

Philip Thomas has been an Affiliate Faculty Member, Research Fellow, and Head of Mason's Global Food Security Project at the Schar School since August 2013. The Project is a cross-cutting effort addressing critical global food security policy issues through the development of targeted research projects, conferences, and curriculum. Professor Thomas is also an adjunct at Mason's Honors College where he has taught cross-cultural global food security and globalization courses since 2015. He is an Affiliated Expert on Global Food Security with the Lugar Center and a member of several key Washington area Global Food Security working groups. Professor Thomas

retired as Assistant Director for International Affairs with the US Government Accountability Office (GAO) in 2013 after serving over 40 years where he directed numerous major reviews of US international food aid, global food security, agricultural trade, and United Nations management reform. His leadership on these issues resulted in many program and legislative reforms. He received GAO's Congressional and Distinguished Service Awards in 2003 and 2009 for extraordinary performance in congressional relations and leadership of major international food aid and food security reviews. Professor Thomas has an M.A. and B.A. in International Affairs from California State University at Sacramento. He was elected to the Falls Church Virginia City Council in 1990 as a non-partisan candidate. He served for four years and was Vice-Mayor for two years (1992-1994). He is also a veteran of the US Navy.

Scott Wollek is a Senior Program Officer with the Board of Health Sciences Policy at the National Academies of Sciences, Engineering and Medicine, where he serves as the Director of the Forum on Medical and Public Health Preparedness for Disasters and Emergencies. Since joining The Academies staff in 2015, Scott has worked on a range of projects focused on medical countermeasures, civilian biodefense, workforce resilience, healthcare capacity building and other health security topics. Prior to joining The Academies, Scott served as the Senior Disaster Program Manager at The American Red Cross in the National Capital Region. In that role he was responsible for the management of preparedness, response and recovery programs throughout the National Capital Region, including the response to over 500 local disasters each year. During eleven years with the Red Cross, Scott held a variety of paid and volunteer staff positions involving local disaster response, training, exercises, plans and operations. Scott served in leadership positions during disasters and special events including the 2009 and 2013 Presidential Inaugurations, 2010 blizzard and the NCR response to Hurricane Irene, Tropical Storm Lee, the 2012 derecho, Hurricane Sandy, and the shootings at the Washington Navy Yard. Scott earned a Bachelor's Degree in Emergency Health Services from The George Washington University and a Master's Degree in Public Administration, with a concentration in Homeland Security and Emergency Management, from George Mason University.

VI. Political Science Doctoral Program

The objective of the PhD program is to prepare political scientists for professional careers in research and/or teaching by combining academic education in the field with opportunities for experience. Graduates will be scholars and teachers, and experience-based understanding within the kinds of complex domestic and international political organizations they are studying will enhance their analytic skills. Our large and distinguished faculty offers both depth and breadth in the scholarship of the five primary fields of the degree: a) the institutions and processes of American government, b) international relations, c) comparative politics, d) public administration, and e) political theory. Students also have the opportunity in this program to take advantage of the courses in other Mason graduate units, such as the Middle East and Latin American Studies Programs, and the School for Conflict Analysis and Resolution.

The Curriculum

The program allows students to specialize in one of four fields: American Government and Politics, International Relations, Comparative Politics, or Public Administration. Students may choose a minor in the field of Political Theory or may develop their minor field in consultation with the advisor. Courses in Research Methods are required of students in all fields.

American Government and Politics. The field of American government and politics examines the principles, processes, institutions, behaviors, and development of the American political system. The curriculum in this field is designed to provide a strong knowledge base and the analytical skills that will enable students to understand, evaluate, and critique the complex interdependencies of American politics.

Schar School faculty includes scholars in American institutions, which form the basis for understanding political behavior and governmental processes. Federalism, state politics, and local politics are also well-developed areas in the School, thanks to long-established offerings in public administration. The School has a growing expertise in political behavior and political development. Moreover, public forums in American politics at the Woodrow Wilson Center Institution, numerous Washington area think-tanks, and at other metro-area universities further enrich the intellectual setting for the PhD program.

International Relations. The field of international relations focuses on the changing structure of international politics, including post-cold war security issues, the rise of international terrorism, foreign policy development, international political economy—including the effects of economic globalization, the information technology revolution, and the enhanced role of global corporations and nongovernmental organizations – and the rise of other nonsecurity issues on the emerging international agenda, from environmental policy to human rights.

Our approach, influenced by the reality of globalization, is grounded in the belief that the intersection of domestic politics and international affairs is of increasing importance in this globalized and interconnected world. A theoretical approach that aims to unite the concerns of

both comparative politics and international affairs best prepares students to analyze the complex political dynamics that today affect global peace and stability.

Our international relations faculty is comprised of specialists in the full range of issues that concern contemporary international affairs. These include security policy, foreign policy, international political economy, war and peace, post-colonial and ethnic politics, ethics in international affairs, and human rights and humanitarian intervention. Many are also area studies specialists.

Comparative Politics. The field of comparative politics focuses on the governance processes and institutions of other nations and regions of the world, as well as the comparative and cross-national analysis of political institutions, processes, and behavior. Faculty are grounded in specific areas of expertise common to the sub-field of comparative politics. These include democratization, political parties and other democratic institutions, state-society relations, revolutions, warfare, social movements, ethnic politics, and political economy. Many also bring expertise as area studies specialists in the key regions of the world, including the Middle East, Central and East Asia, Europe, and Latin America.

In addition to rich course offerings in international relations and comparative politics, students have the opportunity to attend a great variety of talks by academics, political leaders, and officials from around the world in the greater Washington, DC area.

Public Administration. The field of public administration examines how government and other sectors work to achieve policy goals and objectives through various forms of collective action. The curriculum in this field traditionally has focused on the organization and management of public bureaucracies and their contributions to public policy outcomes.

However, recent trends allocate authority and responsibility for the delivery of public services to such nongovernmental actors as private profit and nonprofit organizations. Reflecting these trends, the field has expanded to include a focus on whether and how networks of public and private actors collaborate to achieve public objectives. The field also has become more global as public management practices and theories are diffused across national and regional administrative settings. Mason's public administration program has been among the nation's leaders in incorporating this shift into the core of its curriculum.

Our faculty's research interests include work on privatization, nonprofit governance, intergovernmental management, homeland security, accountability in third party governance, and public management and organization theory. Many members of the faculty maintain strong ties to the world of public management practice, including involvement as Fellows of the National Academy of Public Administration, consultant roles with federal and nonprofit agencies and active participation in public management associations.

Political Theory (minor field). The field of political theory focuses on core concepts such as sovereignty, power, democracy, rights, and freedom. The theory curriculum is designed to provide knowledge of the key thinkers, arguments, and debates in the history of political thought; practice in the rigorous analysis of fundamental concepts; and experience in the application of these concepts to contemporary political problems. The Schar School is particularly strong in

canonically grounded political theory. The program's research and teaching is based upon careful engagement with the long tradition of political thought but focused on directing the resources of that tradition to grappling with contemporary problems.

Expected Learning Outcomes

Graduates from the program will demonstrate superior academic skills in the field of political science. They will complete introductory courses and then develop a major and minor concentration from among the fields of American Politics, International Relations, Comparative Politics, Public Administration, or Political Theory. By the time students reach candidacy, they are expected to possess the quantitative and qualitative skills to design an original research project for their doctoral dissertation. All dissertations satisfying the requirements for graduation will make an independent scholarly contribution to the academic discipline of political science. Students are required to present their research findings in both written and oral formats.

Program Requirements

The degree requires **72** hours of coursework divided among foundation courses; advanced courses in the student's major and minor fields; supporting courses that can be taken outside the Schar School; research methods courses; experiential learning; and dissertation guidance.

The course work is allocated as follows:

- **Foundation Courses:** 9 credits chosen from five core courses: GOVT 510, GOVT 520, GOVT 530, GOVT 540, and GOVT 550.
- **Major Field Courses:** at least 21 credits of advanced coursework divided between two major fields (American government and politics, public administration, international relations, or comparative politics).
- **Minor Field Courses:** at least 9 credits of advanced coursework in political theory or a third field to be designed by the student and advisor to complement the major fields and with written approval of student's advisor on the education plan.
- **Methodology Courses:** 9 credits to include Research Design for the Social Sciences and Public Policy (POGO 801), Introductory Data Analysis for Policy and Government (POGO 511), and one other course in quantitative or qualitative methods. The last of the three methodology courses should be tailored to the student's dissertation research needs. Language coursework and proficiency may fulfill the methods requirement with approval.
- **Electives:** up to 12 credits in electives.
- **Continuous enrollment in dissertation proposal and research** (12-24 credits)
 - GOVT 998 Doctoral Dissertation Proposal: Students may apply a minimum of 3 and a maximum of 6 credits of 998.
 - GOVT 999 Doctoral Dissertation Research: Students may apply a minimum of 9 and a maximum of 18 credits of 999.

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- GOVT 998/999 Combined: A minimum of 12 and a maximum of 24 dissertation credits (998 and 999 combined) apply to the degree. Students must enroll in a minimum of 3 credits per semester until 12 total combined credits have been completed. Students may register for one credit a semester thereafter.

Once enrolled in GOVT 998, Dissertation Proposal, a student must maintain continuous enrollment in GOVT 998 or 999 each semester (excluding summers) until the dissertation is submitted to and accepted by the University Library. Failure to maintain continuous enrollment is grounds for termination from the program.

Recommended Course Sequences

<u>Full-time student with 30-credit reduction from master's degree applied to minor and elective courses</u>			
<u>First Year</u>		<u>Second Year</u>	
<u>Fall Term</u>	<u>Spring Term</u>	<u>Fall Term</u>	<u>Spring Term</u>
Foundation course 1	Foundation course 3	Field seminar 3	Field seminar 4
Foundation course 2	Field seminar 1	POGO 511*	Field seminar 5
POGO 801	Field seminar 2	Advanced methods	GOVT 800
<i>*Students are encouraged to take the PhD section of 511 offered in the fall semester</i>			
<u>Third Year</u>			
<u>Fall Term</u>	<u>Spring Term</u>		
Field seminar 6	GOVT 998		
Field seminar 7			
<i>Comprehensive exams in January of the third year</i>			

<u>Part-time student with 30-credit reduction from master's degree applied to minor and elective courses</u>			
<u>First Year</u>		<u>Second Year</u>	
<u>Fall Term</u>	<u>Spring Term</u>	<u>Fall Term</u>	<u>Spring Term</u>
Foundation course 1	Foundation course 2	Field seminar 1	Field seminar 2
POGO 801	Foundation course 3	POGO 511*	Advanced methods
<i>Students are encouraged to take the PhD section of POGO 511 offered in the fall semester</i>			
<u>Third Year</u>		<u>Fourth Year</u>	
<u>Fall Term</u>	<u>Spring Term</u>	<u>Fall Term</u>	<u>Spring Term</u>
Field seminar 3	Field seminar 5	Field seminar 6	GOVT 998
Field seminar 4	GOVT 800	Field seminar 7	
<i>Comprehensive exams in January of the fourth year</i>			

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Full-time student who begins the program with a bachelor's degree (no credit reduction)

<u>First Year</u>		<u>Second Year</u>	
<u>Fall Term</u>	<u>Spring Term</u>	<u>Fall Term</u>	<u>Spring Term</u>
Foundation course 1	Foundation course 3	POGO 511*	Field seminar 4
Foundation course 2	Field seminar 1	Field seminar 3	Minor field 2
POGO 801	Field seminar 2	Minor field 1	Advanced methods

Students are encouraged to take the PhD section of POGO 511 offered in the fall semester

<u>Third Year</u>		<u>Fourth Year</u>	
<u>Fall Term</u>	<u>Spring Term</u>	<u>Fall Term</u>	<u>Spring Term</u>
Field seminar 5	Field seminar 7	Elective 2	GOVT 998
Field seminar 6	Elective 1	Elective 3	
Minor field 3	GOVT 800	Elective 4	

Comprehensive exams in January of the fourth year

Part-time student who begins the program with a bachelor's degree (no credit reduction)

<u>First Year</u>		<u>Second Year</u>	
<u>Fall Term</u>	<u>Spring Term</u>	<u>Fall Term</u>	<u>Spring Term</u>
Foundation course 1	Foundation course 2	Field seminar 1	Field seminar 2
POGO 801	Foundation course 3	POGO 511*	Field seminar 3

** Students are encouraged to take the PhD section of POGO 511 offered in the fall semester*

<u>Third Year</u>		<u>Fourth Year</u>	
<u>Fall Term</u>	<u>Spring Term</u>	<u>Fall Term</u>	<u>Spring Term</u>
Field seminar 4	Field seminar 5	Field seminar 7	Minor field 2
Advanced methods	Field seminar 6	Minor field 1	Minor field 3

<u>Fifth Year</u>		<u>Sixth Year</u>	
<u>Fall Term</u>	<u>Spring Term</u>	<u>Fall Term</u>	<u>Spring Term</u>
Elective 1	Elective 3	GOVT 998	GOVT 998
Elective 2	GOVT 800 (elective 4)		

Comprehensive exams in May of the fifth year

Political Science Degree Program Details

During their first semester in the program, students meet with their advisors and with PhD Student Services to complete a degree plan. Students are expected to discuss this plan periodically throughout their time in the program, make updates, and submit revisions for approval.

Courses for the Degree

Foundation Courses (9 credits from the following):

GOVT 510 American Government and Politics
GOVT 520 Political Theory
GOVT 530 Comparative Politics
GOVT 540 International Relations
GOVT 550 Public Administration

Methodology Courses (9 credits):

POGO 801 Research Design for the Social Sciences and Public Policy
POGO 511 Introductory Data Analysis for Policy and Government

One additional course in quantitative or qualitative methods is required. The last of the three methodology courses should be tailored to the student's dissertation research needs. Language coursework and proficiency may count as the third methodology course with approval.

American Government and Politics Field Courses (2 of the following 4 seminars are required):

GOVT 603 Seminar in Courts and Constitutional Law
GOVT 604 Seminar in Congress and Legislative Behavior
GOVT 605 Seminar on the Presidency
GOVT 706 Seminar in Federalism and Intergovernmental Relations

Comparative Politics Field Courses (the following 2 seminars are required):

GOVT 631 Seminar in Comparative Politics and Institutions
GOVT 731 Advanced Seminar in Comparative Politics

International Relations Field Courses (2 of the following 4 seminars are required):

GOVT 641 Global Governance
GOVT 741 Advanced Seminar in International Relations
GOVT 743 International Political Economy
GOVT 745 International Security

Public Administration Field Courses (the following 2 seminars are required):

GOVT 753 Seminar in Third Party Governance
GOVT 755 Seminar in Politics and the Bureaucracy

Political Theory Minor Field Courses (3 courses beyond GOVT 520, selected from among the following):

GOVT 631 Seminar in Comparative Politics and Institutions
GOVT 725 Democratic Theory

GOVT 726 Theories of Justice
GOVT 727 Restorative Justice
GOVT 733 Islam and Politics

Minor Field

Students may choose political theory as a minor field or construct a minor field of their own in consultation with their advisor. The courses in the minor field should complement the two major fields and need the prior written advisor approval.

The minor field is a substantive area, often one that could or will likely be related to the dissertation. The student's advisor and the Program Director must approve any choice of courses constituting a minor field. Further, the minor field may not be made up of more than one directed reading or independent study course. Illustrative examples: Middle East studies, interest groups, French politics, peasant movements, state theory, etc.

A minor field chosen in methods may not include any of the courses counted for the methods requirement. Moreover, a methods minor may not be a foreign language. Courses chosen for a minor in methods must cohere in some substantive way; they may not simply be a list of "methods" courses.

Foreign Language as Methods Elective

Advanced knowledge of a foreign language, as attested to by specific outside examination, may substitute for one methodology course requirement. **The student's faculty advisor or probable dissertation advisor must certify that advanced knowledge of the language designated is essential and necessary to the successful doctoral dissertation work of the student.** The Program Director must also approve.

Certification of the student's proficiency in the designated language must be arranged for, paid by, and provided to the PhD Student Services by the student. It is solely the responsibility of the student to ensure that certification is received before comprehensive field examinations are taken. There are no exemptions from this requirement.

Certification through Language Testing International (LTI) of the American Council on the Teaching of Foreign Languages (ACTFL) must be obtained at the level of proficiency for speaking, reading, and writing. Proficiency is defined as "advanced – sub-grade mid" for speaking and reading and "intermediate" for writing on the LTI scale of: Novice, Intermediate, Advanced (with three sub-grades: low, mid, and high), and Superior.

See <http://www.languagetesting.com/> for proficiency scales as well as testing and payment details. No other certification from any other source will be accepted. Mason's Department of Foreign Languages does NOT test for proficiency.

Certification of all required levels must also be provided for any language approved for doctoral dissertation work under this rubric, which may also be the student's first language. Any language certification that is approved as a substitution for one methodology requirement will not result in a reduction of credit hour requirements.

Degree Plan

The Degree Plan states which courses the student is taking or has taken to fulfill degree requirements. PhD students must submit their Degree Plan worksheet periodically to both their advisor and PhD Student Services for review. The review is to ensure that the student is adhering to the requirements of the program. If a Reduction of Credits is to be applied, those credits should be included on the form. Degree Plan worksheets are available from PhD Student Services and are also available on the Schar School website. Any changes in the plan must be documented with an amended Degree Plan worksheet signed by the student's advisor. It is the student's responsibility to be aware of the requirements of the PhD program and to adhere to those requirements.

Enrollment in Other Degree Programs

In accepting admission to the PhD Program in Political Science, 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 termination from the PhD Program.* Violations of this policy will result in automatic termination, which is not subject to appeal.

*The sole exception to this policy is admission into the MA in Political Science at George Mason University as an approved secondary program (see Secondary Program in section I, Program Administration, Policies, and Procedures).

Comprehensive Examination

At the conclusion of their course work, students will take a written Comprehensive Examination in their two primary fields of specialization. This exam will be based on the student's course work and on the reading list prepared for each field. The exam must be completed before the student takes dissertation proposal or dissertation guidance courses.

A few months in advance, PhD Student Services will announce the dates for the next cycle of comprehensive exams. Students will take two day-long exams, one in each of the student's fields. Students planning to take their comps during a given cycle must be available for both dates. Students who cannot make both dates must postpone until the next offering.

At least one month prior to the first exam date, students planning on taking comprehensive exams must submit to PhD Student Services an exam application and a completed Degree Plan approved by the advisor. The purpose is to verify that all course requirements have been completed.

Exams are prepared by duly appointed field committees in international relations, American politics, comparative politics, and public administration. Each exam requires that three questions be answered, the subject of one of which is methodology. The required number of answers is structured through an element of choice: i.e., in each section the number of questions from which to choose is greater than the number of answers required. The exam may be otherwise structured as the exam committee sees fit; the three required answers, for example, may be distributed across two or three sections. (Methodology must always constitute its own section.)

Each day of the exam is made up of an 8-hour session. A member of the PhD Student Services team will proctor the exam. The proctor will give each student a hard copy of the reading list for the field being tested. A computer is provided for writing the exam. Online access is prohibited, as well as the use of outside materials and electronic devices. Students are not permitted to use any of the following tools while taking the exam:

- Ø Notes
- Ø Books
- Ø Internet
- Ø Personal computers of any kind
- Ø Handheld devices (including but not limited to smartphones, tablets, iPads, e-readers, and anything with document storage or internet access)
- Ø Electronic storage devices (including but not limited to USB devices, flash drives, thumb drives, external hard drives)

Using any of the items above during the exam is grounds for failing the exam.

Exams are graded by the field committee appointed by the program director. Through its deliberations, the committee reaches a single result for each answer and, then, a single result for the exam overall. All answers must achieve a PASS or higher for a grade of PASS for the overall exam. The committee will render a single grade for each question and for the exam overall: FAIL, PASS or HIGH PASS. Any question that is failed must be re-taken and passed at a subsequent exam cycle in order to pass the exam. Any question area that is failed may be re-taken no more than once. Failing a question area twice means that the overall exam is failed and that the student is terminated from the program.

Requests for Early Comprehensive Examinations

Students who have been enrolled in the political science doctoral program for at least one academic year may request to take the comprehensive examination prior to completing all coursework. These students must submit the following for consideration by the program director:

1. A note from their academic advisor supporting the request.
2. A written request to the program director from the student. This must be submitted at least two months prior to the date of the exam. The request will include a description of how the student will meet following criteria by the time of the exam:
 - Complete three required core courses (nine credits from GOVT 510, 520, 530, 540, or 550)
 - Complete two of the three core methods requirements (six credits, preferably GOVT 500 and POGO 511)
 - Complete at least 24 credits of required coursework within the Political Science PhD program, which may include transfer credits.

Under exceptional circumstances and with advisor approval, students may be allowed to take the comprehensive exam prior to completing the 24 credits of required coursework.

Taking the exam before completing coursework may increase the risk of failing. All students are bound by the policy relating to failing grades on the exam (a student who fails any part of the exam twice is terminated from the program).

A passing grade on comprehensive exams does not modify degree requirements. Students must complete all required PhD coursework prior to advancing to candidacy.

Dissertation Stage

Please see the Dissertation section of PhD Program Administration, Policies, and Procedures (Part I) for information on the following:

- Dissertation committee
- Dissertation proposal and defense
- Advancement to candidacy
- The dissertation
- Oral defense
- Dissertation format and delivery of final copies
- Graduation

Registration during Dissertation Work

To register for GOVT 998, students must first have passed the comprehensive exams and identified the Chair of their Dissertation Committee. The faculty member who has agreed to serve as chair must notify PhD Student Services. PhD Student Services will then provide the student with the code to use to register.

Before registering for GOVT 999, students must offer a successful public defense of the dissertation proposal. Successful completion of a dissertation is contingent on final approval of the dissertation committee and the dean.

VII. Public Policy Doctoral Program

The 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 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; 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 the Public Policy Doctoral Emphasis Areas section below 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 students take will depend on their preparation and interests. Prerequisites include three courses involving core competencies in economics (PUBP 720), statistics (POGO 511) and government (PUBP 730). 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 overlap often occurs 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

POGO 511 Introductory Data Analysis for Policy and Government
PUBP 720 Managerial Economics and Policy Analysis
PUBP 730 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. 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. Each student's letter of admission specifies which, if any, prerequisite courses are required. Prerequisite courses will not count as part of the 82 credit hour requirement.

Prerequisite/Core Course Exemption

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

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

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

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 Part I: Program Administration, Policy, and Procedures.)

PUBP 800	Culture and Public Policy
POGO 801*	Research Design for the Social Sciences and Public Policy
PUBP 804	Multivariate Statistical Analysis in Public Policy
PUBP 805	Foundations of Social Science for Public Policy

*Students whose final paper in POGO 801 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 termination.

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 May and January 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.*** Students who wish to postpone the exam must make the request in advance and obtain prior written approval 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 termination from the program. With the exception of PUBP 850, 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 three-hour in-class exam and a three-day take-home exam. The exam presents a public policy situation and accompanying data from which students must provide an integrated interdisciplinary analysis. The Qualifying Examination grades are as follows: pass with distinction, pass, and fail.

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.

Stage Two: Policy Fields and Skills

PUBP 850: Seminar in Public Policy	(one credit)
Elective courses	(three courses)
Advanced Methods course	(one course)

PUBP 850: Seminar in Public Policy

Becoming a successful scholar in public policy is about more than taking courses and writing a dissertation. Students also need to become familiar with the culture and norms of the profession, such as navigating the journal publication process, giving effective academic presentations, making career choices, bridging the gap between academic research and policy making, and engaging in professional networking. This required one-credit course, taken in the spring semester of the first year, provides students with a glimpse into this body of informal knowledge.

Elective Courses

In addition to the specified core courses for the student's Field of Study Plan (see Stage Three: 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.

- POGO 611 Advanced Data Analysis for Policy and Government
- PUBP 754 GIS and Spatial Analysis for Public Policy
- PUBP 791 Advanced Field Methods for Policy Research
- PUBP 792 Advanced Economic Analysis for Policy Research
- PUBP 793 Large-Scale Database Construction and Management for Policy Research

Recommended Course Sequences

Full-time Student (no prerequisites required)

<u>First Year</u>		<u>Second Year</u>	
<u>Fall term</u>	<u>Spring term*</u>	<u>Fall term</u>	<u>Spring term</u>
PUBP 800	PUBP 804	Emphasis 1	Emphasis 2
POGO 801	PUBP 805	Elective 3	Emphasis 3
Elective 1	Elective 2	Adv Methods 1	Adv Methods 2
	PUBP 850 (1)		
	Writing course**		

Part-time Student (no prerequisites required)

<u>First Year</u>		<u>Second Year</u>		<u>Third Year</u>	
<u>Fall term</u>	<u>Spring term*</u>	<u>Fall term</u>	<u>Spring term</u>	<u>Fall term</u>	<u>Spring term</u>
PUBP 800	PUBP 804	Elective 1	Elective 2	Emphasis 1	Emphasis 2
POGO 801	PUBP 805	Adv Methods 1	Elective 3	Adv Methods 2	Emphasis 3
	PUBP 850 (1)				
	Writing course**				

Full-time Student (with need for all prerequisites)

<u>First Year</u>		<u>Second Year</u>		<u>Third Year</u>	
<u>Fall term</u>	<u>Spring term</u>	<u>Fall term*</u>	<u>Spring term</u>	<u>Fall Term</u>	<u>Spring term</u>
POGO 511	PUBP 804	PUBP 800	Emphasis 1	Emphasis 2	
PUBP 730	PUBP 805	Elective 1	Adv Methods 1	Emphasis 3	
POGO 801	PUBP 720	Elective 2	Elective 3	Adv Methods 2	
	PUBP 850 (1)				
	Writing course**				

Part-time Student (with need for all prerequisites)

<u>First Year</u>		<u>Second Year</u>	
<u>Fall term</u>	<u>Spring term</u>	<u>Fall term</u>	<u>Spring term*</u>
POGO 511	PUBP 804	PUBP 800	PUBP 805
POGO 801	PUBP 720	PUBP 730	Elective 1
	PUBP 850 (1)		
	Writing course**		

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

* Qualifying Exam taken upon completion of all core courses.

** Students whose final paper in POGO 801 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 towards the 82 hours of PhD coursework.

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 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 Committee form must be submitted to the Program Director and Dean for approval. The student is responsible for collecting committee member signatures and submitting the form to PhD Student Services prior to completing the Field Statement. (See Appendix B for the Field Research Committee form.)

Field of Study Coursework

In consultation with the Field Committee Chair, students must identify three substantive courses and at least one advanced methods course that will serve as a foundation for the Field of Study. The three substantive courses must include at least one 800-level emphasis area course (excluding core and advanced methods courses).

Current Public Policy emphasis area courses are as follows:

PUBP 810	Regional Development and Transportation Policy
PUBP 811	Applied Methods in Regional Development and Transportation Policy
PUBP 820	Technology, Science, and Innovation: Institutions and Governance
PUBP 821	Analytic Methods for Technology, Science, and Innovation Policy
PUBP 834	Entrepreneurship, Growth, and Public Policy
PUBP 835	Entrepreneurship, Creativity, and Innovation
PUBP 840	US Policy Making Institutions
PUBP 841	US Policy Making Processes
PUBP 860	Social Theory, Culture, and Public Policy
PUBP 861	Culture and Social Policy Analysis
PUBP 880	Global and International Policy I
PUBP 881	International Trade Policy: Theory and Institutions

The advanced methods course in the Field of Study 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.

Field of Study courses 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.

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 emphasis area 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 incorporate other faculty expertise upon which the student will draw.

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 only register for PUBP 998 Dissertation Proposal after they have passed their field examination. While working on the field statement, students may register for one 3-credit directed readings course (POGO 796) with their field research chair or another faculty member designated by the chair. (See Directed Readings in the Program Administration, Policy and Procedures section.) Some students are required to maintain full-time status for visa, student loan, financial aid, or employment reasons. Such students 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 members. The committee 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. In this essay, the student 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. The student will revise the statement until it meets the approval of the full committee.

The goal of the field statement is to enable students to acquire expertise in several bodies of literature that will help them 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. 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 US 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 students to think creatively about the fields and move beyond the analysis they have done in the field statement.

The exam thus measures knowledge of a student's chosen specialties and indicates the student's professional competence in those areas.

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 selecting one or two questions from several for each 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

regarding 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 B 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 termination from the program.

Disposition of the Field Examination

It is the student's responsibility to ensure that PhD Student Services receives the signed Field Examination Grade form as well as the examination questions and answers. Once the passing grade is confirmed and all materials are submitted, 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 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.

Stage Four: Dissertation

Please see the Dissertation section of PhD Program Administration, Policies, and Procedures (Part I) for information on the following:

- Dissertation committee
- Dissertation proposal and defense
- Advancement to candidacy
- The dissertation
- Oral defense
- Dissertation format and delivery of final copies
- Graduation

Registration during Dissertation Work

While preparing the dissertation proposal, students may take a maximum of 6 credits of PUBP 998 Research/Proposal for Dissertation.

- There is no minimum number of PUBP 998 credits required.
- PUBP 998 must be taken in increments of at least 3 credits per semester.
- Students are permitted to take additional courses along with PUBP 998 in order to maintain full-time status (including a 3-credit directed readings course).
- Students who do not successfully defend a dissertation proposal after completing 6 credits of PUBP 998 must maintain continuous enrollment in coursework while completing the proposal.

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

- Students are required to take a minimum of 6 credit hours of PUBP 999.
- Students may apply only 12 credits total of PUBP 998 and PUBP 999 toward the 82-credit graduation requirement. (Examples: 0 credits PUBP 998 plus 12 credits PUBP 999; 3 credits PUBP 998 plus 9 credits PUBP 999; 6 credits PUBP 998 plus 6 credits PUBP 999)
- Until a student has taken 12 credits of PUBP 998 and 999 combined, PUBP 999 must be taken in increments of at least 3 credits per semester.
- Students who have fulfilled all degree requirements may take 1 credit of PUBP 999 each semester and be considered full-time until the program is completed, provided they are making adequate progress. 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 PUBP 998 and PUBP 999 combined are required for graduation. Students will need to contact PhD Student Services prior to registration in dissertation coursework.

External Reader

In the public policy program, after proposal defense, the candidate and chair must identify an external reader—selected from outside Mason—in **addition** to the three committee members.

1. The chair, dissertation committee members, or Doctoral Program Director may suggest nominees for external reader.
2. After the chair and 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 B), 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 must 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 are submitted to the student's chair and the Doctoral Program Director.

The reader's report may identify problems in the dissertation or may recommend substantive changes. In such a case, the candidate and chair will determine together how to incorporate those suggestions into the dissertation. Along with the external reader's report, the candidate and chair must submit to the Doctoral Program Director a written description of changes made to the final dissertation in response to the reader's comments.

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. Violations of this policy will result in automatic termination, which is not subject to appeal.

*The sole exception to this policy is admission into the MPP program at George Mason University as an approved secondary program (see Secondary Program above).

Public Policy Doctoral Emphasis Areas

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 emphasis area 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 area 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, this emphasis area 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

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.

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 coursework 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. Students may also choose to study international trade policy, addressing international trade theory, trade policy analysis, regional economic integration, and the institutional arrangements governing world trade.

Appendix A: 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; social enterprise; collaborative governance.

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

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.

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

Sonia Ben Ouagrham-Gormley, Associate Professor; Ph.D., Development Economics, School of Advanced Social Sciences, Paris, 1999.
International security; arms control and nonproliferation; science and technology; emerging technologies and security; biological weapons threats; biodefense and biosecurity; WMD terrorism; export control and illicit trade; economic and financial sanctions; former Soviet States.

Christopher Berk, Assistant Professor; Ph.D., Political Science, University of Chicago, 2016.
Politics of punishment; penal law; democratic theory.

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

Ahsan I. Butt, Associate 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.

Guadalupe Correa-Cabrera Associate Professor, Ph.D., The New School for Social Research, 2010. Comparative politics; Latin American studies; border studies; security studies; immigration; Mexican politics; Mexico-U.S. relations.

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

Robert L. Dudley, Professor; Ph.D., Political Science, Northern Illinois University, 1980. Judicial behavior; decision-making; legal processes; elections; 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; Ph.D., Economics, Stanford University, 1988. Labor economics; entrepreneurship; political economy; transition and development; corporate governance and firm performance; reallocation; industry dynamics; growth and finance; inequality; globalization; institutional economics; comparative analysis of economic policies and systems; microeconometrics; program evaluation.

Stephen S. Fuller, Dwight Schar Faculty Chair, Director of the Stephen S. Fuller Institute, 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, Associate 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; impacts of population changes on economy growth and international 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.

Michael Hunzeker, Assistant Professor; Ph.D., Public and International Affairs, Princeton University, 2013.

International security; military innovation; conventional deterrence.

Mark N. Katz, Professor; Ph.D., Political Science, Massachusetts Institute of Technology, 1982. Revolution; Russian politics and foreign policy; War on Terror; comparative politics; international relations.

Gregory Koblentz, 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 statistical modeling and Geographic Information Systems (GIS) in health/medical services and policy research.

Maurice D. Kugler, Professor of Public Policy; Ph.D., Economics, University of California at Berkeley, 2000.

Macroeconomic impact of globalization; economic growth and international development; labor productivity and job flows; international trade and foreign direct investment; and international migration.

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 and Director of Political Science Graduate Program; Ph.D., Political Science, University of Michigan, 2006.

Comparative politics; welfare states, employment and social policy; federalism and multilevel governance; State-Society relations.

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; international law; 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, Associate Professor; Ph.D., Public Administration, American University, 2012.

Public management issues; public sector work motivation; manager-employee relationships; citizen evaluations of government performance.

Jeremy D. Mayer, Associate Professor; Ph.D., Political Science, Georgetown University, 1996.

Public opinion; racial politics; foreign policy; presidential elections; media politics; political socialization; polarization.

Eric M. McGlinchey, Associate Professor; Ph.D., Political Science, Princeton University, 2003.

Comparative politics; Eurasian politics; research methods; international security.

Robert J. McGrath, Associate Professor and Director of Undergraduate Programs; 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, technology, and innovation 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.

Lucas Núñez, Assistant Professor; Ph.D., Social Science, California Institute of Technology, 2018.

Political behavior; electoral politics; quantitative methods.

James L. Olds, University Professor; Ph.D., Neurosciences, University of Michigan-Ann Arbor, 1987.

Science policy; AI; Macrosystems biology; team science; crisis management in science agency administration.

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.

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 economic 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 economic policy; law, development and governance; comparative economics; east Asia; institutions; collective action; networks; complex systems; and economic history.

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.

Stephen R. Ruth, Professor; Ph.D., Business and Applied Economics, Wharton School, University of Pennsylvania, 1971.

Telecommunications policy; higher education technology policy; ICT diffusion in developing nations; religious/theological issues in public policy formulation.

Matthew Scherer, Associate 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 economics and policy; negotiations.

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.

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; public sector change management.

Jessica N. Terman, Associate 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®; organization development; creating knowledge-sharing organizational culture; change management; organization transformation; quiet leadership; talent management, diversity, and inclusion; Asian American professional growth and glass ceiling; collaborative technology and knowledge management.

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

Jennifer N. Victor, Associate Professor; Ph.D., Political Science, Washington University in St. Louis, 2003.
American politics; legislative politics; political networks; quantitative analysis; political parties; campaign finance.

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

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

Ketian (Vivian) Zhang, Assistant Professor; Ph.D., Political Science, MIT, 2018.
International security; rising powers; Chinese foreign policy; coercion; economic statecraft; maritime disputes.

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 and Professor of Anthropology; 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.

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

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.

Robert L. Deitz, Term Professor and Director, International Security Program; M.P.A., Woodrow Wilson School, Princeton University, 1972; J.D., Harvard Law School, 1975.

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

Richard Kauzlarich, Distinguished Visiting Professor; M.A., Indiana University 1967; M.A., University of Michigan, 1976.

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

Ellen Laipson, Term Professor and Director, International Security Program; M.A. School of Advanced International Studies, Johns Hopkins University, 1978.

Philip Martin, Term Assistant Professor, Ph.D., Political Science, Massachusetts Institute of Technology, 2019.

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.

Alan Shark, Term Associate Professor; D.P.A., Public Administration, University of Southern California, 2001.

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.

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

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.

Appendix B: Doctoral Forms

Note: all program forms are available online [here](#)

2. Biodefense Qualifying Exam Application
3. Political Science Comprehensive Exam Application
4. Public Policy Qualifying Exam Application
5. Public Policy Field Research Committee
6. Public Policy Field Examination Grade
7. Dissertation Committee
8. Change of Field/Dissertation Committee Member
9. Statement of Readiness for Proposal Defense
10. Dissertation Proposal Defense
11. Public Policy Dissertation External Reader
12. Oral Dissertation Defense Readiness

George Mason University
Schar School of Policy and Government
Political Science Comprehensive Exam Application

Student Name: _____ Date: _____

G Number: _____ Handbook Year: _____

Major Fields

Please identify your two major fields:

American Government

International Relations

Comparative Politics

Public Administration

Coursework and Degree Plan

A review of your coursework must be completed before you are approved to take the comprehensive qualifying exam. Please make the necessary updates to your degree plan and include a current version with this application.

Current degree plan attached

Committee Chair

After passing the comprehensive exam and before registering for GOVT998 proposal credits, students must identify a faculty member to serve as dissertation committee chair. The faculty member must indicate in writing a willingness to serve in this capacity. If you have already identified a committee chair, please specify here.

Dissertation Committee Chair: _____

Tentative

Confirmed in writing (documentation attached)

Please return this form to Schar School PhD Student Services, MSN 3B1.

Comprehensive Examination Application Approved by:

Director,

PhD Student Services

Name

Signature

Date

George Mason University
Schar School of Policy and Government
Public Policy Qualifying Exam Application

Student's Name:		Date:	
G Number:		Advisor:	
Handbook Year:		Exam Semester/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.

<i>Core Courses</i>	<i>Year/Semester</i>	<i>Grade</i>
PUBP 800		
POGO 801		
PUBP 804		
PUBP 805		
PUBP 850		

Approved by:

	Name	Signature	Date
Director, PhD Student Services			

Please return this form to Schar School PhD Student Services, MSN 3B1

George Mason University
Schar School of Policy and Government
Public Policy Field Research Committee

Student's Name:		Date:	
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Tentative Title of Field Statement:	
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The following professors have agreed to serve on my field research committee:

	Name	Signature	Date
Chair			
Member			

Approved By:

	Name	Signature	Date
Assistant Dean, Program Management			
PhD Program Director			
Dean			

Please return this form to Schar School PhD Student Services, MSN 3B1

George Mason University
Schar School of Policy and Government
Public Policy Field Examination Grade

Student's Name:		Date:	
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I have read and graded this student's field examination.

	Name	Signature	Grade (circle one)	Date
Chair			Pass / Fail	
Member			Pass / Fail	
Member			Pass / Fail	
Member			Pass / Fail	
Member			Pass / Fail	

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

	Name	Signature	Date
Director, PhD Student Services			

Please return this form to Schar School PhD Student Services, MSN 3B1

George Mason University
Schar School of Policy and Government
Dissertation Committee

Student's Name:		Date:	
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Program: Biodefense Political Science Public Policy

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

	Name	Signature	Date
Chair			
Member			

Approved By:

	Name	Signature	Date
Assistant Dean, Program Management			
PhD Program Director			
Dean			

Please return this form to Schar School PhD Student Services, MSN 3B1

George Mason University
Schar School of Policy and Government
Statement of Readiness for Proposal Defense

This is to certify that this student has successfully defended the dissertation proposal.

Student's Name:		Date of Defense:	
-----------------	--	------------------	--

Program: Biodefense Political Science Public Policy

Title:	
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	Name	Signature	Date
Chair			
Member			

Approved By:

	Name	Signature	Date
PhD Program Director			
Dean			

I have received a copy of the dissertation proposal.

	Name	Signature	Date
Director, PhD Student Services			

Please return this form to Schar School PhD Student Services, MSN 3B1

**George Mason University
Schar School of Policy and Government
Change of Dissertation/Field Committee Member**

Student's Name:		Date:	
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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:

	Name	Signature	Date
Assistant Dean, Program Management			
PhD Program Director			
Dean			

Please return this form to Schar School PhD Student Services, MSN 3B1

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:	
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Committee Members:

	Name	Signature	Date
Chair			
Member			
Member			
Member			

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

	Name	Signature	Date
Director, PhD Student Services			

Please return this form to Schar School PhD Student Services, MSN 3B1

George Mason University
Schar School of Policy and Government
Dissertation Proposal Defense

This is to certify that this student has successfully defended the dissertation proposal.

Student's Name:		Date of Defense:	
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Program: Biodefense Political Science Public Policy

Title:	
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	Name	Signature	Date
Chair			
Member			

Approved By:

	Name	Signature	Date
PhD Program Director			
Dean			

I have received a copy of the dissertation proposal.

	Name	Signature	Date
Director, PhD Student Services			

Please return this form to Schar School PhD Student Services, MSN 3B1

George Mason University
Schar School of Policy and Government
Dissertation External Reader

Student's Name:		Date:	
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Dissertation Title:	
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The following professor has agreed to serve on my dissertation committee as an external reader:

	Name	Signature	Date
Chair			
Reader			

Approved By:

	Name	Signature	Date
PhD Program Director			
Dean			

Please return this form to Schar School PhD Student Services, MSN 3B1

George Mason University
Schar School of Policy and Government
Oral Dissertation Defense Readiness

Student's Name:		Date of Defense:	
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Program: Biodefense Political Science Public Policy

Dissertation Title:	
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We certify that this student is prepared to orally defend the dissertation.

Committee Members:

	Name	Signature	Date
Chair			
Member			

Please return this form to Schar School PhD Student Services, MSN 3B1