



Indiana University of Pennsylvania

Ph.D. Program
in
Administration & Leadership Studies
Nonprofit & Public Sectors

Doctoral Student Handbook

Fall 2009



beyond expectations

IMPORTANT CONTACT INFORMATION

QUICK REFERENCE

Harrisburg Campus <http://www.iup.edu/als/more/harrisburg.shtm>

ALS Office: 717-720-4064 South Hall, Dixon Center

Hours: Monday through Friday, 8:00 a.m. – 4:00 p.m.

Coordinator: Dr. John Anderson 717-720-4098 jaa@iup.edu

Secretary: Kim Winters 717-720-4064 kwinters@iup.edu

Indiana Campus <http://www.iup.edu/als>

ALS Office 724-357-2659 102-G McElhaney Hall

Hours: Monday, Tuesday, & Wednesday 9:15 a.m. – 4:15 p.m.

Coordinator: Dr. John Anderson 717-720-4098 jaa@iup.edu

Secretary: Lori Marshall 724-357-2956 lmarshall@iup.edu

IUP Resources

Graduate Studies & Research 724-357-2222 <http://www.iup.edu/graduate/>

Bursar's Office 724-357-2207 <http://www.iup.edu/bursar/>

Student Technology Services 724-357-2198 <http://www.iup.edu/ats/sts/>
Student-helpdesk@iup.edu

Library Services 724-357-2330 <http://www.lib.iup.edu/>

URSA registrars-office@iup.edu <http://www.iup.edu/URSA/>

IUP Bookstore (Co-Op) 724-357-3145 <http://iupstore.iup.edu/>
or toll-free 800-537-7916

Affirmative Action

IUP is an equal opportunity/affirmative action institution. Any questions may be directed to the Affirmative Action Office in Sutton Hall G-1, 724-357-2431.

Students with Disabilities

The ALS program welcomes students with disabilities and makes every attempt to accommodate their needs. If you know that you will require some adaptations to successfully complete course work you should notify the Program Coordinator or faculty member involved as soon as possible. Additional assistance may be available from the Advising and Testing Center and from the Advocates for Disabled Students group on campus.

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ALS MISSION STATEMENT

The mission of the Administration and Leadership Studies Ph.D. program is to develop leader-scholars who excel in conceptual and applied knowledge about leadership in the nonprofit and public sectors, as well as analytic and research skills needed for planning, decision-making, and evaluation. Graduates apply their education in careers as leaders, faculty members, and/or researchers, thereby contributing to the civic, economic, social, and cultural wellbeing of the Commonwealth, the nation, and the world.



Welcome to the ALS Ph.D. Program

You are about to embark on a challenging scholarly journey during which you will acquire knowledge and many valuable skills. Doctoral training is the process of becoming an independent scholar. Doctoral programs require a significant commitment of time and effort. Although the ALS program is designed to accommodate working professionals, such as offering most courses in the evenings and weekends, most students find participating in a doctoral program is an intensive experience. At times you may feel overwhelmed; this is not unusual. Your fellow doctoral students will be an important source of support and networking opportunities. Faculty also will provide support and mentorship as you progress in your scholarly development. It is your commitment and investment in the program, however, which may lead not only to a doctoral degree, but also to enhanced academic and professional skills, a sense of accomplishment, new career opportunities, and new friendships.

This Doctoral Student Handbook is revised each time a new cohort begins their studies. Because the ALS Ph.D. program is continually developing to meet student needs and to help students and faculty achieve scholarly excellence, new editions are provided with updated information for current ALS students at the Main Campus and in Harrisburg. We encourage you to pick up a fresh copy each fall.

Those who join in welcoming you include Dr. Yaw Asamoah, Dean of the College of Humanities and Social Sciences, Dr. Alex Heckert, Chair of the Department of Sociology which houses the ALS program, as well as Dr. Nick Karatjas, chair of the participating Departments of Economics. On their behalf, as well as all ALS faculty members, I welcome you to the community of scholars in the ALS program at IUP.

John

John A. Anderson, Ph.D., Coordinator
Indiana & Harrisburg Programs



The ALS Program

Background and History

The Ph.D. Program in Administration and Leadership Studies (ALS) began at IUP in 1998 as an interdisciplinary doctoral program in the College of Humanities and Social Sciences, based in the Department of Sociology.

The ALS Ph.D. program grew out of an initial plan for a collaborative doctoral program in Administration and Leadership Studies to be offered with the College of Education. However, the program was re-conceptualized in recognition of the many distinct interests of leaders in human service sectors from those in education. Today, IUP offers the Ph.D. in Administration and Leadership Studies in Nonprofit and Public Sectors and a separate D.Ed. program in the College of Education, primarily oriented toward leaders in public education.

Based on research, gathering input from students, faculty and administrators, the program revised its focus and curriculum in 2005. Our program is now more broadly focused in the areas of Administration and Leadership Studies in Nonprofit and Public Sectors. The program is offered in conjunction with the Department of Economics. The enhanced curriculum builds students' strengths in theory and applied and research knowledge for advanced scholarship, as well as permitting a range of electives from a variety of disciplines to give students the foundational preparation that is vital for their dissertation research.

ALS Program offices at the Main Campus are based in the Department of Sociology, located in McElhaney Hall (pictured below) on IUP's picturesque Oak Grove. The ALS Program is geared toward mid-career professionals working in the nonprofit and public sectors. Students are admitted in cohorts of between 15 and 20 students; who begin and take all core courses together. Cohorts 1, 2, 4, 6, 8, & 10 (and so on) are based in the Main Campus in Indiana, PA, while Cohorts 3, 5, 7, 9, & 11 (and so on) are based at the Dixon Center in Harrisburg.



The expansion of the ALS Ph.D. program to Harrisburg in 2001 was initiated by the Pennsylvania State System of Higher Education (PASSHE), based on a perceived demand for doctoral study in leadership in the state capitol. PASSHE supported program implementation by a Program Initiative

Grant and provides a suite of offices for the program in South Hall (pictured below) at the Dixon University Center in Harrisburg. Once the home of the Harrisburg Academy, the attractive brick buildings that comprise the Dixon Center were acquired by PASSHE in 1988, demonstrating a commitment to bring educational programs and opportunities to the Harrisburg area. The Dixon Center is both an academic and governance center, housing the administrative center of the Pennsylvania State System of Higher Education, including the Office of the Chancellor.



South Hall at the Dixon University Center, home of IUP's ALS Program in Harrisburg

New cohorts are admitted on the Indiana campus in even-numbered years and in Harrisburg in odd-numbered years. The program offered in Harrisburg is identical to and offered in coordination with the ALS program offered in Indiana. ALS students are welcome to take classes at either location; communication between students and faculty is enhanced by videoconference capacity, both at McElhaney Hall at IUP and South Hall at the Dixon Center. Faculty from IUP and other PASSHE campuses teach in the ALS-Dixon Program.

The Graduate Mission of IUP

IUP is classified as a Carnegie Doctoral Research University-Intensive with over 1,850 graduate students in 48 graduate programs. Founded in 1875, IUP has a long tradition of academic excellence. Selected as one of *The Best 331 Colleges* by Princeton Review, IUP was the only university in the Pennsylvania State System of Higher Education chosen for inclusion. IUP also is the only PASSHE university to award doctoral degrees. IUP is a member of the Council of Graduate Schools, the Northeastern Association of Graduate Schools, and the Pennsylvania Association of Graduate Schools.

What You Need to Know

Policies & Procedures

As a doctoral student in the ALS Ph.D. program, you are expected to know and meet the requirements of **both** the ALS program and the IUP School of Graduate Studies and Research, in which you are officially enrolled. This program handbook is intended to *supplement* the policy and procedure information contained in the *IUP Graduate Catalog*. You can find the *Graduate Catalog*, the *IUP Thesis and Dissertation Manual*, and other important forms, deadlines, and information at the Graduate School web site. You should familiarize yourself with the resources at this site, as well as with the policies and procedures of the Graduate School and the ALS program.

- School of Graduate Studies and Research - <http://www.iup.edu/graduate/>
- The ALS Ph.D. web site at <http://www.iup.edu/als> is developing and includes resources from this manual and other helpful information.

Academic Integrity

IUP students are expected to maintain the highest standards of honesty and integrity. As a doctoral student aspiring to the status of an independent scholar that the Ph.D. represents, it is incumbent upon you to adhere to the tenets of scholarly integrity and professional ethics. You are responsible for knowing and abiding by the IUP Academic Integrity Policy, which can be found online at the IUP web site and includes the definitions of cheating, plagiarism, and other violations of academic integrity.

In all of your work in the ALS program (and elsewhere), be especially attentive to avoiding plagiarism. Plagiarism involves using or presenting the words, facts, or ideas of another person or source as if they were your own. It is illegal and violates both university policy and the principles of scholarship. To avoid plagiarism, you must properly cite other people's words, facts, and ideas that you incorporate into your work. All direct quotes (other people's words) must be shown in quotation marks, with the page number(s) of the quote indicated in the citation of the source. If you paraphrase (put into your own words) or quote (use the author's exact words) from any source (including material from the Internet), the paraphrase or quote must be cited properly. Citations and references should be formatted using APA Style (or other bibliographic style, as designated by the course professor or faculty committee).

Plagiarism, cheating, and other forms of academic dishonesty are grounds for failing an assignment, examination, and/or a course, and will result in a referral to the University Academic Integrity Judicial Review Board with potential sanctions that include suspension or expulsion from the university. Violations of academic integrity at the doctoral level are especially egregious and are taken very seriously. You should carefully read IUP's Academic Integrity Policy and review it each semester to ensure your awareness of and compliance with these basic standards of scholarship.

Curriculum Requirements

The ALS-Ph.D. program requires 61 credits; 43 credits from core and research courses, 9 credits from electives, and 9 dissertation credits. The Core courses focus on developing a strong foundation in theory, including social, organizational, and leadership theories; administration of nonprofit and public organizations; social policy; and the economics of decision-making for organizational leaders. The Research Methods courses provide you with a solid skill set for conducting research, including both quantitative and qualitative methodologies, as well as program evaluation. The curriculum requirements are:

<u>Course #</u>	<u>Course Title</u>	<u>Credits</u>
<u><i>Core Courses – 25 credits</i></u>		
LDRS 800	ProSeminar	1
LDRS 801	Leadership Theories	3
LDRS 802	Leadership Applications	3
LDRS 810	Nonprofit Management	3
LDRS 811	Administration in the Public Sector	3
SOC 802	Classical Social & Organizational Theory	3
SOC 803	Contemporary Social & Organizational Theory	3
SOC 804	Social Policy	3
ECON 820	Managerial Economics for Decision Making & Leadership	3
<u><i>Research Courses – 27 credits</i></u>		
SOC 862	Analysis of Social Data (Statistics)	3
SOC 863	Quantitative Research Methods I	3
SOC 864	Quantitative Research Methods II	3
SOC 865	Qualitative Methods for the Social Sciences	3
LDRS 861	Program Evaluation	3
LDRS 900	Dissertation Seminar	3
LDRS 995	Dissertation credits	9

Electives - 9 credits¹

- At least 9 credits from among graduate-level courses with approval from the Coordinator.

Students are strongly encouraged to use their electives primarily to gain the scholarly knowledge and skills needed to carry out their dissertation research. Some students may wish to create an independent study course with a faculty member who has expertise in their areas of interest. The ALS Program Coordinator can assist you in selecting appropriate elective choices and in identifying faculty whose expertise match your research interests.

The selection of courses offered as electives in Harrisburg is made on the basis of student interest. Students are surveyed regarding their interests and courses with the highest rankings are offered, whenever possible, at the Dixon Center.

¹ Students can transfer up to six credits of graduate coursework taken within the past five years at another university, if the Graduate School approves their equivalency with IUP courses, or up to 12 credits of graduate course work (maximum 9 credits toward electives) taken at IUP within the last 5 years. Discuss these options with the Coordinator.

Transfer Credits

Up to six transfer credits from graduate-level course work at other universities (up to 12 transfer credits from graduate-level course work at IUP) can be transferred toward requirements of the ALS program as electives if this course work occurred within five years prior to date of transfer and are approved as appropriate by the ALS doctoral program Coordinator. The IUP Graduate School reviews course work from other universities for equivalency with IUP courses. You will need to provide a copy of the syllabus for the course or the catalog description from the university where you took the course. See the IUP Graduate Catalog for details on this policy, and use the form for requesting such transfer in the appendix of this manual to apply for transfers of credits. If you intend to transfer credits, you should do so upon enrollment into the ALS program to ensure that the five year limit is met. Approved transfer credits appear on your IUP transcript once you achieve degree candidacy status, which occurs when you have passed the Core and Research Methods comprehensive examinations, typically in the 3rd year of study.

Tuition and Fees

Tuition: The Pennsylvania State System of Higher Education determines tuition rates annually. You will receive a billing statement from IUP for tuition and fees. **It is very important** that you make timely payment of your bill. Failure to pay tuition and fees on time will result in your being dropped from your course enrollments, as well as late fees. IUP accepts VISA, MasterCard, and Discover credit cards for payment. If you wish to pay by telephone, call Student Accounts Receivable at 724-357-2207. You can also write your credit card number and expiration date on the bottom portion of your bill and return it Student Accounts Receivable, Clark Hall, IUP, Indiana, PA 15705.

Graduate Assistantships

The ALS program has a limited number of Graduate Assistantship (GA) positions available. Graduate assistantships are awarded on the basis of merit annually, for one year, with a maximum of two years in most cases. Additional assistantships sometimes are available at the main campus in other departments and in administrative offices. Full-time graduate assistantships cover fall, spring, and summer tuition costs, plus a stipend, in return for 300 hours of work per semester (20 hours per week, on average). Part-time graduate assistantship cover half of fall, spring, and summer tuition costs, plus a stipend in return for 150 hours of work per semester (10 hours per week, on average). This work typically involves assistance to faculty in administrative, research, and/or teaching activities. Additional information and Graduate Assistantship applications are available at the Graduate School web site (<http://www.iup.edu/graduate/>). The application submission deadline is March 15.

Financial Aid

Student loans and work-study opportunities also may be available. Information about these forms of financial aid is available from the Financial Aid Office located in Clark Hall.

Fellowships

A limited number of fellowships are available to newly admitted students in doctoral programs. To be considered for a fellowship, a student must be nominated by his or her academic program. The award amount of the fellowship may range between \$1,000 and

\$5,000. The ALS admissions committee determines the specific amount of each award. Additional information and Graduate Assistantship applications are available at the Graduate School web site (<http://www.iup.edu/graduate/>).

Some Basics

Banner ID Number (Your Student ID #)

An eight-digit identification number, called a **Banner ID**, is assigned to you upon acceptance to the university. This is **not** your Social Security number. It is on your I-Card (see below). Banner is the name of the computer system used for administrative record keeping at IUP. The University Records and Scheduling Assistant (**URSA**) is the segment of Banner used for registering for classes, checking transcripts, reviewing grades, and finding out your computer account information. It can be accessed at <http://www.iup.edu/ursa/>.

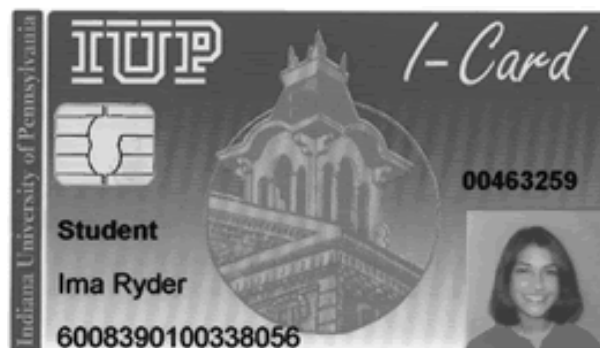
When accessing URSA, you identify yourself to the system using your Banner ID (sometimes also called User ID). During the identification or login process for URSA **you must put an “@” sign in front of your Banner ID number**.

You then enter a 6-digit PIN (Personal Identification Number). This 6-digit PIN is initially set to your birth date in the form of mm/dd/yy. For example if you were born on December 19, 1960 your Banner PIN would be set to 121960. The first time you access URSA you will be required to change your PIN number to something more secure than your birth date. You will be asked to set up a Security Question. This will help you in the event you forget your PIN. Please refer to the Student Technology Services web site at www.iup.edu/ats/sts for more details.

For more information about using and troubleshooting URSA, go to the Student Technology Services web site at <http://www.iup.edu/ats/sts/> or call the Student Computing Help Desk at 724-357-2198, or e-mail them for assistance at student-helpdesk@iup.edu. There also are some free software downloads available at this web site.

I - Card: Your IUP Student ID Card

The IUP student ID card, called an **I-Card**, provides you access to campus facilities in person and electronically. Your **Banner ID** number appears on the right side of the card. You will use this number to use URSA for many purposes. Also, accessing some online library services (<http://www.lib.iup.edu/>) requires that you enter your **Library Patron ID number**, located on the **lower left** of the **I-Card**. It begins with 6008 and is a sixteen-digit number. Make certain you are putting the right numbers in, and putting them in as a continuous string of numbers **with no spaces**. Some databases associated with the Keystone Library Network will require you to enter your library identification/barcode. **This is the same 16 digit number that is on your I-Card.**



Because of the distance to campus, Harrisburg ALS students are issued I-Cards without a photo. If you are on-campus at some point and wish to obtain an I-Card with your photo, go to the Hadley Union Building (HUB) on the main floor, immediately behind the information desk. The cost of the card with a photo is \$10.00.

When on campus, the I-Card is designed to allow you to deposit money on it for use in vending machines, copiers, and printers in computer labs throughout campus. Although there is no cost to use computer labs, there is a per page fee to print in the labs. The I-Card is the only method available to print from a computer lab.

IUP E-Mail—Use it and Check it Regularly!

All IUP students are provided with an e-mail and Network account. IUP's communication policy defines IUP e-mail as **an official means of communication** for the University. The policy reads in part:

- Indiana University of Pennsylvania provides e-mail services to all students and employees as an **official method of communication**. Students and employees (except those employees who do not normally have access to e-mail) have a **responsibility to read their IUP e-mail** accounts and, if responding to or sending e-mail about IUP business, use their IUP e-mail accounts to do so.

You access your IUP e-mail by using the username and password that identifies you to the particular computer system that provides the service. You can use URSA to find your IUP Computer Account and Password information. For a complete description go to <http://www.iup.edu/ats/sts/e-mail/index.htm>

1. Go to URSA and log in, using the directions above. Select Personal Information and Surveys.
2. Scroll to the bottom of the next screen and select the link titled "Display IUP Computer Account Information for Students." A table will display your personal Network, E-Mail and E-Mail Alias computer account information. You will need to record your IUP Computing Username and initial Password, Domain and E-mail alias. Since the initial passwords are not considered secure you will need to change the passwords to the different computer systems as soon as possible.
3. Note that when using the initial password with your Network Account it must be typed in CAPITAL letters!
4. Your e-mail alias (J.R.Doe2@iup.edu) should be used instead of your username (abcd@iup.edu) when others send you e-mail.

You should check your IUP e-mail regularly!

Getting Started: First Steps

Taking Courses

Academic Calendar

The IUP Academic Calendar is available at <http://www.iup.edu/registrar/calendars/>. Please visit this site for important dates and deadlines, such as when classes begin and end or the deadlines for registration or dropping a class without penalty. If you need more assistance, call the Registrar's Office at 724-357-2217.

Registering for Classes using URSA and your Alternate PIN

Course registration at IUP is done online using URSA (<http://www.iup.edu/ursa/>), your tool for class registration, schedule planning, and management of student and financial records.

Each semester, if your bills are paid and you are a student in good standing, you will receive a "Time Appointment Letter" that contains an *Alternate PIN*. You need this number in order to register for classes. This number changes each semester. **It is important that you keep track of this number throughout each semester.** Alternate PINs are issued for registering for courses in the fall and spring semesters; however, no Alternate PIN is required to register for summer courses.

Should your Alternate PIN become "inactive" as a result of entering the wrong number too many times, you must contact the Scheduling Office at 724-357-2652 to have it reset. The Scheduling Office will ask you questions to verify your identity before resetting your PIN.

To register for courses:

1. Go to URSA at <http://www.iup.edu/ursa/>. Click on 'Log in to Secure Area'.
2. When asked to enter your USER ID, enter your banner ID number that appears above the picture on your I-Card. **Be sure to begin the number with the symbol @.** Enter your PIN. Then click on 'Login.'
3. Click on Student Services, then Registration.
4. Click on the appropriate Term such as Spring 2010.
5. Click on "Look-up Classes to Add."
6. Check the box in next to the CRN, the unique number used to identify course sections. After selecting the CRN, click "Register" at the bottom of the list of classes.
7. You will then be prompted for your Alternate PIN. Enter the number included on the Time Appointment Letter that you received, then choose "submit PIN." You will be required to enter the Alternate PIN each time you enter the system to make registration changes. **Keep the Alternate PIN throughout the semester.**
8. You will then see either that you are registered for a course or you will receive an error message that describes why you could not register for the course.
9. Repeat the process of searching for a class by selecting "Class Search" and then registering, until you have completed your schedule. You may click on "Menu" in the upper right corner and then click on "Student Detail Schedule" to see your schedule with meeting times, locations, and instructors. You should be able to print this for your records.
10. Select "Exit" to leave the system, then exit your web browser.

The two most common error messages that students receive when trying to register for courses are: (1) “Maximum enrollment” which means a course is full and the professor must grant permission for any additional students to join the class, and (2) “Time conflict” which means that two classes are scheduled simultaneously or too closely together (with less than 15 minutes between them). If you receive either of these messages, please contact the ALS Program secretary at your campus (Indiana or Harrisburg) for assistance.

For assistance using URSA, contact the Student Computing Help Desk web site at www.iup.edu/ats/sts/login or at (724) 357-2198 or via e-mail at student-helpdesk@iup.edu. If you have further questions, contact the Registrar’s office at 724-357-2217 or e-mail the Registrar’s Office at registrars-office@iup.edu.

The ALS program secretaries are also happy to help, although they cannot conduct course registration for you. If you are stuck and cannot get the assistance you need using the above resources, Harrisburg-based students may call Kim Winters at 717-720-4064 (Monday through Friday), and Indiana-based students may call Lori Marshall at 724-357-2956 (Monday, Tuesday, or Wednesday).

Full-Time and Part-Time Options

The ALS Ph.D. program was primarily planned as a part-time program for working professionals. However, some students pursue full-time course work, defined as at least nine credits per semester. ALS Indiana campus students can pursue full-time course work by adding an elective each semester. Scheduling full-time course work is more challenging at the ALS-Dixon program since students do not have the full range of university courses to select, and are limited in what they can pursue at other universities by the six-credit transfer limit. See your Program Coordinator to discuss this option.

Purchasing Textbooks

IUP’s Co-Op Bookstore carries all textbooks required for your classes and will ship books directly to students. You can reach the textbook office by calling 724-357-3145. You may also choose to request a course book list from the professor who will be teaching your class and then order the books directly, perhaps from an online source. Book lists for courses may not be available in advance, however.

Parking

At the Main Campus in Indiana, parking is free and available after 5 p.m. For classes in McElhaney Hall, you may park in the lots off Pratt Street. If you have classes that begin before 5 p.m., metered parking is available in these lots as well.

At the Dixon University Center, parking is free and available on the driveway between 2nd Street and South Hall, in the underground parking garage at the end of this driveway (no ticket, no fees), in a parking lot behind Duncan Hall on the other side of 2nd Street or along 2nd Street itself.

ALS Program Sequencing through Coursework

The timeline below reflects expected progress through the program for students enrolled on a part-time basis. For students attending full-time, the timeline may be about 2 semesters shorter. *Please note* that the sequence of courses is subject to change and adjustments to the order of courses offered are not uncommon. However, regardless of the order in which courses are offered, a full cycle of required courses is complete in 3 years, as indicated.

Year 1

Summer

LDRS 800 Proseminar

Fall

LDRS 810 Nonprofit Management

SOC 802 Classical Social & Organizational Theory

Spring

SOC 803 Contemporary Social & Organizational Theory

SOC 862 Analysis of Social Data (Statistics)

Year 2

Summer

LDRS 811 Administration in the Public Sector

LDRS 801 Leadership Theories or SOC 804 Social Policy

Fall

SOC 865 Qualitative Research Methods

SOC 863 Quantitative Research Methods I

Spring

SOC 864 Quantitative Research Methods II

SOC 804 Social Policy or LDRS 801 Leadership Theories

Year 3

Summer

ECON 820 Managerial Economics

LDRS 802 Leadership Applications

[Core Comprehensive Exam recommended for August]

Fall

LDRS 861 Program Evaluation

Elective

[Research Methods Comprehensive Exam recommended for January]

Spring

LDRS 900 Dissertation Seminar

Elective

Year 4

Summer

Elective *[complete electives]*

Grades

At IUP, faculty are only allowed to give graduate students a course grade of A, B, C or F. At the graduate level there is no D. Faculty cannot give pluses or minuses, unfortunately. Per the IUP Graduate Catalog, grades are awarded as follows:

- A Excellent
- B Good
- C Fair
- F Failure

Generally speaking, an A grade means that the student has performed at a level that is beyond required course expectations; a B grade indicates that the student has met the requirements of the course in terms of learning and performance, and a C grade means that there was less than adequate performance but still enough evidence of learning that the student does receive credit for the course. According to the Graduate Catalog no graduate credit is given for an F grade. Students may repeat courses in which s/he received a C or F; but this can only be done once during a graduate program.

Incomplete Grades

Under some extenuating and unexpected circumstances, such as a serious illness or family emergency late in the semester, a student may request that a professor assign an “Incomplete” for the final grade. Students may use a course withdrawal or a full-semester withdrawal if circumstances arise that interfere with course work before the end of the semester. It is up to the professor’s discretion as to whether an Incomplete is warranted. For an Incomplete grade to be converted to a letter grade, a Change of Grade form must be submitted by the faculty member by the end of the following regular semester. If not, the “I” will convert to an “F.”

Time Limits

Graduate School policy calls for the doctoral degree to be completed within seven years of enrollment in the program. Extensions to the seven year time limit are considered **only** for the completion of the dissertation. Only students who have (1) defended a proposal and (2) have an approved Research Topic Approval Form on file with the Graduate School (which also requires the submission and approval of (3) an Institutional Review Board Protocol for the dissertation research) will be considered for an extension of the 7 year time limit. Extensions are given for no more than 1 year at a time and no more than 2 extensions will be granted. Try to avoid needing an extension by making steady progress through your course work, comprehensive exams, and the dissertation every semester until you finish.

Taking Time Off

Students may elect to take time off from their doctoral studies for a variety of reasons. Be aware, however, that the 7 year time limit established by the Graduate School for completing the program requirements, including the dissertation, is **not** adjusted for time taken off. Also, by taking time off prior to completing your course work, either one course or one semester, you will be “out of rotation” in terms of the required courses scheduled for your cohort. For

this reason, it is better to take your Core and Research Methods courses when they are offered, and delay electives. This is particularly the case in Harrisburg where electives are limited. Plans for taking time away from your doctoral program of study should be discussed with your Doctoral Program Coordinator in advance.

Getting Help and Staying Connected

Doctoral Coordinator

- Dr. John Anderson is the Doctoral Coordinator for both the Indiana and Harrisburg programs and he can be contacted at 717-720-4098 or by e-mail at jaa@iup.edu. John is based at the Dixon Center in Harrisburg and will gladly meet with you by appointment, by phone or in person, or during regular office hours at each site (which may change each semester). He responds quickly to e-mail, as well.

The Doctoral Program Coordinator is appointed by the Department of Sociology, the home department of the ALS program, to administer the doctoral program. The Coordinator has responsibility, in conjunction with the Graduate School and the ALS Doctoral Advisory Committee, for recruitment, admissions, and assistantship placement for the program. In addition, the Coordinator provides student support by offering advisement on various questions students may have. The Coordinator advises and gives approval on such matters as credit transfers. The Coordinator works with the ALS program secretary at each site to maintain a file for each student with forms and correspondence. The Program Coordinator also supervises the administration of comprehensive exams, and must provide an approval signature on forms such as the dissertation Research Topic Approval Form (RTAF). As the program leader, the Coordinator chairs the Doctoral Advisory Committee (which includes the Dean of the College of Humanities & Social Sciences and Chairs of Sociology and Economics, and representatives of the faculty who teach in the ALS Ph.D. program).

Academic Advisors

Your ALS Program Coordinator serves as your faculty advisor and provides guidance until you declare a dissertation committee (typically after completing the third comprehensive examination, the Specialization Essay). Your dissertation committee chair then serves as your advisor.

IUP Graduate School (School of Graduate Studies & Research)

The School of Graduate Studies and Research, located in 101 Stright Hall on the IUP campus, is ultimately responsible for the University's graduate programs. The Graduate School receives applications and admits students (based on departmental reviews), manages assistantships, conducts course registration, and reviews curriculum and student status. The Graduate School also awards students funding for delivering papers at conferences or conducting dissertation research. Dissertation topics, research procedures, and final dissertation documents are also reviewed by the Graduate School for adherence to standards.

You should refer to the IUP Graduate School web site (<http://www.iup.edu/graduate/>) or contact the Graduate School Office directly at 724-357-2222 for additional information on

any of these matters or to obtain additional **graduate materials**, such as assistantship applications, conference or research funding applications, the IUP Graduate Catalog, Semester Course Offerings, and the **Dissertation/Thesis Manual**. This information is **available on the internet** from the Graduate School web site, <http://www.iup.edu/graduate/>.

ALS Program Secretaries

The ALS Program Secretaries provide important support for faculty and students. They can answer many of your questions, provide needed forms, and troubleshoot problems such as course registration error messages. They also direct students to other departmental and university resources as needed. They maintain student files and handle loans of equipment needed for research such as tape recorders, transcription equipment, etc.

- The Sociology Department's Graduate Secretary, **Lori Marshall**, assists ALS students in **Indiana**. Lori's office is in McElhaney 102G and she can be reached at 724-357-2956 or via e-mail at lmarschal@iup.edu. Lori's office hours are Monday, Tuesday, and Wednesday from 9:15 a.m. – 4:15 p.m. **If you need assistance on the days that Lori is not in the office, contact Kim Winters (717-720-4064), the ALS Program Secretary at the Dixon Center in Harrisburg (M-F)**. Kim Winters, is a secondary contact for Indiana ALS students.
- **Kim Winters**, ALS Program Secretary assists the **Harrisburg** program ALS students in Harrisburg, and manages the office which includes a Resource Room in 105 South Hall at the Dixon University Center. Her office hours are Monday through Friday, 8:00 a.m.-4:00 p.m. You may contact her at 717-720-4064 or by email at kwinters@iup.edu.

ALS E-mail List-Serv

All ALS students and faculty, from both sites, are subscribed to an e-mail list-serv by which students and faculty can send messages that reach all students automatically. To send a message, enter the e-mail address, phd-als@iup.edu. Students are encouraged to use this list-serv to dialogue with each other about topics of interest, resources, and conferences. For example, if you have a research interest in non-profit fundraising, you could post an e-mail to the list asking about whether others share this interest or would have references to recommend.

Please remember that if you hit “reply” to a list-serv message, your response is sent to all list-serv subscribers. If your response is meant only for certain people, be sure to change the recipients e-mail address before you hit “send.”



ALS Cohort 2 members, Edward Mihelcic, Ph.D. & Omar Al-Mwajeh, Ph.D.

Pursuing Your Research & Scholarly Interests

Focusing on a Research/Dissertation Problem or Question

Some students come to a doctoral program already having a fairly clear idea of the topical focus for their dissertation research. Others use a doctoral degree to change careers, or develop new interest areas, and choose to conduct their research on an area that is new to them. And some simply don't know exactly what they wish to study as they begin the program. Regardless, you are encouraged to begin preparing for your dissertation research from your first class at IUP, using course work and other IUP resources to help you focus on a topic.

For example, papers assigned in your courses are opportunities to explore areas you may be interested in studying later through research. You should also use your electives to explore potential research problems or questions in greater depth. This is a great way to begin your literature review as well as to identify faculty members who might serve on your committee. You may want to consult with your program Coordinator, as well as faculty with expertise in your field of interest, regarding suggestions for reading, electives, and other tips that can assist you to focus the scope of your research. You may also wish to consider working with a faculty member on his or her research in order to gain experience and ideas for your own study.

Obtaining Books and Articles for Your Research

In doctoral level work, you will avail yourself of original research, such as journal articles and research monographs, as background for course papers, as well as your dissertation work. IUP offers the following resources for scholarly information for course work and dissertation research:

IUP Library - Online Resources

Stapleton Library at IUP's main campus (<http://www.iup.edu/library>) provides many important resources to support your research. The library's web site offers an array of information on services and hours, as well as a host of research resources. Reference librarians are available to you on-site, by telephone, by e-mail, and live online. To access the library's online catalog and electronic databases from any off-campus site, you will need to enter the 16-digit Library Patron ID number located at the bottom left of your I-Card. You also can set up a "virtual private network" (VPN) with IUP on your home computer; the connection automatically recognizes you as an IUP student and gives you access to library resources. Visit www.iup.edu/itsupportcenter for directions and follow the few, easy steps for setting up a VPN.

Other resources available via the Library website are: a book catalog, interlibrary loan services (including the Pennsylvania Academic Library Consortium, Inc or PALCI), scholarly articles available via databases including full-text journal articles and dissertations, as well as library services including online, real-time Chat Reference Services with a librarian.

Library Patron ID

Accessing some online library services requires that you enter your Library Patron ID number, a sixteen-digit number located on the lower left of the **I-Card**, it begins with 6008. Make certain you are putting the right numbers in, and putting them in as a continuous string of numbers **with no spaces**. Some of the databases are associated with the Keystone Library Network and when you try to access them you will be asked to enter your library identification / barcode. This is the same 16-digit number that is on your I-Card. If you have difficulty logging in on the IUP library web site, go to <http://www.lib.iup.edu/databases/login.html>. You can avoid this requirement by installing an IUP virtual private network (VPN) on your computer. For information on this and other IT resources go to <http://www.iup.edu/ats/helpdesk/>.

Reference Librarians – in person, by phone, by e-mail

While you will learn to access a wealth of scholarly resources on your own using the vast databases in the library's holdings, reference librarians also are a key resource to assist you in your course work and dissertation research, so be sure to take advantage of their expertise and assistance as you go about doing your literature reviews. They will provide answers to questions by phone or e-mail, or meet with you for a research consultation. Services include assisting students in developing a literature search strategy, selecting appropriate electronic databases, and locating other useful search tools. Identify yourself as a doctoral student, and if you are a Harrisburg student, let them know that as well as it can affect how you order books through interlibrary loan.

You can connect with a reference librarian in person, by phone (724-357-3006 or toll free 866-836-8815), via e-mail, or through real-time "chat". The Chat Reference Service is located on the library web site and is available Monday through Thursday 7:45 a.m. to 10 p.m., and Friday 7:45 a.m. to 5 p.m. when classes are in session. For library hours, go to the library web site or call 724-357-2197 (recording).

Online Databases

Students have access to a wide range of periodicals through multiple electronic databases, such as EBSCOHOST, JSTOR, ERIC and others. The library also provides access to a large number of journals in electronic format, called e-journals. These can be identified through the IUP Libraries Electronic Journals Search. Reference librarians can consult with you on how to use these electronic resources effectively for your literature search.

Books: Stapleton Library, Interlibrary Loan and PALCI

Even with ever increasing amounts of information available electronically, we still need books. To find a particular book you may need for your research, first look in the online catalog to see if the book is available at IUP's Stapleton Library. If it is, students at the main campus can pick up the book directly. Harrisburg students can have the book shipped to the Dixon Center office by ordering it through Interlibrary loan, and choosing Dixon University Center as the drop-off site.

Access to books not owned by the library is possible in two ways. You can order books online via the library web site. Because it is faster, start with PALCI (Pennsylvania Academic Library Consortium, Inc.), a web gateway which allows simultaneous searching of academic library catalogs in Pennsylvania. You will get the book faster than by using Interlibrary Loan as it is all done electronically. If the book is not available through PALCI, try the Interlibrary loan option (searches libraries from across the United States) or e-mail the reference librarian (using the link at the library web site), and they will look for your book through additional sources. Typically, any book order can be at the IUP library or the Dixon Center within about two weeks.

Borrowing books from other university libraries

IUP students can also borrow books from any of the 14 State System campuses, as well as University of Pittsburgh and Penn State, and any of their branch campuses, such as Penn State-Harrisburg. You will need your IUP I-Card as identification.

Comprehensive Exams

Core and Research Exams

The purpose of comprehensive exams is to ensure that each student has achieved a fundamental knowledge base and an ability to accurately and appropriately apply that knowledge before proceeding to the relatively independent scholarship involved in the dissertation process. Knowledge, integration, and application of scholarship are essential for success in more independent scholarly work. Comprehensive examinations serve as developmental learning and assessment opportunities.

The Core exam focuses on the student's ability to understand and apply concepts from the program's core courses. The Research exam assesses students' knowledge and appropriate application of research methods. Six questions have been developed for each of these exams by the faculty members who teach these courses. Students have access to the potential questions throughout the time they are taking course work. While students are encouraged to develop essays in response to these questions in advance of taking the exams, faculty members will not review or comment on draft essays. However, faculty will answer questions that may arise as students prepare for the exams.

On the day of the exam, students take the exam at an on-site computer room (at IUP or the Dixon Center), without books or notes. They are given two of the six possible questions, and asked to write a response (using a designated computer) to one of the questions, over a three hour period.

Each student's exam essay is read by three faculty members. Grading is blind, with exams identified only by a code number; readers do not know whose exam(s) they are reading. Evaluation of the exams is based on the following criteria: completeness and thoroughness of the answer; organization and clarity of writing; conceptual clarity; and accuracy. The definitions of these criteria are listed in the evaluation sheet, included at the end of the ALS Handbook.

Based on the consensus of the three faculty members who read it, a Comprehensive Exam is graded as passing or failing. However, in some cases, a final grade decision may be deferred. A deferred decision typically is based on the essay meeting some of the evaluation criteria and the committee seeing strong evidence of potential success, but the essay contains deficiencies enough to warrant revision in order for the student to demonstrate sufficient mastery of the relevant literature and adequate skills-readiness for dissertation work. In the event of a deferred decision, the student is provided with written feedback from the committee and has one opportunity to revise and resubmit the exam and then sit for an oral exam by the faculty graders. The three faculty members then decide on a grade of either pass or fail based on the revised essay and oral exam. A final grade decision may be deferred only once. Students are given one opportunity to re-take the examination. Students who fail a Comprehensive Exam twice are dismissed from the program.

The Core and Research exams are offered two times a year, in January and August, scheduled for a three-hour block of time on the Friday and/or Saturday just before the start of classes. Students are encouraged to take these exams during the time they are doing course work (after at least 18 credits have been completed, but typically after about 30 hours of course work—see ALS Program Sequencing presented earlier). **Students who wish to take (or re-take) one or both of these exams should notify the Doctoral Program Coordinator (with a copy to the program secretary) by completing the *Comprehensive Exam Application* (located at the back of this handbook) at least one month in advance of the exam.** A new application to take a comprehensive exam needs to be submitted each time that any section of the exam is to be taken (or re-taken).

Preparing for the Comprehensive Examinations

The comprehensive exam is designed to test your ability to accurately understand, integrate, and appropriately apply the knowledge that you have acquired during your course work in the doctoral program. The best way to prepare for the exam is to review the readings and key concepts in the courses that you have taken and to be sure you understand how the concepts from each course relate to the concepts covered in other courses. You should be able to *integrate* the material and apply it to a specific problem, question, or issue posed in a comprehensive exam question. For example, a Core exam question might ask you to apply social, organizational, and/or leadership theories and concepts to solve a problem in nonprofit or public administration, or to combine your knowledge of leadership and administration with policy analysis to address a policy issue. A research exam question might ask you to think about the use of both quantitative and qualitative methods in a mixed methods study of an issue or problem in a nonprofit or public sector organization. You will need to cite scholarly literature in your essay to demonstrate that you know, understand, and can apply scholarly knowledge. While complete APA-formatted citations are not necessary or expected for the in-chamber exams, you should cite authors' names and the dates of their work, if possible. In the case of a deferred grade, in the follow-up, take-home essay faculty will expect full bibliographic citations and polished scholarly writing in the product you submit.

A Comprehensive Exam Mini-Workshop

I. Keep in Mind the Purpose of Comprehensive Exams

A comprehensive exam is an activity that requires substantial preparation. The goal of the comprehensive exam is to engage students in a **process** that leads to mastery of core theories, methods, and their integration and application. Success depends on demonstrating a competency of that knowledge at the doctoral level. Successful preparation for a comp exam includes both review **and integration** of knowledge such that you can answer the exam questions with compelling and convincing arguments based on scholarly knowledge. For doctoral students, successful comprehensive exams demonstrate readiness for independent scholarship in the form of dissertation research. Thus, your preparation for comprehensive exams requires a commensurate investment of time and learning beyond your course work.

II. Anatomy of a Comprehensive Exam Essay

A. Good Comp Exam Essays:

1. Answer the question, including all sub-questions.
2. Make a logical argument.
3. Use a clear structure; are well organized.
4. Use empirical examples from scholarly research, if appropriate.
5. Apply theory and research to make an argument.

B. Bad Comp Exam Essays:

1. Fail to answer the question or answer only part of the question.
2. Simply report information rather than integrate it in an argument (so, take a stand and make it clear).
3. Are unorganized; there's no "plot line," logic, or structure to the essay.
4. Attempt to do too much, or do too little, and are overly simplistic.
5. Rely on textbooks, popular literature, or otherwise fail to reference original scholarly literature.
6. Contain inaccurate or unclear use of key concepts.

III. Tips for Writing Good Comprehensive Exam Essays

A. Determine what the question is asking.

Specifically, what is the question asking? Essay questions may ask you to: analyze, compare, contrast, criticize, define, describe, discuss, enumerate, evaluate, examine, explain, illustrate, interpret, list, outline, discuss, and summarize. If a question asks you to compare, do not just explain; if it asks you to analyze, don't merely describe. State explicitly in your essay where you are answering a part of the question (e.g., if a question asks you to make a comparison, use clear language as a sign post, such as "Comparing theory X with theory Y...").

B. Organize your thoughts (and argument) before writing.

Each question has parts; the parts of the question suggest a structure for your answer. Before you write your essay, make a quick outline of an answer that corresponds to the parts of the question. There are three reasons for doing this.

First, your thoughts will be more organized (making it easier to read and understand your logic), and you will be less likely to leave out important facts, ideas, and arguments. Second, you will be able to write more quickly. Third, if you run short on time to finish your answer, your thinking will be evident in the outline. However, you should pace yourself so that you do not run out of time. If you have time at the end of the exam, review your answers for grammatical errors, clarity, and citations.

C. Writing

When you write, get to the point. Start by including part of the question in your answer. For example, if an exam question asks you to discuss the benefits and drawbacks of universal health care coverage for both patients and medical professionals, your first sentence might read, "Universal health care benefits both patients and health care providers, but in different ways." You would then elaborate with supporting ideas and facts from scholarly literature.

Preparation is necessary to do well. Since you have the comprehensive questions in advance (a rarity in graduate programs!), you should develop detailed outlines and perhaps even write out complete answers to them *in advance* of taking the exam, including citations. Then, work to commit to memory your outline and key points within each section. By doing this, you are internalizing the knowledge, and actually taking the exam is nothing more than drawing upon the answers you've already carefully and thoroughly constructed.

IV. Preparing yourself

A. Physically

Sleep well the night before (or for several nights before) and have a good breakfast to provide energy for your brain and to compensate for the nervousness you'll likely feel. If you think of the comp exam as a bit of an intellectual "performance," then it makes sense to prepare your body accordingly: hydrate well, bring water; exercise in the days before (and perhaps the day of) the exam to release nervous tension. Engage in good self-care.

B. Psychologically

Keep the event in perspective. First, since many other students have passed the exam before, chances are that you can, too. Second, if it doesn't go well, you will have another chance to take the comprehensive exam. Third, you really do know more than you think you do; so prepare for success and you'll likely enjoy success.

C. Expectations

The members of the faculty really do want you to be successful and we are on your side. You would not be in the program if you did not have the ability to succeed. We will not do you the disservice of passing you before you are ready (having mastered the core of the knowledge and scholarly skills at a basic level), nor will we engage in arbitrary or capricious evaluation of exams such that you would not pass without justification. Keep in mind that it is not uncommon for students to receive a deferred grade and to a follow-up written/oral exam. If you

received a deferred grade, know that you are not alone. We do not ask for follow-up/revised exams because we enjoy reviewing additional work, but because we want to ensure that you complete your graduate work successfully, having mastered the core of the knowledge such that you will be prepared for and successful in your future endeavors.

The Dissertation

Dissertation Research Strategy or Plan

The dissertation is expected to be a systematic, rigorous, qualitative, quantitative, or mixed-methods scholarly research activity that will make an original contribution to the body of knowledge in the field. You are encouraged to develop a direction for your doctoral study by the end of the first year, with an identified concentration and the relevant electives that will support your research. Given that this is an interdisciplinary, applied program, you have a great deal of latitude regarding the focus of your dissertation research question or problem. We strongly encourage you to discuss dissertation ideas with the Program Coordinator and with faculty members who have expertise in your area of research interest.

Choosing a Chair and Committee

One of the most important decisions you will make during your doctoral studies is the choice of a dissertation committee to supervise your research. This is especially true of your dissertation advisor (also called your committee chair) who is the person you will work with most closely. Typically, the committee consists of the chair, with whom you will work closely, and two other committee members, sometimes referred to as “readers.” A fourth committee member may be added if the student and his/her chair determine that additional expertise is needed.

You will choose your committee members based on your research question or problem and the type of research method(s) you will use, selecting the faculty who specialize in these areas. You should actively “interview” faculty members to identify those with compatible interests who might serve as your chair/advisor and committee members. You may find it useful to consult with the Program Coordinator and the person whom you choose as your chair to identify potential committee members.

ALS-Dixon students must have an IUP faculty member as their dissertation chair/advisor. Students may choose one of their other committee members from among the faculty from other universities who teach courses in the program. However, they must be approved through a university-based procedure.

The dissertation chair must meet the Graduate School’s requirements for doctoral-level faculty, and will usually be a faculty member in one of departments participating in the ALS program. *See the list below of faculty in these departments who have been granted eligibility to chair and/or serve as committee members.* When the dissertation chair is from outside the ALS program, the other two members of the dissertation committee must be from within the ALS program. However, if your dissertation topic warrants having an out-of-program faculty

member as your dissertation chair, you must submit his or her request with a justification for the request to the Doctoral Coordinator. The Doctoral Advisory Committee will determine whether the designation of an out-of-program dissertation chair is appropriate, and will make a recommendation to the Dean of the Graduate School, who will decide whether to grant approval. In cases in which approval of an out-of-program dissertation chair is granted, the student shall retain his or her originally assigned IUP faculty advisor for matters that pertain to the doctoral program, in general.

Once you have chosen your dissertation chair, he/she will serve from that point forward as your faculty advisor, and can help you identify prospective committee members from the ALS program as well as from across the university. Faculty members from outside the ALS program with expertise related to the dissertation research question or problem may serve on the committee. In some instances, the student may wish to include a committee member with special expertise who is not an IUP faculty member. The student should discuss such a situation with his/her chair, who can initiate the required university approval process.

When you have reached agreement with faculty who will serve as your dissertation committee, please complete the Dissertation Committee Form (available in the Appendix) including signatures of each member, and return to your Program Coordinator.

Changing Committee Members

Sometimes students find that circumstances warrant a change in the configuration of the dissertation committee. The Program Coordinator is available to assist you in resolving conflicts, or identifying other potential committee members if you choose. A change in the composition of your dissertation committee requires that you submit to the Program Coordinator a Dissertation Committee Change Form, found in Appendix 2, with the signatures of all faculty who will serve on your dissertation committee. Also, if you have filed a Research Topic Approval Form (RTAF) with the Graduate School following the successful defense of your proposal, you must file a new RTAF reflecting the current composition of your dissertation committee, signatures of all committee members, and approval from the Program Coordinator and Dean.

Any change in committee members must be submitted and approved at least 6 weeks prior to the defense of a proposal or dissertation. This allows the new committee member(s) time to review and provide feedback on the document, then time for the student to make any revisions based on that feedback, prior to the public posting of the document to be defended which must be done no less than 2 weeks in advance of the defense.

Time Limits—A Reminder

IUP Graduate School policy calls for the doctoral degree to be completed within seven years of enrollment in the program. Extensions to the seven-year time limit will be considered only for the *completion* of the dissertation (e.g., only for students who have successfully defended their proposal and have their RTAF and IRB protocol approved by the IUP SGSR).

Faculty Eligible to Serve on Dissertation Committees

This list changes each year and is updated annually in the IUP Graduate Catalog. If a faculty member with whom you would like to work is not listed, please check with the Coordinator.

<i>Faculty Eligible to Chair</i>	<i>Faculty Eligible to be Committee Members (in addition to those eligible to chair):</i>
Sociology Robert Ackerman John Anderson Kathryn Bonach Susan Boser William Donner Ed Gondolf Valerie Gunter Robert Heasley Alex Heckert Melanie Hildebrandt Harvey Holtz Dana Hysock Beth Mabry Thomas Nowak Diane Shinberg Melissa Swauger Kay Snyder Economics James Jozefowicz Stephanie Jozefowicz Todd Potts Willard Radell David Yerger	Wade Seibert * - Lock Haven Barbara J. Denison * - Shippensburg Auden D. Thomas * - PennState/Harrisburg * non-IUP faculty who teach in the ALS-Dixon program.

Registering for Dissertation Credits

A minimum of nine (9) credit hours are associated with the completion of the dissertation. The credits are generally spread over the semesters that the research and writing related to proposal preparation and the dissertation are in progress. All students are required to register for at least one (1) credit of dissertation for each fall or spring semester (but not summer) after you have passed your comprehensive exams and until you successfully defend your dissertation and complete all graduation requirements. **If you complete the 9 credit hours before completing your dissertation, you still are required by the Graduate School to enroll for a Continuing Dissertation (1) credit during each fall and spring semester.** This maintains your active status with the university. During this time, it is important to stay in touch with your ALS Program Secretary; be prepared to let her know, at least 2 months before spring and fall semesters, the number of dissertation credits for which you want to register. When registration is open, you will go online to URSA and register for that number of credits under the name of your dissertation chair.

Preparing your Dissertation Proposal

Students begin the research process by developing a written proposal for that research.

The dissertation proposal should be approximately 30–60 pages in length, including the list of references, and should present a comprehensive, rigorous, scholarly, and systematic plan for the investigation of the research question, problem, or issue that the student has developed. A standard method of citation, such as APA Style, should be used throughout to credit all sources of ideas or facts, and quotation marks must be used to distinguish direct quotes.

In the dissertation proposal, the following topics should be addressed, although the chapter structure and outline should be determined with the student's committee chair:

- (1) *Introduction/Statement of the Problem* - In this introductory section, state the problem or issue chosen for investigation and explain its importance/significance. Provide context for the study you are proposing by explaining the scope and nature of the issue or problem.
- (2) *A Review of the Literature* - Include a thorough review of pertinent literature, which requires a synthesis of theory and research around the key concepts. The specific organization and extent of the literature review should be determined in consultation with the student's committee, particularly the chair. The proposed study should be framed in terms of a theory or theories from leadership, administration, sociology, economics, or other relevant disciplines. This section should include clearly articulated *research questions* that logically flow from the review of the literature.
- (3) *Methods* - Detail a method of answering the research questions. The student may propose to use either quantitative or qualitative methods or a mixed method design. The method(s) chosen should be appropriate to the topic, consistent with the theoretical framework, and should recognize previous work in the area. The research

design, sampling strategy, methods for data collection and analysis, and assurance of data quality should be included in this section. Data collection instruments should be included in the proposal, located in an appendix.

- (4) *Reference List*. The proposal should include a *List of References* of all sources (which must be cited in the text of the proposal), in standard format such as APA Style.

In addition to the ALS Handbook, IUP Graduate School's *Thesis and Dissertation Manual* provides general information about the requirements for submitting and defending the dissertation proposal and dissertation. You should become familiar with these requirements and ensure that your documents comply with them before submitting materials for final defense. You can view it online or download a hardcopy from the IUP Graduate School web site (<http://www.iup.edu/graduate>). For a hard copy, contact Beverly Obitz at the Graduate School, 724-356-2222.

Defending your Proposal

Proposal and dissertation defenses are public events that are shared in the community of scholars, both faculty and students. The document to be defended must be made available for public review no less than 2 weeks in advance of the defense date. The defense is open to all members of the academic community, the faculty and students in the ALS program are especially invited. Whenever possible, the defense is available by videoconference for student and faculty participation at both the IUP and Dixon (Harrisburg) campuses.

After a proposal is developed (usually after several drafts and revisions in consultation with your Chair) and your dissertation committee Chair affirms that it is ready for the proposal defense, the student works with the committee (and the Coordinator and ALS Program Secretary) to agree upon a date and time for the defense.

At least 6 weeks prior to the desired defense date, students are expected to submit to their full committee the proposal and will solicit feedback from them (committee members should provide pre-defense feedback within 2 weeks). This **“no surprise” policy** is intended to provide committee members with an opportunity to review the document and raise any concerns or issues—and allow students time to address them—prior to the final document being submitted for public review 2 weeks before the defense. This reduces the possibility of a proposal being posted that is not considered defensible by all members of the committee.

Once the committee agrees that the student is ready to defend the proposal, the student completes and submits (1) an Application to Defend, (2) a 1 hard copy, and (3) an electronic copy of the proposal to the Program Coordinator and the ALS Program Secretary, **no less than 2 weeks before** the requested defense date. Proposals should be submitted for public review as far in advance of the requested defense date as possible, but **a defense will not be set any earlier than two weeks after it has been submitted** in order to ensure adequate time for public review. Electronic copies of the proposal will be distributed by the Program Secretary via the ALS list-serv to all ALS students and faculty in advance of the defense.

The student should also prepare a scholarly, polished three-page summary of the dissertation proposal which will be attached to a completed **Research Topic Approval Form (RTAF)**,² and bring these materials to the defense. The RTAF is available online at the SGSR web site. The summary attached to the RTAF should be an accurate, clear representation of your proposed study—an extended abstract of your proposal—that includes the nature and scope of the issue, a succinct summary of the literature, and the proposed method of study. It will be reviewed for approval by the Program Coordinator, the Dean of the College of Humanities and Social Sciences, and the key administrators in the Graduate School, therefore it should be well-written, scholarly, fully referenced, and free of grammar and spelling errors.

The ALS Program Secretary will reserve a room for the defense meeting. The defense will generally take about 1.5-2 hours. The student's dissertation chair will serve as moderator. During the first 15 minutes, the student will present an overview of the proposal. Typically, the format for this presentation is akin to that of a professional conference presentation. During the remainder of the time, the student will answer questions from those present. Members of the student's dissertation committee will ask the first questions, followed by others in the audience.

Immediately following the completion of the defense, the student's Dissertation Committee members meet privately to determine whether to accept or reject the proposal. The following outcomes are possible:

- (1) Accept without change.
- (2) Accept with specific suggestions for minor revisions.
- (3) Require revision and resubmission.

Committees typically require revisions of dissertation proposals before they are finally accepted, though the extent of required revisions varies. Accordingly, in the case of the first two possible outcomes of a proposal defense, the committee signs the RTAF and, in the case of the second outcome, the chair delays signing until after any required revisions are satisfactorily completed. Once revisions are complete and the chair and committee members have signed the RTAF, the student forwards the RTAF form with the formal 3-page summary to the Program Coordinator for review. Once approved, the RTAF and proposal summary go to the College Dean and then to the School of Graduate Studies for their review.

In the case of the third outcome, the student must submit a revised proposal to the dissertation committee and another defense should be held, as outlined above. If the proposal is accepted, the student may then collect signatures on the RTAF and submit it for approval.

Note: Even after successfully defending your proposal, **you may not proceed with your dissertation research or collect any data without an approved RTAF and approval or exemption from the IRB for your research protocol** (see below).

² The Research Topic Approval Form must be submitted and approved at least two semesters before the student expects to graduate. Please see the Graduate School's Thesis and Dissertation manual submission deadlines and additional information on this form.

In the event that the student has a dissertation chair who is not a member of the academic departments participating in the ALS Ph.D. program, the ALS program committee members will have the responsibility to review the proposal prior to the defense in order to ensure compliance with program requirements. In the case of a disagreement between the chair and other committee members, or between committee members, about compliance with program requirements and standards, the ALS Doctoral Advisory Committee will consider the issue and make a determination.

IRB – Institutional Review Board: Tips

For any research involving human subjects, even secondary data analysis, dissertation research proposals must be submitted to the Institutional Review Board (IRB) for review and approval **prior** to initiating any research. The IRB process is a requirement of the federal government and is in place to assure that human research subjects are protected from risks of harm or abuse in research.

You will need to submit to the IRB a proposed protocol for carrying out your dissertation research AND RECEIVE APPROVAL before engaging in any research (data collection) activities. IRB guidelines, forms, and submission deadlines are available at: <http://www.iup.edu/graduate/irb/>. Your Research Topic Approval Form (RTAF) will not be approved by the Graduate School until your IRB proposal has cleared the IRB review process.

Securing IRB approval does not have to be a difficult or lengthy process. The following tips should assist you in moving easily through it:

- Read the directions very carefully, and be sure that you follow them fully. (This includes numbering pages of the documents you attach to the form.) In developing your protocol narrative, be sure to ***address all the points indicated*** on the form. If a point is not applicable to you, state that rather than simply skipping the point.
- Be mindful of any potential ways in which you might have a “power-over” relationship with human subjects, and be sure to address how you will protect against coercion.
- Include all related documents, such as a copy of recruitment letter, advertisements, surveys, interview guide, consent form, etc.
- Your committee chair will need to sign the IRB application so be sure to allow for sufficient time to make needed revisions based on your chair’s feedback.
- Telephone surveys can be done. The IRB will expect that you will obtain consent over the phone, and will ask you to include the ‘script’ of what you will say to introduce yourself, the study, inform the participant of their rights and obtain their consent. Include this script as an appendix to the form.
- Consider the readability and accessibility of the language in your consent forms, scripts, and data collection instruments, ensuring that the language matches characteristics of your sample.
- If you have a tricky or unusual element to your study, consider requesting an advance meeting for you and your dissertation committee Chair with Dr. Michele Schweitz (724-357-2655 or micheles@iup.edu), IUP IRB Chair, or Dr. Jay Mills (724.357-2621 or

jamills@iup.edu), IUP IRB Co-Chair, to get suggestions on how best to address these challenges.

- Be aware of IRB Committee schedules and deadlines for submitting your materials (usually, 10 days in advance of a review.) A calendar of IRB deadlines and meetings is available at the IUP School of graduate Studies and Research web site.
- Your IRB protocol may receive an expedited review if your study qualifies (see the IRB Protocol guidelines for more details), but in the case it does require a full board review *you must attend the hearing with your committee chair*. Members of the IRB will share their questions and concerns with you directly, allowing you the opportunity to respond. They may also offer suggestions to help you address ethical issues responsibly. You will also be able to make any necessary revisions immediately following the review and feedback and resubmit it to the IRB, allowing you to begin your research more quickly.

Dissertation Defense

After completing your dissertation research and writing the dissertation, when both you and your dissertation committee chairperson determine that the dissertation is ready for defense, you will defend it before the dissertation committee and the academic community.

Commonly, the chair and the student request an advance review by and feedback from the other members of the committee to ascertain their perceptions of its readiness for defense.

It is expected that students will submit the dissertation to their full committee **at least 6 weeks** prior to expected defense date and solicit feedback from them (committee members should provide pre-defense feedback within 2 weeks). This **“no surprise” policy** is intended to provide committee members with an opportunity to review the document and raise any concerns or issues—and allow students time to address them—prior to **the final document being submitted for public review, required at least 2 weeks before the defense**. This reduces the possibility of a dissertation being posted that is not considered defensible by all members of the committee. No drafts may be submitted for public review; the version posted 2 weeks in advance of the defense date is the version that is defended.

The procedure for the dissertation defense is similar to that for the proposal defense. The student and committee agree upon a date and time for the defense, and *the student and Chair notify **both** the Program Coordinator and Program Secretary **at least two weeks in advance** by submitting the Application to Defend (in Appendix 2), a hard copy of the dissertation, and an electronic copy, as well*. The Program Secretary will reserve a room for the defense, which will be announced to ALS faculty and graduate students and an electronic copy of the document distributed.

The defense will last between 1.5 and 2 hours, and the format is similar to the proposal defense. The student provides a 15 minute formal presentation of his or her work, and then responds to questions from those present. The committee questions first, then the audience may ask questions of the candidate. Following the defense, the committee will meet privately to discuss the outcome.

Committees typically require revisions to dissertations before they are finally accepted, though the extent of required revisions varies. Committee members may choose to sign off on the dissertation when only minor revisions are required, with the chair holding final

approval until the revisions have been satisfactorily made. Alternately, they may wait to sign the dissertation until the revisions have been made and reviewed.

Each member of the dissertation committee must approve the dissertation in writing. The dissertation committee chair should notify the ALS Coordinator in writing (typically via e-mail) of the outcome of the defense. Once the dissertation is approved by all members of the committee, the dissertation is forwarded to the Associate Dean for Research at the IUP Graduate School for review and approval by the IUP School of Graduate Studies and Research. Thus, defenses should be held at least 2 weeks prior to the deadline for submission to the Graduate School, and earlier whenever possible, given the formatting review required at the Graduate School (see below).

Graduate School Approval, Formatting, Etc.

Once the content of the dissertation has been approved by your committee and the Associate Dean for Research, **you're not done yet**. The Graduate School sets very specific requirements for the publication of the dissertation as well as strict deadlines by which the document must be received to be eligible for graduation. You should be aware of and familiar with these well in advance of your defense by referencing the IUP Thesis/Dissertation Manual available at the SGSR web site.

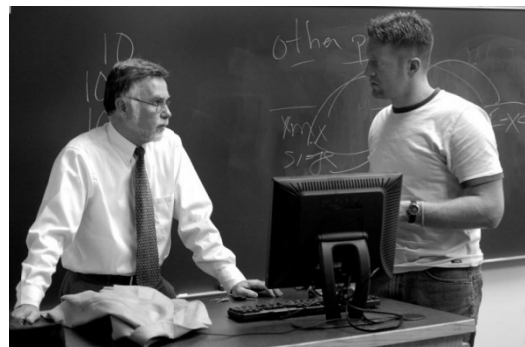
See the ***Thesis/Dissertation Manual*** for dissertation format and style, the use of copyrighted materials, samples to illustrate the dissertation format and style requirement. You may download a copy of the manual at <http://www.iup.edu/graduate/res/index.htm>. To request a hard copy, contact Beverly Obitiz at the Graduate School, 724-356-2222.

You should review a hard copy print out of your dissertation with Beverly Obitz at the Graduate School (724-357-2222, or bobitz@iup.edu, for an appointment) well before the deadline for submission to assure that formatting has been done correctly.

Deadlines for the submission of the (a) Application for Graduation, (b) submission of the signed dissertation with (c) the necessary forms and fees are also designated in the *Thesis/Dissertation Manual*.

Once all revisions and formatting are complete and submitted to the Graduate School, students should prepare a bound copy of the dissertation for the ALS Program, and students traditionally provide a courtesy copy to members of their dissertation committee (at the very least, the chair), as well.

Since students often plan to have their dissertation approval process completed in time to meet deadlines for May, August, and December graduation, please review the sample schedule provided below so you will understand the time each step can take. **Note:** Each year the Graduate School deadline for approval changes somewhat, so be sure to check that date first.



Sample Timeline of Dissertation Completion, Defense, and Submission

	<i>Graduation Goal</i>		
	<u>May</u>	<u>August</u>	<u>December</u>
Work with chair on revisions needed to have dissertation ready for defense.	Summer/ Fall prior	Fall/Early Spring	Spring/ Summer
Submit dissertation to full committee for advance review; request they provide feedback within 2 weeks.	January 15	March 15	August 15
Make revisions based on committee feedback	February 1-14	April 1-14	September 1-14
Submit revised dissertation to your committee and request their feedback on its readiness for defense	February 15	April 15	September 15
Submit “Application for Graduation” and pay related fees to IUP Graduate School.	March 1	June 1	October 1
Submit final version of dissertation for public review after making any additional revisions based on input from your committee	March 1	June 1	October 1
Public Dissertation Defense	March 15	June 15	October 15
Complete required revisions, obtain committee signatures	March 16-30	June 16-30	October 16-31
Review and approval of dissertation formatting/style by IUP Graduate School	April 1	July 1	November 1
Copies of signed thesis and necessary forms/fees must be submitted to the IUP Graduate School	April 15	July 15	November 15
Graduation!	May	August	December

Graduation!

The Graduate School's *Thesis/Dissertation Manual* contains the **Application for Graduation**, as well as the deadlines for submission. This information also is available at <http://www.iup.edu/graduate/>. **Since applying for graduation is a separate process from the dissertation defense, it is important to be aware of these deadlines.**

Students are strongly encouraged to participate in graduation, which is held each May and December. In May there are two ceremonies, including a special ceremony held by the Sociology Department on Saturday morning before the university graduation, for all those graduating with bachelors, masters, or ALS doctoral degrees.

The university-wide ceremony takes place directly after departmental ceremonies. Doctoral students, who sit in the front row in the stadium (or field house), are recognized on stage by the university president. Dissertation Chairs sit behind their graduate, and perform the traditional "hooding" ritual during the ceremony. Additional information about graduation is available through the Graduate School and your Program Coordinator.



May 2006 ALS
Graduates, Dr. Cynthia
Bradley-Pugh and Dr.
Edward Milhelcic.

Other Helpful Resources

Funding for Conference Registration and Travel

Funding is available to encourage and support student participation in academic and professional conferences. The ALS program and the Graduate School will support students who are presenting at conferences and the ALS program will also help cover costs for students attending conferences but not presenting. **Note:** Requests for travel support must be submitted before the travel occurs!

If you are *attending* but not presenting at a conference, the ALS program will support up to \$150 for in-state conferences and \$200 for out-of-state conferences. To request funds for **attending** conferences, students should complete the **ALS form** available in the back of this handbook and submit it to your Program Coordinator.

For those who are presenting (at a workshop, paper, or poster session), the ALS program will fund up to \$150 for in-state and up to \$300 for out-of-state conferences. Information on Graduate School funding for travel is available by contacting Edie Bash at 724-257-2443 and at <http://www.iup.edu/graduate/assets/documents/TravelDoctoral.pdf>

If you will be **presenting** at a conference, please use **the Graduate School form - Application Form for Student Travel to Present Paper** at the back of this handbook or at <http://www.iup.edu/graduate/cs/index.htm>. To download the form, click on Forms and applications, then Travel forms.

Please fill out the form and submit it first to your Doctoral Coordinator, who will send it on to the Dean of the college and to the Graduate School. Access to Graduate School funding is most likely if you apply early in the school year, e.g. fall semester, so it is worth applying as soon as you submit a presentation proposal (if your proposal is not accepted, you simply ask the ALS Program Secretary to withdraw your application). You should apply for funding regardless of the semester timing, but the earlier the better.

When needed, especially for international travel, it may be possible to secure additional funds from the College of Humanities and Social Sciences (CHSS) Dean's office as well. Your Doctoral Coordinator can help you work through this funding process.

Funding for Dissertation Research

Funding for dissertation research is also available through the IUP Graduate School. Applications for research funding are available in the fall semester and proposals are usually required to be submitted just prior to Thanksgiving. Awards are based on the relative merits of the research. Additional information on both conference travel funding and research support can be found at <http://www.iup.edu/graduate> or by calling the Graduate School at 724-357-2222.

Access to Research Projects

Working with faculty on their own research provides opportunity for skill development, valuable contacts, and "hands on" experience with research. The Graduate School has an online directory of the IUP Centers and Institutes that sponsor research; it can be accessed at <http://www.iup.edu/graduate/iracs/tcontent.shtm>. Students should peruse this directory for research currently being sponsored through IUP. Faculty participating in the ALS doctoral program also may be involved in research projects and may welcome your interest and involvement. This may be carried out from a distance, e.g. a Dixon student assisting an IUP campus faculty member with research by doing interviews or entering data.

Attending Dissertation Defenses

You will periodically receive e-mail notices via the ALS list-serv about proposal defenses and dissertation defenses by ALS students. These defenses involve a presentation of the student's work, and are open to faculty and graduate students. You are encouraged not only to attend the defense, but also to read the student's work in advance, and come prepared to

ask questions. These defenses are wonderful opportunities to get tips on how to structure your own research. Harrisburg students may participate in Indiana defenses (and vice versa) by videoconference.

Research Software and Equipment

Software for quantitative data analysis (SPSS and STATA) is available on the Sociology Department computers and those in the Resource Room at the ALS Dixon office. At IUP, QSR N6, the latest version of the NVivo software for qualitative data analysis, has been installed on two of the department computers in the Graduate Room.

Software such as EndNote, for citation and reference formatting, is available free of charge from the university to install on your own computers, see <http://www.iup.edu/techzone/software/softwarelist.shtm>

Tape recorders, table-top microphones, transcribing equipment, and laptop computers for research are available on loan through the ALS Program Secretaries at both the Indiana and Harrisburg sites.

Applied Research Lab

The Applied Research Lab at IUP, a component of the Institute for Research and Community Service, provides technical assistance on various aspects of quantitative research, including:

- Instrument design
- Data collection, including online surveys
- Data organization and cleaning
- Analysis & interpretation

You do not need to be familiar with statistical or computer procedures to use the services of the Applied Research Lab. A consultant is assigned to each project, providing assistance through the duration of the project. Students are encouraged to come to the Applied Research Lab early in their research design.

Books for Further Reading

Books below may be useful for students working on or toward dissertations. Some are available in either Stapleton Library or the Graduate Room in McElhaney Hall for main campus students, or in the Resource Room at the Dixon Center for Harrisburg students.

Amato, C.J. (2002). *The world's easiest guide to using the APA: A user-friendly manual for formatting research papers according to the American Psychological Association style guide, (3rd ed.)*, Corona, CA: Stargazer Pub.

Becker, H. S. (1986). *Writing for social scientists: How to start and finish your thesis, book, or article*. Chicago: The University of Chicago Press.

Bolker, J. (1988). *Writing your dissertation in fifteen minutes a day: A guide to starting, revising, and finishing your doctoral thesis*. New York: Owl Books.

- Brant, M. (2004). *The portable dissertation advisor*. Thousand Oaks, CA: Corwin Press.
- Cook, C. K. (1985). *Line by line: How to edit your own writing*. Boston: Houghton Mifflin
- Cooley, L. & Lewkowicz, J. (2003). *Dissertation writing in practice: Turning ideas into text*. Hong Kong: Hong Kong University Press.
- Cummings, L. L. & Frost, P.J. (1995). *Publishing in the organizational sciences*, Thousand Oaks, CA: Sage.
- Fink, A. (1998). *Conducting research literature reviews*. Thousand Oaks, CA: Sage Publications.
- Fitzpatrick, J., Secrist, J., & Wright, D. (1998). *Secrets for a successful dissertation*. Thousand Oaks, CA: Sage Publications.
- Garson, G.D. (2002). *Guide to writing empirical papers, theses, and dissertations*. New York: Marcel Dekker.
- Glatthorn, A.A. (1998). *Writing the winning dissertation: A step-by-step guide*. Thousand Oaks, CA: Corwin Press.
- Hart, Chris. (1998). *Doing a literature review*. Thousand Oaks, CA: Sage Publications.
- Hart, C. (2001). *Doing a literature search: A comprehensive guide for the social sciences*, Thousand Oaks, CA: Sage.
- Hoffman, G. & Hoffman, G. (1999). *Adios, Strunk and White; A handbook for the new academic essay*. Hunting Beach, CA: Verve Pres.
- Meloy, J.M. (1994). *Writing the qualitative dissertation: Understanding by doing*. Hillsdale, NJ: Lawrence Erlbaum Association.
- Peters, R. L. (1997). *Getting what you came for: The smart student's guide to earning a Master's or a Ph.D.* New York: Noonday Press.
- Piantanida, M. & Garman, N.B. (1999). *The qualitative dissertation*. Thousand Oaks, CA: Corwin Press.
- Ross-Larson, B. (1982). *Edit yourself*. New York: W.W. Norton.
- Rudestam, K.E. & Newton, R. R. (2001). *Surviving your dissertation*, 2nd Edition. Thousand Oaks, CA: Sage Publications.
- Stilman, A. (1997). *Grammatically correct: The writer's essential guide*. Cincinnati, OH: Writer's Digest Books.

Strunk Jr., W. & White, E. B. (1979). *The elements of style*. Boston: Allyn & Bacon.

Thomas, R. (2003). *Blending qualitative & quantitative research methods in theses and dissertation*. Thousand Oaks, CA: Corwin Press.

Walliman, N. (2001). *Your research project: A step-by-step guide for the first-time researcher*. Thousand Oaks, CA: Sage.

Walsh, B. (2004). *The elephants of style: A trunkload of tips on the big issues and gray areas of contemporary American English*. New York: McGraw-Hill.

Welch, N. (Ed.). (2002). *The dissertation & the discipline: Reinventing composition studies*. Portsmouth, NH: Boynton/Cook/Heinemann.

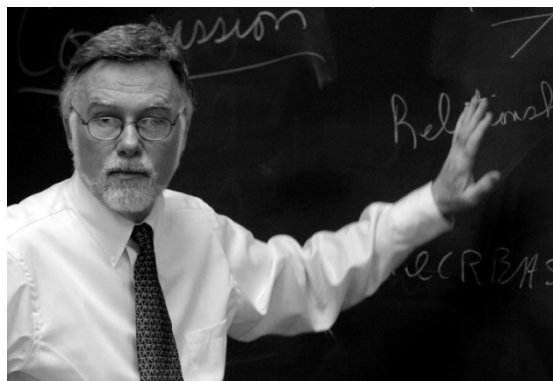
Appendix 1: Graduate Faculty

Robert J. Ackerman

Western Michigan University, Ph.D., Sociology

GRADUATE COURSES: SOC 710 Sociology of Human Services, SOC 730 Seminar in Alcohol and Drug Abuse, SOC 732 Addiction and the Family, SOC 781 Contemporary Family Problems, LDRS 810 Nonprofit Management

INTERESTS: Social Psychology, Alcohol and Drug Abuse, Sociology of Education, Child Abuse.



ACTIVITIES: Director, Mid-Atlantic Addiction Training Institute at IUP; Advisory Board Member, National Association for Children of Alcoholics; Board of Directors, American Red Cross, Indiana, PA.

SELECTED PUBLICATIONS:

- *Chicken Soup for the Recovering Soul: Your Personal, Portable Support Group*. Health Communications, 2005.
- *Perfect Daughters: Adult Daughters of Alcoholics*. Revised edition, Health Communications 2002.
- *A Wife's Little Red Book*. Health Communications, 1998.
- *Before It's Too Late: Help for women in controlling or abusive relationships*. Health Communications, 1995.
- *A Husband's Little Black Book*. Health Communications, 1994.
- *Silent Sons: A book for and about men*. Simon and Schuster. 1993.
- *Too Old to Cry: Abused Teens in Today's America*. McGraw-Hill, 1990.
- "Self-Identified Alcohol Abusers in a Low Security Federal Prison: Characteristics and Treatment Implications." *International Journal of Offender Therapy and Comparative Criminology*, 45(2), 2001, 214-227.
- *A Sigh of Belief: Helping Parents to Raise Their Confidence*. Monograph, Center for Substance Abuse Treatment, 2000, 2-16.
- *Developing Healthy Families*. Monograph, Center for Substance Abuse Treatment, 2000, 16-25.
- *Working with High Risk Adolescents*. Monograph, Center for Substance Abuse Treatment, 2000, 26-33.
- "Barriers to Change: Counseling Clients with Stereotype Gender Patterns." *Professional Counselor*, Volume 14, October 1999.

John A. Anderson

University of New Hampshire, Ph.D., Sociology

GRADUATE COURSES: LDRS 800 Proseminar, LDRS 861 Program Evaluation; SOC 862 Analysis of Social Data Statistics, SOC 864 Quantitative Research Methods II, SOC 881 Training & Development in Organizations

INTERESTS: Program Evaluation and Planning, Adult Training and Development, Quantitative Methods, Technology Transfer, Local Government, Disadvantaged Businesses, Transportation, Aging



ACTIVITIES: Director Administration & Leadership Studies Research & Training Center (ALS-RTC); Harrisburg ALS Ph.D. Program Coordinator; Transportation Research Board Committee on Technology Transfer; National (multi-agency) Rural Roads Group

SELECTED PUBLICATIONS:

- Anderson, J. A., Behney, M. T., and Lubart, J. L. (2007). The Disadvantaged Business Enterprise Program and Transportation Policy. In J. M. Plant (Ed.) *Handbook of Transportation Policy and Administration* (pp. 431-443). Taylor & Francis Group, Philadelphia, PA.
- Anderson, J. A. (2006). *Values Based Planning and Change Management: Trinidad National Security*. ALS-RTC, Indiana University of Pennsylvania, Harrisburg, PA.
- Anderson, J.A., Behney, M.T., and Davenport, A.F. (2006). *Revised DBE Methodology and Goal for PENNDOT FHWA Subrecipients*. Technical report for agreement no. 360303-B. ALS-RTC, Indiana University of Pennsylvania, Harrisburg, PA.
- Gesford, A. L. and Anderson, J. A. (2006) *Environmentally Sensitive Maintenance for Dirt and Gravel Roads*. Report No. PA-2006-001-CP-83043501-0. ALS-RTC, Indiana University of Pennsylvania, Harrisburg, PA and ISRA, The Pennsylvania State University, Middletown, PA.
- Anderson, J.A., Behney, M.T., and Davenport, A.F. (2002). *Race Neutral Program Development and Evaluation*. Report No. FHWA-PA-2002-005+97-04(84). PTI, Penn State University, University Park, PA.
- Anderson, J.A., Donnell, E.T., and Elefteriadou, L. (1999). *Assessing and Targeting Transportation Training and Education Needs*. Transportation Research Board: Washington, D.C.
- Wallace, C.E., Anderson, J.A., and Wilson, E.M. (1998). *Transportation Technology Transfer: A primer on the state of practice*. Number 488, ISSN 0097-8515. Transportation Research Board, Washington, D.C. (95 pages).

Kathryn Bonach

University of Pittsburgh, Ph.D., Social Work

GRADUATE COURSES: SOC 528 Child Abuse; SOC 736 Sociology of the Family; SOC 732 Addiction and the Family; SOC 801 Social Policy; SOC 710 Sociology of Human Services

INTERESTS: Children and Family Issues (child abuse, divorce, transitions, addictions, domestic violence, women's issues); Medical Social Work; Direct Clinical Practice; Social Policy; Research Methods.



ACTIVITIES: Project Director and Principal Investigator, Children's Advocacy Center of Indiana County; Chair, Children's Advocacy Center Advisory Committee; Sociology Department Undergraduate Curriculum Committee Chairperson; University Senate; Safe Zone Member, National Association of Social Workers, American Counseling Association, National Certified Counselor; Pennsylvania Licensed Social Worker, Pennsylvania Licensed Professional Counselor.

SELECTED PUBLICATIONS:

- Bonach, K. (2009). Empirical Support for the Application of the Forgiveness Intervention Model to Postdivorce Coparenting. *Journal of Divorce and Remarriage*, 50, pp. 38-54.
- Bonach, K. (2007). Forgiveness intervention model for post-divorce coparenting. *Journal of Divorce and Remarriage* 48, pp. 105-123.
- Bonach, K. (2005). Factors Contributing to quality coparenting: Implications for family policy. *Journal of Divorce and Remarriage*, 43 (3/4), 79 – 103.
- Bonach, K. Sales, E. & Koeske, G. (2005). Gender differences in perceptions of coparenting quality among expartners. *Journal of Divorce and Remarriage*, 43 (1/2), 1-28.
- Bonach, K. and Sales, E. (2002). "Forgiveness as a Mediator Between Post Divorce Cognitive Processes and Coparenting Quality", *Journal of Divorce and Remarriage*, 38 (1/2), 17 - 38.

Susan Boser

Cornell University, Ph.D., Human Service Studies

GRADUATE COURSES: SOC 701 Social Policy; SOC 710 Sociology of Human Services; SOC 705 Research Seminar in Sociology; SOC 765/865 Qualitative Research Methods

INTERESTS: Social Policy, Action Research, Qualitative Research, Research Ethics, Mixed Methodology, Program Evaluation, Democracy and Social Change, Higher Education.

ACTIVITIES: Interim Associate Provost for Academic Programs and Planning; Provost's Associate; Dean's Associate, College of Humanities and Social Sciences (CHSS); Dean's Associate, IUP School of Graduate Studies and Research; IUP Senate; Institutional Review Board (IRB); Graduate Curriculum Committee; CHSS College Outcomes Assessment Committee, Chair. Professional Associations: American Evaluation Association, Chair of Organizational Learning and Evaluation Capacity-Building Topical Interest Group; North Atlantic Action Research Alliance.



SELECTED PUBLICATIONS:

- Boser, S. (2007). Power, Ethics, and the IRB: Dissonance Over Human Participant Review of Participatory Research. *Qualitative Inquiry*, 13(8), 1060 – 1074.
- Boser, S. (2006). Ethics and power in community-campus partnerships for research. *Action Research*, 4(1), 9-21.
- Taylor, P. & Boser, S. (2006). Power and transformation in higher education institutions: Challenges for change. In *Exploring Power for Change*, Eyben, R., Harris, C. & Pettit, J. (Eds) *IDS Bulletin*, 37(6), Brighton: IDS.
- Boser, S. (2002). Evaluation across an intergovernmental context: Issues raised through different perspectives on Even Start. *New Directions for Program Evaluation*.
- Boser, S. (2001). *An Action Research Approach to Reforming Rural Health and Human Service Administration through Medicaid Managed Care: Implications for the Policy Sciences*, Dissertation.

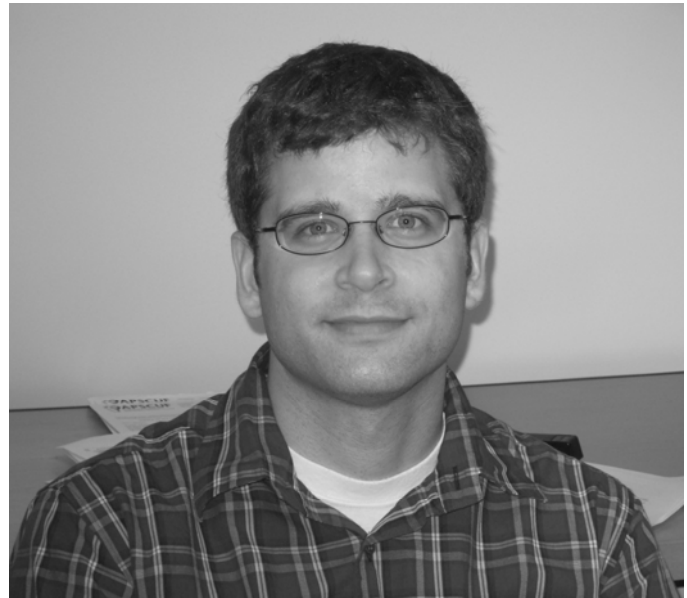
William Donner

University of Delaware, Ph.D., Sociology

GRADUATE COURSES: SOC 862
Analysis of Social Data

INTERESTS: The Social Demographics
of Hazard Epidemiology; Environmental
Sociology; Sociology of Risk and Risk
Perception; Quantitative Research
Methods; Social Inequality; Social Theory

ACTIVITIES: American Sociological
Association (ASA); American
Meteorological Association (AMA);
Member, Undergraduate Assessment
Committee (UAC); Liaison, Outcomes Assessment Committee (OAC)



SELECTED PUBLICATIONS:

Donner, W. 2008. "Decision Making as Community Adaptation: A Case Study of
Emergency Managers in Oklahoma." *Disasters*. 32: 292-302.

Donner, W. 2007. "The Political Ecology of Disaster: An Analysis of Factors Influencing
U.S. Tornado Fatalities and Injuries, 1998-2000." *Demography*. 44: 669-685.

Donner, W. R. and L.E. Barsky. 2007. "Ethics in Disaster Complicated by Human Needs."
Protecting Human Subjects. U.S. Department of Energy, Office of Biological and
Environmental Research, Washington, D.C.

Rodriguez, H., J. Santos, W. Donner, and W. Diaz. 2007. "Science, Technology, and
Disasters: Integrating End-User Needs." *Weather and Society Watch*. 1: 4, 9.

Trainor, J., W. Donner, and M. Torres. 2006. "There for the Storm: Warning, Response,
and Rescue Among Non-Evacuees in Hurricane Katrina." In *Learning from
Catastrophe: Quick Response Research in the Wake of Hurricane Katrina*. Natural
Hazards Center (NSF Grant No. CMS0408499), Institute of Behavioral Science,
University Colorado at Boulder, Boulder, CO.

Edward W. Gondolf

Boston University, Ed.D., Community Sociology

INTERESTS: Domestic Violence, Program and Policy Evaluation, Sociology of Deviance

ACTIVITIES: Director of Research, Mid-Atlantic Addiction Training Institute at IUP; Editorial Board of *Journal of Family Violence*; *Journal of Interpersonal Violence*; *Criminology*; *Yesterday, Today, Tomorrow* (Russian).



SELECTED PUBLICATIONS:

Books:

- Batterer intervention systems: Issues, outcomes, and recommendations. (Sage Publications, 2001); Assessing Woman Battering in Mental Health Services: Clinical Response to a Social Problem (Sage Publications, 1997); Psychiatric Response to Family Violence: Identifying and Confronting Neglected Danger (Lexington Books, 1990).

Articles:

- Gondolf, E., & Jones, A. (2001). The program effect of batterer programs in three cities. *Violence and Victims*, 16 (6), 693-704.
- Gondolf, E. & Heckert, A. (2003). Determinants of women's perceptions of risk in battering relationships. *Violence and Victims*, 18, 371-386.
- Garcia, V., & Gondolf, E. (2004). Transnational Mexican farmworkers and problem drinking: A review of the literature. *Contemporary Drug Problems*, 31, 129-161.
- Gondolf, E. (2004). Evaluating batterer counseling programs: A difficult task showing some effects. *Aggression and Violent Behavior*, 9(6), 605-631.
- Heckert, A., & Gondolf, E. (2005). Do multiple outcomes and conditional factors improve prediction of domestic violence? *Violence and Victims*, 20(1), 3-24.
- Gondolf, E. (2007). Culturally-focused batterer counseling for African American men: A clinical trial of re-assault and re-arrest outcomes. *Criminology and Public Policy*, 6, 341-366.
- Gondolf, E. (2008). Outcomes of case management for African-American men in batterer counseling. *Journal of Family Violence*, 23, 173-181.
- Gondolf, E. (2009). Implementing mental health treatment for batterer program participants: Interagency breakdowns and underlying issues. *Violence Against Women*.

Valerie Gunter

Michigan State University, Ph.D.,
Sociology

GRADUATE COURSES: SOC 709
Contemporary Sociological Theory; SOC
803 Contemporary Social and
Organizational Theory; SOC 765/865
Qualitative Research Methods

INTERESTS: Environment and
Technology, Political Sociology,
Community Studies, Medical Sociology,
Social Problems Theory, Social Theory,
Qualitative and Case Study Methods



ACTIVITIES: MA Coordinator, Department of Sociology, IUP Indiana campus

SELECTED PUBLICATIONS:

- Gunter, Valerie and Steve Kroll-Smith. 2007. *Volatile Places: A Sociology of Communities and Environmental Controversies*. Thousand Oaks, CA: Pine Forge Press.
- Widener, Patricia and Valerie J. Gunter. 2007 "Recovery' in the Media: An Alaskan Native Perspective on the Exxon Valdez Oil Spill." *Society & Natural Resources* 20:767-783.
- Gunter, Valerie J. 2005. "News Media and Technological Risks: The Case of Pesticides After *Silent Spring*." *The Sociological Quarterly* 46:671-98.
- Kroll-Smith, Steve and Valerie Gunter. 2005. "Governing Sleepiness: Somnolent Bodies, Discourse, and Liquid Modernity." *Sociological Inquiry* 75:346-71.
- Kroll-Smith, Steve, Phil Brown, and Valerie Gunter (eds.). 2000. *Illness and the Environment: A Reader in Contested Medicine*. New York: New York University Press.
- Busch, Lawrence, Keiko Tanaka, and Valerie J. Gunter. 2000. "Who Cares if the Rat Dies? Rodents, Risk, and Humans in the Science of Food Safety." Pp. 108-119 in S. Kroll-Smith, P. Brown, and V. Gunter (eds.), *Illness and the Environment: A Reader in Contested Medicine*. New York: New York University Press.
- Gunter, Valerie, Marilyn Aronoff and Susan Joel. 1999. "Toxic Contamination and Communities: Using an Ecological-Symbolic Perspective to Theorize Response Contingencies." *The Sociological Quarterly* 40:623-640.

Robert Heasley

Cornell University, Ph.D.,
Human Service Studies

GRADUATE COURSES:

SOC 712 Methods for Human Service Practitioners, SOC 754 Social Inequality, SOC 802 Classical Social & Organizational Theory, SOC 804 Social Policy, LDRS 898 Field Experience.

INTERESTS:

Sexuality, Gender, Masculinity; Social Inequality, Social Change, Community Organizing, Human Service Systems, Program Development, Organizational Change, Social Movements.

ACTIVITIES:

President, American Men's Studies Association; Chair, IUP Gay, Lesbian, Bisexual, Transgender Commission; Past Board Member, National Organization for Human Service Education; Safe Zone Member

SELECTED PUBLICATIONS:

- Heasley, Robert B. "Crossing the Borders of Gendered Sexuality: Queer Masculinities of Straight Men." In Ingraham, Chrys (2005). *Thinking Straight: The Power, Promise and Paradox of Heterosexuality*, New York: Rutledge.
- Heasley, R. B. "Queer masculinities of straight men: A typology." *Men and Masculinities*. Jan. 2005.
- Heasley, Robert & Betsy Crane, Editors (2003); *Sexual Lives: A Reader*, McGraw Hill.
- Crane, B., Heasley, R. & Loucks, J. (2003). *Instructors Manual and Test Bank for Sexual Lives: A Reader on the Theories and Narratives of Human Sexualities*. New York: McGraw Hill.
- Heasley, Robert & Betsy Crane. (2001). Sexuality and Gender: Shifting Paradigms for the 21st Century in Human Service Delivery in the 21st Century. *Monograph Series: Council for Standards in Human Service Education*.



Alex Heckert

University of Iowa, Ph.D., Sociology

GRADUATE COURSES:

SOC 744/844 Sociology of Deviance; SOC 705 Research Seminar in Sociology; SOC 736/836 Sociology of the Family; SOC 763/863 Quantitative Research Methods I.

INTERESTS:

Sociology of Deviance and Juvenile Delinquency; Sociology of Family; Gerontology and Medical Sociology; Research Methods.

SELECTED PUBLICATIONS:

- Sanderson, S., Heckert, A., & Dubrow, J. (2006). "Militarist, Marxian, and non-Marxian materialist theories of gender inequality: A cross-cultural test." *Social Forces*.
- Heckert, A., & Gondolf, E. (2005). "Do multiple outcomes and conditional factors improve prediction of batterer reassault?" *Violence and Victims, Vol. 20, No. 1*.
- Steck, L.W., Heckert, Druann, & Heckert, A. (2004). "The identity salience of race among African American and White students." *Race and Society, Vol.6, No. 1, 57-73*.
- Heckert, A., & Heckert, Druann. (2004). "Using a new typology of deviance to analyze ten common norms of the United States middle-class." *The Sociological Quarterly, Vol. 45, No. 2, 209-228*.
- Heckert, A., & Heckert, Druann. (2004). "Using an integrated typology of deviance to expand Merton's anomie theory." *Criminal Justice Studies: A Critical Journal of Crime, Law and Society, Vol. 17, No. 1, 75-90*.
- Jones, A. S., D'Agostino, R. B., Gondolf, E., & Heckert, A. (2004). "Assessing the effect of batterer program completion on reassault using propensity scores." *Journal of Interpersonal Violence, Vol. 19, No. 9, 1002-1020*.
- Heckert, A., & Gondolf, E. (2004). "Battered women's perceptions of risk versus risk factors and instruments in predicting repeat reassault." *Journal of Interpersonal Violence, Vol. 19, No. 7, 778-800*.
- Heckert, Druann, Heckert, Jessica, & Heckert, A. (2003). "Representations of hair color: A content analysis." *Sociological Imagination, Vol. 39, No. 2, 77-92*.
- Gondolf, E., & Heckert, A. (2003). "Determinants of women's perceptions of risk in battering relationships." *Violence and Victims, Vol. 18, No. 4, 371-386*.
- Heckert, Alex, & Heckert, Druann. (2002). "A new typology of deviance: Integrating normative and reactivist definitions of deviance." *Deviant Behavior, 23, 449-479*.
- Darling, R., Hager, M., Stockdale, J., & Heckert, A. (2002). "Divergent views of clients and professionals: A comparison of responses to a needs assessment instrument." *Journal of Social Service Research, 28, No. 3, 41-63*.
- Gondolf, E., Heckert, A., & Kimmel, C. (2002). "Non-physical abuse among batterer program participants." *Journal of Family Violence, 17, No. 4, 293-314*.



Melanie Hildebrandt

Columbia University, Ph.D., Sociology

GRADUATE COURSES:

SOC 709 Contemporary Sociological Theory;
SOC 754 Social Inequality; SOC 803
Contemporary Social and Organization
Theory

INTERESTS: Race and Ethnicity; Gender;
Social Inequality; Theory; and Community
Studies.



SELECTED PUBLICATIONS:

- Hildebrandt, M. (2005). Double Trauma in Belle Harbor. In Foner, N. (Ed.) *The Wounded City: The Social Impact Of 9/11 (New York Recovery)*. New York: Russell Sage Foundation Publications.
- Hildebrandt, M. (2002). *The Construction of Racial Inter marriage: A Comparison of Gender, Race, Class, and Black Ethnicity on the Daily Life Strategies of Black/White Couples*, Ph.D. Dissertation, Columbia University.

Harvey Holtz

City University of New York, Ph.D., Sociology.

GRADUATE COURSES: SOC 756 Social Change;
SOC 781 Reading Marx

INTERESTS: Social Change, Sociology of Education,
Sociology of Mass Media.

ACTIVITIES: Advisor to NAACP and Black Student
League, Organizer of Indiana Progressive Alliance and
Indiana Voices for Peace, Safe Zone Member.



SELECTED PUBLICATIONS:

Holtz, Harvey. 1989. "Action in Place of Silence: A Response to Gimenez." *Teaching Sociology*, 17, pp. 192-193.

Holtz, H. et. al., editors. 1988. *Education and the American Dream*. New York: Bergin and Garvey.

Dana Hysock

University of Delaware, Ph.D., Sociology

GRADUATE COURSES: SOC 527

Social Perspectives on Intimate Partner Violence

INTERESTS: Gender, Intimate Partner Violence, Social Inequality, Peer Sexual Harassment, and Rape Prevention.

ACTIVITIES: Committee Member, Undergraduate Education Committee, IUP, 2008-2009; Co-chair, Eastern Sociological Society Committee on the Status of Women, 2008-2010; Reviewer, *Sociology: The Essentials* Fifth edition by Andersen/Taylor, Fall 2007; current membership in American Sociological Association, Eastern Sociological Society, and Sociologists for Women in Society.



SELECTED PUBLICATIONS:

Andersen, Margaret L. with Dana Hysock. 2009. *Thinking about Women: Sociological Perspectives on Sex and Gender* (8th edition). Boston: Allyn and Bacon.

Hysock, Dana. “‘It’s Just What Happens in High School’: How Peer Sexual Harassment is Routinized within Peer Groups in High School.” Under review: *Youth and Society*.

SELECTED PRESENTATIONS:

Mansley, Elizabeth A., and Dana A. Hysock. “There’s No Place like Home: Making Masculinity Work at Home.” Paper presented at the American Men’s Studies Association annual conference, Winston-Salem NC, April 2008.

Hysock, Dana A., and Elizabeth A. Mansley. “Manning the Homefront: Constructing Masculinity as a Stay at Home Dad.” Paper presented at the Eastern Sociological Society annual meeting, New York NY, February 2008.

Hysock, Dana A. “‘If They Could See Me Now...’ The Consequences of Peer Sexual Harassment on Adolescents’ Personal, Social, and Educational Lives.” Paper presented at a refereed roundtable at the Eastern Sociological Society annual meeting, Philadelphia PA, March 2007.

Hysock, Dana A. “Peer Sexual Harassment in High School: Fun between Friends?” Paper presented at the Eastern Sociological Society annual meeting, Boston MA, February 2006.

James Jozefowicz

University at Albany—State University of New York, Ph.D.,
Economics

GRADUATE COURSES: ECON 820 Managerial Economics
for Decision Making and Leadership.

INTERESTS: Econometrics, Economic Education, Economics
of Religion, Managerial Economics, Monetary Economics,
Movie Economics



ACTIVITIES: Pennsylvania Economic Association; National Association of Economic
Educators Professional Development Committee; First Commonwealth Center for Economic
Education at IUP Co-Director.

SELECTED PUBLICATIONS:

- “A Blueprint for Success in the U.S. Film Industry,” (with Stephanie M. Brewer and Jason M. Kelley), *Applied Economics*, forthcoming.
- “The Effects of Environmental Factors on Cancer Prevalence Rates and Specific Cancer Mortality Rates in a Sample of OECD Developed Countries,” (with Shannon M. Stare), *International Journal of Applied Economics*, forthcoming.
- “Income Inequality and Educational Attainment Rates: The New York Story,” (with Ali R. Cannoni), *New York Economic Review*, forthcoming.
- (2008). “The Effects of Immigration on Regional Unemployment Rates in the Netherlands,” (with Rebecca M. Galloway), *International Advances in Economic Research*, 14(3), 291-302.
- (2008). “New Release: An Empirical Analysis of VHS/DVD Rental Success,” (with Stephanie M. Brewer and Jason M. Kelley), *Atlantic Economic Journal*, 36(2), 139-151.
- (2008). “Learning by Doing: Teaching Introductory Econometrics with an Applied Approach,” (with Stephanie M. Brewer), *Perspectives on Economic Education Research*, 4(1), 37-64.
- (2006). “How Things Have Changed: Income Inequality in Pennsylvania in the 1990s,” (with Carrie L. Jenkins), *Pennsylvania Economic Review*, 14(1&2), 45-56.
- (2006). “Religious Free Riders: The Impact of Market Share,” (with Stephanie M. Brewer and Robert J. Stonebraker), *Journal for the Scientific Study of Religion*, 45(3), 389-396.
- (2006). “Making Economic Principles Personal: Student Journals and Reflection Papers,” (with Stephanie M. Brewer), *Journal of Economic Education*, 37(2), 202-216.

Stephanie Jozefowicz

Indiana University-Bloomington, Ph.D.,
Economics

INTERESTS: Economics of Education,
Economic Education, Game Theory &
Experimental Methods, Economics of Religion,
International Economics, Public Economics.

ACTIVITIES: Secretary, Pennsylvania
Economic Association; Secretary, National
Association of Economic Educators; Co-
Director, First Commonwealth Center for
Economic Education; Chair, IUP University
Senate Library and Educational Services Committee (LESC).



SELECTED PUBLICATIONS:

- “A Blueprint for Success in the U.S. Film Industry,” (with James J. Jozefowicz and Jason M. Kelley), *Applied Economics*, forthcoming.
- (2008). “New Release: An Empirical Analysis of VHS/DVD Rental Success,” (with James J. Jozefowicz and Jason M. Kelley), *Atlantic Economic Journal*, 36(2), 139-151.
- (2008). “Learning by Doing: Teaching Introductory Econometrics with an Applied Approach,” (with James J. Jozefowicz), *Perspectives on Economic Education Research*, 4(1), 37-64.
- (2006). “Religious Free Riders: The Impact of Market Share,” (with James J. Jozefowicz and Robert J. Stonebraker), *Journal for the Scientific Study of Religion*, 45(3), 389-396.
- (2006). “Making Economic Principles Personal: Student Journals and Reflection Papers,” (with James J. Jozefowicz), *Journal of Economic Education*, 37(2), 202-216.
- (2000). “To Whom Do We Give? A Taxonomy of Institutions for Charitable Giving,” *Pennsylvania Economics Association 2000 Conference Proceedings*, 186-195.

Beth Mabry

Virginia Tech, Ph.D., Sociology

GRADUATE COURSES: LDRS 800 Proseminar, LDRS 801 Leadership Theories; SOC 757 Aging and Society; SOC 581 Social Structure and Personality

INTERESTS: Social Inequality, Stress, and Well-Being; Roles, Identity, and the Self; Family and Intergenerational Relationships; Aging & Social Policy; Social Structure and Personality and Applications of Social Psychology.

ACTIVITIES: American Sociological Association; Co-Chair, IUP Undergraduate Scholars Forum; IUP GLBT Commission



SELECTED PUBLICATIONS:

- Mabry, J. Beth and M. Elizabeth Kemeny. 2009. *Training Direct Care Workers to Support Persons Aging with Developmental Disabilities: Current Policy and Practice in Pennsylvania*. Center for Rural Pennsylvania.
- Mabry, J. Beth, and Vern L. Bengtson. 2006. "Intergenerational Relationships" and "Social Breakdown Theory." In *Encyclopedia of Aging, 4th Edition* edited by R. Schultz, L. Noelker, K. Rockwood, & L. Sprott. New York: Springer.
- Mabry, J. Beth & K. Jill Kiecolt. 2005. "Anger in Black & White: Race Alienation & Anger." *Journal of Health and Social Behavior*, 44, 85-101.
- Mabry, J. Beth, Roseann Giarrusso and Vern L. Bengtson. 2004. "Generations, the Life Course, and Family Change." Chapter 8 in *Companion to the Sociology of Families* edited by J. Scott, J. Treas, and M. Richards. Cambridge: Blackwell.
- Bengtson, Vern L., Roseann Giarrusso, J. Beth Mabry and Merril Silverstein. 2002. "Solidarity, Conflict, and Ambivalence: Complementary or Competing Perspectives on Intergenerational Relationships?" *Journal of Marriage and Family*, 64, 3.
- Giarrusso, Roseann, J. Beth Mabry and Vern L. Bengston 2001. "Self, Aging and Social Contexts: Life-Course and Social Psychological Perspectives." Chapter 16 in *Handbook of Aging and the Social Sciences*, 5th Ed. Edited by R. Binstock and L.K. George. San Diego: Academic Press.
- Kiecolt, K. Jill and J. Beth Mabry. 2000. "Agency in Young Adulthood: Intentional Self-Change Among College Students." Pp. 181-205 in *Advances in Life Course Research*, Vol. 5 edited by T.J. Owens. Stamford, CT: JAI Press.
- Mabry, J. Beth. 1998. "Pedagogical Variations and Student Outcomes in Service-Learning: How Time, Contact and Reflection Matter." *Michigan Journal of Community Service Learning*, 5: 32-47.

Thomas Nowak

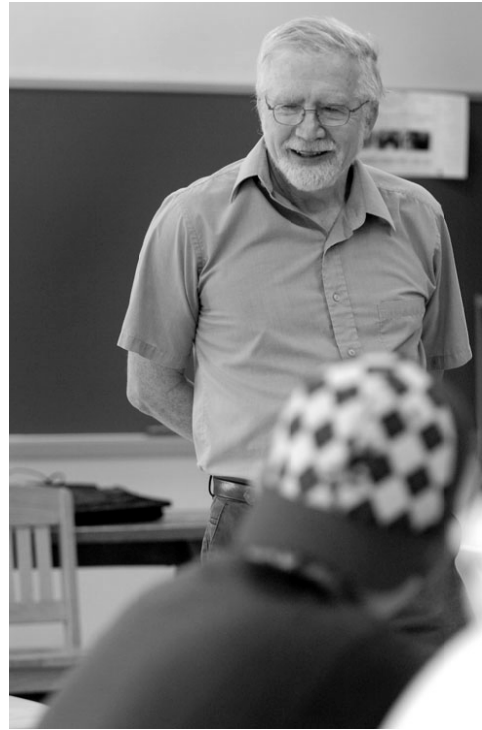
Cornell University, Ph.D., Government

GRADUATE COURSES: SOC 862 Analysis of Social Data (Statistics), SOC 765 Micro-computing Applications in Sociology, SOC 742 Industrial Sociology, LDRS 802 Leadership Applications

INTERESTS: Political Economy, Microcomputer Applications, Industrial Sociology.

SELECTED PUBLICATIONS:

- Thomas C. Nowak and Kay A. Snyder, "Women's Struggle to Survive a Plant Shutdown," *The Journal of Intergroup Relations*, 11(4) (Winter, 1983), p. 2544;
- Kay A. Snyder and Thomas C. Nowak, "Job Loss and Demoralization: Do Women Fare Better Than Men?," *International Journal of Mental Health*, 13(12), (Fall, 1984), p. 92106; Thomas Nowak and Robert Lindstrom "A-Max: Macintosh Emulation on the Amiga" *Computer Shopper* (November, 1989).
- Cynthia Deitch, Thomas Nowak and Kay Snyder, "Displaced Factory Women and Public Policy," in *Gender and Public Policy*, ed. Mary Lou Kendrigan (Greenwood Press, Westport, 1991), pp.33-66.
- Alex Heckert, Thomas Nowak and Kay Snyder, "The Effect of Husbands' and Wives' Relative Earnings on Marital Disruption" *Journal of Marriage and the Family*, 60 (August 1998): 690-703.



Todd B. Potts

University of Georgia, Ph.D.,
Economics

INTERESTS:
Econometrics, Empirical Macroeconomics, Industrial Organization, Monetary Economics, Sports Economics.



Willard Radell

University of Illinois, Ph.D., Economics

GRADUATE COURSES:

ECON 820 Managerial Economics for Decision Making and Leadership, ECON 634 Managerial Economics.

INTERESTS:

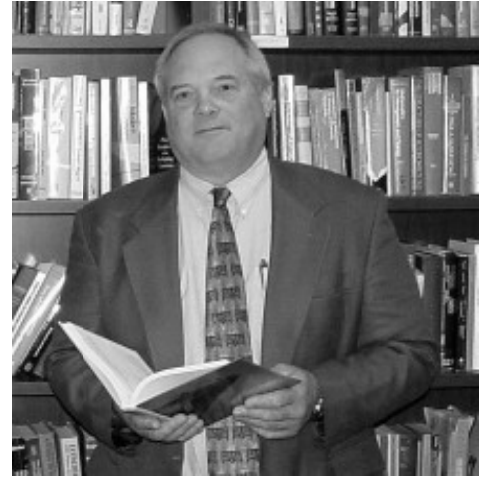
Managerial Economics, Economic History, Crisis Management, Visualization Techniques, Managerial Efficiency Metrics, the Cuban Economy.

ACTIVITIES:

American Economic Association; American Statistical Association; ASA Visualization and Computational Graphics Group; Association for the Study of the Cuban Economy; Latin American Studies Association; American Association of University Professors.

SELECTED PUBLICATIONS:

- “Storming in U.S. Nuclear Power Plant Construction,” *Midsouth Journal of Economics*, July 1983, pp. 327-330
- “Cuban-Soviet Sugar Trade, 1960-1976: How Great Was the Subsidy?,” *The Journal of Developing Areas*, April 1983, pp. 365-382.
- “Storming: The Losing Edge,” *Scholars*, Vol. 2, No. 1, December 1990, pp. 24-31.
- “Cuban Sugar Factory Performance Before and Under the Revolution,” *Cuban Studies*, Vol. 20, 1990, pp. 133-153.
- “Cuban Export Dependency Question: Premises and Controversy,” *World Development*, July 1991, pp. 915-919.
- “Storming and Catastrophic System Failure,” *Industrial Crisis Quarterly*, 1992, Vol. 6, pp. 295-312.
- “Avoiding Managerial Human Capital Loss in Transition II Sugar Factories,” *Cuba In Transition*, Vol. 7, 1997, pp. 445-456.
- “Storming and Catastrophic System Failures,” reprinted in *Key Readings in Crisis Management: Systems and Structures for Prevention and Recovery*, Denis Smith and Dominic Elliot, eds., Routledge, 2006, Chapter 19, pp. 284-300.
- “Comparison of Instructional Costs of State-Owned and State-Related Universities in the McCormick Era.” *Proceedings of the Pennsylvania Economic Association 2007 Conference*, Pennsylvania Economic Association, 2007, pp. 125-133.



Diane Shinberg

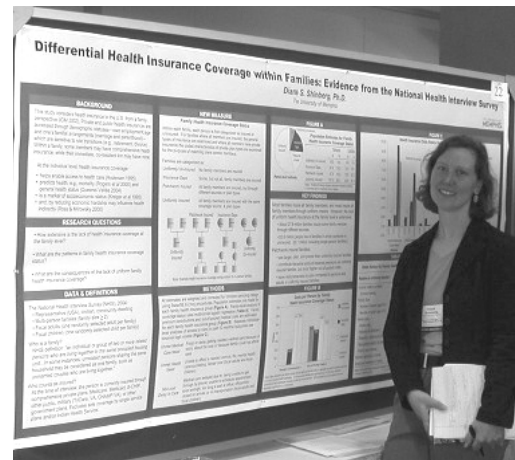
University of Wisconsin-Madison, Ph.D.,
Sociology

INTERESTS: Health and Medicine; Aging and the
Life Course; Social and Health Inequalities;
Gender; Disability Studies; Demography.

ACTIVITIES: American Sociological Association;
Population Association of America

SELECTED PUBLICATIONS:

- Shinberg, Diane S. 2009. "Menopause" in Carr, Deborah, ed. *Encyclopedia of the Life Course and Human Development: Volume 2, Adulthood*. (Farmington Hills, MI: Gale/Cengage).
- Shinberg, Diane S. 2006. "Women's Health." in Ritzer, George, ed. *The Blackwell Encyclopedia of Sociology*. (Oxford: Blackwell Publishing).
- Freedman, V.A., E. Crimmins, R.F. Schoeni, B. Spillman, H. Aykan, E. Kramarow, K. Land, J. Lubitz, K. Manton, L.G. Martin, D. Shinberg and T. Waidmann. 2004. "Resolving Inconsistencies in Old-Age Disability Trends: Report from a Technical Working Group." *Demography*. Vol. 41, No. 3: 417-441.
- Shinberg, Diane S. 1998 "An Event History Analysis of Age at Last Menstrual Period: Correlates of Natural and Surgical Menopause among Midlife Wisconsin Women." *Social Science & Medicine*. Vol. 46, No. 10: 1381-1396.



Kay Snyder

Cornell University, Ph.D., Sociology

GRADUATE COURSES: SOC 754 Social Inequality,
SOC 781 Gender and Society, SOC 781 Teaching
Sociology.

INTERESTS: Sociology of Sex and Gender, Social
Stratification, Teaching Sociology.

SELECT PUBLICATIONS:

- Alex Heckert, Thomas Nowak and Kay Snyder, "The Effect of Husbands' and Wives' Relative Earnings on Marital Disruption" *Journal of Marriage and the Family*, 60 (August 1998): 690-703.
- Deitch, Nowak, and Snyder. 1991. "Displaced Factory Women and Public Policy," in *Gender and Public Policy*, edited by Mary Lou Kendrigan (Greenwood Press).
- Kay A. Snyder and Thomas C. Nowak, "Job Loss and Demoralization: Do Women Fare Better Than Men?," *International Journal of Mental Health*, 13(12), (Fall, 1984), p. 92106.
- Thomas C. Nowak and Kay A. Snyder, "Women's Struggle to Survive a Plant Shutdown," *The Journal of Intergroup Relations*, 11(4) (Winter, 1983), p. 2544;



Melissa Swauger

University of Pittsburgh, Ph.D., Sociology

UNDERGRADUATE COURSES: SOC 151
Principles of Sociology; SOC 341 Sociology of
Education

INTERESTS: Social Class, Gender, and Racial
Inequalities in Education and Work; Adolescent
Career Development; Education and Work Policies;
Qualitative Research Methods; Sociology of Sport



ACTIVITIES: Working Class Studies Association, American Association of University
Women; National Women's Studies Association

PUBLICATIONS & SELECTED PRESENTATIONS:

- "No Kids Allowed!!! How IRB Ethics Undermine Qualitative Researchers from Achieving Socially Responsible Ethical Standards." 2009. *Race, Gender, and Class Special Issue: Socializing Youth*.
- Working Class Studies Association, Panel presenter for session, Intersections of Labor: Constructing a Working Class Identity, paper entitled, "Negotiating Mom's Mistakes: How Mothers Influence Working Class Girls' Aspirations."
- Pennsylvania Communication Association, Panel presenter for session, The Analysis of Media Stories, presentation entitled, "The Influence of Television in the Lives and Futures of Poor and Working Class Girls."
- National Women's Studies Association, Panel presenter for session "Pestering Students with Feminism: Teaching Feminism to Students Who Don't Seem to Care."
- North Central Sociological Association, Panel presenter for "Feminists in the Field" presentation entitled "Class Travelers Who Do Research"
- Girls Coalition of Southwestern PA Quarterly Programming, Workshop "Are All Girls the Same?"
- The Consortium for Public Education, The Future is Mine Conference. Workshop "Barbie and GI Joe Go to Work."
- The Kiski School, Saltsburg, PA, Workshop "The Neighborhood Game"

David B. Yerger

The Pennsylvania State University, Ph.D., Economics

INTERESTS: Empirical Macroeconomics, Industrial
Organization, International Economics.

ACTIVITIES: Editor, Pennsylvania Economic Review; Past-
President and Current Member of Executive Board,
Pennsylvania Economic Association; Grant Reviewer for
National Science Foundation, Economic Research Grants;
served as Referee for articles from several journals.



Affiliated Graduate Faculty at the Harrisburg Site

Barbara J. Denison, Shippensburg University of PA

Northwestern University, Ph.D., Sociology

GRADUATE COURSES: LDRS 801: Leadership Theories, SOC 781/881: Leadership Across Cultures, SOC 570: Applied Leadership and Organizational Analysis, SOC 560: Leadership, Change and Innovation, SOC 550: Leadership, Theory and Practice, SOC 530: Sociology of Higher Education, SOC 490: Selected Topics, Sociology of Sexual Orientation

INTERESTS: Religion, leadership, higher education, sexuality and sexual orientation,



ACTIVITIES: Secretary of the North Central Sociological Association; President-elect of the Pennsylvania Sociological Society; Fichter Grant Chair, Association for the Sociology of Religion; Teaching Section, North Central Sociological Association.

SELECTED PUBLICATIONS:

- Glassman, Ronald M., Swatos, William H. Jr., and Denison, Barbara J. (2004) *Social Problems in Global Perspective*. New York: University Press of America.
- Swatos, William H. Jr., Kivisto, Peter, Denison, Barbara J. and McClenon, James (1998), editors. *Encyclopedia of Religion and Society*. Walnut Creek, CA: AltaMira Press.
- “Students and Soldiers: Some are Both But All Aren’t Happy About It.” *North Central Sociologist*, Vol. unspecified (1): 10. (2007)
- “Increasing Retention of High Risk Students.” *Five Minutes with ACHE*, November: 1-2. (1991).
- “The Validity of Marriage.” *Social Compass* Vol. 37 (2): 269-279. (1990)

Auden D. Thomas, Penn State Harrisburg

Indiana University, Ph.D., Higher Education



GRADUATE COURSES: SOC 881 Survey Research Methods.

INTERESTS: History of Higher Education in the U.S.; College and University Administration; Student Affairs Management; Contemporary Issues in Higher Education; Access and Equity in Higher Education; Women in Higher Education; Survey Research Methods; Independent Modern Dance Artistry; Dance Choreography

ACTIVITIES: Director, Center for Survey Research, Penn State Harrisburg;

SELECTED PUBLICATIONS

- Kinzie, Jillian, Auden D. Thomas, Megan M. Palmer, Paul D. Umbach, and George D. Kuh. "Women Students at Coeducational and Women's Colleges: How Do Their Experiences Compare?" *Journal of College Student Development*, 48, No.2, March-April 2007: 145-165.
- Thomas, Auden D. "Welfare Women Go Elite: The Ada Comstock Scholars Program." *Journal About Women in Higher Education*, 1, 2008: 103-122.
- Thomas, Auden D. "Preserving and Strengthening Together: Collective Strategies of U.S. Women's College Presidents." *History of Education Quarterly*, 48, No. 4, 2008.
- Marella, William M., Edward Finley, Auden D. Thomas, and John R. Clarke. "Healthcare Consumers' Inclination to Engage in Selected Patient Safety Practices: A Survey of Adults in Pennsylvania." *Journal of Patient Safety*, 3, No. 4, December 2007: 184-189.
- Kuh, George D., Michael J. Siegel, and **Auden D. Thomas**. "Higher Education: Values and Culture." In *The Professional Student Affairs Administrator: Educator, Leader, and Manager*, edited by Roger B. Winston, Don G. Creamer, Theodore K. Miller and Associates, 39-63. New York: Brunner-Routledge, 2001.

Wade Seibert, Lock Haven University of PA

University of Pennsylvania, D.S.W., Policy Analysis and Research

GRADUATE COURSES: SOC 701- Social Policy Issues in Organizations

ACTIVITIES: Resident Faculty Director, The Harrisburg Internship Program, Harrisburg, PA, 2005 to Present; Social Work Program Director, Department of Sociology, Social Work and Anthropology, Lock Haven University, Lock Haven, PA 1993 to 2005.

National Association of Rural Social Work; Pennsylvania Chapter of National Association of Social Workers; Site Visitor for Accreditation, Council on Social Work Education, Washington, D.C.



SELECTED PUBLICATIONS

- 1982. *The Impact of Budget Strategies on Human Service Allocations*. Dissertation, University of Pennsylvania, Philadelphia, PA.
- 1973. *Role and Power Perceptions of Staff and Line Managers in a Research and Development Organization*. Thesis, Cornell University, Ithaca, NY.

Appendix 2: Forms & Samples

Please photocopy/print the forms on the following pages to use as needed. Forms 7 and 8 are used by faculty only; but a sample is provided for your information.

1. Request for Credit Transfer
2. ALS Request for Conference Travel Funds
3. SGSR Request for Conference Travel Funds
4. Application to Sit for Comprehensive Examination
5. Sample Core/Research Comprehensive Exam Evaluation Form
6. Dissertation Committee Composition Form
6. Change in Dissertation Committee Form
7. Independent Study Approval Form
8. Sample Independent Study Proposal
9. Application to Defend Proposal or Dissertation

Also, be sure to refer to the **IUP Graduate School's Thesis/Dissertation Manual** for additional information on requirements and forms.

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Indiana University of Pennsylvania

Ph.D. Program Administration and Leadership Studies—Nonprofit and Public Sectors

REQUEST FOR CREDIT TRANSFER

Name of Student: _____ Date: _____ Banner ID: _____ @ _____

I request the acceptance and transfer of the following courses into the Ph.D. Program in Administration and Leadership Studies. Attached are the appropriate certified transcripts, plus catalog course descriptions and/or syllabi for the courses.

COURSE ONE

University where course was taken: _____

Course Number: _____ Title: _____

Year Completed: _____ Grade: _____

Equivalent to IUP Course: ☐ Yes Title: _____
☐ No

COURSE TWO

University where course was taken: _____

Course Number: _____ Title: _____

Year Completed: _____ Grade: _____

Equivalent to IUP Course: ☐ Yes Title: _____
☐ No

Student Signature/Date

DEPARTMENTAL APPROVAL

☐ APPROVED ☐ Forwarded to Graduate School: _____
Date

☐ DISAPPROVED

Doctoral Program Coordinator Signature/Date

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Indiana University of Pennsylvania

Administration and Leadership Studies

REQUEST FOR FUNDS TO ATTEND CONFERENCE

Please note that this form is to be completed by those students who are **ATTENDING ONLY**, the "Application Form for Student Travel to Present Papers" form should be completed by students who are presenting papers. Go to the web site of the School of Graduate Studies and Research to obtain a copy of the application: <http://www.iup.edu/graduate/cs/index.htm>

Name of Student: _____ Date of Request: _____

CONFERENCE DETAILS		
Name of Conference:		
Date of Conference:		
Location of Conference:		
	City	State
ESTIMATED TRAVEL EXPENSES		
Travel: (Please check one) <input type="checkbox"/> Air <input type="checkbox"/> Bus <input type="checkbox"/> Train <input type="checkbox"/> State Car <input type="checkbox"/> Personal Car (Mileage Calculation: # miles x IUP mileage rate)		
Conference Registration:		
Lodging:		
Meals:		
Additional Fees: (Please explain)		
Total Estimated Costs:		\$

Student Signature/Date

DEPARTMENTAL USE ONLY -- FUNDING GRANTED
<input type="checkbox"/> \$100 In-State Conference Attendance
<input type="checkbox"/> \$200 Out-of-State Conference Attendance
<input type="checkbox"/> Other: \$ _____

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The School of Graduate Studies and Research
Application Form for Student Travel to Present Papers

☐ Masters ☐ Doctoral

	Banner #:
Name:	E-mail:
Address:	
Phone:	
Department:	
Title of Paper:	
Conference Title:	
Conference Location:	Conference Date:

Is this paper co-authored or co-presented with another graduate student at the same conference session? _____

Is the co-author also applying for funding? _____

If yes, give name of co-author: _____

Estimated Travel Costs			
Air/Ground Transportation	\$	Hotel	\$
Conference Registration	\$	Meals (must have all receipts)	\$
TOTAL TRAVEL COSTS			\$

Sources of other IUP Funding	Amount	Authorizing Signatures*	Date
Department		\$	
College Dean		\$	

*** BOTH signatures are required or application will be returned to student**

Doctoral Students

Awards may be made up to \$500 for out-of-state travel and up to \$350 for in-state travel. Applicants for co-authored papers may be awarded half of those amounts. Annual total for each student cannot exceed \$500 per fiscal year. Funds are limited and should be applied for as early as possible in the year.

*NOTE: Application must be completed and returned to the Assistant Dean for Research, 122 Stright Hall at least two weeks prior to the meeting date. **TRAVEL VOUCHERS MUST BE SUBMITTED TO YOUR DEPARTMENT THE WEEK AFTER TRAVEL OCCURS along with a copy of the page of the program listing their name and presentation title.***

FOR GRADUATE SCHOOL USE ONLY

Funding Approved: Funding Denied:

By:	By:
Date:	Date:
Amount:	Reason:

12/01/04

Copy distribution: ☐ Applicant ☐ Graduate Coordinator ☐ Secretary ☐ File

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Indiana University of Pennsylvania

Administration and Leadership Studies

COMPREHENSIVE EXAM APPLICATION

Date: _____ Banner ID: @ _____
Name: _____ E-Mail Address: _____
Address: _____ Phone Number: _____

Please indicate the Month/Year in which you are requesting to take the exam(s):

☐ August ☐ January Year: _____

Please indicate for which comp exam(s) you are applying:

☐ Core ☐ First Exam ☐ Retake
☐ Research ☐ First Exam ☐ Retake
☐ Specialization ☐ First Exam ☐ Retake

If applying to take the Specialization comp exam, please complete the following:

Area of Intended Dissertation Research: _____

Recommendations for Faculty to serve on Examination Committee:

1. _____ 2. _____ 3. _____

Relevant Electives taken:

Course Number	Course Name	Instructor	Please check if Non-IUP
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>

Student Signature/Date _____

Completed forms should be forwarded to:

Indiana: John Anderson, Ph.D.
102 McElhaney Hall
Indiana, PA 15705-1087
E-mail: jaa@iup.edu
Fax: 724-357-2956

Harrisburg: John Anderson, Ph.D.
Dixon University Center/IUP
2986 North Second Street/105 South Hall
Harrisburg, PA 17110
E-mail: jaa@iup.edu; Fax: 717-720-4062

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Indiana University of Pennsylvania

Administration and Leadership Studies

SAMPLE COMPREHENSIVE EXAM EVALUATION: CORE and RESEARCH

Reader's Name:

Student Number:

Exam Area: RESEARCH or CORE

Date of Evaluation:

Please return this sheet to the Doctoral Coordinator by:

SCORING

Please type an "X" in one of the following boxes to indicate scoring choice:

- ☐ **PASS** (All of the evaluation criteria have been met.)
- ☐ **FAIL** (All or most of the evaluation criteria have not been met.)
- ☐ **FOLLOW-UP ORAL RECOMMENDED** (Most of the evaluation criteria have been met; however the reader needs to further clarify some aspects of the student's essay in order to determine whether all criteria have been met.)

COMMENTS

For any score resulting in a "FAIL" or "FOLLOW-UP", please attach two copies of a page of comments explaining the reasons for your scoring choice and summarizing your overall impressions of the essay. Comments are NOT necessary for a scoring of "PASS."

Reader's Initials

Evaluation Criteria

1. **Completeness and Thoroughness**
Addresses all issues asked about in question; each subpart given appropriate attention; uses specific detail and concrete examples to illustrate points; discusses alternative explanations regarding a particular line of discourse.
2. **Organization and Clarity of Writing**
Uses precise, clear statements throughout; well organized; one line of reasoning completed before another begins; well written.
3. **Conceptual Clarity**
Incorporates relevant terminology from the fields of administration and leadership and human services as appropriate; demonstrates an understanding of the language of the field and an ability to think conceptually.
4. **Accuracy**
Demonstrates an accurate understanding of subject matter in question; accurately and appropriately draws on relevant research findings, conceptual schemes, theoretical paradigms, etc.

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Indiana University of Pennsylvania

Administration and Leadership Studies

DISSERTATION COMMITTEE COMPOSITION

Name of Student: _____ Date: _____ Banner ID: @ _____

☐ Comp Exams Complete

☐ Comp Exams Incomplete

The following individuals have agreed to serve on my Dissertation Committee:

Designees: Having affixed your signature below, you are hereby agreeing to serve on the above student's Dissertation Committee.

CHAIR/ADVISOR:	
Name 1. _____ <i>Please indicate department if not IUP Sociology/ Political Science/Economics:</i>	Signature _____

* For all requests selecting an out-of-program Faculty member as Chair, permission must be granted by the Doctoral Advisory Committee and the Dean of the Graduate School. Please attach a brief justification for the request.

COMMITTEE MEMBERS			
Name /E-mail Address	Non-IUP*	Department (If not SOC/ PLSC/ECON)	Signature
2. _____	<input type="checkbox"/>		
3. _____	<input type="checkbox"/>		
Optional: 4. _____	<input type="checkbox"/>		

*For all requests selecting a Non-IUP Faculty Committee Member, permission must be granted by the Dean of the Graduate School. Please attach the individual's Vita and a brief justification for the request.

Intended Topic of Research: _____

WEB CONSENT:

☐ I hereby grant my permission to the Administrative and Leadership Studies department to post my dissertation committee and topic information on the ALS web site. I understand that this is not a requirement and is totally voluntary. I understand that I have the right to have my information removed from the site at any time.

Student Signature/Date _____

Doctoral Program Coordinator Signature/Date _____

☐ APPROVAL FROM GRADUATE SCHOOL RECEIVED (If Out-of-Program Chair or Non-IUP Member):

Date

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Indiana University of Pennsylvania

Administration and Leadership Studies

DISSERTATION COMMITTEE CHANGE

Name of Student: _____ Date: _____ Banner ID: _____@

Please be advised that I have made the following change(s) to my Dissertation Committee:

Designees: Having affixed your signature below, you are hereby agreeing to serve on the above student's Dissertation Committee.
Previous Chair/Committee Members: Your signature represents your knowledge of the requested change.

CHAIR/ADVISOR:

New Chair Name:

Print Name

Please indicate department if not IUP Sociology or Economics:

Signature

* For all requests selecting an out-of-program faculty member as chair, permission must be granted by the Doctoral Advisory Committee and the Dean of the Graduate School. Please attach a brief justification for the request.

New Committee Member Name(s):

Non-IUP*

Department: (if not SOC/PLSC/ECON)

Print Name	/	Signature	<input type="checkbox"/>	
Print Name	/	Signature	<input type="checkbox"/>	
Print Name	/	Signature	<input type="checkbox"/>	

*For all requests selecting a Non-IUP Faculty member, permission must be granted by the Dean of the Graduate School. Please attach the individual's Vita and a brief justification for the request.

Student Signature/Date

Completed forms should be forwarded to:

Indiana: John Anderson, Ph.D. / Fax: 724-357-4842 **Harrisburg:** John Anderson, Ph.D. / Fax: 717-720-4062

Doctoral Program Coordinator Signature/Date

☐ **APPROVAL FROM GRADUATE SCHOOL RECEIVED** (if applicable): _____
Date

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REQUEST for INDEPENDENT STUDY

Students with interest in independent study of a topic not offered in the curriculum may propose, in conjunction with a faculty member, a plan of study. Approval is based on academic appropriateness and availability of resources.

Please type or print clearly

A. Status: Graduate student _____ Undergraduate student _____

B. Proposed semester/session: Year _____ Fall ____ Spring ____ Early Session ____ Summer I ____ Summer II ____

Students, together with faculty members supervising Independent Study, must have this approval form processed through the steps listed in section E prior to the end of the late registration process.

C. Student Information:

1. Student's Banner Number: @ _____

2. Student's Name: _____
First name MI Last name

3. Student's Mailing Address: _____
Number and Street City State Zip

D. Course Information:

1. Course: _____
Dept Number Section CRN # Course Title Credits

E. Rationale and Plan of Study:

In conjunction with a faculty member, prepare an independent study proposal to be attached to this form. The proposal must include 1) a rationale for conducting an independent study, 2) the purpose of the study, 3) Objectives, 4) activities to accomplish objectives, 5) required reading and/or a bibliography, 6) an evaluation process, 7) use for special purpose i.e. liberal studies elective, writing intensive, Honors College, non-western, etc., and 8) number of credits.

F. Routing by Signature Approval

1. Faculty Member of Record: (print) _____
First name MI Last name

Signed: _____ Date: _____
(Signature verifies acceptance of proposal.)

2. Advisor or Doctoral Coordinator: _____ Date: _____

3. Chairperson _____ Date: _____
(Signature verifies workload and total number of students are within CBA limits.)

4. College Dean: _____ Date: _____
(Signature verifies adequate budget is available and all criteria have been met.)

5. Registrar: _____ Date: _____
(Signature verifies registration completed.)

Copies are to be distributed by the REGISTRAR OFFICE to the following:
College Dean's Office, Faculty Member of Record, Vice Provost Office, Dept. Chairperson, & Student

Revised 3/06

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Students & faculty should work collaboratively to develop an Independent Study Proposal

THIS IS ONLY A SAMPLE! PLEASE ADAPT IT TO MEET YOUR PURPOSES.

SAMPLE Independent Study Proposal

SOC 899 INDEPENDENT STUDY IN SOCIOLOGY (3 cr.)

Proposal for Independent Study for NAME OF STUDENT, ALS Ph.D. Student

Instructor: FACULTY NAME, OFFICE ADDRESS, PHONE, EMAIL

Catalog Description: Students wishing to specialize beyond course work are encouraged to work on a one-to-one basis with faculty members in independent study. Students may elect up to a total of six semester hours of independent study.

Abstract:

The proposed independent course of study introduces the student to (describe overarching content of the independent study here). The student will examine (discuss more detailed specific content, questions, themes, and scholarly rationale as it relates to the student's research interests here). Finally, the student will synthesize and apply basic theory and research on (reference the broader content of the independent study here) to the area of research interest under consideration by the student for the dissertation.

Rationale: *Provide a justification for the independent study that strongly emphasizes its essential nature by addressing: (a) its necessity for dissertation preparation, (b) the absence of similar course offerings in the curriculum, and (c) the timeliness of it in relation to the specialization exam and/or dissertation proposal.*

Goal & Objectives:

The goal of this independent study is to (offer a broad goal statement here).

Objectives:

1. To acquire knowledge of (reference the broader content of the independent study here).
2. To apply knowledge of (reference the broader content of the independent study here) to (reflect student's dissertation research interest).
3. To synthesize knowledge of (reference the broader content of the independent study here) as it relates to the student's area of research interest resulting in a specific research question and hypotheses supported by the literature.

Proposed Bibliography/Assigned Readings:

(List 15-30 readings, listing any specific book chapters as a single reading when the entire book will not be read. Typically, the reading list reflects an average of 2-3 journal articles or ½- 1 book per week for 12 of 14 weeks of the semester (leaving 2 weeks for writing a midterm and final paper, for example).

Be sure to provide full bibliographic citations in proper APA or ASA Style format.)

Assignments & Evaluation:

(These are only examples; please customize this section to your independent study.)

Weekly Reading Abstracts and Analyses—For each week’s readings, the student will complete a 1-2 page summary/abstract/outline of key ideas and information, as well as a 2-3 page analysis that compares and contrasts the reading with others, critiques the strengths and weakness of the theory and/or research presented, and identifies relevant ideas and information for the student’s area of interest for dissertation research, and notes how the material presented in the reading applies to dimensions of the question or problem under consideration for the dissertation. The **objectives** of these assignments are to help the student identify key concepts, to integrate information, and to apply research and theory to a particular issue or problem. One abstract and analysis is due weekly and is **evaluated** on the basis of understanding the material, sophistication of analysis and application, and quality of scholarly writing. *(75% of final grade)*

Culminating Paper—In a scholarly review of the literature, the student will synthesize the material from the course readings, apply it to the area of interest for the student’s dissertation research, and develop a concrete research question and specific hypotheses that are supported by and derive from the literature reviewed in the course of the independent study. The **objectives** for this assignment are to help the student organize the course material into a conceptually coherent structure, to devise an analytic framework for examining a specific question or problem, to provide the student with significant background knowledge for the specialization comprehensive examination, and to prepare the student for developing the dissertation proposal. The paper is due approximately two weeks after the final abstract is submitted and is **evaluated** on the basis of understanding the material, quality of synthesis and appropriate application, and scholarly writing. *(25% of final grade)*

Grading Scale:

A = 90-100%

B = 80 - 89%

C = 70 -79%

F = <70%

Student-Instructor Contact: The student and instructor will have weekly contact, at minimum, comprised of written feedback via email, as well as bi-weekly (face-to-face and telephone) conversations concerning the material and progress in the course. A minimum of five face-to-face meetings are planned during the course of the independent study.

Policies/Penalties: Late submissions of course work will be negotiated by the student and the instructor. Any work that extends beyond the end of the academic semester will result in submission of an *Incomplete*, and university policies related to the *Incomplete* grade status will be followed.

Administration and Leadership Studies

Student Name: _____

Dissertation Title: _____

Dissertation Proposal

_____ provided a copy of my proposal, IRB protocol, RTAF form & summary to my committee.

_____ provided 1 hard copy of my proposal, IRB protocol, RTAF & summary to the ALS Coordinator.

_____ e-mailed these documents in electronic form as attachments to the (a) ALS Coordinator and to the (b) Graduate Secretary to be distributed for public review.

_____ provided a copy of my dissertation to all committee members.

_____ provided 2 hard copies of my dissertation to the ALS Coordinator.

_____ e-mailed my dissertation in electronic form as an attachment to the (a) ALS Coordinator and to the (b) Graduate Secretary to be distributed for public review.

	<u>Name</u>	<u>email</u>
Committee Members:		, Chair

Defense Date: _____

A defense is scheduled two weeks or more after hard copies and electronic copies are submitted and all approvals are granted. Thus, it is wise to initiate this process approximately 3 weeks in advance of your anticipated defense date. It is the student's (not the chair's) responsibility to provide the required documents and obtain approvals; however, the student should only proceed in distributing documents (to the committee and others) with the dissertation committee chair's approval.

_____, Student _____ Date

_____, Committee Chair _____ Date

_____, ALS Coordinator _____ Date

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Appendix 3: Specialization Essay Examination

As a result of changes in the ALS curriculum overlapping the entry into the program of cohorts 10 (Indiana) and 11 (Harrisburg), students in these cohorts may choose either to take the Dissertation Seminar (LDRS 900) as an elective or to take a third comprehensive examination, the Specialization Essay, a take-home exam (technically, a requirement for these cohorts but one for which successful completion of LDRS 900 substitutes). The purpose of the Specialization Essay examination is to ensure that students have an ability to review *and synthesize* (not simply report) scholarly literature around a specific research problem, question, or issue. This skill is essential to the more independent scholarship associated with the dissertation process.

A Specialization Essay question, to which the student responds, is tailored to reflect an individual student's research interests. Students typically have specific areas of research interest, and course work in the ALS program cannot cover the array of literature with which students need to be familiar before beginning their dissertation work. The Specialization Essay process offers students an opportunity to acquire some of the background knowledge they will need for their dissertation research, as well as to get feedback on their scholarship skills from faculty, prior to proceeding to the dissertation proposal.

The Specialization Essay may be taken only after a student passes the Core and Research comprehensive examinations, and completes course work requirements. To take this exam, the student submits to the Program Coordinator a copy of the *Comprehensive Exam Application Form*. It also is useful for the student to submit to the Coordinator and the members of the Specialization Essay faculty committee (see below) a brief 3-5 page prospectus outlining his or her dissertation research interest and its importance/significance. This will inform and guide the committee in formulating a question.

The Coordinator assists the student in selection of an exam committee of three faculty members, usually individuals with some expertise in the area of the student's research interests, and in scheduling a first meeting of that group with the student to discuss the focus of the exam question. If the student already has selected a dissertation committee, that committee may serve as the Specialization Essay committee as well.

The specific question to be addressed for the essay is developed collaboratively with the student by the faculty committee. The committee focuses the Specialization Essay question, in scope and content, approves it, then reads the essay that the student submits in response to the question, and meets with the student for an oral discussion of the essay, and grades the essay.

A successful specialization essay exam should reflect quality scholarship, including:

- a. a well-constructed argument that clearly articulates the research problem/question/issue and its importance;
- b. a *synthesis* of scholarly literature around the elements (e.g., concepts or variables) of a research question/problem/issue;
- c. accurate communication of the subject matter, drawing correctly and appropriately on relevant research findings, conceptual frameworks, theoretical paradigms, etc.;
- d. elements of scholarly writing (such as precision of language, proper attributions and APA Style citations and references); and,

- e. clarity of expression and logical organization using the concepts/variables in the research question/issue as the framework.

The period of time the student will take to write the Specialization Essay is determined by the committee with the student. However, the ALS program expects students to complete the Specialization exam within 3 months. Extensions may be granted by the committee only under extraordinary circumstances. Any extension of the due date is at the sole discretion of the committee and shall be explicit and strictly enforced by the committee.

While Specialization Essay Exam committees will not review drafts of the essay in advance of its submission, students may contact their committee for clarification or direction if serious questions or issues arise in the course of developing the essay.

Students should submit the completed essay to the committee (by email) no later than midnight of the due date. It should reflect doctoral-level scholarly work (polished, no spelling/mechanical errors, fully referenced using APA or other agreed upon bibliographic reference style). Please see the evaluation rubric below for information on grading criteria.

Based on the consensus of the three faculty members who read it, a Specialization Essay Exam is graded as passing or failing. However, in some cases, a final grade decision may be deferred. A deferred decision typically is based on the essay meeting some of the evaluation criteria and the committee seeing strong evidence of potential success, but the essay contains deficiencies enough to warrant revision in order for the student to demonstrate sufficient mastery of the relevant literature and adequate skills-readiness for dissertation work.

In the event of an initially deferred decision, the student is provided with written feedback from the committee and has 1 opportunity to revise and resubmit the written essay and sit for an oral exam by the faculty graders. The time period for submission of the revised essay will be negotiated between the student and the committee, but will not exceed three months. After reviewing the revised essay and conducting the oral examination of the student, the three faculty members of the Specialization Essay Exam committee then decide on a grade of either pass or fail based on the revised essay and oral exam. A final grade decision may be deferred only once. Students who do not pass the Specialization Essay Comprehensive Examination will be dismissed from the program.

Only after the Specialization Essay process is complete can students move on to the dissertation proposal. No proposal defenses are granted until a student passes the Specialization Essay.

Indiana University of Pennsylvania

Administration and Leadership Studies in the Public and Nonprofit Sectors

SAMPLE COMPREHENSIVE EXAM EVALUATION: SPECIALIZATION ESSAY

Student Name: _____ Date of Defense: _____

Criteria for Evaluation of the Specialization Essay

Presents a well-constructed argument that clearly articulates the research topic/problem/question/issue (as designated by the Specialization Essay committee) and its importance;

Synthesizes relevant scholarly literature around the elements (e.g., concepts or variables) of the Specialization Essay topic/question/problem/issue;

Accurately communicates the subject matter, drawing correctly and appropriately on relevant terminology (concepts and definitions), research findings, conceptual frameworks, and theoretical paradigms as appropriate to the Specialization Essay topic or question;

Reflects the elements of scholarly writing such as precision of language, proper attributions, properly formatted citations and references (using APA Style, ASA Style, or other bibliographic formatting style as agreed upon by the Specialization Essay committee), and is virtually free of mechanical errors;

Demonstrates clarity of expression and logical organization; and,

Responds to all parts of the Specialization Essay topic or question, and thoroughly and adequately addresses all sub-parts of the topic or question.

The consensus of the Specialization Essay committee is that this student has:

- ☐ Passed the Specialization Essay examination.
- ☐ Failed the Specialization Essay examination.
- ☐ Received a Deferred Decision on the final grade and must submit a revised essay to the committee no later than _____. (No more than 3 months allowed.)

Note: *In the case of a failed exam or a deferred decision, the faculty committee must provide the student with written comments explaining the reasons for the committee's assessment, noting strengths, deficiencies, and overall impressions of the essay.*

Faculty Specialization Essay Committee

Signature

Print Name

_____	_____, Chair	_____
_____		_____
_____		_____

Please return this form to the Doctoral Coordinator following the defense meeting.

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