Indiana University of Pennsylvania

IUP Graduate Program Handbook Administration and Leadership Studies PhD

Department of Sociology

Handbook Updated Summer 2017

Administration and leadership Studies, PhD

Department of Sociology
McElhaney Hall, Room 102
441 North Walk
Indiana, PA 15705
724-357-2956

Program Website: www.iup.edu/alsphd

IMPORTANT CONTACT INFORMATION
QUICK REFERENCE

Harrisburg Campus

ALS Office:	717-720-4064 – Richards Hall, Dixon University Center
Hours:	Monday through Friday, 8:00 a.m. – 4:00 p.m.
Coordinator:	Dr. John A. Anderson - 717-720-4098 - jaa@iup.edu
Secretary:	Ms. Diann Armstrong - 717-720-4064 – dla@iup.edu

Indiana Campus

ALS Office:	724-357-2956 - 102-G McElhaney Hall
Hours:	Monday, Tuesday, & Wednesday, 8:00 a.m. – 3:00 p.m.
Coordinator:	Dr. John A. Anderson - 717-720-4098 - jaa@iup.edu
Secretary:	Ms. Sheila Gardner - 724-357-2956 – sheilag@iup.edu

Program Website: www.iup.edu/alsphd
Student SharePoint Website http://alslibrary.its.iup.edu/

IUP Resources

Graduate Studies & Research	724-357-4511	www.iup.edu/graduatestudies/
Bursar's Office	724-357-2207	www.iup.edu/bursar/
Student Technology Services	724-357-4000	http://www.iup.edu/itsupportcenter/
Library Services	724-357-2340	www.lib.iup.edu/
MyIUP/Registrar's office	724-357-2217	www.iup.edu/URSA/registrars-office@iup.edu
IUP Bookstore (Co-Op)	724-357-3145 800-537-7916	https://www.iupstore.com/

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. Visit the IUP webpage at http://www.iup.edu/advisingtesting/

Contents

WELCOME

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 Administration and Leadership Studies (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 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 will also provide support and mentorship as you progress in your scholarly development. However, it is your commitment and investment in the program that will 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 handbook is revised with each new cohort. Because the ALS PhD 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. The updated handbook is available online.

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. David Yerger, chair of the participating Department 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, PhD, Coordinator

Indiana & Harrisburg Doctoral Programs
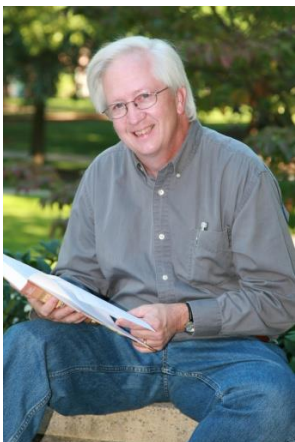
Background and History

The PhD 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 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 PhD in Administration and Leadership Studies in Nonprofit and Public Sectors and a separate DEd program in the College of Education, primarily oriented toward leaders in public education.

The expansion of the ALS 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 Richards Hall 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.

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 (shown below) on IUP's picturesque Oak Grove. Our 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.

New cohorts are admitted on the Indiana campus in even-numbered years and on the Harrisburg campus in odd-numbered years. The two program are identical and ALS students are welcome to take classes at either location. Communication between students

and faculty is enhanced by videoconference capacity at both campuses.

IUP is a Carnegie Doctoral/Research University with over 2,000 graduate students in 48 graduate programs, including 13 doctoral programs. Founded in 1875, IUP has a long tradition of academic excellence. Selected as one of Princeton Review's Best Colleges (2001-2016); IUP was the only university in the Pennsylvania State System of Higher Education chosen for inclusion. IUP is a member of the Council of Graduate Schools, the Northeastern Association of Graduate Schools, and the Pennsylvania Association of Graduate Schools.

The Dixon University Center, home of IUP's ALS Program in Harrisburg

IUP's Civility Statement

As a university of different peoples and perspectives, IUP aspires to promote the growth of all people in their academic, professional, social, and personal lives. Students, faculty, and staff join together to create a community where people exchange ideas, listen to one another with consideration and respect, and are committed to fostering civility through university structures, policies, and procedures. We, as members of the university, strive to achieve the following individual commitments:

- **To strengthen the university for Academic Success**, I will act honestly, take responsibility for my behavior and continuous learning, and respect the freedom of others to express their views.
- **To foster an environment for personal growth**, I will honor and take care of my body, mind, and character. I will be helpful to others and respect their rights. I will discourage intolerance, hatred, and injustice, and promote constructive resolution of conflict.
- **To contribute to the future**, I will strive for the betterment of the community; myself, my university, the nation, and the world.

Mission Statement and Program Objectives

The mission of the Administration and Leadership Studies PhD 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 well-being of the Commonwealth, the nation, and the world.

The ALS program's goal is to provide leadership development and enhanced administrative capacity through application of theory and research in the public and nonprofit services context. Students learning is constituted by the following objectives:

- Thorough knowledge of the scholarship and research on leadership and the ability to utilize this knowledge in an applied, professional context
- Knowledge and skills in nonprofit and public sector program planning and administration that reflect a social science perspective
- The capacity to locate and critique research and evaluation studies and to successfully design, conduct, and defend an original research study

As the majority of students are midcareer professionals with full-time positions, required courses are offered evenings and/or Saturdays, two courses per term. Courses are offered in fall, spring, and a seven–week summer session.

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Admission

All students must submit the following materials:

1. GRE or GMAT scores no more than 5 years old. (**No exceptions or substitutions)**

2. Three letters of recommendation from academic and/or professional references.

3. Undergraduate and graduate academic transcripts. (Completed BA and Master's degree plus other courses)

4. A written goal statement explaining why you want to be admitted to the ALS PhD program.

5. A writing sample, preferably from a Master's thesis, major course paper, professional report, or policy document.

6. Work experience statement (either an academic curriculum vita or a professional résumé listing relevant education, professional work and/or volunteer experience in chronological order).

7. Completed IUP Graduate School application form and other requirements. The Admissions Committee may also request a personal interview with an applicant.

8. International applicants: TOEFL or IELTS exam

DEADLINE for receipt of these materials: February 15th of the year for which admission is sought.

Graduate Admissions: www.iup.edu/admissions/graduate/

For more information regarding Admission Classification and Provisional Admission for International Graduate Application, view the Graduate Catalog: www.iup.edu/graduatestudies/catalog/

Financial Assistance

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/week, on average). Part-time graduate assistantships cover half of fall, spring, and summer tuition costs, plus a stipend in return for 150 hours of work per semester (10 hours/week, on average). This work typically involves assistance to faculty in administrative, research, and/or teaching activities. For more information visit *http://www.iup.edu/admissions/graduate/financialaid/assistantships-and-scholarships/*

For Military Personnel

To find out if you are eligible for funds based on military service visit *http://www.iup.edu/bursar/military/*

Fellowships

A limited number of fellowships may become available for 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 range between $500 and $4000. The ALS coordinator determines the specific amount of each award.

Office of Financial Aid: *www.iup.edu/financialaid/*

Academic Advisement

Doctoral Program Coordinator

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 provides an approval signature on forms such as the dissertation Research Topic Approval Form (RTAF). The coordinator chairs the doctoral advisory committee (which includes the Dean of the College of Humanities & Social Sciences, the Chairs of Sociology and Economics, and representatives of the faculty who teach in the ALS PhD program).

Dr. John A. Anderson is the doctoral program coordinator for both the Indiana and Harrisburg programs and he may be contacted at 717-720-4098 or by e-mail at jaa@iup.edu. Dr. Anderson is based

at the Dixon Center in Harrisburg and will gladly meet with you by appointment, by phone, by video conferencing, or in person during regular office hours at each site (which may change each semester). To schedule an in-person or phone conference with Dr. Anderson, please contact your graduate secretary.

Academic Advisors

Your ALS program coordinator serves as your faculty advisor and provides guidance until you declare a dissertation committee (typically after completing the dissertation seminar and comprehensive exam). Your dissertation committee chair then serves as your advisor. Please note – your advisor will not change on your transcript until you submit your dissertation committee form to your graduate secretary.

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 and two other committee members, sometimes referred to as "readers." A fourth committee member may be added if the student and their 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 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 your other potential committee members.

Students must have an IUP faculty member as their Chair. Your other two required committee members must also be from IUP. Should you desire an expert to serve on your committee from outside the IUP community, you will need to apply for an outside reader – a process which can be lengthy and should be embarked upon as soon as you are aware it is needed. Outside readers must be approved through a university-based procedure before they can serve on a dissertation committee.

The Chair must meet the graduate school's requirements for doctoral-level faculty, and will usually be a faculty member in one of the departments participating in the ALS program. For a listing of faculty members who are eligible to serve as your Chair, visit the eligibility website and look for a faculty member with an asterisk next to their name.

If your dissertation topic warrants having an out-of-program faculty member as your dissertation chair, you must submit his or her name 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. 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 Chair, they 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.

When you have reached agreement with faculty who will serve as your dissertation committee, please complete the dissertation committee form and email it to your graduate secretary.

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. You may request a committee change six weeks prior to your proposal defense or two months prior to your dissertation defense. This allows the new committee member(s) time to review and provide feedback on the document, as well as 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 two weeks in advance of the defense. Once you defend your dissertation, you may not request a committee change. Please contact your graduate secretary to obtain the proper paperwork.

Campus Resources & Student Support

Important Links

The School of Graduate Studies and Research: www.iup.edu/graduatestudies/
Graduate Catalog: www.iup.edu/graduatestudies/catalog/
Office of the Bursar: www.iup.edu/bursar/
Office of the Registrar: www.iup.edu/registrar/
Disability Support Services: www.iup.edu/disabilitysupport/
IUP Campus Library www.iup.edu/library/
MyIUP: www.iup.edu/myiup/
Applied Research Lab: www.iup.edu/arl/
IT Support Center: www.iup.edu/itsupportcenter/
Veterans and Service Members: http://www.iup.edu/veterans/
IUP Writing Center: www.iup.edu/writingcenter/
IUP Career and Professional Development Center http://www.iup.edu/career/
IUP Parking Services and Visitor Center http://www.iup.edu/parking/
University Police http://www.iup.edu/police/ 724-357-2141
Crisis Intervention 24/7 Hotline: 1-877-333-2470

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 the South driveway, in a parking lot behind Duncan Hall on the other side of 2nd Street or along 2nd Street itself. PLEASE NOTE: The Dixon Center Parking Garage does lock after 10pm. If you linger long past the end of your class, you may be locked in and/or out of the garage. In special circumstances, the Dixon Center can make accommodations for your parking needs outside of their normal operational hours, but you must communicate what you need and why several days in advance.

ALS Facebook Page
Please visit our ALS Ph.D. Facebook Page! Just search for Administration & Leadership Studies Ph.D. Program Feel free to post and comment on that page!

IUP Email

IUP offers an email account to all active students. **Your IUP email address is the primary means by with the university will contact you with official information and you should use for all IUP official communications. It is your responsibility to check your IUP email regularly.**

For more information regarding University policy on email communication, view the Graduate Catalog: www.iup.edu/graduatestudies/catalog/

ListServ – phd-als@iup.edu

All ALS students and faculty, from both sites, are subscribed to an e-mail listserv 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 listserv 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 listserv message, your response is sent to ALL listserv subscribers. If your response is meant only for certain people, be sure to change the recipients e-mail address before you hit "send."

<div align="center">**Graduate Student Assembly**</div>

The Graduate Student Assembly (GSA) represents the graduate student body's interests at IUP and within the Indiana community. The GSA makes recommendations related to University-wide and graduate-specific policies and in areas of concern in the cultural, intellectual, and social life of the part- and full-time graduate student. Visit www.iup.edu/graduatestudies/gsa for more information.

<div align="center">**Program and Degree Information**</div>

Policies & Procedures
As a doctoral student in the ALS 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.

For more information regarding School of Graduate Studies and Research Policy, view the Graduate Catalog: www.iup.edu/graduatestudies/catalog/
For more information regarding ALS procedures, please visit the ALS student SharePoint site: http://alslibrary.its.iup.edu/

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 PhD 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)." (Note: portions of the above paragraph were excerpted from previous IUP Academic Integrity Policy Statements).

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 (found online here) and review it each semester to ensure your awareness of and compliance with these basic standards of scholarship.

Curriculum Requirements

The ALS program requires 61credits; 43 credits from core and research courses, 9 credits from electives, and 9 dissertation credits. The curriculum requirements are:

Course #	Course Title	Credits
	Core Courses – 25 credits	
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
	Research Courses – 18 credits	
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 credits

At least 9 credits from among any relevant graduate-level courses with permission of the doctoral 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 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 offered, whenever possible, at the Dixon Center

Course Descriptions

Core Courses - 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.

LDRS 800 Proseminar

Proseminar develops doctoral-level academic skills. It includes skills-building in scholarly reading and writing, orientation to academic technologies and resources, professional development in the academic culture and planning strategically for dissertation research from the first semester

LDRS 801 Leadership Theories

This course examines social scientific leadership theories and establishes the relevance of leadership concepts and theoretical principles through applications to public and nonprofit organizations. This course surveys the scholarly literature of leadership theory from a variety of disciplines, considers distinctions between management and leadership, and examines issues of leader accountability and leadership effectiveness.

LDRS 802 Leadership Applications

This course builds on LDRS 801 and other ALS courses, synthesizing major ideas about leadership, organizations, resource constraints, organizational goals, and other germane topics. In addition, the course will emphasize the development of critical thinking skills, and the ability to synthesize materials from various sources in coherent arguments. It also stresses the importance of applying concepts from sociology and economics to better help us understand how organizations function, and how individuals within organizations function.

LDRS 810 Nonprofit Management

This course examines the administration and management of nonprofit organizations, including concrete aspects of program creation and operations such as boards, bylaws, 501(c) tax exempt status, mission statements, program development, personnel policies, budgeting, marketing, strategic planning, volunteers, fundraising, public relations, lobbying, program monitoring and evaluation.

LDRS 811 Public Sector Administration

This course is designed to introduce students to the study of public administration. It focuses primarily on the administration structures and practices of American national government. The course is structured around four broad aims: 1. Introducing students to theoretical perspectives on public bureaucracy, including an examination of several major schools of thought regarding organizational structures and behaviors. 2. Exploring the role of bureaucracy in a constitutional democracy. 3. The institutional environment in which bureaucracy must function is specified, and relationships between bureaucracy and other government institutions are analyzed. 4. Considering the internal operation of bureaucracies and their specific functions and methods.

SOC 804 Social Policy

This course focuses on the development of social policy, particularly American social policy as an area of analysis, and understanding the concepts used to discuss and explain social welfare institutions' policies and programs; the mechanisms and structures to deliver services stemming from policies; and the factors that tend to constrain or facilitate the attainment of social justice. Students trace the development of social welfare policy within the context of the social and political economy of the period to gain an understanding of how political, economic, and social ideologies have shaped attitudes about social policy.

SOC 802 Classical Soc. & Org. Theories

This course examines the use of classical social and organizational theories for understanding social relations and phenomena, the role of theory in the social sciences, and the historical roots and development of both classical social theories and foundational applied organizational theories. The emphasis is on understanding the contributions and limitations of these theories, how they inform current understanding of social relations, and critically analyzing these theoretical perspectives.

SOC 803 Contemporary Social Org. Theories

Examines the use of contemporary and developing social and organizational theories in the social sciences, and their relationship with classical social and organizational theories. The emphasis is on understanding the contributions and limitations of these theories, how they inform current understanding of societal relationships, their use in research, and critically analyzing these theoretical perspectives.

ECON 820 Managerial Economics for Decision Making & Leadership

This course introduces students to the application of microeconomics to decision-making. Students explore measuring and defining optimal policy decisions. Optimal policies are managerial decisions that maximize, minimize, or satisfy specified objectives of the organization. The course includes building quantitative models to apply to plausible situations and using appropriate computer-assisted decision techniques.

<u>Research Methods</u> - 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.

SOC 862 Analysis of Social Data
This course introduces students to statistics and the use of statistics in analyzing and understanding social phenomena and social data. In particular, this course helps students develop the skills and knowledge needed to conduct their own quantitative research, both as a graduate student and as a professional, and to better understand and critique research which students come across in their work. By the end of the course, students will have an understanding of the concepts underlying the use of statistics, the ability to critique and question statistics they encounter in daily life, the ability to use professional statistical software (such as SPSS) comfortably, and the ability to use many different statistical techniques in their own research. It will also provide a foundation for learning more advanced statistics.

SOC 863 Quantitative Research Methods I
Examination of diverse research designs in the social sciences, with a particular emphasis on quantitative research designs. The course will focus on understanding and critiquing quantitative research designs. Special attention will be given to the integration of theory and research. Specific content includes concepts such as causality, internal validity, external validity, reliability of measurement, operational validity, sampling, and specific research designs.

SOC 864 Quantitative Research Methods II
This course emphasizes advanced social science quantitative methods relevant to students in sociology, human services, and administration and leadership studies. Specific topics include multiple regression, reliability analysis, factor analysis, and logistic regression.

SOC 865 Qualitative Research Methods
Qualitative research represents one main branch of social inquiry into the human experience. This course will provide students with a solid understanding of the key principles associated with qualitative research, as well as a framework for understanding how this approach compares with quantitative research. Particular emphasis will be placed on the philosophical, social and ethical dimensions of assuring quality and credibility in social inquiry, and the resulting methodological implications. The course also offers an overview of the various types of qualitative research, such as case study, ethnography, phenomenological study, and grounded theory. Against this background, students develop skills in the specific methods associated with qualitative research design, including sampling, data gathering, data analysis, representation, and assurance of quality. Students practice a range of skills by actually designing, conducting, and reporting on a small qualitative study.

LDRS 861 Program Evaluation
This course is designed to cover major theoretical, methodological, and practical issues in program evaluation. An emphasis will be given to key elements for the study of evaluation including the history and modern concepts of evaluation; theoretical notions aligned with evaluation; design elements in evaluation studies; the setting and implementation of intervention programs; and the development, presentation, and use of evaluation results. This course will draw on previous course work in social theory, leadership, and methods. Students will use their collective knowledge to develop a synthesis of applied research geared toward assessing program processes, outcomes, impacts, and formulating actions for intervention improvements.

LDRS 900 Dissertation Seminar
Students critically examine research and theory relevant to their prospective dissertation research. Students search for and review literature related to their area of scholarship, identify and make contact with key scholars in their fields of interest, complete a synthesis of the literature, engage in peer review, and develop a major paper that may serve as a basis for the dissertation proposal. Students will advance their skills in the processes required for effective development of a significant research project and the presentation of a literature review centered on a specific research issue, problem, or question.

ALS Program 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 1.5 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.

<u>**Year 1**</u>

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)

<u>**Year 2**</u>

Summer

   LDRS 811 Administration in the Public Sector

   SOC 804 Social Policy or LDRS 801 Leadership Theories

Fall

   SOC 865 Qualitative Research Methods

   SOC 863 Quantitative Research Methods I

Spring

   SOC 864 Quantitative Research Methods II

   LDRS 801 Leadership Theories or SOC 804 Social Policy

<u>**Year 3**</u>

Summer

   ECON 820 Managerial Economics

   Elective

Fall

   LDRS 861 Program Evaluation

   LDRS 802 Leadership Applications

Spring

   LDRS 900 Dissertation Seminar

   Elective and Apply for Comp Exam

<u>**Year 4**</u>

Summer

   Elective (complete electives)

   Complete Comp Exam

MyIUP
Sign in to MyIUP to register for classes, check your grades, check out upcoming events, and more.
http://www.iup.edu/myiup/

Class Registration
A couple weeks before the next semester class registration begins, you can expect an email from the graduate secretaries explaining how and when you can register for that semester. Please register promptly and adhere to the registration deadline. If you do not register within the time allotted, you will incur a late registration fee.

Alternate PIN
When registering for fall or spring courses (not summer courses), you will be asked for your Alternate PIN number. Your graduate secretary will send your Alternate PIN in an email before the semester registration begins.

Problems Registering for Classes
If you are having problems registering for classes, please check to make sure you don't have a "hold" on your account. Please check your account before you attempt to register to insure that you do not have any financial or 911 holds.

If you are still having problems, please contact the registrar's office at 724-357-2217.

Dissertation Credit Registration
Once you have completed your course work, you will be required to start registering for dissertation credits (See Continuous Graduate Registration for Dissertation under University Policy and Procedure for a more detailed explanation). Following the same format as with class registration, your graduate secretary will let you know what CRN# to use when registering.

If you would like to register for more than one dissertation credit, please let the graduate secretary know as early as possible. We build the schedule for fall and spring semester two months prior to class registration for that semester.

Dissertation credits are not required during the summer semester. If you would like to take a dissertation credit during the summer semester, please contact your graduate secretary.

ALS SharePoint Site
The ALS SharePoint site is an internal website for our ALS students. Here you will find all the information you need from registering for classes to getting ready for your dissertation. You will find many important IUP links and forms that you will need throughout your PhD journey.

Please check it out! ALS SharePoint Site   (use your user name/password that you use for MyIUP)

<p style="text-align: center; color: red;">Evaluation of Students</p>

Curriculum Tracker

In mid-August, you will receive two emails from your graduate secretary. The first one will explain that the next email you receive will just come with an attachment and that will be your curriculum tracker. The purpose of the curriculum tracker is to provide you an opportunity to review your progress and consider your plans for completing your degree requirements. Your transcript supersedes this report as your official academic record. You can access your transcript through MyIUP.

Comprehensive Exam

<u>Purpose and Description</u>

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

The comprehensive exam will consist of a scholarly essay on a research topic of the students' choosing, and polished academic writing is expected. A good comprehensive exam includes <u>both</u> review and integration of knowledge. Therefore, you must formulate compelling and convincing arguments based on the scholarly knowledge and cite scholarly literature (i.e., peer reviewed articles) in your essay. Your essay should demonstrate that you know, understand, and can apply scholarly knowledge. You must follow the most current APA publication style and include full bibliographic citations.

The completed exam must demonstrate the student's mastery and ability to apply concepts from the program's core courses. The exam must also demonstrate the student's knowledge and effective application of research methods.

The structure for each student's exam will be based on the judgment of the student's committee. A suggested structure is noted below as a guide.

<u>Exam Structure Guide</u>

The exam will take the form of a preliminary, yet inclusive, research proposal where the student may choose to propose a qualitative, quantitative, or mixed methods study. Exam essays will then consist of two parts: (1) introduction and literature review; and (2) proposed methodology. Each part may run approximately ten pages culminating in a 20 to 25 page document excluding references. The exam must follow the latest APA style edition.

The first half of an exam essay will include an introduction that also contains: a statement declaring the study as quantitative, qualitative, mixed methods or evaluation; a statement of the research problem; a succinct research question or set of research questions; and a discussion outlining the study's significance and contribution to a specified body of knowledge. The student is expected to present a literature review that addresses and integrates associated theoretical and scholarly perspectives thereby providing an

overview of existing studies and foundational arguments relevant to the student's chosen research topic and demonstrating a working knowledge of the core topics presented throughout the program. This section of the essay will culminate in a synthesis of knowledge. For quantitative and confirmatory qualitative studies, the student will locate the proposed research within a conceptual framework. For inductive exploratory qualitative research, students will locate the proposed research within the context of defined theoretical gaps, contradictions, and/or entanglements relative to the research focus; and they may also opt to include a preliminary concept map. Mixed methods research may require either or both approaches to synthesis; but in all cases will require a discussion of how the methods will integrate to illuminate results. Finally, program evaluation studies may require a logic model.

The second half of the exam essay addresses anticipated methods for the proposed study. This section will start off by discussing the pertinent ontological and epistemological perspectives or research paradigms and how they influence the student's proposed methods, research design, and rationale. The following methodological points also require discussion and justification relative to the student's chosen topic, introduction and literature sections, and proposed design:

1. Research proposal essays must address…
   a. The research design's overall strengths and limitations
   b. Potential data sources
   c. Sampling strategy including criteria and rationale
   d. Data collection plans
   e. Plans for analysis
   f. Ethical aspects of the study
   g. Form of representation of findings

2. Essays focused on quantitative studies, certain mixed methods studies, and/or evaluations, as stipulated by the student's committee, should address…
   a. Identification of dependent and independent variables
   b. Measures of variables including scales, indices, and reliability and validity
   c. Validity issues of causes and effects

3. Essays focused on qualitative studies, certain mixed methods studies, and/or some evaluations, as stipulated by the student's committee, should address…
   a. Assurance of quality and credibility of the study

4. Essays focused on evaluations, as stipulated by the student's committee, should address…
   a. Identification of stakeholder groups and relevant stakeholder interests pertaining to the evaluation

Exam Procedures

To take the comprehensive exam, students must have completed all required coursework and have completed or be currently enrolled in the dissertation seminar course and have a dissertation committee approved by the doctoral coordinator. Students may then apply to take the comprehensive exam. Basic research, applied research, evaluation, policy research, or other types of studies as determined by the committee are acceptable. The student must first meet with their committee to discuss their research

idea. The research topic must be approved by the student's dissertation committee prior to starting the comprehensive exam. If, in the judgment of the committee, a different exam structure to the one noted above is deemed more valuable, a structure may be negotiated between the student and their committee as long as the comprehensive exam essay includes a review of literature and theoretical synthesis. The committee will set the start date and the student will have one month (31 days) to complete their exam. The student may request another one month (31 days) extension from their designated committee two weeks prior to the due date. Students may contact their committee members and request direction during the exam process. The student-committee relationship and interactivity should resemble that of the dissertation process.

Each student must submit their exam essay to their committee in MS-Word or in a form agreed upon by the committee. The dissertation committee members will read and evaluate the exam. Evaluation of the exam is based on the following criteria:

- <u>Evidence of ability to apply knowledge</u>: The student demonstrates a practical application of knowledge by citing examples, setting responses within an applied context, providing practical realistic problem solutions, and addressing related political, social, organizational, and leadership nuances.

- <u>Evidence of ability to synthesize</u>: The student demonstrates an ability to not simply report and analyze facts, but to integrate them as a supportive base and weave them through an innovative argument resulting in a logical cohesive formulation relative to the issues and questions at hand.

- <u>Completeness and thoroughness</u>: The student 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.

- <u>Organization and clarity of writing</u>: The student uses precise, clear statements throughout; well organized; one line of reasoning completed before another begins; well written.

- <u>Conceptual clarity</u>: The student 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.

- <u>Accuracy</u>: The student demonstrates an accurate understanding of subject matter in question; accurately and appropriately draws on relevant research findings, conceptual schemes, theoretical paradigms, etc.

<u>Exam Feedback</u>

After the committee members read the exam, they will jointly meet with the student for an oral defense. Based on the consensus of the dissertation committee members, a comprehensive exam is graded as pass, conditional pass, revise and resubmit, or fail. A conditional pass would indicate that while the vast majority of the initial specified conditions have been met in the essay, the committee would like to see some modifications. In the event of a conditional pass, the committee will specify the modifications and

any other time conditions in writing to the student. The committee members may choose to leave the final decision to the chair or request to review the modifications themselves. The student must meet the specified conditions in order to receive a pass. However, in some cases, a grade decision may be "revise and resubmit." A revise and resubmit decision would typically reflect that the essay met some of the evaluation criteria and the committee saw strong evidence of potential success, but the essay contains substantial deficiencies that warrant revision in order for the student to demonstrate sufficient mastery of the relevant literature and adequate skills for dissertation work. In the event of a revise and resubmit decision, the student is provided with written feedback from the committee and has one month (31 days), from the time they receive all feedback from their committee, to revise and resubmit the exam. The committee members may exercise their option to request the student to sit for another oral exam. The committee members then decide on a grade of pass, conditional pass, or fail based on the revised essay. A student may revise and resubmit only one time. They may however, receive a conditional pass multiple times provided forward progress is evidenced by the committee. A student who does not meet due dates established by the committee is subject to failure. A student may, however, appeal to their committee for more time based on extenuating circumstances. Students who fail the comprehensive exam are dismissed from the program. The committee chair must report all exam outcomes to the doctoral coordinator.

For more information regarding School of Graduate Studies and Research Policy on grading, view the Graduate Catalog: www.iup.edu/graduatestudies/catalog/

Research Topic Approval Form (RTAF)
Once the student has completed their comprehensive exam, they should prepare a scholarly, polished 1-2 page summary of the research topic, including the method of study, materials, any equipment that might be used, and an estimated time frame to complete the process, must be attached to the RTAF. The abstract (summary) should be an accurate, clear representation of the proposed study—an extended abstract of the 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 grammatical and spelling errors. The student should always have their dissertation chair review their summary before submission. Once the student has had their summary reviewed by their dissertation chair, and if the student has questions about the quality of his/her three page summary, we recommend he/she email an advance copy to the program coordinator who can provide additional feedback (if needed) prior to the official submission. **You may begin writing the thesis or dissertation after you receive written notice approving the research topic from the Assistant Dean for Research**.

Should changes occur, either in committee membership or topic, a RTAF Committee Change or Topic Change form must be completed and approved by your committee and the Assistant Dean for Research.

No student can graduate without an up-to-date RTAF on file with the Thesis/Dissertation Office.

If the project requires review by either the university's Institutional Review Board for the Protection of Human Subjects (IRB) or the Institutional Animal Care and Use Committee (IACUC), final approval of the Research Topic Approval Form will not be forthcoming from the Assistant Dean for Research until either the IRB or IACUC has reviewed and approved the research project.

The School of Graduate Studies and Research requires you to file a Research Topic Approval Form **at least two academic terms** before you expect to graduate. If the form is not filed by the required deadline, the candidates' graduation will be delayed until the next semester.

It is the student's responsibility to insure that his/her RTAF form is approved by the School of Graduate Studies and Research. Once the RTAF form is approved, the student should receive a letter of confirmation indicating approval. If the student does not receive that letter, it is up to him/her to follow up and determine the status of the RTAF.

NOTE: The student cannot begin thesis or dissertation research activity beyond preliminary steps (such as background research, IRB/IACUC approved pilot study, or three-chapter review) until notice of approval has been received from the Assistant Dean for Research. If RTAF approval is marked "conditional pending outside reader approval," the student may commence thesis or dissertation research, but cannot defend or graduate until the outside reader is approved.

Institutional Review Board (IRB)
For any research involving human subjects, 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. Students should carefully read the IRB information, guidelines, forms, and submission deadlines available at http://www.iup.edu/irb/. Your 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 Chair with the IRB 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.

Deadlines for December Graduation (always check the SGSR website for possible date changes)

May 15: RTAF filed in the School of Graduate Studies and Research

November 1: Have successfully defended dissertation

November 1: Draft copy of dissertation submitted to the School of Graduate Studies and Research for review.

November 1: Copies of signed dissertation signature pages submitted to the School of Graduate Studies and Research.

November 15: Electronic dissertation submitted to ProQuest.

December 1: Have applied for graduation through MYIPU.

Deadlines for May Graduation (always check the SGSR website for possible date changes)

August 15: RTAF filed in the School of Graduate Studies and Research

April 1: Have successfully defended dissertation.

April 1: Draft copy of dissertation submitted to the School of Graduate Studies and Research for review.

April 1: Copies of signed dissertation signature pages submitted to the School of Graduate Studies and Research.

April 15: Electronic dissertation submitted to ProQuest.

May 1: Have applied for graduation through MYIUP.

Deadline for August Graduation (always check the SGSR website for possible date changes)

December 15: RTAF filed in the School of Graduate Studies and Research

July 1: Have successfully defended dissertation.

July 1: Draft copy of dissertation submitted to the School of Graduate Studies and Research for review.

July 1: Copies of signed dissertation signature pages submitted to the School of Graduate Studies and Research.

July 15: Electronic dissertation submitted to ProQuest.

August 1: Have applied for graduation through MYIUP.

Dissertation Proposal

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 in addition to a 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 the most recent APA Style manual, 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 must 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 (this list only includes sources 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. Click here to view online or download a hardcopy from the IUP Graduate School web site.

Scheduling your Proposal

Proposal and dissertation defenses are public events that are shared in the community of scholars, both faculty and students. The abstract associated with the proposal 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 Indiana and Dixon (Harrisburg) campuses.

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 made available 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. The graduate secretary will submit the proposal through TurnItIn to confirm original content.

Once the committee agrees that the student is ready to defend the proposal, the Chair should contact the graduate secretary and inform them that the committee feels the proposal is ready for defense. The Chair must also affirm that the abstract of the proposal that has been sent to the graduate secretary is ready for distribution to the listserv along with the announcement of the defense two weeks prior to the date of the defense. **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 upon request.

The graduate secretary will employ scheduling software to help determine the ideal date/time for the defense. If the student has specific dates in mind for the defense, he/she should make those dates known to the graduate secretary.

Defending your Proposal

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.

<u>Evaluation Outcome</u>

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. 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.

In the event that the student has a dissertation chair who is not a member of the academic departments participating in the ALS program, the 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.

Students MAY NOT begin research until the RTAF and IRB (where appropriate) have been officially approved.

Dissertation Defense

Preparing your Dissertation

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 will request an advance review by 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. The graduate secretary will submit the dissertation through TurnItIn to confirm original content.

The procedure for the dissertation defense is similar to that for the proposal defense. The student is made aware that the dissertation is ready to be defended. The chair of the dissertation committee for the student will need to contact the graduate secretary and let her know that he (on behalf of the entire committee) approves of the dissertation defense. The chair must also approve that the abstract of the dissertation that has been sent to the graduate secretary is ready for distribution to the listserv along with the announcement of the defense two weeks prior to the date of the defense.

Defending your Dissertation

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.

Evaluation Outcome

Following the defense, the committee will meet privately to discuss the outcome. The following outcomes are possible:
      (1) Accept without change
      (2) Accept with specific suggestions for minor revisions
      (3) Fail (A student who fails their dissertation will be dismissed from the program)

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 (which means they sign the dissertation signature page) 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 by signing the signature page. 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.

Final Evaluation Outcome

For students admitted in fall 2017 and after, dissertation credits will be assigned Pass or Fail as the final evaluation outcome for the taken credits and carry no quality points weighted towards a student's CGPA.

For students admitted prior to fall 2017, dissertation credits will be assigned a letter grade as the final evaluation outcome for the taken credits and carry quality points weighted towards a student's CGPA for the number of dissertation credits required for the program. "Extended" dissertation credits are not calculated into a student's CGPA.

For more information on Evaluation Outcome for Dissertation, view the Graduate Catalog:
www.iup.edu/graduatestudies/catalog/

Degree Completion

Curriculum Requirements

The ALS-PhD program requires 61credits; 43 credits from core and research courses, 9 credits from electives, and 9 dissertation credits. The curriculum requirements are as follows:

Course #	Course Title	Credits
	Core Courses – 25 credits	
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
	Research Courses – 18 credits	
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 credits

At least 9 credits from among any relevant graduate-level courses with permission of the doctoral coordinator

Degree Requirements

To be eligible for graduation, students must complete the 61 credit hours specified in the curriculum, successfully pass the comprehensive examination, and successfully defend a dissertation proposal and completed dissertation.

Once ALS students have completed at least fifteen credits at the PhD level while maintaining at least a 3.0 grade point average or higher, they are awarded degree candidacy status. Active students in good standing who are degree candidates abbreviate their new status as follows: PhDc. Active students in good standing with a GPA of 3.0 or higher who have completed all of their coursework as well as their comp exam are now classified as PhD (ABD) or PhD degree candidates who are "All But Dissertation." This status is frequently abbreviated as PhD (ABD).

For more information, view the Graduate Catalog: www.iup.edu/graduatestudies/catalog/

To access forms processed through the School of Graduate Studies and Research, click on *Current Students*: http://www.iup.edu/graduatestudies/

Graduate School Approval, Formatting, Etc.
When your dissertation has been approved by your committee, submit it to the Thesis-Dissertation Office for format and compliance review. It must be submitted by July 1 (for August graduation); November 1 (for December graduation); or April 1 (for May graduation) to grad-research@iup.edu. The Thesis-Dissertation Office will verify that your thesis or dissertation meets the style manual guidelines that you indicated on your Research Topic Approval Form, and will contact you via e-mail with all necessary corrections. They will also confirm that all necessary approvals have been obtained (including, but not limited to, RTAF, IRB, IACUC, and outside reader). Additionally, they will review the document for plagiarism using iThenticate software. You will receive an electronic copy of the iThenticate report with your format revision notes.

Obtaining Bound Copies
You have the option to print and bind your dissertation during the submission process to ProQuest. If you decide at a later date to print and bind your document, there are many companies that provide this service. View these companies on the Dissertation Printing and Binding Options webpage.

In addition to your personal copies, you will need to order for the following:

- one for each professor on your committee who desires a copy
- one for Indiana campus library
- one for Harrisburg campus library

Applying for Graduation
Graduate students apply for graduation through MyIUP. Graduate students are required to apply for graduation by the established deadlines.

Deadline Dates (always check the SGSR website for possible date changes):

- May Graduation: May 1
- August Graduation: August 1
- December Graduation: December 1

For more information on how to apply for graduation access the following:
https://www.iup.edu/commencement/graduate/how-to-apply-for-graduation/

University Policy and Procedure

University policy is the baseline policy. Programs may have policy that is more stringent than the University baseline policy; however, not less stringent than the University baseline policy. For questions regarding this statement, please contact program coordinator or the School of Graduate Studies and Research.

Academic Calendar

View the IUP Academic Calendar: www.iup.edu/news-events/calendar/academic/

Academic Grade Appeal Policy

For Information regarding the Grade Appeal policy, view the Graduate Catalog:
www.iup.edu/graduatestudies/catalog/

Academic Integrity

For more information, view the Graduate Catalog: www.iup.edu/graduatestudies/catalog/
The Source: A Student Policy Guide: www.iup.edu/studentconduct/thesource/

Academic Status and Satisfactory Academic Progress

For more information, view the Graduate Catalog: www.iup.edu/graduatestudies/catalog/

Grades

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

     A Excellent
     B Good
     C Fair
     F Failure

According to the graduate catalog, no graduate credit is given for an F grade. Students may repeat a course in which they 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."**

Affirmative Action

Indiana University of Pennsylvania is committed to providing leadership in taking affirmative action to attain equal educational and employment rights for all persons, without regard to race, religion, national origin, ancestry, sex, physical handicap, or affectional or lifestyle orientation. This policy is placed in this document in accordance with state and federal laws including Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973 as well as federal and state executive orders. This policy extends to disabled veterans and veterans of the Vietnam era. Please direct inquiries concerning equal opportunity to: Office of the Provost, 205 Sutton Hall, 1011 South Drive, IUP, Indiana, PA 15705-1046 U.S.A.

Bereavement-Related Class Absences

For Information regarding the Bereavement-Related Class Absences policy, view the Graduate Catalog: www.iup.edu/graduatestudies/catalog/

Continuous Graduate Registration for Dissertation

*Note: Admission effective fall 2017 and after: Doctoral dissertation students beginning the program fall 2017 and thereafter, must adhere to the following Continuous Graduate Registration policy for Dissertation and Thesis.

Following completion of course work, including internship or practicum; (excluding comprehensive exam or qualifiers) **all** doctoral and masters thesis students must be continuously enrolled for at least one credit of dissertation or thesis each semester (Fall and Spring) annually, through the graduation of the student or until the time limit is exceeded. There is no separation between completions of course work, internship or practicum and initiation of dissertation or thesis credit registration.

Once the student has registered for the number of dissertation credits required by the program of study (typically nine or twelve), or the number of thesis credits required by their program of study (typically three to six), she or he must register for one dissertation or one thesis credit each semester (Fall and Spring) annually through the graduation of the student or until the time limit is exceeded (See Time Limitation Policy for doctoral or master's students). For this period, the student will be considered a full-time doctoral or masters student.

All dissertation and thesis credits will be pass/fail credits. Students must complete the minimum number of dissertation or masters thesis credits required by their program, but may take additional dissertation or thesis credits as is necessary to comply with the Continuous Graduate Registration for Dissertation and Thesis policy.

Until the dissertation or thesis is successfully defended, a grade of "R" will be assigned to each registered credit. Upon successful completion of the dissertation or thesis, the grade assigned by the dissertation or thesis director will apply to all registered dissertation or thesis credits. Students must pay tuition and mandatory university fees for all credits (equal to the part-time mandatory fees), and may choose to pay the Wellness Fee.

*Note: Admissions prior to fall 2017: doctoral dissertation students and MFA thesis students beginning the program "prior" to fall 2017 will follow the former Continuous Dissertation, MFA Credit, Extended Credit Registration policy, which applies to doctoral and MFA students only.

Following completion of all course, language, and skill requirements and of the comprehensive examination requirement where applicable, doctoral and M.F.A. students must enroll for at least one credit of dissertation or thesis each semester (Fall/Spring).

Once the student has registered for the number of dissertation credits required by their program of study (typically nine or twelve), or the number of thesis credits required by their program of study (typically three to six), she or he must register for one extended credit each semester (Fall and Spring) annually through the graduation of the student or until the time limit is exceeded (See Time Limitation Policy for doctoral or master's students). For this period, the student will be considered a full-time doctoral or M.F.A. student.

Until the dissertation or thesis is successfully defended, a grade of "R" will be assigned to each registered credit. Upon successful completion of the dissertation or thesis, the grade assigned by the dissertation or thesis director will apply to all registered dissertation or thesis credits, including the extended credits. Students must pay tuition and mandatory university fees for all credits (equal to the part-time mandatory fees), and may choose to pay the Wellness Fee.

Grades earned for dissertation and thesis credits will remain part of the cumulative grade calculation; however, grades posted for extended credit registration will be excluded from the cumulative grade calculation.

Note: The Continuous Dissertation policy has been in place since 1990. Students failing to register as directed by this policy will be registered by their program coordinator and billed accordingly. If it is the doctoral or M.F.A. student's intent to "quit" the program, he/she should schedule an appointment with the graduate coordinator as soon as possible to avoid any further registration and subsequent assessment.

For more information regarding School of Graduate Studies and Research policy on registration, view the Graduate Catalog: www.iup.edu/graduatestudies/catalog/

Access forms processed through the School of Graduate Studies and Research, click on *Current Students*: http://www.iup.edu/graduatestudies/

Graduate Fresh Start Policy

A graduate student who has been separated from the university as a result of academic dismissal, including time-to-degree dismissal, may only apply for readmission to the University if the student has been separated from the university, for a minimum of two calendar years (24 consecutive months) from the date of dismissal. The request to be considered for readmission to the University must be into a graduate program, and readmission to the program from which the student was dismissed may not be sought. A student dismissed as a result of an academic integrity violation is barred from utilizing the Graduate Fresh Start Policy to request readmission.

Conditions for a Graduate Fresh Start Application

A graduate student may apply for a Graduate Fresh Start only if he/she meets all of the following conditions:
•   he/she was academically dismissed, including time-to-degree dismissal from an IUP graduate program;
•   he/she has been separated from the university for a minimum of two calendar years (24 consecutive months);
•   he/she applies for readmission consideration to a graduate program at IUP, excluding the program from which the student was academically dismissed.

The graduate student must apply to the desired program through the standard Admissions process. Having reviewed the prior and intervening factors for evidence of potential for improved academic success, the program coordinator, after departmental review, may recommend to the Dean of Graduate Studies and Research that the student be readmitted to the University and admitted to the program. The Dean's decision is final and is not subject to appeal.

Conditions for a Graduate Fresh Start Record

All credits and grades for IUP course work taken before readmission under this Graduate Fresh Start Policy shall remain on the transcript. Upon readmission, a new cumulative (GPA) is established based on credits and grades earned from the date of readmission. Individuals may seek readmission to the University though the provisions of this policy only once.

Prior Record

The student's graduate record will be identified as a Graduate Fresh Start. No graduate credits earned from the program in which the student was dismissed are permitted to be transferred to the Graduate Fresh Start sought degree. Any other transfer credits must meet the IUP Transfer Credit Policy.

Students seeking a degree under the Graduate Fresh Start are not permitted to repeat a previously taken course from the program in which the student was dismissed and have it count towards improving the previous CGPA that was prior to readmission. Any course repeat(s) will be counted as a course taken under the Graduate Fresh Start and applied solely to the new degree sought and new cumulative GPA.

Academic Standards

A student who is readmitted under the provisions of the Graduate Fresh Start Policy shall be required to meet current degree requirements. He/she shall be academically reviewed under the policies published in the academic catalog at the time of re-matriculation. Students readmitted to the University under this policy and who were dismissed initially by exceeded time-to-degree requirements may not be granted extensions of time-to-degree requirements.

Graduation Graduate Residency Requirement Policy

Graduate Students

ALS PhD student may request to transfer up to 19 credits into the program. All transfer credits must receive approval from the ALS PhD graduate coordinator. A minimum of 42 out of 61 total credits must be taken in residence.

Active-duty service members who are graduate students will be handled on a case by case basis.

Exceptions are to be approved by the Office of the Chancellor's Division of Academic and Student Affairs.

Program Level Exams Appeal Policy
Appeals for Program Level Exams such as, candidacy, comprehensive, or qualifying examinations, are made to the Dean of the School of Graduate Studies and Research (SGSR) based on policy and/or procedural violations. The appeal can be based only on policy and/or procedural violations; and not simply on the outcome of the examination. Procedural violations would be cases in which the program /department failed to follow program/department and/or University policies and/or procedures relating to the administration and/or evaluation of the exam.

The appeal must be made in writing to the Dean of the School of Graduate Studies and Research. Documentation of the policy(ies)/procedures in question must be provided, along with a detailed description of the alleged violations(s). All evidence supporting the alleged violation should also be provided. The student must submit the written appeal to the Dean of the SGSR within **30** days of receipt of the outcome of the examination.

Upon receipt of the written appeal to the Dean of the SGSR, the Dean will conduct an investigation of the allegation, review the documentation and render a final decision **which completes the appeal process. The final decision rendered by the Dean of the SGSR may not be appealed.**

If it is found that policy/and/or procedure has been violated, the Dean of the SGSR will instruct the program/department to allow the student to retake the exam, fully adhering to policy and procedures. In the event of a finding in support of the student allegation, the reexamination may not be counted as one of the attempts permitted under the University or Department's Reexamination Policy.

Reexamination Policy: Candidacy/Comprehensive Examination

> No student is permitted a "third" examination without a recommendation to that effect from the degree program's sponsoring department per their adopted written procedures and the approval of the School of Graduate Studies and Research Dean (or designee). Exceptions to this policy for programs can be made only with the approval of the School of Graduate Studies and Research.

Registration
http://www.iup.edu/registrar/students/registration/

For more information regarding registration and tuition billing, please contact the Office of the Bursar: www.iup.edu/bursar/

Social Equity
The Office of Social Equity: www.iup.edu/socialequity/

For more information regarding University policy, view the Graduate Catalog: www.iup.edu/graduatestudies/catalog/

Student Conduct
Policies from the Office of Student Conduct: www.iup.edu/studentconduct/policies/
(IUP Email Communication Policy, Student Behavior Regulations, The Source, Student Rights and Responsibilities, etc.)

Time Limitations
Doctoral candidates must complete degree requirements no later than seven years after beginning IUP doctoral program course work. No time extensions are considered for doctoral students unless all degree requirements other than the dissertation, including the approval of the Research Topic Approval Form and IRB (if needed) have been completed by the expiration of the seven-year time limit.

Minimum requirements for an extension to be sought include (but are not limited to) the following…

1. Student must have a minimum GPA of 3.0
2. All coursework must be completed, including electives & comp exam passed.
3. Dissertation Proposal must be successfully defended **or** you must have provided a due date for the proposal defense approved by your chair and the Program Coordinator.
4. RTAF must be approved and on file at the SGSR.
5. IRB (if applicable) must be approved and on file at the SGSR.
6. Dissertation Chair and Program Coordinator must agree that progress and/or circumstances warrant a request for an extension.

Please note: Even though a student may qualify for an extension request, there is no guarantee that an extension will be granted by the School of Graduate Studies and Research. For that reason, it is of utmost importance to seek to complete all program requirements within the seven year time frame, or risk dismissal. Extensions are for one year. After that year passes, another extension request can be made. At that time the main question is whether or not significant progress has been made since the previous extension was granted. If there is measurable progress, and if the program coordinator and dissertation chair are in agreement, another extension year may be requested.

For more information regarding School of Graduate Studies and Research policy on registration, view the Graduate Catalog: www.iup.edu/graduatestudies/catalog/

Time-to-Degree Doctoral Dismissal Appeal Policy

A student dismissed from a program because of time-to-degree expiration (see Time Limitations policy) can appeal the decision to the Dean of the School of Graduate Studies and Research (SGSR), based on policy and/or procedural violations. The appeal can be based only on policy/procedural violations.

The appeal must be made in writing to the Dean of the School of Graduate Studies and Research. Documentation of the policy(ies)/procedures in question must be provided, along with a detailed description of the alleged violations(s). All evidence supporting the alleged violation should also be provided. The student must submit the written appeal to the Dean of the SGSR **within 30 days** of receipt of the dismissal letter.

Upon receipt of the written appeal to the Dean of the SGSR will conduct an investigation of the allegation, review the documentation and render a final decision **which completes the appeal process. The final decision rendered by the Dean of the SGSR may not be appealed.**

If it is found that policy/and/or procedure has been violated, the Dean of the SGSR will rescind the dismissal.

> Doctoral candidate time limitation (see Time Limitations policy) may be extended through student petition. The program coordinator on behalf of the student, no later than the first day of the month of the student's time-to-degree expiration date, makes the request to the Dean (or designee) of the SGSR. The request must include justification for the extension. Official documentation will be required to justify the requests for the extension and amount of time by the Dean (or designee) of the SGSR to support the request.

> No time extensions are considered for doctoral students unless all degree requirements other than dissertation (including the approval of the research topic and IRB, if needed) have been completed by the expiration of the seven-year time limit (see Time Limitations policy).

Title IX Reporting Requirement

For more information regarding Title IX Reporting Requirement policy, view the Graduate Catalog: www.iup.edu/graduatestudies/catalog/

Transfer of Credits (Effective fall 2017) Policy

A student may transfer graduate credits from another institution, with Department approval, up to one third (**1/3**) of the required credits for the graduate student's program at IUP. These graduate courses must have been taken from a regionally accredited institution, within the past five years, and the grade earned must be a "B" or its equivalent or better. The time limitation rule and residency requirements pertain without modification to transfer credits.

Up to one third (**1/3**) graduate credits originally earned in one graduate program at IUP may be applied toward a different graduate program if: 1) the receiving department and 2) the School of Graduate Studies and Research both approve the credits as meeting degree requirements. These courses must have been completed within the past five years, and the grade earned must be a "B" or its equivalent or better.

The combination of transfer graduate credits earned at another institution and those earned at IUP may not exceed one third (**1/3**) of the total required graduate credits for the program.

To request transfer credits, the student must complete the Request for Graduate Transfer Credit Review form and follow the instructions listed on the form. A catalog course description or course syllabus must accompany the request. An official graduate transcript showing the earned graduate credits must be provided by the school at which the credits were taken. To be considered official, the transcript must arrive in a sealed envelope bearing the official seal of the issuing institution. The request is reviewed in the School of Graduate Studies and Research and the academic department. After review, the student's program coordinator and the student are notified of the transfer decision.

It is strongly recommended that students seeking to transfer graduate credits from another institution while enrolled at IUP receive advance written authorization for credit acceptance from the School of Graduate Studies and Research and the academic department prior to enrolling in that course.

If graduate credits earned at another institution are approved for transfer, only the credit, not the grade or accompanying quality points, will appear on the student's IUP transcript.

Graduate credits earned at IUP that are approved for transfer to a second program will not be posted to the transcript a second time.

For more information regarding School of Graduate Studies and Research policy on transfer credits, view the Graduate Catalog: www.iup.edu/graduatestudies/catalog/

Access forms processed through the School of Graduate Studies and Research, click on *Current Students*: http://www.iup.edu/graduatestudies/

Research

Applied Research Lab: www.iup.edu/arl/

Graduate Student Research Funding:
Funding is available to encourage and support student participation in academic and professional conferences. The ALS program and the graduate school provides limited support for students who are presenting at conferences. For those who are presenting, the ALS program will fund up to $150 for in-state and up to $300 for out-of-state conferences (pending availability of funds).

For more information and forms, please visit: http://www.iup.edu/research/resources/funding-research/students/graduate/internal-iup-funding-for-graduate-student-research/

For more information, visit the website of the School of Graduate Studies and Research, click on *Research*: www.iup.edu/graduatestudies/

Library Resources Available
IUP Library
Stapleton library http://www.iup.edu/library/

Harrisburg Campus Library
The Harrisburg campus has over 1000 books available to students. The library is located at the IUP offices in Richards Hall, 3rd floor. Feel free to come in and browse our selection before class or email the graduate secretary to see if we have a specific book available.

Books for further reading
Books below may be useful for students working on or toward dissertations.

Bloomsberg, Linda D. & Volpe M. (2008). *Completing your qualitative dissertation: a roadmap from beginning to end.* Thousand Oaks: SAGE Publications.

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.

Fitzpatrick, J., Secrist, J., & Wright, D. (1998). *Secrets for a successful dissertation.* Thousand Oaks, CA: Sage Publications.

Galven, Jose L. (2013). *Writing literature reviews.* Glendale: Pyrczak Publishing.

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.

Harris, Robert A. (2011). *Using sources effectively (third edition).* Glendale: Pyrczak Publishing.

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.

Orcher, Lawrence T. (2005). *Conducting research.* Glendale: Pyrczak Publishing.

Pan, M. Ling (2013). *Preparing literature reviews (fourth edition).* Glendale: Pyrczak Publishing.

Patten, Mildred L. (2010). *Proposing empirical research (fourth edition).* Glendale: Pyrczak Publishing.

Pyrczak, Fred (2013). *Evaluating research in academic journals (fourth edition).* Glendale: Pyrczak Publishing.

Pyrczak, Fred & Bruce R. (2011). *Writing empirical research reports (seventh edition).* Glendale: Pyrczak Publishing.

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.

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

Wolcott, Harry F. (1994). *Transforming qualitative data: description, analysis and interpretation.* Thousand Oaks: SAGE Publications.

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

Student Rights and Responsibilities

For more information regarding student rights and responsibilities, view the Graduate Catalog: www.iup.edu/graduatestudies/catalog/

Appendices

Graduate Faculty

John A. Anderson

University of New Hampshire, PhD, Sociology

Graduate Courses: LDRS 800 Proseminar, SOC 862 Analysis of Social Data, SOC 864 Quantitative Research Methods II, LDRS 861 Program Evaluation, Training & Development in Organizations

Interests*:* Program Evaluation and Planning, Adult Training and Development, Quantitative Methods, Modern Data Analysis, Technology Transfer, Disadvantaged Businesses, Transportation

Activities: Director Administration & Leadership Studies Research & Training Center (ALS-RTC); ALS Doctoral Coordinator for Harrisburg and Indiana, Member, International Leadership Association; Member Pennsylvania Sociological Society

Selected Publications:
- Anderson, J. A. (May 2006). Values infused strategic planning and management. In Justice and Safety Institute (Ed.) *Values based planning and change managemen*t (pp.1-66). University Park, PA: The Pennsylvania State University.

- Anderson, J. A., Behney, M. T., and Davenport, A. F. (August 2011). *2012-2014 Disadvantaged business enterprise methodology and goal for PENNDOT FHWA Subrecipients*. Harrisburg, PA: Indiana University of Pennsylvania, Department of Sociology, ALS-RTC.

- 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.

- Becker, M. D., Mabry, B. J., and Anderson, J. A. (2014). We make marines: The effects of recruit training and the Crucible on the values orientation of recruits during Marine Corp boot camp. *Marine Corps Gazette: Professional Journal of the U.S. Marines*, 98(2), 24-29.

- Hewitt, N. M., and Anderson, J. A. (Accepted for Publication in 2015) A vehicle for empowering frontline human service workers: Family Development Credentialing – It's not just training! *Journal of Progressive Human Services, 26(2)*. Routledge, Taylor & Francis Group, NY.

- Reinsfelder, T. L. and Anderson, J. A. (2013). Observations and perceptions of academic administrator influence on open access initiatives. *The Journal of Academic Librarianship*, 39(6) 481-487. http://dx.doi.org/10.1016/j.acalib.2013.08.014

Kathryn Bonach

University of Pittsburgh, PhD, Social Work

Graduate Courses: SOC 528 Child Abuse; SOC 736 Sociology of the Family; SOC 732 Addiction and the Family; SOC 710 Sociology of Human Services; SOC 801 Social Policy, LDRS 810 Nonprofit Management

Interests: Children and Family Issues (child maltreatment, divorce, child and family transitions, addictions, interpersonal violence, veterans reintegration); Women's Issues; Medical Social Work; Clinical Direct Practice; Social Policy; Social Research Methods.

Activities: Children's Advocacy Center of Indiana County, Project Director, Principal Investigator and Founder; CARE Center of Indiana County, Emeritus Board Member; University Senate Department Elected Senator; University Senate Research Committee Chair; University Safe Zone Member; Journal of Child Sexual Abuse Editorial Board Member; National Association of Social Workers; National Certified Counselor; Pennsylvania Licensed Social Worker; Pennsylvania Licensed Professional Counselor; National Partnership to End Interpersonal Violence, Action Team 2 Membership Chair; National Partnership to End Interpersonal Violence, Chair Elect.

Selected Publications:
- Bonach, K. & Heckert, D.A. (2012). "Predictors of Secondary Traumatic Stress Among Children's Advocacy Center Forensic Interviewers." *Journal of Child Sexual Abuse, 21(3), 295-314.*

- Bonach, K., Mabry, J. B. & Potts-Henry, C. (2010). "Exploring Non-offending Caregiver Client Satisfaction with Children's Advocacy Center." *Journal of Child Sexual Abuse, Special Issue: Child Sexual Abuse and Forensic, Systems, and Cultural Issues, 19 (6)*, 687 – 708.

- 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, PhD, 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. (2010) Using participatory approaches to promote assessment in postsecondary institutions. Procedia - Social and Behavioral Sciences Journal, 2(2), 3185-3189.

- 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.

Valerie Gunter

Michigan State University, PhD, 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.

Alex Heckert

University of Iowa, PhD, 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:

- Shoenberger, N., Heckert, A., & Heckert, D. (2012). Techniques of Neutralization and Positive Deviance. *Deviant Behavior*, *33(10)*, 774-791.
- Bonach, K. & Heckert, D.A. (2012). "Predictors of Secondary Traumatic Stress Among Children's Advocacy Center Forensic Interviewers." *Journal of Child Sexual Abuse, 21(3), 295-314.*
- Heckert, Alex, & Heckert, Druann. (2012). Using a new typology of deviance to analyze ten common norms of the United States middle-class. In Patricia Adler & Peter Adler (Eds.), Constructions of Deviance: Social Power, Context, and Interaction, 7th edition. Albany, NY: Wadsworth.
- Heckert, A., & Heckert, D. (2011). Differential labeling theory. Sociological Imagination.
- Darling, R., & Heckert, A. (2010). Activism, models, identities, and opportunities: A preliminary test of a typology of disability orientations, in Dr. Barbara Altman, Dr. Sharon Barnatt (eds.) Disability as a Fluid State (Research in Social Science and Disability, Volume 5), Emerald Group Publishing Limited, pp. 203-229.
- Darling, R., & Heckert, A. (2010). Orentations toward disability: Differences over the lifecourse. The International Journal of Disability, Development and Education. Vol. 57(2): 131-143.
- Ip, E., Jones, A., Heckert, A., Zhang, Q., and Gondolf, E. (2010). Latent Markov Model for Analyzing Temporal Configuration for Violence Profiles and Trajectories in a Sample of Batterers. Sociological Methods and Research. Vol. 39(2): 222-255.
- Jones, A. S., Heckert, A., Gondolf, E., Zhang, Q., and Ip, E. (2010). Complex behavioral patterns and trajectories of domestic violence offenders. Violence and Victims, Vol. 25(1): 3-17.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.

Melanie Hildebrandt

Columbia University, PhD, Sociology

Graduate Courses: SOC 517 Global Service Learning; SOC 709 Contemporary Sociological Theory; SOC 754 Social Inequality; SOC 781 Race, Racism, Power and Privilege; SOC 781/881 Twentieth Century Social Theory; SOC 803 Contemporary Social and Organization Theory

Interests: Race and Ethnicity; Identity Formation, Gender; Social Inequality; Theory; and Community Studies, Global Service Learning and Anti-racism.

Selected Publications:

- Stump that Race Game‖ in Sociology Through Active Learning, Kathleen McKinney, editor, Thousand Oaks, CA: Pine Forge Press. 2008.

- Poverty Simulation Changes Her Views‖ article published in WPAUMC Interlink Newsletter, Cranberry, PA. September 28, 2007.

- Double Trauma In Belle Harbor: The Aftermath of September 11th and November 12th, 2001 in the Rockaways, in Wounded City, the Social Impact of 9/11, Nancy Foner, editor, New York: Russell Sage Foundation, 2005.

- Is That Your Child? Article published in the Interracial Family Circle Newsletter, February 2000.

- Strategies for Finding a Place to Live: Playing the (White) Race Card.‖ Newsletter for the Interracial Club of Buffalo (NY), Nov/Dec, 1999.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 Intermarriage: A Comparison of Gender, Race, Class, and Black Ethnicity on the Daily Life Strategies of Black/White Couples*, PhD Dissertation, Columbia University.

Dana Hysock Witham

University of Delaware, PhD, Sociology

Graduate Courses: SOC 527 Social Perspectives on Intimate Partner Violence

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

Activities: Undergraduate Internship Coordinator, Undergraduate Education Committee Member, University-wide Promotion Committee, IUP Safe Zone Member, Eastern Sociological Society Committee on the Status of Women (Co-chair and Member).

Selected Publications, Presentations and Workshops:

- Swauger, Melissa, Dana Hysock Witham, and Diane Shinberg. 2013. "No Stranger in the Bushes: The Ambiguity of Consent and Rape in Hook Up Culture." Movie review of *The Line*, directed by Nancy Schwartzman, Media Education Foundation. *Sex Roles: A Journal of Research* 68 (9/10): 629-633.

- Andersen, Margaret L. with Dana Hysock Witham. 2011, 2009. *Thinking about Women: Sociological Perspectives on Sex and Gender* (9th edition, 8th edition). Boston: Pearson Education/Allyn & Bacon.

- Witham, Dana Hysock, and Elizabeth Mansley. "Stalking and Dating Violence: It's a 'Grey' Area." Paper (roundtable) presented at the Eastern Sociological Society annual meeting, Baltimore MD, March 2014.

- Witham, Dana Hysock. "Considering Context: What Peer Sexual Harassment in High School Means to Students." Paper presented at the Eastern Sociological Society annual meeting, New York NY, February 2012.

- Witham, Dana Hysock, Elizabeth A. Mansley, Terry G. Lilley, and Kathleen A. Bogle. "Teaching about Violence against Women in Undergraduate Sociology Courses." Workshop presented at the Eastern Sociological Society annual meeting, Philadelphia PA, February 2011.

- Witham, Dana Hysock, Meghan Ashlin Rich, Laura West Steck, Joanne Ardovini, and Jacqueline Johnson. "Teaching Challenging Subjects in Gender, Sexuality, and Race." Workshop presented at the Eastern Sociological Society annual meeting, Boston MA, March 2010.

- Hysock, Dana A. "'I Didn't Feel Like Anything Could be Done': Students' Perceptions of Institutional Response to Peer Sexual Harassment in High School." Paper presented at the Eastern Sociological Society annual meeting, Baltimore MD, March 2009.

Chris Jeffords

University of Connecticut, PhD,
Agricultural and Resource Economics

Interests: Applied Microeconomics, Environmental Economics, and Environmental Human Rights, Applied Microeconomics, Environmental Economics, and Environmental Human Rights

Selected Publications:

- **"**Preference-Directed Regulation When Ethical Environmental Policy Choices Are Formed With Limited Information," *Empirical Economics, Volume #46, Issue #2, pp. 573-606 (March 2014)*

- "Constitutional Environmental Human Rights: A Descriptive Analysis of 142 National Constitutions," in Lanse Minkler (ed.) *The State of Economic and Social Human Rights: A Global Overview*, Cambridge University Press (2014)

- "Implementation of the Human Right to Social Security around the World: A Preliminary Analysis of National Social Protection Laws," with Lyle Scruggs and Christian Zimmermann in Lanse Minkler (ed.) *The State of Economic and Social Human Rights: A Global Overview*, Cambridge University Press (2014)

- "On the Natural and Economic Difficulties to Fulfilling the Human Right to Water Within a Neoclassical Economics Framework," *Review of Social Economy, Volume #71, Issue #1, pp. 65-92 (March 2013)*

- "Constitutional Environmental Human Rights in India: Negating a Negating Statement," *Inclusive: A Journal of the Kolkata Centre for Contemporary Studies, Volume#1, Issue #2 (January 2012)*

- *"Information, Choice and Political Consumption: Human Rights in the Checkout Lane,"* with Lyle Scruggs, Shareen Hertel, and Samuel J. Best, *Human Rights Quarterly, Volume #33, Issue #, pp. 1092-1121 (November 2011)*

James Jozefowicz

University at Albany—State University of New York, PhD, Economics

Graduate Courses: ECON 820 Managerial Economics for Decision Making and Leadership.

Interests: Econometrics, Economic Education, Economics of Religion, Managerial Economics, Movie Economics

Activities: Pennsylvania Economic Association; National Association of Economic Educators

Selected Publications:

- (2009). "A Blueprint for Success in the U.S. Film Industry," (with Stephanie M. Brewer and Jason M. Kelley), *Applied Economics*, 41(5), 589-606.

- (2009). "Choosing a 'Paperwork Pregnancy:' Determinants of International Child Adoptions Completed by U.S. Parents," (with Stephanie M. Brewer and Tiffany M. Hicks), *National Social Science Journal*, 32(2), 49-60.

- (2008). "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*, 5(2), 92-115.

- (2008). "Income Inequality and Educational Attainment Rates: The New York Story," (with Ali R. Cannoni), *New York Economic Review*, 39, 28-43.

- (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). "The Keystone Puzzle: The Impact of Employment Growth and Structural Factors on County Unemployment Rates in Pennsylvania," (with Neil R. Meredith), *Pennsylvania Economic Review*, 16(2), 1-17.

- (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, PhD, 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; IUP University Senate Library and Education 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, PhD, Sociology

Graduate Courses: LDRS 800 Proseminar, LDRS 801 Leadership Theories; LDRS 802 Leadership Applications, SOC 757 Aging and Society; SOC 581 Social Structure and Personality

Interests: 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, International Leadership Association; Co-Chair, IUP Undergraduate Scholars Forum; IUP President's LGBT Commission

Selected Publications:
- Bonach, Kathryn, J. Beth Mabry, & Candace Potts-Henry. 2010. "Exploring Non-offending Caregiver Client Satisfaction with Children's Advocacy Center." *Journal of Child Sexual Abuse, Special Issue: Child Sexual Abuse and Forensic, Systems, and Cultural Issues, 19 (6)*, 687 – 708.

- 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.

Hilario Molina II

Texas A&M University, Sociology

Interests: Role of race in the transformation of American society, Mixed-method research involving the analysis of both qualitative and quantitative data, and health issues, social issues, and economic factors that impact the Latino community, Social Demography, Critical Race Theory, Latino/a Issues, Immigration

Selected Publications:

- Molina II, Hilario. 2014. "Explaining South Texas Masculinity: the Barbeque-Grill and the *Pico de Gallo." Identities: Global Studies in Culture and Power*, 21(2); 233-248.

- Carley, Robert and Molina II, Hilario. 2011. "How Women Work: The Symbolic and Material Reproduction of Migrant Labor Camps in United States Agribusiness." *Journal of Identity and Migration Studies,* 5(1); 37-62.

- Balderrama, Rafael and Molina II, Hilario. 2009. "How Good are Networks for Migrant Job Seekers? Ethnographic Evidence from North Carolina Farm Labor Camps." *Sociological Inquiry*, 79(2); 190-218.

Under-Review (Refereed)

- Molina II, H. "An Exploratory Analysis of Mexican Undocumented Immigrants' '*Coyotes*' Usage." (Under peer-review: International Migration Review) Abstract: *In this mixed method research, I investigate the "coyote" phenomenon from a cultural capital perspective.*

Todd B. Potts

University of Georgia, PhD, Economics

Interests: Econometrics, Empirical Macroeconomics, Industrial Organization, Monetary Economics, Sports Economics, Econometrics, Empirical Macroeconomics, Industrial Organization, Monetary Economics, and Sports Economics

Selected Publications:

- "Province Specific Measures of U.S. Growth and Linkages with Provincial Exports" (with David Yerger and Gary Sawchuck) *Pennsylvania Economic Review, Volume 14, Numbers 1 and 2, pp. 76-95 (Spring 2006)*

- "Changes in the Regional Responsiveness to Federal Reserve Policy Shocks and the Declining Importance of Interest Rate Sensitive Sectors" (with David Yerger) *Journal of Business and Economics Research, Vol. 4, Number 12, pp. 69-80 (December 2006)*

- "Changes In Texas's Responsiveness to Oil Price and Monetary Shocks" (with David Yerger) *Southwestern Journal of Economics, Vol. X, No. 1, pp. 118-146 (June 2007)*

- "Changes Over Time in New York State's Responsiveness to Monetary Shocks" (with David Yerger) *New York Economic Review, Vol. XXXVII, pp. 3-17 (Fall 2007)*

- "Variation Across Canadian Regions in the Sensitivity to U.S. Monetary Policy" (with David Yerger) *Atlantic Economic Journal, Vol 38, pp. 443-454* (September 2010)

- "U.S. Financial Stress Transmission to Canadian Industries" (with David Yerger), *Journal of International Finance Studies,* Forthcoming

- "A Threshold VAR Model of the Propagation of U.S. Financial Stress to Production and Employment", *Journal of Academy of Business and Economics, Vol. 12, No. 5, (2012)*

Willard Radell

University of Illinois, PhD, 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; 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.

- "Economic Logic in Cuba's 2002 Sugar Industry Restructuring?," *Cuba In Transition*, Vol. 19, 2009, pp. 248-258.

Michelle Sandhoff

University of Maryland, Sociology

Graduate Courses: SOC 748/848: Gender and Society

Interests: Gender and Sexuality; Military Sociology and Sociology of War; Institutional Diversity; Families; Islam and Muslims in America; Cross-Cultural studies; Leadership.

Activities: American Sociological Association, Inter-University Seminar on Armed Forces and Society, IUP Veterans Reintegration Research Cluster.

Selected Publications:
- Sandhoff, Michelle and Mady Wechsler Segal. "Women in the American Military." In *The Modern American Military,* edited by David M. Kennedy. Oxford University Press. 2014

- De Angelis, Karin, Michelle Sandhoff, Kimberly Bonner, and David R. Segal. 2013. "Sexuality in the Military." In *International Handbook of the Demography of Sexuality.* Springer.

- Sandhoff, Michelle, Mady Wechsler Segal, and David R. Segal. 2010. "Gender Issues in the Transformation of an All-Volunteer Force: A Transnational Perspective." Pp. 111-131 in *The New Citizen Armies: Israel's Armed Forces in Comparative Perspective*, edited by Stuart Cohen. New York: Routledge.

- Joseph, S., T. Beukers, E. Brown, R. Coombs, M. Fowler, M. Garcia, B. Lansom, F. Malik, A. McNees, M. Osucha, E. Rostel, M. Sandhoff, C. Shope, P. Telderer, and N. Wan. 2005. "Scholars and Scholarship: Production of Doctoral Knowledge on Women and Islamic Cultures" in *Encyclopedia of Women and Islamic Cultures.* Brill Academic Publishers.

Diane Shinberg

University of Wisconsin-Madison, PhD, Sociology

Graduate Courses: SOC 762/862 – Analysis of Social Data; SOC 881 – Survey Research Methods; SOC 721/821 – Sociology of Health Care

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

Activities: Master's Coordinator; American Sociological Association; Eastern Sociological Society; Population Association of America

Selected Publications:

- Swauger, M.L., D. Hysock Witham and D.S. Shinberg. 2013. "No Stranger in the Bushes: The Ambiguity of Consent and Rape in Hook Up Culture." *Sex Roles: A Journal of Research.*

- 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.
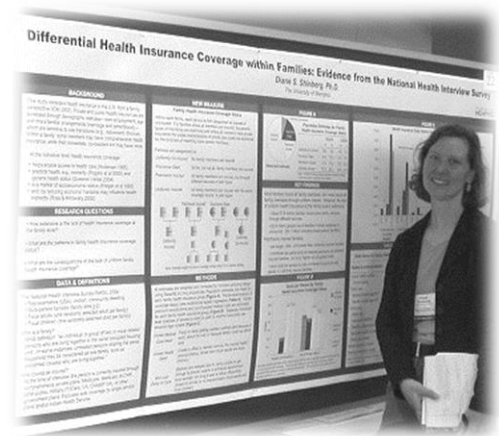
Melissa Swauger

University of Pittsburgh, PhD, Sociology

Graduate Courses: SOC 777 Scholarly Writing in the Social Sciences, SOC 732/832 Addiction and the Family, SOC 700 Proseminar

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

Selected Publications & 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"

Book:

- Vaccaro, Christian; Swauger, Melissa (In Press, 2015) Unleashing Manhood in the Cage: Masculinity, Fighting, and Mixed Martial Arts. Lexington Books

Alexi S. Thompson

Kansas State University, PhD, Economics

Interests: Applied Micro and Macro, particularly in the areas of Environmental Economics and Tourism Economics, International Trade, Resource Economics, Time Series Econometrics, Tourism Economics

Selected Publications:

- "Making Every Dollar Count: Local Government Spending and Welfare," with Pedro Garay and Yacob Zereyesus, *Modern Economics*, 2014, 5, 86-92.

- "Environmental Kuznets Curve for Water Pollution: The Case of Border Countries," *Modern Economics,* 2014, 5, 66-69.

- "An Almost Ideal Supply Estimate of U.S. Energy Substitution," *Energy Economics,* Volume 40, November 2013, pp. 813-818.

- "Opa! Did EU Entry Contribute to the Greek Crisis?," with Koichi Yamaura, *Modern Economy,* 2014, Volume 4, pp. 659-661.

- "Accounting for Population in an EKC for Water Pollution," *Journal of Environmental Protection,* 2013, Volume 4, pp. 147-150.

- "Greek Tourism: Return to the Drachma?," *Tourism Economics*, forthcoming.

- "Water Abundance and an EKC for Water Pollution," *Economic Letters,* 2012, Volume 117 (2), pp. 423-425.

- "Terrorism and Tourism in Developed Versus Developing Countries," *Tourism Economics*, 2011, Volume 17 (3), pp. 693-700.
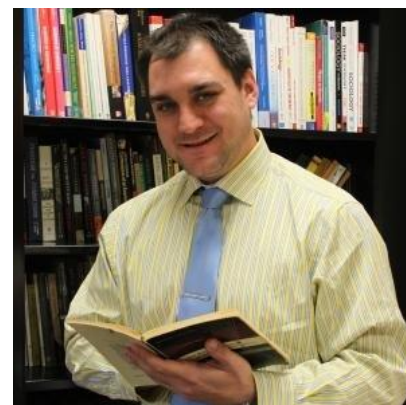
Christian Vaccaro

Florida State University, PhD, Sociology

Graduate Courses: Social Psychology, Sociology of Deviance

Interests: Social Psychology, Gender, Social Deviance, Qualitative and Quantitative Research Methods

Activities: Eastern Sociological Society, Pennsylvania Sociological Society, North-Central Sociological Association, Southern Sociological Society, American Sociological Association

Selected Publications & Presentations:

- Belackova, Vendula; Vaccaro, Christian (2013) "'A Friend with Weed is a Friend Indeed': Understanding the Relationship Between Friendship Identity and Market Relations Among Marijuana Users" *Journal of Drug Issues.* 43(3): 289-313.

- Vaccaro, Christian; Schrock, Doug; McCabe, Janice. (2011) "Managing Emotional Manhood: Fighting and Fostering Fear in Mixed Martial Arts" *Social Psychology Quarterly.* 74(4): 414-437.

- Vaccaro, Christian. (2011) "Male Bodies in Manhood Acts: The Role of Body-Talk and Embodied Practice in Signifying Culturally Dominant Notions of Manhood" *Sociology Compass.* 5(1): 65-76.

- 2013 Vaccaro, Christian "Gendered Embodiment Cycles in Mixed Martial Arts" *American Sociological Association* New York, NY

- 2013 Rohlinger, Deana; Vaccaro, Christian; Sessions, Miriam; Mauney, Heather "Identity in Action: Emails to Elected Officials Regarding the Terri Schiavo Case" *American Sociological Association* New York, NY

- 2013 Heckert, Alex; Vaccaro, Christian; Visnesky, Jessica "Operationalizing Anomie at the Individual Level of Analysis" *Eastern Sociological Society.* Boston, MA

- 2012 Vaccaro, Christian. "The Gender Embodiment Cycle in Mixed Martial Arts" *Eastern Sociological Society.* New York, NY

- 2012 Martin, James; Vaccaro, Christian. "Social Awkwardness, Nerdism, and Manhood Acts in a Campus LARPing Group" *Eastern Sociological Society.* New York, NY

Book:

- Vaccaro, Christian; Swauger, Melissa (In Press, 2015) Unleashing Manhood in the Cage: Masculinity, Fighting, and Mixed Martial Arts. Lexington Books

Brandon C. Vick
Fordham University, PhD, Economics

Graduate Courses: ECON 820 - Managerial Economics

Interests: Studies in Veterans Reintegration, Poverty Analysis, and Labor Market Disparities, Measuring Economic Effects of Disability and Mental Illness; Links between Job Mobility and Gender Earnings Differences; Poverty Measurement; Microfinance and Economic Development

Selected Publications:

- "Poverty and Severe Psychiatric Disorder in the U.S.: Evidence from the Medical Expenditure Panel Survey," with S. Mitra & K. Jones, *Journal of Mental Health Policy and Economics,* 2012, 15(2), 83-96.

- "Disability and Poverty in Developing Countries: A Multidimensional Study," with S. Mitra & A. Posarac, *World Development,* Online: http://dx.doi.org/10.1016/j.worlddev.2012.05.024, 2012.

- "Implementing a Multidimensional Poverty Measuring using Mixed Methods," with S. Mitra, K. Jones, D. Brown, E. McGinn, & M.J. Alexander, *Social Indicators Research,* Online: http://dx.doi.org/10.1007/s11205-011-9972-9, 2011.

- "From Revolution to Evolution: Charting the Main Features of Microfinance 2.0" with R. Mendoza, *Perspectives on Global Development and Technology,* 2010, 9(3-4), 545-580.

David B. Yerger

The Pennsylvania State University, PhD, Economics

Graduate Courses: LDRS 811 – Administration in the Public Sector
ECON 634- Managerial Economics (not part of ALS)

Interests: Empirical Macroeconomics, Applied Microeconomics, Regional
Development, International Economics

Selected Publications:

- "U.S. Financial Stress Transmission to Canadian Industries", forthcoming *Journal of International Financial Studies*, (joint with Todd Potts)

- "Crowding Out or In It Together? Analyzing Mexican-Canadian Interactions in U.S. Import Markets", *American Review of Canadian Studies*, Vol 42, No. 2, pp. 276-288, June 2012.

- "Assessing India's Competitive Exposure in U.S. Import Markets", *PES Business Review*,Vol 6, No. 1, January 2012 (joint with Yaya Sissoko)

- "Variation Across Canadian Regions in the Sensitivity to U.S. Monetary Policy", *Atlantic Economic Journal*, Vol 38, pp. 443-454, September 2010 (joint with Todd Potts)

- "Rural Pennsylvania Underemployment and Its Determinants", *Journal of Business & Economics Research*, Vol 8, No. 3, pp 17-23, March 2010 (joint with Jack Julian and C. Elizabeth Hall*)

- "Estimating Core Unemployable and Workforce Non-Participants: A Study of Rural Pennsylvania's Labor Force", *Journal of Business & Economics Research*, Vol 8, No. 2, pp 11-18, February 2010 (joint with Jack Julian and C. Elizabeth Hall)

- "Assessing Shifts in Canada's Competitive Exposure in its Home Markets: How Much Does China Matter?", *Competitiveness Review*, vol. 18, no. 3, 2008 (joint with Gary Sawchuk)

- "Changes Over Time in New York State's Responsiveness to Monetary Shocks", Vol. 38, *New York Economic Review* (joint with Todd Potts) Fall 2007

- Differences in Inflation's Impact Upon Productivity Growth Across Inflation Regimes: The German Case, *Journal of International Business Disciplines* (joint with Don Freeman), Vol. 1, No. 2, May 2007.

- "Changes in the Regional Responsiveness to Federal Funds Policy Shocks and the Declining Importance of Interest Rate Sensitive Sectors", *Journal of Business & Economics Research* (joint with Todd Potts), Vol. 4, No. 12, Dec 2006.

Signature Page

Congratulations on choosing to further your education at IUP! Our goal is your success. Knowing the contents of this handbook is an essential element to your continued success. Please read this manual and prepare to continually refer back to the material you find here. Failure to do so may negatively impact your graduation goals. You will also be expected to be familiar with a few other important items…

- Your curriculum tracker
- Your transcript
- The Thesis/Dissertation Handbook
- The Graduate Catalog

You can find both the Thesis/Dissertation Handbook and the Graduate Catalog on the School of Graduate Studies website. Your curriculum tracker is sent to you from the ALS office each year in August. It is your responsibility to review the tracker once you receive it, ensure it matches your official transcript annually, and address any discrepancies you may find.

The documents referenced in this letter not only contain helpful information about the university services, activities, and the Indiana community at large – they provide you with detailed information regarding your role as an IUP citizen, including IUP's Civility Statement and our statement of student rights and responsibilities.

My signature below indicates that I am responsible for reading and understanding the information provided and referenced in this department/program student handbook.

_____ [please initial] I understand my program coordinator may share this document with the School of Graduate Studies and Research.

_____
Print Name

_____
Signature

_____
Date

Submit to your graduate secretary by July 27, 2017

This signed document will be kept in your file.