



IUP Graduate Handbook

Administration and Leadership Studies, PhD

College of Health and Human Services

Handbook Updated *2020-2021*

Administration and Leadership Studies, PhD
College of Health and Human Services
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Program Website: www.iup.edu/alsphd

Table of Contents

Introduction	1
Our History and More.....	2
IUP’s Civility Statement.....	3
Affirmative Action	3
Title IX Reporting Requirement	3
Student Conduct and Student Rights.....	3
Mission Statement and Program Objectives	3
Faculty and Staff	4
Coordinators	4
Core Program Faculty.....	4
Admission.....	4
Financial Assistance	5
Graduate Assistantships.....	5
Academic Advisement.....	5
Academic Advisors	5
Dissertation Research Strategy or Plan.....	5
Choosing a Chair and Committee	5
Changing Committee Members	6
Campus Resources & Student Support.....	7
IUP Email	7
Graduate Student Assembly	7
Programs and Degrees.....	7
Curriculum Requirements	7
Course Descriptions	8
Evaluation of Students	11
Curriculum Tracker.....	11
Comprehensive/Candidacy Examinations	12
Purpose and Description.....	12
Exam Structure Guide	12
Exam Procedures	13
Exam Feedback	14
Research Topic Approval Form (RTAF).....	15

Institutional Review Board (IRB)	16
Grad School Deadlines	18
Dissertation Proposal	20
Preparing your Dissertation Proposal	20
Scheduling your Proposal	21
Defending your Proposal	21
Evaluation Outcome	22
Dissertation Defense	23
Preparing your Dissertation	23
Defending your Dissertation	23
Evaluation Outcome	23
Final Evaluation Outcome	24
Program Level Examination Appeals	24
Reexamination Policy	24
Degree Completion	25
Degree Requirements	25
Continuous Graduate Registration for Dissertation	25
University Policies and Procedures	26
Research	26
Appendices	27
Core Program Faculty	27
Susan Boser, Professor	27
Alex Heckert, Professor	28
Beth Mabry, Professor	29
Melissa Swauger, Professor	30
Christian Vaccaro, Associate Professor	31
David B. Yerger, Professor	33
Signature Page	34

Introduction

Congratulations on your decision to pursue a Ph.D. in Administration and Leadership Studies. By doing so, you have made a significant commitment of your time and effort to advancing your education to the highest credentialled level possible. Similarly, you have also raised your hand to stand and lead with your knowledge in advancing in the wide-ranging area of non-profit and public administrative sectors.

The field of Administration and Leadership Studies is multi-disciplinary; combining the best of what is known in the social sciences and applying it to the strategies for leading non-profit and public service organizations. Faculty in this program are here to mentor and guide you through a program of familiar and novel coursework that will allow you to explore a wide-ranging array of knowledge and skill that will be needed as a Ph.D. degree holding leader in this field.

As in any doctoral program, the focus in the program is on independent learning, which will mean that impetus for motivation and advancing your own knowledge and skill will rest on your own shoulders. At this level of learning, your professors are less like “teachers” and more like senior colleagues who are here to mentor you. At times in the program you may feel overjoyed and at other times overwhelmed by this type of learning; these are normal feelings of growth at this level. With this knowledge, the ALS-Ph.D. is designed as a cohort program. You will move through the coursework of this program lockstep with fellow doctoral students. Your fellow doctoral students in your cohort will be an important source of academic and emotional support as well as a source for networking and professional development.

Those who join in welcoming you include Dr. Sylvia Gaiko, Dean of the College of Health and Human Services and Dr. Dana Hysock-Witham, Chair of the participating Department of Sociology. On their behalf, as well as all ALS faculty members, we welcome you to the community of scholars in the ALS program at IUP.

Sincerely,

Christian Vaccaro, Doctoral Coordinator - Harrisburg Campus

Alex Heckert, Doctoral Coordinator – Indiana Campus



Our History and More...

Background Information: The PhD in Administration and Leadership Studies (ALS) began at IUP in 1998 as an interdisciplinary doctoral program in the College of Humanities and Social Sciences. The program is now based in the College of Health and Human Services. Now offered at two sites, the main campus in Indiana, PA and since 2001, the state capitol in Harrisburg, PA.

The program was initially conceptualized for leaders in human services. The program revised its curriculum in 2005 based on interest and input from leaders in a much wider array. The program is now more broadly focused on Administration and Leadership Studies in Nonprofit and Public Sectors. In addition, the core curriculum requirements have been expanded to include courses in Public Administration, Managerial Economics, and Social and Organizational Theory. The research sequence now includes courses in Qualitative Research Methods and Program Evaluation.

Because of the success of the on-campus program, IUP was invited by the Pennsylvania State System of Higher Education (PASSHE) to offer this same program in Harrisburg. The first Harrisburg cohort began classes in fall 2001. This is an exciting program, drawing upon the knowledge and experience of students in the Harrisburg and south-central PA region who work in state agencies, the legislature, community colleges, as well as local government and nonprofit agencies.

ALS-RTC: Supporting the ALS Program, located in the Dixon University Center is the ALS Research & Training Center (ALS-RTC), which was established in 2005. Through partnerships within higher education; local, state, and federal agencies; and nonprofit organizations, the ALS-RTC supports and promotes the activities of the ALS Program. Matching research needs identified through grant programs and other sources with research interests among students and faculty within the IUP network, the Center facilitates activities in the areas of administration and leadership practices, public policy research and evaluation, program planning and evaluation, technology transfer, economic and community development, knowledge development and management, social and organizational research and needs assessment. Currently, Dr. Christian Vaccaro is the Director of the ALS-RTC and Dr. Alex Heckert is Associate Director. (See the ALS RTC brochure for more details).

Faculty: Classes are primarily taught by IUP faculty as well as faculty members from other universities in the Pennsylvania State System of Higher Education (PASSHE). Alex Heckert, PhD, and Christian A. Vaccaro, PhD, the ALS Coordinators, are available to advise students at their offices in McElhaney Hall and at the Dixon University Center.

Cohort Model: Having students enter the program at the same time and take most of their classes together creates a peer network that leads to greater sharing of information and support. This can be very important to busy mid-career professionals who are balancing graduate studies with work and family.

Interdisciplinary Nature: Because the program is offered by the College of Health and Human Services, it attracts students from a wide variety of employment and educational backgrounds. The nature of the curriculum is such that it affords many opportunities to tailor the curriculum to individual interests.

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.

Affirmative Action

www.iup.edu/gradcatalog

Title IX Reporting Requirement

www.iup.edu/gradcatalog

Student Conduct and Student Rights

www.iup.edu/studentconduct/policies/Student_Conduct_Policies

www.iup.edu/gradcatalog

Mission Statement and Program Objectives

The mission of the Administration and Leadership Studies PhD program is to develop leadership 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.

Faculty and Staff

Coordinators

Harrisburg Campus: Dr. Christian Vaccaro 717-720-4098

cvaccaro@iup.edu

Indiana Campus: Dr. Alex Heckert 724-357-2731

aheckert@iup.edu

Core Program Faculty (See [Appendices](#))

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/gradcatalog

Financial Assistance

Graduate Assistantships

- o [Graduate Assistantships at IUP - Costs and Financial Aid - Graduate Admissions - Admissions - IUP](http://www.iup.edu/admissions/graduate/financialaid/assistantships-and-scholarships/)
- o Office of Financial Aid: www.iup.edu/financialaid/

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Academic Advisement

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.

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 have your chair email the 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

The School of Graduate Studies and Research: www.iup.edu/graduatestudies/
Graduate Catalog: www.iup.edu/gradcatalog
Office of Student Billing: [Student Billing - IUP](#)
Office of the Registrar: www.iup.edu/registrar/
Disability Support Services: www.iup.edu/disabilitysupport/
Office of Social Equity: www.iup.edu/social-equity/
IUP Campus Library: www.iup.edu/library/
MyIUP: www.iup.edu/myiup/
IT Support Center: www.iup.edu/itsupportcenter/
Veterans and Service Members: www.iup.edu/veterans/resource-center/
IUP Writing Center: www.iup.edu/writingcenter/
IUP Career and Professional Development Center: www.iup.edu/career/
IUP Parking Services and Visitor Center: www.iup.edu/parking/
University Policy: www.iup.edu/police/ | 724-357-2141
Crisis Intervention 24/7 Hotline: 1-877-333-2470
Student Registration: [For Students - Registrar - IUP](http://www.iup.edu/registrar/students/registration/)

IUP Email

IUP offers an email account to all active students. **Your IUP email address is the primary means by which 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.** Visit [IT Support - IUP](http://www.iup.edu/itsupportcenter/howto.aspx?id=23401) to learn more about setting up this account. For more information regarding University Policy on email communications, view the Graduate Catalog: www.iup.edu/gradcatalog

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Graduate Student Assembly

The Graduate Student Assembly (GSA) represents the graduate student body's interests at IUP and within the Indiana community. The GSA makes recommendations related 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.

Programs and Degrees

Curriculum Requirements

The ALS program requires 61 credits; 43 credits from core and research courses, 9 credits from electives, and 9 dissertation credits. The ALS Coordinators can authorize substitutions or waivers for course requirements when necessary. The curriculum requirements are:

Course #	Course Title	Credits
<i>Core Courses – 28 credits</i>		
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
LDRS 815	Survey of Social and Organizational Theories I	3
LDRS 816	Survey of Social and Organization Theories II	3
LDRS 804	Social Policy	3
ECON 820	Managerial Economics for Decision Making & Leadership	3
LDRS 900	Dissertation Seminar	3
<i>Research Courses – 24 credits</i>		
LDRS 862	Analysis of Social Data	3
LDRS 863	Quantitative Research Methods I	3
LDRS 864	Quantitative Research Methods II	3
LDRS 865	Qualitative Research Methods	3
LDRS 861	Program Evaluation	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.

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 (professional seminar) helps students to develop doctoral-level academic skills. It includes skill-building in scholarly writing, orientation to academic technologies, professional development in the academic culture, and planning strategically for dissertation research from the outset of students’ program of study

LDRS 801 – Leadership Theories

Focuses on several leadership theories related to administering social agencies, schools, business, and industry.

LDRS 802 – Leadership Applications

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 into coherent arguments. It also stressed the importance of applying concepts from political science, sociology, and economics to better understand how organizations function and how individuals within organizations function.

LDRS 810 – Nonprofit Management

Examines the administration and management of nonprofit organizations, including concrete aspects of program creation and operations such as boards, bylaws, 501 (c) (3) tax-exempt status, mission statements, program development, personnel policies, budgeting, marketing, strategic planning, volunteers, fundraising, public relations, lobbying, and program monitoring and evaluation.

LDRS 811 – Administration in the Public Sector

Designed to introduce students to the study of public administration, the course focuses primarily on the administrative structures and practices of American national government and is structured around four broad topics: First, to provide students with a necessary theoretical perspective on public bureaucracy, several major schools of thought regarding organizational structures and behavior are examined. Second, the roles of bureaucracy in a constitutional democracy is explored. Third, the institutional environment in which bureaucracy much function is specified, and relationships between bureaucracy and other government institutions are analyzed. Finally, the internal operation of a bureaucracy is discussed, and specific functions and methods are examined.

LDRS 815 – Survey of Social and Organizational Theories I

Examines the principles and use of classical social and organizational theories for understanding social relations and phenomena, the role of theory in the social science of leadership studies, and the historical roots and the development of both social theories and organizational theories. The emphasis is on understanding the contributions and limitations of theory, how they inform current understanding of societal relations, and critically analyzing these theoretical perspectives.

LDRS 816 – Survey of Social and Organization Theories II

Examines the use of contemporary and developing social and organizational theories for understanding social phenomena, the role of contemporary 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.

LDRS 801 – Social Policy

Focuses on the development of social policy, first and foremost; on the history and development of the social welfare system in the United States with particular attention to the concepts used to discuss and explain social welfare institutions' policies and programs; on the mechanisms and structures to deliver services; and on the factors that have tended to constrain or facilitate the attainment of social justice. Development of social welfare policy is traced 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.

ECON 820 – Managerial Economics for Decision Making and Leadership

The application of microeconomics to decision-making. Exploration of analytical tools for measuring and defining optimal policy decisions. Optional policies are managerial decision that maximize, minimize, or satifce specified objectives of the organization. Includes building quantitative models to apply to plausible situations, using appropriate, computer-assisted decision techniques.

LDRS 900 – Dissertation Seminar

Students critically examine research and theory relevant to their prospective dissertation 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.

Research Methods - 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.

LDRS 862 – Analysis of Social Data

Introduces students to statistics and their use in analyzing and understanding social phenomena and social data germane to administration and leadership studies in the non-profit and public sectors. In particular, helps students develop the skills and knowledge needed to conduct their own quantitative research, both as graduate students and as professionals, 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 comfortably, and the ability to use many different statistical techniques in their own research. Course will also provide a foundation for learning more advanced statistics.

LDRS 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.

LDRS 864 – Quantitative Research Methods II

Emphasis on 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.

LDRS 865 – Qualitative Research Methods

Provide students with a solid understanding of the key principles associated with qualitative research germane to administration and leadership studies in the non-profit and public sectors, as well as a framework for understanding how this approach compares with quantitative research. Against this background, students will develop skills in the specific methods associated with qualitative research design, including sampling, data-gathering, data analysis, representation, and assurance of quality. Students will experience the range of skills involved through actually designing, conducting, and reporting on a small qualitative study.

LDRS 861 – Program Evaluation

Designed to cover major theoretical, methodological, and practical issues in program evaluation. Emphasis is 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, and impacts and formulating actions for intervention improvements.

LDRS 995 – Dissertation

Evaluation of Students

For information regarding School of Graduate Studies and Research policies on grading, view the Graduate Catalog: www.iup.edu/gradcatalog

Curriculum Tracker

In September, you will receive two emails from your graduate secretary or coordinator. 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/Candidacy Examinations

This examination is given, usually upon the candidate's completion of coursework, to determine the student's progress in the degree field and fields related to it and the student's likelihood of success in his/her research-dissertation phase. The examination may be written, oral, or both and is not necessarily limited to areas in which the candidate has taken course work. In addition to having written procedures for taking the comprehensive exam, departments must also have written procedures regarding providing feedback for comprehensive exams.

Purpose and Description

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 both 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.

Exam Structure Guide

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 (with a maximum length of 30 double-spaced pages). 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:

- Evidence of ability to apply knowledge: 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.
- Evidence of ability to synthesize: 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.
- Completeness and thoroughness: 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.
- Organization and clarity of writing: The student uses precise, clear statements throughout; well organized; one line of reasoning completed before another begins; well written.
- Conceptual clarity: 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.
- Accuracy: The student demonstrates an accurate understanding of subject matter in question; accurately and appropriately draws on relevant research findings, conceptual schemes, theoretical paradigms, etc.

Exam Feedback

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.

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 Health and Human Services, 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 summary, we recommend emailing an advanced copy to the program coordinator who can provide additional feedback prior to the official submission.

RTAF forms are submitted online. To access the electronic RTAF, log in to MyIUP. From the Academic page, find the Graduate Student Resources section, then click the **Research Topic Approval Form** link and follow the on-screen instructions. Note: This form is not compatible with Internet Explorer.

This electronic form will be routed to the student's committee members, graduate program coordinator, college dean, and the School of Graduate Studies and Research for review and approval. Therefore, it must be initiated by the student well ahead of the planned start of your 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 SGSR. **No student can graduate without an up-to-date RTAF on file with the Thesis/Dissertation Office.**

Changes to your dissertation committee or research topic require approval and must be submitted electronically.

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 SGSR 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 ensure 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 SGSR. 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 your dissertation 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.

Grad School Deadlines

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 Submission Website - Finishing Your Degree - Thesis-Dissertation Information - Research - Resources for Current Students - Graduate Studies and Research - IUP](#)~~ProQuest~~.

December 1: Have applied for graduation through [MYIUP](#)~~MYIPL~~.

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 Submission Website - Finishing Your Degree - Thesis-Dissertation Information - Research - Resources for Current Students - Graduate Studies and Research - IUP](#)~~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 Submission Website - Finishing Your Degree - Thesis-Dissertation Information - Research - Resources for Current Students - Graduate Studies and Research - IUP](#)~~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. [Error! Hyperlink reference not valid. 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, coordinator, or committee chair 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 or coordinator 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 program 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 program coordinator.

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.

Evaluation Outcome

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.

Program Level Examination Appeals

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 violation(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

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. In the event a student does not successfully complete the comprehensive re-examination according to program requirements and the failure results in program dismissal, the program must notify the School of Graduate Studies and

Research (SGSR) of the dismissal in writing. The SGSR will send an official notification of the dismissal to the student.

Degree Completion

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/gradcatalog

Continuous Graduate Registration for Dissertation

Following the completion of course work, including internship or practicum (excluding comprehensive exam or qualifiers), all doctoral and master’s 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 completion 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 Limitations)~~ For this period, the student will be considered a fulltime doctoral or master’s student.

All dissertation and thesis credits will be pass/fail credits. Students must complete the minimum number of dissertation or master’s thesis credits required by their program, but may take additional dissertation or thesis credits as 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.

Effective fall 2017 for students admitted and students admitted after -- Dissertation and thesis 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.

Ongoing Dissertation and Thesis students admitted "prior" to fall 2017 – Dissertation and thesis credits will be assigned a letter grade as the final evaluation outcome for the credits taken 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, view the Graduate Catalog: www.iup.edu/gradcatalog

University Policies and Procedures

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/

The Following University and SGSR policies can be found at www.iup.edu/gradcatalog

Academic Good Standing
Academic Integrity
Bereavement-Related Class Absences
Continuous Graduate Registration for Dissertation and Thesis
Grade Appeal Policy
Graduate Fresh Start Policy
Graduate Residency Requirement
Leave of Absence Policy
Time Limitations
Time-to-Degree Masters/Doctoral Dismissal Appeal Policy
Time-to-Degree Extensions for Master's Thesis and Doctoral Dissertation
Transfer of Credits Policy

Research

IUP Stapleton library www.iup.edu/library/

www.iup.edu/gradcatalog

www.iup.edu/research/

Appendices

Core Program Faculty

Susan Boser, Professor

Cornell University, PhD, Human Service Studies

Graduate Courses: SOC 804 Social Policy; SOC 765/865 Qualitative Research Methods, LDRS 861 Program Evaluation

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

Activities: College of Humanities and Social Sciences (CHSS); 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; Sustainable Economic Development Steering Committee; Local Foods, Local Places Project Steering Committee.



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.

Alex Heckert, Professor

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). Orientations 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.



Beth Mabry, Professor

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, Coping, and Well-Being; Roles, Identity, and the Self; Family and Intergenerational Relationships; Aging & Social Policy; Leadership Development; and Applications of Social Psychology.

Activities: International Leadership Association; University Planning Council; Writing Across the Curriculum; Leadership Development; Institutional Review Board for the Protection of Human Subjects



Selected Publications:

- Kemeny, M. Elizabeth and J. Beth Mabry, 2017. "Making Meaningful Improvements to Direct Care Worker Training through Informed Policy: Understanding How Care Setting Structure and Culture Matter." *Gerontology & Geriatrics Education*, 38 (3), 295-312.
- Becker, Michael D., J. Beth Mabry, and John A. Anderson. 2014. "We Make Marines." *Marine Corps Gazette*, 98 (2), 24-29.
- Bonach, Kathryn, J. Beth Mabry, & Candace Potts. 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 & 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 Merrill 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. Bengtson. 2001. "The Aging Self in Social Contexts." Chapter 16 in *Handbook of Aging and the Social Sciences*, 5th Ed. Edited by R. Binstock and L. K. George. San Diego: Academic Press.

Melissa Swauger, Professor

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: Families, Women's and Gender Studies, Girlhood Studies, Ethical Qualitative Research, Service Learning, Addiction Studies

Activities: 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

Christian Vaccaro, Associate Professor

Florida State University, PhD, Sociology

Graduate Courses: Social Psychology, Sociology of Deviance, Addiction and Families, Contemporary Social and Organizational Theories, Qualitative Research Methods

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:

- Schrock, Douglas; McCabe, Janice; Vaccaro, Christian (2018) "Narrative Manhood Acts: Batterer Intervention Program Graduates' Tragic Relationships" *Symbolic Interaction*.
- Rohlinger, Deana; Vaccaro, Christian; Sessions, Miriam; Mauney, Heather. (2015) "Identity Claims-Making in the Terri Schiavo Case" *Social Currents*.
- Martin, James; Vaccaro, Christian; Heckert, Alex; Heasley, Robert. (2015) "Epic Glory and Manhood Acts in Dagorhir" *Journal of Men's Studies*. 23(3):293 - 314
- 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
- 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 (2015) *Unleashing Manhood in the Cage: Masculinity, Fighting, and Mixed Martial Arts*. Lexington Books

Brandon C. Vick, Associate Professor

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, Professor

The Pennsylvania State University, PhD, Economics

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

Interests: Organization Identification, Canadian Studies, Economics Higher Education, Energy Economics, Applied Labor Market Analysis, Applied Macroeconomic Analysis



Selected Publications:

- “Recalibrating our Understanding of Retention”, *The Journal of College Student Retention: Research, Theory, & Practice*, first published online July 2017 (with Amber Stephenson and Alex Heckert).
- “Skills and Earnings in Less Than Bachelor’s Occupations”, *International Journal of Social Economics*, Vol. 44, No. 1, pp. 60-74, 2017.
- “How Pretrial Expectations and Anticipated Obstacles Impact University Brand Identification”, *Journal of Promotion Management*, published online September 2016, pp. 853-873 (with Amber Stephenson).
- “Marcellus Shale and Structural Breaks in Oil and Gas Markets: The Case of Pennsylvania”, *Energy Economics*, Vol. 57, pp 50-58, 2016 (joint with Todd Potts).
- “The Role of Satisfaction in Alumni Perceptions and Supportive Behaviors”, *Services Marketing Quarterly*, Vol. 36, No. 4, pp. 299-316, 2015 (with Amber Stephenson).
- “College Choice and the University Brand: Exploring the Consumer Decision Framework”, *Higher Education*, published online July 1, 2015, pp. 1-15 (with Amber Stephenson and Alex Heckert).
- “Employment Booms and Busts Stemming from Nonrenewable Resource Extraction”, *International Journal of Energy Economics and Policy*, Vol. 5, No. 3, pp. 809-815, 2015 (with Christopher Jeffords and Alexi Thompson).
- “Is Ontario’s Electricity Cost Disadvantage Impacting Its Manufacturing Shipments?”, *Journal of Academy of Business and Economics*, Vol. 15, No. 3, 2015.
- “Does Brand Identification Transform Alumni into University Advocates?”, *International Review of Public and Nonprofit Marketing*, Vol. 11, No. 3, 2014 (with Amber Stephenson).
- “Optimizing Engagement: Brand Identification and Alumni Donation Behaviors”, *International Journal of Educational Management*, Vol. 28, No. 6, 2014 (with Amber Stephenson).
- “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.
- “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).
- “Interpreting Cross-Section and Time-Series Tests of Convergence: The Case of Labor Productivity in Manufacturing.” *Journal of Economics and Business*, Temple University, Vol. 53, No. 6 (jointly with Don Freeman).

“Does Inflation Lower Productivity? Time Series Evidence on the Impact of Inflation on Labor Productivity in 12 OECD Nations,” *Atlantic Economic Journal*, 2000, Vol. 28, issue 3 (jointly with Don Freeman).

Signature Page

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