



Indiana University of Pennsylvania
COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

Ph.D. Program in
ADMINISTRATION and LEADERSHIP STUDIES
Nonprofit and Public Sectors

Doctoral Student Handbook
SUMMER 2014



Dear IUP ALS Ph.D. Student:

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
- Your 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 early September. 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.

Signing below indicates that you acknowledge your responsibility for the information outlined in the ALS Handbook, Thesis/Dissertation Handbook, your annual Curriculum Tracker, Transcript, and the IUP Graduate Catalog.

Print Name

Signature

Date



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: Mrs. Diann Armstrong - 717-720-4064 – diann.armstrong@iup.edu

Indiana Campus

ALS Office: 724-357-2659 - 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: Mrs. Sheila Gardner - 724-357-2956 – sheila.gardner@iup.edu
Program Website: www.iup.edu/grad/ALS/default.aspx

IUP Resources

Graduate Studies & Research	724-357-2222	www.iup.edu/graduatestudies/
Bursar's Office	724-357-2207	www.iup.edu/bursar/
Student Technology Services	724-357-2198	www.iup.edu/supportcenter/
Library Services	724-357-2330	www.lib.iup.edu/
URSA	724-357-2217	www.iup.edu/URSA/ registrars-office@iup.edu
IUP Bookstore (Co-Op)	724-357-3145 800-537-7916	www.coop.iup.edu

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/>

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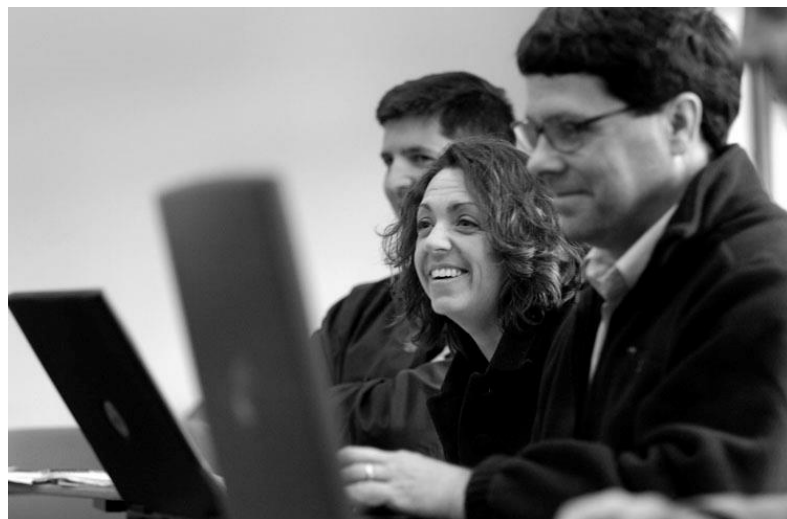
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- Research Topic Approval Form (*two pages*)
- Student Achievement Form
- Dissertation Committee Form and Instructions (*two pages*)
- Dissertation Committee Change Form
- Application to Defend Proposal/Dissertation
- Request for Independent Study
- Sample Independent Study Proposal (*two pages*)

ALS MISSION STATEMENT

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





Indiana University of Pennsylvania

COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

Welcome to the ALS Ph.D. Program

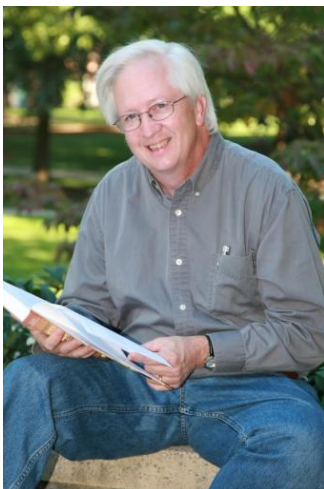
You are about to embark on a challenging scholarly journey during which you will acquire knowledge and many valuable skills. Doctoral training is the process of becoming an independent scholar. Doctoral programs require a significant commitment of time and effort. Although the ALS program is designed to accommodate working professionals, such as offering most courses in the evenings and weekends, most students find participating in a doctoral program is an intensive experience. At times you may feel overwhelmed; this is not unusual. Your fellow doctoral students will be an important source of support and networking opportunities. Faculty will also provide support and mentorship as you progress in your scholarly development. It is your commitment and investment in the program, however, 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 Doctoral Student Handbook is revised each time a new cohort begins their studies. Because the ALS Ph.D. program is continually developing to meet student needs, and to help students and faculty achieve scholarly excellence, new editions are provided with updated information for current ALS students at the Main Campus and in Harrisburg. We encourage you to pick up a fresh copy each fall.

Those who join in welcoming you include Dr. Yaw Asamoah, Dean of the College of Humanities and Social Sciences, Dr. Alex Heckert, Chair of the Department of Sociology which houses the ALS program, as well as Dr. Nick Karatjas, chair of the participating 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, Ph.D., Coordinator
Indiana & Harrisburg Doctoral Programs



The ALS Program

Background and History

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

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

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

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



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



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

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

The Graduate Mission of IUP

IUP is classified as a Carnegie Doctoral Research University-Intensive with over 2,300 graduate students in 68 graduate programs. Founded in 1875, IUP has a long tradition of academic excellence. Selected as one of Princeton Review's Best Colleges (2002-2013), 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.

What You Need to Know

Policies & Procedures

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

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

Academic Integrity

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

“In all of your work in the ALS program (and elsewhere), be especially attentive to avoiding plagiarism. Plagiarism involves using or presenting the words, facts, or ideas of another person or source as if they were your own. It is illegal and violates both university policy and the principles of scholarship. To avoid plagiarism, you must properly cite other people’s words, facts, and ideas that you incorporate into your work. All direct quotes (other people’s words) must be shown in quotation marks, with the page number(s) of the quote indicated in the citation of the source. If you paraphrase (put into your own words) or quote (use the author’s exact words) from any source (including material from the Internet), the paraphrase or quote must be cited properly. Citations and references should be formatted using APA Style (or other bibliographic style, as designated by the course professor or faculty committee).” (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 at <http://www.iup.edu/page.aspx?id=132892>) and review it each semester to ensure your awareness of and compliance with these basic standards of scholarship.



Curriculum Requirements

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

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

Electives - 9 credits

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

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

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

Transfer Credits

Up to six transfer credits from graduate-level coursework at other regionally accredited universities (up to 12 transfer credits from graduate-level course work at IUP) can be transferred toward requirements of the ALS program as electives if this coursework occurred within five years prior to date of transfer, the course was Master's level or above, you received a minimum letter grade of "B" and you acquire approval from the ALS Coordinator. The IUP Graduate School reviews coursework from other universities for equivalency with IUP courses. You will need to provide a copy of the syllabus for the course or the catalog description from the university where you took the course. See the IUP Graduate Catalog for details on this

policy, and use the form for requesting credit transfers in the appendix of this manual. If you intend to transfer credits, you should do so upon enrollment into the ALS program to ensure that the five year limit is met. Approved transfer credits will appear on your IUP transcript once degree candidacy has been attained.

ABD Status and Degree Candidacy

Once ALS students have completed at least fifteen credits at the Ph.D. level while maintaining at least a 3.0 grade point average or higher, they are awarded degree candidacy status and the SGSR is alerted. Active students in good standing who are degree candidates abbreviate their new status as follows: Ph.D.c. 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 Ph.D. (ABD) or Ph.D. degree candidates who are “All But Dissertation.” This status is sometimes abbreviated as Ph.D. (ABD).

Tuition and Fees

Tuition: The Pennsylvania State System of Higher Education determines tuition rates annually. You will receive a billing statement from IUP for tuition and fees. ***It is very important*** that you make timely payment of your bill. Failure to pay tuition and fees on time will result in your being dropped from your course enrollments, as well as late fees. IUP accepts VISA, MasterCard, and Discover credit cards for payment, and offers an online billing option (EasyPay). Call the Bursar at 724-357-2207 with questions. Failure to pay your bill in a timely manner will also result in a hold on your account preventing your timely registration for coursework.

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. Additional information and Graduate Assistantship applications are available at the Graduate School web site.

Financial Aid

Student loans and work-study opportunities also may be available. Information about these forms of financial aid is available at www.iup.edu/bursar.

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 may range between \$1,000 and \$5,000. The ALS Coordinator determines the specific amount of each award. Additional information and Graduate Assistantship applications are available at the Graduate School web site at www.iup.edu/graduatestudies

Some Basics

Banner ID Number (Your Student ID #)

An eight-digit identification number, called a **Banner ID**, is assigned to you upon acceptance to the university. This is not your Social Security number. It is on your I-Card (see below).

Banner is the name of the computer system used for administrative record keeping at IUP. The University Records and Scheduling Assistant (**URSA**) is the segment of Banner used for registering for classes, checking transcripts, reviewing grades, and finding out your computer account information. It can be accessed at <http://www.iup.edu/ursa/>.

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

You then enter a 6-digit PIN (Personal Identification Number). This 6-digit PIN is initially set to your birth date in the form of mm/dd/yy. For example if you were born on December 19, 1960 your Banner PIN would be set to 121960. The first time you access URSA you will be required to change your PIN number to something more secure than your birth date. You will be asked to set up a Security Question. This will help you in the event you forget your PIN. For all help with issues related to Banner or URSA, please refer to the IT Support Website located here <http://www.iup.edu/itsupportcenter/>.

I - Card: Your IUP Student ID Card

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



Because of the distance to campus, Harrisburg ALS students are issued I-Cards without a photo. If you wish to have a photo on your I-Card, contact the I-Card office via email and send them a photo that they can then place on your I-Card. The cost of a new card with a photo is \$10.00. You are also welcome to do this in person when on campus.

When on campus, the I-Card is designed to allow you to deposit money on it for use in vending machines, copiers, and printers in computer labs throughout campus. You can also set up your I-card to provide access to your bank account. Although there is no cost to use computer labs, there is a per page fee to print in the labs. The I-Card is the only method available to print from a computer lab.

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

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

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

Access your IUP e-mail for the first time by following these steps...

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

You should check your IUP e-mail regularly!

Regularly means at least once per week. Failure to do so could result in fines as well as you missing important information sent to you from IUP, your department and your program.

Getting Started: First Steps and Taking Courses

Academic Calendar

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

Registering for Classes using URSA and your Alternate PIN

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

Each semester, if your bills are paid, your IUP email account active, you are a student in good standing, and you have updated your emergency 911 information through URSA - you will be able to register for courses for the upcoming semester. In order to do so for Fall and Spring semesters, you will need what is called an Alternate Pin (not to be confused your URSA PIN that you use to log into URSA). Your Alternate Pin changes each semester, and due to FERPA regulations, can only be given to you verbally. For this reason, you will receive a registration email explaining how and when you can next register, at which point you will need to contact your graduate secretary and receive your Alternate Pin in order to register for classes for the Fall and/or Spring semesters (Alt Pins are not required for summer registration).

To register for courses:

1. Check to see if you received a registration email from your graduate secretary describing steps to register as well as the CRN numbers of your required courses.
2. Go to URSA at <http://www.iup.edu/ursa/>. Click on 'Log in to Secure Area'.
3. Enter your USER ID – which is your banner ID number that appears above the picture on your I-Card. **Be sure to begin the number with the symbol @.** Enter your URSA PIN (the number you changed from your birthdate) and click on 'Login.'
4. Click on Student Services, then Registration.
5. Click on the appropriate Term such as Spring 2013.
6. If you have the CRN from the email described above, and if you have obtained your Alternate Pin from your graduate secretary, click "Process Registration" and enter your alternate pin. Scroll down and see the "Add Classes Worksheet" at the bottom of the screen. Enter the CRN numbers given to you in the email from your graduate secretary and click "Add." To check to make sure the classes were added, go back into URSA and check your schedule. If you did everything properly it should list the classes you added.
7. If you are not sure about your Alternate Pin and/or if you do not have the CRN numbers for the courses you need, enter URSA as described above and click on "Look Up Alternate Pin" and/or "Look-up Classes to Add" and register that way.
8. If there are holds on your account, you must clear them before registering. If no holds exist, click on "Menu" in the upper right corner and then "Student Detail Schedule" to see your schedule and confirm your registration went through properly. Select "Exit" to leave the system, and remember to log off from URSA, especially if you are on a public computer.

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

HOLDS on your URSA Account: If you do not go into URSA and update your contact information each semester, IUP will place a “hold” on your account which will prevent you from registering. If you are being automatically registered for dissertation credits, and if you rely on automatic registration but do not insure that there are no holds on your account, your automatic registration will not go through, and you could incur fines due to late registration. PLEASE check into URSA each semester and insure that your account does not have any financial or 911 holds, and that you are cleared to register.

Full-Time and Part-Time Options

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

Purchasing Textbooks

IUP’s Co-Op Bookstore carries all textbooks required for your classes and will ship books directly to students. You can reach the textbook office by calling 724-357-3145. You may also choose to request a course book list from the professor who will be teaching your class and then order the books directly, perhaps from an online source. We will do all we can to provide you with your required reading lists prior to the start of your courses.

Parking

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

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

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

Year 1

Summer

LDRS 800 Proseminar

Fall

LDRS 810 Nonprofit Management

SOC 802 Classical Social & Organizational Theory

Spring

SOC 803 Contemporary Social & Organizational Theory

SOC 862 Analysis of Social Data (Statistics)

Year 2

Summer

LDRS 811 Administration in the Public Sector

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

Year 3

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

Year 4

Summer

Elective (*complete electives*)

Complete Comp Exam

Grades

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

A	Excellent
B	Good
C	Fair
F	Failure

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

Incomplete Grades

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

Academic Good Standing

As outlined as part of the General Policies and Procedures in the graduate catalog: Students must maintain a minimum of 3.0 cumulative graduate quality point average to be in good standing academically. Students who fall below good standing are placed on probation for their next active semester or summer term, during which the cumulative average must be raised to 3.0. Students who fail to raise their cumulative averages to at least 3.0 during their probation period will be dropped from their degree program as well as from the School of Graduate Studies and Research and will not be permitted to register for further courses. A student must be in good standing to graduate.

Time Limits

Graduate School policy calls for the doctoral degree to be completed within seven years of enrollment in the program. Extensions to the seven year time limit are considered **only** for the completion of the dissertation. Only students who have successfully completed all coursework (including their comp exam), successfully defended their dissertation proposal and have an approved Research Topic Approval Form on file with the Graduate School (which also requires the submission and approval of an Institutional Review Board Protocol for the dissertation research) will be considered for an extension to the seven year time limit. Extensions are given for no more than one year at a time and no more than two extensions will be granted. Please note: even if you qualify for an extension by meeting the above minimum standards, there is no guarantee an extension will be granted. Extensions must be approved by your dissertation chair, the ALS Coordinator and the SGSR.

Taking Time Off

Students may elect to take time off from their doctoral studies for a variety of reasons. Be aware, however, that the seven year time limit established by the Graduate School for completing the program requirements, including the dissertation, is **not** adjusted for time taken off. Also, by taking time off prior to completing your course work, either one course or one semester, you will be “out of rotation” in terms of the required courses scheduled for your cohort. For this reason, it is better to take your Core and Research Methods courses when they are offered, and delay electives. Plans for taking time away from your doctoral program of study should be discussed with the Doctoral Program Coordinator in advance.

Getting Help and Staying Connected

Doctoral Program Coordinator

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 ITV technology, in person, or 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 his Harrisburg secretary at 717-720-4064.

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). As the program leader, the Coordinator chairs the Doctoral Advisory Committee (which includes the Dean of the College of Humanities & Social Sciences and Chairs of Sociology and Economics, and representatives of the faculty who teach in the ALS Ph.D. program).

Academic Advisors

Your ALS Program Coordinator serves as your faculty advisor and provides guidance until you declare a dissertation committee (typically after completing the 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.

IUP Graduate School (School of Graduate Studies & Research)

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

You should refer to the IUP Graduate School web site (www.iup.edu/graduatestudies) or contact the Graduate School Office directly at 724-357-2222 for additional information on any of these matters or to obtain additional **graduate materials**, such as assistantship applications, conference or research funding applications, the IUP Graduate Catalog, Semester Course Offerings, and the **Dissertation/Thesis Manual**.

ALS Program Secretaries

The ALS Program Secretaries provide important support for faculty and students. They can answer many of your questions, provide needed forms, and troubleshoot problems such as course registration error messages. They also direct students to other department and university resources as needed. They maintain student files and handle loans of equipment needed for research, track student progress and manage student/faculty communications.

- The Sociology Department's Graduate Secretary, **Sheila Gardner**, assists ALS students in **Indiana**. Sheila's office is in McElhaney 102G and she can be reached at 724-357-2956 or via e-mail at Sheila.gardner@iup.edu. Sheila's office hours are Monday, Tuesday, and Wednesday from 8:00 a.m. – 3:00 p.m. **If you are an Indiana campus ALS student and need assistance on the days that Sheila is not in the office, contact 717-720-4064, the ALS Program Secretary at the Dixon Center in Harrisburg (M-F).** The Harrisburg secretary serves as a secondary contact for Indiana ALS students.
- The Harrisburg ALS Program Secretary (*TBA*) assists the **Harrisburg** program ALS students, and manages the office, which includes a Resource Room on the third floor of Richards Hall at the Dixon University Center. The secretary's office hours are Monday through Friday, 8:00 a.m.- 4:00 p.m. You may contact the secretary at 717-720-4064 or by e-mail at... (*TBA*).

ALS E-mail 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.”

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



Pursuing Your Research & Scholarly Interests

Focusing on a Research/Dissertation Problem or Question

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

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

Obtaining Books and Articles for Your Research

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

IUP Library - Online Resources

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

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

Library Patron ID

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

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

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

ordered through interlibrary loan and mailed to the Harrisburg ALS office. Upon request and as needed, these books can then be mailed to your home.

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

Online Databases

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

Books: Stapleton Library, Interlibrary Loan and PALCI

Even with ever increasing amounts of information available electronically, we still need books. To find a particular book you may need for your research, first look in the online catalog to see if the book is available at IUP’s Stapleton Library. If it is, students at the main campus can pick up the book directly. Harrisburg students can have the book shipped to the Dixon Center office by ordering it through Interlibrary loan, and choosing Dixon University Center as the drop-off site. Once the book arrives at the Dixon Center, you will receive an email indicating it has arrived. At that time (and as needed) you can request the book be sent to you at your location. To return the books, simply bring them back to the Dixon Center office. Your Harrisburg secretary will then mail them back to the library on your behalf.

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

Borrowing books from other university libraries

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

Harrisburg Online Leadership Library

ALS students on the Harrisburg campus have the added benefit of online access to the ALS Leadership Library. Each Harrisburg student has been given an individual username and password. You may use this to access the Harrisburg Leadership Library by visiting the following website: <http://www.chss.iup.edu/surpass/websafari.exe> Once there you can search for books without logging on. To check books out, enter your first and last name as your username, and enter the password emailed to you at the start of your pursuit of your Ph.D. If you need your password reset, please contact your graduate secretary. Signing onto this system enables you to check books out (which can then be pulled from the shelves and waiting for you at your next class) and write reviews of books you have found helpful. Please use this resource often as it is full of books specifically chosen to support research endeavors of students in our program.

The Dissertation

Dissertation Seminar

Once you have completed all of your core courses, you will be required to take the Dissertation Seminar [LDRS 900] course. Upon successful completion of the Dissertation Seminar, you will be required to register for dissertation credits until you graduate. Once you are enrolled in the Dissertation Seminar course, and if you have completed all of your other coursework requirements including electives, you can then apply to take your comprehensive exam.

The Comprehensive Exam

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.

Applying to Take the Comprehensive Exam

Prior to taking the comprehensive exam, students must have completed all required coursework, have completed or be enrolled in the dissertation seminar course, and have a dissertation committee approved by the doctoral coordinator. The first thing to do is to determine who you would like on your committee for your comp exam (see the section below, "choosing a chair and committee"). You will then need to fill out and submit the comp exam application (located in Appendix-2 of this handbook). This committee will most likely comprise your dissertation committee as well, so you will want to keep that in mind and consider completing a dissertation committee form (also found in Appendix-2). Once you have approvals from three members to serve on your comp exam committee, check off the approval boxes beside the names of your committee members, fill out the other information as you are able, sign the form and submit it to your graduate secretary.

During your first meeting, your committee will determine your comp exam direction as well as a comp exam due date. Following that meeting, it will be your responsibility to **contact your graduate secretary** and confirm the outcome of your initial meeting, including the due date. Once the due date is determined and communicated to your graduate secretary, she will set up an oral defense of your comp exam essay on that date. If you are aware of time constraints for either you or your committee members for any of the required meetings, please alert your graduate secretary **BEFORE** she reserves the necessary meeting room(s). Please keep in mind, extensions on due dates for comp exams will not be granted except in extreme circumstances. Failure to meet the deadline date could result in the need to re-take the comp exam. You are only allowed to re-take the comp exam one time.

Exam Procedures

Your comprehensive exam may focus on basic research, applied research, evaluation, policy research, or other types of studies as determined acceptable by your committee. You must first meet with your committee to discuss your research idea. The research topic must be approved by your committee prior to starting the comprehensive exam. If in the judgment of the committee a different exam structure is deemed more valuable than the one outlined in the proposed exam structure guide (available from the ALS secretaries), 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: completeness and thoroughness of the proposed research; organization and clarity of writing; conceptual clarity; and accuracy. The definitions of these criteria are listed in the evaluation sheet, included at the end of the ALS Handbook.

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.

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 his/her chair determine that additional expertise is needed.

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

Students must have an IUP faculty member as their dissertation chair/advisor. 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 a fourth reader – a process which can be lengthy and should be embarked upon as soon as you are aware it is needed. Fourth readers must be approved through a university-based procedure before they can serve on a dissertation committee.

The dissertation chair must meet the Graduate School’s requirements for doctoral-level faculty, and will usually be a faculty member in one of departments participating in the ALS program. For a listing of faculty members who are eligible to serve as your dissertation chair, visit the eligibility website (link below) and look for a faculty member with an asterisk next to their name.

https://www.banner.iup.edu/dbServer_prod/swzketg.p_display_eligible_faculty#factotals

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

Once you have chosen your dissertation chair, he/she will serve from that point forward as your faculty advisor, and can help you identify prospective committee members from the ALS program as well as from across the university. Faculty members from outside the ALS program with expertise related to the dissertation research question or problem may serve on the committee.

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

Changing Committee Members

Sometimes students find that circumstances warrant a change in the configuration of the dissertation committee. The Program Coordinator is available to assist you in resolving conflicts, or identifying other potential committee members if you choose. A change in the composition of your dissertation committee requires that you submit to the Program Coordinator a Dissertation Committee Change Form, found in Appendix 2, with the signatures of all faculty members who will serve on your dissertation committee.

Also, if you have filed a Research Topic Approval Form (RTAF) with the Graduate School following the successful defense of your proposal, **you must file a new RTAF reflecting the current composition of your dissertation committee, signatures of all committee members, and approval from the Program Coordinator and Dean.**

Any change in committee members must be submitted and approved at least 6 weeks prior to the defense of a proposal or dissertation. This allows the new committee member(s) time to review and provide feedback on the document, 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 2 weeks in advance of the defense.

Time Limits — A Reminder

IUP Graduate School policy calls for the doctoral degree to be completed within seven years of enrollment in the program. Extensions to the seven-year time limit will be considered only for the completion of the dissertation. 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.
4. RTAF must be approved and on file.
5. IRB (if applicable) must be approved and on file.
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.

Registering for Dissertation Credits

Dissertation Credits are the credits you take that represent the time you are spending on completing your dissertation - doing things like research, writing, etc. In most circumstances you will not begin to register for dissertation credits until AFTER you have completed all coursework including the successful defense of your comprehensive exam. After you pass LDRS 900 (Dissertation Seminar) and until you pass your comp exam, you are in “exam time” – which means you do not need to be registered for dissertation credit.

When Can I Start Taking Dissertation Credits?

You are allowed to register for dissertation credits at any time, but you are required to be registered for at least one credit per semester after you pass your comprehensive exam. Once you pass your comprehensive exam it will be your responsibility to alert your graduate secretary so that she can confirm your passing grade has been submitted to the SGSR and so that she can make sure you are automatically registered for dissertation credits.

How Many Dissertation Credits Do I Need?

You are allowed to take as many dissertation credits as you want, but you need 9 to graduate from the ALS Program. If you have passed your comp exam, when you get your next Alt Pin email from your graduate secretary, you should see the word REQUIRED beside your dissertation credit allotment within the body of

your personalized email. This means that you are now in automatic dissertation registration, and (unless you alert us otherwise) you will be automatically registered for one dissertation credit in the Fall and one dissertation credit in the Spring.

Do I Need To Do Anything If I am Automatically Registered?

YES! You need to go into URSA and verify two things...

1. I am registered for the right number of credits for the right semester
2. My dissertation credits are under the name of the CHAIR of my dissertation committee

If for some reason one of the above items is incorrect, you should alert your graduate secretary immediately.

Why Do Dissertation Credits Appear as an “R” on my Transcript?

The “R” on your transcript represents the word “Registered.” Once you defend your dissertation successfully, a change of grade form must be processed for you, which will result in all of those “R’s” being changed to “A’s” and we begin to refer to you as “Doctor” :))

Why Would I Need More Than One Dissertation Credit?

Reason #1 – Early Graduation: Some students are actually prepared to graduate before they thought they would be! (Isn’t that good news?) For those cases, they need to register (in that last semester before they graduate) for whatever number of dissertation credits will bring them up to 9 credits. Some students stress out about figuring out how to time their dissertation credits to equal 9 on the exact date of their graduation. While this is important in terms of being careful to not pay for more credits than you need, it will be possible to add credits and to bring you up to the required 9 dissertation credits, provided you communicate your dissertation credit needs BEFORE you defend. Once you enter the home stretch of your dissertation (following your successful proposal defense) you should discuss with your chair when he/she thinks you will be ready to defend. Once that estimation is fairly firm, you can contact your graduate secretary and request whatever number of credits is needed to graduate. Please note: Failure to ensure you have at least 9 credits as you near graduation could result in the delay of your diploma.

Reason #2 – Full Time Status: Some students need to register for higher numbers of credits in order to be considered a full-time student.

Reason #3 – Expected Tuition Rate Increase: Students who are in the dissertation phase and who know exactly when they will graduate may opt to take the majority of their dissertation credits earlier rather than later because they believe their credits will cost more later. The problem with this plan is that sometimes your research takes longer than you thought, and you end up having to purchase more credits anyway.

What if I End Up Taking More Than 9 Dissertation Credits?

Many students end up taking more than nine. It simply means you will end up paying for more credits than are required by your program.

When Do I Let My Graduate Secretary Know I Need More Than One Credit?

As early as possible! We build the schedule for the Fall semester in the February prior and for the Spring semester in the August prior. Therefore, if you think you will need something other than your one required dissertation credit for Fall – please contact us in January, or for Spring, please contact us in July. Failure to let us know in a timely manner requires that we create a “Change In Semester Schedule” for you.

Depending on when you let us know, there may be a late fee involved as the change in semester schedule process can take time.

Important Reminders

Remember to stay in touch with your IUP email and to update your URSA account. Absences from IUP email and/or a failure to check into URSA at least once per semester has been known to result in fines (due to not receiving notices from your program and/or from other offices on IUP's main campus), loss of data (due to being bumped off the IT system altogether) and loss of access to resources (because you are no longer recognized as an "Active" student).

At least once each semester (and once in the summer), we recommend you go into URSA and verify your transcript looks the way it should, that you are registered for the classes and/or dissertation credits you should be registered for, that your advisor is listed properly, that your grades are correct and that your 911 information is current. We recommend you check your IUP email no less than once per week.

Dissertation Credit General Information

Dissertation credits are generally spread over the semesters that the research and writing related to proposal preparation and the dissertation are in progress. Once you exceed those nine, you will be registered for an extended credit of dissertation for each spring and fall semester until you graduate. This one-credit registration will maintain your active "full-time graduate student" status with the program/university and is especially important for the purpose of financial aid.

Sometimes factors that are out of the control of the Dean's office will prevent them from registering you [i.e. Financial holds, academic probation, etc.]; therefore, it is imperative that you verify your registration each semester. Failure to be registered for dissertation credits in a timely manner will result in late fees and could result in termination from the program.

If you do not understand how to check your status in URSA, simply contact your graduate secretary and she can walk you through the process.

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 (which must be cited in the text of the proposal), in standard format such as APA Style.

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

Defending your Proposal

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

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

At least 6 weeks prior to the desired defense date, students are expected to submit to their full committee the proposal and will solicit feedback from them (committee members should provide pre-defense feedback within 2 weeks). This **“no surprise” policy** is intended to provide committee members with an opportunity to review the document and raise any concerns or issues—and allow students time to address them—prior to the final document being 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.

Once the committee agrees that the student is ready to defend the proposal, the student should contact his graduate secretary and inform her that the committee feels the proposal is ready for defense. The student then completes and signs the Application to Defend form, and can email or fax that form to his/her graduate secretary. If the student is unable to obtain the needed signatures from the committee members on that form, 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 proposal. The chair must also affirm that the version 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 and post the proposal on a common drive for all ALS students and faculty in advance of the defense.

The student should also prepare a scholarly, polished three-page summary of the dissertation proposal which will be attached to a completed **Research Topic Approval Form (RTAF)**,¹ and bring these materials to the defense. The RTAF is available online at the SGSR web site. The summary attached to the RTAF should be an accurate, clear representation of your proposed study—an extended abstract of your proposal—that includes the nature and scope of the issue, a succinct summary of the literature, and the proposed method of study. It will be reviewed for approval by the Program Coordinator, the Dean of the College of Humanities and Social Sciences, and the key administrators in the Graduate School; therefore it should be well-written, scholarly, fully referenced, and free of 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.

The ALS Program Secretary is responsible to help the student determine a date that works for the student and all members of his/her committee. For that reason, she 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 prior to her determining the ideal date. Once a date is decided upon, she will reserve a room for the defense at both Indiana (MCL 110) and Harrisburg (RDS 308). The defense will generally take about 1.5-2 hours. The student's dissertation chair will serve as moderator. During the first 15 minutes, the student will present an overview of the proposal. Typically, the format for this presentation is akin to that of a professional conference presentation. During the remainder of the time, the student will answer questions from those present. Members of the student's dissertation committee will ask the first questions, followed by others in the audience.

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

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

Committees typically require revisions of dissertation proposals before they are finally accepted, though the extent of required revisions varies. Accordingly, in the case of the first two possible outcomes of a proposal defense, the committee signs the RTAF and, in the case of the second outcome, the chair delays signing until after any required revisions are satisfactorily completed. Once revisions are complete and the chair and committee members have signed the RTAF, the student forwards the RTAF form with the formal 3-page summary to the Program Coordinator for review and signature. Once approved, the RTAF and proposal summary go to the College Dean and then to the School of Graduate Studies for their review. PLEASE NOTE: 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. Students MAY NOT begin research until the RTAF and IRB (where appropriate) have been officially approved.

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

¹ The Research Topic Approval Form must be submitted and approved at least two semesters before the student expects to graduate. Please see the Graduate School's Thesis and Dissertation manual submission deadlines and additional information on this form.

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

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

Students should know the deadlines associated with the RTAF submission versus their graduation plans: Please see: <http://www.iup.edu/page.aspx?id=16683> for RTAF submission deadlines by graduation date.

IRB – Institutional Review Board: Tips

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

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

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

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

Dissertation Defense

After completing your dissertation research and writing the dissertation, when both you and your dissertation committee chairperson determine that the dissertation is ready for defense, you will defend it before the dissertation committee and the academic community. Commonly, the chair and the student request an advance review by and feedback from the other members of the committee to ascertain their perceptions of its readiness for defense.

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

The procedure for the dissertation defense is similar to that for the proposal defense. The student is made aware that the dissertation is ready to be defended, the student completes, signs and submits an application to defend form, the student either obtains all needed signatures for the form, or requests that the chair send an email to the graduate secretary approving (on behalf of the entire committee) the dissertation as being ready to be defended and distributed. ***At least two weeks in advance of the defense date, an email announcement must be sent out to the appropriate listservs.*** The Graduate Secretary will reserve a room for the defense at both campuses, which will be announced to ALS faculty and graduate students and an electronic copy of the document distributed.

The Actual Defense

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

Committees typically require revisions to dissertations before they are finally accepted, though the extent of required revisions varies. Committee members may choose to sign off (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. The dissertation committee chair should notify the ALS Coordinator in writing (typically via e-mail) of the outcome of the defense. Once the dissertation is approved by all members of the committee, the dissertation is forwarded to the Associate Dean for Research at the IUP Graduate School for review and approval by the IUP School

of Graduate Studies and Research. Thus, defenses should be held at least 2 weeks prior to the deadline for submission to the Graduate School, and earlier whenever possible, given the formatting review required at the Graduate School (see below).

Graduate School Approval, Formatting, Etc.

Once the content of the dissertation has been approved by your committee and the Associate Dean for Research, you have not yet completed. The Graduate School sets very specific requirements for the publication of the dissertation as well as strict deadlines by which the document must be received to be eligible for graduation. Without exception, failure to meet the deadlines set forth by the Graduate School will result in a delayed graduation. You should be aware of and familiar with these deadlines well in advance of your defense by referencing the IUP Thesis/Dissertation Manual available at the SGSR web site.

See the *Thesis/Dissertation Manual* for dissertation format and style, the use of copyrighted materials, and samples to illustrate the dissertation format and style requirement. You may download a copy of the manual at <http://www.iup.edu/graduatestudies/thesis/default.aspx>. To request a hard copy, contact Brenda Boal at the Graduate School, 724-356-2222.

Dissertation Submission Procedures:

1. SGSR Requirement - Students must submit their theses/dissertations to the SGSR for review at least two weeks prior to the ProQuest upload deadline.
2. ALS Program Requirement - A student may submit their dissertation to SGSR for review only AFTER a successful dissertation defense and AFTER receiving ALL committee member signatures on the dissertation signature page (the final signature by the dissertation committee chair validates a successful defense and that all required modifications were incorporated into the dissertation and approved for submission to the SGSR for review).

SGSR Review Processes:

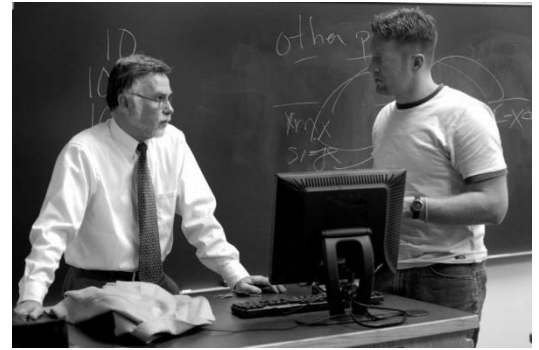
1. Review for format (compliance with the dissertation manual and the most recent version of the designated style manual – unless otherwise indicated by the dissertation chair, ALS students will use the most recent version of the APA style manual)
2. Review for compliance with all research requirements including but not limited to university policies and federal regulations – Examples follow:
 - a. Academic integrity (copyright and plagiarism)
 - b. IRB/IACUC compliance (e.g., October 15 IRB approval with a November 1 dissertation submission raises compliance questions)
 - c. Complete committee: confirmation with RTAF (no changes to the committee membership) and all committee members are still graduate eligible
3. Possible Actions: If the SGSR finds a compliance issue, even if the document is labeled "draft," they are obligated to act and this typically has significant negative ramifications for the student.

Deadlines for the submission of the (a) Application for Graduation, (b) submission of the signed dissertation with (c) the necessary forms and fees are designated in the *Thesis/Dissertation Manual* and available online at <http://www.iup.edu/page.aspx?id=16683>

BOUND COPIES: Once all revisions and formatting are complete and submitted to the Graduate School, students should plan on having the following number of copies of their dissertation made...

First, ask your dissertation committee members if they would like a copy of your finalized dissertation. If any of them do, you will need that number plus...

- 1 copy for the university to keep on file
- 1 copy each for Indiana & Harrisburg campuses
- 1 copy for your Dissertation Chairperson
- Additional copies for your personal use



The preparation and cost for all bound copies are the responsibility of the student. For more information on your options for getting your dissertation printed, please visit the following IUP website: <http://www.iup.edu/page.aspx?id=135035> Since students often plan to have their dissertation approval process completed in time to meet deadlines for May, August, and December graduation, please review the sample schedule provided below so you will understand the time each step can take. **Note:** Each year the Graduate School deadline for approval changes somewhat, so be sure to check that date first.

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! Stay in tune for special announcements like the one below!

DEPARTMENT OF SOCIOLOGY

Meet Nicolette Bell: Recent ALS Ph.D. Graduate

ALS Ph.D. graduate Nicolette Bell is an extraordinary person. Not only was she awarded a \$1,000 research grant to complete her work entitled "Motivation to Run: Using Fishbein & Ajzen's Theory of Reasoned Action to Predict Participation in 5K Races," but she also completed her Ph.D. degree in record time—and that wasn't easy!

Here is how Nikki described the challenges she faced in completing her degree . . .

"Amazingly, while I worked full time and went to Ph.D. classes in the evenings, 'life' kept happening to me! I had two wonderful daughters (Charlotte in July 2010 and Marilyn in February 2013), ran a marathon (Pittsburgh 2012), bought a house, and made a huge career change (from insurance to criminal justice). Also during that time, I lost my grandmother and dealt with a few personal issues within my family. The biggest challenge was asking the ones I loved for their patience and support while I tackled each obstacle—it was tough to see them making sacrifices for me."

Need some advice from a Ph.D. graduate who overcame big obstacles to complete her degree in record time? Here is what Nikki wants you to know: "Similar to my marathon training plan, I learned that if I kept working at the assignments and papers with smaller goals in mind, I was methodically moving towards the bigger goal of my dissertation. I had a great support group in my professors, family, and friends, and the best competition I could ask for—Dr. Amber Stephenson. The cohort model of the [ALS Ph.D. program](#) is invaluable for finding a partner/competitor/best friend for the road to the doctorate.

"I also can't say enough about the professors in the program—they really took the time to get to know us as a cohort, learn our strengths, and use that knowledge to challenge us and make us better. So, my advice would be to use the cohort model to find a person or persons with similar motivations and goals, create relationships with professors early in the program so they know how to advise and challenge you at the dissertation stage, use your support group during the rough patches (and don't forget to reciprocate the support when they need you!), and have fun with it!"

[Department of Sociology](#)

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Sample Timeline of Dissertation Completion, Defense, and Submission

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

Graduation!

The Graduate School's *Thesis/Dissertation Manual* contains the **Application for Graduation**, as well as the deadlines for submission. **All students must apply for graduation. Since applying for graduation is a separate process from the dissertation defense, it is important to be aware of the deadlines.**

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

Please keep in mind that IUP is a large university and hotel reservations fill up almost a year in advance of the May graduation date. For that reason, if you know when you plan to graduate, you may want to have any family/friends who will be attending and who may be in need of hotel reservations to make them well in advance.

The university-wide ceremony takes place after departmental ceremonies. Doctoral students, who sit in the front rows, are recognized on stage by the university president. Dissertation Chairs perform the traditional "hooding" ritual during the ceremony. Additional information about graduation is available through the Graduate School and your Program Coordinator.

Participation in Graduation Ceremonies

Participation in the official university-wide graduation ceremony [May and December] *is only permissible* to students who have met *all deadlines* [for May/December] and have been approved for graduation by the School of Graduate Studies and Research.

There is no official university-wide graduation ceremony for August graduates. Typically, students graduating in August participate in the official university-wide graduation ceremony in December.



**May 2006
ALS GRADUATES**

Dr. Cynthia Bradley-Pugh

Dr. Edward Milhelcic

Other Helpful Resources

Funding for Conference Registration and Travel

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

For those who are presenting (at a workshop, paper, or poster session), the ALS program will fund up to \$150 for in-state and up to \$300 for out-of-state conferences. Information on Graduate School funding for travel is available by contacting the SGSR and at <http://www.iup.edu/page.aspx?id=65579>

Please fill out the appropriate forms (found on the website above) and submit it first to your Program Coordinator, who will approve your form and send it on to the Dean of the college and to the Graduate School, or let you know your funding request is not approved.

Apply for funding as early as you can – preferably at the same time that you submit your proposal to present your paper. If your paper is rejected, you can simply contact the graduate secretary and request she withdraw your request for funding.

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

Funding for Dissertation Research

Funding for dissertation research is also available through the IUP Graduate School. Applications for research funding are available in the fall semester and proposals are usually required to be submitted just prior to Thanksgiving. Awards are based on the relative merits of the research. Additional information on both conference travel funding and research support can be found at the website referenced above, or by calling the Graduate School at 724-357-2222.

Access to Research Projects

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

Attending Dissertation Defenses

You will periodically receive e-mail notices via the ALS listserv about proposal defenses and dissertation defenses by ALS students. (Please note – if you are not regularly receiving email from the listserv, you have likely been dropped from the listserv due to failure to check your IUP email regularly – please contact the graduate secretary right away and request your email address be re-added to the listserv).

Dissertation and Proposal defenses involve a presentation of the student's work, and are open to faculty and graduate students. You are encouraged not only to attend the defense, but also to read the student's work in advance, and come prepared to ask questions. These defenses are wonderful opportunities to get tips on how to structure your own research. Harrisburg students may participate in Indiana defenses (and vice versa) via videoconference. Once a defense has begun, you are not allowed to enter or exit except in the case of an emergency. For that reason, it is recommended that you arrive at least ten minutes prior to the scheduled start of a dissertation defense.

Research Software and Equipment

Software for quantitative data analysis (SPSS and STATA) is available on the Sociology Department computers and those in the Resource Room at the ALS Dixon office. The latest version of the NVivo software for qualitative data analysis is installed on two of the department computers in the Indiana Graduate Room. IUP offers NVivo, SPSS, EndNote and other software free of charge to install on your own computers. Visit <http://www.iup.edu/itsupportcenter/availsoftware/default.aspx> for details.

Digital tape recorders, table-top microphones, and transcribing equipment are available on loan through the ALS Program Secretaries at both the Indiana and Harrisburg sites. If you need equipment for your research that we do not currently have available, please email the graduate secretary to help investigate your options in obtaining the equipment you need.

Applied Research Lab

The Applied Research Lab at IUP <http://www.iup.edu/arl/>, a component of the Institute for Research and Community Service, provides technical assistance on various aspects of quantitative research, including:

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

You do not need to be familiar with statistical or computer procedures to use the services of the Applied Research Lab. A consultant is assigned to each project, providing assistance through the duration of the project. While the ARL may provide you with helpful resources and basic guidance, nobody will understand your research like you. A person looking at your study out of context could easily guide you in a wrong direction. Students are encouraged to understand research design, modern data analysis, and qualitative methods thereby developing their own research design and conducting their own analyses.

Books for Further Reading

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

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

Appendix 1: Graduate Faculty

John A. Anderson

University of New Hampshire, Ph.D., 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 management* (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, Ph.D., 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, Ph.D., Human Service Studies

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

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

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



SELECTED PUBLICATIONS:

- Boser, S. (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, Ph.D., Sociology

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

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

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

SELECTED PUBLICATIONS:

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



Robert Heasley

Cornell University, CMFT, Ph.D.
Human Service Studies



GRADUATE COURSES:

SOC 712 Sociology of Human Services, SOC 754 Social Inequality,
SOC 802 Classical Social & Organizational Theory, SOC 803
Contemporary Social & Organizational Theory, SOC 804 Social Policy,
LDRS 810 Nonprofit Management, LDRS 900 Dissertation Seminar

INTERESTS:

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

ACTIVITIES:

Member of the American Association of Sex Educators, Counselors and Therapists; Member of The Society for the Scientific Study of Sexuality; Past President, American Men's Studies Association; Past Chair, IUP Gay, Lesbian, Bisexual, Transgender Commission; Past Board Member, National Organization for Human Service Education; Member of IUP Safe Zone

CURRENT RESEARCH:

- *Men Who "Get it": A qualitative study of heterosexual males who embrace feminism and challenge homophobia.* P.I.: Robert Heasley. Collaborators: Mark Wolfe, MSW/Human Sexuality student, Widener University and Rachel Smith, Masters Candidate, Indiana University of Pennsylvania.
- *Men, Intimacy and Same-Sex Friendships: A national survey of men's intimate friendships with other males.* P.I. Robert Heasley, Ph.D., Rob Garfield, M.D., Jake Kriger, M.S.S., Isaac Garfield, L.C.S.W., & John Anderson, Ph.D.

SELECTED BOOK CHAPTERS:

- Heasley, R. (2010). Men's Studies. In B. Bank (Ed.). *Gender and higher education*. Baltimore, MD: The Johns Hopkins University Press.
- Heasley, R. & Crane, B. (2010). Queering Classes: Disrupting hegemonic masculinity and the effects of compulsory heterosexuality. In N. Rodriguez & J. Landreau, (Eds.). *Queer masculinities: A critical reader in education*. New York: Springer.
- Heasley, R. (2010). But you're so queer for a straight guy! Affirming complexities of gendered sexualities in men. In Plante, R & L. Maurer, (Eds.). *Doing gender diversity: Readings in theory and real world experience*. Boulder, CO: Westview Press.

SELECTED JOURNAL PUBLICATIONS:

- Heasley, R. (2013). Revisioning Men's Friendships Through One Man's Journey: A Documentary About Men's Friendships. *Sex Roles*, On Line: 6/27/2013.
- Heasley, R. (2013). Twenty Years and Counting: The Relevance of Men's Studies in a Gendered World. *The Journal of Men's Studies*, 21 (1).
- Heasley, R. (2007). Considering Men, the Evolving Discourse on Masculinities: Reflections on "Masculinities: Violences, Variations, and Visions." *Universitas*, 2 (2), 1-4.
- Heasley, R. B. (2005). Queer masculinities of straight men: A typology. *Men and Masculinities*, 7 (3), 310-320.

Alex Heckert

University of Iowa, Ph.D., Sociology

GRADUATE COURSES:

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

INTERESTS:

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

SELECTED PUBLICATIONS:

- 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.



Melanie Hildebrandt

Columbia University, Ph.D., 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 Gamell 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*, Ph.D. Dissertation, Columbia University.

Dana Hysock Witham

University of Delaware, Ph.D., 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:

- 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.

SELECTED RESEARCH PRESENTATIONS AND TEACHING WORKSHOPS:

- 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, Ph.D.,
Agricultural and Resource Economics



INTERESTS:

Applied Microeconomics, Environmental Economics, and
Environmental Human Rights

DEGREES/SCHOOLS:

Ph.D., Agricultural and Resource Economics, University of Connecticut
M.S., Agricultural and Resource Economics, University of Connecticut
M.A., Economics, State University of New York at Albany
B.S., Business Economics, Hofstra University

AREAS of EXPERTISE:

Applied Microeconomics, Environmental Economics, and Environmental Human Rights

BIOGRAPHY:

Dr. Chris Jeffords is an assistant professor in the Department of Economics and has been a member of the department since 2013. Dr. Jeffords is also a faculty affiliate of the Economic and Social Rights Group at the Human Rights Institute at the University of Connecticut. Prior to attending graduate school, he worked as a stockbroker intern for a discount retail brokerage and as an analyst for an inventory, machinery and equipment appraisal company. He has been teaching various economics courses since 2007.

Dr. Jeffords' areas of expertise are applied microeconomics, environmental economics, and environmental human rights. His dissertation proposal was awarded the William R. Waters Research Grant from the Association for Social Economics for combining economic methodology and human rights research to address environmental issues spanning political, geographic, and temporal boundaries.

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, Ph.D., 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, Ph.D., Economics

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

ACTIVITIES: Secretary, Pennsylvania Economic Association; Secretary, National Association of Economic Educators; 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, Ph.D., 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 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. "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

AREAS of EXPERTISE:

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, Ph.D.,
Economics



INTERESTS:

Econometrics, Empirical Macroeconomics, Industrial Organization,
Monetary Economics, Sports Economics

DEGREES/SCHOOLS:

Ph.D., Economics, University of Georgia
B.B.A., Economics, Mercer University

AREAS of EXPERTISE:

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

BIOGRAPHY:

Dr. Potts is an associate professor in the Department of Economics. He has been a member of the Department of Economics since 2002. His fields of interest are Time Series Econometrics, Monetary Economics, and Industrial Organization. Dr. Potts teaches classes in Principles of Macroeconomics, Principles of Microeconomics, the Economics of Sports, Monetary Economics, Industrial Organization, and Macroeconomic Analysis. He has been published in the *Journal of Economic Dynamics and Control*, the *New York Economic Review*, and the *Southwestern Journal of Economics*, among others. Dr. Potts serves his department, college, and University by chairing both the department and college-wide Outcomes Assessment Committees and by serving on the University-Wide Undergraduate Curriculum Committee. He is also a member of the University Senate and the College of Humanities and Social Sciences Research Committee.

SELECTED PUBLICATIONS:

- “Durable Goods and the Forward-Looking Theory of Consumption: Estimates Implied by the Dynamic Effects of Money” (with William D. Lastrapes) *Journal of Economic Dynamics and Control*, Volume #30, Issue #8, pp. 1409-1430 (August 2006)
- “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, Ph.D., Economics

GRADUATE COURSES:

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

INTERESTS:

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

ACTIVITIES:

American Economic Association; American Statistical Association; ASA Visualization and Computational Graphics Group; Association for the Study of the Cuban Economy; 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, Ph.D., 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, Ph.D., Sociology

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

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



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

PUBLICATIONS & SELECTED PRESENTATIONS:

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

Alexi S. Thompson

Kansas State University, Ph.D., Economics



INTERESTS:

Applied Micro and Macro, particularly in the areas of Environmental Economics and Tourism Economics

DEGREES/SCHOOLS:

Ph.D., Economics, Kansas State University
M.S., Economics, Auburn University
B.S., Economics, Auburn University

AREAS of EXPERTISE:

International Trade, Resource Economics, Time Series Econometrics, Tourism Economics

BIOGRAPHY:

Dr. Thompson is an assistant professor in the Department of Economics and has been a member of the department since the Fall 2013 semester. He enjoys interacting with students and teaching a wide variety of economics courses, particularly Principles of Macroeconomics and Principles of Microeconomics. Dr. Thompson is interested in applied research, particularly in the area of tourism economics and, more recently, on the relationship between economic growth and environmental quality. Dr. Thompson's research interests include applied micro and macro, particularly in the areas of environmental economics and tourism economics. His research has led to publications in *Tourism Economics*, *Economics Letters*, and the *Journal of Environmental Protection*.

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.
- "The Exchange Rate, Euro Switch, and Tourism Revenue in Greece," *Tourism Economics*, 2010, Volume 16 (3), pp. 773-780.

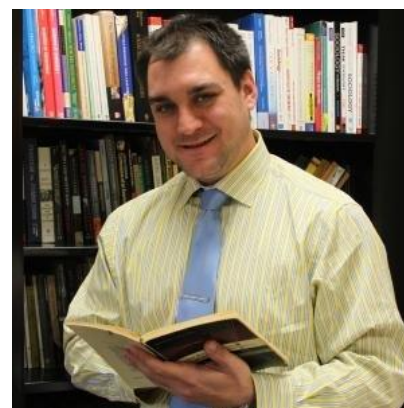
Christian Vaccaro

Florida State University, Ph.D., Sociology

UNDERGRADUATE COURSES: Principles of Sociology, Juvenile Delinquency and Youth, Sociology of Deviance, Sociology of Mass Media, Social Psychology, Social Problems

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:

- 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.

SELECTED PRESENTATIONS:

- 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
- 2012 Kahle, Lindsay; Vaccaro, Christian. “Testing the Effects of Bullying and Cyber-bullying on Delinquency Using the Pennsylvania Youth Survey” *Eastern Sociological Society*. New York, NY
- 2011 Vaccaro, Christian. “Gender Structure and Framing Men’s Actions in the Sport of Mixed Martial Arts” *Pennsylvania Sociological Society Meeting*. Greensburg, PA
- 2011 Vaccaro, Christian; Rogers, Kyle; Erdemli, Serkan; Rohlinger, Deana. “How are Emotions Linked to Social Movement Framing?: The Case of Terri Schiavo” *Eastern Sociological Society*. Philadelphia, PA
- 2011 Vaccaro, Christian. “Walking the Tight-Rope: Manhood Acts, Gender Structure, and Men’s Negotiated Signification of their Actions as Dangerous and Safe in the Sport of Mixed Martial Arts” *Southern Sociological Society*. Jacksonville, FL
- 2010 Belakova, Vendula; Zabransky, Tomas; Vaccaro, Christian. “Marijuana Markets in The Czech Republic and the United States: Different Drug Policies, Markets, and Harms” *Mid-Southern Sociological Association*. Baton Rouge, LA.
- 2010 Schrock, Doug; McCabe, Janice; Vaccaro, Christian. “‘Reformed’ Batters’ Tragic Narratives: Othering Women, Transforming Genres, and Reproducing Men’s Violence” *American Sociological Association*, Atlanta, GA

Brandon C. Vick

Fordham University, Ph.D., Economics



INTERESTS:

Studies in Veterans Reintegration, Poverty Analysis, and Labor Market Disparities

DEGREES/SCHOOLS:

Ph.D., Economics, Fordham University

M.A., International Political Economy and Development, Fordham University

B.B.A., Information Systems, Texas Tech University

AREAS of EXPERTISE:

Measuring Economic Effects of Disability and Mental Illness; Links between Job Mobility and Gender Earnings Differences; Poverty Measurement; Microfinance and Economic Development

BIOGRAPHY:

Dr. Brandon Vick is an assistant professor in the Department of Economics and recently became a MARTI research associate. His general area of research is applied microeconomics, with publications in the areas of labor, development, and health economics. His current research measures how the gender earnings gap in Brazil relates to differences in workers' abilities to move to higher-paying jobs, and how employers pay lower wages based on such mobility problems.

With the Nathan Kline Institute, Dr. Vick worked on a number of projects studying the relationship between mental health and economic outcomes. He also participated in the New York-based Center to Study Recovery in Social Contexts which focused on programs to aid in social recovery for persons diagnosed with mental illness. Dr. Vick also held an internship with the United Nations Development Program where he researched the best practices and policies related to expanding access to microfinance services for poor communities. He has worked in numerous consultancy positions with the World Bank and World Health Organization, researching the relationship between disability and economic inequality. More recently, Dr. Vick produced a World Bank country partnership strategy report for Montenegro, measuring gender inequality across multiple socio-economic dimensions, including health, education, and workforce outcomes. Dr. Vick is currently serving as a MARTI research associate through his membership to the interdisciplinary Veterans' Reintegration Program at IUP.

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, Ph.D., Economics

GRADUATE COURSES TAUGHT

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.
- “Selling to the US: Is China’s Rise Canada’s Loss?”, *Horizons*, Policy Research Initiative Agency, Government of Canada, Vol. 9, No. 2, August, 2006 (joint with Gary Sawchuk)
- “Threshold Effects Between German Inflation and Productivity Growth”, *Business Research Yearbook*, Vol. XIII, 2006 (joint with Don Freeman)
- “International Trade Growth and Changes in U.S. Manufacturing Concentration”, *Business Research Yearbook*, Vol. XIII, 2006

Appendix 2: Forms

Attached are samples of forms you will need. When you are in need of these forms, contact your Graduate Secretary who will email you the most recent version of these forms.

1. Request for Credit Transfer
2. Instructions and Application for Travel Funds to Present Paper
3. Instructions and Application for Graduate Student Professional Development
4. Comprehensive Exam Application/Application to Defend Comprehensive Exam
5. Research Topic Approval Form
6. Student Achievement Form
7. Dissertation Committee Form
8. Dissertation Committee Change Form
9. Application to Defend Dissertation/Dissertation Proposal
10. Independent Study Approval Form
11. Sample Independent Study Proposal