



IUP Graduate Handbook

Administration and Leadership Studies, PhD

College of Health and Human Services

Handbook Updated *2020-2021*

ALS, PhD, College of Health and Human Services | Indiana University of Pennsylvania

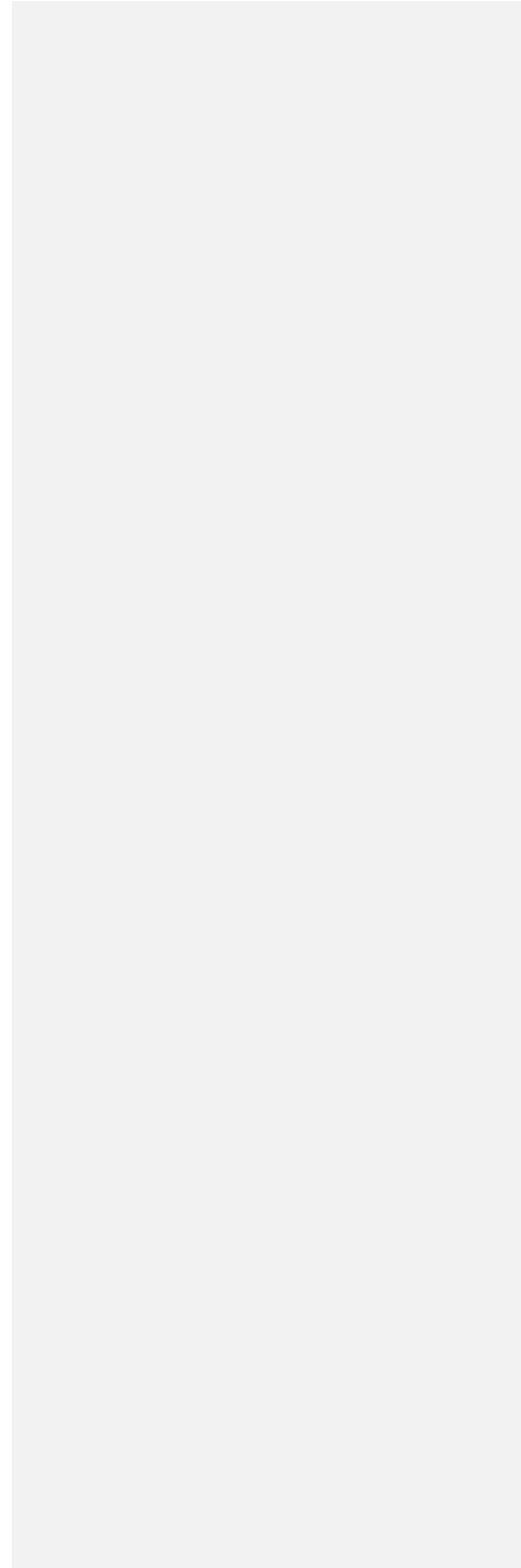


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Introduction

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

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

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

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

Sincerely,

Christian Vaccaro, Doctoral Coordinator - Harrisburg Campus

Alex Heckert, Doctoral Coordinator – Indiana Campus



IUP's Civility Statement

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

To strengthen the university for academic success, I will act honestly, take responsibility for my behavior and continuous learning, and respect the freedom of others to express their views.

- Knowledge and skills in nonprofit and public sector program planning and administration that reflect a social science perspective
- The capacity to locate and critique research and evaluation studies and to successfully design, conduct, and defend an original research study

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

Faculty and Staff

Coordinators

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

cvaccaro@iup.edu

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

aheckert@iup.edu

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

Admission

All students must submit the following materials:

1. GRE or GMAT scores no more than 5 years old. (No exceptions or substitutions)
2. Three letters of recommendation from academic and/or professional references.
3. Undergraduate and graduate academic transcripts. (Completed BA and Master's degree plus other courses)
4. A written goal statement explaining why you want to be admitted to the ALS PhD program.
5. A writing sample, preferably from a Master's thesis, major course paper, professional report, or policy document.
6. Work experience statement (either an academic curriculum

8. International applicants: TOEFL or IELTS exam

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

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

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

Financial Assistance

Graduate Assistantships

- o [Graduate Assistantships at IUP - Costs and Financial Aid - Graduate Admissions - Admissions - IUP](#)

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

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

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

If your dissertation topic warrants having an out-of-program faculty member as your dissertation chair, you must submit his or her name with a justification for the request to the doctoral coordinator. The doctoral advisory committee will determine whether the designation of an out-of-program dissertation chair is appropriate. In cases in which approval of an out-of-program dissertation chair is granted, the student shall retain his or her originally assigned IUP faculty advisor for matters that pertain to the doctoral program, in general.

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

When you have reached agreement with faculty who will serve as your dissertation committee, please have your chair email the graduate secretary.

Changing Committee Members

Sometimes students find that circumstances warrant a change in the committee. If you wish to change your committee, you must submit a request to the doctoral coordinator. The request should include the names of the new committee members and a justification for the change. The request should be submitted to the doctoral coordinator as soon as you are aware of the need for a change. The doctoral advisory committee will determine whether the change is appropriate. In cases in which approval of a change in the committee is granted, the student shall retain his or her originally assigned IUP faculty advisor for matters that pertain to the doctoral program, in general.

<u>Course #</u>	<u>Course Title</u>	<u>Credits</u>
<i>Core Courses – 28 credits</i>		

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

LDRS 802 – Leadership Applications

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

LDRS 810 – Nonprofit Management

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

LDRS 811 – Administration in the Public Sector

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

LDRS 815 – Survey of Social and Organizational Theories I

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

LDRS 816 – Survey of Social and Organization Theories II

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

LDRS 801 – Social Policy

content includes concepts such as causality, internal validity, external validity, reliability of measurement, operational validity, sampling, and specific research designs.

LDRS 864 – Quantitative Research Methods II

Emphasis on advanced social science quantitative methods relevant to students in sociology, human services, and administration and leadership studies. Specific topics include multiple regression, reliability analysis, factor analysis, and logistic regression.

LDRS 865 – Qualitative Research Methods

Comprehensive/Candidacy Examinations

This examination is given, usually upon the candidate's completion of coursework, to determine the student's progress in the degree field and fields related to it and the student's likelihood of success in his/her research.

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students will locate the proposed research within the context of defined theoretical gaps, contradictions, and/or entanglements relative to the research focus; and they may also opt to include a preliminary concept map. Mixed methods research may require either or both approaches to synthesis; but in all cases will require a discussion of how the methods will integrate to illuminate results. Finally, program evaluation studies may require a logic model.

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

1. Research proposal essays must address...
 - a. Research proposal essays must address...
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Your committee chair will need to sign the IRB application so be sure to allow for sufficient time to make needed revisions based on your chair's feedback.

Telephone surveys can be done. The IRB will expect that you will obtain consent over the phone and will ask you to include the 'script' of what you will say to introduce yourself, the study, inform the participant of their rights and obtain their consent. Include this script as an appendix to the form.

Consider the readability and accessibility of the language in your consent forms, scripts, and data collection instruments, ensuring that the language matches characteristics of your sample.

If you have a tricky or unusual element to your study, consider requesting an advance meeting for you and your dissertation Chair with the IRB Chair to get suggestions on how best to address these challenges.

Be aware of IRB Committee schedules and deadlines for submitting your materials (usually, 10 days in advance of a review.) A calendar of IRB deadlines and meetings is available at the IUP School of Graduate Studies and Research web site.

Your IRB protocol may receive an expedited review if your study qualifies (see the IRB Protocol guidelines for more details), but in the case it does require a full board review *you must attend the hearing with your committee chair*. Members of the IRB will share their questions and concerns with you directly, allowing you the opportunity to respond. They may also offer suggestions to help you address ethical issues responsibly. You will also be able to make any necessary revisions immediately following the review and feedback and resubmit it to the IRB, allowing you to begin your research more quickly.

Dissertation Proposal

Preparing your Dissertation Proposal

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

The dissertation proposal should be approximately 30–60 pages in length in addition to a list of references, and should present a comprehensive, rigorous, scholarly, and systematic plan for the

Scheduling your Proposal

Proposal and dissertation defenses are public events that are shared in the community of scholars, both faculty and students. The abstract associ

Dissertation Defense

Preparing your Dissertation

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

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

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

Defending your Dissertation

The defense will last between 1.5 and 2 hours, and th

is forwarded to the Associate Dean for Research at the IUP Graduate School for review and approval by the IUP School of Graduate Studies and Research. Thus, defenses should be held at least 2 weeks prior to the deadline for submission to the Graduate School, and earlier whenever possible, given the formatting review required at the Graduate School.

Final Evaluation Outcome

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

For students admitted prior to fall 2017, dissertation credits will be assigned a letter grade as the final evaluation outcome for the taken credits and carry quality points weighted towards a student's CGPA for the number of dissertation credits required for the program. "Extended" dissertation

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

Degree Completion

pay tuition and mandatory university fees for all credits (equal to the part-time mandatory fees), and may choose to pay the Wellness Fee.

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

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

Alex Heckert, Professor

University of Iowa, PhD, Sociology

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

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

Selected Publications:

- Shoenberger, N., Heckert, A., & Heckert, D. (2012). Techniques of Neutralization and Positive Deviance. *Deviant Behavior*, 33(10), 774-791.

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Melissa Swauger, Professor

University of Pittsburgh, PhD, Sociology

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

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

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

Selected Publications & Presentations:

- *"No Kids Allowed!!! How IRB Ethics Undermine Qualitative Researchers from Achieving Socially Responsible Ethical Standards."* 2009. *Race, Gender, and Class Special Issue: Socializing Youth.*
- Working Class Studies Association, Panel presenter for session, Intersections of Labor: Constructing a Working Class Identity, paper entitled, "Negotiating Mom's Mistakes: How Mothers Influence

David B. Yerger, Professor

The Pennsylvania State University, PhD, Economics

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

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

Selected Publications:

- “Recalibrating our Understanding of Retention”, *The Journal of College Student Retention: Research, Theory, & Practice*, first published online July 2017 (with Amber Stephenson and Alex Heckert).
- “Skills and Earnings in Less Than Bachelor’s Occupations”, *International Journal of Social Economics*, Vol. 44, No. 1, pp. 60-74, 2017.
- “How Pretrial Expectations and Anticipated Obstacles Impact University Brand Identification”, *Journal of Promotion Management*, published online September 2016, pp. 853-873 (with Amber Stephenson).
- “Marcellus Shale and Structural Breaks in Oil and Gas Markets: The Case of Pennsylvania”, *Energy Economics*, Vol. 57, pp 50-58, 2016 (joint with Todd Potts).
- “The Role of Satisfaction in Alumni Perceptions and Supportive Behaviors”, *Services Marketing Quarterly*, Vol. 36, No. 4, pp. 299-316, 2015 (with Amber Stephenson).
- “College Choice and the University Brand: Exploring the Consumer Decision Framework”, *Higher Education*, published online July 1, 2015, pp. 1-15 (with Amber Stephenson and Alex Heckert).
- “Employment Booms and Busts Stemming from Nonrenewable Resource Extraction”, *International Journal of Energy Economics and Policy*, Vol. 5, No. 3, pp. 809-815, 2015 (with Christopher Jeffords and Alexi Thompson).
- “Is Ontario’s Electricity Cost Disadvantage

