Iowa State University of Science and Technology

Department of AESHM

Graduate Student Handbook
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Welcome to graduate study in the Department of Apparel, Events, and Hospitality Management (AESHM) at Iowa State University. You are joining an outstanding group of students from the United States and many countries throughout the world. Each of you brings unique educational and professional experiences to your graduate study. We, the faculty, look forward to working with you as you build on your background, meet new challenges, further establish your professional goals, and prepare for the future.

The Graduate Student Handbook has been designed as a guide for introducing you to graduate study, assistantship responsibilities, and the AESHM Department. We hope you will continue to use the Handbook for a ready reference as you progress through the program. Anything not specified in this handbook follows the general university and college policies and guidelines.

Mission Statement for the Graduate Program

The mission statement was development for the graduate program in order to effectively convey the research and methodological emphases in the program:

**Hospitality Management:**

The Iowa State University Hospitality Management graduate program is dedicated to the advancement of knowledge, research, and professional practice related to the foodservice and lodging industry. We prepare graduates to interpret trends and adapt operating practices of hospitality organizations to changing economic, social, political, technological, and other environmental conditions. Graduates of the Master of Science program are prepared to assume management positions in industry and to continue graduate education, because of the focus on developing knowledge and application of research. Doctoral graduates are prepared to assume teaching and research positions at the college and university level through their development of teaching and research skills. Graduates enter positions in business and industry, higher education, and public and private agencies.

**Apparel, Merchandising, and Design**

The Iowa State University Apparel, Merchandising, and Design graduate program is dedicated to the advancement of knowledge and development of theory related to textiles, clothing, and appearance. We emphasize multiple methods of inquiry. Our interdisciplinary program assist students in understanding the integrated nature of the field. Students become scholars capable of contributing in a global domain through study of specialized topics related to consumers, producers, and distributors. In an atmosphere of collegiality, faculty and students assimilate,
evaluate, develop, and implement theoretical and applied research to improve the quality of life for families and consumers. Our aim is to recruit and serve students from diverse backgrounds who exhibit both analytical and verbal skills and show a high degree of motivation. Graduates enter positions in business and industry, higher education, museums, and public and private agencies.

**Expectations of AESHM Graduate Students**

What characteristics should graduate students have that differentiate them from undergraduate students? How should graduate-level courses differ from courses designed from undergraduates? The graduate faculty in AESHM has listed the following qualities of graduate students and graduate courses in an attempt to answer these questions.

Graduate students are expected to:

- Exhibit a good work ethic, be self-directed and motivated.
- Be adequately prepared for each class.
- Participate actively in class discussion.
- Be critical thinkers and evaluate their own work and potential.
- Be aware of quality in presentation; work is revised and refined before submission.
- Critique current concepts and generate their own interpretation.
- Proceed from analysis to evaluation and on to synthesis in their understanding of concepts.

Be professional in interactions with students and faculty. The graduate student experience will include:

- Emphasis on theory as it relates to application.
- Exposure to leading-edge literature.
- Opportunities to apply research concepts.
- End-products orientation (i.e., publishable material, teaching units, refereed presentations).
- Participation in professional organizations.
- Participation in the evaluation of courses.
- Acquisition of advanced knowledge and skills.

**AESHM Graduate Student Competencies**

Faculty members and graduate students in HM and AMD have formulated the following competencies to assist in developing coursework, research projects, and other experiences that will prepare students for their future professional roles. Competencies 1 through 18 apply to both MS and PhD students. Competencies 19 through 28 refer primarily to doctoral students. These statements represent expected changes in the student’s cognitive, psychological, and social functioning. They are not intended as another hurdle that must be surmounted to achieve a degree, but rather an articulation of what students can expect to accomplish during the course of their study at Iowa State University. The level of achievement will vary with the student’s aptitudes and program of study.

At the end of the HM or AMD graduate program, both MS and PhD students will be able to:

1. Apply the appropriate vocabulary and concepts as it applies to their field of study.
2. Understand the interrelatedness of social, economic, and technological factors in shaping phenomena as it relates to their field of study.
3. Apply one or more methods of inquiry in research and scholarship pertaining to their field of study.
4. Assimilate and evaluate current research and other resources and root disciplines.
5. Formulate and explain basic research design, including variables, hypotheses, sampling, instrumentation, and analysis.
6. Analyze and critique statistical presentations of qualitative and quantitative data.
7. Apply and interpret statistical techniques, as appropriate to research, teaching, and service activities.
8. Apply relevant theory, from root disciplines, in conducting research, in teaching, and in pursuing other professional activities.
9. Contribute to knowledge in their field of study by disseminating research to scholarly and general audiences.
10. Refine English skills, with an emphasis on oral and written scholarly and professional communications.
11. Organize information about their field of study for presentation in various educational situations (e.g., post-secondary schooling, organizations, business and industry, or governmental agencies).
12. Incorporate current research in educational presentations.
13. Communicate and interpret research findings to non-specialist audiences (e.g., families, consumers, agencies, and businesses).
14. Develop a program of research or scholarship as appropriate to the requirements of the individual’s professional situation.
15. Understand and practice professional ethics applicable to the individual situation.
16. Interact effectively with individuals and groups with diverse backgrounds.
17. Participate in appropriate professional organizations (membership, attendance at conferences).
18. Develop skills related to the job search and interview process.

In addition, PhD students will be able to:

19. Work with experts to select appropriate statistical tests for particular research design.
20. Experiment with development of models and/or theory.
21. Submit abstracts and papers for review for professional presentations and publications.
22. Explore and implement teaching strategies related to the required doctoral teaching experience.
23. Locate and pursue sources of funding for research and teaching activities.
24. Place their specialization in the perspective of the whole field as it applies to their area of study.
25. Adopt a global perspective, contemporary or historical, for the relevant field of study.
26. Contribute to one of the major thrusts of research and scholarship within the relevant field of study.
27. Formulate a professional philosophy in teaching, research, and service.
28. Establish and maintain professional relationships with others in their field of study.
Although these competencies pertain to professional development, the AESHM graduate program is also intended to promote personal growth, leading to satisfying life experiences.

**AESHM Graduate Student Learning Outcomes**

Faculty members in the program expect all students to demonstrate mastery of required coursework by maintaining a grade point average of 3.0 or better. All students will demonstrate the ability to work in teams, design a research or creative project, and communicate in writing and orally. In addition, all students are expected to be aware of societal, professional, and ethical issues related to the discipline.

The Master’s degree program is designed to prepare individuals for managerial and leadership positions in industry, business, and non-profit organizations; teaching careers; and continued graduate study.

Upon successful completion of the graduate program, AESHM graduates will be able to:

1. Assimilate, integrate, and evaluate research/creative activity in the discipline of interest and related disciplines.
2. Understand basic research design, including variables, hypotheses, sampling, instrumentation, and analysis for both quantitative and qualitative approaches to research.
3. Use statistical tools for analyzing and interpreting data.
4. Use relevant theory in pursuing scholarship.
5. Effectively communicate within the discipline using appropriate terminology.
6. Apply one or more methods of research/creative inquiry in problem solving.
7. Demonstrate a multi-disciplinary perspective appropriate to the field.
8. Develop expertise in one or more specific areas of the discipline.
9. Understand ethical issues relevant to the field.
10. Describe the impact of current trends and issues in appropriate organizations.
11. Develop effective solutions to advanced problems.
12. Make strategic decisions for organizations.
13. Critique research papers and other professional communications.
14. Work effectively in groups.
15. Design and implement a research project or creative component.

**Doctoral Program**

The doctoral program is designed to prepare individuals to teach in programs at the university level; provide leadership in non-profit organizations; and/or conduct advanced research at the corporate level or with research firms. In addition to the outcomes stated above for the Master’s program, PhD graduates will be able to:

1. Initiate a program or research/creative e activity that forms a unique contribution to the field.
2. Apply quantitative and qualitative approaches to research.
3. Engage in development of models, theory, and/or conceptual arguments.
4. Locate and pursue sources of funding in support of research/creative scholarship.
5. Effectively interpret and communicate research to academic and lay audiences.
6. Develop, implement, and evaluate a teaching/learning experience.
7. Formulate a philosophy or teaching, research/creative activity, and service.
8. Engage in professional activities as a means of initiating a professional network.
9. Analyze research data using a variety of statistical techniques.
10. Disseminate research findings by writing abstracts, manuscripts, and other documents and by making professional presentations.
11. Write grants to secure funding.
12. Describe the role of faculty, including curricula development and advising.

Faculty members strongly encourage doctoral students to present at discipline-related meetings such as the Annual Graduate Education and Graduate Student Research Conference in Hospitality and Tourism, or the International Textiles and Apparel Association Annual Meeting at least once before graduation. Doctoral students also are encouraged to publish at least one paper prior to graduation.

**AESHM Graduate Student English Language Proficiency Policy**

- All students accepted into the AESHM Department graduate program, regardless of assistantship status, must have very good spoken and written skills in English. If any student is deemed to be deficient in written English skills, courses in addition to those required for the graduate program may be required. Assessment of each student’s written English skills usually begins in AMD 510 and HRI 505. The instructors for AMD 510 and HRI 505 will identify students with poor written English skills and provide recommendations to the student and DOGE.
- If English is a second language, students are required to demonstrate an acceptable level of English, as is evidenced by his/her TOEFL score. A minimum score of 79 on the internet-based TOEFL (or a minimum of 550 on the paper-based TOEFL) is required for admission, unless the student has a degree from a US university. International students must take an English proficiency test at the beginning of the first semester; the score on this test determines if 100-level English courses are required. These courses, if required, should be completed during the first semester.
- International graduate students interested in or assigned an assistantship must take the Oral English Certification Test (OECT) BEFORE the beginning of the semester they plan to start their study. ([http://www.grad-college.iastate.edu/speakteach/testing_information/testing_home.php](http://www.grad-college.iastate.edu/speakteach/testing_information/testing_home.php)
- It is required that students have their submissions such as class papers, presentations, and proposals proofread by a professional editor if the student does not have an excellent command of English. (Ask your major professor for a list of potential editors.) The overall grade and performance in HM and AMD classes will be negatively affected by poor writing skills and grammatical mistakes. Prior to presenting it to the faculty member, it is the student’s responsibility to have all work proofread and presented to HM and/or AMD faculty in a professional manner. Papers with excessive mistakes could be returned to the student without instructor review; check the course/faculty member’s policy. Unless otherwise stated by the instructor, grades will be based on the original submission of the paper.
- It is expected that students graduating from AESHM have a high level of English proficiency. The following documents should be edited: course papers, work submitted for peer review, integrative papers, theses, dissertations, and preliminary written exams. Overdependence on an editor is discouraged; students should work at enhancing their English skills throughout their time as graduate students. Efforts could include taking English classes and speaking English with fellow students while in the department. International students are encouraged to speak English outside of class, such as in study areas, the grad student office, and other areas of the LeBaron-MacKay complex.
Resources for Students on the ISU Campus

Whereas the Graduate College does not provide direct assistance for graduate students, this site will provide you with some helpful resources:

http://www.dso.iastate.edu/wmc/resources#Graduate Student Resources

Division of Student Affairs International Students and Scholars
3428 Memorial Union, Ames, IA  50011-1130
515/294-1120 or intlserv@iastate.edu

The Division of Student Affairs International Students and Scholars offers:

- *Conversational English Program* that matches international students, scholars, and spouses with American volunteers to have conversations sharing information about each other’s cultures. Partners meet for one hour per week in an informal, one-to-one setting.
- *Friends of International Women Community Organization* provides a social environment through which international women can become acquainted with US women, learn about activities and services for themselves and their families, and practice their English conversation skills.

The Academic Success Center (ASC)
1060 Hixson-Lied Student Success Center
515/294-6624 or success@iastate.edu

The ASC is a collection of services and programs designed to help students reach their academic goals. ASC offers individualized and small group experiences, course-specific and general academic assistance, and even credit and non-credit programs. Academic consulting is a “learning how to learn” service designed to assist students at any level. **Consultants work one-on-one with students** to evaluate and identify program study habits and time management, and develop strategies to improve them. For example, meet with ASC to discuss:

- Productive use of study time
- Goal-setting for improved academic success
- Reading and not taking strategies
- Overcoming test-taking challenges
- Any other academic skill you want to develop!

OECT Program offers software for improving oral English
1116 Pearson Hall
515/294-1958 or 515/294-7996
itas@iastate.edu

Software is available (by appointment) for individual students to use during the hours our office is open (generally Monday-Thursday, 8:30 am – 4:30 pm). The ten software programs focus on various oral English skills, such as pronunciation, listening, idioms, culture, and business English. They are easy to use and include varied exercises for practice.
Graduate College

Offers a list of individuals to prepare theses/dissertations for a fee. Inclusion in this directory does not mean that the Thesis Office has evaluated the quality of the work. The student is responsible for meeting all requirements regarding thesis content and format. In order to avoid misunderstanding, it is recommended that the student contract for these services, i.e., ask for references, make an agreement exactly which services will be performed and at what cost, and obtain a written estimate or sign a contract.

Intensive English and Orientation Program
102 Landscape Architecture Building
515/294-3568 or jeop@iastate.edu

This offers programming for intensive English learning. Also offers fall semester short courses on oral skills for Academic Presentations and Discussions

English Department
Offers 30 minutes free editing per person. Need to call and make an appointment at 515/294-5411.

English courses that will help build English skills include:

- ENGL 101 English for Native Speakers of Other Languages and/or
- ENGL 150 Critical Thinking and Communication
- ENGL 302 Business Communication
- ENGL 309 Report and Proposal Writing (could be taught as a learning community with AMD 510)
- ENGL 314 Technical Communication
- ENGL 416 Visual Aspects of Business and Technical Communications
- ENGL 477 Seminar in Technical Communication
- ENGL 509 Writing Proposals and Grant Applications
- ENGL 591X Writing for Empirical Research. This is a proposed course for improving grad student writing skills. It is currently in the approval process.

Informal ways of improving your English skills

“Coffee, Tea, and English” is a program sponsored by Bridges International and the International Students and Scholars Office (ISSO) that assists international students and scholars with their transition to Ames by allowing them the opportunity to practice their English, and converse with American students. The program seeks to create better cultural understanding between American students and International students and scholars through fun activities allowing everyone to converse and learn more about each other. There will also be an opportunity to taste many different varieties of coffee and tea. If you would like more information about “Coffee, Tea, and English,” please contact G.P. Foote at 515/292-7549 or email him at gpfoote@gmail.com.
Friendships International is a program built to help orient international students and scholars at Iowa State University (ISU) to the Ames community by pairing them with Ames area residents (families or individuals) or with ISU American students. This is not a host family program, as the international students and scholars do no live with the American friends; they simply meet occasionally as friends. The Friendships International program hosts the first meeting between the two groups and asks the American friends and International friends to arrange at least two meetings after the first meeting. Information is available in the International Students and Scholars Office (ISSO), 3248 Memorial Union, 515/294-1120, intlserv@iastate.edu.

**Recommendations for AESHM Graduate Students Looking At a Master’s As a Terminal Degree**

- Register for international courses and/or participate in formal experiences for credit to develop an understanding of the global marketplace.
- Enroll in AESHM 311 to develop career search and résumé development skills as prerequisite for AESHM 570.
- Consider courses in Higher Ed (Educational Leadership and Policy Studies Department), such as HG ED 504 Higher Education in the United States, HG ED 561 College Teaching, HG ED 562 Curriculum Development in Colleges, HG ED 582 The Comprehensive Community College
- Register for AESHM 570A for AMD or AESHM 570B for HM

**AESHM Graduate Students Progress Policy**

Each graduate student is expected to develop a plan of work that includes specific timelines and goals for successful completion of their program of study. This typewritten plan should be prepared as soon as the student identifies a major professor (usually during the second semester). The plan of work must be approved by the student’s major professor. If stated goals for the plan of study are not reasonably met within the specified timeline, the student must provide in writing the reasons for schedule deviation and his/her adjusted plans for program completion.

When a graduate student is not making sufficient and continued progress toward degree completion according to the approved plan, it is up to the discretion of the major professor to determine if they are willing to continue working with the student. Students should be aware of the multiple demands on faculty time and be conscious and respectful of their progress in relation to their approved timeline. If a student falls behind the approved timeline, it should be understood that access to their major professor’s time could be limited, which may further delay progress. Students should also be aware that delayed progress could potentially have implications for their professional development and job acquisition.

A student cannot register for any more research credits (HRI or AMD 699) or Special Topic credits (HRI 590 or AMD 690) if s/he has an incomplete grade for research or independent study credits taken two semesters previously.

Nine (9) credits of incomplete grades will result in a review of the graduate student’s case by the HM or AMD program’s graduate faculty to determine whether there is evidence of satisfactory progress. According to the ISU Graduate Student Handbook, graduate students can lose active status if there is “a
lack of satisfactory progress.” (Refer to “Active Enrollment and Transition Status” section in the ISU Graduate Student Handbook for details.)

**AESHM Statement of Professional Ethics**

The AESHM programs foster a climate of intellectual honesty that does not compromise or hamper freedom of academic inquiry. Faculty and students hold themselves responsible for pursuit of truth and for improving scholarly competence in the discipline and related interdisciplinary work. We demonstrate respect and considerations for each other, striving to resolve issues of concern in a friendly, collegial fashion consistent with high academic standards. We acknowledge significant scholarly contributions from others in our published work and avoid exploitation of others for private advantage.

The AESHM programs ascribe to policies and ideals written in the statements in the Iowa State University Faculty Handbook that pertain to Professional Ethics, Academic Freedom, and Conflicts of Interest. For more information, visit:


**B. Director of Graduate Education, Graduate Recruitment and Review Committee, and Department Chair**

Several members of the faculty plan special roles in assisting graduate students in applying to the graduate program, selecting courses during the first year, becoming oriented to the department, and applying for and becoming involved in graduate assistantships.

**Director of Graduate Education**

The Director of Graduate Education (DOGE) provides leadership in recruitment, orientation, advising, scholarships and awards, assistantship appointments, and other administrative duties. The DOGE corresponds with prospective graduate students and organizes on-campus visits. The DOGE works with students in selecting their courses prior to or soon after arriving on campus for the first time. The DOGE works with the Department Chair and Associate Chair in determining the department’s teaching and research assistantship needs. The DOGE then identifies students with skills that meet assistantship needs.

Ann Marie Fiore  
amfiore@iastate.edu  
1062 LeBaron  
294-9303

**Graduate Recruitment and Review Committee**

Graduate Recruitment and Review Committee members work with the DOGE to review applicants to the Master’s program. All graduate faculty members in the respective program review PhD applicants to
HM or AMD. The Graduate Recruitment and Review Committee also assists the DOGE in advising graduate students in course selection until a Major Professor has been selected. They will discuss with MS students the options of a thesis or non-thesis degree. Each fall the DOGE holds an orientation meeting for new students. Department policies and procedures are discussed at this time.

Ann Marie Fiore, Committee Chair

Department Chair

The Department Chair oversees budgets for graduate assistants. The Chair approves DOGE. The Chair assigns faculty and graduate assistants, taking into consideration their needs and interests.

Robert Bosselman
drbob@iastate.edu
31 MacKay
294-7474

C. Admission and Degree Requirements for AESHM Graduate Programs

Current Master’s Student Applying to the PhD Program

For current Master’s degree students applying to move into the HM or AMD PhD program, the process will consist of compiling an application file containing the Graduate College Change to PhD Track form signed by your major professor, three (3) letters of recommendation, unofficial transcripts from your Master’s degree, ISU Oral English Certificate Test score (see the Graduate College site), Curriculum Vita or résumé, and a statement of purpose. The student should apply when the thesis is near completion. The materials should be provided to LouAnn Doyle to compile for the review by the Graduate Faculty.

Residency Requirements for AESHM Graduate Students

The purpose of the residency requirement is to help ensure that students make timely progress toward the degree. The AESHM Graduate Faculty is now responsible for determining and enforcing a residency requirement and determined that the new AESHM residency requirement will be 24 ISU credits in 5 consecutive semesters for all students. In addition, HM distance students must complete a minimum of 7 credits in the first summer and AMD distance students must complete a minimum of 6 credits in the first summer. The HM Graduate Faculty encourages more than 7 credits in the first summer for HM distance students.

HM Admission Requirements

Applicants for admission must be graduates of accredited colleges or universities and rank in the upper half of their graduating class. Candidates for assistantships should rank in the top quarter of their class. For doctoral students, a Master’s degree is required and a thesis is recommended. Graduate Record
Exam (GRE) general test scores or the Graduate Management Admission Test (GMAT) is required of all doctoral and Master’s degree applicants. International students must have a minimum score of 550 on the paper test, 213 on the computer test, or 79 on the internet-based test on the Test of English as a Foreign Language (TOEFL). International graduate assistants must score at least 600 on the paper test, 250 on the computer test, and 100 on the internet-based test.

Students accepted for the graduate program who lack supporting course work in their chosen areas of emphasis generally are required to make up these deficiencies by course work or, in some cases, by readings and examination. These requirements are found on


**HM Graduate Program Requirements**

The HM Program offers the Doctor of Philosophy and Master of Science degrees, and a non-thesis Master of Science degree, as well as minor work for students with majors in other departments. Program emphases for graduate study and research include:

- Economic development
- Entrepreneurship
- Finance
- Food safety
- Foodservice management
- Hospitality education
- Human resource management
- Leadership
- Marketing and consumer behavior
- School foodservice

**HM Doctor of Philosophy**

Each student’s program is planned by the student with a Program of Study (POS) Committee, which includes five (5) faculty members (three from AESHM and two from outside departments). A minimum of 72 semester credits is required. Fifteen (15) credits are for the dissertation. A minor area of study may be identified and the coursework should follow the minor program requirements.

**Course Requirements for the PhD in Hospitality Management**

<table>
<thead>
<tr>
<th>HM PhD Minimum Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HRI 505 Hospitality Management Scholarship and Applications</td>
<td>1</td>
</tr>
<tr>
<td>HRI 506 Current Issues in Hospitality Management</td>
<td>1</td>
</tr>
<tr>
<td>HRI 604 Professional Writing</td>
<td>2</td>
</tr>
<tr>
<td>Select a minimum of three (3) courses from **:</td>
<td>9</td>
</tr>
<tr>
<td>HRI 633 Advanced Hospitality Financial Management</td>
<td></td>
</tr>
<tr>
<td>HRI 638 Advanced Human Resources Management in Hospitality</td>
<td></td>
</tr>
</tbody>
</table>
**Organizations**
- HRI 640 Seminar on Marketing Thoughts
- HRI 652 Advanced Lodging Operations
- HRI 680 Analysis of Research in Foodservice Operations
- HRI 699 Dissertation

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Methods and Statistics</td>
<td>12</td>
</tr>
<tr>
<td>Outside elective courses</td>
<td>2</td>
</tr>
<tr>
<td>Up to 30 credits from the Master’s degree</td>
<td>30</td>
</tr>
</tbody>
</table>

Total Credit Hours 72*

*Up to 30 credits from the Master’s degree where the student has received a B (or S) grade or better may count toward requirements, depending on POS Committee recommendations. At least 36 hours of the PhD must be taken at Iowa State University, including the 15 dissertation credits.

** HRI 660X Research Seminar in Tourism Management** can also be used in the “select from” list of courses

**Note:**
1. If the student elects the Preparing Future Faculty program, they must take HG ED 561 prior to classroom teaching.
2. Courses may be offered in the form of either traditional classroom meetings or distance education via the internet, conference calls, and/or other device.

**HM Master of Science (Thesis Option)**

A minimum of 30 credits is required for the Master of Science (MS) degree (thesis option). A maximum of 9 credit hours may be taken as dual-listed (DL) courses or designated courses taken for credit as HRI 590. As a part of the program, each student completes either thesis research (7 credits, HRI 699) or a non-thesis creative component (2 credits minimum, HRI 599). Any prerequisite coursework and English courses (for international students) are considered support work and are not included in the 30 credit hours.

All graduate students are required to complete HRI 505 and HRI 506, ResEV 550, and STAT 401. In addition, students are required to take one 3-credit HRI course in three of four core areas (human resources, finance, marketing, and strategic management). Choice of courses depends on the student’s background, goals, and research topic. The program is planned by the student and the POS Committee.

**HM Thesis Master’s Minimum Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HRI 505 Hospitality Management Scholarship and Applications</td>
<td>1</td>
</tr>
<tr>
<td>HRI 506 Current Issues in Hospitality Management</td>
<td>1</td>
</tr>
<tr>
<td>Select a minimum of 3 courses from the following:</td>
<td>9</td>
</tr>
<tr>
<td>HRI 533 Financial Decision Making in Hospitality Organizations</td>
<td></td>
</tr>
<tr>
<td>Courses outside the program</td>
<td>Credit Hours</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>HRI 699 Dissertation</td>
<td>7</td>
</tr>
<tr>
<td>Research Methods and Statistics</td>
<td>6-7</td>
</tr>
<tr>
<td>Total Credit Hours</td>
<td>30</td>
</tr>
</tbody>
</table>

**Elective departmental courses:**

- HRI 587 Fine Dining Management
- HRI 590 Special Topics (independent study)
- AESHM 545 Consumer Aesthetics and Retail Branding
- AESHM 570 Practicum
- AESHM 574 Entrepreneurship in Human Sciences
- AESHM 577 E-Commerce for Apparel and Hospitality Companies
- AESHM 580 US Field Study
- AESHM 581 International Field Study

**HM Master of Science (Non-Thesis Option)**

A non-thesis Master of Science (MS) facilitates professional development of graduate students interested in careers in business and industry. Individual programs of study are designed to fit each student’s career goal needs. Thirty-six (36) credits are required for the non-thesis degree. A minimum of 15 credits must be taken in HM, including the required courses plus 2-4 credits of professional management experience in the hospitality industry. Nine (9) credits in selected business courses, plus research methods, statistics, and elective courses bring the total to 36 credits. A final comprehensive paper and oral examination is required at the completion of the program.

<table>
<thead>
<tr>
<th>HM Non-Thesis Master of Science Minimum Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HRI 505--Hospitality Management Scholarship and Applications</td>
<td>1</td>
</tr>
<tr>
<td>HRI 506--Current Issues in Hospitality Management</td>
<td>1</td>
</tr>
<tr>
<td>Select a minimum of 3 courses from the following:</td>
<td>9</td>
</tr>
<tr>
<td>HRI 533. Financial Decision Making in Hospitality Organizations</td>
<td></td>
</tr>
<tr>
<td>HRI 538. Human Resources Development in Hospitality Organizations</td>
<td></td>
</tr>
<tr>
<td>HRI 540. Strategic Marketing</td>
<td></td>
</tr>
<tr>
<td>HRI 555. Strategic Management in Hospitality Organizations</td>
<td></td>
</tr>
<tr>
<td>Minimum of two credits of AESHM 570. Practicum</td>
<td>2</td>
</tr>
<tr>
<td>HRI 599. Creative component</td>
<td>3</td>
</tr>
<tr>
<td>Research Methods and Statistics</td>
<td>6-7</td>
</tr>
</tbody>
</table>
Elective departmental courses:

HRI 587 Fine Dining Management
HRI 590 Special Topics (independent study)
AESHM 545 Consumer Aesthetics and Retail Branding
AESHM 574 Entrepreneurship in Human Sciences
AESHM 577 E-Commerce for Apparel and Hospitality Companies
AESHM 580 US Field Study
AESHM 581 International Field Study

English Requirement

All entering international graduate students take an objective test that covers English grammar, usage, and punctuation. Students who do not obtain a passing score on this test also take the Graduate English Examination, a writing proficiency test. In addition, TAs involved in teaching must obtain at least Level 2 of the ISU SPEAK/TEACH Test.

AMD Admission Requirements

Applicants for admission must be graduates of accredited colleges or universities and rank in the upper half of their graduating class. Candidates for assistantships should rank in the top quarter of their class. Students must have earned a Master’s degree to be accepted into our PhD program. For doctoral students, a Master’s degree with thesis is recommended. For those who have not completed a thesis, the program requires that a research project resulting in a potentially publishable document be completed before the preliminary exams of a PhD program. Graduate Record Exam (GRE) general test scores are required of doctoral and Master’s degree applicants. International students must have an overall Test of English as a Foreign Language (TOEFL) score of 550 (paper test) or 213 (computer test), or 79 on the internet-based test; graduate assistants must score at least 600 on the paper test, 250 on the computer test, and 100 on the internet-based test.

Students accepted for the PhD or MS program who lack supporting course work in their chosen areas of emphasis generally are required to make up these deficiencies by course work or, in some cases, by readings and examination. Requirements are also found on


AMD Program Degree Requirements

The Apparel, Merchandising, and Design graduate program offers Doctor of Philosophy, thesis option Master of Science, and non-thesis option Master of Science degrees. Program emphases for graduate study and research in Apparel, Merchandising, and Design include:
The department participates in interdepartmental minors, including gerontology and housing.

**AMD Doctor of Philosophy**

Each student’s program is planned by the student with a Program of Study (POS) Committee, which includes faculty members from both AMD and related departments. A minimum of 72 semester credits is required, of which approximately 15 credits are for the dissertation. At least 12 research-related credits are taken in such areas as statistics and research methods, and 20 or more AMD and AESHM graduate credits must be taken. Twelve (12) or more credits are taken from programs outside of AMD. There is a teaching requirement. The POS Committee, at its discretion, may apply toward the PhD up to 30 credits with a B grade or higher earned by the student for the Master’s degree. At least 36 hours of the PhD must be taken at Iowa State University, including the dissertation credits.

<table>
<thead>
<tr>
<th>AMD PhD Minimum Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select a minimum of 20 credits from the following:</td>
<td>20</td>
</tr>
<tr>
<td>AMD 504 Textile Color Theory</td>
<td></td>
</tr>
<tr>
<td>AMD 505 Quality Assurance of Textiles and Apparel</td>
<td></td>
</tr>
<tr>
<td>AMD 510 Foundation of Scholarship in Textiles and Clothing</td>
<td></td>
</tr>
<tr>
<td>AMD 521 Digital Textile and Apparel Design</td>
<td></td>
</tr>
<tr>
<td>AMD 526 Creative Design Processes</td>
<td></td>
</tr>
<tr>
<td>AMD 528 Design Seminar</td>
<td></td>
</tr>
<tr>
<td>AMD 554 History of European and North American Dress</td>
<td></td>
</tr>
<tr>
<td>AMD 556 History of Twentieth Century Fashion</td>
<td></td>
</tr>
<tr>
<td>AMD 557 Textile Conservation and Collection Management</td>
<td></td>
</tr>
<tr>
<td>AMD 596 Sustainability</td>
<td></td>
</tr>
<tr>
<td>AMD 562 Dress and Culture</td>
<td></td>
</tr>
<tr>
<td>AMD 567 Consumer Behavior and Apparel</td>
<td></td>
</tr>
<tr>
<td>AMD 572 Sourcing and Global Issues</td>
<td></td>
</tr>
<tr>
<td>AMD 576 Industry Applications in Merchandising and Management</td>
<td></td>
</tr>
<tr>
<td>AMD 595 Senior Design Studio</td>
<td></td>
</tr>
<tr>
<td>AMD 611 Seminar</td>
<td></td>
</tr>
<tr>
<td>AMD 625 Design Theory and Process</td>
<td></td>
</tr>
<tr>
<td>AMD 665 Social Science Theories of Appearance</td>
<td></td>
</tr>
<tr>
<td>AMD 676 Research in Merchandising</td>
<td></td>
</tr>
<tr>
<td>AMD 590 or 690 Advanced Topics</td>
<td></td>
</tr>
<tr>
<td>AESHM 545 Consumer Aesthetics and Retail Branding</td>
<td></td>
</tr>
<tr>
<td>AESHM 574 Entrepreneurship in Human Sciences</td>
<td></td>
</tr>
<tr>
<td>AESHM 570 Practicum</td>
<td></td>
</tr>
</tbody>
</table>
AESHM 577 E-Commerce for Apparel and Hospitality Companies
AESHM 580/581 US/International Field Study
AESHM 670A Teaching Practicum 1-3
AMD 699 Dissertation 15
Research Methods and Statistics (minimum two courses in STAT) 12
Outside elective courses including a course in education theory 12
Up to 30 credits from the Master’s degree 30
Total Credit Hours 72

Notes:

- The POS Committee may, at its discretion, apply toward the PhD part or all of the credits of B grade or higher earned by the student for the Master’s degree, including the thesis.
- If the student elects the Preparing Future Faculty program, they must take HG ED 561 prior to classroom teaching

**Master of Science**

For the Master of Science degree a minimum of 30 credits is required. The program is planned by the student and POS Committee.

**AMD Thesis Master of Science Minimum Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMD 510 Foundation of Scholarship in Textiles and Clothing</td>
<td>3</td>
</tr>
<tr>
<td>Select two (2) courses from one area, one (1) from each of two others:</td>
<td>8-12</td>
</tr>
<tr>
<td>Merchandising</td>
<td></td>
</tr>
<tr>
<td>AMD 572 Sourcing and Global Issues</td>
<td></td>
</tr>
<tr>
<td>AMD 576 Industry Applications in Merchandising and Management</td>
<td></td>
</tr>
<tr>
<td>AMD 676 Research in Merchandising</td>
<td></td>
</tr>
<tr>
<td>AESHM 574 Entrepreneurship in Human Sciences</td>
<td></td>
</tr>
<tr>
<td>AESHM 577 E-Commerce for Apparel and Hospitality Companies</td>
<td></td>
</tr>
<tr>
<td><strong>Social Science and Aesthetics</strong></td>
<td></td>
</tr>
<tr>
<td>AMD 562 Dress and Culture</td>
<td></td>
</tr>
<tr>
<td>AMD 567 Consumer Behavior and Apparel</td>
<td></td>
</tr>
<tr>
<td>AMD 665 Social Science Theories of Appearance</td>
<td></td>
</tr>
<tr>
<td>AESHM 545 Consumer Aesthetics and Retail Branding</td>
<td></td>
</tr>
<tr>
<td><strong>Apparel Design</strong></td>
<td></td>
</tr>
<tr>
<td>AMD 521 Digital Textile and Apparel Design</td>
<td></td>
</tr>
</tbody>
</table>

* AMD 5690 Special Topics, AMD 596 Sustainability, AESHM 580/581 Field Study, and AESHM 570. Practicum can be used in each area.
AMD 526 Creative Design Processes  
AMD 528 Design Seminar  
AMD 595 Senior Design Studio  
AMD 596 Sustainability  
AMD 625 Design Theory and Process

**Textile Science and Conservation**  
AMD 504 Textile Color Theory  
AMD 505 Quality Assurance of Textiles and Apparel  
AMD 557 Textile Conservation and Collection Management

**History**  
AMD 550 Historic Research Methods in TC  
AMD 554 History of European and North American Dress  
AMD 556 History of Twentieth Century Fashion  
HRI 699 Dissertation  
Research Methods and Statistics  
Stat 401 or ResEV 552  
AND  
MKT 554 Marketing Research or  
ResEV 550 Educational Research or  
HIST 538A Historical Narrative or  
Other relevant methods course  
One course outside the program  

<table>
<thead>
<tr>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-6</td>
</tr>
<tr>
<td>Total Credit Hours</td>
</tr>
</tbody>
</table>

**Non-Thesis Option**

A non-thesis Master of Science in Apparel, Merchandising and Design. The non-thesis option facilitates professional development of graduate students interested in careers in museums, or business and industry positions related to product development, design, computer-aided design technology, marketing planning and research, international sourcing, personnel management, consumer education and service, quality assurance, and apparel production management and training. Entrepreneurship of small business may also be emphasized. Individual programs of study are designed to fit each student’s career goal needs. A package of Apparel, Merchandising and Design courses are combined with supporting coursework in fields such as marketing, management, economics, industrial engineering, human development and family studies, sociology, psychology, education, art and design, art history, history, and anthropology. Research design and statistics are included to help graduates become consumers of research pertinent to their field of employment.

<table>
<thead>
<tr>
<th>AMD Non-Thesis Master of Science Minimum Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMD 510 Foundation of Scholarship in Textiles and Clothing</td>
<td>3</td>
</tr>
</tbody>
</table>
Select three (3) courses from one area, one from each of two others.

**Merchandising**
AMD 572 Sourcing and Global Issues  
AMD 576 Industry Applications in Merchandising and Management  
AMD 676 Research in Merchandising  
AESHM 574 Entrepreneurship in Human Sciences  
AESHM 577 E-Commerce for Apparel and Hospitality Companies  
AMD 590I Special Topics: Merchandising  
AMD 590E Special Topics: Entrepreneurship

**Social Science and Aesthetics**
AMD 562 Dress and Culture  
AMD 567 Consumer Behavior and Apparel  
AMD 590D Special Topics: Aesthetics  
AMD 590F Special Topics: Sociological and Psychological Aspects  
AMD 590G Special Topics: Consumer Behavior  
AMD 590K Special Topics: Cultural Analysis  
AMD 665 Social Science Theories of Appearance  
AESHM 545 Consumer Aesthetics and Retail Branding

**Apparel Design**
AMD 521 Digital Textile and Apparel Design  
AMD 526 Creative Design Processes  
AMD 528 Design Seminar  
AMD 590C Special Topics: Textile and Apparel Design  
AMD 590D Special Topics: Aesthetics  
AMD 590O Special Topics: Technical Design  
AMD 595 Senior Design Studio  
AMD 596 Sustainability  
AMD 625 Design Theory and Process

**Textile Science and Conservation**
AMD 504 Textile Color Theory  
AMD 505 Quality Assurance of Textiles and Apparel  
AMD 557 Textile Conservation and Collection Management  
AMD 590A Special Topics: Textile Science  
AMD 590L Special Topics: Conservation  
AMD 590M Special Topics: Museums  
AMD 590Q Special Topics: Quality Assurance

*AESHM 580/581 Field Study, and AESHM 570 Practicum can be used in each area.*
History
AMD 554 History of European and North American Dress
AMD 556 History of Twentieth Century Fashion
AMD 550 Historic Research Methods in TC
AMD 590B Special Topics: History of Dress and Textiles
AMD 590M Special Topics: Museums
AMD 599 Creative Component (e.g., integrative paper) 2
Research Methods and Statistics 6-7
Stat 401 or
ResEV 552
AND
MKT 544 Marketing Research or
ResEV 550 Educational Research or
HIST 538A Historical Narrative or
Other relevant methods course
Two (2) courses outside the program 8
Total Credit Hours 36

Program for Doctor of Philosophy Degree in Apparel, Merchandising and Design

Each student plans an individualized program of study in consultation with the student’s advisor and Program of Study (POS) Committee. This committee includes faculty members from Apparel, Merchandising and Design and other departments of the University. The student submits this program to the Graduate College for approval, usually by the beginning of the second year of the student’s residence at Iowa State University. The student’s program will depend on the student’s previous preparation, goals, and needs. The POS Committee may require a student whose undergraduate degree was not in Apparel, Merchandising and Design to take supporting courses in preparation for graduate study.

The student will select a dissertation area by the time the program of study is submitted, so that suitable courses can be chosen to strengthen the research. Research methods course should be taken as soon as possible, to permit the student to explore possibilities for the dissertation research with the advisor and other committee members.

Written and oral preliminary examinations are required in the major and co-major or minor, if any. The POS Committee decides how these requirements will be met.

English Requirement

All entering international graduate students take an objective test that covers English grammar, usage, and punctuation. Students who do not obtain a passing score on this test also take the Graduate English Examination, a writing proficiency test. In addition, TAs involved in teaching must obtain at least Level 2 of the ISU SPEAK/TEACH Test.
D. Academic Dishonesty Policies

AESHM adheres to the Academic Dishonesty Policy as stated on pages 71-72 in the *Graduate College Handbook*:


Lack of awareness of the policy does not exempt you from the consequences of plagiarism. Should you have any questions concerning this issue, please consult with an instructor or your advisor.

*Academic Dishonesty Policy*

This policy applies to graduate and undergraduate students. It is taken from the “Academic Life” section of the ISU Catalog.

Academic dishonesty occurs when a student uses or attempts to use unauthorized information in the taking of an exam; or submits as his or her own work themes, reports, drawings, laboratory notes, or other products prepared by another person; or knowingly assists another student in such acts. Such behavior is abhorrent to the university, and students found guilty of academic dishonesty face suspension, conduct probation, or written reprimand. Instances of academic dishonesty ultimately affect all students and the entire university community by degrading the value of diplomas when some are obtained dishonestly and by lowering the grades of students working honestly. Examples of specific acts of academic dishonesty include, but are not limited to the following:

- **Obtaining Unauthorized Information.** Information is obtained dishonestly, for example, by copying graded homework assignments from another student, by working with another student on a take-home test or homework when not specifically permitted to do so by the instructor, by looking at one’s notes or other written work during an examination when not specifically permitted to do so.

- **Tendering of Information.** Students may not give or sell their work to another person who plans to submit it as his or her own. This includes giving their work to another student to be copied, giving someone answers to exam questions during an exam, taking an exam and discussing its contents with students who will be taking the same exam, or giving or selling a term paper to another student.

- **Misrepresentation.** Students misrepresent their work by handing in the work of someone else. The following are examples: purchasing a paper from a term paper service; reproducing another person’s paper (even with modifications) and submitting it as their own; having another student do their computer program; or having someone else take their exam.

- **Bribery.** Offering money or any item or service to a faculty member or any other person to gain academic advantage for oneself or for another is dishonest.

- **Plagiarism.** Unacknowledged use of information, ideas, or phrasing of other writers is an offense comparable with theft and fraud, and it is so recognized by the copyright and patent laws. Literary offenses of this kind are known as plagiarism.

Plagiarism occurs when a person does not credit the sources from which they borrow ideas, whether these ideas are reproduced exactly or summarized. The method of documentation will differ
depending on whether the sources are written, oral, or visual. Ethically, communicators are responsible for providing accurate, detailed information about their sources. Practically, audiences need this information to comprehend and evaluate a message’s content. The Student Guide: English 150 and 250, available for purchase at the University Book Store, describes the process of documenting source materials as do many other reference guides.

Academic dishonesty is considered a violation of the behavior expected of a student in an academic setting as well as a student conduct violation. A student found guilty of academic dishonesty is therefore subject to appropriate academic penalty, to be determined by the instructor of the course, as well as to penalty under the university student conduct regulations.

If a graduate student is accused of academic dishonesty relating to conduct of a sponsored research project, the matter will be handled in accordance with the university’s “Policy on Academic Misconduct” (see Faculty Handbook, Section 7.2.2.3). In issues regarding conduct of research, graduate students are held to the same standards as faculty. Otherwise, the matter will be handled in accordance with the processes under the “Academic Life” section of the ISU Catalog.

Because academic dishonesty is also a student conduct violation under Section 4.2.1 of the Student Disciplinary Regulations, the instructor must report the incident in writing to the Dean of Students. After investigating the incident and discussing it with the instructor, the Dean of Students, or his/her designee, will meet with the student and depending on the severity of the offense as well as on the student’s past conduct record, may handle the matter through an administrative hearing or schedule a hearing before the All University Judiciary (AUJ).

Academic dishonesty is considered to be a violation of the behavior expected of a student in an academic setting as well as a student conduct violation. A student found responsible for academic dishonesty or academic misconduct is therefore subject to appropriate academic penalty; to be determined by the instructor of the course, as well as sanctions under the university Student Disciplinary Regulations. If an instructor believes that a student has behaved dishonestly in a course, the following steps are to be followed:

1) The instructor should confront the student with the charge of dishonesty and arrange a meeting with the student to discuss the charge and to hear the student’s explanation.
2) If the student admits responsibility for academic misconduct, the instructor shall inform the student (a) of the grade on the work in which the dishonesty occurred, and (b) how this incident will affect subsequent evaluation and the final grade.
3) Because academic dishonesty is also a student conduct violation under Section 4.2.1 of the Student Disciplinary Regulations, the instructor must report the incident in writing to the Dean of Students. After investigating the incident and discussing it with the instructor, the Dean of Students, or his/her designee, will meet with the student and depending on the severity of the offense as well as on the student’s past conduct record, may handle the matter through an administrative hearing or schedule a hearing before the All University Judiciary (AUJ).
4) This hearing, conducted according to the procedures outlined in the Student Disciplinary Regulations, is to determine the disciplinary action to be taken. In any case, the student’s academic adviser will be informed of the incident but may not insert any record of it in the student’s academic file.
5) If the student claims to be not responsible for the alleged violation of academic misconduct, the instructor may not assign the student a grade for the work in question until the question of responsibility is resolved, unless circumstances require that an interim grade be assigned. The instructor shall consult with his or her department chair and report the incident in writing to the Dean of Students.

6) The Dean of Students will refer the case to the Office of Judicial Affairs for investigation. After reviewing the report and completing an investigation, the Office of Judicial Affairs will file a formal complaint against the student if it is determined that there is cause to believe academic misconduct occurred. The case may be adjudicated through an administrative hearing or referred to a hearing before the All University Judiciary (AUJ) depending on the nature and severity of the violation as set forth in the Student Disciplinary Regulations.

7) If the case is referred to the AUJ both the student and instructor will be invited to attend an AUJ hearing and present pertinent information. If the Administrative Hearing Officer (in a minor case) or the AUJ (in a major case) finds the student responsible for the charge of academic misconduct, the instructor will inform the student (a) of the grade on the work in which the dishonesty occurred, and (b) how this incident will affect subsequent evaluation and the final grade. The Administrative Hearing Officer or AUJ will determine the appropriate disciplinary action with respect to the nature of the violation.

8) If the Administrative Hearing Officer or AUJ finds the student “not responsible” for academic misconduct, the instructor will grade the student accordingly on the work in question and the student’s grade in the course will not be adversely affected. If the student is found responsible the student’s adviser will be informed of the decision but shall not insert any record of the action in the student’s academic file.

9) If a student either admits dishonest behavior or is found responsible for academic misconduct by the AUJ, the Office of Judicial Affairs (OJA) or AUJ may impose any of the following sanctions:

a) **Disciplinary Reprimand**: An official written notice to the student that his/her conduct is in violation of university rules and regulations.

b) **Conduct Probation**: A more severe sanction than a disciplinary reprimand, to include a period of review and observation during which the student must demonstrate the ability to comply with university rules, regulations, and other requirements stipulated for the probation period.

c) **Suspension/Deferred Suspension**: The suspension is deferred subject to a definite or indefinite period of observation and review. If a student is found responsible for a further violation of the university Student Disciplinary Regulations or an order of a judiciary body, suspension will take place immediately.

   i) **Definite** - The student is dropped from the university for a specific length of time. This suspension cannot be for less than one semester or more than two years.

   ii) **Indefinite**: - The Student is dropped from the university indefinitely. Reinstatement may be contingent upon meeting the written requirements of the AUJ specified at the time the sanction was imposed. Normally, a student who is suspended indefinitely may not be reinstated for a minimum of two years.

d) **Expulsion**: The student is permanently deprived of the opportunity to continue at the university in any status.
A student accused of academic misconduct has the option to stay in the class or to drop the class if the drop is made within the approved time periods and according to the regulations established by the university. If the student chooses to drop the class, the student will be required to sign a statement of understanding that if the student is later found responsible for academic misconduct, then the student will receive an “F” for the course.

In instances in which the student admits responsibility or is judged to be responsible by OJA or the AUJ, a staff member of the Dean of Students Office will counsel with the student in an effort to deter any further such incidents.

Student records concerning academic dishonesty are maintained in the Dean of Students Office for a period of seven years, after which the file records are purged. These student records are confidential; nothing from them appears on a student’s academic transcript. In the event that an instructor is uncertain how to handle an incident of suspected academic dishonesty, the Dean of Students is available at any time to provide advice and assistance to the instructor in deciding a proper course of action to be taken.

*The American Psychological Association Manual (APA Manual)* is recommended and used frequently in AESHM. It is also a recommended text for the AMD 510 class and HRI 505. The *APA Manual* can be purchased at most bookstores.

**Example I: Direct Quote**

**Sample text:**

Clothing and appearance may be explored in relation to everyday life – by considering how people themselves use clothing to frame and explain their social experiences.


**Incorrect quotation:**

Kaiser (1990) states that clothing and appearance may be explored in relation to everyday life.

**Note:** This is a direct quotation without proper citation.

**Correct quotation:**

Kaiser (1990) stated, “clothing and appearance may be explored in relation to everyday life” (p. 31).

**Example II: Paraphrasing**

**Sample text:**

The second most important use of rayon is in nonwoven fabrics, where absorbency is important. Items include industrial wipes; medical supplies, including bandages; diapers; sanitary napkins; and tampons. These disposable products are biodegradable.
Incorrect paraphrasing:

A most important use of rayon is nonwoven fabrics, such as industrial wipes, medical bandages, and sanitary products. These products are biodegradable. (Hollen et al., 1988, p. 86).

Note: In this sample, only a few words have been changed from the original text.

Correct paraphrasing:

Due to the inherent qualities of rayon, it is an important fiber in industry and health settings, where disposability is important (Hollen et al., 1988, p. 86).

Paraphrasing does not mean eliminating a few words or changing them around, such as in the “incorrect citation.” It either needs to be a direct quote or obviously changed to qualify as paraphrasing. Paraphrasing or summarizing words or ideas still requires a citation. Simply because words or ideas have been changed, does not mean you can claim it as an original thought or phrase. Please see your advisor or a faculty member should you have any questions or concerns about this matter.

Secondary Sources

Secondary sources are another area of confusion that is not addressed by the Graduate College Handbook. A secondary source citation is when an author cites an author, then this cited information is used by the researcher. AESHM encourages authors to use primary (original) sources whenever possible. Secondary sources should only be used when necessary and then the proper citation must be followed. Again, see the APA Manual for proper citation techniques.

Sample text:

One pitfall to be avoided, however, is to consider case study designs to be a subset or variant of the research designs used for other strategies such as experiments. For the longest time, scholars incorrectly thought that the case study was but one of the quasi-experimental design (the one-shot, post-test-only design). This misconception has finally been corrected, with the following statement appearing in a revision on quasi-experimental designs (Cook & Campbell, 1979, p. 96):

Certainly the case study as normally practiced should not be demeaned by identification with the one-group post-test design.


Example citation:
Cook and Campbell state that the case study does not need to be associated with the one-group posttest-only design (as cited in Yin, 1989).

To better strengthen and insure accuracy in one’s research, it would be advisable to refer back to the original source. Once you have obtained that source you should **paraphrase** or **use direct quotes** as mentioned above. The following is the complete citation from the original text.

However, that may be, and while recognizing that the epistemology or humanistic scholarly approaches needs much further elaboration, certainly the case study as normally practiced should not be demeaned by identification with the one-group posttest-only design (p. 96).


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**E. Program of Study, Thesis/Dissertation, and Other Graduate Procedures**

**Major Professor**

The major professor is the adviser for the graduate student’s research and serves as chairperson of the students Program of Study (POS) Committee. **IDENTIFICATION OF A MAJOR PROFESSOR IS REQUIRED BY THE TIME THE STUDENT REGISTERS FOR THE THIRD SEMESTER.** New graduate students will work with the DOGE and Graduate Recruitment and Review Committee to select classes before a major professor is determined. The DOGE will assist students in identifying a major professor whose area of expertise supports the research interests of the student; however, the student is advised to talk with faculty members to determine common research interests. The HM graduate committee will meet and determine major professor assignments based on students’ requests and current faculty workloads.

**Special Opportunities in HM and AMD**

The student may choose courses including Special Topics in HRI or AMD, Practicum in AESHM, International Study in AESHM, and Seminar in HRI or AMD, according to her or his interests and needs.

**Independent study opportunities (HRI or AMD 590)**

Special topics (independent studies) allow the student to individualize the curriculum to accommodate special interests. It can be used to a) further explore interest in a course topics, b) investigate subject matter not covered in an existing course, or c) integrate subject matter from related disciplines.

Graduate students planning to enroll with a faculty member for an independent study (HRI or AMD 590; AMD 690) must meet with the faculty member during the semester prior to enrolling. Specific goals, a plan of work, the schedule for meeting with the faculty member, and the method of evaluation are to be agreed upon and submitted on the “Application for HRI 590 or AMD 590/690
Special Topics” form available below. After the supervising faculty member, major professor, and DOGE have signed the form, the supervising faculty member will then provide the student with a registration number for the independent study. Registration numbers are not available from staff members in the AMD office.

General Policies:

1. Student has completed all available coursework offered in the subject matter of interest.
2. Credit hours are based on an accepted standard of three hours input each week for one credit hour earned for the semester (1 credit = 3 class hours x 15 weeks = 45 class hours).
3. The student will submit a proposal of work with identified inputs and outcomes and specified deadlines to the supervising professor.
4. A tangible outcome of the independent study will be submitted to the supervising professor for review. A guideline is that one credit hour will result in a manuscript 10 pages in length with scholarly references appropriate to the topic or a comparable outcome such as an annotated bibliography, resource list, training program, etc.
5. Work resulting from an Independent Study will be graded. Evaluation criteria will vary depending upon the project. Students’ work will be evaluated on their ability to analyze information; content; organization; written communication skills (grammar, spelling, APA style); and professionalism of student’s work (process and paper).
6. In the POS, a maximum of two (2) Special Topics courses can be used to replace classes for which enrollment did not fill. There is no limit to the number of Special Topics courses that can be taken, but the form below must be completed to justify use.
**Application for TC/HM 590/690 Special Topics**

Name: ___________________________________________ MS __ PhD __

Semester you plan to do Special Topic: ______________________

In the space at left, indicate which Special Topics you wish to take and the number of credits. Circle the courses you will have had in that area and other related areas *before* the semester of your Special Topic.

<table>
<thead>
<tr>
<th>Credits</th>
<th>Special Topic</th>
<th>Background in Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>________</td>
<td>AMD 590A Textile Science</td>
<td>AMD 504</td>
</tr>
<tr>
<td>________</td>
<td>AMD 590B History of Textiles</td>
<td>AMD 650, 557</td>
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<tr>
<td>________</td>
<td>AMD 590C Textile and Apparel Design</td>
<td></td>
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<tr>
<td>________</td>
<td>AMD 590D Aesthetics</td>
<td>AESHM 545</td>
</tr>
<tr>
<td>________</td>
<td>AMD 590E History of Costume</td>
<td>AMD 556, 650</td>
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<tr>
<td>________</td>
<td>AMD 590F Sociological and Psychological Aspects</td>
<td>AMD 665, 567</td>
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<td>________</td>
<td>AMD 590G Consumer Behavior</td>
<td>AMD 567</td>
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<tr>
<td>________</td>
<td>AMD 590I Merchandising</td>
<td>AMD 572, 575</td>
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<tr>
<td>________</td>
<td>AMD 590K Cultural Analysis</td>
<td>AMD 562, 580</td>
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<tr>
<td>________</td>
<td>AMD 590L Conservation</td>
<td>AMD 504, 505, 557, 650</td>
</tr>
<tr>
<td>________</td>
<td>AMD 590M Museums</td>
<td>AMD 557</td>
</tr>
<tr>
<td>________</td>
<td>AMD 590N Apparel Production Management</td>
<td></td>
</tr>
<tr>
<td>________</td>
<td>AMD 590O Technical Design</td>
<td>AMD 504, 505, 525, 567, 575</td>
</tr>
<tr>
<td>________</td>
<td>AMD 590P Interdisciplinary</td>
<td>List relevant courses:</td>
</tr>
<tr>
<td>________</td>
<td>AMD 590Q Quality Assurance</td>
<td>AMD 505</td>
</tr>
<tr>
<td>Credits</td>
<td>Special Topic</td>
<td>Background in Area</td>
</tr>
<tr>
<td>---------</td>
<td>---------------------------------------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>_______</td>
<td>AMD 590S Small Business/Entrepreneurship in Apparel</td>
<td>AMD 574</td>
</tr>
<tr>
<td>_______</td>
<td>HRI 590B Hospitality Management</td>
<td>List HRI courses taken:</td>
</tr>
<tr>
<td>_______</td>
<td>HRI 590D Lodging Management</td>
<td>List HRI courses taken:</td>
</tr>
<tr>
<td>_______</td>
<td>HRI 590E Foodservice Management</td>
<td>List HRI courses taken:</td>
</tr>
<tr>
<td>_______</td>
<td>HRI 590F Child Nutrition Program Management</td>
<td>List HRI courses taken:</td>
</tr>
</tbody>
</table>

Attach a one- or two-page typed statement about your proposed study, including goals, plan of work, plans for meeting with the faculty member, use of your background courses, and method of evaluation. After obtaining the signatures of persons listed below, return a copy to Director of Graduate Education. This application should be approved *before* you register for the semester in which you wish to take Special Topic. To register you must obtain the reference number for the Special Topic.

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Advisor</th>
<th>DOGE</th>
</tr>
</thead>
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<table>
<thead>
<tr>
<th>Date</th>
<th>Date</th>
<th>Date</th>
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</thead>
</table>
Teaching Experiences

Teaching assistantships are available on a limited basis. Students are encouraged to pursue teaching experiences also through practicum (AESHM 670), class presentation activities, and tutoring. All students involved in the Preparing Future Faculty program who are going to complete a teaching component need to enroll in HgED 561 prior to the teaching component.

Teaching Practicum for PhD Students

The teaching practicum (AESHM 670A, 1 credit) is a requirement for AMD PhD students. Activities related to this requirement should be initiated by the student. AESHM 670 form is found below.

The following steps should be followed:

1. Based on reflection, understanding of personal interests and professional goals, discussion with the student’s advisor, and discussions with other faculty, the PhD student should approach one faculty member or a team of faculty to discuss developing a proposal that would meet the teaching practicum requirement.
2. The PhD student should develop a proposal (form is included in this Handbook) identifying appropriate aspects such as the semester in which s/he will enroll in AESHM 670 (1 credit or more; 1 credit is required for PhD), specific objectives, procedures to be followed, the class/forum through which the practicum requirement would be met, teaching methods to be used, activities to be incorporated, references to be consulted, and evaluation procedures to be followed. Procedures used to evaluate the learning of students enrolled in the class may or may not be included in the practicum. Use the attached Teaching Practicum AESHM 670 Application Form in developing the proposal.
3. The PhD student will make all necessary arrangements with the faculty member(s) involved, the lab assistants, and other pertinent individuals.
4. The PhD student conducts the practicum having created any materials needed for it. The supervising faculty member(s) may or may not be present during the presentation(s).
5. The PhD student evaluates the teaching practicum at its completion in a written paper. The paper should address at least these four areas:
   a. What was accomplished (how the goals were met);
   b. Examples of materials used or generated for the practicum;
   c. Evaluation of planning, preparation, and presentation of the experience considering positive and negative aspects; and
   d. Discussion of how the practicum fulfilled the requirements and its possible use in the individual’s future efforts.
6. The faculty member(s) supervising the experience evaluates the experience and the evaluation paper.
7. In most cases, the practicum should be taken after completion of the required formal coursework in teaching/learning.
Teaching Practicum AESHM 670 Application Form

Name:

Semester of enrollment in teaching practicum:

Number of credits (1 cr required):

Course (number and name) in which the practicum will be applied: ____________________________
________________________________________

Faculty member(s) with whom student will work: ____________________________
________________________________________

Attach a typed proposal identifying specific objectives to be met during the practicum, objectives for the portion of the class/forum that will be taught during the practicum (these may be objectives from the course syllabus or may be adapted from the syllabus), teaching methods to be used, activities to be incorporated, a plan of work in terms of planning and conducting the practicum, expectations in terms of meeting with faculty supervisor(s), a time frame, procedures, evaluation methods, and reference list.

After obtaining signatures of persons listed below, return a copy of the application to the Graduate Coordinator. This application should be approved before you register for the semester in which you wish to fulfill the practicum requirements.

Instructor ___________________ Advisor ___________________ DOGE ___________________

Date ___________________ Date ___________________ Date ___________________

Approved 4/97
Research Opportunities

A graduate student may select a dissertation topic within one of the funded research projects in the department with the approval of the Principal Investigators. A student with special interests and background may register for independent research topic (590, 690) consistent with one or more faculty members’ area of research. See policy below regarding independent study research.

Students should work with the major professor to obtain outside funding. Research funding is derived from sources such as honor societies, Experiment Station, business and industry, government agencies, private foundations and professional organizations such as International Textiles and Apparel Association; American Association of Family and Consumer Sciences; and Food Service Management Education Council.

Students are encouraged to take part in departmental research besides the dissertation and to gain experience in presenting oral or written papers at professional conferences before graduation. Funds are available from the department and Graduate College to assist attendance at professional meetings.

Selecting a Thesis/Dissertation Topic

The department survey of research course (HRI 506, AMD 510) should be taken as soon as possible so that the student can explore research possibilities in the field. The student consults with faculty members during the first semester to identify a major professor. By the end of the second semester on campus, the student must select a major professor whose area of expertise supports the thesis interests of the student. Students will not be able to register for the third semester until a major professor is selected.

Program of Study Committee (POS Committee)

Each student should make appointments with members of the graduate faculty in the department to discuss possible ideas for research, ongoing projects, and areas of faculty expertise. A brief overview of ongoing research is provided in HRI 506 or AMD 510 and can be found in the Faculty Profiles revised annually and available on the AESHM website. The student should take the Research Methods (e.g., ResEV 550) course as early as possible to gain information and ideas about search for a research topic and preparing a thesis or dissertation outline.

The graduate student’s POS Committee should be appointed according to policies specified in the Graduate College Handbook. The student and major professor consult on prospective committee members in relation to the thesis/dissertation research. The student is responsible for meeting with prospective POS members to introduce his or her research and invite the faculty member’s participation. Doctoral committees are comprised of five members of the Graduate Faculty, with three from AESHM, and at least two from program area of study. For doctoral committees, one member should be from a minor area of concentration if a minor is selected and one from statistics/research methods. This Committee meets with the student to review and approve the POS, review and approve the student’s thesis or dissertation proposal, administer the written and oral preliminary examination (in case of
doctoral students), and conduct the final oral examination. Usually the Committee reviews the POS and the thesis proposal/outline at the same time for MS students, while for doctoral students the dissertation proposal is reviewed at a time separate from the POS meeting and after successful completion of the written and oral prelim exams.

Graduate research assistants are often associated with a specific research project and may have the opportunity to build on their work for the project to develop their thesis or dissertation topic.

**Program of Study**

The Program of Study (POS) is planned by the student in consultation with the major professor and is modified according to suggestions of the POS Committee. The POS must meet requirements of the program as stated in Admission and Degree Requirements for AESHM Graduate Programs section.

The Planned Graduate Program section in the POS form should be designed to strengthen the student’s background for the research, fill in areas in which the student’s previous studies may be deficient, and develop strong content emphases. Sample programs of study may be used as models by the student and advisory committee for planning the student’s program. Ask your major professor for copies of POSs from his or her previous students.

All AMD PhD students must meet a “Teaching Methods and Practicum” requirement with a minimum of 2 credits (1 credit in formal study of methods and theory in learning and teaching outside the department, and 1 credit of Practicum). Further information on this requirement is available from your major professor.

**Doctoral Preliminary Exams**

Doctoral preliminary exams are the responsibility of the POS committee. Preliminary exams are taken at or near the completion of coursework outlined on the Program of Study. The doctoral preliminary exams will include a written exam as well as the university-required oral exam. The written exam will contain three sets of questions developed by members of the POS committee for the student and will represent (1) the major focus area of the student, (2) supporting area(s) within the program at the discretion of the committee, and (3) research methods (including statistics). The content of a minor will be covered in these questions or in a separate (fourth) question. The major professor will compile the preliminary examination questions, and give them to the student on the agreed upon dates.

Preliminary exam questions are frequently “open book.” In which case, any resources may be used, and those resources **MUST** be documented using correct APA format. Any plagiarism will result in an automatic failure for the student on the examination, and the student will be subject to academic disciplinary actions. For most questions, there is no one right answer. Instead, the committee is looking for the student’s ability to construct supportable propositions through creative integration of subject matter. The page limit for each of the three sets of questions is usually about 15 pages of text. However, page limits are at the discretion of the POS Committee member. Page limits will be strictly enforced; faculty may decide to halt reading when the page limit is reached. (See below for other guidelines for evaluation of the preliminary written exams.) Doctoral students will be allowed a maximum of two (2) times to respond satisfactorily to written preliminary examination questions.
Management of Preliminary Examinations

- Exams may be written at home or on campus, depending on the requirement of the committee member(s) developing the question. Distance students are not expected to write their exams on campus. Yet, all students will complete one set of preliminary written exam questions per each of three days, which are mutually agreed upon by the student and major professor.
- Regardless of location, the major professor or designated substitute will provide the exam question via email or in hard copy. Preliminary written exams will begin at 8:00 am and end at 4:30 pm. At 4:30, whether responses are complete or not, the student must send responses to the supervising faculty member via email. The student will fail if they are sent later than 4:35 pm. No handwritten responses will be accepted.
- We encourage the student to back up his/her responses to a flash drive frequently during the day in case of problems with the computer. Technical problems will not be an acceptable reason for a late submission.
- Communication with others, except POS Committee members if available, through any form (e.g., in person, phone, email, Skype) is not allowed during the exam. The student will automatically fail if found communicating with others.
- Students will be evaluated based on the written response they submit, whether complete or not. Submitting an incomplete response does not mean automatic failure if submitting on time, but it could significantly affect the outcome of the POS Committee members’ decision.
- When the committee member requires that the resident student complete the exam question on campus, the student must reserve a room at least two weeks before the exam from staff in the AESHM main office (31 MacKay Hall). The exam will be taken in a reserved room (e.g., 29 MacKay).
- If the major professor does not have access to email on the day of an exam, s/he will make arrangements with another faculty member or designated 31 MacKay staff to distribute the exam.

Time Frame for Preliminary Exams

PhD preliminary exams include both written and oral components.

- Faculty on 9-month salaries may choose to not develop, distribute, or read prelim exams during summer for on-campus students. Therefore, the student should inquire about their major professor’s and committee members’ policy regarding holding prelim exams during the summer.

- Students are expected to have comprehensive knowledge of the major. Therefore, the student should begin to prepare well in advance of the exams. Committee members will not provide advice on which areas to focus or specifics of the exam question. Therefore, there is no need to meet with committee members before the written exams.

- Students are to spread their written PhD preliminary exams over no longer than a 4-week period in total. Students on graduate assistantships must schedule their examination around their assistantship duties. See Appendix A for a flow chart of steps towards the final exam.
• After successful completion of the written preliminary exam phase, there must be at least four weeks before the oral prelim is taken. The committee has a minimum of two weeks to read the exam responses. Committee members are not required to review the exam responses during summer if taken during the summer semester. Following these two weeks for review, the student may meet with each member at his/her discretion for a general assessment of the written exam results and discussion on what areas to focus for the preliminary oral exam.

• The oral examination will be held on-campus no later than three months (90 days) after completion of the written preliminary examination. The student must be on campus for this exam. The guidelines and timetable for rewriting preliminary exam questions are summarized in the following chart.

• Following ISU Graduate College guidelines, if an oral preliminary exam is failed, it cannot be taken again for a minimum of six (6) months. The final oral defense of the dissertation cannot occur earlier than six (6) months after the student passes the preliminary exam and is admitted to PhD candidacy.

Example of a Set of Prelim Questions

Students should check with their major professor for an example(s) of past questions. Students may be provided examples of the types of questions to expect in 600-level HRI courses.

Potential Preliminary Written Examination Questions Regarding Leadership

Please answer the following question. Overall page limitation is 18 including references. Please double-space and use 1” (one inch) margins with 12-pt font.

1. You stated in your committee meeting that while working for Dining Services you have observed many students quitting after 1-2 months. How might leadership reverse this trend?

2. Compare and contrast leadership 2-3 theories/models in the context of hospitality management. Develop and explain your own personal leadership beliefs. Provide supporting rationale. Where do leadership empowerment, job satisfaction, and employee loyalty fit in to your personal leadership beliefs?

3. As the Human Resource Specialist for a large foodservice contract company, you are given responsibility for leadership development of the professional staff. Professional staff includes assistant directors, directors, and general managers at all operations located in the US. Your contract company services healthcare institutions, schools, and universities.

4. Given this scenario, respond to the following questions. Note any assumptions relevant to your responses. Cite any relevant research to support your responses.
   a. What are some steps you would take to identify leadership development needs in the target audience?
   b. Describe the process you will use to develop leadership in professional staff?
   c. Develop an outline including focus areas for leadership development.
d. Specify the logistics of the first leadership development experience, including time, place, content, methods, assessments.

e. How do you justify meeting your responsibility for leadership development of the professional staff?

Taking Preliminary Oral Exams at a Distance

The Graduate Council has decided not to establish a formal policy/procedure for preliminary oral exams taken by a student at a distance. The Graduate College is willing to review special requests from students/major professors for preliminary oral exams at a distance. These will be reviewed by Dean Holger and Associate Dean Graves and approved or not approved on a case-by-case basis.

The Graduate Council wants preliminary exams with the student at a distance to be rare and something that is allowed only when a compelling case is made. Therefore, strong justification for this should be provided in the request. The request should also provide information on the presence of both video and audio feeds, and confirmation that all POS Committee Members will be physically present in one location to interact with the student at a distance. Lastly, a plan should be provided that explains what will be done to reestablish a video feed if the video capability fails during the exam. This request should be made well in advance of the prelim oral in case permission is not granted and travel arrangements to campus must be made.

Administrative Policy on Results of Written Prelim

1. To proceed with the oral prelim, the student must have passed satisfactorily in each of the examination areas of the written prelim. Faculty will use the following evaluation guidelines as the basis for review. This will be shared with the student when the questions are distributed.
Written Preliminary Evaluation Guidelines

Written preliminary exams aim to assure that all PhD students are adequately prepared to carry out the upcoming dissertation research project in a competent manner. These written preliminary evaluation guidelines are provided to make expectations clear for the writer and assure objective assessment by each evaluator. The guidelines describe the basic criteria of evaluation for all program students and, if appropriate, additional standards or evaluation criteria may be imposed by the student’s POS Committee.

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Description</th>
</tr>
</thead>
</table>
| Accuracy in responses            | • Responds completely to the question(s) being asked  
• Determine and utilizes research-based reference materials (i.e., peer reviewed and timely)  
• Uses precision in key terms and supporting arguments  
• Demonstrates coherent reasoning from assumptions to conclusions  
• Overall quality of response contents |
| Breadth and depth of subject knowledge | • Demonstrates understanding of material  
• Makes application to given scenario  
• Elaborates on key ideas  
• Explains key related issues in balanced views  
• Develops a conceptual argument for “stance” taken  
• Thoroughly covers topic(s)  
• Demonstrates rigor of treatment of topic(s)  
• Demonstrates command of the topic and competency (i.e., not mere compilation of previous works) |
| Professional writing             | • Presents a logical flow of discussion and arguments  
• Exhibits a good sense of control in discussing topics  
• Demonstrates clarity in framing issues, elucidating ideas and structuring arguments  
• Demonstrates professional writing skills (i.e., no grammatical errors including appropriate and correct use of English language, uses effective and efficient expression, uses appropriate headings and subheadings, uses relevant figures and tables, and demonstrates overall potential for successful dissertation writing)  
• Exhibits excellent use of APA writing style  
• Conforms to the Committee member’s specification of rules (i.e., length of responses and format of responses) |

2. If the student is given a conditional pass and the Committee members require the student to rewrite a response, the student will again write the response for one day from 8:00 am to 4:30 pm. The date of the rewrite is to be negotiated between the major professor and student.

*The weight of each dimension is at the discretion of the examining committee member(s).*

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3. If the student fails in **MORE THAN ONE** of the areas of the written prelim in the first attempt (the first attempt may also include some minor rewrites according to the faculty’s request), the student is dismissed from the program. Doctoral students will be allowed a maximum of two (2) times to respond satisfactorily to written preliminary examination questions.

4. If the student fails **IN ONE** of the areas of the written prelim, the student is given an opportunity to rewrite the failed area (after 90 calendar days have passed for HM). The Committee member(s) may alter any or all parts of the questions for the second attempt.

5. If the student fails again in the second attempt of the previously failed area, the student is dismissed from the program.

6. Once the student is dismissed from the program due to failure in the prelim, the student is permanently dismissed from the program. Reapplication is not allowed.

7. Once the student begins the written prelim, the student is expected to finish both the written and oral prelim with the same Committee members. Only the Committee member has the right to excuse themselves from the Committee during the written and oral prelim process.

**Thesis/Creative Component/Dissertation Proposal**

AESHM requires that MS or PhD students complete a thesis or dissertation proposal. The non-thesis option degree does not require the development of a proposal. Instead, a creative component/integrative paper is completed based on questions developed by the POS Committee.

The student should work closely with the major professor in shaping the initial idea of the thesis/dissertation proposal. The initial idea may evolve from course projects, including Special Topics. Whereas Master’s students will likely need more direction than PhD students in this early stage, the graduate student should not depend on the major professor to be the sole contributor to the initial idea. Once an initial idea is identified, it is up to the student to do a literature search, apply literature to further refine the idea, and work with the major professor to identify a “researchable” question(s).

A rough outline of the proposed project should be shared with the POS Committee early on, likely at the meeting where the Committee reviews the student’s POS, to ensure the student has the appropriate course background to undertake the project and to allow the committee to give input early in the process.

The student than begins to develop a thesis/dissertation proposal. **SOME MAJOR PROFESSORS MAY REQUIRE THAT THE FIRST THREE CHAPTERS BE COMPLETED FOR THE PROPOSAL.** This proposal is prepared in detail by the student, in consultation with the major professor, for presentation to the student’s POS Committee. The student should work closely with his/her major professor and should also consult with other committee members throughout the process. The major professor should be able to provide the student with samples of past proposals. The proposal is a fairly extensive document. Along with a cover page containing the title and POS Committee members, the following proposal components should be included:

<table>
<thead>
<tr>
<th>History or culture-based scholarship</th>
<th>Design-based scholarship</th>
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<tr>
<td>Introduction and method with definition of terms</td>
<td>Introduction and statement of the problem/purpose/objectives and justification</td>
<td>Introduction/objectives/justification</td>
</tr>
<tr>
<td>Research questions and purpose</td>
<td>Literature review, may include sources of inspiration (e.g., designers, artists), own studio practice, approaches to the problem</td>
<td>Literature review, definitions, assumptions, limitations, purpose hypotheses or questions</td>
</tr>
<tr>
<td>Literature review</td>
<td>Method, approach, materials</td>
<td>Method</td>
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<tr>
<td>Reference list</td>
<td>Reference list</td>
<td>Reference list</td>
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</tbody>
</table>

**THE MAJOR PROFESSOR AND COMMITTEE MAY REQUIRE ADDITIONAL COMPONENTS (E.G., APPENDICES INCLUDING SUPPORT DOCUMENTS [IRB REVIEW, SAMPLE QUESTION]).** **INTERNAL REVIEW BOARD (IRB) APPROVAL MUST BE OBTAINED BEFORE RESEARCH BEGINS.** All graduate students conducting research with human subjects must complete training and document that they have been certified prior to conducting any research. The Human Subjects Form, which is available on the Human Subjects Office website, should be completed, signed, and approved by the major professor and department chair prior to submission for approval. Hard copies of the revised proposal should be provided to the major professor and POS Committee.

Students completing a thesis or creative component present their proposals to the POS Committee, and respond to questions and suggestions of the committee. **STUDENTS MUST PRESENT THEIR RESEARCH PROPOSAL AT LEAST ONE SEMESTER BEFORE THEY GRADUATE.**

**PhD Dissertation Research**

PhD students must be admitted to candidacy by passing the PhD preliminary exam **BEFORE** they collect final data (either with human subjects, in lab, or using historical documents) for their dissertations. Data collected for faculty grant-funded projects will become available for students’ use for data analysis only after they are admitted to candidacy.

**Thesis/Creative Component/Dissertation**

AESHM requires that references and citations in the thesis, creative component, or dissertation be prepared in the style specified by the last edition of the *Publication Manual of the American Psychological Association* (APA) or *Chicago Style Manual*.

One of two thesis/dissertation formats may be selected. The traditional thesis/dissertation consists of five chapters (Introduction, Review of Literature, Methods, Results and Discussion, and Summary and Recommendations). The manuscript format would include the traditional first three chapters and
chapter 4 would consist of a minimum of one manuscript for a thesis and two manuscripts for a dissertation. The manuscript format would require appendices with support information.

The student is responsible for having the thesis, creative component, or dissertation ready for distribution to the Committee. Some Committees may require paper copies while others may require electronic copies or both. It is the student’s responsibility to ensure that the format follows the University requirements, APA/Chicago style is followed, and good English writing skills are used. Students having difficulty in any of these areas may be required to hire an editor to work with them in preparing the document. The major professor and committee members are NOT proofreaders and they expect a good quality product when they read the draft copy. If style or grammar is not appropriate, a Committee member may return the thesis, creative component, or dissertation to the student unread.

The student is responsible for making corrections in the thesis, creative component, or dissertation as specified by his or her committee at the final examination. It is the major professor’s responsibility to see that all these corrections are made before signing the thesis.

In addition to copies submitted to the Graduate College, the graduate student must submit an e-file copy of the thesis or dissertation and the data to the major professor. The major professor may also require a bound copy.

Before signing the graduate student’s OK Slip, the major professor should be sure that e-files have been submitted to the major professor.

The ISU Graduate College requires all theses and dissertations to be submitted electronically. For detailed information about the format and requirement of electronic submission, visit: http://www.grad-college.iastate.edu/current/thesis/organizing_thesis/index.php

Creative Component for a Non-Thesis MS

Creative Component Project/Integrative Paper Option

Before the last semester of coursework, the student should make arrangements with their major professor for a time to complete the creative component/integrative paper. The student must be enrolled for a minimum of two (2) credits during the term the creative component/integrative paper is completed. The student should enroll for three credits of HRI 599 for a creative component or two credits of AMD 599 for an integrative paper.

The integrative paper option for a creative component consists of a 15- to 30-page paper and may have a creative product (e.g., design collection). The POS Committee determines the page limit for the question that the student prepares and submits to his or her Committee AT LEAST TWO (2) WEEKS PRIOR TO THE FINAL ORAL EXAMINATION. The student and the major professor will discuss the topic of the paper/project in terms of its application of the student’s course work to his/her life situation, e.g., current position, goals, previous experience. Based on that discussion, the Program of Study (POS) Committee will specify an integrative problem, which will require synthesis of information from a number of courses, for the student to address in the paper/project. The paper will probably take the form of an application of relevant literature to the integrative problem. (See example, below.) The student will have a limited period of time, determined by the POS Committee, to prepare and submit the paper to the POS Committee. This
time period is commensurate with the extensiveness of the question. For AMD, one month is usually the limit. The student must submit the Request for Final Oral Examination form to the Graduate College AT LEAST THREE (3) WEEKS BEFORE THE FINAL EXAM. The date of the exam is at the discretion of the Committee members’ and student’s schedules. The integrative paper is distributed to the Committee AT LEAST TWO (2) WEEKS PRIOR to the oral exam. Students developing a creative project will consult with the POS Committee on its format. The paper/project will serve as a basis for the oral examination, although questions may also cover any coursework taken for the degree. If the paper/project is not acceptable to the POS Committee, the student will repeat the procedure, if allowed by the POS Committee. The final oral examination will be conducted only if the paper/project is acceptable.

The paper is to be an original effort on the part of the student. The major professor/POS Committee WILL NOT serve in any editorial capacity. The paper/project should include primary references from the research literature (e.g., journals and on-line journals). Failure to follow this protocol may result in not passing the written exam. The final paper/project should be 15- to 30-pages, double-spaced, one-inch margins, 12-pt font, with references formatted in APA or Chicago style. References and any appendices are not included in the 15-30 required page length.

Example of Integrative paper questions:

Integrative Paper Topic
15-page without references or appendices
Due 30 days from the time the topic is provided to the student

1. Imagine you are marketer hired by a real or fictional Chinese small apparel retailer who wants to promote their ethnic-inspired products via the internet to a US market. Define the product and the US market of your choosing.

2. Develop a comprehensive marketing plan for the firm that includes situation analysis information such as demographics, market trends, competitors and other components (as proposed in the marketing plan sample below and from your marketing courses).
   a. Support the rationale for this plan with supplemental information from interviews with at least one actual small business owner, such as the Ames jacket designer that Dr. Newell shared with you in December.
   b. As part of Marketing/Promotional Trends Analysis component of the marketing plan, present examples of websites from Alternative Trading Organizations or other ethnic-inspired online retailers and identify potential ways to promote ethnic inspired products to US customers.

3. Based on information from your marketing plan, propose three to five viable business strategies for marketing these ethnic inspired products online. These strategies should result in a unified “strategy set” that focuses on a variety of aspects important to the business, such as pricing, promotion and advertising, place/positioning, customer relationships/service, and experiential elements. Using Roger’s Diffusion of Innovation Theory* and knowledge from your courses, provide justification for these proposed strategies.

4. Develop a comprehensive set of marketing questions for evaluating the success of the strategy set using information gained from your marketing, AMD, and advertising courses and research methods books and articles. (Please see Dr. Niehm for some possible methods resources.) Describe the sample, if tapping consumer responses, and methods of data college (e.g., analysis of sales data, online survey, store intercept, focus groups) used with these questions to evaluate the strategies’ success. Reference all sources of questions and methods.

5. Include, in an appendix, examples of webpages, interview content, product information, and evaluation protocols for the strategy assessment.

Sample Marketing Plan

Situation Analysis

**Environmental Audit**

- Conduct environmental scanning covering various environmental factors such as demographic, economic, social, cultural, political, legal, and technological trends that may affect directly or indirectly the desired identity of the business
- Present the key findings along with applicable rationale
- Provide references, whenever possible
- Provide objective data or information that support your findings and rationale
- Use tables, figures, charts, and other visual forms of presentations, whenever possible, for easier understanding by readers

**Competitive Analysis**

- List the major competitors confronting your business
- Summarize the major competitive strengths and weaknesses of each competitor (you may want to use a table or chart to increase comparability)
- Define what opportunities and threat may result for your client

**Marketing/Promotional Trends**

- Monitor and summarize key consumer trends, competitive trends, and related industry trends
- Present appropriate data in visual formats whenever possible

**Segmentation and Targeting**

- Examine the available segments
- Identify whether there is any missing or emerging profitable segment; discuss and justify
- Determine how each segment fits the capabilities of the business
- Select major segments to be targeted with strategies
- Develop a demographic and psychological profile for the chosen target markets so as to use it for developing marketing strategies and tactics
Final Oral Examination for Master’s or PhD Students

All graduate students must take a final oral examination after completing the thesis, creative component/integrative paper, or dissertation. The final oral examination, administered by the POS Committee, may also include course content and an overview of the student’s entire graduate program, if the Committee so desires.

During the first 20 minutes of the final examination, students present their research/creative component to faculty members, graduate students, and the POS Committee. This group may ask questions about the research. After the research presentation, everyone except the student and POS Committee leaves so that the POS Committee may question the student and discuss the research.

A graduate student who does not pass the final oral and who does not complete the thesis/dissertation in a satisfactory manner will be given no additional opportunities to complete the degree in the HM program.

HRI or AMD 699: Enrollment and Grading Policies

1. Enrollment guidelines: A graduate student may not enroll for the first time in 699 if his or her cumulative grade point average is below 3.00 (including both supporting work and graduate courses). In special cases, permission of the AESHM Graduate Recruitment and Review Committee may be sought, if the average is only slightly below 3.00.
2. For MS students, the first 1 or 3 credits of 699 are for development of the thesis proposal. A student may not enroll in more credits of 699 until the POS Committee has approved the thesis proposal.
3. On-campus students may not be able to enroll in thesis, integrative paper/creative component, or dissertation hours during the summer, depending on the appointment of the major professor and POS Committee. Permission of the major professor is required before enrolling in HRI 599 or 699 hours in the summer. Many faculty members are on 9-month appointments and are not on contract from May 15 through August 15.
4. As noted in the Graduate College Handbook, 599 and 699 credits may be awarded a grade of A, B, C, D, I, S, or F. Plus and minus grades are optional. These credits are not calculated in a student’s GPA. Faculty members serving as major professors are encouraged to discuss grading policies for AMD 699 with students.

ISU Deadlines for Completion of the Thesis/Dissertation: Students are responsible for being up-to-date on Graduate College deadlines related to final date for the oral defense and final date for submission of the signed thesis/dissertation. Students should plan ample time for the major professor to read multiple drafts of thesis/dissertation chapters as well as the complete document prior to its submission to the POS Committee. Faculty members have busy teaching, research, and travel schedules; students need to allow plenty of time (several days or a week or more) for major professor to read and return each of multiple drafts. In particular faculty may be away from campus for extended periods of time during the summer months. Graduate students must plan accordingly in writing, editing, and completing the thesis/dissertation.

Submission of Thesis/Dissertation for Final Oral Exam: Depending on the Committee’s preference, students are to provide a hard (printed) copy and/or an e-file of their
thesis/dissertation to the POS Committee no less than two (2) weeks prior to the final oral exam. **PER GRADUATE COLLEGE REQUIREMENTS, STUDENTS MUST ALLOW NO LESS THAN 2 WEEKS FOR THE COMMITTEE TO REVIEW THE THESIS/DISSERTATION.** Students who reside away from Ames must allow extra time for mail delivery in order for the thesis/dissertation to arrive in time to meet the 2-week requirement.

Once the thesis/dissertation is completed, students present the proposal in a 20-minute session open to faculty members, graduate students, and the POS Committee. After the 20-minute presentation, the student meets with the POS Committee and responds to questions and suggestions of the Committee.

Submission of Thesis/Dissertation for Major Professor’s Signature: When the final thesis/dissertation is submitted to the major professor, the student must also provide electronic copies of 1) the research data, and 2) the thesis/dissertation. The major professor will sign the page only when these e-files are received.

**Reduced Course Loads for International Students**

International students are required to take nine (9) credits per semester. If the student is in her/his final semester and has less than 9 credits left to complete the degree, they must request permission for a reduced course load through the International Students and Scholars Office (ISSO). This requires the approval of the major professor and the DOGE. Beyond that, the student must show they are making significant progress on the thesis or dissertation to be granted permission for a reduced course load. Unless there are extenuating circumstances beyond the student’s control (e.g., illness, problem with data collection), the program is not likely to grant permission for a reduced course load for more than two (fall and spring) semesters to complete a Master’s thesis. For a PhD student, the program is not likely to grant permission for a reduced course load for more than four (4) semesters after completing the preliminary oral exam. The student should discuss the situation with the major professor and then send an explanatory email to the DOGE before submitting the request for the reduced course load to ISSO. All students are encouraged to make steady progress towards the degree, because extended periods as a graduate student may decrease competitiveness for professional positions upon graduation.

**Publishing Research Results**

It is expected that research conducted by students will be appropriate for publication. **Publication of the research is made easier if the creative component/integrative paper, thesis, or dissertation is prepared in manuscript format for submission to a specific journal.** For maximum impact on the field, publication of the research should take place soon after the research is completed. The **Publication Agreement Form** is intended to accelerate publication of the research results. **Note:** If a faculty member makes significant contributions to the research, as is the case with a thesis, dissertation, or independent study, it is expected that the faculty member be a co-author on any publications or presentations that result from that work.
Publication Agreement Form

I, ____________________________ (graduate student’s name) agree that if I prepare a manuscript based on my thesis research, have it reviewed by my major professor, and submit the manuscript to a specific journal within 6 months of my official graduation date, I will be listed as first author and my major professor will be listed as second author. If a manuscript is not submitted within the 6-month period, my major professor may prepare a manuscript based on my research and submit it to the journal. Under these circumstances, my major professor will be listed as first author and I will be listed as second author.

Signed

_________________________ Graduate Student

_________________________ Major Professor

Application by MS Students to the PhD Program

Currently enrolled MS students who wish to continue in the PhD program must submit an application for review by the graduate faculty. The letter of application is submitted to the DOGE, normally during the final semester of the MS degree. The letter should include a narrative statement in which goals for pursuing the PhD and for a professional career are discussed. Once the application is approved, the Master’s to PhD track in same department form, found at http://www.grad-college.iastate.edu/common/forms/index.php is completed and signed by the DOGE.

Grading Policies

A graduate student who receives an Incomplete (I) in a course must remove the Incomplete within a 12-month period or the “I” will be automatically changed to an F grade, per Graduate College policy.

AESHM Procedure Checklist

The flowchart below (and see the appendix of the Graduate College Handbook, pp. 117-118) is provided for guiding the student through the proper procedures for the Master’s or PhD degrees. It is required that the student receives approval from the major professor BEFORE circulating or distributing any document or making requests of other faculty. Faculty should not sign a form unless the major professor has signed first or an arrangement has been made between faculty members. Further information or forms are found in the links.

http://www.grad-college.iastate.edu/common/handbook/Grad%20College%20Handbook%20October%202012.pdf)
## Procedure Checklist

<table>
<thead>
<tr>
<th>Responsibilities</th>
<th>Date of Completion</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment to DOGE</td>
<td>Before or upon arrival</td>
<td>Dates for registration are found in the Schedule of Classes</td>
</tr>
<tr>
<td>Course registration</td>
<td>Classes for the following semester are selected during the middle of the preceding semester. HRI 505 or AMD 510 should be taken as soon as possible, first semester if available, to explore expertise of faculty and begin to discuss thesis ideas</td>
<td></td>
</tr>
<tr>
<td>Selection of major professor</td>
<td>After selection of an area of interest or thesis topic. No later than the time to enroll for the third semester for AMD and before preparation of Program of Study and Thesis outline</td>
<td>Inform the DOGE of your HM major professor preference to be brought to the Graduate Faculty. HM major professor selection is approved by the Graduate Faculty. AMD major professor selection is based on approval by the major professor; Grad Faculty approval is not required. Inform the DOGE of the AMD major professor’s approval</td>
</tr>
<tr>
<td>Appointment of Program of Study (POS) Committee</td>
<td>During the second semester for MS or beginning of third semester of PhD student. Preferably soon after selection of major professor</td>
<td>Recommendation for Committee Appointment is filed by student with the Graduate College and must be signed by major professor and Committee members. See Grad College Handbook for the make-up of the Committee. Form is available at <a href="http://www.grad-college.iastate.edu/common/forms/student_forms.php">http://www.grad-college.iastate.edu/common/forms/student_forms.php</a></td>
</tr>
<tr>
<td>POS Committee meeting</td>
<td>Within the first year or before completion of 15 graduate credits. Circulate copies of POS to Committee members one week before the meeting (See Appendix B for new overage policy for distance HM Ph.D. students and use of undergraduate courses toward degree)</td>
<td>Program of Study form is signed by Committee and DOGE before brought to the Grad College for approval. Form is found at <a href="http://www.grad-college.iastate.edu/common/forms/student_forms.php">http://www.grad-college.iastate.edu/common/forms/student_forms.php</a></td>
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<tr>
<td>MS Thesis Proposal</td>
<td>Within the first year. Proposal may be discussed at the same meeting as POS.</td>
<td>Proposal must be approved by the POS Committee. Follow thesis manual guidelines found at <a href="http://www.grad-college.iastate.edu/current/thesis/">http://www.grad-college.iastate.edu/current/thesis/</a></td>
</tr>
<tr>
<td>Human Subjects in Research Application for Thesis Research</td>
<td>If human subjects are used in the proposed study, submit the necessary IRB forms. See the Graduate College Handbook.</td>
<td>Human Subjects Assurance training must be completed prior to IRB form submission.</td>
</tr>
<tr>
<td>Request for Preliminary Exam (PhD only)</td>
<td>Two weeks before prelim exam</td>
<td>The student must file the Request for Preliminary Exam form with the Grad College. The Committee develops questions that make up the exam. Forms are available in 31 MacKay</td>
</tr>
<tr>
<td>Preliminary Oral Exam (PhD only)</td>
<td>At least six (6) months before final examination</td>
<td>Form set to the major professor is brought to the Committee meeting. Major professor/student forwards results of examination to Grad College. Upon successful completion, the student is admitted to candidacy for the PhD</td>
</tr>
<tr>
<td>PhD Dissertation Proposal</td>
<td>Proposal is completed during second year of residence and discussed at a separate meeting prior to or following the Prelim Oral exam</td>
<td>POS Committee must approve the proposal before data are collected. The ISU thesis manual includes format requirements and is available at <a href="http://www.grad-college.iastate.edu/current/thesis/">http://www.grad-college.iastate.edu/current/thesis/</a></td>
</tr>
<tr>
<td>Human Subjects in Research Application for Dissertation Research</td>
<td>If human subjects are used in the proposed study, submit the necessary IRB forms. See the Graduate College Handbook.</td>
<td>Human Subjects Assurance training must be completed prior to IRB form submission</td>
</tr>
<tr>
<td>Diploma Slip</td>
<td>By the end of the first week of the semester of graduate or by the first week of May for summer session graduation</td>
<td>If student does not graduate as planned, a new Diploma Slip must be filed. Form found at <a href="http://www.grad-college.iastate.edu/current/thesis/forms/">http://www.grad-college.iastate.edu/current/thesis/forms/</a></td>
</tr>
<tr>
<td>Request for Final Oral Examination</td>
<td>Three (3) weeks before final examination. At least two (2) weeks before exam, circulate copies of thesis or dissertation to POS Committee</td>
<td>Major professor/student files the Request for Final Oral form with the Graduate College. Form available in 31 MacKay</td>
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<tr>
<td>Responsibilities</td>
<td>Date of Completion</td>
<td>Comments</td>
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<tr>
<td>Final Oral Exam</td>
<td>Deadlines for the exam in order to graduate within the specific semester is available at <a href="http://www.grad-college.iastate.edu/current/thesis/deadlines/">http://www.grad-college.iastate.edu/current/thesis/deadlines/</a></td>
<td>Major professor forwards results of examination to Grad College</td>
</tr>
<tr>
<td>Correct Thesis or Dissertation</td>
<td>After oral exam</td>
<td>Major professor checks corrections. Make copies of corrected document. Allow at least two (2) weeks for corrections.</td>
</tr>
<tr>
<td>Final Electronic Deposit of Thesis or Dissertation at</td>
<td>Guidelines for electronic filing and final date for deposit in order to graduate within a specific semester is available online from Graduate College</td>
<td>See <a href="http://www.grad-college.iastate.edu/current/thesis/forms/">http://www.grad-college.iastate.edu/current/thesis/forms/</a> and <a href="http://www.grad-college.iastate.edu/current/thesis/">http://www.grad-college.iastate.edu/current/thesis/</a></td>
</tr>
<tr>
<td>Graduate College</td>
<td>Obtain signature (title page) of the Graduate Dean in the Graduate Office. Title pages are returned to the Thesis Office.</td>
<td></td>
</tr>
<tr>
<td>Obtain Grad College signature</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have e-files of thesis or dissertation and data (and non-spiral bound copy if desired by major professor) to major professor</td>
<td>Before OK Slip is signed by DOGE</td>
<td></td>
</tr>
<tr>
<td>Graduation Approval Slip (OK Slip)</td>
<td>Available from the Grad College about 10 days before graduation. If leaving early, request OK Slip from Grad College</td>
<td></td>
</tr>
<tr>
<td>Statement for Thesis Fee from Thesis Office</td>
<td>Pay fee at Treasurer’s Office before graduation</td>
<td></td>
</tr>
<tr>
<td>Graduation</td>
<td></td>
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</tbody>
</table>
**Academic Probation Policy**

The purpose of the AESHM policy on academic probation is to ensure the expected academic performance of all graduate students. The AESHM Department expects its graduate students to achieve the Iowa State University Graduate College minimum GPA of 3.0. Following ISU Graduate College general guidelines for academic probation decisions, the Department implements the following procedures related to academic probation, effective January 1, 2006:

1. **Written notification of academic probation**
   a. The Graduate College notifies the DOGE of a student’s academic probation
   b. A student whose cumulative GPA is lower than 3.0 is placed on academic probation, with written verification from the DOGE
   c. Once placed on academic probation, the student will be given one (1) semester to improve his or her GPA
      i. The student’s GPA for this first semester on academic probation must be at least 3.0 to avoid dismissal from the graduate program.
      ii. The student who earns a GPA of 3.0 or higher for the first semester on academic probation but who fails to raise his/her cumulative GPA to 3.0 or higher will be given a second semester to raise his/her cumulative GPA to at least 3.0, with a written notification from the DOGE.

2. **Removal from Academic Probation**
   a. Students who have achieved a cumulative GPA of 3.0 or higher after the first probationary semester will be removed from an academic probation status.
   b. Students who have achieved a cumulative GPA of 3.0 or higher after the second probationary semester will be removed from academic probation status.

3. **Termination of Graduate Student status**
   a. If the GPA for the first semester on academic probation is lower than 3.0, the student will be dismissed from the program permanently. The student will receive a letter from the DOGE confirming dismissal from the program.
   b. Students who make a 3.0 or higher GPA the first semester of academic probation, but do not have a cumulative GPA above a 3.0 after the second semester on academic probation, will be dismissed from the program regardless of his/her academic performance for the first and/or second semesters.

4. **Graduate Assistantship during academic probation**
   a. Graduate Assistantship may be reduced in hours or terminated for students on academic probation.

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**F. Assistantships**

**Types of Assistantships**

All students on assistantships are considered C-base employees of the University. All graduate assistants on half-time appointments are required to give 20 hours per week of service to the department; those on quarter-time, 10 hours per week; those on other fractions of appointments should work appropriate hours based on a 40-hour work week.
Teaching Assistantships

Teaching Assistantships are assigned to faculty members in various subject areas with the department. Master’s TAs assist faculty in preparing teaching materials and evaluation instruments. They are expected to participate in the planning of course subject matter and may be asked to teach a class or assist students in laboratory work. Although they are generally not assigned the full responsibility for teaching a course, they may assume such responsibility under special circumstances. Doctoral TAs may be assigned the full responsibility for teaching a course. A desk copy of the required and optional books listed in the course syllabus may be ordered for the TA by department staff in 31 MacKay and must be returned to the department at the end of the semester unless the student will teach the same course in the following semester. The student’s supervisor must approve the ordering of new books used for the course. Books take a few weeks to arrive, so the supervisor/student should plan accordingly. Students are encouraged to check the library for other books related to the course. Purchase of other teaching resources must be approved by the TA's supervisor.

Research Assistantships

Research Assistantships are usually assigned to an ongoing project. Depending on when they join the project, they can be asked to participate in the creative planning of the research, in collection of data, in analysis of findings, or in writing of the final report. Their own thesis/dissertation may be a part of the research in progress, contingent upon the approval of the assistantship supervisor and the student’s POS Committee.

Administrative Assistantships

Administrative Assistantships are assigned to work with the Department Chair and/or Associate Chairs on a variety of department activities and the Department Chair determines specific administrative duties to be performed by the assistant. The nature of the duties is expected to be administrative or to assist the administrators in meeting the demands of the job.

Graduate Assistantship Policy

These policies are designed to provide reasonable support for as many students as possible given the budget restrictions under which the department operates. Assistantships are highly competitive. Each year there are more applicants for assistantships than there is money to support them.

Criteria for Appointment

To be granted an assistantship through the AESHM Department, a graduate student must:

a. Be accepted into the graduate program in the AESHM Department at Iowa State University at either full or provisional level
b. Have good English written and oral communication skills
c. Have skills and expertise relevant to teaching and research needs
d. Apply for an assistantship. Both new and returning students must apply for an assistantship on an annual basis.
Graduate assistantships for new students are offered based on grade point average, GRE or GMAT scores, letters of recommendation, and skills/experiences that meet needs within the department. Continuing students are offered assistantships based on their satisfactory performance on the current assistantship, department needs, and satisfactory progress in the program of study.

**Forms Required Before the Assistantship Begins**

All new employees at Iowa State University must report to the ISU Human Resource Services Center at 3810 Beardshear Hall *ON OR BEFORE* their first day of work to complete the I-9 form, along with other forms in the payroll sign-up packet.

The employee will need to bring forms of ID with them. Please check the back of the I-9 form for acceptable forms of ID.

Non-immigrant employees must go to the International Students and Scholars Office, 3248 Memorial Union *ON OR BEFORE* their first day of work to complete their I-9 Form and will then be directed to the ISU HR Service Center to complete the remaining forms in the payroll sign-up packet.

If you have any questions in regard to the Payroll sign-up process or forms, please call the ISU HR Service Center at 294-4800.

*Upon completion of the payroll sign-up packet, the Records Management Office will sign this form. Once this form is signed, please return it to your supervisor. You will not be scheduled to work until this signed form has been returned.*
To expedite the payroll sign-up process for new XH employees, the following information is to be completed by the department. The new employee must then take the following form to the ISU HR Service Center, 3810 Beardshear Hall.

1. Name: ________________________________ ________________________________

2. University ID #: ________________________________ __________________

3. Date to begin work: ________________________________ __________________

4. Department: ________________________________ __________________

5. Job title: ________________________________ __________________

6. Hourly rate: ________________________________ __________________

7. Campus address: ________________________________ __________________

8. Campus phone: ________________________________ __________________

9. Department Contact Person: ________________________________ __________________
   Phone: ________________________________ __________________

TO: Department                                      FROM: ISU HR Service Center

The above employee has completed the payroll sign-up process and is now authorized to begin work.

HR Service Center Representative                                      Date
Dates of Appointment

The appointment dates are listed in the letter of offer, which typically begin on the first day of school and end on the last day of school of each year. **Students must report for duty on the date specified and remain on campus until the end of date of the offer.** Students who do not comply with this requirement will not be eligible for a new appointment. Compensation for the months of August and May varies depending upon the day classes begin and end. Compensation is received at the end of each month during the term of employment.

Term of Appointment

Graduate assistants will be funded through the AESHM Department budget.

a. Appointments may extend up to the equivalent of half-time appointment for **four (4)** semesters for Master’s students, and **six (6)** semesters for doctoral students. This includes any combination of research and teaching assistantships and temporary faculty positions. If external funding or other special budget is available to extend spring assistantships into the summer, this time does not count as one of the semesters of appointment. In rare cases, circumstances related to special expertise or department needs may allow extension of the appointment beyond the time frames listed here.

b. To extend their time or level of support, students are encouraged to apply for assistantships outside the department (minority student affairs, student services, other departments, interdisciplinary programs, work study, etc.) and to funding agencies to generate money to support joint research.

c. The department will try to provide the highest level of support based on the preferences of the graduate student. For example, those students who prefer a quarter-time appointment will be provided that option whenever possible.

d. A positive evaluation of the assistant will help secure renewal of assistantships for following semesters until the limit is reached. Continuing students with strong performance evaluations are given preference over incoming students.

e. The department will try to provide students with the kind of experience they desire (teaching, research, or administration) in their preferred subject matter emphasis.

Responsibilities of Graduate Assistants and Supervisors

Supervisors/assistant teams are encouraged to arrange regular standing appointments and maintain accurate records of work time, deadlines, and assignments. Electronic time sheets must be submitted each week to the student’s supervisor and at the first of the month to the DOGE. Assistants are expected to report for duty except on university holidays. However, students are expected to complete all hours each week during breaks or weeks that include a university holiday. **This means that some assistants are expected work during the winter and spring**
break, although the work hours during these recess periods can be flexibly arranged based on mutual agreement between the assistant and supervising faculty.

Supervisors are responsible for:

- Providing clear directions for the assistant.
- Identifying deadlines and indicating when those are imposed by outside agencies.
- Developing a professional working relationship with the graduate assistant based on mutual trust and respect.
- Providing assistants with an understanding of how their efforts will contribute to the supervisor’s goals.

Supervisors should identify peak demand periods so that the assistant can plan accordingly and work with other supervisors so as not to overwhelm the assistant.

Assistants are responsible for:

- Performing tasks assigned, learning how to perform those tasks, and asking for clarification or instructions when necessary.
- Meeting deadlines as identified by the supervisor.
- Working the contracted number of hours. Assistants are required to maintain an accurate record of hours worked.
- Developing a professional working relationship with the supervisor based on mutual trust and respect.
- Filing contact information so that they can be reached during vacation periods, if necessary.
- Being available during scheduled class days, as well as through Finals Week or negotiating absences from campus with the supervisor(s).
- Dressing and behaving in a professional manner appropriate with teaching assistant responsibilities.

**Evaluation**

Both supervisors and assistants will be involved in the evaluation process. Informal evaluation should occur throughout the term(s) of the appointment. In those instances where assistants or supervisors are performing in a less than satisfactory manner as the year progresses, participants are to notify each other of the problem, work to rectify the situation, and maintain a written record describing the situation, events, and outcomes.

Supervisors will evaluate graduate assistants each semester and provide a summary of the assistant’s performance to the DOGE. Evaluations are due to the DOGE by April 15 and November 1. These evaluations are used for reappointing, revoking, or modifying assistantship offers for the following semester.

Assistants will be evaluated for:

- Accuracy, timeliness, and quality in performance of tasks assigned.
- Initiative and willingness to learn how to perform those tasks.
c. Productivity.
d. Honoring terms of assistantship contract (e.g., availability, fulfilling hours, reporting planned absence).
e. Honesty and ethical behavior in performing duties.
f. Professionalism (e.g., courtesy, respect, cooperation, attitude toward work, communication effectiveness, confidentiality, submitting abstracts for presentations with faculty knowledge and input if related to assistantship responsibilities or class projects).

Letter of Intent

All graduate assistants must sign a letter of intent with the department offering the assistantship. The letter of intent establishes the amount of the monthly stipend, length of appointment, and the number of hours per week during appointment.

Benefits (from the ISU Policy Library)

Leave

Arrangements for a leave of absence must be made with the assistant’s supervisor and the DOGE. When a graduate assistant needs to be absent either for personal reasons or illness, the supervisor should try to accommodate that need. At the same time, the graduate assistant should attempt to plan personal leave so that it does not interfere with or cause neglect of the duties associated with his or her employment.

Although TAs do not earn vacation time, they may need to be absent from duties at times. Leave with pay is granted only under exceptional circumstances. Decisions concerning sick leave are made between the student and supervisor. An assistant on sick leave must furnish evidence of illness or injury if the department chair requests such evidence.

Graduate students should not subtract hours from their weekly 10- or 20-hour assignment during weeks with university holidays, such as Labor Day. Students are held to those 10 or 20 hours during weeks with holidays. GA hours usually worked on the day of the holiday should be worked sometime before or after the holiday. This should be discussed with the student’s supervisor.

A graduate assistant may request leave of absence without pay for reasons such as professional opportunities outside the university, fulfillment of military obligation, or other personal considerations. The timing of the leave depends upon the staffing needs of the department and the personal need of the assistant, but the leave may not exceed the stated appointment period.

Departments may have their own guidelines about granting leave to graduate assistants. This matter needs to be clarified with assistantship supervisor as soon as needs to leave arise.

Graduate Tuition Scholarship

Graduate students appointed to graduate assistantships ¼-time or more are assessed fees. Students may hold traineeships or fellowships that provide funds for payment of fees, otherwise
fees are the responsibility of the student. A tuition scholarship covering a portion of the resident tuition (not fees) is provided for graduate assistants except those students on restricted admission or on academic probation or on an hourly appointment.

For fall and spring semesters, a student must be on appointment for at least three months of the semester to qualify for tuition scholarship. For summer session, a student must be on appointment for at least six weeks to qualify for a tuition scholarship. For all terms, appointment papers must have been processed by the Graduate College before the end of the first full month of classes (i.e., usually around the fifth week of the fall or spring semesters). A tuition scholarship not used by the due date of the second fee payment installment will be forfeited.

**Tuition Scholarship Award Policy**

1. **Suggested criteria for awarding scholarship:**
   a. GPA, combined with the quality of rank of the institutions attended
   b. Record of professional activities and practice, in consideration of the time period in the program – e.g., publications, presentations, service to the department and program, and leadership in related professional organizations.
   c. Performance in the current assistantship (for existing assistants)
   d. Six (6) semester limit for PhD students and four (4) semester limit for Master’s students
   e. Students are required to remain enrolled in nine (9) or more credits during the semester except in their final semester. *However, graduate assistants are charged for 9 credits each semester, which may mean the student will be responsible for the higher tuition charge when taking fewer than 9 credits in the last semester. The department cannot guarantee it will cover the additional tuition charge to the student taking less than 9 credits. Therefore, students will need to decide and tell the DOGE at the time of registration for the final semester if they want to remain on assistantship for the final semester if taking fewer than 9 credits.*
   f. Only for full admission status
   g. For assistant responsibilities in the AESHM Department over outside departments and programs

2. **Assistantships funded through grants or sources other than the department’s operating budget:**
   a. If grants or other sources of assistantship funding do not cover tuition scholarships, students on the assistantships are still eligible for tuition scholarships, based on the criteria above.

3. **Suggested guidelines for awarding graduate tuition scholarships if insufficient funds exist:**
   a. Award at least one scholarship in each of the three programs if assistantship is offered in program
   b. Distribute the number of scholarships among the three programs in proportion to the actual number of assistantships (the actual number including all departmental and grant-funded assistantships)
c. Priority to PhD students over Master’s, in case of commensurate qualifications
d. Use tuition scholarships as an incentive for attracting top student applicants

**Health Insurance**

The mandatory health fee paid by each student is *not* an insurance plan; it is intended only to complement a student’s individual insurance coverage.

For health insurance coverage, graduate students may purchase a Group Health Insurance plan, which covers hospitalization, accident expenses, surgery, and maternity benefits for the student, the student’s spouse, and the student’s children.

The policy is generally effective for a 12-month period beginning on the first day of registration. You may enroll in this plan by visiting the insurance clerk at the Student Health Center. Various payment plans are available.

**Prescription Drug Benefit**

Graduate students who currently hold a graduate assistantship receive single coverage free-of-charge in a prescription drug benefit program that reduces the cost of generic and brand-name drugs purchased at the Student Health Center Pharmacy. For an additional fee, the spouse and children of a graduate student holding a graduate assistantship may also be enrolled in the Prescription Drug Benefit Program as long as they are also enrolled in the Group Health Insurance plan. Graduate students who do not have a graduate assistantship and their families are not eligible for this benefit. For information, contact the Student Health Center Pharmacy at 515/294-7983. Enrollment information is available through the insurance clerk at the Student Health Center; this option must be paid through payroll deduction.

**Dental Insurance**

Dental insurance for graduate students, and their spouses and families is available through Delta Dental Plan of Iowa and may be purchased for an additional premium. Graduate students may enroll in this plan by visiting the insurance clerk at the Student Health Center. Various payment plans are available.

**Termination of Assistantship**

See the *Graduate College Handbook* for details.

One or more of the following may be grounds for termination of appointment:

1. Failure to maintain the stipulated cumulative grade point average (3.0) set by the Graduate College for appointment. The assistant will be dismissed at the end of the semester in which notice of academic probation is received, but the grace period may be extended for a specific period of time by an agreement between the Department chair and the Graduate Dean.

2. Failure to comply with graduate student responsibilities.
3. Personal conduct seriously prejudicial to the University, including violation of the Regents “Uniform Rules of Personal Conduct” and general University regulations.

4. Any graduate student creating a disruptive, non-collegial, and mistrustful atmosphere due to, but not limited to, lying, stealing or damage to personal or intellectual property, combative statements, and lack of respect will lead to the immediate and permanent removal from an assistantship at the discretion of the AESHM Department Chair and/or AESHM Director of Graduate Education.

5. Neglect of duty or incompetence.

Other Responsibilities and Privileges

In carrying out the duties of the assistantship, graduate students are expected to follow correct procedures. AESHM uses the procedures outlined in the ISU Policy Library and, in addition, has procedures unique to the department. See LouAnn Doyle for policies and procedures. It is wise to plan ahead on the following activities and to make sure that the appropriate university procedures are followed:

* Traveling within the state and out-of-state
* Purchasing materials or services for the department
* Arranging for field trips
* Resigning the position (see the ISU Policy Library or LouAnn Doyle for the correct procedure)

G. Funding Sources

Funding for travel and research is available through a variety of sources. Iowa State University has a number of policies and procedures for application to and use of ISU funds and for submitting proposals to outsider funders. Plan to work closely with your Major Professor when applying for funding.

Professional Advancement Grants (PAG)

PAGs are administered through the Graduate College and the Graduate Student Senate to cover partial cost for professional travel and research. The PAG award amounts and the form are found on [http://www.grad-college.iastate.edu/gpss/PAG/](http://www.grad-college.iastate.edu/gpss/PAG/)

Graduate students are entitled to apply for one (1) travel grand and one (1) research grant per year. Travel grants apply to professional meetings. Research grants apply to non-thesis research. Many class-related research components may provide an opportunity to apply for this funding.

College of Human Sciences Scholarships

To be considered for College of Human Sciences scholarships, the applicant should complete Graduate College admission no later than February 1. The scholarship application is found on [http://www.hs.iastate.edu/current-students/scholarships/chs-graduate-student-scholarships/](http://www.hs.iastate.edu/current-students/scholarships/chs-graduate-student-scholarships/)
College scholarships, like assistantships, are very competitive. A student may receive both an assistantship with a tuition scholarship and a College scholarship. Additional scholarships and some fellowships are available through the Office of Minority Student Affairs.

Students also should investigate fellowships/scholarships available from professional associations such as The American Dietetic Association, The American School Food Service Association, National Association of College and University Food Services, and the American Association of Family and Consumer Sciences, the International Textiles and Apparel Association, and from home economics honor societies such as Kappa Omicron Nu and Phi Upsilon Omicron.

**Departmental Support for Graduate Students**

Graduate students are encouraged to attend and present papers at conferences. If funds are available, the AESHM Department will cover the cost of registration for one of these conferences (ITAA, CHRIE, and/or Graduate Student Research Conference in Hospitality and Tourism) and provide an additional $250 to cover some of the conference costs, on a reimbursement basis. There is no support for students to simply attend a conference. Support will be considered for students who assist faculty member with some responsibility such as staffing a booth or co-author a paper, upon a recommendation from the DOGE.

**H. Graduate Student Associations**

Two graduate student associations are available in the AESHM Department: The Graduate Student Association in Hospitality Management (GSHAM) and the Apparel, Merchandising, and Design Graduate Student Association (AMDGSA).

The goals of these graduate student organizations are to foster community spirit among graduate students in the program, to develop collegial relations with faculty, and to support graduate students studying the many diverse areas within the discipline. The association is run by officers elected annually. Meetings or other gatherings are held every semester to disseminate important information about the program, department, university, and the field of interest. Membership is optional. The GSHAM charges dues of $10 per year. Each organization raises funds to support graduate student activities and needs, such as travel for conferences (such as the Graduate Student Research Conference and the ITAA Annual Meeting in AMD) and supplies for the graduate student office, etc. Opportunities are also available for those wanting to get involved with the University’s graduate student senate and various department faculty committees.

The AMDGSA offers ISU graduate students in Apparel, Merchandising and Design opportunities to:

- Promote collaboration between members
- Foster relationships between members and industry professionals
- Advance professional development
- Encourage community involvement
- Sponsor activities to promote research and scholarship

For more information, find the AMDGSA on Facebook or email [amdgsa@iastate.edu](mailto:amdgsa@iastate.edu).
I. Department Services and Communication

Offices

All graduate assistants will be assigned an office desk for their work in 7E MacKay Hall (HM students) and 28 MacKay Hall (AMD students). Graduate students not on assistantships will be assigned a work desk on a shared basis. Your responsibilities when using the graduate student office are:

- Respect others using the space. This room is intended to be a study and work area, and all activities in the room should be compatible with this intent.
- Only graduate assistants have assigned desks. Others may use the desk/table surfaces, but are requested not to leave belongings there in your absence. A drawer may be used to store materials. If a drawer is used to store materials, label it with the student’s name.
- Keep the door locked to protect graduate student and department possessions.
- Food and beverages, and related waste, should not be left in the room because they attract insects. All food waste should be taken to the outside dumpster for disposal.
- Please keep the room neat and clean. This reflects the image of the program and graduate students.

Acquisition of Door Keys

Keys for offices (28 MacKay or 7E MacKay) and outside building doors are acquired by working with staff, LouAnn Doyle in 31 MacKay, to fill out a Key Request Form and then submitting the approved form to the University Physical Plant Office. Teaching assistants also have keys for access to classrooms. Upon termination of employment at the University, keys must be returned to the Physical Plant Office.

Apparel, Merchandising and Design Students:
Check with LouAnn Doyle in 31 MacKay.

Mail Boxes

All graduate students are assigned an individual mailbox located in the foyer of 8 MacKay for university mail, notices, and other appropriate material related to the graduate program and graduate assistantship tasks and assignments. Please check for mail at least two times each week and preferably more frequently. Your regular US mail should be delivered to your local residence, not to the department. If you have mail/message for a faculty member, leave it in the mail baskets in 31 MacKay.

In rare instances, graduate students might produce letters and packages requiring postage at department expense, which can be left with the department secretaries (31 MacKay Hall). The secretaries are LouAnn Doyle and Victoria Van Voorhis. Give one of the secretaries information on the kind of postage required. All university postage is handled through a central office and billed to the department.

Office Supplies

The department covers the cost and supplies the items necessary to carry out assistantship duties. This includes such as department stationery, pens pencils, computer disks, etc. Please see one of the
secretaries in 31 MacKay Hall for these supplies. Copy cards for the Library are available from 31 MacKay. Printing codes for college labs are available for teaching and research assistantships.

**Purchasing Procedures**

Before purchasing materials for use in the department, obtain permission from the supervisor and obtain the following information: description of the item, place of purchase, quantity, and unit price. All necessary forms to be completed are available in the department office, and must be completed by the secretary (Denise Nichols, 31 MacKay Hall).

**Appointments with Faculty Members**

Faculty members have appointment sign-up sheets on the bulletin boards outside their office and/or accept appointments via email correspondence. You may sign up for an appointment during any open period. Please sign-up or e-mail at least one day in advance.

Make appointments with the Department Chair with any of the departmental secretaries. If you have forms which need to be signed by the Chair or DOGE, leave them with the secretary in 31 MacKay.

**E-Mail**

The department maintains several list serves: entire AESHM Department, HM/AMD programs, HM/AMD faculty, HM/AMD graduate students, HM/AMD staff, and HM/AMD undergraduates. It is your responsibility to inform LouAnn Doyle (ldoyle@iastate.edu) in 31 MacKay, of your email address immediately after arrival on campus. Students are encouraged to check their ISU email daily. In particular, the DOGE regularly communicates with graduate students about important issues needing your attention.

**J. Department Equipment and Facilities**

**Faculty and Graduate Student Use of Equipment (i.e., Tape Recorders, Transcription Machines, Cameras, Laptop Computers, etc.)**

**Equipment Acquired Through Outside Grants**

Equipment acquired through outside funding will be retained for use by the principal investigator(s) during the period of the grant. Other faculty and graduate students who wish to borrow the equipment should contact the principal investigator directly. Once the grant is completed, the equipment will be placed in the department pool and may be borrowed according to the following procedures.
Lab Equipment Storage

Hospitality Management:
Equipment will be stored with the department lab assistant and will be checked out through the lab assistant in 31 MacKay.

Tearoom equipment is not allowed out of the Tearoom. Contact Tearoom Coordinator (John Kramer) for assistance.

Apparel, Merchandising and Design:
Equipment will be stored with the department lab assistant (Sharon Wirth, 4-6964) and will be checked out from her or the department secretary in 31 MacKay.

Equipment Use and Reservation Guidelines

1. Faculty will have first priority for use of departmental equipment for teaching and research needs.

2. Equipment will be available for check-out on a first-come, first-served basis for graduate students. Equipment reservations may be made through the department lab assistant or one of the department secretaries.

3. Equipment for classroom use is limited to reservations for the class period only. Other equipment or equipment for research use may be used for no more than one week at a time. Equipment can be requested for future consecutive weeks provided no one else has placed a request.

4. Equipment can be used away from campus by faculty. Graduate students may be allowed to use equipment off-campus only with permission (i.e., for field research data collection).

5. All users are responsible for replacement costs if equipment is damaged through misuses, negligence, loss, or theft.

Laptop Computers

As a CHS student, you can checkout a Mac iBook, PC laptop or a Palm handheld computer between 4:00 pm to 5:00 pm (Monday-Friday). Stop by MacKay 108 and talk to a lab monitor to check-out equipment.

Audio-Visual Equipment

Equipment available in the department includes: a video project, a portable screen, overhead projectors, and computer/projectors. Other types of audio-visual equipment are available through the Media Resources Center. All equipment is arranged through Victoria Van Voorhis in 31 MacKay. Provide the date, time, room, and instructor’s name for each request. This is essential to facilitate coordination of equipment, to maintain accurate media use records, and to insure security.
17 MacKay and 29 MacKay

Rooms 17 and 29 MacKay serve as conference rooms and may be reserved by contacting LouAnn Doyle.

Telephone Service

There is a telephone in each of the graduate student offices, 7E and 28 MacKay. Neither telephone is capable of making direct-dial long-distance calls. If you need to be making telephone calls for a research project, see your major professor. Neither phone is connected to voice mail.

Joan Bice Underwood Tearoom

The Joan Bice Underwood Tearoom, which is operated by Hospitality Management undergraduate students, serves lunch at noon. Reservations are required for lunch. Call 294-3330 for lunch reservations. During the year, HM student also serve special dinners. Watch the bulletin board for announcements. To receive weekly menus, check the website: http://www.aeshm.hs.iastate.edu/tearoom/

The Tearoom may also be reserved for special functions. Such reservations require the completion of a request form that can be obtained from the department secretary (Victoria Van Voorhis) in 31 MacKay or John Kramer (jadk@iastate.edu) in 8B MacKay Hall.

1. The Joan Bice Underwood Tearoom is a learning laboratory, so all class activities will have first priority for use of The Tearoom.
2. The Tearoom may be rented for meetings or meals at a cost of $150/event. The Tearoom space will only be available for rental after 1:30 pm. The Tearoom Coordinator will make the final decision on rental of The Tearoom space.
3. Rental of the Tearoom after 4:00 pm will be allowed only for events with a meal. Food served at the event must be arranged through the ISU Dining Services Catering Department.
4. ISU Dining Services will have responsibility for room set-up, service, and clean-up. The Dining Room will be left with tables in the pre-arranged position with chairs turned up on the tables.
5. Groups renting The Tearoom space may NOT bring in their own food. All food and beverages must be purchased through the ISU Dining Services Catering department.
6. Decorating of the dining room is limited to table decorations only. Nothing may be attached to walls, mirrors, paintings, ceilings, or light fixtures. Use of candles must meet fire code regulations.
7. A computer and projection unit and portable screen are available for rent at a cost of $100.
8. Students in the AESHM Department may request consideration of a waiver of the room fee for fundraising events.

Fax Machine

A FAX machine is available in the AESHM Main Office (31 MacKay). The secretary will fax the information. Graduate students are not to fax items on their own due to billing procedures. Please keep the number of personal faxes to a bare minimum. Charges vary with each fax.
K. Department Safety

Emergency Numbers

In case of emergency, when you need immediate help or after normal business hours, use the following numbers:

- **911** Fire, police, and medical emergency
- **294-4428** ISU Department of Public Safety, non-emergency

Response time for 911 is *three minutes*.

Fire and Tornado Alarms and Drills

An audible alarm within the building will signal a tornado or fire emergency. The alarm will be followed by a recording giving directions. In case of a fire you will be directed to *leave* the building, and during a tornado to seek shelter *within* the building (emergency evacuation maps are posted in every classroom and hallway). Periodically, the alarms will be tested; the test dates will be posted on the doors coming into the buildings. Please participate in these drills as if they were an actual emergency.

Chemical Safety

Chemical safety is a concern for any faculty member or student who comes into contact or uses chemicals in their employment or research. Each semester the chemical safety officer will hold a training session and those using chemicals will be required to attend. The Chemical Hygiene Plan is located in the:

- AESHM Office 31 MacKay Hall
- Quality Assurance Lab 1059 LeBaron Hall
- Textile Lab 2092 LeBaron
- Costume Collection 2078 LeBaron

An emergency shower and eye wash are located in the Quality Assurance Lab (1059 LeBaron). Direct any questions concerning chemical safety to the Chemical Hygiene Officer.

All the employees of the department (faculty, staff, graduate assistants, and work-study students) are required to know:

- The name of the Chemical Hygiene Officer
- The location of the handbook or Chemical Hygiene Plan (CHP)
- And that such a plan exists.

AESHM Safety Session Outline

1. The **Laboratory Safety Manual** is located in 1059 LeBaron just inside the door by the first extinguisher. 31 MacKay also has a copy.

2. **Hazards in the Work Area:**
a. Physical hazards relate to use of the testing equipment. The equipment has guards to reduce risk, but common safety practices are required:
   i. Read and follow the operating instructions and standard test methods using each piece of equipment
   ii. Make sure that fingers, hands, and other body parts are not in areas of equipment operation.
   iii. Tie back long hair, wear a lab coat or tie back loose garments or garment parts like ties, sleeves, scarves, etc.

b. Chemical hazards: Only chemicals currently used in the lab are present. These include acids, bases, and salts. MSDS forms for each chemical are included in the blue notebook located next to the Laboratory Safety Manual in 1059 LeBaron.

c. No biological, laser, or radiation hazards are present in 1059 LeBaron

3. **Location of References** describing hazards and safety practices associated with laboratory materials: MSDS forms for each chemical included in the inventory are in the blue notebook in 1059 LeBaron (just inside the door, next to the fire extinguisher and the Laboratory Safety Manual).

4. **Protective Measures** employees should take to avoid exposure or injury
   a. Read and follow the operating instructions for the equipment
   b. Read and follow the standard operating procedures as indicated in the Laboratory Safety Manual
   c. Personal protective equipment required
      i. Latex gloves
      ii. Safety goggles
      iii. Lab coat
      iv. Most procedures should be conducted in the fume hood.

5. Procedures for **Responding to Lab Emergencies** are posted on the bulletin board in 1059 LeBaron next to the first extinguisher (right above the Laboratory Safety Manual). An evacuation map is also posted on this bulletin board.

6. **Methods to Detect the Present of Contamination or Release of Chemicals**
   a. Liquid spill, evidence of spill debris (broken glass on floor, stickiness or damage to area), odor, damage within an area (paint peeling, labels discoloring)
   b. Instrumental detectors: Radiation and gas detectors (instrumental detectors are not available in 1059 LeBaron)

7. **Procedures for Obtaining Medical Care in the Event of Exposure/Injury**
   a. Identify the nature of the exposure/injury/medical emergency
   b. Determine that the area is safe to enter and that you are not at risk of exposure or injury if you enter the area. (In 1059 LeBaron, there are no chemicals or other laboratory hazards that would put you at risk for exposure or injury that are specific to the lab.)
   c. Neutralization measures for chemical exposure include use of the shower (for body exposure), eyewash (if the eyes are exposed), or water from the sinks (for exposure of the hands and forearms).
d. Call 911 if medical treatment is needed  
e. A first aid kit is located on the counter by the Laboratory Safety Manual

8. **Proper Waste Management** (now referred to as unwanted materials) and disposal procedures  
Waste is generated with these procedures:  
a. Fiber identification, preparing synthetic dye stock solutions, dyeing with synthetic dyes, mordanting fabric, and dyeing with natural dyes. Check the standard operating procedures with these titles (Located in the Laboratory Safety Manual in 1059 LeBaron).  
b. The waste management collection site is located in the lower part of the hood if 1059 LeBaron.  
c. Waste should be poured into a waste container and labeled immediately as to contents.  
d. When the container is full or after one month of accumulation in the waste container, contact EHS at [http://legacy.ehs.iastate.edu/default.asp?action=article&ID=367](http://legacy.ehs.iastate.edu/default.asp?action=article&ID=367) and arrange for waste disposal. Fill out the green tags and enter waste information into the online system. Unwanted or waste materials are usually collected within 1-3 days of submitting the form. Be sure everything is labeled and ready for removal when submitting the request.

9. **Proper Record Keeping**  
a. The chemical inventory needs to be updated whenever chemicals are purchased and brought into the lab.  
b. When new lab protocols are developed, standard operating procedures need to be developed.

**Injury Report**

**Reporting**

All accidents and injuries occurring at work or in the course of employment must be reported to the employee’s supervisor as soon as possible, even if no medical attention is required. If medical treatment is necessary, see the Medical Treatment section below. First Report of Injury (FROI) forms must then be filled out and filed within 24 hours of the accident. The FROI should accessed through AccessPlus. Once logged in, the Work Injury link is available on the Employee Tab. Supervisors must log into AccessPlus with their own credentials in order to fill out the FROI for the employee who was injured.

Any incidents which result in either the hospitalization of an employee or a fatality must be reported to Human Resource Services (294-3753) and EH&S (294-5359) within 8 hours of the incident.

**Accident Investigation**

An accident investigation is required for employees who are injured. The supervisor should complete the Accident Investigation Form as soon as possible to accurately record the events
surrounding the incident. The employee, supervisor, and witnesses should provide input into the accident investigation.

The Accident Investigation form aids in determining root causes of incidents but does not replace the First Report of Injury form. Supervisors should complete the Accident Investigation form for all injuries and illnesses and should investigate all “near misses.” This form can be accessed from Human Resource Services. If you would like assistance with an investigation or have questions, please call EH&S at 294-5359.

**Medical Treatment**

Life threatening injuries require immediate medical attention. Call an ambulance by dialing 911 and notify the employee’s supervisor as soon as possible if they are not already aware of the situation.

Non-life threatening injuries or illnesses should be reported to the employee’s supervisor who will arrange medical care with Occupational Health Works at McFarland Clinic (1215 Duff Ave., 239-4496).

After-hours treatment or emergencies will be seen at the Mary Greeley Medical Emergency Department. Please notify medical staff when treatment is due to workplace injury or illness, so that they can initiate the proper paperwork. If follow-up care is needed, the employee will need to be seen at Occupational Medicine at McFarland Clinic.

University employees who live and work outside of the Ames area should refer to the list of approved medical centers for the treatment of work-related injuries. This list is available online at the Human Resource Services (HRS) website.

**Additional Resources**

Accident Investigation Form
[http://www.hrs.iastate.edu/workerscomp/accident_investigation.shtml](http://www.hrs.iastate.edu/workerscomp/accident_investigation.shtml)

Medical Providers Link
[http://www.hrs.iastate.edu/hrs/node/76](http://www.hrs.iastate.edu/hrs/node/76)

AccessPlus
[https://accessplus.iastate.edu/frontdoor/login.jsp](https://accessplus.iastate.edu/frontdoor/login.jsp)

Accident Prevention, Reporting, and Investigation
[http://www.policy.iastate.edu/policy/accident](http://www.policy.iastate.edu/policy/accident)
**Student Accidents**

**Medical Treatment**

Students not employed by Iowa State University that are exposed or injured in academic classes or university-sponsored events should seek medical attention at the Thielen Student Health Center (Sheldon Ave., & Union Dr., 294-5801).

**Reporting**

All accidents and injuries sustained by Iowa State University students while in academic classes or events sponsored by the university must be reported to Risk Management by the student and university representative using the Student Accident Report Form. For further direction, see “Accidents and Injuries, Student” in the University Policy Library [http://www.policy.iastate.edu/policy/safety/accidents/students](http://www.policy.iastate.edu/policy/safety/accidents/students)

**Resources**

Accidents and Injuries, Student [http://www.policy.iastate.edu/policy/safety/accidents/students](http://www.policy.iastate.edu/policy/safety/accidents/students)

Student Accident Report [http://www.riskmanagement.iastate.edu/~orm/second-level_Forms/StuAccForm.doc](http://www.riskmanagement.iastate.edu/~orm/second-level_Forms/StuAccForm.doc)

**Bloodborne Pathogens**

A copy of the update on bloodborne pathogen regulations is located in the *Chemical Hygiene Plan* master file in 31 MacKay. There are several aspects that all of us should know regardless of our individual position requirements.

1. Any faculty, staff, or student who decides on their own to get involved with human blood or potentially infectious body fluid situations (i.e., first aid, clean-up, etc.) must understand that they do so as a Good Samaritan and that this is not a condition of their job responsibilities.
2. Emergency first response service for ISU campus areas will be provided by the ISU Department of Public Safety, the Ames Police and Fire Departments, and the Mary Greeley Medical Center Ambulance Service. In an emergency, all of these services can be contacted by calling 911 and response to central campus will be within three (3) minutes.
3. All first aid kits in the department will be provided with waterproof gloves to be worn if you or someone else chooses to be a Good Samaritan. However, note that the first aid kits are intended for small cuts and essentially self-treatment. If the injury results in severe bleeding or a condition where the injured party cannot treat the injury, emergency response services should be requested immediately by calling 911.
4. If glassware is broken or other sharp materials need to be cleaned up, it is recommended that a brush and dust pan or tweezers be used to pick up these items rather than using the
hands and that they be placed in a separate container. Sharps containers are located in 1059 and 2092 LeBaron.

5. More specific information regarding clean-up, etc., is provided in the CHP in 31 MacKay. It might be wise to read the rest of this document just be become acquainted with some basic precautions to follow.

**Personal Safety**

In addition to an office key, each student is issued a key to access the building on weekends and evenings. Do **NOT** allow others to use your key to access the building, and do **NOT** open the door to others who ask or knock to be let in. Please remember to lock the rooms that you let yourself in to. You are also encouraged to keep your valuables with you at all times.

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### L. Professional Organizations and Honor Societies

**HM Professional Organizations**

There are many professional organizations related to Hospitality Management, and graduate students may want to become members to enhance their professional development. Many of these organizations have reduced membership rates for students. Student members have the privilege of attending regional and national meetings and receive some publications free of charge.

**The American Dietetic Association (ADA) / Iowa Dietetic Association (IDA)**

Meets annually on a national and a state basis. This association’s membership is comprised of dietitians in many specialty areas, including foodservice management. ADA publishes a monthly refereed journal, *The Journal of The American Dietetic Association*. Research abstracts may be submitted for oral and poster presentations at the annual meeting. ADA publishes a monthly newsletter, *ADA Courier*, and IDA publishes *The Bulletin* on a quarterly basis. ADA provides funding for scholarships and some research.

[www.eatright.org](http://www.eatright.org)

**School Nutrition Association (SNA)/American School Food Service Association (ASFSA)**

The mission of ASFSA is to advance good nutrition for all children. There is a state affiliate organization. ASFSA has an annual national conference each summer, and abstracts may be submitted for research poster sessions. Abstracts are published in Issue 2 of the research journal. The organization publishes 11 issues of the magazine *School Foodservice & Nutrition*, and two issues of a refereed research publication, *The Journal of Child Nutrition & Management*. ASFSA has a scholarship program, and offers funding for research through the Hubert Humphrey Research Grant, Lincoln Foodservice Grant for Innovations in Child Nutrition Programs, and the ConAgra Fellowship in Child Nutrition.

[www.schoolnutrition.org](http://www.schoolnutrition.org)
American Society for Healthcare Food Service (ASHFSA)

The mission of ASHFSA is to advance the practice of healthcare food service management in a broad range of healthcare settings. This organization serves individuals with healthcare food service management responsibilities, educators, suppliers, and consultants to the profession. ASHFSA is one of the societies of the American Hospital Association, thus ASHFSA members also are members of the AHA.

www.ashfsa.org

Foodservice Systems Management Education Council (FSMEC)

A professional organization for individuals who teach in the area of foodservice management. The organization hosts a biennial meeting each odd-numbered year, publishes proceedings for the meeting, publishes a periodic newsletter, and provides annual small research grants.

www.fsmec.org

International Council on Hotel, Restaurant, and Institution Education (CHRIE)

Focuses on hospitality management education. The association hosts an annual meeting, and research abstracts are submitted for oral and poster presentations. The organization publishes two quarterly refereed journals, *Journal of Hospitality & Tourism Research* and *Journal of Hospitality & Tourism Education*.

www.chrie.org

National Association of College and University Food Services (NACUFS)

The professional organization for individuals employed in college and university foodservice. The organization hosts an annual meeting and publishes an annual research journal, *NACUFS Journal*. There also are regional meetings.

www.nacufs.org

National Society for Healthcare Food Service Management (HRM)

The mission of HFM is to provide advocacy, support, and education for the continuous improvement of independent foodservice professionals in the rapidly changing healthcare environment. HFM is the only professional society dedicated exclusively to senior independent non-contract healthcare foodservice management professionals.

www.hfm.org

Trade Associations

National Restaurant Association (NRA)

Is the leading business association for the restaurant industry. The mission of the NRA is to represent, educate, and promote a rapidly growing industry that is comprised of 844,000 restaurant and foodservice outlets, employing 11.3 million people. The association staff monitors legislation that will impact the industry and serves a lobby function for the industry.

www.restaurant.org
AMD Professional Organizations

The following professional organizations have reduced membership rates for students. Student members have the privilege of attending regional and national meetings and receive some publications free of charge. Check organizational websites for membership details.

American Association of Textile Chemist and Colorists (AATCC)

Meets annually on a national basis and holds regional meetings. This association is the world’s largest society for individuals and companies that specialize in textile chemistry, dyeing, chemical treatments, and other wet processing such as laundering, and processing. It publishes a monthly refereed journal, Textile Chemist and Colorist, an Annual Index of dyes, finishes, etc., and yearly Technical Manual that lists AATCC test methods. www.aatcc.org

American Society for Testing and Materials (ASTM)

Meets annually on a national basis and holds periodic special interest group meetings. It deals with developing standards and standard test methods for a wide variety of industries including, but not limited to, the building industry, the textile industry, the pharmaceutical production, textile product performance testing, apparel sizing, etc. The organization publishes an Annual Book of Standards that includes more than 500 standard test methods, and Technical News. www.astm.org

Costume Society of America (CSA)

The Costume Society meets annually on a national basis and also holds regional meetings. It appeals particularly to persons interested in historic costume and textiles, and in conservation and preservation. It publishes a quarterly newsletter and news of exhibits, new publications, and developments in the field, as well as the journal, Dress. www.costumesocietyamerica.com

International Textiles and Apparel Association (ITAA)

ITAA meets annual. It provides its meeting Proceedings, a Newsletter which reports news of interest to the membership four times per year, and lists publications and theses once per year, as well as the Clothing and Textiles Research Journal four times per year. All of these are excellent sources of information in the field. ITAA is the major comprehensive organization, especially for persons in all areas of Apparel, Merchandising and Design in higher education. www.itaaonline.org

Textile Society of America (TSA)

Meets biennially on a national basis. The organization provides a forum for the exchange and dissemination of cultural, historic, socio-economic, artistic, and technical aspects of textiles. The TSA Newsletter is published three times a year. Members also receive a CD copy of the conference Proceedings.
AESHM-Related Honor Societies

Kappa Omicron Nu

This family and consumer sciences honor society is based on promotion of graduate study and research in family and consumer sciences, scholarship and leadership. Graduate students who have completed at least half of the graduate work with a 3.5 GPA are invited to join. Research fellowships are offered at the national level to graduate students. Scholarships also are available at the local level.

Phi Kappa Phi

Iowa State University has an active chapter of this national honor society. If you are already a member, you are welcome to participate in the activities on this campus. Each year those graduate students who become eligible are recommended for membership.

Phi Upsilon Omicron

This is a national family and consumer sciences honor society based on scholarship, leadership, character, and service. National scholarships and fellowships are available to members for graduate study. ISU has an active student and alumni chapter.

M. Iowa State University Personnel Policies

Employee’s Rights/University Obligations

Statement of Professional Ethics

AESHM fosters a climate of intellectual honesty that does not compromise or hamper freedom of academic inquiry. Faculty and students hold themselves responsible for the pursuit of truth and for improving scholarly competence in the discipline and related interdisciplinary work. We demonstrate respect and consideration for each other, striving to resolve issues of concern in a friendly, collegial fashion consistent with high academic standards. We acknowledge significant scholarly contributions from others in our published work and avoid exploitation of others for personal advantage.

AESHM ascribes to policies and ideals written in the statements in the Iowa State University Faculty Handbook that pertain to Professional Ethics, Academic Freedom, and Conflicts of Interest. For more information, visit:

**Discrimination and Harassment Policies**

**Introduction**

Respect is the foundation for interchange of ideas, for learning and for working toward common goals. Consequently, Iowa State University is committed to assuring that its programs are free from prohibited discrimination and harassment based upon race, ethnicity, gender, pregnancy, color, religion, national origin, physical or mental disability, age (40 and over), marital status, sexual orientation, gender identity, status as a US veteran (disabled, Vietnam, or other), or any other status protected by University policy or local, state, or federal law. Discrimination and harassment impede the realization of the University’s mission of distinction in education, scholarship, and service, and diminish the whole community.

Iowa State University reaffirms and emphasizes its commitment to provide a professional working and learning environment that is fair and responsible; that supports, nurtures, and rewards educational and employment growth on the basis of relevant factors such as ability and performance; and that is free of discriminatory, inappropriate, and disrespectful conduct or communication.

For these reasons, the university will not tolerate discrimination or harassment, as defined below, and is committed to preventing it or stopping it whenever it may occur at the university or in its programs. The policy presented here applies to employees, students, visitors, applicants, or program participants at Iowa State University.

**Policy Statement**

1. **Discrimination and Harassment Defined**

   Iowa State University prohibits discrimination, which can include disparate treatment directed toward an individual or group of individuals based on race, ethnicity, sex, pregnancy, color, religion, national origin, physical or mental disability, age (40 and over), marital status, sexual orientation, gender identity, genetic information, status as a U.S. Veteran (disabled, Vietnam, or other), or other protected class, that adversely affects their employment or education. For religion or disability, the law allows employees and students to request reasonable accommodations to continue their work or studies.

   Iowa State University also prohibits harassment, which can be a form of discrimination if it is unwelcome and is sufficiently severe or pervasive and objectively offensive so as to substantially interfere with a person's work or education. Harassment may include, but is not limited to, threats, physical contact or violence, pranks, jokes, bullying, epithets, derogatory comments, vandalism, or verbal, graphic, or written conduct directed at an individual or individuals because of their race, ethnicity, sex, pregnancy, color, religion, national origin, physical or mental disability, age, marital status, sexual orientation, gender identity, genetic information, or U.S. veteran status. Even if actions are not directed at specific persons, a hostile environment may be created when the conduct is sufficiently severe or pervasive and objectively offensive so as to substantially interfere with or limit the ability of an individual to work, study, or otherwise to participate in activities of the university.
It is the university's goal to prevent the occurrence of discriminatory and harassing activity and to promptly stop such conduct. While grounded in state and federal non-discrimination laws, this policy may cover those activities which, although not severe, persistent, or pervasive enough to meet the legal definition of harassment, are unacceptable and not tolerated in an educational or work environment. This policy will be interpreted so as to avoid infringement upon First Amendment rights of free speech. The university must be mindful of the tradition of academic freedom that includes the free exchange of ideas inherent in an academic community. A determination as to whether discrimination or harassment has occurred will be based upon the context in which the alleged conduct occurs. For further discussion, see Section 3.4.

1.1. Sexual Harassment

Sexual harassment, in its legal definition, includes unwelcome sexual advances, requests to engage in sexual conduct, and other physical and expressive behavior of a sexual nature where (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or education; (2) submission to or rejection of such conduct by an individual is used, or threatened or suggested to be used, as the basis for academic or employment decisions affecting the individual; or (3) such conduct substantially interferes with an individual's academic or professional performance or creating an intimidating, hostile, or demeaning employment or academic environment. Determination as to whether the alleged conduct constitutes sexual harassment should take into consideration the totality of the circumstances, including the context in which the alleged incidents occurred.

Under this policy, sexual harassment can be verbal, visual, or physical. It can be overt, as in the suggestion that a person could get a higher grade or a raise in salary by submitting to sexual advances. The suggestion or the advance need not be direct or explicit—it can be implied from the conduct, circumstances, and relationships of the persons involved. Sexual harassment can also consist of persistent, unwelcome attempts to change a professional or academic relationship to a personal one. It can range from unwelcome sexual flirtations and inappropriate put-downs of individual persons or classes of people to serious physical abuses such as sexual assault. Examples could include, but are not limited to, unwelcome sexual advances; repeated and unwelcome sexually-oriented bullying, teasing, joking, or flirting; verbal abuse of a sexual nature; commentary about an individual's body, sexual prowess, or sexual deficiencies; derogatory or demeaning comments about women or men in general, whether sexual or not; leering, touching, pinching, or brushing against another's body; or displaying objects or pictures, including electronic images, which are sexual in nature and which create a hostile or offensive work, education, or living environment.

1.1.1. Consensual Relationships

Sexual, romantic, or intimate relationships between persons in an unequal power relationship that appear to be voluntary and welcome may nonetheless constitute sexual harassment under this definition. Relationships between faculty and subordinate faculty or staff, between a supervisor and those employees whom he or she supervises, or between a faculty member or teaching assistant and his or her student may give rise to legal and ethical concerns or to conflict between personal and professional interests. Although such a relationship may be viewed by the parties involved as consensual, that fact alone does not mean that no sexual harassment exists.
In addition, such relationships can result in discrimination or harassment where (1) third parties are adversely affected in academic or employment matters because of a consensual relationship between others; (2) where a consensual relationship creates a hostile and intimidating work or learning environment for third parties; or (3) when a consensual relationship ends, and one of the parties continues behavior which the other party has made clear is now unwelcome.

Supervisors, instructors, or mentors involved in such relationships have the obligation to remove themselves from the supervisory or mentoring relationship (see Faculty Handbook, §7.2.2.1.1.).

1.2. Racial and Ethnic Harassment
Harassment that is directed at a person or group of persons because of race, color, ethnicity, or national origin is covered under this policy. Even if actions are not directed at specific persons, a hostile environment can be created when the conduct is sufficiently severe or pervasive and objectively offensive so as to substantially interfere with the person's work, education, or activities on campus.

1.3. Harassment Based on Religion, Disability, Pregnancy, Age, Marital Status, Sexual Orientation, U.S. Veteran Status, or Other Protected Status
Harassment that is directed at a person or group of persons because of any characteristic protected by this policy or local, state or federal law is also covered under this policy.

1.4. Retaliation
Retaliation against an individual for making a complaint of discrimination or harassment, for resisting discrimination or harassment, or for otherwise using or participating in the informal or formal complaint resolution process, is a violation of university policy, and any such action is itself cause for disciplinary action.

2. Complaint Resolution

In an effort to prevent or stop discriminatory or harassing behavior, the university has adopted specific avenues through which an individual can make his or her complaint known. With issues of discrimination and harassment, it is important to identify and remedy the situation as soon as possible. For this reason, the university has adopted two complaint resolution mechanisms that employees may use to raise discrimination and harassment concerns - informal and formal resolution. Claims of discrimination and harassment must be brought either as an informal complaint or a formal complaint to ensure that appropriate action can be taken right away. An informal complaint may, but need not be made before filing a formal complaint; however, once a formal complaint has reached resolution, the same complaint cannot be brought as an informal complaint.

Complaints by or against students, on the other hand, are handled differently. All complaints of discrimination or harassment by or against a student should be brought to the Dean of Students Office. The policy on Sexual Misconduct, Sexual Assault, and Sexual Harassment Involving Students (see Resources below) contains information on support services for students during any complaint resolution process.

To best remedy a situation, complainants are urged to promptly share concerns or complaints rather than risking their well being or negatively affecting the university's ability to investigate
their case due to the passage of time and potential departure of witnesses. If a formal complaint contains incomplete information, the Office of Equal Opportunity (EO) will promptly seek to gather the needed information from the complainant. In the event that such information is not furnished to the EO within 30 days from the date of the request, the case may be closed. Consistent with federal regulations governing the filing of complaints, the EO may decline to investigate claims in which none of the alleged discrimination or harassing action occurred within the preceding 300 days.

Any employee, student, visitor, applicant, or program participant of Iowa State University may file a complaint alleging discrimination or harassment in violation of the university's policy prohibiting such conduct. In most cases, complaints against affiliates or contractors of Iowa State University must first proceed through the affiliate or contractor before Iowa State University may intervene. Information about the university's policy and resolution procedures may be found in several offices, including the Dean of Students Office, the Student Counseling Service, the Women's Center, the Senior Vice President and Provost, the Employee Assistance Program, and the EO. As described below, the university has designated and trained certain individuals, called discrimination and harassment assistors, to assist a potentially injured person in deciding if and how to proceed and in carrying out that decision.

2.1. Informal Resolution
Iowa State University has adopted an informal process through which non-student harassment and discrimination complaints may be resolved promptly and discreetly, often through communication, education, and/or mutual agreement. If informal resolution fails to resolve the matter to the complainant's satisfaction, the complainant may file a formal complaint with, or seek the assistance of the university's Office of Equal Opportunity (EO). The implementation of this informal process is the responsibility of all central administrators, deans, directors, department chairs, supervisors, and managers - hereinafter referred to collectively as "supervisors" for purposes of this policy.

Under the informal process, the complainant must bring the complaint, either verbally or in writing, to a supervisor with authority over the person against whom the complaint is directed. Because it is often more efficient to resolve matters locally, bringing the informal complaint to a supervisor with immediate authority over the person is useful, but not required. If a complainant is not comfortable speaking with a supervisor, informal complaints may also be raised with the EO. To ensure responsiveness and consistent application of this policy, the supervisor must notify the EO when he or she receives an informal complaint. If the allegations reveal conduct of a severe or repetitive nature, the supervisor or the EO may deem a formal investigation under section 2.2 to be warranted. The supervisor is expected to review the complaint and explore avenues for resolution with the complainant. With the complainant's consent, the supervisor may contact the accused person.

Because the EO can provide assistance through this process, the supervisor is encouraged to consult with the EO regarding alternatives for resolution. Options for informal resolution may include advising the complainant about methods to resolve the concern, arranging educational programs for individuals or departments, helping modify a work or study situation, mediating between the parties, or intervening or arranging for a third party to intervene. The informal process is not a formal investigation. A supervisor shall not impose discipline against an accused
Supervisors should attempt to resolve complaints expeditiously, but consistent with the severity or complexity of the matter. As a guideline, supervisors should attempt to complete the informal resolution process within three weeks after receipt of the complaint. To ensure responsiveness and consistent application of this policy, the supervisor must notify the EO as to the resolution of the complaint.

In cases of complaints against members of the faculty, the Faculty Conduct Policy provides for mediation by a third party to resolve the complaint when all parties agree. For more information, see the Faculty Handbook, Faculty Conduct Policy, Mediated Process (§7.2.4).

For purposes of annual reporting, the supervisor shall maintain a written record of the complaint and of the informal resolution process undertaken, taking care to preserve the privacy rights of both the complainant and the alleged offender.

2.2. Formal Resolution
A person who wishes to file a formal complaint must do so in writing as described below. Students should see the policy on Sexual Misconduct, Sexual Assault, and Sexual Harassment Involving Students (see Resources below)

2.2.1. Complaints Against Faculty Members
When a person chooses to file a formal complaint against a member of the faculty, he or she may file the written complaint with either the SVPP Office or the EO (see details in 2.2.2. below). In cases where the complainant files a complaint with the EO, that office will notify the SVPP of the complaint within one business day and coordinate with the Faculty Review Board, as required by the Faculty Conduct Policy. The Faculty Review Board will conduct its own investigation or work in conjunction with an investigator and make recommendations to the SVPP.

2.2.2. Complaints Against Others
A person who believes that she or he has been subjected to harassment or discrimination may file a formal complaint with the university's Office of Equal Opportunity (EO). A formal complaint with the EO involves completing an intake form and submitting a written, signed statement describing the incident or incidents as completely as possible. Specific guidelines for the submission of a complaint may be obtained from the EO, and the complainant may visit with a staff member of that office prior to filing a formal complaint.

Once a complaint is filed with the Office of Equal Opportunity, it will be assessed and, if an investigation is warranted, the case will be assigned for investigation to a staff member or designee. A complaint against the President will be referred to the Board of Regents for investigation and disposition. The person against whom the complaint is filed will be notified. Each investigation will necessarily be different depending on the facts, circumstances, and witnesses. Generally, an investigation will include interviews with the complainant or complainants, with the person against whom the complaint has been brought, and with anyone else who might have information that would be helpful. Based on this investigation, the Office of
Equal Opportunity and/or designated investigator will meet with the supervisor of the accused person to share findings and discuss appropriate action to resolve the complaint.

The supervisor to whom the Office of Equal Opportunity reported must notify that office as to whether he or she accepts the findings as well as what action, if any, has been or will be taken. If the unit administrator does not accept the findings of the Office of Equal Opportunity, then the Office of Equal Opportunity shall submit a written summary of the findings and recommendation to the appropriate vice president or SVPP, who shall in turn take whatever action he or she believes to be necessary to remedy the situation. Any disciplinary action shall be handled under the appropriate employee handbook.

The investigation by the Office of Equal Opportunity or designated investigator will be conducted expeditiously, but in a manner consistent with the complexity and severity of the matter and availability of witnesses. The Office of Equal Opportunity will attempt to complete its investigation and recommendation within forty-five days of initiation of the formal complaint if possible.

The Office of Equal Opportunity shall notify the complainant in writing of the result of the investigation. Any subsequent complaints or appeals external to the university shall be at the discretion of the complainant in accordance with the rules and timelines of the entity receiving the complaint or appeal (e.g., Board of Regents, Iowa Civil Rights Commission).

2.3. Discrimination and Harassment Assistors
Because sexual harassment can be difficult to identify and understand, the university has designated persons on campus as assistors to help anyone who believes she or he may have been subjected to sexual harassment or who wishes to make an inquiry concerning sexual harassment. Assistors are specifically trained about university policies and procedures and about options and strategies available for the resolution of complaints. Assistors are resources for information but they are not responsible for investigating or resolving complaints - the ultimate responsibility for making an informal or formal complaint lies with the complainant. An assistor can accompany the complainant to resolution meetings or sessions if requested by the complainant, but the assistor does not function as a spokesperson, nor does the assistor act on behalf of the complainant. Lists of designated discrimination and harassment assistors are available from the Office of Equal Opportunity.

2.4. Other Internal Grievances
Students and employees may have concerns or complaints about their academic or work settings that may not directly involve discrimination or harassment (e.g., grades, office assignment). As described below, the university has established internal grievance procedures to address concerns other than discrimination and harassment.

For Students
• Academic Matters. Complaints related to academic matters may be filed in accordance with the policy on Appeal of Academic Grievances found in the University Catalog. Such complaints should be brought to the attention of the instructor or the department chair.
• Complaints Against Students. Complaints regarding misconduct by a student may be directed to the Office of Judicial Affairs in accordance with the Student Conduct Code, published in the Student Disciplinary Regulations.

• Student Employee Grievances. Undergraduate student-employees may bring a grievance in accordance with the policy on Undergraduate Student-Employee Grievances (see Resources below).

• Student Accommodation Process. Students with disabilities who have concerns as to academic accommodations may also proceed informally by notifying Disability Resources.

For Faculty and Staff

• Merit Staff Grievances. Complaints regarding terms of employment or working conditions may be brought by merit staff in accordance with the Grievance Appeal Procedure for the Merit System.

• Faculty and P&S Grievances. Grievances of faculty and P&S employees may be brought in accordance with the provisions of the applicable employee handbook.

2.5. Title IX Coordinator

The university has designated Robinette Kelley, director of Equal Opportunity, as the Title IX Coordinator to handle inquiries regarding non-discrimination and harassment policies and complaints. Questions or concerns may be directed to 515-294-7612, or in person at 3350 Beardshear Hall, Ames, IA 50011.

Deputy Title IX Coordinators are:

• Dawn Bratsch-Prince, Associate Provost, 515-294-6410
• Sara Kellogg, Dean of Students office, 515-294-1023
• Calli Sanders, Athletics Department, 515-294-3706

3. Enforcement

3.1. Responsibilities of the University, Administrators, and Supervisors

Iowa State University—including its officers and its employees—is committed to maintaining a working and learning environment free from discrimination and harassment. The administration will make widely known that discrimination and harassment are prohibited both legally and by this policy, and that appropriate procedures for dealing with allegations of discrimination or harassment are available. Students, staff, faculty, and administrators should know that the university is concerned about such behavior and is prepared to take preventive and corrective action.

University administrators and supervisors who do not respond to discrimination or harassment complaints brought to their attention are in violation of this policy. This policy identifies what an administrator/supervisor should do in the event he or she learns of a discrimination or harassment complaint. In addition, administrators and supervisors are strongly encouraged to seek assistance in the event they feel unequipped to address such a concern by contacting the Office of Equal Opportunity.
3.2. Confidentiality
Persons seeking general information or guidance about harassment or discrimination may be concerned about whether the information they share with another person will be confidential. While the university is eager to create a safe environment in which individuals can be unafraid to discuss concerns and make complaints, legal obligations may require the university to take some action once it is informed that harassment or discrimination may be occurring. Because of their positions of authority, certain university personnel—i.e., central administrators, deans, directors, department chairs, supervisors, and managers—are particularly obligated to take action when they receive a complaint of harassment or discrimination. Although the confidentiality of the information received and the privacy of the individuals involved cannot be guaranteed, they will be protected to as great an extent as is legally possible. The expressed wishes of the complainant regarding confidentiality will be considered in the context of the university's legal obligation to act upon the charge and the right of the charged party to be informed concerning the charge.

3.3. Sanctions
Employees found to have engaged in discrimination or harassment in violation of this policy are subject to appropriate discipline up to and including termination of employment. Students found to have engaged in discrimination or harassment in violation of this policy are subject to appropriate discipline up to and including dismissal. In cases where complaints are found to be baseless or frivolous, and where the accused individual consents, the university will take affirmative steps to restore the reputation of a person believed to be wrongly accused. Appropriateness of such action shall be based upon the nature of the investigation, the findings, and the reputational damage which may have occurred.

3.4. Academic Freedom and Freedom of Speech
Enforcement of this policy must respect the principles of academic freedom and the right of free speech. Therefore, in evaluating whether speech has become harassment, the following factors will be considered:

• The tone of voice, gestures and behavior of the speaker;
• Whether there is conduct or speech which indicates a discriminatory purpose or a constructive purpose;
• Whether the speech is made in a context where the recipient is in a position to avoid the speaker;
• Whether the speech is germane to an academic exercise and recognized by peers as a legitimate topic or way of presenting academic material;
• Whether the speech is made in a public forum on a matter of public concern, or otherwise in a context in which free debate is encouraged;
• Whether the speech is directed toward specific individuals or a specific group of individuals;
• The degree to which the expression was necessary to the discussion of the subject matter;
• Whether the speech is so severe as to amount to a crime under Iowa law; and
• Whether the speaker did or could anticipate that the speech would intimidate or interfere with an individual's ability to continue to participate in university activities.

When investigating conduct which includes scholarly discourse, the Office of Equal Opportunity will be cognizant of the provisions of the Faculty Handbook on Scholarly Discourse and Germaneness.
3.5. Direct Institutional Action
Even in the absence of a complaint, if university administrators, including the president, the SVPP, senior vice presidents, vice presidents, deans, department chairs, or directors, become aware of allegations of discrimination or harassment, they should inquire into, or seek assistance in inquiring into, allegations or behaviors that may be discriminatory or harassing in order to determine what action(s) are warranted. Appropriate procedures may include initiating an investigation. Supervisors needing assistance should consult with the Office of Equal Opportunity.

4. External Actions

In addition to the university's channels, a person who believes that she or he has been subjected to discrimination or harassment may file a charge under the various jurisdictions of the Iowa Civil Rights Commission, the Equal Employment Opportunity Commission, or the U.S. Office of Civil Rights. Information on filing charges with any of these agencies, including deadlines for doing so, may be obtained from each agency's website. (see links on the Office of Equal Opportunity website)

Resources

Links

See http://www.policy.iastate.edu/policy/discrimination#Intro

Effective: May 1, 2006

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Contact: Office of Equal Opportunity (EO)

N. ODEET Research Survey Support Policies & Best Practices

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Human Research Subjects & Institutional Review Board (IRB) Requirements:

ISU Office for Responsible Research, http://www.compliance.iastate.edu/

Human subject testing – IRB, http://www.compliance.iastate.edu/irb/

• Frequently asked questions
• Training
• ISU Policies
• Forms: Application, Exemption, Consent templates and Waivers, Modification forms, Project Closure forms, etc.
• Review process
• You must include details about any participation incentives you plan to offer in the survey that is being reviewed by IRB. An incentive could take the form of a chance to win a prize, course credit, or cash payment.
• Research Participant Payment Process (Cash, Gift cards), http://www.controller.iastate.edu/controller/rprf.htm

**Key points:**

- Complete the online "Protecting Human Research Participants" training from the National Institute of Health.
- Your survey should be in its **final form** when you seek IRB approval. This is the version that should be submitted to ODEET for coding. After initial submission to IRB, the only changes that should occur to the survey are the ones that IRB requests.
- Any changes to an IRB approved survey (e.g. reordering questions, rewording, removing questions, adding a respondent incentive) **must** be resubmitted for IRB approval.
- A new IRB application can take 6 weeks to process. Review of modification requests can take 4 weeks. Plan for this.
- If your survey falls within the category of exempt research, as defined by federal regulations, you must still complete the "Exempt Study Review Form".
- Remember that you cannot publish any data that is collected prior to receiving your IRB approval or exemption notice.

**Survey Design Considerations:**

- Seek advice from your advisor and topic experts on appropriate survey format and length. This varies by subject and test population.
- Keep your survey as short as possible.
- During the survey design stage, consider how you will analyze collected responses.
- Talk with a statistician before you collect data to determine the minimum number of valid responses you need to test your hypothesis.
- Pilot test your survey, in paper format, **before** getting IRB approval and before having it coded into an online form.
- Make sure to mark required questions as such.
- Only mark questions as “required” if they absolutely must be included in your data set. Too many required questions may discourage respondents and may violate IRB privacy rules.
- SurveyGizmo offers many design templates that control the appearance of online surveys. Understand that some types of appearance customizations – especially to individual questions - are not possible with this tool.
- A **consent to participate** question is normally included as the first page of an online research survey. ([Example](#))
• Alternatively, a “consent to participate” statement can be included as part of the emailed invitation to potential respondents. If they agree (consent), then they click a link that goes to the survey.
• Consider including an incentive for respondents who complete your survey. (Example)
  o An incentive could be extra credit in a class, a chance to win a prize (enter a drawing), or a reward given to every respondent. Review the ISU policies for incentives and compensation.
  o Many people will not complete a survey unless they perceive some direct benefit to themselves.
  o The incentive offer must be included in the survey that is submitted for IRB approval.
  o Place incentive questions on the last page of the survey to encourage survey completion.
  o If offering an incentive, you must ask respondents explicitly for their contact information (e.g. name and email address) within the survey – SurveyGizmo does not automatically collect any user information.
  o Indicate in your survey whether respondents contact information will be separated from their responses.
  o ODEET staff can separate identifying data from your results and give you separate files if you require it.
  o Clearly label incentive participation as optional within the survey.
  o Indicate whether the survey needs to be completely answered in order to be eligible for the incentive.

Key points about SurveyGizmo, as supported by ODEET:
  o Does not prevent respondents from submitting a survey more than once.
  o No user information is collected automatically. All responses are anonymous – if you need information about respondents, ask for it in your survey.
  o Does not keep track of which invited respondents have completed the survey.
  o Does not allow respondents to partially complete a survey, then return at a later time to resume the same submission.
  o Each survey has a unique URL.
  o Data is collected on the SurveyGizmo server, in an Excel compatible file.

ODEET Support Policies

• This is a complimentary service to college faculty, staff, and graduate students. The range of survey options we provide is limited. Your specific survey requirements may not align with the services we offer, in which case you should seek other delivery routes.

• Treat the ODEET staff with courtesy and respect – schedule meeting times, don’t skip meetings, be organized, ask appropriate questions, allocate enough time for coding and checking your survey.
• Complete an ODEET survey work request form. Turn the completed form in with your IRB request. Email the completed form to the ODEET office.

• Email the final version of your survey as a MSWord file to the ODEET office.

• The survey that is coded must exactly match the survey that IRB has been asked to approve.

• We can begin coding your survey before you have final IRB approval, but do not use it to collect your data until you have received approval.

• Plan on three (3) weeks for the ODEET office to code your survey, for you to enter some sample data, for you to check that collected data is in a workable (analyzable) format for your purposes, and for final format (not content) tweaks to the online form.

• Expect your survey to be coded “as is” – we do not provide spell checking or editing.

• It is your responsibility to send out the participation invitations.

• SurveyGizmo (as we implement it):
  - Does not prevent respondents from submitting a survey more than once.
  - No user information is collected automatically. All responses are anonymous – if you need information about respondents, explicitly ask for it in your survey.
  - Does not keep track of which invited respondents have completed the survey.
  - Each survey has a unique URL.
  - Data is collected on the SurveyGizmo server, in an Excel-compatible file

• ODEET can extract identifying responses (e.g., name, email, class) from collected data and give these to you in a separate, sorted file. The variables should be together at the beginning or end of your survey.

• You must verify that the survey is collecting data in a form that you can analyze.

• You must analyze your own data.

• When you want your collected data, submit a request to ODEET. We can periodically let you know how many responses you have received to date, but this should not be a daily request. Requesting a count update once a week is reasonable.

• Let us know when you are ready to have your survey closed down.
Appendix A

Student completes written preliminary examination and submits exam to advisor

Within 30 calendar days

Advisor distributes exam to committee members

2 working days

Committee members review answers and respond to advisor

14 working days

Committee discusses and advisor delivers initial decision before the oral

If PASS
student takes an oral exam within 90 calendar days of submission of answers

If CONDITIONAL PASS
student has one (1) day per area for rewrites; must have oral exam within 90 calendar days of submission of answers

If FAIL
student can retake written exam (after 90 calendar days for HM), if then pass

ORAL EXAM
Appendix B: New Policies

Waiver of Approval by the Graduate College for Overage Master's Degree Courses: Applies to HM Hybrid (Distance) Ph.D. Students Only

1. A memo from the Major Professor justifying the overage courses for a hybrid Ph.D. student is no longer needed.
2. The POS committee will continue to use the existing criteria (e.g., student use of course content in professional positions, relevance of content to the HM field or dissertation topic, will be tested on content in preliminary exams) when determining overage courses to be applied toward the Ph.D. requirements.
3. The Major Professor will seek Graduate College approval for overage courses (i.e., more than seven years) taken as a Ph.D. student.
4. This waiver does NOT apply to the on-campus Hospitality Management Ph.D. students or AMD hybrid or on-campus Ph.D. students.
5. The student must type the word *hybrid* in parentheses in the cell for major (numbered 7) on the POS form. That will be the Graduate College flag that the student qualifies for the waiver.
6. Upon seeing that, Graduate College staff will not question up to 30 graduate courses of any age *earned in a prior program* that led to a master's degree, as long as a B grade or higher was earned in the classes.
7. An official transcript from the master's institution that shows the course record and the awarding of the master's degree is still required.
8. Research credits earned at another institution are generally not transferred. In rare circumstances, the transfer of S or P marks may be accepted for research credits only. It is the responsibility of the POS committee to obtain a letter from the responsible faculty member at the other institution stating that research credits recommended for transfer with S or P marks are considered to be worthy of a B grade or better.

**Undergraduate Courses Used for the Graduate Student’s POS**

- With POS-committee approval, graduate students will be permitted to use undergraduate classes from both within and outside of their majors on POS
forms. POS committees may prohibit the use of undergraduate classes or may make the use of undergraduate classes more restrictive than does the university-wide policy.

• No 100- or 200-level classes may be used, but all 300- and 400-level classes at Iowa State (not undergraduate classes from other institutions) will be eligible.
• Up to three courses at the 400 level will be permitted, or a POS may include one 300-level class and two 400-level classes.
• If a 300-level class is used, it must be from outside of the student's major.
• Only 500- and 600-level classes may be used to meet requirements of graduate certificates.
• Some undergraduate classes will be designated with a "z" code on the POS to denote that they are providing background content, as is needed if provisionally admitted, and are not being used to meet degree requirements.

The new policy means courses will no longer need to be designated as eligible for non-major graduate credit. The Graduate College will expect that all graduate students who first register for classes in spring, 2014, or after will follow the new policy. Our current students without an approved POS may follow either the old policy (no university-level maximum on the number of non-major graduate credits) or the new policy. Current students will not be allowed to use both policies by choosing undergraduate classes that are not approved for non-major graduate credit and using more than three courses. If a current student uses any undergraduate course not now listed in the catalog as approved for non-major graduate credit, he or she will be subject to the new policy and limited to three courses (no more than one at the 300 level, which must be from outside of the major). Although no credit limit is part of the new policy, the Graduate College will question POS forms submitted for approval that show unusually large credit loads in undergraduate courses offered for variable credit.

Occasionally there is confusion about undergraduate classes used on POS forms. Please note:
• Graduate students who take undergraduate classes are not required to do extra work or to be exposed to material more advanced than what is taught to undergraduates.
• In contrast, dual-listed courses (offered at both the undergraduate and graduate level) are required to expect more of graduate students who enroll at the 500 level.