IOWA STATE UNIVERSITY
Greenlee School of Journalism and Communication

GRADUATE STUDENT HANDBOOK
2018-2019
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Greenlee Graduate Students,

Welcome to our wonderful community of scholarship and learning! You have arrived at the perfect time for embracing this new world of media and communication through research, teaching, and service. The MS in Technical Journalism began in 1947 and has adapted to the times and the way that people and institutions communicate today with our MS in Journalism and Mass Communication.

You will find our faculty and associates warm, welcoming, and accomplished. They are Pulitzer-Prize winners, as well as top teaching and research scholars and practitioners. They are also connected to prominent and successful alumni worldwide. And they are available to help you succeed!

We are innovative and use the latest tools to observe and research communication in various settings. At the graduate level, students and faculty go outside of the classroom to test knowledge and identify new ways of understanding.

We are interdisciplinary and work with faculty and students from academic units across campus to increase understanding through different perspectives.

We are creative and use technology to tell better stories, produce media across platforms, and research topics such as media ethics and civility, strategic and visual communication, gender and political communication, and new media.

We are international and multicultural with professors from Bulgaria, China, Malta, and other nations, including the United States. We won the 2014 Diversity Award from the Association for Education in Journalism and Mass Communication. We cultivate an inclusive environment.

Overall, the Greenlee School is dynamic and uses the latest in teaching and technology to provide graduate students with research, critical thinking, and technological skills to be successful in life and work, along with the ability to contribute to society in a significant way. With hard work alongside our outstanding faculty, your life will be enriched in ways unrealized, and you will become leaders in your field.

Good luck as you embark on this new adventure!

Angela Powers
Director and Professor, Greenlee School of Journalism & Communication
Iowa State University
Welcome to graduate school!

Congratulations on reaching this stage of your professional and academic life. The faculty and staff of the Greenlee School of Journalism and Communication understand the motivation and commitment it takes to advance your education, and we are thrilled you have chosen our master’s program to pursue that goal.

You are joining one of the oldest and most reputable journalism and mass communication programs in the country. Our undergraduate school is among the longest-accredited programs in the nation, and our master’s program is distinguished for the many scholars whose careers have been launched here. Our alumni hold key communications positions with state, regional, and national organizations, representing an array of fields and interests. Others have gone on to earn their doctorates from prestigious universities, holding top jobs as researchers and educators. Our program is particularly well known for training practitioners and scholars in science communication, political communication, mass communication theory, and technology and social change.

As you begin your graduate career, I encourage you to immerse yourself in new ideas and explore your interests through topical courses and electives. For example, you might take advantage of the Iowa Caucuses to conduct research in political communication. If science inspires you, tap into Iowa State’s leadership in agricultural research to study the best practices for food and environmental communication. Or perhaps you wish to analyze media representations of diverse groups; consider minoring in Women’s and Gender Studies and studying the impact of historical stereotypes. Earning a master’s degree propels you from practitioner to scholar—but what you do with your expertise is ultimately up to you. Indulge your curiosity, and the rest will follow.

Our master’s program prepares leaders with the skills and knowledge needed in today’s rapidly changing media environment. With a solid set of core classes and the flexibility to tailor your program of study, our curriculum promises to challenge your thinking and deepen your expertise. Our faculty—leaders in their areas of scholarship and practice—enjoy working closely with students and often become lifelong mentors. I can speak to this on a personal level. As an alumna of Greenlee’s undergraduate and graduate programs (B.A., 1997, M.S., 2001), I am passionate about the individual guidance and supportive culture our students enjoy. My mission is to build on that legacy by promoting academic rigor, strong faculty-student relationships, and diversity and inclusivity within the school. To that end, my door is open to you. Stop by during office hours with questions or concerns—or just to talk. I am here to help.

Best wishes for a productive school year. I look forward to seeing where this new challenge takes you!

Tracy Lucht
Interim Director of Graduate Education
Greenlee School of Journalism and Communication
Iowa State University
ABOUT GREENLEE

The Greenlee School of Journalism and Communication is the oldest and largest journalism and communication program in Iowa. Established in 1905 as the Department of Agricultural Journalism at what was then Iowa State College, it was renamed the Department of Technical Journalism in 1927 and became the Department of Journalism and Mass Communication in 1969. It was elevated to the Greenlee School of Journalism and Communication with a $9 million commitment from alumni Diane and Bob Greenlee to be matched by $9 million in private funds – the first named school on the ISU campus. The school is the only journalism program in Iowa with a 65-year record of accreditation, achieving this status when the national accreditation process began in 1948. Of the country’s 111 accredited journalism programs, only 12 are named. In 2005, the school celebrated its centennial.

Of the 465 journalism and communication programs in the United States, the school has one of the largest undergraduate student enrollments. Our broad-based Master of Science degree program has attracted students both nationally and internationally, with students from over 25 countries having attended.

WHY GREENLEE?

At the Greenlee School, we teach students to generate factual content that serves the public, from voter to consumer. At the undergraduate level, our students have the opportunity to learn about and gain hands-on experience in advertising, public relations, broadcasting, magazines, newspapers, photojournalism, design, multimedia, and something few other schools offer – science communication.

The graduate program in the Greenlee School of Journalism and Communication equips students with the theoretical and practical knowledge needed to be successful in the modern media world. Our faculty is comprised of award-winning professionals, including Pulitzer Prize winners, a CLIO winner, and many published authors, journalists, and researchers.

Our program offers both an academic and a professional track based on a flexible curriculum that allows students to choose courses that help meet their individual goals. Students learn to apply theory and research in a variety of classes and topics, including public relations, media management, science communication, and many others.

The face of journalism and media communication is changing rapidly. We embrace this change by promoting the study of ethics and technology, offering online classes, and featuring state-of-the-art technology in our labs. Students who graduate from our master’s program are prepared for the diverse landscape of the professional world; others go on to earn doctorates at some of the most prestigious universities.

The department holds Research Fridays and Teaching Fridays for students and faculty, when scholars, researchers, and notable professionals from all over the world come and share their expertise. Our students have papers accepted to conferences and conventions each year. Because we are a diverse and intercultural school, the graduate faculty looks for opportunities to exchange cultural knowledge and promote inclusivity.
The Greenlee School offers a Master of Science degree in Journalism and Mass Communication. Two tracks are available: one for students who desire specialized study in communication theory and research, the second for students who wish to develop or strengthen professional skills. A minor in Journalism and Mass Communication is available to students taking major work in other departments.

All students in the two degree tracks must complete four core courses: Introduction to Graduate Study in Journalism and Mass Communication (JL MC 592), Theories of Mass Communication (JL MC 501), Communication Research Methods (JL MC 502), and a Seminar in Mass Communication (JL MC 598).

Each student also selects elective courses based on their area of specialization and career goals, in consultation with the major professor and Program of Study committee.

**THEORY AND RESEARCH TRACK**

The school offers advanced academic preparation in communication theory and research leading to the Master of Science degree. Graduate work prepares students to use and contribute to research and scholarship in the field of mass communication. The degree requires a thesis based on original research. The thesis must be defended before a committee at the end of the program. Common areas of research specialization include science and risk communication, media effects, media performance, law and ethics, media history, technology and social change, international communication, advertising, political communication, and visual communication.

**PROFESSIONAL AND STRATEGIC COMMUNICATION TRACK**

The school also offers research-based professional training in Journalism and Mass Communication leading to the Master of Science degree. This track prepares students for professional careers in a variety of mass communication fields. Students with limited previous training or experience in Journalism and Mass Communication may include skills courses in their programs. The degree requires completing and defending a creative component: a practical application of theory and expertise. Areas of professional specialization include journalistic writing and reporting for traditional and new media, visual communication, advertising, and public relations.

**THE GREENLEE PROMISE**

**USEFUL WEBSITES**

- [https://greenlee.iastate.edu](https://greenlee.iastate.edu)
  Greenlee School website
- [http://www.grad-college.iastate.edu](http://www.grad-college.iastate.edu)
  ISU Graduate College
- [http://www.grad-college.iastate.edu/calendar/](http://www.grad-college.iastate.edu/calendar/)
  Information about thesis, graduation, and other Graduate College deadlines
- [http://classes.iastate.edu](http://classes.iastate.edu)
  ISU Schedule of Classes
- [http://www.lib.iastate.edu](http://www.lib.iastate.edu)
  Parks Library (e-Library)
- [http://www.isso.iastate.edu](http://www.isso.iastate.edu)
  ISU International Students and Scholars
- [http://www.uscis.gov](http://www.uscis.gov)
  U.S. Citizenship and Immigration Services
We, the faculty and staff of the Greenlee School, will prepare you for a professional life in journalism and communications, in such a manner that...

1. You will be able to recognize, seize and realize opportunities to grow your career.

2. You will become part of a life-enriching community of ISU Greenlee students, staff, alumni, friends and practicing professionals.

3. You will learn how to adapt and thrive as a working professional in the digital networked world.

4. You will be challenged to shape your Greenlee experience to match your individualized, personal aspirations.

5. You will be astonished and inspired by the access and openness of your advisers and mentors among the Greenlee faculty, staff, alumni and visiting professionals.

6. You will become a hands-on practitioner and protector of one of the most vital pillars of service that upholds and empowers a free, civil and just society.

7. You will learn how to shape and lead the future of that society and evolve, with integrity, the future of journalism and communications.

8. You will be expected to work exceptionally hard, as both an individual and a member of a team.

9. You will be called by and held to the highest standards of academic rigor and personal ethics.

10. You will have the opportunity to build cherished relationships that last a lifetime.

11. You will experience the life-changing qualities and power of loyalty – loyalty to a high civic calling, to a community of ideals that will elevate your life, expand your world view and ignite your aspirations.

12. You will embark on a personal journey at Greenlee unlike any other found in schools of journalism and communications anywhere in the world.
ADMISSION TO THE GRADUATE PROGRAM

The Greenlee School reviews applications on a rolling basis. The ISU Graduate College website (http://www.grad-college.iastate.edu) contains further information about graduate study at ISU, including online application procedures. In general, all applicants must meet the following admission standards:

- An undergraduate degree from an accredited institution of higher learning in a relevant course of study.
- A 3.0 minimum undergraduate grade point average (GPA).
- An official GRE score on the verbal quantitative and analytical sections of the exam.
- (For international students): A score of 88 on the Internet-based TOEFL and media experience.

In addition, applicants must provide:

- A statement in which the applicant describes his or her objectives in pursuing the master’s degree, career goals, and research interests.
- A resume that provides a summary of the applicant’s academic and employment history, honors, and publications (if any).
- Three letters of recommendation that attest to the applicant’s aptitude for study at the graduate level.
- (Optional): Examples of professional and scholarly work.

An applicant whose scholastic average or GRE scores do not meet the Greenlee School requirements may still be considered if the applicant presents evidence of notable professional qualifications or outstanding undergraduate academic work.

Although the Greenlee School reviews applications as they arrive, applications must be received by March 1 (for those planning to begin graduate work in August or the fall semester) and by the middle of October (for those planning to begin graduate work in January or the spring semester) in order to receive full consideration for assistantships.

For more information regarding admission to the Greenlee School master’s program, please contact:

Director of Graduate Education
Greenlee School of Journalism and Communication
Iowa State University
613 Wallace Road
101 Hamilton Hall
Ames, Iowa 50011-4010, USA
Tel: (515) 294-5235
Fax: (515) 294-5108
SEVIS is the Department of Homeland Security’s (DHS) Student and Exchange Visitor Information System that requires Iowa State’s International Students and Scholars office to monitor the academic and immigration status of international students, scholars, and their dependents. SEVIS enforces very harsh penalties for a student’s failure to follow visa rules and regulations. International students must therefore be informed of their responsibilities under SEVIS:

1. Graduate students must register full-time each fall and spring semester. If students have a DHS-recognized reason for registering for fewer than nine credits, they must complete the e-form request for Reduced Course Load through CyStart, found on the International Students and Scholars homepage (https://www.issos.iastate.edu) and submit it at least three weeks prior to the first day of the semester when planning to register part time or at least three working days before dropping below full time during the semester. Find more info at https://www.issos.iastate.edu. International students are not required to register for classes during the summer if they were registered in the spring and will be registered for the following fall semester. However, students who will graduate in the summer must complete a Request for Reduced Course Load form unless they register for at least five credits.

2. Generally students who pass their final oral exam before the first day of class for summer are not required to register for summer but will graduate officially in December. This generalization does not apply to international students. International students who pass their final oral exam before the first day of class for a semester must register for at least one credit in the semester in which they graduate or they must leave the US no more than 60 days after they pass their oral exam.

3. At the end of every academic year, the International Students and Scholars office stipulates the last day on which international students graduating that spring and not continuing for another degree at ISU may legally work. The date usually coincides with the last day of the final examination week. It is illegal for international students to work past the last day of class for their program of study without a post-graduation work permit known as OPT (Optional Practical Training) for F-1 students or AT (Academic Training) for J-1 students.

4. F-1 students interested in OPT should go to the following ISSO website: https://www.issos.iastate.edu/resources/f-1-student-immigration-information.

5. J-1 students will find forms and instructions for academic training at https://www.issos.iastate.edu/resources/j-1-student-immigration-information.

6. Graduating students who wish to apply for OPT or AT must complete their application prior to the last day of class in their last semester. This means that students seeking OPT or AT authorization tied to a spring graduation must complete their applications before the last day of the final exam week. The SEVIS system will not accept OPT or AT applications received from spring graduates after the last day of final examinations.

More information on academic and immigration status of international students, scholars, and their dependents is available at the International Students and Scholars website. Please contact ISSO directly for more detailed information.

International Students and Scholars Office
Iowa State University
3248 Memorial Union
Ames, Iowa 50011-1130, USA
Tel: (515) 294-1120
Fax: (515) 294-8263
Email: intlserv@iastate.edu
FINANCING GRADUATE EDUCATION

Information on employment opportunities, graduate assistantships, the Graduate Minority Assistantship Program (GMAP), health and dental insurance, housing and living expenses, scholarships, grants and loans, and tuition fees can be found in the application materials from the university. They are also detailed on the Graduate College website (http://www.grad-college.iastate.edu).

ASSISTANTSHIPS

A limited number of teaching assistantships and research assistantships are available through the Greenlee School. Additionally, several graduate students are often supported by assistantships available from other units around the university, such as Extension Communications and the Pappajohn Center for Entrepreneurship.

Teaching assistants are usually assigned to assist a professor in handling duties associated with teaching large classes. This may include lecturing, grading assignments, recording grades, preparing class materials, administering examinations, and other duties. The student works directly for the professor or professors directing the class and is evaluated by that professor at the end of each term. In some cases, teaching assistants may also engage in research work for professors. For example, one assistant might be assigned to work 10 hours per week in each of two media law classes taught by two different professors. Another might work 10 hours per week assisting a professor teaching a large lecture class and be assigned to work with a second professor for 10 hours on research.

Research assistantships are often obtained by faculty members who write competitive grants that are funded through the university from internal or external sources. Students receiving these assistantships are selected by the professor receiving the grant and report directly to that professor, who assigns their duties and supervises their work. A typical research assistant might help the professor assemble a literature review of research in a particular area, or assist in designing, mailing, coding and analyzing data from surveys.

Greenlee School teaching assistantships are awarded for either a semester or an academic year (nine months from August through the end of the semester in May). Very few summer assistantships are available each year, so it should not be assumed that a graduate student who has received an assistantship during the year will receive one during the summer months. Teaching assistantships vary depending on funding sources and amounts. The point of contact is the supervising professor. In cases of teaching a course as the instructor of record, TAs work closely with the associate director.

Typically, assistantships will be awarded to students for no more than two years. The school has only a limited number of assistantships to offer, so it is the school’s policy to rotate these assistantship opportunities over time. Also note that you need to be on campus if you are employed as a graduate assistant. Any extended absences must be approved by the DOGE.

Any graduate student interested in receiving an assistantship from the Greenlee School should complete an application with Courtney Witte, the school’s administrative specialist and budget officer. Applicants may be asked to provide their relevant professional and teaching experiences, as well as courses taken and the grades received in those courses. Most teaching assistantships involve work that builds directly upon professional experience, so students with superior work experience will have priority in the selection process.

In addition, students must have a GPA of 3.0 or better and be on full admission status to be considered for an assistantship. All
applications are collected by the DOGE, who consults with the Graduate Steering Committee and the school director concerning recommended appointments. The school director is the final authority on any appointments made in the school.

In the spring, when the school receives budgetary clearance, the DOGE will be authorized to make recommendations concerning assistantships for the coming semester or year. Typically, graduate students who have done an excellent job in their first year on assistantship will receive priority for a second year of funding. In many cases, students will receive an offer of an assistantship for the coming academic year of either half or quarter time. Students who wish to accept the offer will sign a letter of intent with the school’s administrative specialist in 101 Hamilton Hall.

Additional assistantship openings may occur for the spring semester, and these are generally allocated in November or December for the coming semester. Summer session assistantships are awarded in April or May after the summer teaching load and budget are announced. Research assistantships may become available at any time, and are not necessarily made for a full semester or year. While professors allocating these assistantships commonly consult with the DOGE, the final selection decision rests with the professor who has received the research funding.

In addition to the financial and health benefits of receiving an assistantship, there are a number of other reasons why assistantships are valuable to the graduate students in the Greenlee School. Students who are contemplating a career in teaching will find that a teaching assistantship will give them valuable in-class experience that will enable them to develop their teaching style and classroom materials. Those interested in research will find that being involved in an ongoing research project is extremely valuable in understanding the research process from funding through paper presentations and research publications.

In many cases, the closest personal relationships that develop as a result of graduate study come from associations developed as a result of assistantship activity. The one-on-one interactions with professors either in the classroom or working on a research project offer tremendous opportunities for learning.

**TUITION AND BENEFITS FOR GRADUATE ASSISTANTS**

Students on assistantship at Iowa State University must be registered as full-time students. This means students must be taking at least nine credits of graduate courses during the fall or spring semester, or one course during the summer. Students who have completed all course requirements and are working on a thesis or creative component will be considered full time if they register for at least two thesis (JL MC 699) or creative component (JL MC 599) credits.

Students who receive an assistantship of at least one-quarter time will be assessed tuition at the local Iowa resident rate. (This is a substantial benefit for international students or out-of-state students who would otherwise pay considerably more). Spouses of graduate assistants are also assessed tuition at the resident rate.

In addition, students who receive at least three months of assistantship support during a semester and six weeks during the summer receive one-half of the full-time resident Iowa tuition for those on a half-time appointment, and one-fourth of the resident Iowa tuition for those on a quarter-time appointment.
SCHOLARSHIPS

Graduate students can be nominated for the Peter Meehan Memorial Scholarship Award for contribution to theory and demonstrated humanitarian concern. The Graduate Steering Committee asks faculty to suggest students based on student work and contributions. This award is typically given annually, based on available funds after a successful proposal defense.

SUPPORT IN OTHER UNIVERSITY UNITS

It is possible for students to receive assistantship support from other units on campus; this is a common occurrence for graduate students in the Greenlee School. In these cases, the salary level is determined by the hiring unit. In cases where the student receives an appointment from another unit, an individual in that unit will supervise the assistantship and make all decisions concerning its extension or termination. Graduate students at the Greenlee School are eligible to apply for a number of these opportunities.

To review expenses you may expect to incur at Iowa State University and to find ways ISU provides assistance, please visit the Graduate College website for more information (http://www.grad-college.iastate.edu/common/finance/).
Meet the Graduate Steering Committee

The Director of Graduate Education (DOGE) and two elected faculty members make up the Graduate Steering Committee, which handles all matters regarding the graduate program at the Greenlee School. The DOGE is appointed by the Greenlee School director and serves at the discretion of the director. The DOGE supervises all aspects of the program, including recruitment of new graduate students, initial advising, approval of the Program of Study Committee (POSC) and POSC forms, graduate seminar topic selection, and scheduling of graduate courses. The DOGE is also involved in the allocation of offices, assignment of teaching and research assistantships, provision of building keys to graduate students, and other graduate program matters. The DOGE regularly consults with the Graduate Steering Committee, whose members are elected by the graduate faculty of the school to a two-year term. All major policy issues concerning the graduate program are considered by the steering committee. Students with concerns about aspects of their graduate program may discuss them with any graduate faculty member or may take them directly to the DOGE. Below are the current members of the Graduate Steering Committee, Academic Support Team, and graduate faculty:

Tracy Lucht, Associate Professor, Interim Director of Graduate Education
tlucht@iastate.edu
201 Hamilton Hall
T: (515) 294-5235

Ph.D., Journalism and Public Communication, University of Maryland-College Park, 2007
M.S., Journalism and Mass Communication, Iowa State University, 2001
B.A., Journalism and Mass Communication, Iowa State University, 1997

Specialization: Women and the media, journalism history, gender discourse

Dr. Lucht has worked for USA Today, The Washington Post and The Des Moines Register. Her research interests include the history, experiences, and representations of women in the media. She is the author of Sylvia Porter: America’s Original Personal Finance Columnist (Syracuse University Press) and co-author of Mad Men and Working Women: Feminist Perspectives on Historical Power, Resistance, and Otherness (Peter Lang). Her research agenda includes investigating regional differences in the experiences of US women journalists using historical and qualitative methods.
Jan Lauren Boyles, Assistant Professor  
jboyles@iastate.edu  
113 Hamilton Hall  
T: (515) 294-0484

Ph.D., Communication, American University, 2014  
M.S., Journalism, West Virginia University, 2006  
B.S., Journalism, West Virginia University, 2003

Specialization: Journalism and new media

Dr. Boyles comes to Iowa State from the Pew Research Center’s Journalism Project (formerly the Project for Excellence in Journalism). Prior to joining Iowa State, she previously served as a Google Journalism Fellow and a summer researcher with the Pew Research Center’s Internet & American Life Project. Before moving to Washington, Dr. Boyles held an appointment at West Virginia University’s P.I. Reed School of Journalism as the School’s Director of Advising.

Dara Wald, Assistant Professor  
dwald@iastate.edu  
214 Hamilton Hall  
T: (515) 294-4342

B.A., Biology, Brandeis University, 2004

Specialization: Environmental conflict, ecology, conservation

Dr. Wald’s research examines the causes and consequences of environmental conflict and collaboration. She uses a wide range of quantitative and qualitative methods to explore how beliefs and values, social networks, risk perceptions, and the media influence governance decisions, which determine socioecological processes and patterns. Her dissertation examined stakeholder conflict over the management of outdoor cats and the influence of risk/benefit perceptions, attitudes, and values on management support.
Courtney Witte, Administrative Specialist
cwitte@iastate.edu
101C Hamilton Hall
T: (515) 294-4341

Courtney Witte serves as the school’s budget officer. She provides support regarding payroll and benefits issues as well as other financial matters.

Kelsie Poe, Academic Adviser
kpoe@iastate.edu
109 Hamilton Hall
T: (515) 294-4342

Kelsie Poe advises students and faculty on Graduate College policies, procedures, and deadlines. She assists with add/drop slips, thesis defense forms and informational packets, and applications to the master’s program.

Kris Angaran, Secretary
krisa@iastate.edu
101 Hamilton Hall
T: (515) 294-4342

Kris Angaran maintains all undergraduate program records, assists in planning of graduate events, and keeps track of the administrative team’s daily activities.

Shane Scherschel, Integrated Media Technology Specialist
srschers@iastate.edu
16 Hamilton Hall
T: (515) 294-5487

Shane Scherschel is the Greenlee IT and computer support specialist. He oversees all school computer labs and equipment and supervises a team of lab monitors.
Meet the Graduate Faculty

Michael Bugeja, Professor
bugeja@iastate.edu
118 Hamilton Hall
T: (515) 294-0481

Ph.D., English, Oklahoma State University, 1985
M.S., Journalism, South Dakota State University, 1976
B.A., German, Saint Peter’s College, 1974

Specialization: Ethics, technology, social change

Dr. Bugeja is the author of Interpersonal Divide in the Age of the Machine (Oxford University Press) and former director of the Greenlee School. Before coming to Iowa State, he served as associate director of the E.W. Scripps School of Journalism at Ohio University. His teaching and interest areas include writing, ethics, and technology. A veteran of United Press International (UPI), Dr. Bugeja has written several books including two award-winning books on media ethics.

Daniela Dimitrova, Professor
danielad@iastate.edu
117 Hamilton Hall
T: (515) 294-4435

Ph.D., Mass Communication, University of Florida, 2003
M.A., Journalism and Communications, University of Oregon, 1999
B.A., Journalism and Mass Communication, Political Science and International Relations, American University in Bulgaria, 1997

Specialization: International political communication, media framing of political news, new media

Dr. Dimitrova teaches courses about the impact of communication technology on peoples and societies as well as research methods and mass communication theory. Her research interests include internet adoption and audiences, political communication, news framing, and international communication. Her work has been featured in prestigious journals such as Communication Research, Journalism & Mass Communication Quarterly, Telecommunications Policy, International Communication Gazette, and Journalism Studies. Her professional experience includes work as a web administrator, research analyst, and radio news anchor.
**Michael Dahlstrom**, Associate Director and Associate Professor  
mfd@iastate.edu  
215 & 101B Hamilton Hall  
T: (515) 294-9602

Ph.D., Mass Communications and Environment and Resources, University of Wisconsin-Madison, 2008  
M.A., Biophysics, Iowa State University, 2004  
B.A., Journalism and Mass Communication, Iowa State University, 2002  
B.S., Biophysics, Iowa State University, 2002

Specialization: Science, risk and environmental communication, news and editorial, narrative studies

Dr. Dahlstrom teaches courses on the communication of science and technology topics for general audiences as well as reporting and writing for the mass media. His research interests include risk and environmental communication including the role of narrative discourse on the understanding and acceptance of science.

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**Dennis Chamberlin**, Associate Professor  
dennisch@iastate.edu  
151 Hamilton Hall  
T: (515) 294-1559

M.F.A., Photography, Indiana University, 2005  
B.A., English and Journalism, Indiana University, 1983

Specialization: Documentary photography, visual communication

Dennis Chamberlin is a photojournalist with 20 years of experience in newspaper and magazine work. Most of his career was spent in Poland where he worked as a freelance photographer for the New York agency Black Star and various publications including Time Magazine, The New York Times Sunday Magazine and National Geographic. His black-and-white documentary project about life in Poland during the last years of communism was published as the book “Miedzy Wami Polakami” in 1992. He was staff photographer at The Denver Post from 1983-87 and a member of the staff at the Fort Wayne News-Sentinel that was awarded a Pulitzer Prize in 1983. His research interest in the history of photo usage in the media. His creative projects include documenting current technology and its effects on people’s lives.
Gang (Kevin) Han, Associate Professor
ghan@iastate.edu
119 Hamilton Hall
T: (515) 294-0482

Ph.D., Mass Communications, Syracuse University, 2007
M.A., Journalism, Fudan University, 2000
B.E., Economics, Nankai University, 1994

Specialization: Public relations with mobile and digital media, international public relations, news framing and framing effects, mobile communication, mediated risk communication, the impact of media use on health, online public opinion, internet-based media sociology.

Dr. Han is a former associate with Ogilvy Public Relations Worldwide where he worked with a number of leading multinational organizations. His teaching area covers public relations, social media, research methods, communication theory, public opinion and various mass communications courses at both undergraduate and graduate levels. He has published peer-review journal articles and book chapters, seven of which as single author, in such publications as Mass Communication & Society, Asian Journal of Communication, American Journal of Media Psychology, Journalism and Communication Research Journal, and Journalism Studies Quarterly.
**Novotny Lawrence**, Associate Professor

novotnyl@iastate.edu

148 Hamilton Hall

T: (515) 294-5951

Ph.D., Film and Media Studies, University of Kansas, 2004

M.A., Communication Studies, University of Missouri-Kansas City, 1998

B.A., Communication Studies, University of Missouri-Kansas City, 1996

Specialization: African American representation in film, Blaxploitation cinema, popular culture, film and media history, media & social justice

Dr. Lawrence’s research primarily centers on the African American mediated experience. He has published books on Blaxploitation cinema and non-narrative films, as well as books and journal articles on *Blacula, The Twilight Zone*, the Comedy of Dave Chappelle, and *C.S.A: The Confederate States of America*. He has taught graduate courses such as Research Methods, Textual Analysis, and Race in the Media, among others.

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**Andy King**, Assistant Professor

andyking@iastate.edu

213 Hamilton Hall

T: (515) 294-8824

Ph.D., Communication, Purdue University, 2012

M.S., Communication, Purdue University, 2008

B.A., English Education, University of Wisconsin-Whitewater, 2006

Specialization: Public relations, strategic health communication, persuasion, visual communication, campaigns

Dr. King conducts research in strategic health communication, focusing on campaign design and evaluation. His work advances applied communication theorizing relevant to message design and message processing in health-related contexts, with the goal of contributing to improving public health through evidence-based practice. Much of his research has looked at the role of visual imagery and its influence in strategic health messages. He has published over 30 peer-reviewed journal articles in outlets including *Journal of Health Communication, Cancer Epidemiology, Risk Analysis, Journal of Communication, and Health Communication* and has received research funding from the Health Resources and Services Administration and the National Institutes of Health. He serves on the editorial boards for *Communication Monographs, Health Communication, and Journal of Health Communication.*
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Ph.D., Mass Media, Michigan State University, 2003  
B.A., Radio, Television, and Motion Pictures, University of North Carolina, 1977

Specialization: Advertising, new media

Dr. Newell’s interest areas are in the strategic use of traditional and new media platforms for advertising traditional and new media marketing, diffusion and social use of new media and its effect on traditional media, selection of an attention to multiple media sources, and privacy issues in the new media. His dissertation addressed habit strength in the selection of new and traditional media. An experienced advertising practitioner, he has worked for Turner Network Television and Cable News Network.

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Ph.D., Mass Media, Michigan State University, 1990  
M.S., School of Communication, Illinois State University, 1980  
B.A., School of Communication, Illinois State University, 1978

Dr. Powers is a specialist in media management and leadership in newsrooms and the changing media landscape. Her most recent work focuses on the organizational ecology of family-owned news media and the role of communication infrastructure and information technologies in organizational change and transformation. Her research has appeared in books such as *Leadership in the Media Industry* and journals such as *Journal of Media Economics*, *JMCQ*, and *Newspaper Research Journal*. She was a research fellow at the Jönköping International Business School of Sweden. As a Senior Fulbright Specialist Powers facilitated the first master’s program in communication at Vytautas Magnus University in Lithuania.
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Ph.D., Communication Studies, University of Kansas, 2012
M.A., Communication, Missouri State University, 2007
B.A., Communication Studies, Emporia State University, 2005

Specialization: leadership, gender, political and business communication

Dr. Winfrey’s research focuses on political communication, with specific focus on gender and politics. She is particularly interested in campaign messaging by female candidates targeting female voters and the coverage of female candidates by the news media. Her recent research addresses the role of gender group identification in political persuasion. Dr. Winfrey is affiliated with the Carrie Chapman Catt Center for Women and Politics where she teaches courses in leadership, gender, and political communication.

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Ph.D., Mass Communications, University of Wisconsin-Madison, 2018
M.S., Natural Resources and Environmental Sciences, University of Illinois Urbana-Champaign, 2009
B.S., Journalism, Zoology, University of Wisconsin-Madison, 2005

Laura Witzling joined Greenlee in 2018. She received her Ph.D. in Mass Communications from the University of Wisconsin-Madison. She conducts strategic communication research with a focus on local food and environmental contexts.
GREENLEE GRADUATE COURSES

The graduate program emphasizes the study of communication from both an academic and a professional perspective. It offers two tracks: theory and research, or professional and strategic. The theory and research track is for students who desire specialized study in communication theory and research. The professional and strategic track emphasizes strengthening professional and strategic communication skills.

The table below lists the required and suggested courses for both tracks. A minimum of 6 elective credits must be taken outside the Greenlee School of Journalism and Communication. Students electing to write a thesis must complete a research methodology course outside the school.

I. Required courses

The following core courses are required for all students. These total 10 credits of the 32 required for graduation:

JL MC 501 Theories of Mass Communication. 3 cr. Offered Fall. Examination of major areas of research activity and theoretical development related to organization, functions, and effects of mass communication.

JL MC 502 Communication Research Methods. 3 cr. Prereq: 501. Offered Fall. An examination of quantitative and qualitative research methods, including legal, participant observation, historical, survey, content analysis and experimental research.

JL MC 592 Introduction to Graduate Study in Journalism and Communication. 1 cr. Offered Fall. Prereq: Graduate classification.

Overview of advanced study in journalism and communication with special emphasis on requirements for obtaining the Master of Science degree.

JL MC 598 Seminars in Mass Communication. 3 cr. Prereq: Permission of instructor. Seminars are offered on a rotating basis. Seminar topics fall under one of the following broad categories:
A. Audiences and effects
B. Communication technology
C. Professional communication
D. Development communication
E. Evaluation methods
F. International communication
G. Mass communication history
H. Mass communication law
I. Media management
J. Research methods
K. Society and mass communication
L. Teaching of journalism and mass communication
M. Visual communication
N. Broadcast communication
O. Communication theory
P. Computer mediated communication

Thesis or creative component credits

Students who elect to complete a thesis research project must take at least 4 credits of JL MC 699 (thesis research) (Repeatable). Students must have thesis proposal completed and approved by major professor and committee before registering for this course. Students may elect to take additional research credits, but they will not count toward the total of 32 needed for graduation. The credits may all be taken during a single term, or may be taken over several semesters.
Students who elect to complete a creative component must take at least 4 credits of JL MC 599 (creative component) (Repeatable). Students must have proposal completed and approved before registering for this course. Students may elect to take additional creative component credits, but they will not count toward the total of 32 needed for graduation. The credits may all be taken during a single term, or may be taken over several semesters.

II. Elective courses

The remaining credits needed to complete the program of study are electives to be selected by the student and approved by the adviser/major professor and the program of study committee. At least two of the courses must be taken outside the Greenlee School. Courses within the School that may be used as electives. Note: Semester of offering is tentative and subject to change. See the ISU Schedule of Classes for official course offerings and times.

JL MC 506 Media Management. 3 cr. Offered Spring. Decision-making functions of media. Basic media market analysis, media organization and management, circulation and audience development, technological developments affecting management decisions, relationships with labor, and regulatory agencies that affect media operation.

JL MC 510 Strategies of Communication. 3 cr. Offered Spring. Prereq: JL MC 501 or permission of instructor. The process of developing professional communication and persuasion strategies, with emphasis on problem definition, behavioral specification of objectives, situation analysis, strategy formulation, and justification through application of communication theories and research results.


JL MC 521 Theories of Visual Communication. 3 cr. Offered Fall. Prereq: 6 credits in the social sciences. Introduction to the study of picture-based media (film, television, photography, advertising, etc.). Exploration of theoretical concepts of vision and perception, visual literacy, visual language, visual persuasion/manipulations, and the cultural implications of visual images.

JL MC 541 Contemporary Magazine Publishing. 3 cr. Offered Fall. Analysis of the magazine industry and specific audiences served through print and online magazines. Editorial procedures and policies, advertising, circulation, and history of the industry. Focus on the research literature.

JL MC 547 Science Communication. 3 cr. Offered Fall or Spring. Reporting and writing about science and technology subjects for general audiences. Outlets for stories include print, broadcast, and online media. Story topics include reporting about basic and applied sciences as well as ethical and policy issues related to science and technology. Topics A to Z, anthropology to zoology.

JL MC 560 Risk Perception and Communication. 3 cr. Offered Fall. Prereq: 6 credits in graduate level social science. Use of the mass media to raise awareness about science and research. Focus on risk issues in the areas of food, agriculture and veterinary medicine.

JL MC 561 Media and Society Interrelationships. 3 cr. Offered Fall. Prereq: 6 credits in the social sciences. Media functions in a democratic society; conflicts between the media and social institutions; ethical and social controls on the media.

JL MC 574 Communication Technologies and Social Change. (Also Technologies and Social Change or T SC 574). 3 cr. Offered Spring. Prereq: 6 credits in the social sciences. Present and potential effects of
increasingly sophisticated modes of mass communication on people, institutions and societies. Personal, organizational, and social implications of the use of communication technologies. Includes theories and empirical research across a continuum of perspectives, from techno-utopianism through an anti-technology stance.

JL MC 576 World Communication Systems. 3 cr. Offered Spring. World communication systems and social, political and economic factors determining flow, character and volumes of news. Impact of media information and entertainment content on nations and societies. Comparative analysis of the role and impact of traditional modes of communication, the mass media and computer-mediated systems.

JL MC 590 Special Topics. Credits arranged. Prereq: Permission of instructor. These are special courses designed to meet the needs of individual students. They are not regularly offered. Students wishing to take a special topics course must meet with the professor who will teach the course and complete a contract form specifying the content, meeting times, and credits to be awarded. Special topics fall under one of the following categories:

A. Media studies
B. Professional specialization
C. Research problems and methods
D. Technique and style
E. Specialized communication

JL MC 591 Professional Internship. 2 cr. Prereq: Permission of instructor. Supervised internship experience offered on a satisfactory-fail basis only. Students whose education may be enhanced by professional experience should consider a professional internship. The internship earns credits that are important when calculating full-time student status. However, credits from an internship cannot be used to meet the 32 credits required for graduation.

III. Courses outside the school that may be used as electives

A wide variety of courses outside the Greenlee School may be taken. The ISU Bulletin of Graduate Courses and Programs available at the Graduate College contains a complete list of courses. Electronic listings by department or university unit can be accessed through Schedule of Classes at the website (http://classes.iastate.edu).

Courses offered by other departments should be selected in consultation with the adviser and program of study committee to match research interests and educational goals. In general, students are urged to talk with other students as well as faculty members about recent course experiences. Often, it may be more important to select the right faculty member who is teaching a course than it is to select a course from its description. Listed below are several outside courses frequently taken by graduate students.

SOC 415 Dynamics of Social Change. 3 cr. Offered Fall. Prereq: SOC 130 or 134 plus 3 credits in the social sciences. Examination of public responses to complex and controversial innovations, such as environmentalism, feminism, stem-cell research, same-sex marriage, large-scale hog lots, and others. Strategies for gaining adoption/rejection of controversial innovations. Applications to topics in agriculture, development, business, and marketing. Non-major graduate credit.

SOC 543C Seminar in Social Change and Development: Technological Innovation. 3 cr. Offered Fall. Prereq: 6 credits in sociology.

Listed below are several outside quantitative courses that satisfy the requirements for a research methods course:

RESEV 552 Basic Educational Statistics. 3 cr. Offered Fall. Statistical concepts and procedures for analyzing educational data.
Descriptive statistics, correlation, t-tests, and chi-square with computer applications.

RESEV 553 Intermediate Educational Statistics. 3 cr. Offered Fall, Spring and Summer. Prereq: RESEV 552 or STAT 401. A continuation of statistical concepts and procedures for analyzing educational data using multiple regression and logistic regression.

STAT 401 (or equivalent; this course number may change) Statistical Methods for Research Workers. 4 cr. Offered Fall, Spring, and Summer. Methods of analyzing and interpreting experimental and survey data. Statistical concepts and models; estimation; hypothesis tests with continuous and discrete data; simple and multiple linear regression and correlation; introduction to analysis of variance. Non-major graduate credit.

STAT 402 Statistical Design and the Analysis of Experiments. 3 cr. Offered Fall and Spring. Prereq: Stat 401. The role of statistics in research and the principles of experimental design. Experimental units, randomization, replication, blocking, subdividing and repeatedly measuring experimental units; factorial treatment designs and confounding; extensions of the analysis of variance to cover general crossed and nested classifications and models that include both classificatory and continuous factors. Non-major graduate credit.

STAT 404 Regression for Social and Behavioral Research. 3 cr. Offered Fall. Prereq: Stat 401. Applications of generalized linear regression models to social science data. Assumptions of regression; diagnostics and transformations; analysis of variance and covariance; path analysis. Non-major graduate credit.

STAT 407 Methods of Multivariate Analysis. 3 cr. Offered Fall. Prereq: Stat 401 and knowledge of matrix algebra. Techniques for analyzing multivariate data including comparing group mean vectors using Hotelling’s T2, reducing variable dimension with principal components, grouping/classifying observations with cluster analysis and discriminant analysis. Non-major graduate credit.

STAT 447 Statistical Theory for Research Workers. 4 cr. Prereq: Math 151 and permission of instructor, or Math 265. Primarily for graduate students not majoring in statistics. Emphasis on aspects of the theory underlying statistical methods. Probability, probability density and mass functions, distribution functions, moment generating functions, sampling distributions, point and interval estimation, maximum likelihood and likelihood ratio tests, and introduction to posterior distributions. Credit for both Stat 341 and 447 may not be applied toward graduation. Non-major graduate credit.

Listed below are several outside qualitative courses that satisfy the requirements for a research methods course outside of the Greenlee School:

HD FS 504 Qualitative Research Methods. 3 cr. Prereq: 9 credits of social sciences. Introduction to qualitative research methodology. Application of fieldwork methods, analysis, interpretation, and writing through individual qualitative research projects.

HIST 583 Historical Methods. 3 cr. Study of historical evidence, theory, and methods.

RESEV 580 Introduction to Qualitative Research Methodology. 3 cr. Qualitative research in the human sciences, emphasizing education; principles of qualitative inquiry, including theoretical foundations, research design, and fieldwork.

SOC 513 Qualitative Research Methods. 3 cr. Offered alternate Fall. Prereq: SOC 511. Applied qualitative research methods in sociology. Design and implementation of a course-based research project including
data collection, analysis, and presentation of results. Qualitative data gathering techniques using observational, historical, in-depth interviewing or content analysis approaches. Laboratory emphasis on completion of data gathering, analysis, and report writing.

W S 402 Feminist Research in Action. 3 cr. Offered Spring. Feminist research methods and scholarship. Class collaborated on a community research and action project to improve women’s lives. Non-major graduate credit.

DECLARING A MINOR

Declaring a minor is not required for graduate students, but minors are available for those who are interested. When declaring a minor, the student must receive approval from the department offering the minor and meet the minimum requirements established by the program offering the minor. The student must have a minor representative on his/her POS committee. The minor representative and major professor cannot be the same person.

The minor subject area must be tested during final oral examinations, be approved by the POS committee, be listed on examination reports and recorded on the Application for Graduation form in order to be placed on the student’s transcripts.

You may find a list of graduate programs, certificates and minors at (http://www.grad-college.iastate.edu/academics/gradprograms/index.php.) The most common minors held by our master’s students are:

- Statistics
- Women’s and Gender Studies
- Sociology
- Political science

TIME LIMIT FOR COMPLETION OF COURSES

It is expected that all master’s students will complete all of their coursework and the thesis or creative component within seven years. If seven years passes without completion of the degree, the student may be asked to repeat courses. Expired courses need to be petitioned to the ISU Graduate College.
OVERVIEW OF COURSE AND CREDIT REQUIREMENTS

Required courses for the theory and research track (credits):

JL MC 592 Introduction to Graduate Study (1)
JL MC 501 Theories of Mass Communication (3)
JL MC 502 Communication Research Methods (3)
JL MC 598 Seminars in Mass Communication (3)
JL MC 503X Advanced Research Methods: Quantitative (3)
OR
JL MC 504X Advanced Research Methods: Qualitative (3)
JL MC 699 Thesis Research (4)
Greenlee elective courses (6)
A non-Greenlee research methods course (3)
A non-Greenlee elective (3)
Elective course within or outside of Greenlee (3)

Credits required: 32

Required courses for the professional and strategic communication track (credits):

JL MC 592 Introduction to Graduate Study (1)
JL MC 501 Theories of Mass Communication (3)
JL MC 502 Communication Research Methods (3)
JL MC 598 Seminars in Mass Communication (3)
JL MC 510 Strategies of Communication (3)
JL MC 599 Creative Component (4)
Greenlee elective courses (6)
Non-Greenlee elective courses (6)
Elective course within or outside Greenlee (3)

Credits required: 32
SELECTING A MAJOR PROFESSOR

In completing the graduate program, selecting a major professor is an important step. This faculty member assists the student in framing research questions, selecting the thesis or creative component format, supervising the work, and managing the activities of the Program of Study committee.

Any Greenlee School faculty member who is on the graduate faculty is eligible to work with a graduate student as a major professor. Because the major professor and the student form a partnership, it is important that the student and the major professor share similar interests. Faculty members who are not members of the graduate faculty may serve as an additional (fourth) member of a student’s Program of Study committee but they may not serve as major professor. More information on members of the graduate faculty can be found on pp. 11–19.

There are many ways to select a major professor. One way is to explore the research areas of the faculty for topics that are of interest to the student. Topics already under investigation by a faculty member typically hold high interest to him or her and the faculty member may have financial resources available that could be used to support additional student research.

With this approach, the student may approach one or more faculty members, express an interest in a particular topic, and discuss what areas the professor would suggest as best for future thesis development. If a topic is agreed upon, the student is often asked to develop a proposal for research in the area. Based on the proposal, the faculty member can decide whether he or she would be willing to serve as major professor.

A different approach can be used when the student has already selected a topic or problem of interest. In this case, the student would write a brief proposal explaining the research or creative component problem and present it to several faculty members whose interests suggest they might be willing to supervise a thesis in this area.

Following these discussions, the student can ask a faculty member if he or she would be willing to serve as major professor. Additional discussion of how the thesis or creative component might be financed or carried out may be necessary. It is not the responsibility of either the school or the major professor to find funding for thesis or creative component work, although major professors may assist in the process of locating resources.

Other important factors to consider in selecting a major professor are:

- Know how different professors approach thesis work and make sure their style is compatible with your own style or approach.
- Be ready to establish from the beginning a tentative timeline for completion of the work, and assure that the professor selected can be available during those periods.

SELECTING THE PROGRAM OF STUDY COMMITTEE

Whether a student selects a thesis or a creative component, a three-person Program of Study (POS) committee must be selected. The committee includes at least two members, including the major professor, from inside the school and one
member from another department or major. The POS committee may contain more than three members, but this is not common. Once the major professor is selected, he or she will help identify professors who could best serve as members of the student’s POS committee. Although it is not required, some of the professors will ask to review a research proposal draft before agreeing to serve.

In most cases, after the student has visited with nominated professors and secured their tentative agreement, a POS meeting is held with the student and all three committee members. At the meeting, the student presents and defends his or her proposal for a thesis or creative component. The professors are also asked to approve the student’s Program of Study, which lists all courses the student has completed and plans to complete to meet the requirements of his or her program.

After the Program of Study is approved by the committee, the DOGE, and the Graduate College, the POS is the official document indicating the courses the student must successfully complete before receiving his or her degree. The Program of Study form must be completed at least one semester before the final oral examination.

The student, the POS committee, the DOGE, and the Dean of the Graduate College must approve subsequent changes to the POS form. For more information, please refer to the ISU Graduate College Handbook.

THESIS AND CREATIVE COMPONENT

Graduate students in Journalism and Mass Communication must complete either a thesis or a creative component. This section defines both types of projects.

THE THESIS

A thesis is a scholarly product that is approved by the student’s committee, produced in a defined electronic format, and made available to scholars around the world. Until recently the thesis consisted solely of bound pages of printed text but now may also contain other media (audio and video tapes, etc.). The thesis must be produced according to standards you will find at the Graduate College Thesis Website (http://www.grad-college.iastate.edu/current/thesis/).

The thesis belongs to a worldwide network of scholarly work in the field. The abstract of each thesis produced in the school appears in Journalism and Mass Communication Abstracts, a publication found in libraries worldwide. Theses can be searched or ordered electronically. Students who are contemplating later enrollment in a Ph.D. program are encouraged to choose the thesis option, since Ph.D. admission committees often prefer this format.

Theses may deal with historical, legal, qualitative or quantitative studies. In general, theses contain an introductory chapter that states the problem being addressed or the research questions being answered. This first chapter also includes a rationalization for the study or the study significance. A theory chapter that reviews relevant literature of the field and focuses on the problem to be investigated in the thesis follows this. This chapter also identifies and links the problem under investigation to a theoretical framework. A methodology chapter follows, in which the student explains the particular method used in the thesis (historical, legal, survey research, content analysis, ethnography, etc.). In this section, terms are carefully defined and operationalized, populations to be studied are identified, and the methods and purposes of analysis are carefully explained. The next chapter is a results section, in which the major findings of the research are presented and discussed. Finally, a conclusions and implications section is included, in which the student discusses the implications of the findings for the field, and suggests future areas of the study.
All recent theses produced by students in the Greenlee School may be found in the online library database. An examination of recent theses can often be helpful in discerning thesis content and format.

Starting in Fall 2017, all theses need to be uploaded through iThenticate (http://www.ithenticate.com/). Each student at ISU can get a free account to use the plagiarism software. It is the student’s responsibility to present the output of the software check to the major professor before defense.

**THE CREATIVE COMPONENT**

A creative component provides students maximum flexibility in their approach to scholarship. It is equal in scholarly rigor to a thesis, but is often distinguished from it by being presented in non-traditional ways, such as websites, videos, documentaries, instructional guides, etc. Often, the creative component is designed for a particular professional purpose (for example, a video to be broadcast on television or a podcast to be used as a series of radio programs) that does not fit the requirements and procedures for a regular thesis.

The creative component provides maximum flexibility in format and enables the student to have wide latitude in conceptualizing and producing a scholarly product. The creative component is well suited for students most interested in the practical rather than scholarly applications of their work.

Students completing creative components are expected to present a theory or conceptual chapter that explains why their product is needed and how they went about their planning, preparation, and evaluation. In general, the creative component is no less work and often requires more time than a traditional thesis. Once a creative component is produced a copy is retained by the major professor. However, creative components are not made available through Parks Library, are not listed in Journalism and Mass Communication Abstracts, and in general are not circulated beyond the school.

Because the final outputs of creative component work are varied, the following examples are cited as a guide to students:


Westad, Anniken. 2012. Life as an international student in the United States: Creating, maintaining and networking a blog in web 2.0.


Graden, Jody. 2003. An interactive web site for the Evangelical Free Church of America Central District Church Planting Program.

**SCHEDULING THE FINAL ORAL EXAMINATION**

Every graduate student must hold a final oral examination. The Graduate College schedules the deadlines for final oral examinations (http://www.grad-college.iastate.edu/calendar/) and other graduation requirements. For the thesis and the creative component, the examination must be officially scheduled at least three weeks prior to the examination date. The thesis
or creative component is usually given to members of the committee at least two weeks prior to the exam. Before granting permission for the final oral examination, the Graduate College will check to ensure that the following items have been completed:

- The student is on full admission status.
- The POSC composition and POS coursework has been approved by all committee members and by the Graduate College.
- English requirement for non-English native speakers has been met.
- The student is not on probation.
- The time limit for graduate study has not been exceeded.
- A diploma slip has been submitted and approved by the Graduate College.
- The student is registered for at least two credits for the term in which the final oral exam is to take place.
- The student’s overall GPA is 3.0 or above.
- There are no incomplete grades in courses listed on the student’s POSC.

If any of these have not been completed, the Graduate College will deny permission for the oral exam and inform the student and the major professor that the exam will not be held.

THE FINAL ORAL EXAMINATION OR THESIS/CREATIVE COMPONENT DEFENSE

A master’s final oral examination is scheduled for two hours. All members of the POS and the student must be present or approved to participate at a distance for the exam to be considered valid. Emergency procedures concerning committee replacements are outlined in the ISU Graduate Handbook.

The final oral exam is a public event, which means that anyone may attend. Dates and locations of exams may be obtained from the Graduate College or the school. Guests are not permitted to speak during the exam unless specifically recognized and authorized to do so by the major professor.

During the final oral examination, the committee members may question the student about matters relating to either the thesis/creative component or any relevant coursework or readings that have been assigned. The typical oral examination begins with a brief presentation by the student of the results of the thesis or creative component. This is followed by questioning by all three members of the committee. In some cases, faculty members ask all of their questions, and when satisfied, pass the questioning on to the next faculty member. In other cases, faculty may all join in on a point of discussion.

Generally, one goal of the examination is to assess the student’s theoretical and methodological abilities. A second is to ensure that the student understands the research or creative work that has been carried out and is capable of explaining it to others and applying it in the field. The examination typically focuses on issues relating closely to the thesis or creative component. One important objective of the examination is to evaluate the thesis or creative component and to determine any changes or revisions that must be made.

Some students think that they are expected to know the answer to every question posed during the examination. However, sometimes professors will pose questions that have no correct or single answer in order to see how the student thinks through the process and applies what has been learned. If a student genuinely does not know the answer to a
question it is best to say so.

When the committee members have exhausted their questions, the student and others attending will be invited to leave the room. The professors will then discuss the performance of the student at the examination. There can be four outcomes of the final oral examination:

1. **Pass.** A pass indicates that the student has mastered the material of the field and has presented a thesis or creative component that meets the standard of the committee members. Often, members of the committee may request minor typographical or other changes, but there is a clear indication that the work has been approved.

2. **Conditional Pass.** A conditional pass indicates that the student has generally mastered the material of the field and has largely completed the thesis or creative component to the satisfaction of the committee. However, there are some substantive changes, re-organizations, or re-analysis that have been requested before final approval is given. It is also possible that there is an area of knowledge in which the student has been found to be deficient, and the committee wishes to see evidence of mastery of this area before final approval is given.

When a conditional pass is given, the committee must indicate specifically what the areas of deficiency are and what must be done to remedy them. In some cases, the major professor may be authorized by members of the committee to work with the student to see that the deficiencies are remedied. In other cases, the full committee may decide to review the work again either separately or together. The committee members will indicate on the Report of Final Oral Examination form the conditions that are to be met, and these are forwarded to the Graduate College.

3. **Fail but the exam may be retaken.** When it is the conclusion of the members of the POS committee that the student has not demonstrated mastery of the body of knowledge of the field or that the thesis or creative component cannot be approved as submitted, the student fails the examination. Two months must elapse before the exam may be retaken. A written explanation of what the student must do in order to successfully qualify to retake the examination and correct the thesis/creative component must be provided.

4. **Fail and the exam may not be retaken.** When it is the conclusion of the members of the POS committee that the student has not demonstrated mastery of the body of knowledge of the field, or that the thesis or creative component cannot be approved as submitted, and that there is no prospect that the work can be successfully completed, the student fails the examination. The degree is denied, and a written explanation of the reasons for failure will accompany the examination report.

In cases in which a single member of the committee votes “fail” while the other two vote “pass” or “conditional pass,” each member of the committee must forward to the Dean of the Graduate College in writing a justification for his/her vote. The Graduate Dean will review the results of the examination and may meet with the committee and/or the student. If more than one member of the committee votes “no,” the student does not pass the examination.

In general, students are advised to follow the recommendation of their major professor concerning their readiness for the final oral examination. When the major professor judges the thesis or creative component to be ready, he or she will recommend that the student distribute it to the members of the committee and schedule the final oral examination.

In some cases, the major professor may suggest one or more additional meetings
with the committee members to work through the thesis or creative component. In other cases, the major professor may recommend that the student work on a particular aspect of the thesis or creative component with a committee member who has the most expertise in the area. If the student believes that he or she is ready for the final oral examination (and has met the list of requirements above for scheduling the examination), he or she may request that the examination be held even though the major professor does not concur. Typically, however, a student is well advised not to request the examination until the major professor recommends it.

Normally, it is expected that committee members will recommend changes in the thesis or creative component at the time of the final oral examination. Therefore, students should be prepared to make the recommended changes following the examination. The amount of time needed will depend on the extent of the changes recommended and may vary from a few days to a substantial period of time.

Master's students at Iowa State University have a maximum of seven years to complete their work. If they do not complete all coursework and the thesis or creative component during that time, they must either appeal their case to the Graduate College, citing reasons why they should receive an extension or re-take courses so that work falls within the seven-year period. In many cases, students taking their graduate work one course at a time while they are professionally employed will be granted extensions to the seven-year rule. All master's students in the school are required to complete 32 graduate credits.

**GRADUATION DATE CONSIDERATIONS**

Students seeking to complete the master's degree and officially graduate during a given semester must meet a number of deadlines. A schedule of these deadlines can be found in the Graduate College website (http://www.grad-college.iastate.edu/calendar/). This website also specifies the forms that should be turned in. It is the student's responsibility to check for deadlines and forms.

An alternative to graduating during a term is to complete all work concerning the thesis or creative component during a semester, but not to complete all of them by the regular thesis deadlines. For example, a student in the final stages of his/her thesis or creative component may fail to finish the research or creative project for unforeseen reasons. When this occurs, the student would officially graduate the following term (spring, summer, or fall). The student would not be required to register for courses during the next semester but would have to pay a graduation fee. International students should check with the International Students and Scholars Office (ISSO) concerning special requirements that may apply to them. Since Iowa State University will write an official letter to any employer certifying that the student has successfully completed work and will graduate the following term, it may not be essential to meet the semester deadline. However, if the student wishes to officially participate in commencement exercises during the semester in which work is completed, all deadlines must be met.

When working with a major professor, remember that the professor and committee members need time to thoughtfully consider your work. In most cases, several thesis/creative component proposal revisions may be necessary before the major professor is ready to approve its submission to the full committee. Students should submit the first draft of the thesis proposal to the major professor at least one month before the Graduate College deadline.

The semester in which you wish to graduate is often full of deadlines. Make sure you are aware of the Graduate College deadlines and requirements in your last semester of graduate work.
Members of the student’s committee may request a copy of the thesis. It is the responsibility of the student to supply the committee member with a copy. Also, a Journalism and Mass Communication Abstracts form will need to be completed and submitted along with a digital copy of the thesis through Pro Quest.

Suggested Plan of Action

First Semester
- Begin completion of required core courses; it is suggested that students take 10 credits. The Citizenship and Immigration Services of the U.S. Department of Homeland Security must always register international students for 9 credits to meet full-time student status as stipulated.
- International students who have not received graduate and/or undergraduate degrees from English-speaking universities must successfully complete the Graduate College English Exam.
- Meet and learn about faculty interests. Consider one or more possible thesis/creative component ideas.

Second Semester
- Continue completion of core courses; it is suggested that students take 9-10 credits.
- Develop a formal proposal for thesis/creative component work; submit it to a potential major professor.
- If the faculty member approves the proposal and agrees to serve as major professor, get assistance in selecting other members of the Program of Study (POS) committee.

Third Semester
- Form a committee and hold the first meeting of the POS committee.
- Present a proposal for the thesis or creative component, and make modifications until approved by the POS committee.
- Submit an official POS list of courses to the committee for consideration, and get it approved electronically.
- Continue completion of core coursework. Select another research methods class (if on the theory and research track) outside the Greenlee School.
- Work with major professor and committee to develop thesis/creative component work.

Fourth Semester
- Complete regular coursework requirements. After completing coursework, international students may be able to register for fewer than 9 credits but must submit a Reduced Course Load: J-1 Student Request form seeking permission to do so from the ISU International Students and Scholars Office.
- Continue to work on thesis/creative component.
- File diploma slip within first week of class if planning to graduate at the end of semester.
- Make sure all grades of Incomplete from previous terms have been submitted to the Registrar’s Office.
- Submit a request for the final oral examination at least 3 weeks prior to the date of the examination. Provide final thesis draft to the committee 2 weeks before exam.
- Defend the thesis or creative component.
- Submit the signed thesis submission forms to the Graduate College. Sign on to ProQuest for thesis approval. Obtain final signatures on approval slip.
- Attend commencement.
Sharing Knowledge

Sharing knowledge with others in the field is one of the most important aspects of scholarship. Graduate students have a number of avenues for creating and sharing knowledge with colleagues in the field. Scholarship in the form of class papers or projects may provide one or more products worth sharing. Collaborating on research with faculty members or other graduate students often leads to material that should be shared with the field. One’s research, in addition to the thesis or creative component itself, may offer possibilities for reanalysis, synthesis, or repackaging in forms that would meet the needs of colleagues in the discipline.

When contemplating the creation of a scholarly paper, one should be sure that issues concerning ownership of data and scholarly material are clear. A student who has researched a topic independently, conducted his or her own survey and analyzed results clearly owns the data and is entitled to a single author paper entry. Generally, faculty may offer suggestions for analysis of data or theoretical orientations with no expectation of joint authorship. However, it is always safest to make sure there is an understanding before proceeding too far with a paper. In cases in which a graduate student is hired by a professor to work on a research project, the project and professor generally “owns” the data. Although in many cases the professor or project staff will be happy to have a graduate student carve out an area of the research for a thesis, paper or journal article, most projects have rules about co-authorship.

A thesis is to be an independent work of the student and may not be co-authored or jointly produced. However, papers or journal articles produced by projects are often co-authored, since members of the research team may all make contributions. Before deciding to produce a paper or journal article based on data from a project, the student should consult with the project leader and team members concerning co-authoring rules and responsibilities. Opportunities for scholarship are described in the next sections.

**SCHOOL RESEARCH SEMINARS**

The Greenlee School holds several research seminars each semester that provide an opportunity for faculty and graduate students to present their research, scholarship, and creative work. Presentations often focus on completed research, but in some cases they have focused on theory development, methodology, or other aspects of scholarship. In some cases, the purpose of the presentation may be to encourage faculty/student reaction and input into an ongoing activity. In other cases, it is simply to share knowledge. Contact the graduate director if you are interested in making a presentation.

**PAPERS AT SCIENTIFIC CONFERENCES**

Graduate students are eligible to submit papers to a number of regional, national, or international communication associations. Papers must contain original research reports that have not already appeared elsewhere. This does not preclude writing more than one paper on a given topic, but each paper must be distinctively different, perhaps in its method of analysis or theory base. Some associations, such as the Association for Education in Journalism and Mass Communication (AEJMC), require that the entire completed paper be submitted by the deadline. Other organizations may require that only an abstract of the paper...
be submitted, with the full paper to be completed and distributed at the meeting. Often, one does not need to be a member of the organization at the time the submission is made. However, it is often a requirement to present the paper at an organization’s professional meeting.

Papers are often refereed, meaning several judges review each paper and select only the best for presentation at the meeting. At the Association for Education in Journalism and Mass Communication, acceptance rates for papers run from a low of 25% to a high of 65% accepted, depending on the targeted division. Some organizations offer special entry classifications for papers that were written solely by a graduate student or students. Others require that all papers be judged equally. Typically, papers that are submitted will receive comments from the judges who reviewed them. When a student is notified that a paper has been accepted for presentation at a meeting, information is often provided concerning the length and form of the presentation.

A standard form of presentation would be at a research session in which three or four authors might make 15-20 minute presentations followed by comments by a respondent and questions from the audience. Recently, poster (or scholar-to-scholar) sessions have become popular. At these sessions, a number of authors (sometimes 40 or more) set up displays in a large room or exhibit area. The audience wanders around the room visiting with specific authors about their research, allowing the audience member to speak directly with an author.

A few associations, such as AEJMC, nominate some of their papers to be part of the ERIC database. These papers become part of an international database with full text of papers available to users. AEJMC and other associations have also begun to make papers available online. At the time an author is informed that his or her paper has been accepted, the author is also asked for permission to place the paper on ERIC or another online database.

Students interested in submitting papers to professional association competitions may seek advice from their adviser or major professor concerning the best outlet for their scholarship. When a paper is accepted for presentation, a student may submit a request for funding to offset the financial cost of presentation. However, it is important to note that funding is never guaranteed.

**JOURNAL ARTICLES**

A valuable reference for any graduate student contemplating submission of a research report to a journal is The Iowa Guide: Scholarly Journals in Mass Communication and Related Fields (Ninth Edition, compiled by Carolyn Steward Dyer and Ana C. Gatner). The guide provides information about 128 journals in journalism, communication, and speech. For each, it indicates the focus of the journal its organizational affiliation if any, its target audience, circulation, frequency of publication, review method, turnaround time for reviews, acceptance rate, preferred length, and address of the editor.

Refereed journal articles vary widely in quality and topic. However, they are considered to be one important indicator of the quality of scholarship. The more prestigious the journal, the higher the evaluation of the scholarship by the author. Thus, graduate students who publish in journals often gain an advantage over those who do not when seeking jobs in academia.

A student who has had a scholarly paper accepted may submit a similar version of the same work to a journal. However one should never submit the same journal article to more than one journal at a time. Instead, submit to one’s first choice and await the response. If unfavorable, modify and submit to the second choice, etc.
Many times a reviewed article comes back with request for substantial changes in theory, methodology, or analysis. Read the letter from the editor carefully. It may indicate that the submission was rejected and that the decision will not be reconsidered. However, more commonly, it will be rejected with specific comments about how changes might improve it. In these cases, the author is invited to make the changes and resubmit the article for publication. It is very uncommon for an article to be accepted with no changes. Once accepted by a journal, the author may indicate on a resume that the article has been “accepted for publication.” When the date, volume, or issue become known this information should be added. A student should never list a journal article when it has only been submitted for consideration unless this is carefully noted.

PROFESSIONAL COMMUNICATION ASSOCIATIONS

Professional communication associations offer graduate students an opportunity to learn more about programs at other schools, meet faculty, and participate in the intellectual life of the field. Those who plan careers in academia are strongly encouraged to join an academic professional association. Those who plan professional careers should join a journalistic or communication professional association.

Each of these organizations listed offers graduate students a different avenue to explore areas of specialization within the broad field of journalism and communication. Some of these academic and/or professional associations are listed on the following pages:

Association for Education in Journalism and Mass Communication (AEJMC) (http://www.aejmc.org)

This organization represents departments, schools, and colleges of journalism and communication. It includes 3,700 individuals, most of whom teach in journalism/communication, and has specialized interest groups in theory and methodology, public relations, advertising, science communication, information technology, broadcast, history, law, etc. A convention is held each year. Paper submission deadline for the convention is April 1 each year. Graduate students in journalism and mass communication are eligible for regular membership. Dues entitle student members to issues of Journalism & Mass Communication Quarterly, Journalism & Mass Communication Educator, Journalism & Communication Monographs, Journalism & Mass Communication Director and AEJMC News.

Association for Communication Excellence in Agriculture, Natural Resources, and Life and Human Sciences (http://www.aceweb.org)

This organization represents faculty who teach agricultural or rural communication, extension communicators and others who work in agricultural or rural communication and development. The organization holds an annual convention. There is a research special interest group that conducts a refereed paper competition. The association publishes a research journal, the Journal of Applied Communications, which comes with membership. Graduate students pay $25 per year.

International Communication Association (ICA) (http://icahdq.org)

The International Communication Association brings together over 4,300 academics and other professionals whose interests focus on human communication. Through its divisions and interest groups, it promotes the systematic study of communication theories, processes, and skills. An annual convention is held each year. Paper submission deadline for the convention is November 1 each year. Every two years, the convention is held outside the United States. Membership for
graduate students costs $75 per year.

**National Communication Association (NCA)** ([http://natcom.org](http://natcom.org))

This association, with 7,100 members, promotes the study, criticism, research teaching, and application of the artistic, humanistic, and scientific principles of communication. Student memberships are $60 per year.

**American Association for Public Opinion Research (AAPOR)** ([http://www.aapor.org](http://www.aapor.org))

This organization specializes in research dealing with public opinion and holds an annual convention with research paper presentations. Graduate student membership is free for the first year.

**Broadcast Education Association (BEA)** ([http://www.beaweb.org](http://www.beaweb.org))

The Broadcast Education Association is the professional association for professors, industry professionals, and graduate students who are interested in teaching and research related to electronic media and multimedia enterprises. There are currently more than 1,400 individual and institutional members. BEA has membership categories for individual faculty, individual students, academic institutions, industry professionals, and state broadcast associations. For individual faculty and students, membership comes with a lower convention registration fee and membership in up to four BEA interest divisions. Graduate student membership also comes with subscriptions to the association’s academic journals, the Journal of Broadcasting and Electronic Media and the Journal of Radio Studies. Graduate students are assessed a $55 annual membership fee.

**Radio-Television News Directors Association (RTDNA)** ([http://www.rtdna.org](http://www.rtdna.org))

The Radio Television News Directors Association is the world’s largest professional organization devoted exclusively to electronic journalism. RTNDA represents local and network news executives in broadcasting, cable and other electronic media in more than 30 countries.

RTNDA members benefit from publications, training, advocacy, and many opportunities to meet with and learn from colleagues. Membership entitles students to a subscription to Communicator, RTNDA’s award-winning monthly magazine. The magazine offers in-depth features on technological advances and innovative newsroom practices. Each issue features late-breaking news. Industry issues and trends. RTNDA members receive discounted registration fees for their annual meeting, which features nationally recognized speakers, panel discussions, sessions, and a large exhibition.

RTNDA is also an advocate on the national and local levels to preserve First Amendment freedoms, lead the fight for electronic access to courtrooms, oppose government efforts to control program content, and address important ethical issues facing the industry. RTNDA membership guarantees access to the latest industry research-tracking trends in news profitability, Internet use, newsroom salaries, newsroom staffing, women and minorities in the newsroom, habits of the local television news audience, and radio usage. Graduate students pay an annual membership of $65.
Beyond the Master’s Degree

Graduate students at the Greenlee School come from a variety of academic and professional backgrounds and have varied career interests and goals. Although it is not possible to address all possible career goals, this section is designed to provide advice for students in several typical career paths.

ADVANCE TO A PH.D. PROGRAM

The Greenlee School does not offer a Ph.D. degree. However, each year about one-third of our students advance from our program to a doctoral program. Those who believe that they might be interested in a Ph.D. program should plan their graduate experience at Iowa State carefully with this in mind. Here are some suggestions:

In most cases, take one or more statistics courses as part of your program. Iowa State University has a high-quality statistics department, and virtually all Ph.D. programs require a year or more of statistics. Demonstration of competence in statistics will often be seen as a “plus” by Ph.D. admissions committees and may also help land an assistantship.

Avoid taking special topics courses or other courses that might not transfer to the Ph.D. program institution. This would include internships, special seminars, and other courses without a clear title or course description.

Strive to obtain an assistantship that will provide experience that might help secure an assistantship at the Ph.D. institution. Excellent work experience, good teaching skills and experience, or a good research assistantship experience are all helpful.

The top Ph.D. programs will be expecting high scores so carefully review GRE scores and consider retaking the examination if necessary. Experience shows that the GRE score can be increased by carefully studying GRE training manuals and taking practice tests.

Strive to submit papers to at least one or more scholarly associations or journals. Students who have been peer-reviewed successfully are much more likely to be admitted to a Ph.D. program because they have shown that they can produce scholarly work.

Study Ph.D. programs, talk to faculty about selection, and target several programs in advance. Make contact with professors at these programs, visit them, and learn about them. Learn about the individual research interests of faculty at these institutions, and strive to locate specific individuals with whom you would like to work.

TEACHING CAREER

About 20 percent of our graduates indicate that they are interested in teaching in journalism or communication after graduation. Students with this interest should strive to find opportunities to teach while in the program. This will provide valuable work experience and a track record for future employers that proves you can teach and have taught successfully.

Those who are contemplating teaching at the university level should seriously consider obtaining a Ph.D. degree. Although some institutions hire M.S. faculty with significant professional experience, the trend is toward requiring the Ph.D. at most major universities. Community colleges hire those with an M.S. degree plus some professional experience.
Another option is becoming a college media adviser.

Other tips for those who are interested in teaching include:

• Join a professional communication education association such as the Association for Education in Journalism and Mass Communication, National Communication Association, or Association for Communication Excellence. These associations often produce materials useful for teachers, and they are also often involved in accreditation activities.

• Read Journalism and Mass Communication Educator or other publications about good teaching. Many of these can be found for free at various websites.

• Attend university seminars and workshops offered by the Center for Excellence in Learning and Teaching. These are free and are announced in advance in Inside Iowa State.

• Consider a thesis topic that relates to the improvement of teaching in some respect.

PROFESSIONAL EMPLOYMENT

Typically, about 40 percent of our graduates obtain positions as communication specialists or strategists with corporations, universities, or non-governmental organizations. Another 10 percent obtain positions directly with the mass media. Those who will be seeking professional employment following graduation should monitor job announcements and the placement service operated by the College of Liberal Arts and Sciences. Students lacking substantial professional communication experience should consider adding an internship to their graduate program. Most journalism jobs give priority to those who have significant professional experience.

Strive to match qualifications desired by employers for good jobs. Many higher-level positions are strategic in nature – they include a strong component of communication management, campaign design, and evaluation. Experience in these areas may improve your chances of qualifying for these positions.

In general, build upon the strengths that you already possess. If you possess valuable international credentials, search for companies and jobs that reflect your assets. If you have newspaper reporting experience, use that as a base to build toward a higher-level newspaper position or to transfer to other areas that look favorably on prior professional reporting experience. Many jobs in public relations, for example, are seeking individuals with two or more years of professional reporting or similar experience.
Additional Resources

DEAN OF STUDENTS OFFICE
http://www.dso.iastate.edu/
T: (515) 294-1020
Address: 1010 Student Services Ames, IA
The Dean of Students Office at Iowa State University supports student-centered learning through personal, community and academic development culminating in a transformative learning experience.

DEPARTMENT OF PUBLIC SAFETY
http://www.dps.iastate.edu/
T: (515) 294-4428
Address: Amory Building Room 55 Ames, IA
The Department of Public Safety at Iowa State University is a team of law enforcement and parking professionals working in partnership with the university community to improve the quality of life by enhancing safety, personal security, and campus access services for students, faculty, staff, and visitors. If you witness any suspicious activity, please call the department immediately at (515) 294-4428; in the event of an emergency, dial 9-1-1.

OFFICE OF STUDENT FINANCIAL AID
http://www.financialaid.iastate.edu/
T: (515) 294-2223
Address: 0210 Beadshear Hall Ames, IA

OFFICE OF THE REGISTRAR
http://www.registrar.iastate.edu/
T: (515) 294-1840
Address: 214 Enrollment Services Center Ames, IA

OFFICE OF RESPONSIBLE RESEARCH
http://www.compliance.iastate.edu/
T: (515) 294-1516
Address: 1138 Pearson Hall Ames, IA

Greenlee graduate students and faculty celebrate the conclusion of the academic year at the spring 2018 potluck and awards ceremony.
Iowa State celebrates and advances diversity by creating a safe place in which people can express themselves freely and share their unique talents. This diversity of talents enriches our campus by fueling creativity, innovation, and success.

Diversity encompasses acceptance and respect by fostering an environment of inclusion that moves beyond simple tolerance to recognizing the richness in the individual identities of people.

Diversity, therefore, is an active process that requires our continuous dedication in order to meet the needs of present and future generations of students, faculty, and staff.

Diversity is an active process that requires our continuous dedication.

Members of the Greenlee School of Journalism and Communication live by these words in their commitment to diversity within the school and the wider community. Dr. Joel Geske, associate professor in the Greenlee School, was a member of the team that wrote and conducted research on that definition.

It reflects a shared understanding that plans are necessary; discussions help people understand; and actions get results.

Iowa has the dubious distinction of being one of the most homogeneous states in the nation. Thus, the Greenlee School feels a special responsibility to prepare its students to meet the challenges of responsible citizenship and effective careers in a culturally diverse global community. Faculty and staff are committed to helping students report, write, communicate, and thrive in a multicultural society.

As a land-grant institution, Iowa State University draws students from rural areas. Many of them have not been exposed to the rich mix of cultures, gender identities, sexual orientations, and life experiences they will encounter once they enter their careers.

This emphasis on attracting – and valuing – students of varied national and ethnic backgrounds matches Greenlee’s vision of global diversity.

- Climate: At Greenlee, we believe students must be immersed in a climate of inclusion to help them understand a multicultural world.
- Institutional support: At Greenlee, we believe faculty must be active in teaching, research, and service that foster diversity and global awareness.
- Recruitment and retention: At Greenlee, we believe our faculty must reflect a multicultural world.