

Graduate Student Handbook

Department of Apparel, Events, and Hospitality Management (AESHM)

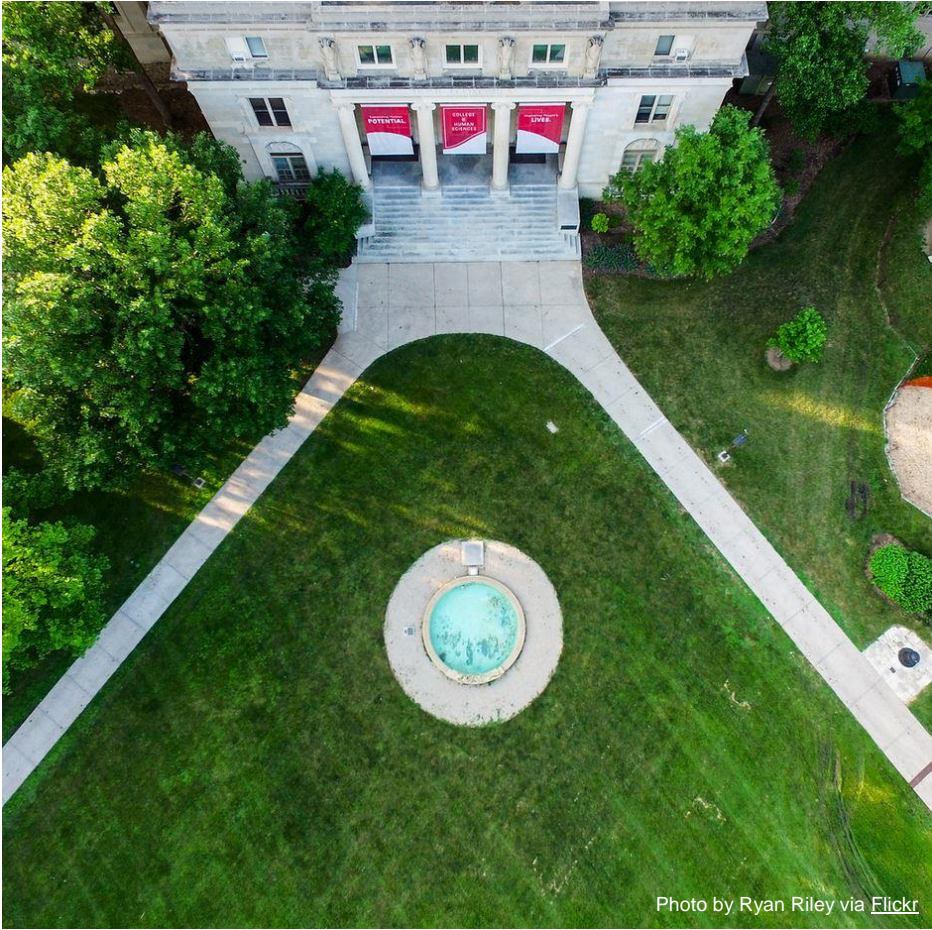


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Department of AESHM Graduate Student Handbook

A. Introduction and Expectations of Students

1. Introduction

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

The *Graduate Student Handbook* has been designed as a guide for introducing you to graduate study, assistantship responsibilities, and the AESHM Department. We hope you will continue to use the *Handbook* for a ready reference as you progress through the program.

Anything not specified in this handbook follows the general university and college policies and guidelines.

In this handbook, you will find the widely-used abbreviations for our programs; Apparel, Merchandising, and Design (AMD), Event Management (EVENT), and Hospitality Management (HSP M).

a) *Mission Statement for the AESHM Graduate Program*

AESHM is dedicated to providing exceptional graduate programs focused on student success and preparing masters and PHD graduates to create, share and apply AESHM knowledge to address 21st century challenges and enhance quality of life.

b) *Faculty Roles in Graduate Education*

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

i. *Directors of Graduate Education*

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

Ann Marie Fiore, DOGE (AMD) and Associate Dean for Graduate Education and Research

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ii. Graduate Recruitment and Review Committee

Ann Marie Fiore, Committee Chair

Graduate faculty members in the respective programs review Ph.D. admission applications to HSP M, EVENT, or AMD. For AMD, all AMD graduate faculty members review Ph.D. applications, but only a subset of AMD graduate faculty, the AMD Graduate Recruitment and Review Committee, review AMD M.S. applications. For EVENT, all EVENT graduate faculty members review M.S. applications. For HSP M, their DOGE will identify the Graduate Recruitment and Review Committee, a sub group of HSP M graduate faculty members to review Ph.D. and M.S. applications. The DOGEs of each program advises graduate students in course selection until a Major Professor has been selected, and they judge award applications such as the Graduate College Research and Teaching Excellence Awards. Each semester, the DOGE of each program, on behalf of the committee, holds an orientation meeting for new students. Department policies and procedures are discussed during the orientation.

iii. Department Chair

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

Eulanda A. Sanders
sanderse@iastate.edu
31 MacKay
515-294-7474

2. Expectations of AESHM Graduate Students

The graduate faculty in AESHM has listed the following qualities of graduate students and graduate courses.

Graduate students are expected to:

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

The graduate student experience will include:

- Emphasis on theory as it relates to application
- Exposure to leading-edge literature
- Opportunities to apply research concepts
- End-products orientation (i.e., publishable material, teaching units, refereed presentations)

- Participation in professional organizations
- Participation in the evaluation of courses
- Acquisition of advanced knowledge and skills

a) AESHM Graduate Student Learning Outcomes

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

Upon successful completion of the graduate program, AESHM graduates will be competent in the following four areas:

- i. Critical Thinking
 - Assimilate, integrate, and evaluate research/creative activity in the discipline of interest and related disciplines.
 - Implement appropriate methods for research/creative activity.
 - Apply relevant theory in scholarship.
 - Demonstrate a multi-disciplinary perspective appropriate to the field.
 - PhD
Develop a program of research/creative activity that contributes uniquely to the field of study.
- ii. Self-Reflection/Self-Assessment
 - Develop a program of scholarship, industry experience, and teaching as appropriate to the requirements of the individual's professional situation.
 - PhD
Formulate a professional philosophy in teaching, scholarship, and/or service.
- iii. Social Responsibility/Ethics
 - Explain, analyze, and/or describe how moral and ethical issues apply to individual situations in the relevant field of study.
 - Demonstrate an understanding of ethical scholarship and professional practices.
- iv. Communication
 - Interpret and communicate scholarship to diverse audiences (e.g., scholarly, families, consumers, agencies, businesses, nonprofit organizations) in written, oral, visual, and electronic (WOVE) formats.

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

b) AESHM Graduate Student English Language Proficiency Policy

- All students accepted into the AESHM Department graduate program, regardless of assistantship status, must meet certain English proficiency standards. If any student is deemed to be deficient in written English skills, additional courses to those for the graduate program may be required. Assessment of each student's written English skills usually begins in AMD 510 and HSP M 505. The instructors for AMD 510 and HSP M 505 will identify

students with sub-standard written English skills and provide recommendations to the student and DOGE.

- Students whose native language is not English are required to meet a minimum internet-based TOEFL range of 79-86. If a student's score falls in this range, the student is required to take English courses to improve their English skills. In addition, international students must take an English proficiency test at the beginning of the first semester; the score on this test determines if 100-level English courses must be taken. These courses, if required, should be completed during the first semester.
- International graduate students interested in or assigned an assistantship must take the [Oral English Certification Test \(OECT\)](#) **BEFORE** the beginning of the semester they plan to start their study.
- It is required that students have their class papers, presentations, and proposals proofread by a professional editor if the student does not have an excellent command of English. (The Graduate College has a list of editors who can be hired by students for a fee to help with editing student work.) The overall grade and performance in classes will be negatively affected by poor writing skills and grammatical mistakes. Prior to presenting it to the faculty member, it is the *student's* responsibility to have all work proofread and presented to faculty members in a professional manner. Papers with excessive mistakes could be returned to the student without instructor review, so it is essential to check the course/faculty member's policy beforehand. Unless otherwise stated by the instructor, grades will be based on the original submission of the paper.
- It is expected that students graduating from AESHM have a high level of English proficiency. The following documents should be edited: course papers, work submitted for peer review, integrative papers, theses, dissertations, and preliminary written exams. Overdependence on an editor is discouraged; students should work at enhancing their English skills throughout their time as graduate students. Efforts could include taking English classes and speaking English with fellow students while in the department. International students are encouraged to speak English outside of class, such as in study areas, working in labs, the graduate student office, and other areas of the LeBaron-MacKay complex.

i. Resources for Students on the ISU Campus

- The Graduate College has a [Center for Communication Excellence](#), which includes individual consultation, seminars, resource data base, and peer mentors that can help the student with writing manuscripts, theses, and dissertations.
- The [Writing and Media Center](#) offers other helpful resources including links to information about writing theses and dissertations and resources within the university.
- Division of Student Affairs International Students and Scholars 3428 Memorial Union, Ames, IA 50011-1130, 515/294-1120 or intlserv@iastate.edu

The Division of Student Affairs International Students and Scholars offers:

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

- The Academic Success Center (ASC) 1060 Hixson-Lied Student Success Center
515/294-6624 or success@iastate.edu
The ASC is a collection of services and programs designed to help students reach their academic goals. ASC offers individualized and small group experiences, course-specific and general academic assistance, and even credit and non-credit programs. Academic consulting is a “learning how to learn” service designed to assist students at any level. **Consultants work one-on-one with students** to evaluate and identify program study habits and time management, and develop strategies to improve them. For example, meet with ASC to discuss:
 - Productive use of study time
 - Goal-setting for improved academic success
 - Reading and note taking strategies
 - Overcoming test-taking challenges
 - Any other academic skill you want to develop!
 - OECT Program offers software for improving oral English 1116 Pearson Hall, 515/294-1958 or 515/294-7996, itas@iastate.edu
Software is available (by appointment) for individual students to use during the hours our office is open (generally Monday-Thursday, 8:30 am – 4:30 pm). The ten software programs focus on various oral English skills, such as pronunciation, listening, idioms, culture, and business English. They are easy to use and include varied exercises for practice.
 - Intensive English and Orientation Program 102 Landscape Architecture Building 515/294-3568 or jeop@iastate.edu
This offers programming for intensive English learning. Also offers fall semester short courses on oral skills for Academic Presentations and Discussions
 - The [Writing and Media Center](#) is a welcoming and inclusive peer tutoring center where friendly Communication Consultants offer individualized assistance to undergraduate and graduate students working on any form of written, oral, visual, or electronic communication. Call and make an appointment at 515/294-5411.
 - English and other courses that will help build English skills include:
 - ENGL 101 English for Native Speakers of Other Languages and/or ENGL 150 Critical Thinking and Communication
 - ENGL 180A Communication Skills for International Teaching Assistants: Speaking Skills
 - ENGL 302 Business Communication
 - ENGL 309 Proposal and Report Writing
 - ENGL 314 Technical Communication
 - ENGL 416 Visual Aspects of Business and Technical Communications
 - ENGL 508 Writing for Academic Publication
 - ENGL 509 Writing Proposals and Grant Applications
 - GR ST 529 Preparing Publishable Thesis Chapters
 - GR ST 536 Preparing Publishable Thesis Chapters
 - GR ST 569 Grant Writing
- ii. Informal Ways of Improving your English Skills**
- “Coffee, Tea, and English” is a program sponsored by Bridges International and the International Students and Scholars Office (ISSO) that assists international students and scholars with their transition to Ames by allowing them the opportunity to

practice their English, and converse with American students. The program seeks to create better cultural understanding between American students and International students and scholars through fun activities allowing everyone to converse and learn more about each other. There will also be an opportunity to taste many different varieties of coffee and tea. If you would like more information about “Coffee, Tea, and English,” please text G.P. Foote at 515/451-6015 or email him at gpfoote@gmail.com.

- Friendships International is a program built to help orient international students and scholars at Iowa State University (ISU) to the Ames community by pairing them with Ames area residents (families or individuals) or with ISU American students. This is not a host family program, as the international students and scholars do not live with the American friends; they simply meet occasionally as friends. The Friendships International program hosts the first meeting between the two groups and asks the American friends and International friends to arrange at least two meetings after the first meeting. Information is available in the International Students and Scholars Office (ISSO), 3248 Memorial Union, 515/294-1120, intlserv@iastate.edu

c) Recommendations for AESHM Graduate Students Looking at a Master's as a Terminal Degree

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

d) AESHM Graduate Students Progress Policy

Each graduate student is expected to develop a plan of work that includes specific timelines and goals for successful completion of their degree. This plan should be prepared as soon as the student identifies a major professor (usually during the second semester). The plan of work must be approved by the student's major professor. If stated goals for the plan of study are not reasonably met within the specified timeline, the student must provide in writing the reasons for schedule deviation and his/her adjusted plans for program completion. In addition, every graduate student will complete a yearly progress report (see Appendix B) and submit it along with an updated CV to his/her major professor by May 1st of each year. Those not providing the progress report by the due date will be ineligible for departmental support for conference travel for one year. A major professor may decide that he or she will not sign the student's graduation paperwork or other official paperwork (e.g., POS form) until the progress report is submitted.

When a graduate student is not making sufficient and continued progress toward degree completion according to the approved plan, the major professor will determine if he or she is willing to continue working with the student. Students should be aware of the multiple demands on faculty time and be conscious and respectful of their progress in relation to their approved timeline. If a student falls behind the approved timeline, it should be understood that access to their major professor's time could be limited, which may further delay progress.

Students should also be aware that delayed progress could potentially have implications for their professional development and job acquisition.

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

Nine (9) credits of incomplete grades will result in a review of the graduate student's case by the program's graduate faculty to determine whether there is evidence of satisfactory progress.

According to the ISU Graduate Student Handbook, graduate students can lose active status if there is "a lack of satisfactory progress." (Refer to "Maintaining Academic Standing" section in the ISU Graduate Student Handbook for details.)

e) **AESHM Statement of Professional Ethics**

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

The AESHM programs ascribe to policies and ideals written in the statements in the [Iowa State University Faculty Handbook](#) that pertain to Professional Ethics, Academic Freedom, and Conflicts of Interest.

3. **Academic Dishonesty Policies**

AESHM adheres to the Academic Dishonesty Policy as part of the [Student Code of Conduct](#) in the ISU Policy Library. Please review the information on Academic Dishonesty found in the Graduate College Handbook, section [9.4 Special Policies and Laws of Interest to Graduate Students](#).

LACK OF AWARENESS OF THE POLICY DOES NOT EXEMPT YOU FROM THE CONSEQUENCES OF PLAGIARISM. Should you have any questions concerning this issue, please consult with an instructor or your advisor. All students are encouraged to use software to check for plagiarism before submitting any work to be evaluated by an instructor or Program of Study committee. Many Canvas courses use Turnitin. Please check with the course instructor about the use of this software for the course. Graduate students are also able to use another program, [iThenticate](#). This is free of charge to enrolled graduate student.

a) **Academic Dishonesty Policy**

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

Academic dishonesty occurs when a student uses or attempts to use unauthorized information in the taking of an exam; or submits as his or her own work themes, reports, drawings, laboratory notes, or other products prepared by another person; or knowingly assists another student in such acts. Such behavior is abhorrent to the university, and students found guilty of academic dishonesty face suspension, conduct probation, or written reprimand. Instances of academic dishonesty ultimately affect all students and the entire university community by degrading the value of diplomas when some

are obtained dishonestly and by lowering the grades of students working honestly. Examples of specific acts of academic dishonesty include, but are not limited to the following:

- **Obtaining Unauthorized Information.** Information is obtained dishonestly, for example, by copying graded homework assignments from another student, by working with another student on a take-home test or homework when not specifically permitted to do so by the instructor, by looking at one's notes or other written work during an examination when not specifically permitted to do so.
- **Tendering of Information.** Students may not give or sell their work to another person who plans to submit it as his or her own. This includes giving their work to another student to be copied, giving someone answers to exam questions during an exam, taking an exam and discussing its contents with students who will be taking the same exam, or giving or selling a term paper to another student.
- **Misrepresentation.** Students misrepresent their work by handing in the work of someone else. The following are examples: purchasing a paper from a term paper service; reproducing another person's paper (even with modifications) and submitting it as their own; having another student do their computer program; or having someone else take their exam.
- **Bribery.** Offering money or any item or service to a faculty member or any other person to gain academic advantage for oneself or for another is dishonest.
- **Plagiarism.** Unacknowledged use of information, ideas, or phrasing of other writers is an offense comparable with theft and fraud, and it is so recognized by the copyright and patent laws. Literary offenses of this kind are known as plagiarism.

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

One is guilty of plagiarism when: the exact words of another writer are used without using quotation marks and indicating the source of the words; the words of another are summarized or paraphrased without giving the credit that is due; the ideas from another writer are borrowed without properly documenting their source.

Acknowledging the sources of borrowed material is a simple, straightforward procedure that will strengthen the paper and assure the integrity of the writer. Please refer to the Publication Manual of the American Psychological Association, Seventh Edition for information regarding reference citation and crediting of sources.

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

If a graduate student is accused of academic dishonesty relating to conduct of a sponsored research project, the matter will be handled in accordance with the university's "Academic Misconduct" (see Faculty Handbook, Section 7.2.2.4.1). In issues regarding conduct of

research, graduate students are held to the same standards as faculty. Otherwise, the matter will be handled in accordance with the processes under the "Academic Life" section of the ISU Catalog.

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

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

- 1) The instructor should confront the student with the charge of dishonesty and arrange a meeting with the student to discuss the charge and to hear the student's explanation.
- 2) If the student admits responsibility for academic misconduct, the instructor shall inform the student (a) of the grade on the work in which the dishonesty occurred, and (b) how this incident will affect subsequent evaluation and the final grade.
- 3) Because academic dishonesty is also a student conduct violation, the instructor must report the incident in writing to the Dean of Students. After investigating the incident and discussing it with the instructor, the Dean of Students, or his/her designee, will meet with the student and depending on the severity of the offense as well as on the student's past conduct record, may handle the matter through an administrative hearing or schedule a hearing before the All University Judiciary (AUJ).
- 4) This hearing, conducted according to the procedures outlined in the Student Disciplinary Regulations, is to determine the disciplinary action to be taken. In any case, the student's academic adviser will be informed of the incident but may not insert any record of it in the student's academic file.
- 5) If the student claims to be not responsible for the alleged violation of academic misconduct, the instructor may not assign the student a grade for the work in question until the question of responsibility is resolved, unless circumstances require that an interim grade be assigned. The instructor shall consult with his or her department chair and report the incident in writing to the Dean of Students.
- 6) The Dean of Students will refer the case to the Office of Judicial Affairs for investigation. After reviewing the report and completing an investigation, the Office of Judicial Affairs will file a formal complaint against the student if it is determined that there is cause to believe academic misconduct occurred. The case may be adjudicated through an administrative hearing or referred to a hearing before the All University Judiciary (AUJ) depending on the nature and severity of the violation as set forth in the Student Disciplinary Regulations.
- 7) If the case is referred to the AUJ both the student and instructor will be invited to attend an AUJ hearing and present pertinent information. If the Administrative Hearing Officer (in a minor case) or the AUJ (in a major case) finds the student responsible for the charge of academic misconduct, the instructor will inform the student (a) of the grade on

the work in which the dishonesty occurred, and (b) how this incident will affect subsequent evaluation and the final grade. The Administrative Hearing Officer or AUJ will determine the appropriate disciplinary action with respect to the nature of the violation.

- 8) If the Administrative Hearing Officer or AUJ finds the student “not responsible” for academic misconduct, the instructor will grade the student accordingly on the work in question and the student’s grade in the course will not be adversely affected. If the student is found responsible the student’s adviser will be informed of the decision but shall not insert any record of the action in the student’s academic file.
- 9) If a student either admits dishonest behavior or is found responsible for academic misconduct by the AUJ, the Office of Judicial Affairs (OJA) or AUJ may impose any of the following sanctions:
 - a) Disciplinary Reprimand: An official written notice to the student that his/her conduct is in violation of university rules and regulations.
 - b) Conduct Probation: A more severe sanction than a disciplinary reprimand, to include a period of review and observation during which the student must demonstrate the ability to comply with university rules, regulations, and other requirements stipulated for the probation period.
 - c) Deferred Suspension: This suspension, but which is deferred subject to a definite or indefinite period of observation and review. If a student is found responsible for a further violation of the university Student Disciplinary Regulations or an order of a judiciary body, suspension will take place immediately.
 - d) Defined Length Suspension: The student is dropped from the university for a specific length of time. This suspension cannot be for less than one semester or more than two years.
 - e) Indefinite Suspension: The student is dropped from the university indefinitely. Reinstatement may be contingent upon meeting the written requirements of the SCHB specified at the time the sanction was imposed. Normally, a student who is suspended indefinitely may not be reinstated for a minimum of two years.
 - f) Expulsion: The student is permanently deprived of the opportunity to continue at the university in any status.

A student accused of academic misconduct has the option to stay in the class or to drop the class if the drop is made within the approved time periods and according to the regulations established by the university. If the student chooses to drop the class, the student will be required to sign a statement of understanding that if the student is later found responsible for academic misconduct, then the student will receive an “F” for the course.

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

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

The latest edition of the *Publication Manual of the American Psychological Association* is recommended and used frequently in AESHM. It is also a required text for some courses, such as the AMD 510. The *Publication Manual of the American Psychological Association* can be purchased online.

Example I: Direct Quote

Sample text:

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

Source: Kaiser, S. B. (1990). *The social psychology of clothing: Symbolic appearance in context*. (2nd ed.). New York: Macmillan.

Incorrect quotation:

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

Note: This is a direct quotation without proper citation.

Correct quotation:

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

Example II: Paraphrasing

Sample text:

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

Source: Hollen, N., Saddler, J., Langford, A. L., & Kadolph, S. J. (1988). *Textiles*. (6th ed.). New York: Macmillan.

Incorrect paraphrasing:

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

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

Correct paraphrasing:

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

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

b) Secondary Sources

Secondary sources are another area of confusion that is not addressed by the *Graduate College Handbook*. A secondary source citation is when an author cites an author, then this cited information is used by the researcher. AESHM encourages authors to use primary

(original) sources whenever possible. Secondary sources should only be used when necessary and then the proper citation must be followed. Again, see the *APA Manual* for proper citation techniques.

Sample text:

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

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

Source: Yin, R. K. (1989). *Case study research: Design and methods*. Newbury Park, CA: Sage Publications, Inc.

Example citation:

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

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

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

Source: Cook, T. D., & Campbell, D. T. (1979). *Quasi-experimentation: Design and analysis issues for field settings*. Chicago: Rand McNally.

B. Admission and Degree Requirements for AESHM Graduate Programs

1. Current Master's Students Applying to the Ph.D. Program

For current Master's degree students applying to move into the HSP M or AMD PhD program, the process will consist of compiling an application file containing the Graduate College form (Pursuit of Master's and Ph.D. in the Same Department) signed by your major professor, three (3) letters of recommendation, unofficial transcripts from your Master's degree, an ISU Oral English Certificate Test score if an international student (see the Graduate College site), Curriculum Vita or résumé, and a statement of purpose. The student should apply when the thesis is near completion and before May 1 for a fall semester start. The materials should be provided to Sean Yerkey for review by the Graduate Faculty.

2. Requirements for AESHM Graduate Students

The purpose of the residency requirement is to help ensure that students make timely progress toward the degree. The AESHM Graduate Faculty is now responsible for determining and enforcing a residency requirement, and has determined that the new AESHM residency requirement will be 24 ISU credits in 5 consecutive semesters for HSP M students and in 6 consecutive semesters for AMD students. Failure to meet the residency requirement can result in dismissal from the program. In addition, HSP M hybrid students are encouraged to complete a minimum of 7 credits in the first summer, and AMD hybrid students are encouraged to complete 3-6 credits in the first summer and must complete 9 credits within the first two summers.

3. HSP M Admission Requirements

Applicants for admission must be graduates of accredited colleges or universities and rank in the upper half of their graduating class. Candidates for assistantships should rank in the top quarter of their class. For doctoral students, a Master's degree is required and a thesis is recommended.

Official Graduate Record Exam (GRE) test scores or Graduate Management Admission Test (GMAT) score are required of all doctoral and for thesis option Master's degree applicants. *Non-thesis* Master's degree students do not need to take the GRE or GMAT. These test scores are not waived because of work experience. International students must have a minimum score of 79 on the internet-based test on the Test of English as a Foreign Language (TOEFL) or 6.5 on the IELTS. International graduate assistants must score at least 100 on the TOEFL or 7 on the IELTS. The full set of requirements are found under the program link at <http://www.grad-college.iastate.edu/academics/programs/apprograms.php>

Students accepted into the graduate program who lack supporting course work in their chosen areas of emphasis generally are admitted under provisional status and are required to make up these deficiencies by course work or, in some cases, by readings and examination. Ph.D. applicants from non-thesis Master's programs are also generally admitted under provisional status and are required to complete a research project resulting in a potentially publishable scholarship (e.g., presentation or paper). Provisional requirements should be completed during the first year and must be completed before the preliminary exams of a PhD program.

A student admitted into non-thesis MS program will not be allowed to switch to thesis-track unless the student submits a request with a valid GRE/GMAT score to her/his POS committee or DOGE. If the student has his/her POS formed, the major professor and committee members

will review the request and make the decision regarding acceptance into the thesis-track option. If the student does not have his/her POS formed, the DOGE will review the request and make the decision with two HSP M graduate faculty.

4. HSP M Graduate Program Requirements

The HSP M program offers Doctor of Philosophy, thesis option Master of Science, and non-thesis option Master of Science degrees.

Program emphases for graduate study and research include:

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

a) HSP M Doctor of Philosophy

A minimum of 72 semester credits is required. At least 36 credits of the PhD must be taken at Iowa State University, including the dissertation credits. Fifteen (15) credits are for the dissertation. A minor area of study may be identified and the coursework should follow the minor program requirements.

Course Requirements for the PhD in Hospitality Management

HSP M PhD Minimum Requirements	Credit Hours
AESHM 501 Introduction to Scholarly Research for Graduate Students (required for summer 2020 and beyond students)	1
AESHM 505 Hospitality Management Scholarship and Applications	1
HSP M 506 Research Issues in Hospitality Management	1
HSP M 507 Teaching and Professional Development	1
Select a minimum of three (3) courses from:	9
HSP M 633 Advanced Hospitality Financial Management	
HSP M 638 Advanced Human Resources Management in Hospitality Organizations	

HSP M PhD Minimum Requirements	Credit Hours
HSP M 640 Seminar on Marketing Thoughts HSP M 652 Advanced Lodging Operations	
HSP M 660 Research Seminar in Tourism Management HSP M 680 Analysis of Research in Foodservice Operations	
HSP M 699 Dissertation	15
Research Methods and Statistics **	12
Outside elective courses	2
Up to 30 credits from the Master's degree	30
Total Credit Hours	72*

*Up to 30 credits from the Master's degree where the student has received a B grade or better in courses relevant to the degree focus (e.g., business or education courses) may count toward requirements, depending on POS Committee recommendations. Courses, such as thesis credit courses, in which the student had received an S grade may not be used toward the 30 credits unless documentation is provided by the instructor of the course that the S grade would be equivalent to a B grade or better. This documentation should be included as an attachment when submitting the POS form. At least 36 hours of the PhD must be taken at Iowa State University, including the 15 dissertation credits.

** Potential courses include (a) Research Methods: AESHM 502, AMD 578X, RESEV 550, RESEV 554, SOC 511), (b) Quantitative: AESHM 510, HD FS 503, HD FS 505, HD FS 603, RESEV 552, RESEV 553, STAT 500, STAT 501, STAT 510, STAT 587, MKT 544, MKT 644, SOC 512, SOC 613), (c) Qualitative: AESHM 512, HD FS 504, HD FS 604, RESEV 580, RESEV 680, SOC 513

Note:

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

b) HSP M Master of Science (Thesis Option)

A minimum of 30 credits is required for the Master of Science (MS) degree (thesis option). A maximum of 9 credit hours may be taken as 400-level courses from programs outside HSP M or designated undergraduate HSP M courses taken for credit as HSP M 590, which requires an additional graduate-level assignment. As a part of the program, each student completes thesis research (6 credits, HSP M 699).

Any prerequisite undergraduate coursework and English courses (for international students) are considered support work and are not included in the 30 credit hours.

All MS graduate students are required to complete HSP M 505 and HSP M 506, and a research method and a statistics course. In addition, students are required to take one 3-credit HSP M course in three of four core areas (e.g., human resources, finance, marketing, and

strategic management). Choice of courses depends on the student's background, goals, and research topic. The program is planned by the student and the POS Committee.

	MINIMUM Credit Hours
HSP M Thesis Master's Minimum Requirements	
AESHM 501 Introduction to Scholarly Research for Graduate Students (required for summer 2020 and beyond students)	1
HSP M 505 Hospitality Management Scholarship and Applications	1
HSP M 506 Current Issues in Hospitality Management	1
Select a minimum of 3 courses from the following:	9
HSP M 533 Financial Decision Making in Hospitality Organizations	
HSP M 538 Human Resources Development in Hospitality Organizations	
HSP M 540 Strategic Marketing	
HSP M 555 Strategic Management in Hospitality Organizations	
HSPM 560: Tourist Management and Tourist Behavior	
HSP M 699 Dissertation	6
Research Methods and Statistics**	6
Elective courses outside the program	6
Total Credit Hours	30

** Potential courses include (a) Research Methods: AESHM 502, AMD 578X, RESEV 550, RESEV 554, SOC 511), (b) Quantitative: AESHM 510, HD FS 503, HD FS 505, HD FS 603, RESEV 552, RESEV 553, STAT 500, STAT 501, STAT 510, STAT 587, MKT 544, MKT 644, SOC 512, SOC 613), (c) Qualitative: AESHM 512, HD FS 504, HD FS 604, RESEV 580, RESEV 680, SOC 513

Additional courses to consider within HSP M

- HSP M 560 Tourism Management and Tourist Behavior
- HSP M 587 Fine Dining Management
- HSP M 590 Special Topics (independent study)

Additional courses to consider outside HSP M:

- AMD 545 Consumer Experience and Retail Branding
- AMD 577 E-Commerce for Apparel and Hospitality Companies
- EVENT 531 Case Studies in Event Management
- AESHM 570B Practicum
- AESHM 574 Entrepreneurship in Human Sciences
- AESHM 580 US Field Study

AESHM 581 International Field Study

c) HSP M Master of Science (Non-Thesis Option)

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

HSP M Non-Thesis Master of Science Minimum Requirements	MINIMUM Credit Hours
AESHM 501 Introduction to Scholarly Research for Graduate Students (required for summer 2020 and beyond students)	1
HSP M 505--Hospitality Management Scholarship and Applications	1
HSP M 506--Current Issues in Hospitality Management	1
Select a minimum of 3 courses from the following:	9
HSP M 533 Financial Decision Making in Hospitality Organizations	
HSP M 538 Human Resources Development in Hospitality Organizations	
HSP M 540 Strategic Marketing	
HSP M 555 Strategic Management in Hospitality Organizations	
HSPM 560: Tourist Management and Tourist Behavior	
Minimum of two credits of AESHM 570 Practicum	3
HSP M 599 Creative component	3
Research Methods and Statistics**	6
Elective courses within HSP M	6
Elective courses or electives outside HSP M	6
Total Credit Hours	36

** Potential courses include (a) Research Methods: AESHM 502, AMD 578X, RESEV 550, RESEV 554, SOC 511), (b) Quantitative: AESHM 510, HD FS 503, HD FS 505, HD FS 603, RESEV 552, RESEV 553, STAT 500, STAT 501, STAT 510, STAT 587, MKT 544, MKT 644, SOC 512, SOC 613), (c) Qualitative: AESHM 512, HD FS 504, HD FS 604, RESEV 580, RESEV 680, SOC 513

Potential elective courses within HSP M:

- HSP M 531X Case Studies in Event Management
- HSP M 560X Tourism Management and Tourist Behavior
- HSP M 590 Special Topics (independent study)

Potential elective courses outside HSP M:

- EVENT 587 Fine Dining Management
- AMD 545 Consumer Experience and Retail Branding
- AMD 577 E-Commerce for Apparel and Hospitality Companies
- AESHM 574 Entrepreneurship in Human Sciences
- AESHM 580 US Field Study
- AESHM 581 International Field Study

d) English Requirement

Before the beginning of the semester, all entering international graduate students take the English Placement Test, an objective test that covers English grammar, usage, and punctuation. Students who do not obtain a passing score on this test also take the Graduate English Examination, a writing proficiency test. In addition, TAs involved in teaching labs must obtain at least Level 2 on the ISU Oral English Certification Test (OECT). A Level 1 must be obtained to be the primary instructor of a lecture-based course.

5. EVENT Master’s Program Overview

The Masters of Science in Event Management is a program delivered online consisting of 36 credits. A creative component is required that will provide opportunities for students to apply event management concepts to an industry-related project.

Individuals for this program are expected to have responsibilities that are part of mid-and executive-level of event organizations or are event entrepreneurs that have an undergraduate degree in event management, hospitality management, or another related field.

a) Applicants for Admission

Admission requirements include:

- Bachelor’s degree from an accredited university
- Academic transcripts
- Statement of purpose
- Three letters of recommendation

Prospective students with a Bachelor’s degree in a non-event management discipline will be able to apply without required undergraduate coursework in event management.

b) Course Requirements for the Masters in Event Management

Each student’s program is planned by the student with a Program of Study (POS) Committee, which includes faculty members from both EVENT and related departments.

Event Management Non-Thesis Master of Science Minimum Requirements	Credits
Event Management Core (required)	22
AESHM 501 Intro Scholarly Research	1
EVENT 531 Case Studies in Event Management	3
EVENT 634 Theory and Research Seminar in Event Management	3
EVENT 561 Advanced Topics in Event Management	3

EVENT 599	Creative Component in Event Management	3
HSP M 533	Financial Decision Making in Foodservice and Lodging Operations	3
EVENT 578	Advanced Event Sustainability	3
EVENT 577	Adv. Social Media Marketing in Event Management	3
Event Management Electives		
Select from:		3
EVENT 590	Special Topics	
AESHM 545	Consumer Experience & Retail Branding	
AESHM 574	Entrepreneurship in Human Sciences	
AESHM 579X	Data Analytics for AESHM	
AMD 545	Consumer Aesthetics and Retail Branding	
AMD 567	Industry Applications in Merchandising and Management	
AMD 577	E-Commerce for Apparel and Hospitality Companies	
AESHM 580	US Field Study	
AESHM 581	International Field Study	
HSP M Courses		
Select <i>two</i> courses from the following:		6
HSP M 538	Human Resources Development in Hospitality Organizations	
HSP M 540	Strategic Marketing	
HSP M 555	Strategic Management in Hospitality Organizations	
HSP M 560	Tourism Management and Tourist Behaviors	
Research Methods		
Select <i>one</i> course from the following:		3
RES EV 550	Research and Evaluation	
AESHM 502	Research Methods in AESHM	
AESHM 510	Quantitative Research Methods in Apparel and Hospitality	
AESHM 512	Qualitative Methods in Apparel and Hospitality	
Statistics		
STAT 587	Statistical Methods for Research Workers	3-4
Total Credits Required		37-38

6. AMD Admission Requirements

Applicants for admission must be graduates of accredited colleges or universities and rank in the upper half of their graduating class. Candidates for assistantships should rank in the top quarter of their class. Students must have earned a Master's degree from an accredited institution to be accepted into our PhD program. For doctoral students, a Master's degree with thesis is recommended.

Official Graduate Record Exam (GRE) or Graduate Management Admission Test (GMAT) scores are required for all doctoral and Master's degree applicants. These test scores are not waived because of extensive work experience. International students must have an overall Test of English

as a Foreign Language (TOEFL) score of 550 (paper test) or 213 (computer test), or 79 on the internet-based test; graduate assistants must score at least 600 on the paper test, 250 on the computer test, and 100 on the internet-based test. The full set of requirements are found under the program link at <http://www.grad-college.iastate.edu/academics/programs/apprograms.php>

Students accepted for the graduate program who lack supporting course work in their chosen areas of emphasis are generally admitted under provisional status and are required to make up these deficiencies by course work or, in some cases, by readings and examination. Ph.D. applicants from non-thesis Master's programs are also generally admitted under provisional status and are required to complete a research project resulting in potentially publishable scholarship (e.g., presentation or paper). Provisional requirements should be completed during the first year and must be completed before the preliminary exams of a PhD program.

7. AMD Program Degree Requirements

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

- Consumer behavior and social-psychology
- Design – Creative, technical, and functional
- History
- Learning and teaching
- Merchandising, management, and entrepreneurship

The department participates in interdepartmental minors, including gerontology and housing.

a) AMD Doctor of Philosophy

Each student's program is planned by the student with a Program of Study (POS) Committee, which includes faculty members from both AMD and related departments. A minimum of 72 semester credits is required, of which approximately 15 credits are for the dissertation. At least 12 research-related credits are taken in such areas as statistics and research methods, and 20 or more AMD and AESHM graduate credits must be taken. Twelve (12) or more credits are taken from programs outside of AMD. There is a teaching requirement. The POS Committee, at its discretion, may apply toward the PhD up to 30 credits with a B grade or higher earned by the student for the Master's degree. Courses, such as thesis credit courses, in which the student had received an S grade may not be used toward the 30 credits unless documentation is provided by the instructor of the course that the S grade would be equivalent to a B grade or better. This documentation should be included as an attachment when submitting the POS form. At least 36 hours of the PhD must be taken at Iowa State University, including the dissertation credits.

AMD PhD Minimum Requirements	Credit Hours
AESHM 501 Introduction to Scholarly Research for Graduate Students (Required of all new graduate students)	1
AMD 510 Foundation of Scholarship in Textiles and Clothing	3
Select a minimum of 20 credits from the following:	20

AMD PhD Minimum Requirements	Credit Hours
AMD 504 Advanced Textile Science	
AMD 505 Quality Assurance of Textiles and Apparel	
AMD 509X Clothing Comfort and Functional Textiles	
AMD 521 Digital Technologies in Textile and Apparel Design	
AMD 525 Experimental Patternmaking	
AMD 526 Creative Design Processes	
AMD 528 Design Seminar	
AMD 554X Dress History Research Methods	
AMD 545 Consumer Experience and Retail Branding	
AMD 557 Textile Conservation and Collection Management	
AMD 558. Queer Fashion Style and Bodies	
AMD 562 Fashion Studies, Culture, Industry, and Social Justice	
AMD 565 Sustainability: Theory and Practical Application	
AMD 567 Consumer Behavior and Apparel	
AMD 572 Sourcing and Global Issues	
AMD 576 Industry Applications in Merchandising and Management	
AMD 577 E-Commerce for Apparel and Hospitality Companies	
A M D 578X Social Network Analysis	
AMD 595 Senior Design Studio AMD 611 Seminar	
AMD 625 Design Theory and Process	
AMD 665 Social Science Theories of Appearance	
AMD 676 Merchandising Theory and Research Applications	
AMD 590 or 690 Advanced Topics	
AESHM 574 Entrepreneurship in Human Sciences	
AESHM 570A Practicum	
AESHM 580/581 US/International Field Study	
AESHM 670A Teaching Practicum	1-3
AMD 699 Dissertation Research	15
Research Methods and Statistics (minimum one course in STAT) (e.g., AESHM 510, AESHM 512X; AMD 578X, STAT 402,	12

AMD PhD Minimum Requirements	Credit Hours
STAT 404; RESEV553, RESEV 554; HDFS 603, HDFS 605, HDFS 607)	
Outside elective courses including a course in education theory	12
Up to 30 credits from the Master's degree	30
Total Credit Hours	72

Notes:

- The POS Committee may, at its discretion, apply toward the PhD part or all of the credits of B grade or higher earned by the student for the Master's degree.

b) AMD Master of Science

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

AMD Master of Science (Thesis Option) Requirements	MINIMUM Credit Hours
AESHM 501 Introduction to Scholarly Research for Graduate Students (Required of all new graduate students)	1
AMD 510 Foundation of Scholarship in Textiles and Clothing	3
Select two (2) courses from one area, one (1) from each of two others*:	8-12
Merchandising	
AMD 572 Sourcing and Global Issues	
AMD 576 Industry Applications in Merchandising and Management	
AMD 577 E-Commerce for Apparel and Hospitality Companies	
AMD 578X Social Network Analysis	
AMD 676 Merchandising Theory and Research Applications	
AESHM 574 Entrepreneurship in Human Sciences	
AMD 590I Special Topics: Merchandising	
AMD 590E Special Topics: Entrepreneurship	
Social Science and Aesthetics	
AMD 545 Consumer Aesthetics and Retail Branding	
AMD 558. Queer Fashion Style and Bodies	
AMD 562 Fashion Studies, Culture, Industry, and Social Justice	
AMD 567 Consumer Behavior and Apparel	
AMD 665 Social Science Theories of Appearance	
AMD 590D Special Topics: Aesthetics	
AMD 590F Special Topics: Sociological & Psychological Aspects	
AMD 590G Special Topics: Consumer Behavior	
Apparel Design	
AMD 521 Digital Technologies in Textile and Apparel Design	

AMD Master of Science (Thesis Option) Requirements	MINIMUM Credit Hours
AMD 525X Experimental Patternmaking	
AMD 526 Creative Design Processes	
AMD 528 Design Seminar	
AMD 565 Sustainability: Theory and Practical Application	
AMD 595 Senior Design Studio	
AMD 625 Design Theory and Process	
AMD 590C Special Topics: Textile and Apparel Design	
AMD 590D Special Topics: Aesthetics	
Textile Science and Conservation	
AMD 504 Advanced Textile Science	
AMD 505 Quality Assurance of Textiles and Apparel	
AMD 509X Clothing Comfort and Functional Textiles	
AMD 557 Textile Conservation and Collection Management	
AMD 590A Special Topics: Textile Science	
History	
AMD 554X Dress History Research Methods	
AMD 590B Special Topics: History of Dress and Textiles	
Dissertation	6
AMD M 699 Dissertation	
Research Methods and Statistics	6
Stat 587 or ResEV 552	
and	
MKT 554 Marketing Research or	
ResEV 550 Educational Research or	
HIST 538A Historical Narrative or	
other relevant methods course including AMD 578X	
Courses outside the program	3-6
Total Credit Hours	30

*AMD 590 Special Topics, AESHM 580/581 Field Study, and AESHM 570 (Practicum) can be used in each area.

c) AMD Master's Non-Thesis Option

A non-thesis Master of Science in Apparel, Merchandising and Design requires a minimum of 36 credits. The non-thesis option facilitates professional development of graduate students interested in careers in museums, or business and industry positions related to product development, design, computer-aided design technology, marketing planning and research, international sourcing, personnel management, consumer education and service, quality assurance, and apparel production management and training. Entrepreneurship may also be emphasized. Individual programs of study are designed to fit each student's career goal needs. A package of Apparel, Merchandising and Design courses are combined with supporting coursework in fields such as anthropology, art and design, art history, economics, education, human development and family studies, history, industrial engineering, management, marketing, psychology, sociology, and women's studies. Research design and statistics are included to help graduates become consumers of research pertinent to their field of employment.

AMD Master of Science (Non-Thesis) Minimum Requirements	Credit Hours
	MINIMUM
AESHM 501 Introduction to Scholarly Research for Graduate Students (Required of all new graduate students)	1
AMD 510 Foundation of Scholarship in Textiles and Clothing	3
Select three (3) courses from one area, one from each of two others*	11-15
Merchandising	
AMD 572 Sourcing and Global Issues	
AMD 576 Industry Applications in Merchandising and Management	
AMD 577 E-Commerce for Apparel and Hospitality Companies	
AMD 578X Social Network Analysis	
AMD 676 Merchandising Theory and Research Applications	
AESHM 574 Entrepreneurship in Human Sciences	
AMD 590I Special Topics: Merchandising	
AMD 590E Special Topics: Entrepreneurship	
Social Science and Aesthetics	
AMD 545 Consumer Aesthetics and Retail Branding	
AMD 558 Queer Fashion Style and Bodies	
AMD 562 Fashion Studies, Culture, Industry, and Social Justice	
AMD 567 Consumer Behavior and Apparel	
AMD 665 Social Science Theories of Appearance	

AMD Master of Science (Non-Thesis) Minimum Requirements	Credit Hours
AMD 590D Special Topics: Aesthetics	
AMD 590F Special Topics: Sociological & Psychological Aspects	
AMD 590G Special Topics: Consumer Behavior	
Apparel Design	
AMD 521 Digital Technologies in Textile and Apparel Design	
AMD 525X Experimental Patternmaking	
AMD 526 Creative Design Processes	
AMD 528 Design Seminar	
AMD 565 Sustainability: Theory and Practical Application	
AMD 595 Senior Design Studio	
AMD 625 Design Theory and Process	
AMD 590C Special Topics: Textile and Apparel Design	
AMD 590D Special Topics: Aesthetics	
Textile Science and Conservation	
AMD 504 Advanced Textile Science	
AMD 505 Quality Assurance of Textiles and Apparel	
AMD 509X Clothing Comfort and Functional Textiles	
AMD 557 Textile Conservation and Collection Management	
AMD 590A Special Topics: Textile Science	
History	
AMD 554X Dress History Research Methods	
AMD 590B Special Topics: History of Dress and Textiles	
AMD 599 Creative Component	2
Research Methods and Statistics	6
STAT 587 or RESEV 552	
AND	
MKT 544 Marketing Research or RESEV 550 Educational Research or HIST 538A Historical Narrative or other relevant methods course, including AMD 578X	
Two (2) courses outside the program	6
Total Credit Hours	36

*AMD 590 Special Topics, AESHM 580/581 Field Study, and AESHM 570 (Practicum) can be used in each area.

d) English Requirement

Before the beginning of the semester, all entering international graduate students take the English Placement Test, an objective test that covers English grammar, usage, and punctuation. Students who do not obtain a passing score on this test also take the Graduate English Examination, a writing proficiency test. In addition, TAs involved in teaching labs must obtain at least Level 2 on the ISU Oral English Certification Test (OECT). A Level 1 must be obtained to be the primary instructor of a lecture-based course.

8. Concurrent Students

The concurrent degree program helps students expedite the completion of a Master's degree along with their Bachelor's degree. The concurrent degree allows many students to complete a Bachelor's and Master's within 4.5 or 5.5 years, taking graduate and undergraduate courses simultaneously in the 4th year and beyond. Concurrent students must meet all of the Master's degree requirements for the program. However, six credits of graduate and/or upper-level undergraduate coursework (outside the major) taken *before entering the concurrent program* can be used for *both* the undergraduate and graduate degree requirements. In addition, six credits of graduate and/or upper-level undergraduate coursework taken *as a concurrent student* can be used to meet *both* undergraduate and graduate requirements. The Program of Study Committee approves the courses that should be taken to meet the graduate degree requirements listed above. Because some courses can meet both Bachelor's and Master's degree requirements, it is important to meet with the student's undergraduate advisor and the DOGE as a junior when selecting courses. Please contact your undergraduate advisor for information about the concurrent program and to initiate the application process.

C. Steps to Graduation

1. Procedures Checklists for the Master of Science and PhD Degrees

The flowchart below is provided to guide the student through the proper procedures for the Master's or PhD degrees. It is required that the student receives approval from the major professor **BEFORE** circulating or distributing any documents or making requests of other faculty. Program of Study Committee (POSC) members should not e-sign a form unless the major professor has e-signed first or an arrangement has been made between the major professor and other faculty members. Further information or forms are found in the links below. (See also the Graduate College Handbook for further details).

Procedure Checklist for MS Students			
Responsibilities	Date of Completion	Note (form)	Check (Date)
1. Program of Study (POS)			
1.1. Select a Major professor	By middle of the 2 nd semester		
1.2. Confirm POS Committee (POSC) members	During the 2 nd semester		
1.3. Select a thesis or creative component topic			
1.4. Hold a POS/preproposal meeting with POSC (through teleconference if distance)		• Submit <u>POSC form (Access+)</u>	
1.5. Hold a proposal meeting	No later than the end of the 2 nd semester	• Can be done at POS meeting	
1.6. Creative component questions (non-thesis AMD only)	Write the creative component during the last semester within 30 days	• POSCs need at least 2 weeks to review written document	
2. Final oral examination (all MS students)			
2.1. Submit application for graduation	No later than end of the 3rd week of the semester of graduation	• Submit <u>Application for Graduation (Access +)</u>	
2.2. Select a defense date and submit the form	Check Grad College site for last day in semester for final oral to graduate that semester Use meeting planner software to find a date and time for the final defense with the POSC at least 4 weeks in advance. Reserve room with office staff well in advance. No less than 3 weeks before defense	• <u>Online Final Oral Exam Request</u> (3 weeks before the final oral exam)	
2.3. Send the final version of thesis or creative component to the POSC	No less than 10 regular semester work days before defense		
2.4. Take final oral exam	Check <u>Graduation deadlines</u> each year at	• After defense, submit <u>Report of the final oral</u>	

	Grad college	<u>examination</u>	
2.5. Correct thesis or creative component (thesis only)		• After correction, submit <u>Graduate Student Approval Form</u>	
2.6. Submit final electronic deposit (thesis only)		• <u>Submit your thesis</u>	
2.7. Send e-files to major professor			

Procedure Checklist for PhD Students

Latest version July 13, 2022

Responsibilities	Date of Completion	Note/Form	Check (Date)
1. Program of Study (POS)			
1.1. Select a major professor	<ul style="list-style-type: none"> By the <u>beginning</u> of the 3rd semester POS must be APPROVED by the Graduate College three months before the preliminary oral exam 		
1.2. Confirm POS committee (POSC) members			
1.3. Select a dissertation topic			
1.4. Hold a preproposal/POS meeting with POSC	<ul style="list-style-type: none"> No later than the end of 3rd semester 	<ul style="list-style-type: none"> Submit POSC form (Access+) Present concept paper at the POSC meeting 	
2. Preliminary (Prelim) Exam			
2.1. Take prelim written exam	<ul style="list-style-type: none"> No longer than a 30-day period in total 	<ul style="list-style-type: none"> POSCs need at least 2 weeks to review responses 	
2.2. Rewrite of prelim written exam	<ul style="list-style-type: none"> If required, rewrite with 30 days 		
2.3 Take prelim oral exam	<ul style="list-style-type: none"> No later than 90 days after completion of the first review of prelim written exam At least 6 months before final oral examination (dissertation defense) 	<ul style="list-style-type: none"> Submit Online Preliminary Oral Exam Request for the prelim exam at least 2 weeks before prelim oral exam After prelim oral exam, Prelim Oral Examination Report will be submitted by the major professor or student to Graduate College 	
3. Proposal Defense			
3.1. Hold a proposal meeting	<ul style="list-style-type: none"> Within 6 months of completion of prelim oral exam 	<ul style="list-style-type: none"> Failure to complete this requires that you meet with the DOGE and form an action plan 	
3.2. Complete IRB approval process			
4. Final Oral Examination (Dissertation Defense)			
4.1. Submit application for graduation	<ul style="list-style-type: none"> No later than the end of the 3rd week of the semester of graduation. Check Graduate 	<ul style="list-style-type: none"> Submit Application for Graduation (Access+) 	

	College for information on deadlines		
4.2. Set up a defense date and submit the form	<ul style="list-style-type: none"> • Check Grad College site for last day in semester for final oral to graduate that semester. • Use meeting planner software to find a date and time for the final defense with the POSC at least 4 weeks in advance. Reserve room with office staff well in advance. • No less than 3 weeks before defense. 	<ul style="list-style-type: none"> • Submit <u>Online Final Oral Exam Request</u> for the final exam at least 3 weeks before the exam 	
4.3. Send a paper and/or electronic copy of dissertation to POSC	<ul style="list-style-type: none"> • No less than 10 regular semester work days before defense 		
4.4. Take final oral exam (Defense)		<ul style="list-style-type: none"> • After defense, submit <u>Report of the final oral examination</u> 	
4.5. Correct dissertation	Check <u>Graduation deadlines</u> each year on the Grad College Website	<ul style="list-style-type: none"> • After correction, submit <u>Graduate Student Approval Form</u> 	
4.6. Submit final electronic deposit		<ul style="list-style-type: none"> • <u>Submit your thesis (dissertation)</u> 	
4.7. Send e-files of dissertation to major professor and/or entire POSC			

Note 1. Review the overall graduation procedure at <http://www.grad-college.iastate.edu/current/thesis/>

Note 2. Student Forms are available at http://www.grad-college.iastate.edu/common/forms/student_forms.php

Note 3. These dates may be changed without notice so it is always good to check the Graduate College website

2. Master's Students

a) *Program of Study*

The Program of Study (POS) is planned by the student in consultation with the major professor and is modified according to suggestions of the POSC. The POS must meet degree requirements for the program as outlined in this handbook.

The student's POS will depend on the student's previous preparation, goals, and needs. The courses comprising the POS should strengthen the student's knowledge for their research, fill in areas in which the student's previous studies may be deficient, and develop strong content emphases. The admission application review committee or POSC may require a student whose undergraduate degree was not in AMD or HSP M to take supporting undergraduate courses from the program in preparation for graduate study. These courses do not contribute to the minimum number of credits needed for the graduate degree. **For policies and procedures related to the use of 300- and 400-level courses toward the graduate degree and the use of expired (over-age) courses, those 8 or more years old, see Appendix A. The POSC must approve the use of 300- and 400-level courses and the use of expired courses on the POS.**

The student submits the POSC/POS document electronically for approval, usually by the beginning of the second year of the student's residence at Iowa State University to all POSC members, the DOGE, and the Graduate College. Sample programs of study from the major professor may be used as models by the student and advisory committee for planning the student's program.

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

b) *Major Professor*

The major professor is the adviser for the graduate student's research and serves as chairperson of the student's POSC. Identification of a major professor is required by the time the student registers for the third semester. New graduate students will work with the DOGE and Graduate Recruitment and Review Committee to select classes before a major professor is determined. The DOGE may assist students in identifying a major professor whose area of expertise supports the research interests of the student; however, the student is advised to talk directly with faculty members to determine common research interests. A brief overview of expertise and ongoing research is provided in HSP M 506 or AMD 510 and can be found in the Faculty Profiles revised annually and available on the AESHM website. Each student should feel free to make appointments with relevant members of the graduate faculty in the department to discuss possible ideas for research, ongoing projects, and areas of faculty expertise. By the end of the second semester on campus, the student must select a major professor whose area of expertise supports the thesis interests of the student. Students are advised to not register for the third semester until a major professor is selected, because it is essential that the student take the right courses for the Program of Study.

c) Program of Study Committee (POSC)

The graduate student's POSC should be appointed according to policies specified in this Handbook and the Graduate College Handbook. The student and major professor consult on prospective committee members in relation to the thesis/dissertation research. The student is responsible for meeting with prospective POSC members to introduce their research and invite the faculty member's participation. Doctoral committees are comprised of at least five members of the Graduate Faculty, with three from the student's program (i.e., AMD or HSP M), and at least two from outside the program, in line with the focus of the thesis or dissertation topic. For a PhD POSC, students are encouraged to have a member with expertise in statistics or research methods. If a minor is selected, one member must be from the minor area of concentration. Master's committees are comprised of at least three members of the Graduate Faculty, with two from the student's program (i.e., AMD, HSP M, and EM) and at least one from outside the program.

d) Steps for Developing the Program of Study

i. Selecting a Thesis/Dissertation Topic

Program survey of research courses (HSP M 505, AMD 510) should be taken as soon as possible so that the student can explore research possibilities in the field. The student should take the Research Methods (e.g., RESEV 550) course as early as possible to gain information and ideas helpful in developing a research topic and preparing a thesis or dissertation outline. The student must select a general thesis/dissertation topic by the time the POS is submitted, so that suitable courses can be chosen to strengthen the research. The student works with the major professor to hone the thesis/dissertation topic.

ii. POS Meeting with the Committee

The purpose of a POS meeting is to help the graduate student define a path and develop a timeline to complete the degree in conjunction with your major professor. It is recommended that the POS meeting be completed within the first year or no later than the end of the third semester for a PhD student. The POS and thesis or dissertation "concept paper" meeting with the student can be done via email or videoconference at the discretion of the POSC. The student should work with the major professor to send an online scheduling poll to committee members to set a meeting. The poll should be sent weeks in advance of the desired meeting time, and the open time options should not be so extensive that faculty must take significant time to complete the poll.

Topics discussed at the POS meeting should be discussed with the Major Professor in advance. For Master's students, it is recommended the POS meeting include the following topics: a brief background of the student, discussion of the POS, and a proposed program timeline. For Master's students, a short research concept paper or overview of creative component may also be discussed at the POS; the materials should be provided to the POSC at least 2 weeks (i.e., 10 regular semester work days) before the meeting. For PhD students, the following topics may be discussed: a brief background of the student, discussion of the POS, a brief discussion of research interests or short preproposal of the dissertation direction, and a proposed program timeline. See your major professor for samples of how the POS and other information for the meeting should be presented to the POSC.

e) Changing major professors and committee members

Students who have worked with a faculty member in a POSC major professor or committee member capacity or who have expressed interest in having a faculty member be their major professor/committee member should discuss with the faculty member if there is a desired change in plans. The student should explain the reason for the change, preferably in person. The student should try to work out any concerns with the major professor before making a change. The faculty member should listen and try to resolve any issues. The DOGE should be consulted by the parties involved if concerns cannot be resolved.

If the student has a change in direction of research, the work product (e.g., proposal, research design, statistical analysis) with the faculty member to date becomes the work product of both the student and faculty member. Thus, credit should be given to the faculty member if the project is continued and the results published. Authorship order should be discussed among the student, faculty member, and new major professor.

The student and the new major professor/committee member shall develop a letter to the DOGE explaining the reason for the change, who initiated the change, that efforts were made to resolve concerns if they exist, and that the student felt the decision was completely voluntary (i.e., no coercion to retain the major professor/committee member or make the change). The letter shall be signed by the student, original major professor/committee member, and new major professor/committee member. The DOGE may ask for additional information if the process does not fit the spirit of collegiality and mutual respect. Efforts will be made by the DOGE to ensure a collegial climate is maintained in such situations. See the Graduate College Handbook for procedures for changing the POS/POSC form electronically.

3. Preliminary (Prelim) Written and Oral Exams for PhD students

PhD preliminary exams include both written and oral components. The oral exam is required by the university. Prelim written and oral examinations are required in the major and co-major or minor. Doctoral preliminary exam questions are the responsibility of the POSC. Prelim exams are taken at or near the completion of coursework outlined in the POS. The POS must be approved by the Graduate College at least three months before the preliminary oral exam.

The written exam will contain three sets of questions developed by members of the POSC for the student and will represent (1) the major focus area of the student, (2) supporting area(s) within the program at the discretion of the POSC, and (3) research methods (including statistics). The content of a minor will be covered in these questions or in a separate (fourth) question. The major professor will compile the prelim examination questions, and give them to the student on the agreed upon dates. "Evaluation guidelines" below may be used as the basis for the written component review. Students are encouraged to review the guidelines before completing the written exams.

a) Time Frame for Prelim Exams

- **FACULTY ON 9-MONTH APPOINTMENTS MAY CHOOSE TO NOT DEVELOP, DISTRIBUTE, OR REVIEW PRELIM EXAMS DURING SUMMER.** Therefore, the student should inquire about their major professor's and POSC members' policy regarding holding prelim exams during the summer.
- Students are expected to have comprehensive knowledge of the major. Therefore, the student should begin to prepare well in advance of the exams. It is not mandatory to meet with POSC members before the written exams. POSC members may provide advice on

which areas to focus for the exam question; however actual and specific questions are not provided in advance.

i. Written exam

- Students may take their three sets of written PhD preliminary exam questions on three separate days within a 30-day period in total. Students on graduate assistantships **MUST** schedule their examination around their assistantship duties.
- The POSC has a minimum of two weeks to review the exam responses. POSC members are not required to review the exam responses during summer if taken during the summer semester. Following the review by faculty members, the student is encouraged to contact each member for a general assessment of the written exam results and discuss any areas on which to focus for the preliminary oral exam.

ii. Oral exam

- After successful completion of the written preliminary exam phase, there must be at least four weeks before the oral prelim is taken.
- The oral examination must be taken no later than three months (90 days) after completion of the first review of the preliminary written examination. If the 90-day timeframe includes summer, the POSC determines if the days of the summer are counted. If the preliminary oral exam is not completed within 90 days, the POSC may require that the student respond to new sets of questions following the written preliminary exam procedure.
- The student must be on campus for the oral exam. The guidelines and timetable for rewriting prelim exam questions are summarized below.
- Following ISU Graduate College guidelines, if an oral prelim exam is failed, it cannot be taken again for a minimum of six (6) months. The final oral defense of the dissertation cannot occur earlier than six (6) months after the student passes the prelim oral exam and is admitted to PhD candidacy.

b) Prelim Written Examination

Prelim written exam questions are frequently “open book.” In which case, any resources may be used, and those resources **MUST** be documented using correct APA format. Any plagiarism will result in an automatic failure for the student on the examination, and the student will be subject to academic disciplinary actions. For many questions, there is no one right answer. Instead, the POSC is looking for the student’s ability to construct supportable propositions through creative integration of subject matter. The page limit for each of the three sets of questions is usually about 15 double-spaced pages of text.

However, page limits are at the discretion of the POSC member. Page limits will be strictly enforced; faculty may decide to halt reading when the page limit is reached. (See below for other guidelines for evaluation of the preliminary written exams.) Doctoral students will be allowed a maximum of two (2) times to respond satisfactorily to written prelim examination questions.

i. Taking the Prelim Written Exam

The prelim written exam can be done at home or on campus, depending on the requirement of the POSC member(s) developing the question. Distance students are not expected to write their exams on campus. The student will complete one set

of prelim written exam questions per each of three days. The three days of exams are mutually agreed upon by the student and major professor.

- Regardless of location, the major professor or designated substitute will provide the exam question via email or Canvas. Prelim written exams will begin at 8:00 am and end at 4:30 pm (CST). At 4:30, whether responses are complete or not, the student must send responses to the supervising faculty member via email or upload through Canvas. The student will fail if they are sent later than 4:35 pm. No handwritten responses will be accepted.
- Technical problems will not be an acceptable reason for a late submission. The student is encouraged to back up the responses to a flash drive frequently during the day in case of problems with the computer.
- Communication with others, except POSC members if available, through any form (e.g., in person, phone, email, text message, videoconference) is not allowed during the exam. The student will automatically fail if found communicating with others.
- Students will be evaluated based on the written response they submit, whether complete or not. Submitting an incomplete response does not mean automatic failure if submitting on time, but it could significantly affect the outcome of the POSC members' decision.
- When the POSC member requires that the resident student complete the exam question on campus, the student must reserve a room at least two weeks before the exam from staff in the AESHM main office (31 MacKay Hall). The exam will be taken in a reserved room (e.g., 29 MacKay Hall).
- If the major professor does not have access to email on the day of an exam, s/he will make arrangements with another faculty member or designated 31 MacKay staff to distribute the exam or set up a way to release the question through Canvas.

ii. **Example of a Set of Prelim Exam Questions**

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

Potential Preliminary Written Examination Questions Regarding Leadership

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

1. You stated in your POSC meeting that while working for Dining Services you have observed many students quitting after 1-2 months. How might leadership reverse this trend?
2. Compare and contrast leadership 2-3 theories/models in the context of hospitality management. Develop and explain your own personal leadership beliefs. Provide a supporting rationale. Where do leadership empowerment, job satisfaction, and employee loyalty fit in to your personal leadership beliefs?
3. As the Human Resource Specialist for a large foodservice contract company, you are given responsibility for leadership development of the professional staff. Professional staff includes assistant directors, directors, and general managers at all operations located in the US. Your contract company services healthcare institutions, schools, and universities.

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

iii. Evaluation Guidelines

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

Dimension ¹	Description
Accuracy in responses	<ul style="list-style-type: none"> • Responds completely to the question(s) being asked • Determines and utilizes research-based reference materials (i.e., peer reviewed and timely) • Uses precision in key terms and supporting arguments • Demonstrates coherent reasoning from assumptions to conclusions • Overall quality of response contents
Breadth and depth of subject knowledge	<ul style="list-style-type: none"> • Demonstrates understanding of material • Makes application to given scenario • Elaborates on key ideas • Explains key related issues in balanced views • Develops a conceptual argument for "stance" taken • Thoroughly covers topic(s) • Demonstrates rigor of treatment of topic(s) • Demonstrates command of the topic and competency (i.e., not mere compilation of previous works)
Professional writing	<ul style="list-style-type: none"> • Presents a logical flow of discussion and arguments • Exhibits a good sense of control in discussing topics • Demonstrates clarity in framing issues, elucidating ideas and structuring arguments • Demonstrates professional writing skills (i.e., no grammatical errors including appropriate and correct use of English language, uses effective and efficient expression, uses appropriate headings and subheadings, uses relevant figures and tables, and demonstrates overall potential for successful dissertation writing) • Exhibits excellent use of APA writing style

¹ The weight of each dimension is at the discretion of the examining POSC member(s).

Dimension ¹	Description
	<ul style="list-style-type: none"> • Conforms to the POSC member's specification of rules (i.e., length of responses and format of responses) • Presents original writing and avoids plagiarism

iv. Administrative Policy on Results of Prelim Written Exams

- 1) The assessment of student's written exam responses will be either a pass, conditional pass, or fail for each set of exam questions. To proceed with the prelim oral exam, the student must pass satisfactorily in each of the examination areas of the written prelim.
- 2) If the student passes, the student takes an oral exam within 90 calendar days after POSC completion of the first review of the prelim written responses.
- 3) If the student is given a conditional pass, POSC members will likely require the student to rewrite a response, which may entail writing a response within one day from 8:00 am to 4:30 pm (CST). Other requirements, such as taking additional coursework, are also possible. The date of the rewrite is to be negotiated between the major professor and student. The oral exam must be held within 90 calendar days after completion of the first review of the preliminary written examination unless an additional course is required. In such cases, the POSC sets the new deadline. Doctoral students will be allowed a maximum of two (2) times to respond satisfactorily to written preliminary examination questions.
- 4) If the student fails IN ONE of the areas of the written prelim, the student is given an opportunity to rewrite in the failed area (after 90 calendar days have passed for HSP M). The POSC member(s) may alter any or all parts of the questions for the second attempt. Doctoral students will be allowed a maximum of two (2) times to respond satisfactorily to written preliminary examination questions. If the student fails again in the second attempt of the previously failed area, the student is dismissed from the program.
- 5) If the student fails in more than one of the areas of the written prelim in the first attempt (the first attempt may include some minor rewrites according to the faculty's request), the student is dismissed from the program.
- 6) Once the student is dismissed from the program due to failing the prelim exams, the student is permanently dismissed from the program. Reapplication is not allowed.
- 7) Once the student begins the written prelim, the student is expected to finish both the written and oral prelim with the same POSC members. Only the POSC member has the right to excuse themselves from the POSC during the written and oral prelim process.

c) Prelim Oral Exams

The student who has passed the written exam must be on campus for the oral exam, which is a two-hour scheduled meeting.

- To proceed with the prelim oral exam, the student must file the [Online Preliminary or Final Oral Exam Request](#) with the Graduate College.

- The student will reserve a room for the oral exam through staff in 31 MacKay.
- Notify POSC members about the date, time, and location of the oral exam.
- The "Prelim Oral Examination Report" form sent to the major professor is brought to the POSC meeting for signing, or the online form is routed if the committee cannot meet in person. The major professor/student forwards the result of the oral exam to Graduate College.
- The prelim oral exam will likely focus on questions related to the prelim written responses, but the POSC may ask questions related to other topics such as past coursework, general understanding, and the future dissertation topic.
- Upon successful completion, the student is admitted to candidacy for the PhD.

i. *Taking Prelim Oral Exams at a Distance*

- The Graduate Council has decided not to establish a formal policy/procedure for preliminary oral exams taken by a student at a distance. The Graduate College is willing to review special requests from students/major professors for prelim oral exams at a distance. These will be reviewed by the Dean and Associate Dean and approved or not approved on a case-by-case basis.
- The Graduate Council wants prelim exams with the student at a distance to be rare and something that is allowed only when a compelling case is made. Therefore, a strong justification for this should be provided in the request. The request should also provide information on the presence of both video and audio feeds, and confirmation that all POSC members will be physically present in one location to interact with the student at a distance. Lastly, a plan should be provided that explains what will be done to reestablish a video feed if the video fails during the exam. This request should be made well in advance of the prelim oral in case permission is not granted and travel arrangements to campus must be made.

4. **Master's Thesis, PhD Dissertation, and Creative Component**

a) ***Master's Thesis and PhD Dissertation Proposal***

AESHM requires that MS or PhD students complete a thesis or dissertation proposal. The non-thesis option degree does not require the development of a proposal. Instead, a creative component is completed based on questions developed by the POSC. More information is provided below.

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

An outline of the proposed research project (e.g., concept paper) should be shared with the POSC early on, likely at the POS meeting, to ensure the student has the appropriate course background to undertake the project and to allow the POSC to give input early in the process.

The student then begins to develop a thesis/dissertation proposal. Some major professors may require that the first three chapters be completed for the proposal. This proposal is prepared in detail by the student, in consultation with the major professor, for presentation to

the student's POSC. The student should work closely with the major professor and should also consult with other POSC members throughout the process. The student may ask the major professor for samples of past proposals.

Along with a cover page containing the title and POSC members, the following proposal components should be included:

History or culture-based scholarship	Design-based scholarship	Other (e.g., physical science, marketing, management, finance, consumer behavior-based scholarship)
Introduction and method with definition of terms	Introduction and statement of the problem/purpose/objectives and justification	Introduction/objectives/justification
Research questions and purpose	Literature review may include sources of inspiration (e.g., designers, artists), own studio practice, approaches to the problem	Literature review, definitions, assumptions, support for and hypotheses or questions, limitations
Literature review	Method, approach, materials	Method (e.g., respondents, instruments, procedures, statistical analysis to be used)
Reference list	Reference list	Reference list

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

The major professor and POSC may require additional components (e.g., Institution Review Board [IRB] "Approval for research involving human subjects" or "Exempt study review" application form, sample questions, data collection survey instrument, focus group script). All graduate students conducting research with human subjects must complete training and document that they have been certified prior to submitting the Institution Review Board forms and conducting any research. The IRB application form, which may accompany the research proposal, is available on the **Office of Responsible Research** website. It must be completed, signed, and approved by the major professor and department chair prior to submission for approval. Hard copies of the revised proposal should be provided to the major professor and POSC upon request.

Students completing a thesis or dissertation must first present their proposals to the POSC, and respond to questions and suggestions of the POSC. Students must present their research proposal at least one semester before they graduate. **It is the responsibility of the student to convene the POSC for a proposal meeting, by following the steps below:**

1. Send out an email or doodle poll to all POSC members at least FOUR weeks prior to the desired meeting date/time to determine a date/time that works for the entire POSC. Eliminate dates and times that will not work for the student and major professor to make filling out the poll easier for POSC members.

2. Once a date/time has been set, the student needs to reserve a room by contacting Payton Conard (plconard@iastate.edu) or Gabriella Gugliotta (gguglio@iastate.edu) in the AESHM Main Office (31 MacKay Hall).
3. Once a meeting room has been confirmed, students must send an email out to the POSC confirming the date, time, and location of the proposal meeting. Sending an electronic meeting invite helps to ensure the POSC member has the meeting on their calendars.
4. Students must send their completed proposal electronically to their POSC at least TWO weeks (i.e., 10 regular semester work days) in advance to give the POSC members time to review the proposal. Hard copies of the revised proposal should be provided to the major professor and POSC upon request.
5. Prepare a 10-minute PowerPoint presentation that highlights the overarching research idea for the thesis/dissertation. The final result of this proposal meeting is to ensure the student is prepared to proceed with data collection. Hence, the presentation typically consists of a 10-minute PowerPoint presentation led by the student, followed by an open discussion with the POSC.

b) Passing Preliminary Exams before Collecting Data for PhD Dissertation Research

Some major professors may require the PhD student to be admitted to candidacy, by passing the PhD preliminary exam, **before** they collect final data (e.g., either with human subjects or in labs) for their dissertations. Data collected for faculty grant-funded projects will become available for analysis only after the student has obtained PhD candidacy status. IRB approval must be obtained before research begins.

c) Basic Guidelines for Theses, Dissertations, and Creative Components

One of two thesis/dissertation formats may be selected. The first option, the traditional thesis/dissertation format, consists of five chapters (Introduction, Review of Literature, Methods, Results and Discussion, and Summary/Conclusions and Recommendations). The second option, the multiple journal manuscript format, would include the following chapters: General Introduction, Manuscript 1, Manuscript 2, Manuscript 3, and General Conclusions. It is up to the POSC to determine how many manuscripts are required. The manuscript format would require appendices with support information. Hybrid students in particular are strongly encouraged to write the dissertation using the multiple journal manuscript format. Major professors may require their advisees to use the journal manuscript format.

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

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

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

Before signing the graduate student's Graduate Student Approval Form, the major professor should be sure that e-files have been submitted to the major professor.

The ISU Graduate College requires all [theses and dissertations](#) to be submitted electronically.

d) 7th edition of the *Publication Manual of the American Psychological Association (APA)*

Whereas some disciplinary foci within AESHM (e.g., history, textiles science) may use a publication style other than APA, many within AESHM use APA. APA style is currently taught in introductory courses to the AESHM programs. The 7th edition of the *Publication Manual of the American Psychological Association (APA)* has been released and should be used for course papers, theses, and dissertations unless stated otherwise by the instructor.

e) HSP M 699 or AMD 699: Enrollment and Grading Policies

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

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

Submission of Thesis/Dissertation for Final Oral Exam: Depending on the POSC's preference, students are to provide a hard (printed) copy and/or an e-file of their thesis/dissertation to the POSC no less than two (2) weeks prior to the final oral exam.

Per Graduate College requirements, students must allow no less than 2 weeks for the POSC to review the thesis/dissertation. Students who reside away from Ames must allow extra time for mail delivery in order for the thesis/dissertation to arrive in time to meet the 2-week requirement.

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

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

f) *Master's Non-Thesis Creative Components: HSP M 599 or AMD 599*

The non-thesis option degree does not require the development of a proposal. Instead, in AMD, a creative component is completed based on questions developed by the POSC. HSP M students can either develop a proposal (complete the first three chapters of a thesis) or answer creative component questions developed by the POSC. If an HSP M student chooses to develop a proposal, she or he works with the major professor on the timeline at the time of forming the POSC. EVENT students will work on an industry-related project.

To complete creative component questions, before the last semester of coursework, the student should make arrangements with the major professor for a time to complete the creative component. The student must be enrolled for credits during the term the creative component is completed. The student should enroll for three credits of HSP M 599, EVENT 599, or two credits of AMD 599 for a creative component.

The creative component in AMD generally consists of a 15- to 30-page paper and may have a creative product (e.g., design collection and/or solutions to an industry problem). The Program of Study Committee (POSC) determines the page limit for the question that the student prepares and submits to the POSC at least two (2) weeks prior to the final oral examination. The student and the major professor will discuss the topic of the paper/project in terms of its application of the student's course work to their life situation, e.g., current position, goals, previous experience. Based on that discussion, the POSC will specify an integrative problem, which will require synthesis of information from a number of courses, for the student to address in the paper/project. The paper will probably take the form of an application of relevant literature to the integrative problem (See example, below.). The student will have a limited period of time, determined by the POSC, to prepare and submit the paper to the POSC. This time period is commensurate with the extensiveness of the question.

The time limit for HSP M students is determined by POSC. One month is usually the limit for a creative component that does not entail developing a three-chapter proposal. The student must submit the Request for Final Oral Examination form to the Graduate College at least three (3) weeks before the final exam. The date of the exam is at the discretion of the POSC members' and student's schedules. The creative component paper is distributed to the POSC **AT LEAST TWO (2) WEEKS PRIOR** to the oral exam. Students developing a creative project will consult with the POSC on its format. The paper/project will serve as a basis for the final

oral examination, although questions may also cover any coursework taken for the degree. If the paper/project and oral exam is not acceptable to the POSC, the student may repeat creative component/oral exam procedure one time, if allowed by the POSC.

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

Example of creative component questions:

Creative Component Topic

15-page without references or appendices

Due 30 days from the time the topic is provided to the student

1. Imagine that you are a marketer hired by a real or fictional Chinese small apparel retailer who wants to promote their ethnic-inspired products via the internet to a U.S. market. Define the product and the US market of your choosing.
2. Develop a comprehensive marketing plan for the firm that includes situation analysis information such as demographics, market trends, competitors and other components (as proposed in the marketing plan sample below and from your marketing courses).
 - a. Support the rationale for this plan with supplemental information from interviews with at least one actual small business owner, such as the Ames jacket designer shared with you in December.
 - b. As part of the Marketing/Promotional Trends Analysis component of the marketing plan, present examples of websites from Alternative Trading Organizations or other ethnic-inspired online retailers and identify potential ways to promote ethnic-inspired products to U.S. customers.
3. Based on information from your marketing plan, propose three to five viable business strategies for marketing these ethnic-inspired products online. These strategies should result in a unified "strategy set" that focuses on a variety of aspects important to the business, such as pricing, promotion and advertising, place/positioning, customer relationships/service, and experiential elements. Using Roger's Diffusion of Innovation Theory* and knowledge from your courses, provide justification for these proposed strategies.
4. Develop a comprehensive set of marketing questions for evaluating the success of the strategy set using information gained from your marketing, AMD, and advertising courses and research methods books and articles.
5. Describe the sample, if tapping consumer responses, and methods of data collection (e.g., analysis of sales data, online survey, store intercept, focus groups) used with these questions to evaluate the strategies' success. Reference all sources of questions and methods.
6. Include, in an appendix, examples of webpages, interview content, product information, and evaluation protocols for the strategy assessment.

*Rogers, E. M. (2003). *Diffusion of Innovations* (5th ed.). New York: Free Press

Sample Marketing Plan

Situation Analysis

Environmental Audit

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

Competitive Analysis

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

Marketing/Promotional Trends

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

Segmentation and Targeting

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

5. Final Oral Examination for Master's or PhD Students

All graduate students must take a two-hour final oral examination after completing the thesis, creative component, or dissertation. The final oral examination, administered by the POSC, may also include course content and an overview of the student's entire graduate program, if the POSC so desires.

The DOGE will send an announcement to faculty and students when the DOGE for the program receives word from the Graduate College that a final oral is approved. The program's DOGE will request the following information:

1. Dissertation, thesis, or creative component title
2. The URL of a Zoom/teleconference link so that hybrid students may view the presentation

This information, added to date, time, and place information already available to the DOGE from the Graduate College, will be emailed by the program DOGE to all AESHM faculty and graduate students.

In addition, major professors or students are **encouraged to send a photo of the *SUCCESSFUL Defense to AESHMsocialmedia@iastate.edu*** for the department to share through social media.

During the first 20 minutes of the final examination, the student presents the research/creative component to faculty members, graduate students, and the POSC. With prior approval from the POSC, the presentation at the final oral may be longer than 20 minutes, but should be no more than 30 minutes. Following the presentation, those not on the POSC have a chance to ask questions about the research. Following the presentation and public questions, the POS committee and the student will continue the oral in closed session.

Then only the student and POSC remains so that the POSC may question the student and discuss the research. Following the questioning by the POSC, the student is asked to leave the room in order for the POSC to deliberate on the student's performance on the oral (i.e., pass, conditional pass, or fail). Depending on the level of changes needed, a conditional pass or fail is given when substantial changes are needed in the dissertation and/or the student performs poorly in the oral. Immediately following the final oral, the student brings the Report of the Final Oral Examination to the Graduate College.

After the student makes changes to the dissertation, the major professor (and in some cases other POSC members) approves the changes. The major professor(s) and DOGE(s) will sign the Graduate Student Approval Slip. Co-majors and minors will need signatures from all departments involved. Any conditions placed on the final oral examination must be removed by the major professor and/or other POSC members, as designated on the Report of Final Oral Examination Form. The Graduate Student Approval Form must be submitted to the Graduate College by the deadline of the appropriate term.

The student uploads the dissertation, using a link "Submit your Thesis/Dissertation to ProQuest" found on the [Graduate College Checklist](#). Upon e-mail acceptance by the Graduate College, the student will be able to graduate. Thesis/Dissertation Submission Form is combined with the Graduate Approval Slip above. Therefore, the latter form is no longer needed. The student must send e-files of dissertation and the data to the major professor.

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

6. **Publishing Research Results**

It is expected that thesis and dissertation research conducted by students will be appropriate for publication. Publication of the research is made easier if the thesis or dissertation is prepared in manuscript format for submission to a specific journal. For maximum impact on the field, publication of the research should take place soon after the research is completed. The *Publication Agreement Form* found below is intended to accelerate publication of the research results.

Latest version July 13, 2022

Note: If a faculty member makes significant contributions to the research, as is the case with a thesis, dissertation, or independent study, it is expected that the faculty member be a co-author on any publications or presentations that result from that work.

Publication Agreement Form

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

Signed:

Student

Major Professor

7. **AESHM Graduate Students Progress Policy and Yearly Reporting**

Each graduate student is expected to develop a plan of work that includes specific timelines and goals for successful completion of their degree. This plan should be prepared as soon as the student identifies a major professor (usually during the second semester). The plan of work must be approved by the student's major professor. If stated goals for the plan of study are not reasonably met within the specified timeline, the student must provide in writing the reasons for schedule deviation and their adjusted plans for program completion. In addition, every graduate student will complete a yearly progress report (see Appendix B) and submit it along with an updated CV to the major professor by May 1st of each year. Those not providing the progress report by the due date will be ineligible for departmental support for conference travel for one year.

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

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

Nine (9) credits of incomplete grades will result in a review of the graduate student's case by the HSP M or AMD program's graduate faculty to determine whether there is evidence of satisfactory progress.

According to the ISU Graduate Student Handbook, graduate students can lose active status if there is "a lack of satisfactory progress." (Refer to "Active Enrollment Status" [2016.3.1] section in the ISU Graduate Student Handbook for details.)

8. **Miscellaneous Policies**

a) ***Provisional admission policy***

Provisional admission is an AESHM-level designation given to admitted applicants because of a deficiency in skills or knowledge needed to ensure success in the graduate program, such as lack of thesis research experience, need for enhanced English/communication skills, or lack of an undergraduate coursework in the field.

When admitted, the DOGE or Assistant DOGE, depending upon major of the student, will note in the student's admission letter that the student has been admitted provisionally and outline the specific provisions/requirements to be met. These provisions are based on faculty input during the application review process and the DOGE's final assessment. The DOGE or Assistant DOGE will share with their graduate faculty the list of provisionally admitted students and the specific provisions. This list should be done by semester to inform those who will become the major professor for the student.

When the student has not completed thesis-level research, the student must complete a research project, which generally includes the following elements--concept and hypothesis/research questions; methods; data analysis and results; and conclusions/discussion, implications, and future research. Creative scholarship or history-focused project requirements may vary from these listed here; the project should be appropriate for the subfield.

The research project may be (a) completed in a course, (b) started as a proposal in a course and completed the following semester in an independent study (e.g., AMD 590), (c) done completely in an independent study, or (d) completed in a supporting role on a research project initiated by a faculty member. A research project start-to-finish would be equal to 3 credits, when determining credits for an independent study. Therefore, if the student has proposed a project in a course but will collect/analyze/report/and interpret data in the independent study, the latter is likely worth one or two credits. The scope of the required research project is not as extensive as that of a thesis, but should be sufficient for potential presentation at an academic conference.

The student must receive a B grade or better in the course for the requirement to be met. The supervising faculty may require that the student submit the work for peer-review to present it at a conference. The submission usually contains the names of the student, and the independent study supervising faculty member and/or the instructor of the course in which the proposal was developed.

English course requirements may be determined and verified by the English department as an outcome of the international student's English requirement test taken soon after arriving at ISU and or the OECT test for international teaching assistants. U.S. students may also be asked by the POSC to take steps to improve communication skills. The [Center for Communication Excellence](#) has a number of resources to help graduate students to improve their communication skills.

The student is responsible for providing the needed information to the major professor confirming the requirements have been met (e.g., unofficial transcript showing grades in English, independent study, or undergraduate classes, copy of the conference abstract or final research paper). It is up to the student's major professor to ensure the provisions are met and to share that information with the DOGE or Assistant DOGE.

b) *Reduced Course Loads for International Students*

International students are required to take nine (9) credits per semester. If the student is in her/his final semester and has less than 9 credits left to complete the degree, they must request permission for a reduced course load through the International Students and Scholars Office (ISSO). This requires the approval of the major professor and the DOGE. Beyond that, the student must show they are making significant progress on the thesis or dissertation to be granted permission for a reduced course load.

Unless there are extenuating circumstances beyond the student's control (e.g., illness, problem with data collection), the program is not likely to grant permission for a reduced course load for more than two (fall and spring) semesters to complete a Master's thesis. For a PhD student, the program is not likely to grant permission for a reduced course load for more than four (4) semesters after completing the preliminary oral exam. The student should

discuss the situation with the major professor and then send an explanatory email to the DOGE before submitting the request for the reduced course load to ISSO. All students are encouraged to make steady progress towards the degree, because extended periods as a graduate student may decrease competitiveness for professional positions upon graduation. *International students on assistantship, please see the policy entitled, **Reduction of Course Load for Graduate Assistants** in Section D.*

c) Final Semester Enrollment When Course Work Has Been Completed

Students who have completed their coursework and only have the final oral examination remaining in the final semester must enroll in GR ST 681B Required Registration: Final Exam Only, if they are not enrolled in any other course.

d) Application by Currently Enrolled MS Students to the PhD Program

Currently enrolled MS students who wish to continue in the PhD program must submit an application for review by the graduate faculty. As part of the application, the signed "Pursuit of Master's and PHD from the Same Department" form found on the [Graduate College website](#) and a letter of recommendation from the major professor are submitted to the DOGE, normally during the final semester of the M.S. degree. In addition, the student sends the DOGE their unofficial transcripts and a narrative statement that explains the student's goals for pursuing the PhD and their professional career. Once the application is approved, the form is completed, signed and sent to the CHS Associate Dean of Research and Graduate Education.

e) Grading Policies

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

f) Academic Probation Policy

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

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

- a. Students who have achieved a cumulative GPA of 3.0 or higher after the first probationary semester will be removed from an academic probation status.
 - b. Students who have achieved a cumulative GPA of 3.0 or higher after the second probationary semester will be removed from academic probation status.
- iii. Termination of Graduate Student status
- a. If the GPA for the first semester on academic probation is lower than 3.0, the student will be dismissed from the program permanently. The student will receive a letter from the DOGE confirming dismissal from the program.
 - b. Students who make a 3.0 or higher GPA the first semester of academic probation, but do not have a cumulative GPA above a 3.0 after the second semester on academic probation, will be dismissed from the program regardless of his/her academic performance for the first and/or second semesters.
- iv. Graduate Assistantship during academic probation
- a. Graduate Assistantship may be reduced in hours or terminated for students on academic probation.

D. Special Academic and Professional Development Opportunities

1. Special Opportunities in HSP M, EVENT, and AMD

Students have a variety of academic opportunities to enhance their knowledge and skills including HSP M 590, EVENT 590, or AMD 590 Special Topics (i.e., an independent study), an AESHM 570 Internship (i.e., industry work experiences), a teaching Practicum (AESHM 670), an International Field Study (AESHM 581), and/or Advanced Topics (HSP M or AMD 690; i.e., seminars or independent studies), according to personal interests and needs. In addition, graduate teaching and research assistantships offer graduate students an opportunity to enhance their professional development.

a) **Special Topics: Independent study opportunities (HSP M, EVENT or AMD 590)**

Special topics (independent studies) allow the student to individualize the curriculum to accommodate special interests. It can be used to a) further explore interest in course topics, b) investigate subject matter not covered in an existing graduate course, or c) complete research proposed by the student and/or begun in a previous course. Faculty are under no obligation to accept requests for independent studies. Students should only request independent studies when they have a clear idea of the topic of interest and there are no other relevant course options. Faculty may expect outcomes from the independent study to include the submission of peer-reviewed scholarship, such as an abstract or paper submitted to a conference or journal, respectively.

b) **Advanced Topics: HSP M or AMD 690**

Advanced topics allow the student to advance their knowledge on current topics of special interests.

- AMD 690 is offered for special course offerings taught by faculty or visiting faculty. AMD 690 can be taken by masters or PHD students.
- HSPM 690 is offered for independent studies or special course offerings taught by faculty. In general, HSP M 690 is taken by Ph.D. students, whereas HSP M 590 is taken by Master's students.

Graduate students planning to enroll with a faculty member for an independent study must meet with the faculty member during the semester prior to enrolling. Specific goals, a plan of work, the schedule for meeting with the faculty member, and the method of evaluation are to be agreed upon and submitted on the "Application for AMD/EVENT/HSP M 590/690: Special/Advanced Topics" form available below (WORD doc is found in the program's Canvas resources modules). The student completes this form and routes it electronically for approval. After the supervising faculty member, major professor, and DOGE have approved the form, the DOGE for the program will provide the supervising faculty and on-campus student with the reference number needed to register. **The instructor or student will then complete the online *schedule change form* found on AccessPlus (under the Faculty/Advisor tab > Registrar forms menu item > Schedule change form).**

c) **General Policies:**

- i. The student has completed all available coursework offered in the subject matter of interest.

- ii. Credit hours are based on an accepted standard of three hours input each week for one credit hour earned for the semester (3 credits = 3 class contact hours x 15 weeks = 45 contact hours).
- iii. The student will submit a proposal of work with identified inputs and outcomes and specified deadlines to the supervising professor.
- iv. A tangible outcome of the independent study will be submitted to the supervising professor for review. A guideline is that one credit hour will result in a manuscript 10 pages in length with scholarly references appropriate to the topic or a comparable outcome such as an annotated bibliography, resource list, training program, etc.
- v. Work resulting from an Independent Study will be graded. Evaluation criteria will vary depending upon the project. Students' work will be evaluated on their ability to analyze information; content; organization; written communication skills (grammar, spelling, APA style); and professionalism of student's work (process and paper).
- vi. In the POS, a maximum of nine credits for both Master and HSP M PhD students can be used to replace courses for which enrollment did not fill. There is no limit to the number of Special Topics courses that can be taken, but the form below must be completed to justify use.
- vii. Graduate students within AESHM programs cannot use undergraduate (UG) courses within their home program to meet the minimum number of credits required for their graduate degree. Students may still take UG courses to gain foundational knowledge or gain knowledge in an area for which there is no graduate course. Commonly, students wish to complete a graduate-level assignment in conjunction with the UG coursework to receive graduate course credits for their efforts. Graduate course credit is accomplished through taking AMD 590, EVENT 590, or HSPM 590 credits. There are two options:
 - Enroll in 590 credits equal to the number of credits for the UG course, do the work for the UG class *and* complete graduate-level work
 - Enroll in and complete the UG course *and* enroll in one credit or more 590 credits during the same semester or a later semester. This option is done for various reasons, such as when the student wants (a) the UG course title to show on the transcripts, (b) to take the UG course P/NP, and/or (c) to complete graduate-level work after completing the UG class.
- viii. In all cases, the 590 must be approved by the instructor of the UG course, the graduate faculty member serving as instructor for the 590, and the program's Director of Graduate Education. This approval should be completed the semester before the UG course is taken. Please see the *Special Topics: Independent study opportunities* section for additional information and the form needed for 590s.

Application for AMD/EVENT/HSP M 590/690: Special/Advanced Topics

Student name: _____ MS PhD

Course Number Requested _____ **Credits Requested** _____
(See the next page for course numbers of special topics)

Course will be taken _____
Semester Year

State below the purpose of the study and the specific work to be done.
(e.g., your proposed study, objectives, your background courses, and method of evaluation)

Outline the time commitment of the student (e.g., Plan of work, plans for meeting with the faculty member)

State the intended outcome and dissemination plan (e.g., conferences, journals)

Signature

Student _____ (Date) Instructor _____ (Date)

Advisor _____ (Date) DOGE _____ (Date)

Comments:

After obtaining the e-permissions from persons listed above, the DOGE provides the student with the reference number needed to register for the Special Topic. **This application should be approved in the semester before the semester in which you wish to take Special Topic.**

The following is a list of Special Topics (590) and Advanced Topics (690). Circle the course(s) you will take and check previous course(s) that you have taken **before** the semester of your Special Topic.

Special Topic	Background in Area
AMD 590A: Special Topics: Textile Science	AMD 504
AMD 590B: Special Topics: Historical, Cultural, and Museum Studies of Dress and Textiles	AMD 650, 557
AMD 590C: Special Topics: Textile and Apparel Design	
AMD 590E: Special Topics: Merchandising, Aesthetics, and Entrepreneurship	AMD 545, 576, 676 AESHM 574
AMD 590F: Special Topics: Sociological, Psychological, and Consumer Behavioral Aspects of Dress	AMD 665, 567
AMD 590J: Special Topics: Product Development, Innovation, and Sourcing	AMD 565, 572
AMD 590S: Special Topics: Production and Quality Assurance	AMD 572, 575
AMD 590W: Special Topics: Fashion Show, Fashion Public Relations and Marketing	
AMD 690: Advanced Topics	

List HSP M courses taken:

HSP M 590: Special Topics
HSP M 590B: Special Topics: Hospitality Management
HSP M 590C: Special Topics: Tourism
HSP M 590D: Special Topics: Lodging Operations
HSP M 590E: Special Topics: Commercial/Retail Foodservice Operations
HSP M 590F: Special Topics: On Site Food Service Operations
HSP M 590G: Special Topics: Event Management
HSP M 690: Advanced Topics
HSP M 690B: Advanced Topics: Hospitality Management
HSP M 690C: Advanced Topics: Tourism
HSP M 690D: Advanced Topics: Lodging Operations
HSP M 690E: Advanced Topics: Commercial/Retail Foodservice Operations
HSP M 690F: Advanced Topics: On Site Food Service Operations
HSP M 690G: Advanced Topics: Event Management
EVENT 590: Special Topics: Event Management

2. Teaching Experiences

Teaching assistantships are available on a limited basis. Students are encouraged to pursue teaching experiences also through practicums (AESHM 670), volunteering to assist in a professor's class, class presentation activities, and tutoring. All students involved in the Preparing Future Faculty program who are going to complete a teaching component are encouraged to enroll in HG ED 561 prior to the teaching component.

a) Teaching Practicum for PhD Students

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

The following steps should be followed:

- i. In most cases, the practicum should be taken after completion of the required formal coursework in teaching/learning.
- ii. The PhD student should approach one faculty member or a team of faculty to discuss developing a proposal that (a) would meet the teaching practicum requirement, (b) is based on reflection, understanding of personal interests, and professional goals, and (c) involves a discussion with the student's advisor and/or other faculty.
- iii. The PhD student should use the attached Teaching Practicum AESHM 670 Application Form in developing a proposal (WORD doc in found in the Canvas resources). The proposal will identify appropriate aspects such as the semester in which s/he will enroll in AESHM 670 (1 credit or more; 1 credit minimum is required for AMD PhD students), specific objectives, procedures to be followed, the class/forum through which the practicum requirement would be met, teaching methods to be used, activities to be incorporated, references to be consulted, and evaluation procedures to be followed.
- iv. The PhD student will make all necessary arrangements with the faculty member(s) involved, the lab assistants, and other pertinent individuals.
- v. The PhD student conducts the practicum having created any materials needed for it. The supervising faculty member(s) may or may not be present during the presentation(s) to the class.
- vi. The PhD student evaluates the teaching practicum at its completion in a written paper. The paper should address at least these four areas:
 - a. What was accomplished (how the goals were met);
 - b. Examples of materials used or generated for the practicum;
 - c. Evaluation of planning, preparation, and presentation of the experience considering positive and negative aspects;
 - d. Effectiveness of teaching based on the evaluations collected from students in the class and
 - e. Discussion of how the practicum fulfilled the requirements and its possible use in the individual's future efforts.
- vii. The faculty member(s) supervising the experience evaluates the experience and the evaluation paper.

Teaching Practicum AESHM 670 Application Form

Name: _____

Semester of enrollment in teaching practicum: _____

Number of credit (1 cr. required) _____

Course (number and name) in which the practicum will be applied _____

Faculty member(s) with whom student will work _____

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

After obtaining electronic permission of persons listed below, the DOGE of the program will provide the with the reference number needed to register. **This application should be approved in the semester *before* the student wishes to fulfill the practicum requirements.**

Instructor Advisor DOGE

Date Date Date

3. **Research Opportunities**

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

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

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

4. **Funding Sources for Graduate Student Professional Development**

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

a) **ISU Professional Advancement Grants (PAG)**

PAGs are administered through the Graduate College and the Graduate Student Senate to cover partial cost for professional travel and research.

b) **College of Human Sciences Scholarships**

To be considered for College of Human Sciences scholarships, the applicant should complete Graduate College admission no later than February 1 for new students and March 1 for continuing students. College scholarships, like assistantships, are very competitive. A student may receive both an assistantship with a tuition scholarship and a College scholarship.

c) **Departmental Support for Graduate Students**

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

Students also should investigate fellowships/scholarships available from professional associations such as The American Association of Nutrition and Dietetics, The School Nutrition Association, National Association of College and University Food Services, and the American Association of Family and Consumer Sciences, the International Textiles and Apparel Association, and from home economics honor societies such as Kappa Omicron Nu and Phi Upsilon Omicron. Please refer to the Professional Organizations Societies for additional information pertaining to support.

5. Graduate College Awards and Honors

a) **Teaching and Research Excellence Awards, Emerging Leadership Academy**

The Teaching Excellence and Research Excellence Awards are conferred by the Graduate College, but the nominations are made by AESHM faculty. A student may receive one or both awards, but would not be eligible for two of the same award. Graduate students are usually nominated for the teaching award following at least two semesters of teaching experience. Research excellence award nominations usually come in the final semester of the program, or the semester prior, because it is partially based on performance on the dissertation or thesis.

b) **Teaching Excellence Awards**

According to the Graduate College website, "The purpose of these awards is to recognize and encourage outstanding achievement by graduate students in teaching. The intent is to recognize up to 10% of the graduate students involved in teaching each year. Departments can choose to be more restrictive in the number of awards they give out, according to their criteria and policies. To calculate your department's maximum entitlement for Teaching Excellence Awards, multiply the number of students who are teaching assistants by .10. This will give you the number of entitlements you have during the year. Round up if it is .5 or higher, otherwise round down. ...If you need to have a special request, check the special request box on the application. A department may have up to one special request per academic year (summer, fall, spring)."

i. **Nomination procedure**

Within the AESHM Department, the teaching assistant's supervisor or another faculty member familiar with the student's teaching performance puts forth via email the name of the nominated student accompanied by a brief (a few sentences) support statement and the date of the student's expected graduation. The DOGE will compile the names and determine a date for submitting additional information needed to support a nomination. The AESHM Graduate Recruitment and Review Committee will review the nomination materials and make the decision on the top nomination(s) that should be submitted to the Graduate College. **All award submissions to the Graduate College are made online and can be submitted only by the DOGE or the AESHM administrative staff person.**

ii. **Nomination materials to be submitted**

The faculty nominator should compile the following nomination materials and submit them following the DOGE's instructions. The faculty nominator will be given at least one week to submit nomination materials. Whereas assessments and indicators of actual teaching performance are weighted more heavily in the nominations to be put forward to the Graduate College, scholarly teaching-related publications, awards, GPA, and philosophy will also be considered. The evaluation of these criteria will consider the number of years the student has been in the program. For instance, if two students have the same record, but one has these achievements in two years whereas another student has these achievements in three years, the first student would be rated higher than the second student.

1. A statement from the nominator explaining why the student's teaching is considered outstanding. This statement may include reference to the innovativeness and effectiveness of learning strategies employed, voluntary contributions to student learning and development, difficulty of the teaching assignment, and significant contributions to teaching in terms of quantity of courses taught. The student's level of contribution to the

development of the course learning strategies and activities should be noted (500-word limit)

2. A **summary table** of teaching evaluation scores and summary of student comments, prepared by the student (no more than one page)
3. Copies of classroom teaching evaluations performed by faculty, if available
4. A curriculum vita, developed by the nominee, including the present cumulative GPA, information about peer-reviewed scholarly work and awards related to teaching as well as any relevant coursework, certifications and/or programs (e.g. Higher Ed. 561, PFF, CIRTL, or CELT)
5. Teaching philosophy developed by the student (500-word limit)

**AESHM Department
Teaching Excellence Award Rubric:
Evaluation of nomination materials to be submitted**

Note: Whereas assessments and indicators of actual teaching assistance performance are weighted more heavily in the nominations to be put forward to the Graduate College, scholarly teaching-related publications, awards, GPA, and philosophy will also be considered.

Statement of reference submitted by faculty nominator (500 word maximum)

- Statement should highlight:
 - Why the student's teaching is considered outstanding
 - Reference to the innovativeness and effectiveness of learning strategies employed, voluntary contributions to student learning and development, difficulty of the teaching assignment, and significant contributions to teaching in terms of quantity of courses taught
 - Student's level of contribution to the development of the course learning strategies and activities should be noted

1 point	2 points	3 points	4 points	5 points
Describes very limited teaching ability; very low degree of relevance with no applications and no examples supporting the main points listed above.	Describes limited teaching ability; low degree of relevance with very few applications and no examples supporting the main points listed above.	Describes moderate teaching ability; moderate degree of relevance with few applications but vague examples supporting the main points listed above.	Describes strong teaching ability; high degree of relevance with multiple applications and somewhat superficial examples supporting the main points listed above.	Describes remarkable teaching ability; very high degree of relevance with multiple applications and specific examples supporting the main points listed above.

Summary table of teaching evaluation scores submitted by nominee (no more than one page)

- Should also include:
 - Summary of student comments

1 point	2 points	3 points	4 points	5 points
Demonstrates no evaluation of teaching and vague student comments.	Demonstrates limited evaluation of teaching and limited student comments.	Demonstrates moderate evaluation of teaching and moderate level of student comments.	Demonstrates strong evaluation of teaching and strong student comments.	Clearly demonstrates excellent evaluation of teaching and excellent student comments.

Copies of classroom peer-evaluations performed by faculty (if available)

Curriculum Vita (developed by nominee)

- Critical elements:
 - **Current cumulative GPA**
 - **Information about peer-reviewed scholarly work & awards relating to teaching**
 - **Any relevant coursework, certifications and/or programs (e.g. Higher Ed. 561, PFF, CIRTL, or CELT)**
 - **Funding sought to support teaching**

1 point	2 points	3 points	4 points	5 points
Demonstrates limited involvement and experience for all critical elements.	Demonstrates moderate involvement and experience for (at least) 2-3 critical elements.	Demonstrates moderate involvement and experience for most critical elements.	Demonstrates strong involvement and experience for all critical elements.	Clearly demonstrates excellent involvement and remarkable experience for all critical elements.

Teaching philosophy developed by the nominee (500-word limit).

1 point	2 points	3 points	4 points	5 points
Little or no description of teaching philosophy, his/her conception of teaching and learning, how he/she teaches and justification of why he/she teaches that way.	Vague description of teaching philosophy, his/her conception of teaching and learning, how he/she teaches and justification of why he/she teaches that way.	Somewhat clear and short description of teaching philosophy, his/her conception of teaching and learning, how he/she teaches and justification of why he/she teaches that way.	Clear and sufficient description of teaching philosophy, his/her conception of teaching and learning, how he/she teaches and justification of why he/she teaches that way.	Clear and detailed description of teaching philosophy, his/her conception of teaching and learning, how he/she teaches and justification of why he/she teaches that way.
Prompt not answered in full.	Prompt answered in full	Language errors (>5), difficult to understand. All prompts answered in full.	Language errors (<2), fairly easy to understand. All prompts answered in full.	No language errors, fluent writing style, easy to understand. All prompts answered in full.

c) **Research Excellence Awards**

According to the Graduate College website, "The purpose of these awards is to recognize graduate students for outstanding research accomplishments as documented in their theses and dissertations. These students are also expected to be academically superior and able to not only do research, but develop a well-written product. The intent of this program is to recognize "the best of the best" graduating students who have submitted theses and dissertations. Departments can choose to use more restrictive guidelines." The Graduate College website "shows the maximum number of awards for ISU departments for an academic year (fall, spring, summer). Departments can give the research awards once a year or each semester. We would anticipate the most years you would not give the maximum number of awards. In certain years you may need extra awards. You can go up to one over the maximum amount without asking approval. If you need more than one over the maximum, then we ask that you write a memo of justification and request for approval to the Graduate College Research Excellence Program is administered by the Graduate College."

i. ***Nomination procedure***

Within the AESHM Department, the major professor or another member of the AESHM Graduate Faculty puts forth via email the name of the nominated student along with a brief (a few sentences) support statement and date of expected graduation. The DOGE will compile the names and determine a date for submitting additional information needed to support a nomination. The AESHM Graduate Recruitment and Review Committee will review the nomination materials and make the decision on the top nomination(s) that should be submitted to the Graduate College. **All award submissions to the Graduate College are made online and can be submitted only by the DOGE or the AESHM administrative staff person.**

ii. ***Nomination materials to be submitted***

The faculty nominator should compile the following nomination materials and submit them following the DOGE's instructions. The faculty nominator will be given at least one week to submit nomination materials. Assessments and indicators of dissertation quality and peer-reviewed publication record are weighted more heavily in determining the nomination to be put forward to the Graduate College, but other factors (see below) will also be considered. The evaluation of these criteria will consider the number of years the student has been in the program. For instance, if two students have the same record, but one has these achievements in two years whereas another student has these achievements in three years, the first student would be rated higher than the second student.

1. A statement explaining why the student's thesis or dissertation is considered an outstanding research accomplishment. This statement may include reference to the scholarship's innovative nature and contribution to forwarding the field of study. In addition, the statement may recognize the student's quality of writing, conceptualization, analysis, and/or interpretation. The student's level of contribution to (a) the conceptualization of the project and (b) the development of the thesis/dissertation should be noted (500-word limit)
2. A statement providing evidence of quality and quality of other scholarship as a graduate student while an AESHM Department graduate student (500-word limit)

Latest version July 13, 2022

3. A curriculum vita, developed by the nominee, including cumulative GPA; funding sought to support research; and information about peer-reviewed scholarly work, grants, and awards.
4. Research philosophy developed by the student (500-word limit).

**AESHM Department
Research Excellence Award Rubric:
Evaluation of nomination materials to be submitted**

Note: Assessments and indicators of dissertation quality and peer-reviewed publication record are weighted more heavily in determining the nomination to be put forward to the Graduate College, but other factors (see below) will also be considered.

Statement of reference submitted by faculty nominator (500 word maximum)

- Statement should highlight:
 - Why the student's thesis or dissertation is considered an outstanding research accomplishment
 - Student's research ability, quality of writing, conceptualization, analysis, and/or interpretation
 - Innovation and relevance of research
 - Student's level of contribution to (a) the conceptualization of the project and (b) the development of the thesis/dissertation

1 point	2 points	3 points	4 points	5 points
Describes very limited research ability; very low degree of relevance with no applications and no examples supporting the main points	Describes limited research ability; low degree of relevance with very few applications and no examples supporting the main points	Describes moderate research ability; moderate degree of relevance with few applications but vague examples supporting the main points.	Describes strong research ability; high degree of relevance with multiple applications and somewhat superficial examples supporting the main points.	Describes remarkable research ability; very high degree of relevance with multiple applications and specific examples supporting the main points.

Statement of evidence of scholarship (500-word limit)

- Statement should:
- Provide evidence of quality and quality of other scholarship as a graduate student while an AESHM Department graduate student

1 point	2 points	3 points	4 points	5 points
Describes very limited research ability; very low degree of relevance with no applications and no examples supporting the main points	Describes limited research ability; low degree of relevance with very few applications and no examples supporting the main points	Describes moderate research ability; moderate degree of relevance with few applications but vague examples supporting the main points.	Describes strong research ability; high degree of relevance with multiple applications and somewhat superficial examples supporting the main points.	Describes remarkable research ability; very high degree of relevance with multiple applications and specific examples supporting the main points.

Curriculum Vita (developed by nominee)

- Critical elements:
 - Cumulative GPA
 - Funding sought to support research
 - Information about peer-reviewed scholarly work, grants, & awards
 - Contributions to the field
 - Impact on both academic and local communities

1 point	2 points	3 points	4 points	5 points
Demonstrates limited involvement and experience for all critical elements.	Demonstrates moderate involvement and experience for (at least) 2-3 critical elements.	Demonstrates moderate involvement and experience for most critical elements.	Demonstrates strong involvement and experience for all critical elements.	Clearly demonstrates excellent involvement and remarkable experience for all critical elements.

Research philosophy developed by the nominee (500-word limit).

1 point	2 points	3 points	4 points	5 points
Little or no description of research area, relevant background, problem/need, impact.	Vague description of research area, relevant background, problem/need, impact.	Somewhat clear and short description of research area, relevant background, problem/need, impact.	Clear and sufficient description of research area, relevant background, problem/need, impact.	Clear and detailed description of research area, relevant background, problem/need, impact.
Prompt not answered in full.	Prompt answered in full	Language errors (>5), difficult to understand. All prompts answered in full.	Language errors (<2), fairly easy to understand. All prompts answered in full.	No language errors, fluent writing style, easy to understand. All prompts answered in full.

d) Emerging Leaders Academy

According to the Graduate College website “Our graduate students and postdoctoral scholars are developing extremely strong expertise in their disciplines. Yet the challenges our society is facing require more than just expertise, these challenges require a new generation of leaders who can build collaborations, work across disciplines, and forge stronger solutions from diverse perspectives. ISU is committed to developing these skills in our strongest and most promising graduate students and postdoctoral scholars. Hence in Fall we will gather a cohort of approximately 20 leaders in the Graduate College Emerging Leadership Academy (GC-ELA). We will be seeking leaders with broad career aspirations, industry, government, NGO, entrepreneurship, and academia.”

i. Nomination procedure

Within the AESHM Department, faculty members familiar with the student’s

performance should forward the nominated student's name to the AESHM DOGE by the designated date. Students may request that their major professor or other faculty member nominate them, but based on performance, the major professor/faculty member should only forward the nomination if the student's performance warrants. A student who is not making good progress toward the degree will not be considered. The DOGE will compile the names and determine a date for submitting the full set of nomination materials. The AESHM Graduate Recruitment and Review Committee will review the nomination materials and make the decision on the top nomination(s) that should be submitted to the Graduate College.

ii. Nomination materials to be submitted

The faculty nominator and/or student should compile the following nomination materials and submit them following the DOGE's instructions. The nominator will be given at least one week to submit the following nomination materials:

1. A confirmation statement noting how well the student is making good progress toward their degree
2. A letter of recommendation
3. The student's Curriculum Vita
4. The student's LinkedIn address
5. The student's responses to the [ELA application](#) answering
 - a. Why do you want to be in the GC-ELA program? What do you hope to gain from GC-ELA?
 - b. What background, experience, and qualifications will you bring to GC-ELA?
 - c. What are your career goals?
6. A statement from the student (a) confirming that they understand and agree to attending five full-day academy sessions held throughout the semester, and (d) agreeing to make a presentation to students and faculty about some aspect of the experience in the following semester.

Emerging Leadership Academy Rubric

Student Progress

The statement should show how well the student is progressing toward completion of the degree (1-5 scale, 5 being highest)

Letter of Recommendation

The letter should provide evidence of support for the student's academic and professional performance and leadership (1-5 scale, 5 being highest)

Curriculum Vita

The vita should provide evidence of academic and professional performance and leadership (1-5 scale, 5 being highest)

LinkedIn Site

The site should show the student's active professional engagement (1-5 scale, 5 being highest)

ELA Application Responses

The responses should show solid background experiences to support caliber of student suitable for the academy and benefit to the student (1-5 scale, 5 being highest)

Confirmation of Attendance and Presentation

Confirmation of attending all full-day sessions and presenting following the academy. Lack of confirmation may lead to elimination of consideration

Yes ____ No ____

6. Graduate Student Associations

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

The goals of these graduate student organizations are to foster community spirit among graduate students in the program, to develop collegial relations with faculty, and to support graduate students studying the many diverse areas within the discipline. Each association is run by officers elected annually. Meetings or other gatherings are held every semester to disseminate important information about the program, department, university, and the field of interest. Membership is optional.

a) GSAHM

The GSAHM provides graduate students in HSPM at Iowa State University opportunities to

- Promote closer ties between members and hospitality professionals
- Encourage activities to promote research and scholarship
- Foster collaboration between members and industry professionals
- Support club functions

b) AMDGSA

The AMDGSA offers graduate students in AMD opportunities to:

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

Both on-campus and hybrid/distance students are welcome to become members and take part in the many activities of the group. During fall and spring semesters, AMDGSA typically holds one professional development event and one social event per month. Whenever possible, events are broadcast live via Zoom so that off-campus individuals can attend virtually. AMDGSA also organizes events in the summer semester when AMD hybrid students are on campus for classes. For more information, find the AMDGSA on Facebook or email amdgsa@iastate.edu.

7. HSP M Professional Organizations

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

a) Academy of Nutrition and Dietetics / Iowa Dietetic Association (IDA)

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

b) School Nutrition Association (SNA)

The mission of SNA is to advance good nutrition for all children. There is a state affiliate organization. SNA has an annual national conference each summer, and abstracts may be submitted for research poster sessions. The organization publishes the magazine *School Nutrition* and a refereed research publication, *The Journal of Child Nutrition & Management*. SNA has a scholarship program, and offers funding for scholarship and research funding opportunities.

c) American Hospital Association (AHA)

The American Hospital Association (AHA) is the national organization that represents and serves all types of hospitals, health care networks, and their patients and communities. Nearly 5,000 hospitals, health care systems, networks, other providers of care and 43,000 individual members come together to form the AHA.

d) Foodservice Systems Management Education Council (FSMEC)

A professional organization for individuals who teach in the area of foodservice management. The organization hosts a biennial meeting each odd-numbered year, publishes proceedings for the meeting, publishes a periodic newsletter, publishes a journal (*Journal of Foodservice Management & Education*) and provides annual small research grants.

e) International Council on Hotel, Restaurant, and Institution Education (ICHRIE)

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

f) National Association of College and University Food Services (NACUFS)

The professional organization for individuals employed in college and university foodservice. The organization hosts an annual meeting and offers scholarship opportunities for students. There also are regional meetings.

g) National Restaurant Association (NRA)

NRA is the leading business association for the restaurant industry. The mission of the NRA is to represent, educate, and promote a rapidly growing industry that is comprised of over 500,000 restaurant businesses, employing 14.7 million people. NRA promotes entrepreneurship and hospitality, advocates for pro-restaurant regulation and operational freedom, and empowers all restaurant owners to achieve more success than they thought possible. NRA provides a variety of certifications such as SERVSAFE®, SERVSAFE® FOOD HANDLER, and SERVSAFE® ALCOHOL.

h) Club Managers Association of America (CMAA)

CMAA offers many opportunities for students to become acquainted with the club management profession and onto the path to leadership. By joining CMAA, you will take steps to further your professional development through meetings, events, practical experiences, internships, education, and conferences.

i) National Society of Minorities in Hospitality (NSHM)

NSHM is the premier professional organization for hospitality students. The organization addresses diversity and multiculturalism as well as the career development of student

members. The organization provides events and programs that bring together college-level students with company sponsors, industry representative, other hospitality organizations, advisors and mentors, and hospitality high school students.

8. EM Professional Organizations

- a) **Professional Convention Management Association**
PCMA is the definitive authority in education, business networking, and community engagement for leaders in the global meetings, convention, and business events industry. PCMA brings together your community of meeting professionals for relevant, high-level industry and professional development education, both face-to-face and virtually.
- b) **Professional Convention Management Association Heartland Chapter**
The Heartland Chapter offers educational and idea exchanges on a regular basis with excellent educational programming and outstanding opportunities for networking with other industry professionals. The PCMA Heartland Chapter serves nearly 250 members from Arkansas, Iowa, Kansas, Missouri, Nebraska and Oklahoma.
- c) **Meetings Professional International**
Meeting Professionals International (MPI) is the largest meeting and event industry association worldwide. MPI provides innovative and relevant education, networking opportunities and business exchanges, and acts as a prominent voice for the promotion and growth of the industry. MPI has a global community of 60,000 meeting and event professionals including more than 17,000 engaged members and its Plan Your Meetings audience. It has More than 70 chapters and clubs in 75 countries worldwide.
- d) **Meetings Professional International Heartland Chapter**
MPI Heartland brings together meeting planners and suppliers from across Iowa and Nebraska for education, networking, professional development and charitable involvement. The chapter hosts numerous events and volunteer opportunities throughout the year. You become part of an organization dedicated to your personal and career success and you'll connect with the innovative learning, passionate people and big ideas that will empower you to become an agent of change and reinvent the world.
- e) **International Association of Fairs & Expositions**
IAFE is a voluntary, not-for-profit Corporation, serving state, provincial, regional, and county agricultural fairs, shows, exhibitions, and expositions. Its associate members include state and provincial associations of fairs, non-agricultural expositions and festivals, associations, corporations, and individuals engaged in providing products and services to its members, all of whom are interested in the improvement of fairs and allied fields.
- f) **International Association of Exhibitions and Events**
Organized in 1928 as the National Association of Exposition Managers to represent the interests of trade show and exposition managers, the International Association of Exhibitions and Events® is the leading association for the global exhibition industry. Today IAEE represents over 12,000 individuals in 50 countries who conduct and support exhibitions around the world.

g) Green Meetings Industry Council

The Events Industry Council Sustainability Initiative seeks to inspire, educate and support leaders of all levels and disciplines who will manifest the transformation of the global meetings industry towards sustainability. We champion the implementation of sustainability practices and provide advocacy, education, resources, industry research and recognition of industry leadership. The mission of the Events Industry Council Sustainability Initiative is to transform the global meetings industry through sustainability.

h) International Association of Venue Managers

The International Association of Venue Managers, having significant influence in a global industry, is the acknowledged organization providing superlative leadership, cutting-edge innovation, advanced education, supportive advocacy, opportunities for networking and connection to other venue professionals around the world.

i) International Live Events Associations

The International Live Events Association, ILEA, is a **global community** of thousands of creative event professionals whose skills, expertise and experience power some of the most recognized and respected live events around the world. ILEA provides **education and collaborative networking opportunities** that achieve creative event experiences.

j) National Association for Catering and Events

The National Association for Catering and Events (NACE) is the go-to resource and community for catering and event professionals nationwide. With more than 40 chapters across the country and 3500 members and growing, NACE empowers catering and event professionals by providing them with industry-leading education, tools and resources, and a vibrant community to learn and grow from.

k) Event Services Professional Association

ESPA (formerly ACOM) has been the only association and voice representing event service professionals from CVBs, hotels and convention centers from across North America. It is a community for CSMs, an educational resource, a network of your peers, a place and forum for event service professionals to be heard and to learn.

l) National Coalition for Black Meeting Professionals

The National Coalition of Black Meeting Professionals (NCBMP), is a non-profit organization dedicated primarily to the training needs of African American meeting planners. The organization is committed to the improvement of the meetings, conferences, exhibitions, and conventions they manage.

m) LGBT Meeting Professionals Associations

The Lesbian, Gay, Bisexual and Transgender Meeting Professional's Association (LGBTMPA) is an organization committed to the professional advancement of LGBT meeting professionals and diversity and inclusivity throughout the profession.

n) National Association of Wedding Professionals

The mission of the National Association of Wedding Professionals is to support, enhance, and connect wedding professionals throughout the United States and the greater wedding industry through continuing education, professional development, and increased commerce through marketing and referral.

o) **Destination Marketing Association International**

Destinations International strives to make the members and the destinations successful. As the world's largest and most reliable resource for destination organizations, they inform, connect, inspire and educate the members with the goal to drive destination economic impact, job creation, community sustainability and quality of life through travel.

p) **Society for Incentive Travel Excellence**

The Society for Incentive Travel Excellence (SITE) is the only Business Events association dedicated exclusively to the global incentive travel industry. They bring value to their members at both global and local chapter level by networking, online resources, education, certification and advocacy. SITE is deeply committed to the new generation and operates a best-in-class Young Leaders program and dedicated annual conference.

9. **AMD Professional Organizations**

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

a) **American Association of Textile Chemist and Colorists (AATCC)**

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

b) **American Society for Testing and Materials (ASTM)**

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

c) **Costume Society of America (CSA)**

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

d) **International Textiles and Apparel Association (ITAA)**

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

e) **Textile Society of America (TSA)**

Meets biennially on a national basis. The organization provides a forum for the exchange and dissemination of cultural, historic, socio-economic, artistic, and technical aspects of textiles.

The *TSA Newsletter* is published three times a year. Members also receive a CD copy of the conference *Proceedings*.

f) **American Collegiate Retailing Association (ACRA)**

ACRA is a professional organization whose membership is composed of educators of four-year institutions that have retail programs or retail courses from these disciplines: business schools, liberal arts, economics, human ecology, textiles, design and apparel. ACRA holds two major conferences annually.

g) **United States Associations for Small Business and Entrepreneurship (USABE)**

USASBE is the largest, independent, professional, academic organization in the world dedicated to advancing the discipline of entrepreneurship. With over 1000 members from universities and colleges, for-profit businesses, nonprofit organizations, and the public sector, USASBE is a diverse mix of professionals that share a commitment to fostering entrepreneurial attitudes and behaviors.

10. **AESHM-Related Honor Societies**

a) ***Kappa Omicron Nu***

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

b) ***Phi Kappa Phi***

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

c) ***Phi Upsilon Omicron***

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

d) ***Eta Sigma Delta***

This honor society is for institutions granting diplomas, associate and baccalaureate degrees, graduate degrees, or their equivalents, in the field of hospitality, tourism, events, and culinary arts education. The purpose of Eta Sigma Delta is to recognize the scholastic and professional achievement of students in the field of hospitality management, tourism, events, and culinary arts. Graduate students are eligible once they complete half of their graduate work with a 3.0 cumulative GPA.

11. **Service Opportunities**

Opportunities exist to serve on department-level (e.g., AESHM Curriculum Committee) and college-level committees (e.g., International Committee). Students also have an opportunity to represent AESHM in the Graduate and Professional Student Senate. Other opportunities, such as providing tours to visiting prospective graduate students, are available throughout the year. The DOGE is generally the person who announces these service opportunities to graduate

students, seeks volunteers for the opportunities, and appoints students with the input of faculty and the AESHM Chair.

12. Assistantships

a) *Types of Assistantships*

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

i. *Teaching Assistantships*

Teaching Assistantships are assigned to faculty members in various subject areas with the department. Master's level TAs assist faculty in preparing teaching materials and evaluation instruments. They are expected to participate in the planning of course subject matter and may be asked to teach a class or assist students in laboratory work. Although they are generally not assigned full responsibility for teaching a course, they may assume such responsibility under special circumstances. Doctoral TAs may be assigned the full responsibility for teaching a course. TAs should work with the supervising faculty member if the TA would like to alter content or assignments in the course to ensure consistency across sections and semesters is maintained.

A desk copy of required or optional books listed in the course syllabus may be ordered for the TA by department staff (Sean Yerkey) in 31 MacKay and must be returned to the department at the end of the semester unless the student will teach the same course in the following semester. The student's supervisor must approve the ordering of new books used for the course. Books take a few weeks to arrive, so the supervisor/student should plan accordingly. Students are encouraged to check the library for other books related to the course. Purchase of other teaching resources must be approved by the TA's supervisor.

ii. *Research Assistantships*

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

iii. *Administrative Assistantships*

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

b) *Assistantship Applications*

The DOGE will send the application for assistantships to new and returning students via email in February. International students who do not have a degree from an US university and do

not have English as a first language must have a TOEFL or IELTS score at or above 100 or 7.0, respectively, to be considered. International students must also take the [OECT \(Oral English Certification Test\)](#) from the Graduate College soon after arriving at ISU and reach certain levels to be eligible for particular teaching assistant duties. For instance, to be a stand-alone instructor with full responsibilities for a course, the student must reach OECT level 1.

The applications are compiled and used to help make decisions on appointment of students to assistantships with input from faculty supervisors for the course or research project. Graduate students should not contact faculty about assistantships unless advised by the DOGE. Assistantships are highly competitive. Each year there are more applicants for assistantships than there is money to support them. Ph.D. students are usually given priority for assistantships. AESHM tries to provide reasonable support for as many students as possible given the budget restrictions under which the department operates.

c) Criteria for Appointment

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

1. Be accepted into the graduate program in the AESHM Department at Iowa State University
2. Have good English written and oral communication skills
3. Have skills and expertise relevant to teaching and research needs
4. Apply for an assistantship. Both new and returning students must apply for an assistantship on an annual basis.

Graduate assistantships for new students are offered based on grade point average, GRE or GMAT scores, letters of recommendation, and skills/experiences that meet needs within the department. Supervisors may interview the applicant to ensure the student has the needed expertise before offering the assistantship. Continuing students are offered assistantships based on their satisfactory performance on the current assistantship, department needs, and satisfactory progress in the program of study.

d) Onboarding for Graduate Assistants

Please review the Human Resources onboarding reference guide for incoming graduate assistants at [Onboarding Reference Guide](#)

e) Letter of Intent

All graduate assistants must sign a letter of intent with the department offering the assistantship. The letter of intent establishes the amount of the monthly stipend, length of appointment, and the number of hours per week during appointment. The letter is found in Workday, the University's online administrative system. Workday is found in the 'sign ons' pulldown menu on the upper right of the ISU homepage. The student will be alerted when the letter is ready for signature.

i. Dates of Appointment

The appointment dates for the semester are listed in the letter of intent and typically begin on August 15 and end on the last day of fall semester. Spring appointment dates usually start on the first day of spring semester and end on the last day of spring semester or May 15. **Confirm the start and end dates of the assistantship on the letter of intent**, as dates may vary depending upon funding source. Most graduate assistants **are** on appointment over winter break and expected to plan and account for those hours with their supervisor.

The graduate assistant should contact the supervising faculty member the week before the assistantship begins to set an initial meeting to discuss responsibilities, meeting times, and procedures. **Students must report for duty on the date specified and remain on campus until the end of date of the offer, including over Thanksgiving and Spring breaks, unless mutually agreed upon arrangements are made with their supervisors.** Students who do not comply with this requirement will not be eligible for reappointment. Compensation is received at the end of each month during the term of employment.

ii. Term of Appointment

Graduate assistants will be funded through the AESHM Department budget.

- a. The department will try to provide the highest level of support based on preferences of the graduate student. For example, those students who prefer a quarter-time appointment will be provided that option whenever possible.
- b. A positive evaluation of the assistant will help secure renewal of assistantships for following semesters until the limit is reached. Continuing students with strong performance evaluations are given preference over incoming students.
- c. The department will try to provide students with the kind of experience they desire (teaching, research, or administration) in their preferred subject matter emphasis.

f) Responsibilities of Graduate Assistants and Supervisors

Supervisors/assistant teams are encouraged to arrange regular standing appointments and maintain accurate records of work time, deadlines, and assignments. **Electronic time sheets must be submitted each week to the student's supervisor. At the first of the month, each graduate assistant must submit information to the DOGE (cc the supervisor) on the total number of hours worked to date, total number of hours expected to work to date, and the difference. Failure to submit this information to the supervisor and DOGE could lead to the loss of the assistantship.** Assistants are expected to complete all hours each week during breaks or weeks that include a university holiday. **Some assistants are expected to work during the winter break**, although the work hours during this recess period may be flexibly arranged based on mutual agreement between the assistant and supervising faculty.

Supervisors are responsible for:

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

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

Assistants are responsible for:

- a. Performing tasks assigned, learning how to perform those tasks, and asking for clarification or instructions when necessary.

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

g) Evaluation

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

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

Assistants will be evaluated for:

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

h) Benefits (from the ISU Policy Library; please check for updates regularly)

i. Leave

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

Although TAs do not earn vacation time, they may need to be absent from duties at times. Leave with pay is granted only under exceptional circumstances. Decisions concerning sick leave are made between the student and supervisor. An assistant on

sick leave must furnish evidence of illness or injury if the department chair requests such evidence.

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

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

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

i) Graduate Tuition Scholarship

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

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

j) Reduction of Course Load for Graduate Assistants

Ph.D. graduate students on a 20-hour assistantship are expected to remain enrolled for nine (9) or more credits during the semester. If the Ph.D. student is on a 20-hour a week assistantship, they will not be responsible for paying tuition and should take 9 credits each semester until graduation. Graduate assistants in their final few semesters may have less than 9 credits of coursework to take. Therefore, if no content coursework remains, the assistant should still take 9 credits of 699 credits each semester until graduation.

Ph.D. graduate students on less than a 20-hour assistantship and M.S. students on assistantship are responsible for paying a portion of their tuition out-of-pocket. These assistants may take **6 credits instead of 9 credits per fall and spring semester during their last two or three semesters**, which will lessen out-of-pocket tuition payments. If all coursework requirements are met for the degree, additional 699 credits should be taken to

reach 6 credits per semester. For instance, a Ph.D. student on a 10-hour per week assistantship may take 6 credits of 699 credits for each of the final two semesters even though the 15-credit minimum number of 699 credits for the degree has been met. However, a Ph.D. student on a 20-hour per week assistantship should take 9 credits each semester, as they do not have out-of-pocket tuition costs. The student should check the fees required for the semester, as fees are different from tuition.

At least one month prior to the start of the semester, the graduate assistant is responsible for alerting the major professor that they wish to take fewer than 9 credits in the upcoming semester. The number of semesters where the assistant takes less than 9 credits must be approved by the major professor and DOGE for the program. **Approval will be based on satisfactory progress towards completing the degree and having a viable plan for continued progress. Extenuating circumstances will be considered.** The student should provide a written request and unofficial graduate transcripts to the major professor and DOGE for approval. The request should (1) outline progress to date made toward completing the thesis/dissertation, (2) outline the plan for completing the thesis/dissertation, remaining courses, and incomplete grades in the coming semester(s) until expected graduation, and (3) present any extenuating circumstances that have impeded or will impede progress toward completing the degree.

k) Health Insurance Plan

Graduate assistants with an appointment of one quarter time or more for at least 3 months of the fall or spring terms receive self only health insurance coverage as a benefit of employment for the term at no cost.

l) Dental Insurance Plan

Graduate assistants with an appointment of one quarter time or more for at least 3 months of the fall or spring term are eligible for the dental insurance plan which is partially subsidized by the university and the monthly premium will be deducted from the graduate assistant's paycheck.

m) Dependents

Graduate assistants may also enroll their lawful spouse or domestic partner, and unmarried dependent children under age 26. A portion of the monthly premium will be deducted from the graduate assistant's paycheck when adding coverage for dependents.

Dependents must be added within 30 days of your appointment date or with a qualifying event.

Note: Once you and your dependents are added to the plan, you will be required to remain on the plan until the end of the policy year or until your appointment ends. For plan specifics, costs, open enrollment dates and benefits details for the health and dental insurance plans, please see the [Human Resources Student & Scholar Insurance Program](#).

n) Termination of Assistantship

See the *Graduate College Handbook* for details.

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

1. Failure to maintain the stipulated cumulative grade point average (3.0) set by the Graduate College for appointment. The assistant will be dismissed at the end of the semester in which notice of academic probation is received, but the grace

period may be extended for a specific period of time by an agreement between the Department chair and the Graduate Dean.

2. Failure to comply with graduate student responsibilities.
3. Personal conduct seriously prejudicial to the University, including violation of the Regents [Uniform Rules of Personal Conduct](#) and general [University regulations](#).
4. **Any graduate student creating a disruptive, non-collegial, and mistrustful atmosphere due to, but not limited to, lying, stealing or damage to personal or intellectual property, combative statements, and lack of respect will lead to the immediate and permanent removal from an assistantship at the discretion of the AESHM Department Chair and/or AESHM Director of Graduate Education.**
5. **Misrepresentation of skills and experience on the graduate assistantship application.**
6. Neglect of duty or incompetence.

o) Other Responsibilities and Privileges

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

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

See Section F for policies relevant to assistants, including professional ethics, safety procedures and injury reporting.

E. Department Resources and Services

1. Graduate Student Offices

All graduate assistants will be assigned an office desk for their work in 7E MacKay Hall (HSP M students) and 28 MacKay Hall (AMD students). Graduate students not on assistantships also have access to the office and may need to share a desk with other students.

Responsibilities when using the graduate student office are:

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

2. Acquisition of Door Keys

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

3. Mail Boxes

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

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

4. Office Supplies

The department covers the cost and supplies the items necessary to carry out teaching and some research assistantship duties. This includes department stationery, pens, pencils, copying etc. Please see one of the support personnel in 31 MacKay Hall for these supplies. Printing for research assistantships should be discussed with the supervising faculty member prior to printing and may be covered by sources other than AESHM. Printing codes for college labs are available for teaching and research assistantships. Graduate assistants should aim to

reduce use of supplies. For instance, conserve paper by uploading electronic class materials for students to download and print themselves.

5. Purchasing Procedures

Before purchasing materials for use in the department or as part of a funded project, obtain permission from the supervisor and obtain the following information: description of the item, place of purchase, quantity, and unit price. Please provide this information to Payton Conard in the AESHM main office (31 MacKay).

6. Appointments with Faculty Members

Faculty members accept appointments via email correspondence. Make appointments with the Department Chair by contacting Gabriella Gugliotta (gguglio@iastate.edu), a departmental support personnel member. If you have forms which need to be signed by the Chair or DOGE, leave them with the support personnel in 31 MacKay and contact the DOGE.

7. E-Mail

The department maintains several listservs as shown below. It is your responsibility to inform Sean Yerkey (syerkey@iastate.edu) in 31 MacKay, of your email address immediately after arrival on campus. Students are encouraged to check their ISU email daily. In particular, the DOGE regularly communicates with graduate students about important issues needing your attention.

Listserv Description	Listserv
All AESHM department faculty	aeshmfaculty@iastate.edu
AMD programs faculty (includes AESHM chair)	tcfac@iastate.edu
AMD graduate faculty	tcgradfac@iastate.edu
HSP M programs faculty	hrifaculty@iastate.edu
All AESHM faculty and staff	aeshmfacstaff@iastate.edu
All AESHM staff	aeshmstaff@iastate.edu
All AESHM department graduate students	aeshmgradstudents@iastate.edu
AMD all graduate students	amd_grad@iastate.edu
AMD on campus students	tcgrad1@iastate.edu
AMD hybrid students	dephdamd@iastate.edu
HSP M all graduate students	hspm_grad@iastate.edu
HSP M on campus students	hspm-camp@iastate.edu
HSP M hybrid students	hspm-dist@iastate.edu
EM faculty & department chair	eventsfaculty@iastate.edu
All EM graduate students	event_grad@iastate.edu
EM graduate online students	event-grad@iastate.edu

8. Fee for Services

AESHM has a number of units that provide services for a fee: Data Analytics Lab, Digital Apparel and Textiles Design Studios (DATS), Functional Textiles and Protective Clothing Lab, and The Meeting Room. The DATS lab houses a wide format printer, a Jetsteam steamer, computerized embroidery equipment, a Laser Cutter, 3D printer, HP color plotter, and a digitizing table. There is fee for printing fabric. Contact Dr. Ling Zhang (lzhang@iastate.edu) for more information. The Functional Textiles and Protective Clothing Labs (LABS) provides standard and customized testing and analysis for textiles materials and clothing systems to comfort and protective performance. Contact Dr. Rui Li (ruili@iastate.edu) for more

information.

9. Faculty and Graduate Student Use of Equipment

a) *Equipment Acquired Through Outside Grants*

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

b) *Equipment Use and Reservation Guidelines*

1. Faculty will have first priority for use of departmental equipment for teaching and research needs.
2. Equipment will be available for check-out on a first-come, first-served basis for graduate students. Equipment reservations may be made through the department lab assistant or one of the departmental office staff members.
3. Equipment for classroom use is limited to reservations for the class period only. Other equipment or equipment for research use may be used for no more than one week at a time. Equipment can be requested for future consecutive weeks provided no one else has placed a request.
4. Equipment can be used away from campus by faculty. Graduate students may be allowed to use equipment off-campus only with permission (i.e., for field research data collection).
5. All users are responsible for replacement costs if equipment is damaged through misuses, negligence, loss, or theft.
6. Tearoom equipment is not allowed out of the Tearoom. Contact Tearoom Coordinator (John Kramer) for assistance.

c) *Laptop Computers*

As an AESHM graduate assistant, you can check out a Mac iBook, PC laptop, or a tablet by asking the AESHM main office (31 MacKay) to submit an IT ticket for you.

d) *Audio-Visual Equipment*

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

e) *17 MacKay and 29 MacKay*

Rooms 17 and 29 MacKay serve as conference rooms and may be reserved by contacting department support personnel.

f) *Telephone Service*

If you need to be making telephone calls for a research project, see your major professor.

g) *Joan Bice Underwood Tearoom*

The Joan Bice Underwood Tearoom, which is operated by Hospitality Management undergraduate students, serves lunch at noon. Reservations are required for lunch or take

out is available. During the year, HSP M student also serve special dinners. Watch the bulletin board for announcements.

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

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

h) Fax Machine

A FAX machine is available in the AESHM Main Office (31 MacKay). Department support personnel will fax the information. Graduate students are not to fax items on their own due to billing procedures. Charges vary with each fax.

10. **Online and Distance Learning Research Survey Support Policies & Best Practices**

Online and Distance Learning (ODL) staff of the College of Human Sciences provides the following services:

- Support for university licensed educational software: Learning Management System (LMS), survey software, video/audio/screen capture, and webinar services.
- Instructional design consultation
- Individual and group training
- Course content processing and posting, including closed captioning of video
- Two technology enhanced classrooms (classes are first priority), with in-room technical support
- Administrative assistance for online course registration
- Student services support for online courses

a) ODL staff

- Ann Bugler Unit manager, facilities, multimedia, LMS. bugler@iastate.edu , 294-5812, 304 MacKay

- Karla Embleton: Instructional Design, LMS and survey support, embleton@iastate.edu, 294-9198, 306 MacKay
- Jessie Christensen: Capture and webinar support, closed captioning, jmc1dsm@iastate.edu, 303 MacKay
- Trisha Ritland: Student services and Administrative services, tritland@iastate.edu, 304 MacKay
- Karen Smidt. GPIDEA liaison and Administrative support, ksmidt@iastate.edu, 312 MacKay

b) Assistance with Survey Coding

ODL staff may assist students in developing an online survey to collect data for class projects or thesis/dissertation research. *Before collecting data for any study, the student must complete the Human Subjects training discussed in AMD 510 and HSP M 505.* ODL has provided the following points before requesting her help.

Key points

- Complete the online "[Responsible Conduct of Research](#)" training from the National Science Foundation found on the [ISU Office for Responsible Research site](#). This training is completed in AMD 510.
- Your survey should be in its **final form** when you request assistance.
- Any changes to an IRB approved content for the survey (e.g., adding new scales) **must** be resubmitted for IRB approval.
- A new IRB application can take at least 4 weeks to process. Review of modification requests can take 4 weeks or more.
- If your survey falls within the category of exempt research, as defined by federal regulations, you must still complete the "Exempt Study Review Form".
- Remember that you cannot publish any data that is collected prior to receiving your IRB approval or exemption notice.

Survey Design Considerations

- Seek advice from your advisor and topic experts on appropriate survey format and length. This varies by subject and test population.
- Keep your survey as short as possible.
- During the survey design stage, consider how you will analyze collected responses.
- Talk with a statistician before you collect data to determine the minimum number of valid responses you need to test your hypothesis.
- Pilot test your survey, in paper format, **before** getting IRB approval and before having it coded into an online form.
- Make sure to mark required questions as such.
- Only mark questions as "required" if they absolutely must be included in your data set. Too many required questions may discourage respondents and may violate IRB privacy rules.
- Qualtrics® offers design templates that control the appearance of online surveys.

- A “**consent to participate**” question is normally included as the first page of an online research survey.
- Alternatively, a “consent to participate” statement can be included as part of the emailed invitation to potential respondents. If they agree (consent), then they click a link that goes to the survey.
- You must include details about any participation incentives you plan to offer in the survey that is being reviewed by IRB. An incentive could take the form of a chance to win a prize, course credit, or cash payment.
- Check the [Research Participant Payment Process](#) (Cash, Gift cards)
- Consider including an **incentive** for respondents who complete your survey.
 - An incentive could be extra credit in a class, a chance to win a prize (enter a drawing), or a reward given to every respondent. Review ISU policies for incentives and compensation.
 - Many people will not complete a survey unless they perceive some direct benefit to themselves.
 - The incentive offer must be included in the survey that is submitted for IRB approval.
 - Place incentive questions on the **last page** of the survey to encourage survey completion.
 - If offering an incentive, you **must ask respondents explicitly for their contact information** (e.g. name and email address) within the survey – Qualtrics® does not automatically collect user information.
 - Indicate in your survey whether respondents contact information will be separated from their responses.
 - ODL staff can separate identifying data from your results and give you separate files if you require it.
 - Clearly label incentive participation as optional within the survey.
 - Indicate whether the survey needs to be completely answered in order to be eligible for the incentive.

Key points about Qualtrics® survey software, as supported by ODL

- Default settings will not prevent respondents from submitting a survey more than once.
- No user information is collected automatically. If you need information about respondents, ask for it explicitly.
- Does not allow respondents to partially complete a survey, then return at a later time to resume the same submission.
- Each survey has a single, unique URL.
- As survey co-owner, you can change the survey delivery settings to suit your needs but the responsibility to do this correctly will be yours.

ODL Support Policies

- ODL survey coding is a free service for college faculty, staff, and graduate students. The range of survey options provided is limited. Your specific survey requirements may not align with the services offered, in which case you should seek other delivery routes.
- Surveys will not be coded in the first two weeks of any semester because all staff time is required for course support.

- Treat the ODL staff with courtesy and respect – schedule meeting times, don't skip meetings, be organized, ask appropriate questions, allocate enough time for coding and checking your survey.
- ODL provides survey coding services only. You are responsible for proof reading, verifying, and/or editing surveys you have coded yourself in Qualtrics or another software.
- Email your final, IRB approved version of your survey as a MSWord file to Karla Embleton. ODL staff may make minor changes to suit the online format but won't otherwise edit your survey.
- Plan on three (3) weeks for the ODL office to code your survey, for you to verify the code, for subsequent tweaking of survey code, to run your own pilot tests and perform preliminary data analyses, and any final modification of coding deemed necessary.
- It is your responsibility to send out the participation invitations.
- You will be given co-owner status to your survey in Qualtrics.
- You are responsible for verifying that the survey is collecting data correctly in a form that you can analyze.
- You must analyze your own data.
- Let ODL know when you are ready to have your survey closed down.

11. **Funding Sources**

See Section D for information about potential scholarship and grant sources for research and conference travel.

F. Iowa State University Personnel Policies

1. **Statement of Professional Ethics**

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

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

2. **Discrimination and Harassment Policies**

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

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

For these reasons, the university will not tolerate discrimination or harassment and is committed to preventing it or stopping it whenever it may occur at the university or in its programs. The policy applies to employees, students, visitors, applicants, or program participants at Iowa State University. Students, however, should see the policy on [Sexual Misconduct, Sexual Assault, and Sexual Harassment Involving Students](#) for specific information regarding their unique rights and responsibilities, including resources and complaint resolution.

3. **Resources**

[Sexual Misconduct, Sexual Assault, and Sexual Harassment Involving Students](#)
[Student Disciplinary Regulations](#)
[Conduct Policy Faculty](#)
[Grievance Procedures, Faculty](#)
[Grievance Policy, Undergraduate Student Employees](#)
[Non-Retaliation Policy](#)
[Dean of Students Office](#)
[Student Counseling Services](#)
[Office of Equal Opportunity](#)
[AFSCME Contract and Other Merit Information](#)

4. Department Safety

a) **Personal Safety**

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

b) **Emergency Numbers**

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

- 911** Fire, police, and medical emergency
- 515-294-4428** ISU Department of Public Safety for non-emergencies

c) **Fire and Tornado Alarms and Drills**

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

d) **Chemical Safety**

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

- AESHM Office 31 MacKay Hall
- Quality Assurance Lab 1059 LeBaron Hall
- Textile Lab 2094 LeBaron
- Costume Collection 2078 LeBaron

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

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

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

e) **AESHM Safety Session Outline**

1. The **Laboratory Safety Manuals** are located in 1059 and 2094 LeBaron just inside the door by the first extinguisher. 31 MacKay also has a copy.
2. **Hazards in the Work Area:**
 - a. Physical hazards relate to use of the testing equipment. The equipment has guards to reduce risk, but common safety practices are required:
 - i. Read and follow the operating instructions and standard test methods using each piece of equipment

- ii. Make sure that fingers, hands, and other body parts are not in areas of equipment operation.
 - iii. Tie back long hair, wear a lab coat or tie back loose garments or garment parts like ties, sleeves, scarves, etc.
 - b. Chemical hazards: Only chemicals currently used in the lab are present. These include acids, bases, and salts. MSDS forms for each chemical are included in the blue notebook located next to the Laboratory Safety Manual in 1059 LeBaron.
 - c. No biological, laser, or radiation hazards are present in 1059 LeBaron
- 3. **Location of References** describing hazards and safety practices associated with laboratory materials: MSDS forms for each chemical included in the inventory are in the blue notebook in 1059 LeBaron (just inside the door, next to the fire extinguisher and the Laboratory Safety Manual)
- 4. **Protective Measures** employees should take to avoid exposure or injury
 - a. Read and follow the operating instructions for the equipment
 - b. Read and follow the standard operating procedures as indicated in the Laboratory Safety Manual
 - c. Personal protective equipment required
 - i. Latex gloves
 - ii. Safety goggles
 - iii. Lab coat
 - iv. Most procedures should be conducted in the fume hood.
- 5. Procedures for **Responding to Lab Emergencies** are posted on the bulletin board in 1059 LeBaron next to the first extinguisher (right above the Laboratory Safety Manual). An evacuation map is also posted on this bulletin board
- 6. **Methods to Detect the Present of Contamination or Release of Chemicals**
 - a. Liquid spill, evidence of spill debris (broken glass on floor, stickiness or damage to area), odor, damage within an area (paint peeling, labels discoloring)
 - b. Instrumental detectors: Radiation and gas detectors (instrumental detectors are not available in 1059 LeBaron)
- 7. **Procedures for Obtaining Medical Care in the Event of Exposure/Injury**
 - a. Identify the nature of the exposure/injury/medical emergency
 - b. Determine that the area is safe to enter and that you are not at risk of exposure or injury if you enter the area. (In 1059 LeBaron, there are no chemicals or other laboratory hazards that would put you at risk for exposure or injury that are specific to the lab.)
 - c. Neutralization measures for chemical exposure include use of the shower (for body exposure), eyewash (if the eyes are exposed), or water from the sinks (for exposure of the hands and forearms).
 - d. Call 911 if medical treatment is needed
 - e. A first aid kit is located on the counter by the Laboratory Safety Manual
- 8. **Proper Waste Management** (now referred to as unwanted materials) and disposal procedures

- a. Fiber identification. Check the standard operating procedures. (Located in the Laboratory Safety Manual in 1059 LeBaron).
- b. The waste management collection site is located in the lower part of the hood if 1059 LeBaron.
- c. Waste should be poured into a waste container and labeled immediately as to contents.
- d. When the container is full or after one month of accumulation in the waste container, contact [EHS Waste Removal](#) and arrange for waste disposal. Fill out the green tags and enter waste information into the online system. Unwanted or waste materials are usually collected within 1-3 days of submitting the form. Be sure everything is labeled and ready for removal when submitting the request.

9. **Proper Record Keeping**

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

f) Laboratory Emergency Action Plan (MacKay 16 and 23)

Principal Investigator	John Kramer	(515) 294-9945, (515)232-2928
In case of emergency	John Kramer	(515) 294-9945, (515)232-2928
1 st Alternate	Katie Ginapp	(515) 294-3330
2 nd Alternate	Department Chair	(515) 294-7474

The following procedures should be followed in the event of an emergency.

1. Fire

- 1) Pull nearest fire alarm and notify building occupants.
- 2) Call 911.
- 3) Assist injured personnel.
- 4) Evacuate the building.
- 5) Attempt to use a fire extinguisher only if you have been trained.
- 6) Meet on the North side of MacKay Hall.

2. Medical Emergency

- 1) Identify the medical emergency.
- 2) Send someone to call 911.
- 3) Administer first aid, if properly trained.
- 4) Contact the injured person's supervisor.

3. Intruder

- 1) If an intruder is encountered, call 911. Do not try to detain.
- 2) Note description of the intruder.
- 3) Conduct a quick inventory.
- 4) Make departmental contacts.

4. Vandalism

- 1) Call 911.
- 2) Do not enter lab; treat the lab as a crime scene.
- 3) Beware of possible booby traps or remaining perpetrators.

5. Severe Weather

- 1) When you hear outdoor sirens or weather radio warnings, go to the nearest Severe Weather Shelter located in the hallway on the ground floor near 9W or 30 MacKay Hall.
- 2) Stay away from exterior doors and windows.
- 3) Stay in the hallway until danger has passed.

6. Utility Outages

- 1) Identify which freezers/coolers are affected by the outage.
- 2) Be prepared to transfer products to working freezers/coolers.
- 3) Notify lab contacts.

g) Injury Report

i. Reporting

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

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

ii. Accident Investigation

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

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

iii. Medical Treatment

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

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

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

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

iv. Additional Resources

[Accident Investigation Form](#)

[Medical Providers](#)

[AccessPlus](#)

[Accident Prevention, Reporting, and Investigation](#)

v. Student Accidents

Medical Treatment

Students not employed by Iowa State University that are exposed or injured in academic classes or university-sponsored events should seek medical attention at the Thielen Student Health Center (2647 Union Dr, Ames, IA 50011, 294-5801).

Reporting

All accidents and injuries sustained by Iowa State University students while in academic classes or events sponsored by the university must be reported to Risk Management by the student and university representative using the Student Accident Report Form. For further direction, see [Accidents and Injuries, Student](#) in the University Policy Library. **Error! Hyperlink reference not valid..**

Resources

- [Accidents and Injuries, Student](#)
- [Student Accident Report](#)

h) Bloodborne Pathogens

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

1. Any faculty, staff, or student who decides on their own to get involved with human blood or potentially infectious body fluid situations (i.e., first aid, clean-up, etc.) must understand that they do so as a Good Samaritan and that this is not a condition of their job responsibilities.
2. Emergency first response service for ISU campus areas will be provided by the ISU Department of Public Safety, the Ames Police and Fire Departments, and the Mary Greeley Medical Center Ambulance Service. In an emergency, all of

these services can be contacted by calling 911 and response to central campus will be within three (3) minutes.

3. All first aid kits in the department will be provided with waterproof gloves to be worn if you or someone else chooses to be a Good Samaritan. However, note that the first aid kits are intended for small cuts and essentially self-treatment. If the injury results in severe bleeding or a condition where the injured party cannot treat the injury, emergency response services should be requested immediately by calling 911.
4. If glassware is broken or other sharp materials need to be cleaned up, it is recommended that a brush and dust pan or tweezers be used to pick up these items rather than using the hands and that they be placed in a separate container. Sharps containers are located in 1059 and 2094 LeBaron.
5. More specific information regarding clean-up, etc., is provided in the CHP in 31 MacKay. It might be wise to read the rest of this document just to become acquainted with some basic precautions to follow.

Appendix A: Additional Course Policies

Undergraduate Courses Used for the Graduate Student's POS

- With POS-committee approval, graduate students will be permitted to use undergraduate classes from both within and outside of their majors on POS forms. POS committees may prohibit the use of undergraduate classes or may make the use of undergraduate classes more restrictive than does the university-wide policy.
- No 100- or 200-level classes may be used, but all 300- and 400-level classes at Iowa State (not undergraduate classes from other institutions) will be eligible.
- Up to **15 credits** at the 400 level will be permitted, or a POS may include one 300- level class and two 400-level classes.
- If a 300-level class is used, it must be from outside of the student's major.
- Only 500- and 600-level classes may be used to meet requirements of graduate certificates.
- Some undergraduate classes will be designated with a "z" code on the POS to denote that they are providing background content, as is needed if provisionally admitted, and are not being used to meet degree requirements.

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

Occasionally there is confusion about undergraduate classes used on POS forms. Please note:

- Graduate students who take undergraduate classes are not required to do extra work or to be exposed to material more advanced than what is taught to undergraduates.
- In contrast, dual-listed courses (offered at both the undergraduate and graduate level) are required to expect more of graduate students who enroll at the 500 level.

Expired Courses (Over-age courses)

The age of a course used on a POSC is defined as the time between when the credits were earned and when the student graduates. A course is considered expired when its age is greater than the time limit for the master's or doctoral program. As indicated in [section 4.4.5 of the Graduate College Handbook](#), the Graduate College Time-to-Degree Limit is seven years. Graduate programs may establish more restrictive policies for both time-to-degree limits and expired course limits.

Typically, POSC forms include only age-compliant course credits, no older than seven years. Occasionally, a student and her or his POSC committee members may believe expired credits should be counted toward degree requirements. Recognizing the wide diversity of graduate programs at Iowa State University, and the fact that students embark on graduate study under many different circumstances and with varying degrees of prior experience and/or education, the Graduate College offers the following procedure for the review of expired courses for possible inclusion on a POSC:

- Although the time-to-degree limit is seven years, graduate courses (those at Iowa State University, or those documented as graduate-level from other appropriately accredited institutions) that are between eight to ten years old may be used toward a graduate degree with the approval of a student's program of study committee and program DOGE(s). See the chart below for limits on these credits.
- Up to 24 expired graduate credits that are eleven to sixteen years old may be used on a doctoral POSC with approval of the Graduate College. Requests for approval are forwarded to the Graduate College from the student's major professor(s) according to the following procedure:
 - Prior to approval of a POSC form, a written request for acceptance of the expired courses must be submitted to the program's Director of Graduate Education for approval. The expired course request must be approved by the student's program of study committee prior to the submission of the request to the DOGE, and it should include the following:
 - a justification for why the courses were still relevant,
 - an assurance that the student has kept current with the information covered in the overage, and
 - an explanation of how the student will be evaluated on overage material. Evaluation could include a written examination (a preliminary, qualifying, or comprehensive examination), evidence of satisfactory performance in course(s) for which the overage courses are prerequisites, or the completion of an audit in one or more current courses in the areas encompassed by the overage course. The object should be to determine whether the material learned in those courses is still timely and adequate. The evaluation method should be specified by the committee at the time the POSC form is submitted.
- **Expired courses beyond sixteen years of age are prohibited on all master's POSC forms, but up to 12 credits from such courses may be included on doctoral POSC forms when the courses were taken in pursuit of an earned graduate degree and the student has been professionally engaged in the discipline continuously since the prior graduate degree was earned.** Requests in this category must be directed to the Graduate College for consideration by completing an [Expired Course Petition](#) and attaching it to the POSC submission.
- The following guidelines will be followed by the Graduate College for the number and age limits of expired credits allowed in a POSC:

	8 - 10 Years	11 - 16 Years	17+ Years
Master's degrees	6 credits	0 credits	0 credits
Ph.D.	no limit	24 credits	12 credits

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If the Graduate College approves the use of expired courses, it does so based in part on the year of expected graduation on the POSC. If a student does not graduate by the term indicated on the POSC, the approved use of expired courses is void. Students and faculty advisors should plan in advance for the possibility that additional courses will be required due to delays in graduation.

Appendix B: AESHM Graduate Progress Report Review

The following deadlines are for record keeping; we recommend that the student move more quickly through the process

Year	Deadline	Task to be completed by Student	Major Professor reports to Graduate College	Major Professor reports to CyBox	DOGE reports to Graduate College
Year 1	End of second semester excluding summer semester	Select a Major Professor Student shares transcripts from <i>AccessPlus</i> with the Major Professor by May 15	Major Professor requests that student be moved to full admission if provisional requirements are met	Major Professor reports names of those who have completed first year tasks by May 20	DOGE reports number reviewed to GC on June 2
		<i>Provisional student</i> reports the courses taken to meet the provisional requirement			
	May 1st of each year** <i>Failure to do so would mean the student is ineligible for AESHM travel funds</i>	Student completes professional development form for the previous <i>academic year</i> (start with your first semester using provided format, either su, fall, spring or fall and spring) and sends e-file to Major Professor		Major Professor uploads the e-file to the CyBox file by May 20	

Year	Deadline	Task to be completed by Student	Major Professor reports to Graduate College	Major Professor reports to CyBox	DOGE reports to Graduate College
YEAR 2	Beginning of third semester	Student forms POS committee Student submits e-POSC/POS form to Graduate College (GC)			
	May 1st of each year <i>Failure to do so would mean the student is ineligible for AESHM travel funds</i>	Student updates professional development form for the previous <i>calendar year</i> (start with the semester left off with and use the provided format) and sends e-file to Major Professor		Major Professor uploads the e-file to the Cy Box file by May 20	
	End of second academic year	Student shares transcripts from <i>AccessPlus</i> with the Major Professor <i>Provisional student</i> reports the courses taken to meet the provisional requirement	Major Professor requests that student be moved to full admission if meeting provisional requirements	Major Professor reports names of those who have completed second year tasks by May 20	DOGE reports number reviewed to GC on June 2
YEAR 3	May 1st of each year <i>Failure to do so would mean the student is ineligible for AESHM travel funds</i>	Student updates professional development form for the previous <i>calendar year</i> (start with the semester left off with and use the provided format) and sends e-file to Major Professor		Major Professor uploads the report to the Cy Box file by May 20	

Year	Deadline	Task to be completed by Student	Major Professor reports to Graduate College	Major Professor reports to CyBox	DOGE reports to Graduate College
	End of fifth semester	Student passes Prelim oral exam			
	End of third academic year	Proposal meeting held		Major Professor reports names of those who have completed third year tasks by May 20	DOGE reports number reviewed to GC on June 2
YEAR 4	May 1st of each year <i>Failure to do so would mean the student is ineligible for AESHM travel funds</i>	Student updates professional development form for the previous <i>calendar year</i> (start with the semester left off with and use the provided format) and sends e-file to Major Professor		Major Professor uploads the report to the Cy Box file by May 20	
	End of fourth academic year	Student defends and submits dissertation		Major Professor reports names of those who have completed fourth year tasks by May 20	DOGE reports number reviewed to GC on June 2

Year	Deadline	Task to be completed by Student	Major Professor reports to Graduate College	Major Professor reports to CyBox	DOGE reports to Graduate College
YEAR 5 and beyond	May 1st of each year <i>Failure to do so would mean the student is ineligible for AESHM travel funds</i>	Student updates professional development form for the previous <i>calendar year</i> (start with the semester left off with and use the provided format) and sends e-file to Major Professor		Major Professor uploads the report to the Cy Box file by May 20	
	Keep reporting until graduation				DOGE reports number reviewed to GC on June 2

STUDENT PROFESSIONAL DEVELOPMENT FORM

NAME:

PROGRAM:

CURRENT DEGREE SOUGHT:

EDUCATION (degrees completed):

YEAR PH.D. INSTITUTION FIELD

YEAR M.A. INSTITUTION FIELD

YEAR B.S. INSTITUTION FIELD

ISU THESIS OR DISSERTATION TITLE (if known):

CERTIFICATION AND LICENSURE:

YEAR	TITLE

INTERNSHIPS:

YEAR	JOB TITLE AND COMPANY/ORGANIZATION

WORK EXPERIENCE:

YEAR	JOB TITLE AND COMPANY/ORGANIZATION

UNIVERSITY HONORS, AWARDS, AND RECOGNITIONS:

YEAR	NAME OF AWARD AND SOURCE

STATE,

Commented [AMF1]: 2015 College of Human Sciences International Service Award

NATIONAL, INTERNATIONAL HONORS, AWARDS, AND RECOGNITIONS:

YEAR	NAME OF AWARD AND SOURCE

COMPETITIVE GRANTS AND FUNDED PROJECTS:

YEAR	AUTHORS, PROJECT NAME, SOURCE, AMOUNT, DATES, ROLE

NON-

Commented [AMF2]:
2016 Fiore, A. M., Niehm, L, Hurst, J., Sadachar, A., Chung, T., Karpova, E., Sanders, E., Brandari, V., Pookulangara, S., Armstrong, C., Correia, A-P., & Swinney, J. A multi-dimensional approach to meet 21st Century Retailing Education and Industry Challenges for India and the US. Obama-Singh 21st Century Knowledge Initiative (OSI) US INDIA Educational Foundation, \$190,000. Lead PI. (Funding started February, 2016)

COMPETITIVE GRANTS AND FUNDED PROJECTS:

YEAR	AUTHORS, PROJECT NAME, SOURCE, AMOUNT, DATES, ROLE

Commented [AMF3]: 2015 Fiore, A.M. Presentation of the research paper, The role of m-commerce in hotel selection, at the XXX conference. ISU Professional Development Grant, \$250. (May 27-29, 2015). Presenter.

UNDERGRADUATE COURSES TAUGHT:

Course Number and Title	Responsibility	Number of Students per Class	Semesters Taught

Commented [AMF4]: AMD 245 Aesthetics and Branding. Grading, developed lab materials, and instructed students in lab; 25; Spring 2017

PUBLICATIONS/ JURIED EXHIBITIONS:

Peer-reviewed Journal Papers – Published

YEAR	APA STYLE	REFERENCE

Commented [AMF5]: 2015 Fiore, A. M., Niehm, L, Hurst, J., Son, J., Sadachar, A., Russell, D., Swenson, D., & Seeger, C. Will they stay or will they go: Community features important in migration decisions of university graduating seniors. *Economic Development Quarterly*, 29 (1), 23-37.

ADD/COPY AND PASTE MORE ROWS IF NEEDED

Peer-reviewed Journal Papers – Accepted/In Press

YEAR	APA STYLE	REFERENCE

Commented [AMF6]: 2017 Sadachar, A. & Fiore, A. M. (in press). The path to mall patronage intentions is paved with 4E-based experiential value for Indian consumers. *International Journal of Retail and Distribution Management*

Peer-reviewed Journal Papers – Submitted for Review

YEAR	APA STYLE	REFERENCE

Invited Papers, Book Chapters, and Book Reviews

YEAR	APA STYLE	REFERENCE

Commented [AMF7]: 2017 Sadachar, A. & Fiore, A. M. (under review). The path to mall patronage intentions is paved with 4E-based experiential value for Indian consumers. *International Journal of Retail and Distribution Management*

Extension Publications

YEAR	APA STYLE	REFERENCE

Commented [AMF8]: 2012 Paez, P., & Strohbehn, C. H. What managers need to know about hiring people with disabilities. PM 3029. Ames, IA: Iowa State University Extension and Outreach.

Other Publications

YEAR	APA STYLE	REFERENCE

Commented [AMF9]: 2011 Meyers, J., Arendt, S., & Strohbehn, C. H. (April). Motivating Staff to Keep Food Safe. *Dietary Managers Newsletter*, pp 30-33.

Manuscripts in Preparation

YEAR	APA STYLE	REFERENCE

Juried Exhibits

YEAR	APA STYLE	REFERENCE

Commented [AMF10]: 2015 Sanders, E. (October 17). *Byzantine Muse*. Private Collection. Strapless and bustled evening gown draped from a single piece of silk shantung embellished with recycled metal buckles, glass beads and fabric paint.
 Design Exhibition, International Textile and Apparel Association. New Orleans, Louisiana. ■ Level: International.
 ■ Retrievability: ITAA 2013 Design Catalog
 ■ Number of Entries Submitted: 364
 ■ Number of Entries Selected: 36 mounted exhibit and 104 live gallery
 ■ Acceptance Rate: 38.5%

Creative Contributions

YEAR	APA STYLE	REFERENCE

Commented [AMF11]: 2015 Sanders, E. & Craig, G. (co-chairs/curators). (September 14, 2014 – January 4, 2015). *New Directions: A Juried Exhibition of Contemporary Textiles*. The Craft & Folk Art Museum, Los Angeles, California.
 •_Level: International

JURIED SCHOLARLY PRESENTATIONS AT PROFESSIONAL MEETINGS:

Regional, National or International

YEAR	APA STYLE	REFERENCE

Commented [AMF12]: 2012 Engelbrecht, M., Jacobs, B., & Fiore, A. M. The relationship between characteristics of an innovation and young South African consumers' impulse intentions toward visiting a pop-up store. *11th International South African Association of Family Ecology and Consumer Science Conference*. Pretoria, South Africa, February 27- March 1.

State and Local

YEAR	APA STYLE	REFERENCE

Commented [AMF13]: Same as above

INVITED SCHOLARLY PRESENTATIONS:

Regional, National or International

YEAR	APA STYLE	REFERENCE

Commented [AMF14]: Strohhahn, C. H. SafeFood: What law enforcement officials need to know. National Restaurant Association. Reno, NV, December 12.

State and Local

YEAR	APA STYLE	REFERENCE

Commented [AMF15]: Strohhahn, C. H. SafeFood: What law enforcement officials need to know. Iowa Law Academy. Dubuque, IA, December 12.

OTHER SCHOLARLY ACTIVITIES

Editorial, Review Board Membership, Ad/Hoc Reviewer

YEAR	JOURNAL	ROLE

Commented [AMF16]: 2015 *International Journal of Contemporary Hospitality Management* Ad hoc reviewer

Service and Outreach Activities

YEAR	ACTIVITY	ROLE

Commented [AMF17]: 2015 CHS Curriculum Committee student representative

Extension Activities

YEAR	ACTIVITY	ROLE

MEMBERSHIP IN PROFESSIONAL AND HONOR SOCIETIES:

YEAR	ORGANIZATION