### Oklahoma State University
#### Department of Design, Housing & Merchandising

#### Graduate Handbook
**Appendix A-1**

<table>
<thead>
<tr>
<th>Form</th>
<th>Title</th>
<th>Completed by:</th>
<th>DHM File</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-1</td>
<td>Graduate Advisor and Committee Membership</td>
<td>Student &amp; committee</td>
<td>Yes</td>
</tr>
<tr>
<td>A-2</td>
<td>Thesis Equivalency Evaluation Form</td>
<td>Student &amp; committee</td>
<td>Maybe</td>
</tr>
<tr>
<td>A-3</td>
<td>Rubric for Assessment in Written Communication in College of Human Sciences Graduate Programs</td>
<td>Committee</td>
<td>Yes</td>
</tr>
<tr>
<td>A-4</td>
<td>DHM Doctoral Qualifying Exam Synthesis Rubric</td>
<td>Committee</td>
<td>Yes</td>
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<tr>
<td>A-5</td>
<td>DHM Doctoral Qualifying Exam Analysis Rubric</td>
<td>Committee</td>
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<td>A-6</td>
<td>Stage 1 Doctoral Qualifying Examination Initiation Declaration</td>
<td>Student &amp; committee</td>
<td>Yes</td>
</tr>
<tr>
<td>A-7</td>
<td>Stage 1 Rubric Results</td>
<td>Committee</td>
<td>Yes</td>
</tr>
<tr>
<td>A-8</td>
<td>Stage 2 Doctoral Qualifying Examination Initiation Declaration</td>
<td>Student &amp; committee</td>
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<td>A-9</td>
<td>Stage 2 Rubric Results</td>
<td>Committee</td>
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<td>A-10</td>
<td>Stage 3 Printed copy of PPT slide advertising proposal meeting</td>
<td>Student</td>
<td>Yes</td>
</tr>
<tr>
<td>A-11</td>
<td>Stage 4 Printed copy of PPT slide advertising defense meeting</td>
<td>Student</td>
<td>Yes</td>
</tr>
<tr>
<td>A-12</td>
<td>Internship Learning Contract</td>
<td>Student &amp; committee</td>
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</tr>
<tr>
<td>A-13</td>
<td>Memo of Agreement Graduate Career Internship</td>
<td>Student &amp; committee</td>
<td>Maybe</td>
</tr>
<tr>
<td>A-14</td>
<td>Professional Scholarship Agreement For Graduate Students and Faculty Members</td>
<td>Student and committee</td>
<td>Yes</td>
</tr>
<tr>
<td>A-15</td>
<td>Evaluation of Graduate Assistant</td>
<td>Faculty</td>
<td>Yes</td>
</tr>
<tr>
<td>A-16</td>
<td>Graduate Assistant Request for Leave</td>
<td>Student &amp; committee</td>
<td>Yes</td>
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<tr>
<td>A-17</td>
<td>Graduate Assistantship Policies</td>
<td>None; informational</td>
<td>No</td>
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<td>A-18</td>
<td>Graduate Student Travel Request Application</td>
<td>Student &amp; committee</td>
<td>Yes</td>
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<tr>
<td>A-19</td>
<td>Graduate Student Travel Budget Worksheet</td>
<td>Student &amp; committee</td>
<td>Yes</td>
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<td>A-20</td>
<td>Responsibilities Expected of Graduate Faculty Serving on Graduate Student Advisory Committees</td>
<td>None; informational</td>
<td>No</td>
</tr>
<tr>
<td>A-21</td>
<td>Master’s Design Thesis Template</td>
<td>Student</td>
<td>No</td>
</tr>
</tbody>
</table>
Oklahoma State University  
Department of Design, Housing & Merchandising  

Form A-1  
Graduate Advisor and Committee Membership

(To be completed by all DHM Graduate Students, and submitted to the DHM Dept. Head’s office)

Student’s Name: ___________________________  CWID: __________________

Temporary Advisor: ___________________________  
(printed name)

(To be completed if the original Temporary Advisor is changed to a new Curriculum or Graduate Advisor)

• I hereby relinquish my responsibilities as Temporary Advisor to this student.

  ___________________________  ___________________________
  (date)  (signature of temporary advisor)

• I hereby accept the responsibilities as Graduate Advisor to this student.

  ___________________________  ___________________________
  (date)  (signature of new graduate advisor)

********************************************************************************************

(To be completed if a Graduate Advisor is changed to a new Graduate Advisor)

• I hereby relinquish my responsibilities as Graduate Advisor to this student.

  ___________________________  ___________________________
  (date)  (signature of former graduate advisor)

• I hereby accept the responsibilities as Graduate Advisor to this student.

  ___________________________  ___________________________
  (date)  (signature of new graduate advisor)

Reason for the change:
(To be completed by members of the student’s Advisory Committee)

- I hereby accept membership on this student’s Advisory Committee.

  (date)  (signature of committee member)

  (date)  (signature of committee member)

  (date)  (signature of committee member)

  (date)  (signature of committee member)

  (date)  (signature of committee member)

******************************************************************************

(To be completed in the event of a change in Advisory Committee membership)

- I hereby relinquish my membership on this student’s Advisory Committee.

  (date)  (signature of former committee member)

- I hereby accept membership on this student’s Advisory Committee.

  (date)  (signature of new committee member)

Reason for the change:

******************************************************************************

(To be completed in the event of another change in Advisory Committee membership)

- I hereby relinquish my membership on this student’s Advisory Committee.

  (date)  (signature of former committee member)

- I hereby accept membership on this student’s Advisory Committee.

  (date)  (signature of new committee member)

Reason for the change:
Oklahoma State University
Department of Design, Housing & Merchandising

Form A-2
Thesis Equivalency Evaluation

Student’s Name:

Student CWID:

Title of Thesis Equivalent:

Name of Thesis Equivalent Advisor:

Thesis Equivalency Evaluation: Acceptance

We, the undersigned, have served as the advisory committee for this student’s completion of an M.S. Thesis equivalency, while enrolled in DHM 5010. We have evaluated the resulting research document and find the depth, breadth, and analytical quality of the work to be acceptable as a thesis equivalent. We hereby recommend that the student be allowed to begin work on a doctoral dissertation.

_________________________________________  _______________________________________
Thesis Equivalent Advisor                          Committee Member

_________________________________________
Date                                           Committee Member
### Oklahoma State University
**Department of Design, Housing & Merchandising**

**Form A-3**

**Rubric for Assessment of Written Communication in College of Human Sciences Graduate Programs**

<table>
<thead>
<tr>
<th>Skill</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong> Content</td>
<td>Topic is poorly developed; support is only vague or general; ideas are trite; wording is unclear, simplistic; reflects lack of understanding of topic and audience; minimally accomplishes goals of the assignment.</td>
<td>Topic is evident; some supporting detail; wording is generally clear; reflects understanding of topic and audience; generally accomplishes goals of the assignment.</td>
<td>Topic/thesis is clearly stated and well developed; details/wording is accurate, specific, appropriate for the topic and audience, with no digressions; evidence of effective, clear thinking; completely accomplishes the goals of the assignment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2</strong> Organization</td>
<td>Most paragraphs are rambling and unfocused; no clear beginning or ending paragraphs; inappropriate or missing sequence markers.</td>
<td>Most paragraphs are focused; discernible beginning and ending paragraphs; some appropriate sequence markers.</td>
<td>Paragraphs are clearly focused and organized around a central theme; clear beginnings and ending paragraphs; appropriate, coherent sequences and sequence markers.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3</strong> Style and mechanics</td>
<td>Inappropriate or inaccurate word choice; repetitive words and sentence types; inappropriate or inconsistent point of view and tone. Frequent non-standard grammar, spelling, punctuation interferes with comprehension and writer's credibility. Intext and ending documentation are generally inconsistent and incomplete; cited information is not incorporated into the document.</td>
<td>Generally appropriate word choice; variety in vocabulary and sentence types; appropriate point of view and tone. Some non-standard grammar, spelling, and punctuation; errors do not generally interfere with comprehension or writer's credibility. Intext and ending documentation are generally clear, consistent, and complete; cited information is somewhat incorporated into the document.</td>
<td>Word choice appropriate for the task; precise, vivid vocabulary; variety of sentence types; consistent and appropriate point of view and tone. Standard grammar, spelling, punctuation; no interference with comprehension or writer's credibility. Intext and ending documentation are clear, consistent, and complete; cited information is incorporated effectively into the document.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Characteristics</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>-----------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>1</strong></td>
<td>Devises new intellectual insights inspired by readings (puts parts together to form a new whole)</td>
<td>Provides information taken directly from the readings with little further elaboration, application, analysis, or synthesis</td>
<td>Exhibits good insights into and/or understanding of the ‘question’ posed. Discussion extends beyond an understanding of the facts to include application or analysis of the materials. Moves toward creation of new meaning or structure but fails to generate new insights or creative thought.</td>
<td>Asks provocative questions that extend beyond the ‘posed question’ to include original and creative thinking. Makes insightful, critical (evaluative) comments. Contributes new information and/or insights, builds a structure or pattern from diverse elements with emphasis on creating new meaning or structure.</td>
<td></td>
</tr>
<tr>
<td><strong>2</strong></td>
<td>Shows logical pathway followed to reconstruct and/or generate new insights</td>
<td>Written comment does not demonstrate clearly articulated logic to explain pathway followed to generate new insights. Unclear and/or lack of well-articulated pathway followed in generation of new structure an/or insights.</td>
<td>Some evidence of logical pattern of thought. Fails to clearly, completely, and consistently articulate logical pathway toward generation of new structure and/or insights.</td>
<td>Clear articulation of logical pathway taken in generation of new structure and/or insights. Discussion logically builds toward conclusion using an insightful approach.</td>
<td></td>
</tr>
<tr>
<td><strong>3</strong></td>
<td>Conclusion(s) clearly flow(s) from logical analysis.</td>
<td>Conclusions do not logically follow pathway of thought expressed in written communication.</td>
<td>Articulation of conclusion(s) does not appear completely logical in light of the preceding information. Flow and depth of thoughts are not adequate or complete, resulting in conclusions that are not insightful.</td>
<td>Conclusions are articulated logically, following pathway of thought evident and written communication. Conclusion(s) ‘make(s) sense’ given the preceding discussion. Written communication shows the depth of thought employed to pose insightful conclusions.</td>
<td></td>
</tr>
</tbody>
</table>
# DHM Doctoral Qualifying Exam Analysis Rubric

**Characteristics**

<table>
<thead>
<tr>
<th>Level of Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
</tr>
<tr>
<td>Breaks down materials into components per given question or issue</td>
</tr>
<tr>
<td>Distinguishes between facts and inferences</td>
</tr>
<tr>
<td>Provides relevant supporting data and/or information for stated perspective</td>
</tr>
<tr>
<td>Engages in comparison/contrast through thorough differentiation</td>
</tr>
<tr>
<td>Appears to be intellectually sound (logical flow of ideas)</td>
</tr>
<tr>
<td>Provides relevant conclusion(s)</td>
</tr>
</tbody>
</table>
Student’s Name (printed): _____________________________
Declares the intent to begin Stage 1 of the DHM doctoral qualifying examination. This stage consists of a directed take-home exam.

Date: ______________________________________________
is the date I am initiating Stage 1 of the doctoral qualifying exam.

By signing below, I confirm my understanding of all information described in this Declaration form.

Student’s Signature: __________________________________

Four weeks are allowed for Stage 1. The take-home exam will be evaluated using three evaluation rubrics: Writing, analysis, and synthesis. (See Appendices A-3 through A-5 for rubrics.) Following submission of the written work for Stage 1 the student will receive feedback in the form of DHM faculty committee members’ rating of the quality of the work as per provided rubrics. No other feedback will be provided.

By signing below, I confirm that as the student’s advisor, I have fully informed the student of the requirements, policies, and procedures for Stage 1 of the DHM doctoral qualifying exam.

Doctoral Advisor’s Signature: __________________________________
Form A-3 Rubric for Assessment of Written Communication in College of Human Sciences Graduate Programs

<table>
<thead>
<tr>
<th>Skills</th>
<th>Reviewer 1 Score</th>
<th>Reviewer 2 Score</th>
<th>Reviewer 3 Score</th>
<th>Total Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Content</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Organization</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Style and mechanics</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Average =

Form A-4 DHM Doctoral Qualifying Exam Synthesis Rubric

<table>
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<tr>
<th>Characteristics</th>
<th>Reviewer 1 Score</th>
<th>Reviewer 2 Score</th>
<th>Reviewer 3 Score</th>
<th>Total Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Devises new intellectual insights inspired by readings (puts parts together to form a new whole)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Shows logical pathway followed to reconstruct and/or generate new insights</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Conclusion(s) clearly flow(s) from logical analysis</td>
<td></td>
<td></td>
<td></td>
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Average =

Form A-5 DHM Doctoral Qualifying Exam Analysis Rubric

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<thead>
<tr>
<th>Characteristics</th>
<th>Reviewer 1 Score</th>
<th>Reviewer 2 Score</th>
<th>Reviewer 3 Score</th>
<th>Total Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Breaks down materials into components per given question or issue</td>
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<tr>
<td>2 Distinguishes between facts and inferences</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Provides relevant supporting data and/or information for stated perspective</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Engages in comparison/contrast through thorough differentiation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Appears to be intellectually sound parentheses sound (logical flow of ideas)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 Provides relevant conclusion(s)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Average =
Oklahoma State University
Department of Design, Housing & Merchandising

Form A-8
Stage 2 Doctoral Qualifying Examination Initiation Declaration

Student’s Name (printed): ____________________________________________
Declares the intent to begin Stage 2 of the DHM doctoral qualifying examination. This stage results in the student’s independent production of a publishable full-length manuscript targeted to a specific refereed journal.

Journal Name (printed): ____________________________________________
is the journal to which the manuscript will be directed. I understand that author guidelines for this journal will be attached to the manuscript I submit for Stage 2 of my qualifying exam.

Date: ____________________________
is the date I am initiating Stage 2 of the doctoral qualifying exam.

I have provided to my major advisor an identified data source available to me and I understand that I have 3 months (90 calendar days) from this date to complete and submit the full-length manuscript electronically to the chair of my committee. I understand that this date of completion must be met in order to successfully complete Stage 2 of the qualifying exam. If an extremely unusual, extenuating circumstance arises (e.g., serious illness, death of family member) that prevents this agreed upon completion date from being met, I understand that my committee will require me to submit clear and convincing evidence that substantial progress has been made on Stage 2 and that the circumstances were unavoidable before an extension of the completion date can be granted. I understand that otherwise an extension would be unfair to all other doctoral students who have three months to complete the Stage 2 manuscript.

By signing below, I confirm my understanding of all information described in this Declaration form and that the manuscript I produce must be my independent, original work and that it will meet all requirements of academic integrity as set forth by Oklahoma State University academic regulation 6.12. Further I understand that no faculty editing or editing by another person is allowed (other than work of a non-faculty paid or unpaid editor whose work will be limited to copy editing. Copy editing will not be allowed for content and/or methodology).

Student’s Signature: _____________________________________________

Following submission of the written work for Stage 2 the student will receive feedback in the form of DHM faculty committee members’ rating of the quality of the work as per provided rubrics. No other feedback will be provided. If the overall score is deemed a failing score by the DHM faculty members serving on the student’s committee, the student will be allowed to begin Stage 2 again. The second attempt will be a new topic and manuscript, not revisions to the original manuscript. As with the first trial, DHM faculty committee members’ rating using rubric(s) will be provided to the student.

By signing below, I confirm that as the student’s advisor, I have fully informed the student of the requirements, policies, and procedures for Stage 2 of the DHM doctoral qualifying exam.

Doctoral Advisor’s Signature: ______________________________________
### Form A-3 Rubric for Assessment of Written Communication in College of Human Sciences Graduate Programs

<table>
<thead>
<tr>
<th>Skills</th>
<th>Reviewer 1 Score</th>
<th>Reviewer 2 Score</th>
<th>Reviewer 3 Score</th>
<th>Total Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Content</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Organization</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Style and mechanics</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Average =

### Form A-4 DHM Doctoral Qualifying Exam Synthesis Rubric

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Reviewer 1 Score</th>
<th>Reviewer 2 Score</th>
<th>Reviewer 3 Score</th>
<th>Total Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Devises new intellectual insights inspired by readings (puts parts together to form a new whole)</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2 Shows logical pathway followed to reconstruct and/or generate new insights</td>
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<td></td>
<td></td>
</tr>
<tr>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Average =

### Form A-5 DHM Doctoral Qualifying Exam Analysis Rubric

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Reviewer 1 Score</th>
<th>Reviewer 2 Score</th>
<th>Reviewer 3 Score</th>
<th>Total Score</th>
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<tbody>
<tr>
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<tr>
<td>5 Appears to be intellectually sound parentheses sound (logical flow of ideas)</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 Provides relevant conclusion(s)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Average =
Oklahoma State University
Department of Design, Housing & Merchandising

Form A-10
Stage 3 Proposal Meeting Advertising

Please insert copy of PowerPoint slides advertising proposal meeting here.
Form A-11
Stage 4 Defense Meeting Advertising

Please insert copy of PowerPoint slides advertising defense meeting here.
Student Name:

Site of Internship:

Date of Internship:

Credit Hours:

Criteria (Goals) for the Internship Experience:

Learning Objectives for the Internship Experience:

Approved by:

Student Signature: ___________________________  Date: ________________

Graduate Advisor: ____________________________  Date: ________________

Committee Member: ___________________________  Date: ________________

Committee Member: ___________________________  Date: ________________
Oklahoma State University
Department of Design, Housing & Merchandising

Form A-13
Memo of Agreement Graduate Career Internship

Student Name:

Site of Internship:

Date of Internship:

Credit Hours:

During the Internship, the above named student agrees to:

During the Internship, the above named host employer agrees to:

______________________________   _________________________
Student:                         Date:                      

______________________________   _________________________
Host Employer:                   Date:                      

Oklahoma State University  
Department of Design, Housing & Merchandising  

Form A-14  
Professional Scholarship Agreement for Graduate Students and Faculty Members  

This agreement is used in relation to development, publication, and presentation of material resulting from scholarship (research/creative) projects conducted by graduate students under the guidance of faculty members in the Department of Design, Housing and Merchandising at Oklahoma State University.

Student Benefits

These guidelines are designed as part of an ongoing effort to increase quality of scholarship. Consistent use of the guidelines are beneficial to students through:

- Raising awareness of the value of disseminating scholarly material in a timely manner throughout one’s scholarship career,
- Experiencing the value of scholarly collaboration with an experienced faculty mentor and understanding the significant contributions of the mentor to success of the scholarly project,
- Preparing, presenting, writing, publishing, creating, and exhibiting scholarly work while closely linked with a faculty mentor to increase learning and instill confidence,
- Understanding the vital role that timely completion and dissemination of each component of the overall project plays in the funding and accountability processes, when one’s graduate project is part of a larger project, and
- When scholarly work is submitted for publication or presentation by the student, the student is identified as the primary author or creator/designer. The supervising faculty member and/or supporting faculty is/are identified as second author(s).

Student Responsibilities

These guidelines are based on principles of professionalism and ethics, which are consistent with standards agreed upon by DHM graduate faculty members.

Scholarly output resulting from a graduate research/creative project and supervised by a DHM faculty member is owned and managed jointly by the student, the supervising faculty member, and the department.

In the spirit of contributing to the knowledge base of the profession, the student is expected to seek appropriate outlets (scholarly publications, exhibitions, competitions, conferences) for dissemination of scholarly output resulting from such projects.

The student takes primary initiative to prepare the material for dissemination in the form required by each selected outlet; the student must gain input and approval from the supervising faculty member before submitting scholarly material for dissemination.

If the student indicates or demonstrates no interest in personally developing material for dissemination when contacted after 6 months or if the student cannot be located, the faculty member has the right to publish, present, or exhibit the material with the faculty member’s name listed as primary author/designer.
If a student chooses to not complete a scholarly project after data are collected, the data become the property of the supervising faculty member.

**Professional Scholarship Agreement**

Additional provisions unique to the project (specify requirements such as deadlines resulting from the project being part of a larger funded project, etc.):

_____________________________________________________________

_____________________________________________________________

_____________________________________________________________

**Faculty Responsibilities and Contributions**

The supervising faculty member will make the following types of contributions, as appropriate, throughout the process:

- Meet with the student to provide guidance and direction
- Communicate expected standards and deadlines for the scholarly project
- Review drafts submitted by the student
- Provide constructive feedback regarding process, content, and progress
- Provide direction and input on editing written material
- Sign and date this sheet to indicate your understanding of and agreement with all information outlined.

The original signed and dated agreement must be submitted by the student to the major advisor before enrolling in DHM 5000, 5240, or 6000. The original is filed by the major advisor in the student's file in the DHM office.

Student Signature: __________________________________________________________________________ Date: __________________

Faculty Signature: __________________________________________________________________________ Date: __________________

Date that title page was signed by Advisory Committee: __________________________________________________________________________

Note: If a student acquires a different Graduate Advisor, then a new copy of this form with appropriate signatures must be filed in the student’s file within the DHM office.
Form A-15
Evaluation of Graduate Assistant

Please complete this form regarding the performance of the graduate assistants(s) under your supervision during the semester.

Student Name: ____________________________________________________________

1. As a general statement, would you rate this graduate assistant as:

   Excellent ______  Average ______
   Good ______  Below average ______

2. Rate this graduate assistant with regard to the following characteristics:

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Excellent</th>
<th>Good</th>
<th>Average</th>
<th>Below average</th>
<th>Not observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assumption of responsibility</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Positive attitude towards work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organizational ability</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rapport with you</td>
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<td>Cooperation</td>
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<td>Thoroughness of task completion</td>
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<td>Initiative</td>
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<tr>
<td>Dependability</td>
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</tbody>
</table>

Comments:

Evaluator signature: ___________________________________________ Date: _______________
(must be completed and approved before the work is missed or made up)

I request permission to change my work schedule as follows:

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
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</thead>
<tbody>
<tr>
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</tbody>
</table>

Time I am scheduled to work:

Time I would like to make missed work time up:

Student Signature: _____________________________ Date: _________

Approval Supervisor: ___________________________ Date: _________

Approval Department Head: ______________________ Date: _________
Oklahoma State University
Department of Design, Housing & Merchandising

Form A-17
Graduate Assistantship Policies

Purpose
To help conduct programs of instruction and research in the College of Human Sciences and to provide employment opportunities that can contribute to professional development of graduate students.

Policy
Assignment
Appointments carrying tuition waivers are .50 FTE or 20 hours/week for official semester dates. Graduate assistants are appointed for teaching, or research, activities, and are expected to carry out their responsibilities in a professional manner.

In addition to course and/or laboratory preparation and teaching/supervising, other responsibilities include grading papers, conferring with students, and regular conferences with the faculty in charge of the course and laboratories. The nature of 0.50 FTE in research varies with the type and stage of development of the research project.

The workload and schedule of the graduate assistant will be subject to the approval of the faculty member(s) in charge and the head of the department.

Assignment dates
Graduate assistants are not expected to work on officially designated University holidays: Christmas through New Year’s Day, Memorial Day, Independence Day, Thanksgiving and the Friday following Thanksgiving. Otherwise, they are expected to be on duty throughout the appointment period identified on the personnel papers. Dates of appointment are identified on these forms. Graduate assistants who desire to not work on other days must clear this with their supervisory faculty member and Department Head in advance. The leave form (available in the DHM office) must be completed, specifying when the work will be made up. This form must be signed and approved by the supervisor and turned in to the DHM office.

Stipend information
Stipends earned as graduate assistants are considered earned income and, as far as is currently known, are not eligible for tax-exempt status.

Assistant vs. associate
At the master’s level, the titles are Graduate Teaching Assistants or Graduate Research Assistants. At the doctoral level, graduate assistants are designated as Graduate Teaching Associates or Graduate Research Associates.
Oklahoma State University
Department of Design, Housing & Merchandising

Form A-18
Graduate Student Travel Request Application

Form A-19
Graduate Student Travel Budget Worksheet
## Oklahoma State University
Department of Design, Housing & Merchandising

Form A-20
Responsibilities Expected of Graduate Faculty Serving on Graduate Student Advisory Committees

<table>
<thead>
<tr>
<th>Event/activity</th>
<th>Faculty Responsibilities</th>
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</thead>
</table>
| **Proposal Meeting** | • Faculty members serving on advisory committees must arrive ON TIME for advisory committee meetings (e.g., proposal meetings and final defense session).  
  • The advisor/committee chair should take notes during the proposal meeting. After the question/answer/discussion portion, the advisor/committee chair should orally summarize the necessary changes that the student must make prior to proceeding with the study. The committee should be in agreement with the necessary changes.  
  • Assuming the proposal is approved by the advisory committee – with the noted changes to be implemented – the advisory committee members should sign and date a hard copy of the proposal. This signifies the advisory committee members approve the proposal with noted modifications. The signed proposal should go into the student’s file.  
  • After the proposal meeting, the advisor should prepare a written outline of the necessary changes/ modifications and submit to the advisory committee members (via email for their affirmation) and cc: the student. A hard copy of this document should be placed in the student’s file along with the signed proposal (this process protects the student and advisor). |

| Interactions between student and advisory committee member between proposal meeting and final dissertation defense | • Periodically, the student (or advisor) should provide updates to the advisory committee members. For example, one could provide an update when IRB approval is obtained and when data collection has begun. Other updates could be given regarding data collection (e.g., difficulty/ ease of subject recruitment; any issues with study protocol; etc.), when data collection has ended and data cleaning/ analysis has begun, etc.  
  • If issues arise during the data collection and/ or analysis stage, the advisor and student should approach the advisory committee for suggestions and input.  
  • Similarly, if the need arises to make derivations in data collection or data analysis, the advisory committee should be consulted and informed, and input should be sought. |
<table>
<thead>
<tr>
<th>Event/activity</th>
<th>Faculty Responsibilities</th>
</tr>
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</table>
| Delivery of complete dissertation to advisory committee members (for final oral defense) | • The advisory committee members should receive a complete dissertation 10 business days prior to the final oral defense meeting.  
• One week prior to the oral defense, the advisor/committee chair should solicit each advisory committee member (separately) to ask if there are any major problems with the dissertation document.  
• Advisory committee members should read the document well in advance of the oral defense meeting. If an advisory committee member feels there are major issues/problems with aspects of the document, it is professional courtesy to request a meeting with the advisor/chair to discuss.  
• If advisory committee members do alert the advisor/chair of major issues, the advisor should share this information with the student, consult the graduate coordinator for guidance, and consider rescheduling the final oral defense. |
| Final Oral Defense                                                          | • The advisor MUST know the standard operating procedures for conducting a final oral defense meeting per the academic department’s guidelines. If there is a separate advisory committee chair, this individual should ensure that department protocol is followed, that is, the advisor should set the stage/agenda at the beginning of the defense meeting for all those present. Include these items:  
  o How long (# minutes) should be allocated for the public presentation portion?  
  o Following the public presentation, fellow students should be encouraged to ask the first questions (before faculty)  
  o How much time will be allowed for questions from the fellow students and non-advisory committee members?  
  o Will faculty (and fellow students, other guests) be asked to depart for a ‘closed’ portion of the final defense meeting?  
  o How long (# minutes) should be allocated for the closed portion of the defense?  
  o When it is time for questions from advisory committee members, the advisor should specify what approach will be used --- chapter by chapter, or person by person.  
• The advisor should take notes during the defense portion, and after the question/defense portion, the advisor/committee chair should orally summarize the necessary changes that the student will need to make to the dissertation document. The committee should be in agreement with the necessary changes.  
• After the summary of necessary changes, the advisor should ask the student to step out of the room, and the advisor should call for a vote regarding pass/fail of the oral defense. The Results of Final Oral Defense form should be signed by the advisory committee members.  
• The advisor should ask whether or not the advisory committee member desire to see a revised dissertation document prior to signing the dissertation title page. It should be determined how signatures will be obtained (if they are not obtained at the oral defense meeting). |
Oklahoma State University  
Department of Design, Housing & Merchandising 

Form A-21  
Master’s Design Thesis Template

TITLE PAGE

APPROVAL PAGE

TABLE OF CONTENTS

LIST OF TABLES (if appropriate)

LIST OF FIGURES

LIST OF SYMBOLS OR NOMENCLATURE (if appropriate)

CHAPTER 1. Statement of the Problem  
• Approximately two pages of problem(s) and purpose of study (design).

CHAPTER 2. Summary of Surveyed Related Work  
• Approximately 10 pages, and  
• Previous literature, blue prints, photographs, illustrations, artifacts, etc. that are relevant to current study (design).

CHAPTER 3. Methodology: Summary of the Creative Process Plan  
• Approximately 3 pages that describe creative process in detail.

REFERENCES

APPENDICES (as needed, if above page limitations are too restrictive)  
• Additional discussion of related work (optional)  
• Additional discussion of creative process (optional)  
• Additional discussion of results (optional)