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DEPARTMENT OF FOODS AND NUTRITION

College of Family and Consumer Sciences
The University of Georgia

Athens, GA 30602

GRADUATE MANUAL

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PREFACE

The purpose of the Graduate Student Manual is to provide information concerning the procedures and policies of graduate education within the Department of Foods and Nutrition and the Graduate School of The University of Georgia. This manual (1) supplements information contained in the various bulletins of the Graduate School and (2) expands upon the requirements outlined by the Graduate School and their application within the Department of Foods and Nutrition. The manual is furnished for the benefit and guidance of all Departmental graduate students and represents the careful and combined thoughts of the Graduate Faculty in Foods and Nutrition. It is expected that all graduate students will read this manual carefully and retain it for future reference. As changes or modifications occur, they will be incorporated in the manual. It is expected that students will abide by this manual in the interest of making their graduate study in the Department a pleasant and profitable experience.

Additional information can be found in the Graduate Bulletin and at web sites including:

www.grad.uga.edu (applications, forms, graduate manual)
www.fcs.uga.edu

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I. INTRODUCTION

A. Objectives of Graduate Program

The objective of our program is to prepare students to function as nutrition professionals, to meet changing needs of society and industry, and to generate scholarly work in the areas of Foods and Nutrition. The University of Georgia is recognized for the quality of its graduate program in foods and nutrition. The program is well represented in national meetings and graduates are placed in a variety of positions such as research, teaching, and outreach positions with universities, medical schools, federal laboratories, industry, and dietetics. The primary emphasis of the program is the scientific basis of human needs for foods and nutrients, the metabolic responses to dietary change, and the interactions among genetics, nutrients and food consumption patterns on human health and well-being.

Research is conducted to test hypotheses in a variety of areas such as aging and nutrition; bone health; clinical and translational research; community and public health; food safety; basic and consumer functional foods; genetics and metabolism; maternal, infant and childhood nutrition; obesity and related disorders; physical activity and sport; and stem cells/regenerative medicine. The program includes formal coursework supportive of research and career objectives, active research in a problem area of mutual interest to the student and major professor, department seminars, and teaching assignments in the laboratory and classroom.

An Internship in Dietetics is also offered which enables a student to complete a graduate degree, as well as the requirements to become eligible for membership in the Academy of Nutrition and Dietetics and to take the registration examination. The Internship Program is currently granted accreditation by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) for the Academy of Nutrition and Dietetics, 120 South Riverside Plaza, Suite 2000, Chicago, Illinois 60606-6995, 312/899/0040. Students admitted to our graduate program are not automatically admitted to our dietetic internship program. Students must apply using the on-line centralized internship application, DICAS, which may be accessed at https://portal.dicas.org. Applicants must also register online for computer matching at www.dnddigital.com and select dietetic internship priority choices in order to be considered for admission to the UGA Dietetics Internship Program. Contact Dr. Barbara Grossman for more information (bgrossma@uga.edu).

B. Faculty

It is very important that the students become acquainted with the faculty, particularly in their area of interest, as soon as possible. All faculty are willing to talk with new students about their career interests and possible research topics. During the first semester graduate students should meet with faculty members beyond those they have for courses, so that they can select an Advisory Committee and a Major Professor.

The following are members of the graduate faculty who are available to serve as Major Advisors:

Alex Anderson (PhD, 2005, University of Connecticut)
Dr. Anderson studies nutrition of women and infants, infant and young child feeding, growth of young children, and body composition of infants, children and pregnant women. He is interested in community and international nutrition and health interventions. Dr. Anderson has expertise in qualitative, quantitative and nutritional research methods. His research examines weight gain, body composition changes during pregnancy and early infancy as well as prevention of childhood obesity.

Elizabeth Andress (PhD, 1987, Pennsylvania State University)
Dr. Andress develops, implements and evaluates Extension programs in food safety and quality, which include home food preservation. Current programming emphasizes reducing the risks of foodborne illness by increasing the adoption of safe home preserving and processing practices and other food handling practices; target audiences include consumers at home and foodservice employees in institutions and restaurants. Dr. Andress is currently conducting applied research on home canning methods and serves as a resource to many other institutions and agencies in this area.

Lynn Bailey (PhD, 1975, Purdue University)
Dr. Bailey conducts clinical research in women of reproductive age to assess the metabolic and epigenetic response to changes in folate intake. The primary objective of the folate-related research studies is to provide research evidence on which revised folate-related public health recommendations can be based. The long-range goal of the Folate Research Program is to optimize maternal health and fetal development and growth.

Alison Berg (PhD, August 2015, University of Georgia)
Dr. Berg’s interests include nutrition for disease prevention and health maintenance throughout the lifespan. As a Family and Consumer Sciences Extension Specialist in the area of human nutrition and health promotion, Dr. Berg provides content expertise and leadership for the development, implementation, and evaluation of nutrition education programs that serve Georgia’s residents. In addition, Dr. Berg has experience in school nutrition, public health, senior centers, and weight loss intervention research for overweight and obese older women.
Leann Birch (PhD, 1975, University of Michigan)
Dr. Birch conducts research on factors that influence the developing controls of food intake during infancy, childhood, and adolescence. This research has provided insight into individual and familial factors implicated in the development of food preferences and eating behaviors, as well as risk and protective factors for childhood obesity. Dr. Birch is internationally recognized for her research and is the author of more than 200 publications.

Jamie Cooper (PhD, 2009, University of Wisconsin-Madison)
Dr. Cooper conducts research in two different areas: human obesity and sports nutrition. Her main research focus is centered around understanding the role of different dietary fatty acids and exercise on metabolism and hunger/satiety hormones in adults. The long term goal of this research is to identify different diets that can improve fat metabolism and satiety, and prevent weight gain in adults. Her sports nutrition research is focused on the impact of different nutrients, diets, or supplements on health and athletic performance outcomes.

Caree J. Cotwright (PhD, 2008, The University of Georgia)
Dr. Cotwright’s research interests include early childhood obesity prevention, community based participatory research (CBPR), community nutrition, health disparities, health policy, African American health, and chronic disease prevention. Her passion is creating innovative interventions, which use media and arts-based approaches. Dr. Cotwright is the author of, *Lil’ Red Ridin’ Thru ‘Da Hood*, a live theater show for obesity prevention. Her programs have received funding from the Atlanta Falcons Youth Foundation and have been professionally produced for thousands of children. Dr. Cotwright previously worked for the CDC Division of Nutrition, Physical Activity, and Obesity on national policy and environmental change approaches for obesity prevention and First Lady Michelle Obama’s *Let’s Move! Child Care* initiative. Dr. Cotwright has also worked in school-based and afterschool settings, Head Start Centers, and communities.

Ginnefer Cox (PhD, 2016, University of Illinois at Urbana-Champaign)
Claire de La Serre (PhD, 2011, AgroParis Tech)
Dr. de La Serre investigates the pathways by which environmental factors, such as the quality of the diet, affect energy balance. She is particularly interested in the consequences of high fat feeding, including maternal high fat feeding, on the microflora composition, gastrointestinal functions and inflammation. Dr. de La Serre also studies how changes in inflammatory tone can affect peripheral and central neuronal activation to promote overeating. Her laboratory uses animal models and studies phenomena from the behavioral aspect to the molecular pathway.

Joan G. Fischer (PhD, 1992, The University of Georgia)
Dr. Fischer studies the role of bioactive compounds from plant foods in the reduction of oxidative stress and inflammation associated with the development of chronic diseases. The role of anthocyanins on reduction of inflammation associated with obesity is currently being examined. She also is involved in the enhancement of obesity education in the dietetics and nutrition curriculum through the development and evaluation of online facilitated modules focused on obesity prevention and management.

Silvia Giraudo (PhD, 1991, The University of Georgia)
Dr. Giraudo’s research interests focus on brain regulation of food intake and energy metabolism, how food intake is regulated and what signals are involved in hunger or satiety. She is also interested in research related to palatability or reward consummatory behavior as well as the study of several neuroregulators such as opioid peptides and the melanocortins brain pathways regulating energy balance. The identification of neural pathways, which interact to alter feeding, and energy expenditure will provide a "road map" to follow when considering therapeutic approaches for eating disorders and/or obesity.

Arthur Grider (PhD, 1986, University of Cincinnati)
Dr. Grider is interested in the effects of dietary antioxidants, including zinc and phytochemicals, on cellular metabolism. He is working to understand the effects of zinc or phytochemicals on protein expression using proteomic techniques. The proteomes of tissues from lethal acrodermatitis in bull terriers, as well as other animal models are being examined. Understanding the role that those proteins whose expression are affected by dietary zinc or phytochemical consumption is important for expanding our knowledge of the metabolic pathways involved in protection against cellular oxidation, inflammation, and disease.

Judy A. Harrison (PhD, 1992, The University of Georgia)
Dr. Judy Harrison is a The University of Georgia Walter B. Hill Distinguished Fellow in Public Service and Outreach. Her area of expertise is food safety. Dr. Harrison is recognized for her curriculum development skills and has won multiple national food safety awards for her education initiatives. Her research focus is food safety education, including needs assessments, curriculum design techniques and evaluation of outcomes of food safety education. In addition, she has been involved in research related to survival of foodborne pathogens in home-dried meat products and in prevention of foodborne illnesses from produce. She has created, implemented and evaluated food safety education initiatives for youth audiences, child and adult caregivers, adult
consumers, first responders to agricultural and food emergencies, and both farmers and farmers market managers involved in the local food movement.

Mary Ann Johnson (PhD, 1983, University of Wisconsin)
Dr. Johnson conducts research and health promotion programs in aging, nutrition, physical activity, obesity, and health promotion. Collaborators include the Georgia Division of Aging Services, Georgia Area Agencies on Aging, and several programs at UGA including kinesiology and gerontology. Students working with Dr. Johnson have a strong commitment to working with older adults and many take courses in gerontology, obesity, kinesiology, and sports nutrition to meet requirements for special programs such as UGA's Certificate in Gerontology, Certificate in Obesity and Weight Management, or our programs in sports nutrition. Graduates from Dr. Johnson’s program are employed in academia, government, and as dietitians in nursing homes, home health care, hospitals, and community health promotion programs.

Emma Laing (PhD, 2003, The University of Georgia)
Dr. Laing's research projects focus on osteoporosis and obesity prevention and health outcomes. Her expertise is in the area of imaging techniques for assessment of bone health and body composition and employing dietary and physical activity interventions to optimize the health and well-being of children. Results from these studies lead to determining the efficacy of relatively simple and inexpensive approaches to improve health during childhood that will in turn reduce the risk of chronic diseases in adulthood.

Jung Sun Lee (PhD, 2002, Cornell University)
Dr. Lee's expertise is in food insecurity research conducting evaluation studies on food and nutrition assistance programs, community-based nutrition interventions, and policy addressing nutrition-related health disparities in low-income population. Dr. Lee’s research focuses on better understanding the extent and nature of food insecurity and to improve the capacity of food and nutrition assistance programs to meet the needs of low-income Georgians, with a special focus on Supplemental Nutrition Assistance Program (SNAP) and Older Americans Act Nutrition Program. Dr. Lee's work uses multidisciplinary approaches, and both quantitative and qualitative research methods.

Richard D. Lewis (PhD, 1986, Virginia Polytechnic Institute and State University)
Dr. Lewis investigates the roles of diet, physical activity and body composition on bone development and maintenance. Clinical research in his Bone and Body Composition Laboratory utilizes imaging instruments including dual energy X-ray absorptiometry (DXA), peripheral quantitative computed tomography (pQCT) and magnetic resonance imaging (MRI) to help ascertain bone quality and body composition. He and his research team hope to discover relatively simple and inexpensive approaches to improve bone strength during growth and prevent osteoporotic fractures later in adulthood.

Carla Moore (PhD, 2014, Emory University)
Dr. Moore's research interests center on psychosocial and environmental determinants of health behaviors, with an emphasis on obesity treatment and prevention. As a Family and Consumer Sciences Extension Specialist, Dr. Moore currently provides state level coordination of the Expanded Food and Nutrition Education Program (EFNEP), a federally funded program that addresses social disparities in health by helping low income families acquire the knowledge, skills, and attributes to live more healthful lifestyles. Prior to joining the faculty at UGA, Dr. Moore gained practical experience as a Registered Dietitian Nutritionist working with school food service and the Georgia WIC Program.

Hea Jin Park (PhD, 2005, Ewha Woman’s University)
Dr. Park focuses on bioactive food compounds and micronutrients. The research conducted in her laboratory aims to define their protective role and mechanisms of action on obesity. Her work utilizes experimental animal models and clinical populations having increased oxidative stress and abnormal lipid metabolism with the underlying goal of translating experimental findings into practical recommendations that promote optimal health in humans.

Chad Paton (PhD, 2005, University of Maryland-College Park)
Dr. Paton’s research focuses on environmental factors that negatively influence human health and well-being. His research is aimed at understanding how these and other environmental factors affect regulation metabolism, primarily through genetic mechanisms.

Rob Pazdro (PhD, 2010, Purdue University)
Dr. Pazdro is interested in the genetic regulation of cellular antioxidant defense systems. The Pazdro Lab is using new methods to identify the critical genes and alleles that regulate oxidative stress-related phenotypes and then define their relationships to aging and diseases like diabetes and neurodegeneration. These studies are part of a long-term effort to better understand the genetic basis for a wide variety of chronic diseases and guide future design of more effective clinical interventions. In addition, the Pazdro Lab is using the knowledge gained from these studies to develop mechanisms to increase stem cell stress resistance, thereby increasing the clinical potential for these cells in the field of regenerative medicine.

Lilian Sattler (PhD, 2013, The University of Georgia)
Dr. Sattler holds an interdisciplinary faculty appointment, shared by the Department of Foods and Nutrition (College of Family and Consumer Sciences) and the Department of Clinical and Administrative Pharmacy (College of Pharmacy). Dr. Sattler has been a community pharmacist in Germany, and recently worked at a local community pharmacy predominantly serving low-income individuals in Athens, GA. In line with her background, Dr. Sattler’s research interests revolve around food insecurity, medication adherence, gerontology/geriatrics, chronic disease treatment and prevention, health disparities, health policy, and interdisciplinary curriculum development for health professions students. Her previous work has contributed to our awareness and understanding of food insecurity and medication adherence as co-existing and persistent problems in low-income older adults. Dr. Sattler’s goals are to better understand how the interplay of economic hardship-related phenomena influence health and well-being of individuals, the effects on society, and to find innovative ways to help those in need.

*Note: Faculty members not listed may also serve as members of graduate student committees (e.g. Barbara Grossman)

II. SELECTION OF A MAJOR PROFESSOR

Most students select a Major Professor before they enroll in our graduate program. Those students without a Major Professor will be advised initially by the Graduate Coordinator and will be encouraged to select a Major Professor during their first semester by talking with the foods and nutrition graduate faculty. Both the faculty and the student must agree on who will be the Major Professor.

The Major Professor is chairman of the student's Advisory Committee and is the student's primary source of advice on academic, scientific, and professional matters. The Major Professor will most likely be involved with a number of graduate students and other matters, so it is the responsibility of the student to use this Handbook, the Graduate School Bulletin, website and emails, and the Graduate Student Checklist to ensure adequate progress toward graduation.

III. SELECTION AND FUNCTION OF COMMITTEES

Advisory Committees are selected by the Major Professor in consultation with the student and approved by the Graduate Coordinator and the Dean of the Graduate School. The Advisory Committee is charged with planning and approving the student's program of study, advising the student on required research skills, guiding the research projects, reading and approving the thesis, dissertation or project, and approving the thesis, project, and/or dissertation defense, and approving the final examinations. Details for each degree are discussed below. The Advisory Committee will serve as the Examining Committee.

The student should meet with the Advisory Committee (including the Major Professor) at least once every year. Plan this meeting early in the year to avoid conflicts with course schedules, examinations, travel, and other conflicts.

If a member of the Advisory Committee is absent from campus for a long period during a critical phase of the graduate program, they may be replaced with the concurrence of the Major Professor and the remaining members of the Advisory Committee. A revised Advisory Committee form must be submitted to the Graduate Coordinator and the Dean of the Graduate School for approval.

A. Master of Science Candidate

The Advisory Committee consists of the Major Professor and two other members. The Major Professor and at least one other member of the Advisory Committee must be members of the Graduate Faculty. No more than one faculty member external to the Foods and Nutrition Department per committee is permitted. This three-person committee, in consultation with the student, is charged with planning and approving the student's program of study, advising the student on required research skills, guiding the thesis research, reading and approving the thesis, and administering the thesis defense and the final examination over the program of study. The names of the members of the Advisory Committee should be reported to the Graduate Coordinator on the form called “Advisory Committee for Master of Arts and Master of Science Candidates” available at http://grad.uga.edu/index.php/current-students/forms/. This form should be submitted before the end of the first semester of residence of a prospective candidate for the degree and must be submitted before the Program of Study.

A thesis proposal should be submitted to the Major Professor by a Master's candidate during the first year of residence. Register for “FDNS 8560 Proposal Writing” (2 credits) in the Spring Semester. The proposal will be distributed to members of the Advisory Committee by the student and the Advisory Committee will make recommendations for revisions.

B. Master of Science Non-thesis Candidate

Each student’s advisory committee is made up of three faculty members. They will administer the presentation and oral defense for the MS thesis or non-thesis option during the final semester of their program. Committee composition will follow graduate school guidelines regarding graduate faculty status. For both options, the student will be considered to have passed the presentation and oral defense when they have a positive vote from at least two of the three committee members. Should a student fail the presentation and/or oral defense, then he or she will have one more opportunity to pass, but they may have to enroll and
redo the presentation and defense the following semester. Any student failing twice will not be permitted to obtain either the MS-thesis or non-thesis degree.

MS-non-thesis must complete the project under the course number FDNS 7210. The project consists of a written report, as well as a project presentation and an oral defense based on the coursework and project that is presented to the Major Professor, Advisory Committee and the department. Upon completion, a letter of confirmation is sent jointly from the Major Professor and the Graduate Coordinator to the Graduate School stating that the FDNS 7210 project has been completed, defended to the Advisory Committee and the Department of Foods and Nutrition, and the date of the defense.

C. PhD Candidate

The Major Professor recommends members for the Advisory Committee. This five-person committee, in consultation with the student, is charged with: (1) planning and approving the student's program of study, (2) arranging the comprehensive written and oral examinations, (3) advising the student on required research skills, (4) approving the subject for the dissertation, (5) approving the completed dissertation, and (6) approving the defense of the student's research. The Major Professor and at least two of the other members of the Advisory Committee must be members of the Graduate Faculty. At least one of the members should not be a member of the Foods and Nutrition faculty. This Advisory Committee form may be submitted as soon as it is decided in which areas and with whom the student wishes to work. The Advisory Committee form should be signed by all members of the committee and the graduate coordinator, and submitted to the Graduate Coordinator and Dean of the Graduate School before the end of the first year of residence of a prospective candidate for the degree and must be submitted before the Program of Study. If the Advisory Committee contains non-UGA faculty, then a letter should be attached explaining the credentials and role of these proposed members; their vita should also be included.

This form should be completed during the first year for approval of the Advisory Committee: “Advisory Committee for Doctoral Candidates” at http://grad.uga.edu/inex.php/current-students/forms/.

IV. PROGRAMS OF STUDY

All students enrolled in the graduate program must submit a Program of Study form. This form includes a listing of all courses the student is expected to take during his or her degree program. The coursework required is individually tailored based on the student's educational objectives and background. The Program of Study is an official document of the Graduate School, is completed by the student and Major Professor, and approved by the student's Advisory Committee, the Graduate Coordinator, and the Dean of the Graduate School. Graduate School policies concerning programs of study can be found on the Graduate School website. The student is encouraged to work closely with the Major Professor and Advisory Committee to plan a broad academic program involving course work in several areas other than the area of intended specialization. The Program of Study should be submitted during the second semester of residence, and for PhD students, it must be submitted prior to admission to candidacy. The Program of Study may be amended during the course of study because of conflicts, unavailability of courses, or justified changes in the student's degree objectives. Any changes must be approved by the Major Professor, Graduate Coordinator, and the Dean of the Graduate School.

It is not necessary to list every single course taken at UGA on the Program of Study. Rather, list those courses required by the degree program or by the Advisory Committee. For example, it is not necessary to list undergraduate dietetics courses on the Program of Study.

Doctoral students: In your first year, complete the Preliminary Program of Study form, which will be retained in the department files. About 6 months before taking your preliminary examination, complete and submit the final Program of Study.

Failure to submit a Program of Study approved by your Major Professor and Advisory Committee will delay your academic progress and may be grounds for dismissal from the graduate program. At least two FDNS courses listed on the Program of Study should be taken within the first year of the graduate program.

A. Programs of Study for Masters Degree(s)

Program of Study for MS-thesis Degree

Requirements include a minimum of 30 semester credit hours as follows: at least 24 hours of course work, 6 hours of thesis and related research, a minimum of 20 credits hours in Foods and Nutrition, 3 credits of statistics (required minimum), and a minimum of 12 credit hours of course work open only to graduate students. Students are encouraged to take at least 3 credits of 8000 level FDNS courses. In consultation with their Advisory Committee, students with credit in FDNS 4100, Micronutrient Nutrition, or
another course in vitamin and mineral nutrition may substitute another graduate level course in FDNS.

MS-Thesis Sample Program of Study – 30 credits minimum requirement

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FDNS 6100 or 6400 (3)</td>
<td>FDNS 8560 (2)</td>
<td>FDNS 7000</td>
</tr>
<tr>
<td></td>
<td>FDNS 8900 (2)</td>
<td>FDNS 8580 (1)</td>
<td>FDNS 7910 (3) Diet. Internship</td>
</tr>
<tr>
<td></td>
<td>Statistics or electives</td>
<td>Statistics or electives</td>
<td>Statistics or electives</td>
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<td>FDNS 7000</td>
<td>FDNS 7000</td>
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</tr>
<tr>
<td>Year 2</td>
<td>FDNS 6100 or FDNS 6400 (3)</td>
<td>FDNS 7300 (3)</td>
<td>FDNS 7000</td>
</tr>
<tr>
<td></td>
<td>Statistics or electives</td>
<td>Electives</td>
<td>FDNS 7910 (3) Diet. Internship</td>
</tr>
<tr>
<td></td>
<td>FDNS 7000</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Dietetic Interns must register for a total of 6 credits of FDNS 7910 in both summers (3 credits/summer).
- Dietetic Interns must register for an additional 8 credits of FDNS 7911 (2 credits, fall and spring semesters, for two years). Also, some Dietetic Internship experiences may require registering for certain courses, e.g., Human Development and Family Science when working with children and families or in Agriculture when working with community gardens; consult Dr. Grossman about this.

Program of Study for MS-non-thesis Degree

Requirements include a minimum of 36 semester credit hours as shown below including 3 credits of statistics (required minimum) and a minimum of 12 credit hours of course work open only to graduate students. Required course work is listed below. In consultation with their Advisory Committee, students with credit in FDNS 4100 or another course in vitamin and mineral nutrition may substitute another graduate level course in FDNS. The differences between the MS-thesis and the MS-non-thesis are that the MS requires an extensive thesis, while the MS-non-thesis requires a smaller research project (FDNS 7210 Problems in Foods and Nutrition) and the MS-non-thesis requires 6 more semester hours of course work than the MS-thesis.

MS-non-thesis Sample Program of Study – 36 minimum credits required

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FDNS 6100 or 6400 (3)</td>
<td>FDNS 8560 (2)</td>
<td>Statistics or electives</td>
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<tr>
<td></td>
<td>FDNS 8900 (2)</td>
<td>FDNS 8580 (1)</td>
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<tr>
<td></td>
<td>Statistics or electives</td>
<td>Statistics or electives</td>
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<tr>
<td></td>
<td>FDNS 7000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 2</td>
<td>FDNS 6100 or FDNS 6400 (3)</td>
<td>FDNS 6520 (2)</td>
<td></td>
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<tr>
<td></td>
<td>Statistics or electives</td>
<td>FDNS 7210 (3)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>FDNS 7000</td>
<td>Electives</td>
<td></td>
</tr>
</tbody>
</table>
## B. Comparison of Programs of Study for MS-thesis and MS-non-thesis Options

Course descriptions can be found at [www.bulletin.uga.edu](http://www.bulletin.uga.edu).

For advice on course work please contact your major professor or Dr. Cooper (jamie.cooper@uga.edu)

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### MS with Thesis

**Required for Dietetic Internship Students**

<table>
<thead>
<tr>
<th>CORE: 15 credits in FDNS (same for thesis, non-thesis)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(3) FDNS 6100 Micronutrient Nutrition or other FDNS course elective, fall, if not taken as undergraduate.</td>
</tr>
<tr>
<td>(3) *FDNS 6400 Advanced Macronutrients, fall.</td>
</tr>
<tr>
<td>(2) *FDNS 8560 Proposal Writing, spring.</td>
</tr>
<tr>
<td>(1) *FDNS 8580 Special Topics in Foods and Nutrition (concurrent with FDNS 8560), spring.</td>
</tr>
<tr>
<td>(2) *FDNS 8900 Seminar Foods and Nutrition, fall.</td>
</tr>
<tr>
<td>(3) FDNS 6000 graduate only level, FDNS 7040, *FDNS 8530, other *FDNS 8000 level COURSE (e.g., metabolism, sports nutrition)</td>
</tr>
<tr>
<td>(1) FDNS graduate courses or research credits; suggestions: FDNS 6070, FDNS 7010, 8580 with your major professor</td>
</tr>
</tbody>
</table>

**Statistics: 3 credits (same for thesis, non-thesis)**

| (3) Statistics in *BIOS, *ERSH, STAT or related area; if needed for graduate only credit, then sign up for graduate only course |

**Electives for thesis option: 6 credits**

| (6) FDNS courses or related courses outside the department at the 6000, 7000, or 8000 level. **NOTE research and independent study are not considered as courses for these electives.** |

**Thesis: 6 credits**

| (3) FDNS 7000 |
| (3) FDNS 7300, last semester. |
| Thesis Presentation and Oral Defense of MS Thesis |

**Minimum Total Credit Hours: 30**

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### MS Non-Thesis

**Must discuss with Dr. Bailey before enrolling. Non-thesis is a good option when pursuing both the MS and the undergraduate dietetics courses.**

<table>
<thead>
<tr>
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</thead>
<tbody>
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</tr>
<tr>
<td>(1) FDNS graduate courses or research credits; suggestions: FDNS 6070, FDNS 7010, 8580 with your major professor</td>
</tr>
</tbody>
</table>

**Statistics: 3 credits (same for thesis, non-thesis)**

| (3) Statistics in *BIOS, *ERSH, STAT or related area; if needed for graduate only credit, then sign up for graduate only course |

**Electives for non-thesis option: 15 credits**

| (6) FDNS courses at the 6000 level (maximum 6 credits) **NOTE research and independent study are not considered as courses for these electives.** |
| (9) FDNS courses at the 7000 or 8000 level and/or related courses outside the department at the 6000, 7000, or 8000 level |

**Thesis: 6 credits**

| (3) FDNS 7000 |
| (3) FDNS 7210 (used for the non-thesis project) |
| Project Presentation and Oral Defense Based on Coursework and Project |

**Minimum Total Credit Hours: 36**

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- * Counts toward graduate only requirement of 12 credits from courses.
- ** NOT considered as courses: FDNS 7000, FDNS 7010, FDNS 7210, FDNS 7300, and other research or independent study.
- Dietetic Interns must register for an additional 6 credits of FDNS 7910 in the summers.
- Dietetic Interns must register for additional 8 credits of FDNS 7911 (2 credits FDNS7911, fall and spring semesters, for two years). Also, some Dietetic Internship experiences may require registering for certain courses, e.g., in Human Development and Family Science when working with children and families or in Agriculture when working with community gardens; consult Dr. Grossman about this.
MS NON-THESIS OPTION REQUIREMENTS

The MS-non-thesis is a non-thesis master’s degree. Students who will be taking a large amount of course work related to dietetics, who have less interest in research, and/or who do not plan to pursue a doctoral degree may wish to consider the MS-non-thesis program. Students who wish to complete the dietetics didactic coursework requirements and a graduate degree at the same time may be admitted to the MS-non-thesis.

Students enrolled in the MS-non-thesis are unlikely to receive financial aid in the form of a graduate assistantship, particularly in their first year of graduate studies. MS-non-thesis students without undergraduate degrees in foods and nutrition are generally not eligible for teaching assistantships. MS-non-thesis students will not be eligible for research assistantships if they do not have experience, background or interest in research.

1. MS non-thesis requires 36 credit hours of course work, including FDNS 7210 Problems in Foods and Nutrition (3 credits, used for the non-thesis project). Note that the MS with thesis option requires 30 credits (FDNS 7000, FDNS 7300, 6 hours total required). Both require a three person advisory committee (e.g., same as the MS thesis).

2. What does not count as a non-thesis project?
   a. A general review article

3. What counts as a non-thesis project? A non-thesis project must include analysis of actual data. Examples:
   a. Needs assessment for food and nutrition programs and services, e.g., for a county, school system, public health district, Area Agency on Aging (in a format suitable for the target agency)
   b. Project involves interpreting data
   c. Project involves statistical analysis and interpretation
   d. Secondary data analysis and interpretation, e.g., BRFSS, NHANES, census data, community data sets, Georgia Centenarian Study, other faculty’s data sets
   e. Evidence-based analyses
   f. Systematic analyses
   g. Meta-analysis

4. What distinguishes a thesis from a non-thesis project?
   a. Scope and depth; the final product may be similar to a manuscript for publication, but without the extensive thesis materials, such as literature review and summary chapter
   b. Generally more prestigious to have a thesis MS than a non-thesis MS
   c. Decision about thesis vs. non-thesis is left up to the student’s advisory committee

5. Who should consider enrolling in the MS non-thesis option?
   a. MS taking dietetics didactic courses (can do either non-thesis or thesis MS)
   b. Those who do not plan to pursue a doctoral degree

6. Who should enroll in the MS thesis option?
   a. MS students with assistantships and DI students are expected to complete MS with thesis
   b. Those students planning to pursue a doctoral degree
   c. Those students planning a career in research

C. Electives for the Master’s Program of Study in Foods and Nutrition

To help meet career goals, graduate students may consider pursuing special programs such as school nutrition (see departmental School Nutrition Director Certification Program), gerontology (see Institute of Gerontology Certificate Program), as well as take courses from other departments including biochemistry, physiology, pharmacology, toxicology, instructional technology, adult education, public health, gerontology, food science, or kinesiology (exercise). Discuss this possibility with your Major Professor and Advisory Committee during your first semester.

D. Program of Study for PhD Degree (Minimum 55 Semester Credits)

The prerequisites include a Master's degree with a thesis in nutrition or closely related field of biological sciences. Some courses taken at the MS level at UGA, that were not included on the MS Program of Study form, can be applied to the PhD Program of Study with the exception of FDNS 8560 and FDNS 8900. Courses taken at another institution prior to admission to the doctoral program at The University of Georgia are not eligible for transfer.
Students admitted to the graduate program in Foods and Nutrition with a MS degree from another university will generally be assumed to be equivalent to those who have earned the MS degree here. When an examination of their record and performance indicates that this is not the case, appropriate modification of the course programs and requirements will be made to achieve such equivalence.

Occasionally students will be admitted to the Doctoral Program without a MS degree and only a BS degree. Only students with exceptional undergraduate records of scholarship, research and service will be considered. Minimum requirements include GPA of 3.5 or higher, GRE equivalent of 314 or higher, exceptional credentials in scholarship, research and service (e.g., completed research projects, abstracts and presentations at professional meetings, peer-reviewed publications in professional journals, advanced work experience in academia, government, or industry), and a faculty member willing to serve as their advisor.

All students will be required to select graduate courses in biochemistry and physiology (minimum 3 credit hours each). In line with their career and research goals, students may select advanced courses in biochemistry, molecular biology, pharmacology, toxicology, veterinary physiology, animal science, food science, statistics, gerontology, education, exercise science and other departments.

According to the UGA Graduate School (http://grad.uga.edu/index.php/current-students/forms/), a preliminary program of study, developed by the major professor and the doctoral student and approved by a majority of the advisory committee, should be submitted to the graduate coordinator by the end of the student's first year of residence. The program of study should consist of 16 or more hours of 8000- and 9000-level courses in addition to research, dissertation writing, and directed study.

The program of study for a student who bypasses a master's degree must contain 4 additional semester hours of graduate level coursework open only to graduate students in addition to 16 semester hours of 8000 and 9000 level courses. Doctoral research (9000), independent study courses, and dissertation writing (9300) may not be counted in these 20 hours.

The final Program of Study should be submitted to the Graduate School about 6 months prior to notification of the comprehensive examination. The final program of study must show all graduate courses relevant to the doctoral program and not just courses satisfying the minimum degree requirement. Three hours of which must be dissertation writing (9300).

The Preliminary and Final Programs of Study forms must be carefully developed with advice from the Advisory Committee. Due dates for these forms are found on the student checklist.

Graduate students holding assistantships should register for a minimum of 12 semester credits in the fall and spring, and 9 semester credits in the summer.

**Doctoral students, Courses in Major Area, 25 credits required**

- 3 FDNS 6100 Micronutrient Nutrition (substitute with another course if already taken as undergraduate or graduate student)
- 3 FDNS 6400 Advanced Macronutrient Nutrition
- 2 FDNS 8560 Dissertation and Thesis Proposal Writing (Spring, must retake even if taken at MS level)
- 1 FDNS 8580 Special Topics in Foods and Nutrition (Spring, concurrent with FDNS 8560)
- 4 FDNS 8900 Seminar in Foods and Nutrition (must retake even if taken at MS level)
- 6 FDNS 9000 Doctoral Research
- 3 FDNS 8530 Nutrition and Disease Processes I
- 3 FDNS/KINS 8230 Advanced Nutrition in Physical Activity, Exercise, and Sport

**D2. Courses in Supporting Area, 24 credits minimum**

**EXAMPLE** – This is an example for students interested in the basic sciences area

- Biochemistry and/or Cell Biology (minimum requirement is 3 credits; if you are pursuing an applied area of research and have already taken biochemistry at the undergraduate graduate level, then replace this with another graduate course)
- Physiology (minimum requirement is 3 credits; if you are pursuing an applied area of research and have already taken physiology at the undergraduate graduate level, then replace this with another graduate course)
- Graduate courses in your area of interest, such as biochemistry, adult education, health promotion, gerontology, kinesiology, food science, etc.
- Statistics, research design, research methods (required minimum of 6 credits). Please see Appendix A for list of statistics courses for FDN PhD Students
D3. Graduate School Requirements

6 FDNS 9300

Minimum 55 semester credit hours

D4. Completion of graduation requirements

The time limits that the graduate program of the department of foods and nutrition uses for the completion of all graduation requirements are the same as those that are listed in the Graduate School Bulletin. All degree requirements must be completed within six years, beginning with the first registration for graduate courses on the Program of Study.

E. Graduate Courses offered in the Department of Foods and Nutrition

See http://www.bulletin.uga.edu for more information and note that courses are subject to change.

F. Departments offering courses of interest to students in foods and nutrition


G. Special Graduate Programs

There are special graduate programs available related to sports nutrition and to obesity. Please see these links for complete information:

- Area of Emphasis in Nutrition for Sport and Exercise: http://www.fcs.uga.edu/fdn/graduate-programs-sports-nutrition
- Certificate in Obesity and Weight Management: http://www.fcs.uga.edu/fdn/graduate-programs-obesity-and-weight-management

H. Meeting Requirements for Dietetic Internship Program

H1. General information (Note: There is a handbook that is specific to the Dietetic Internship Program. To view this Handbook, see http://www.fcs.uga.edu/fdn/graduate-programs-dietetics-internship).

Dr. Barbara Grossman is the Director of the Internship Program in Dietetics which is currently granted accreditation by the Commission on Accreditation for Dietetics Education of The Academy of Nutrition and Dietetics (formerly, the American Dietetic Association) 120 South Riverside Plaza, Suite 2000, Chicago, Illinois 60606-6995, 312/899/0040. Questions about this program should be directed to Dr. Barbara Grossman (bgrossma@uga.edu), 706/542-4908, Room 271 Dawson Hall. Students admitted to our graduate program are not automatically admitted to our dietetic internship program. Students must apply using the on-line centralized internship application, DICAS, which may be accessed by https://portal.dicas.org. Applicants must also register online for computer matching at www.dnddigital.com and select dietetic internship priority choices in order to be considered for admission to the UGA Dietetics Internship Program. Information can be obtained from our website at www.fcs.uga.edu.

Mission Statement

Optimal food and nutrient intake play a critical role in health promotion and disease prevention. There is an increasing demand for professionals in the field of dietetics who can provide quality food and nutrition care services to individuals and groups. The mission of the DI program is to prepare a diverse group of students for successful careers in dietetics and encourage students to assume leadership roles in their profession and in society.

Goals

GOAL 1: The program will prepare graduates to be competent entry-level dietitians or professionals in fields related to dietetics.

GOAL 2: Program faculty and staff will provide guidance and support that will motivate a diverse group of students to complete the graduate program and dietetic internship and to assume leadership roles in the dietetics profession and society.

GOAL 3: Students will demonstrate proficiency in understanding and communication current research.
Our program allows students to complete a graduate degree as well as the course work and supervised practice requirements to become eligible for membership in the Academy of Nutrition and Dietetics and to take the registration examination.

**Admission to Internship Program**
Students who are interested in being admitted into the Internship Program must first apply by December 10th to the graduate program. We will make every attempt to notify you by February 15 of the status of your application to our graduate program.

In order to be accepted into the Internship Program, students must be ACCEPTED INTO THE GRADUATE PROGRAM AND be successfully computer matched with our program. See our website (www.fcs.uga.edu) for further information. To enter the dietetic internship program, students must have completed ACEND-approved didactic requirements (coursework must be completed within the last 6 years) and must present a Verification Statement to the Internship Program Director (these forms are obtained from the Program Director of your undergraduate program). To remain in the Internship Program, students must maintain a cumulative graduate GPA of 3.0 and no Incompletes in any course.

**Liability Insurance**
Students will need to purchase liability insurance at a nominal fee. For details, contact the Program Director.

**CPR**
Students will need to be CPR certified (health provider level) through the American Heart Association. For details, contact the Program Director.

**Background Check and Drug Test**
Many hospitals require a criminal background check and/or drug test. For details, contact the Program Director.

**Health Insurance**
Students are required to pay health fees and are eligible to use the University Health Center for their medical needs. Separate health insurance may be purchased from the University if desired. For further information, contact the University Health Center, Business Office at (706) 542-8621.

**Immunizations**
Students will be required to have a variety of immunizations. For details, contact the Program Director.

**Verification Statement Policy**
Students entering the internship program must present the Program Director with an official signed verification statement verifying completion of their Didactic Program. This form is provided by the Didactic Program Director. When you have completed the internship program and all of your graduate and internship requirements, the Internship Program Director will give you an official, signed verification statement (4 original copies) verifying completion of the Internship Program.

In addition to required coursework, the internship of 1200 supervised practice hours is required. Supervised practice is completed during fall and spring semesters, for two years with Dr. Barbara Grossman in the Dietetic Internship course (FDNS 7911). Additional hours are completed in the Food and Nutrition Internship (FDNS 7910) which is divided into two 10-week summer sessions with much of the work performed outside of Athens. **Completion of the Internship Program (i.e. receipt of the Verification Statement) will be verified only after the graduate degree is completed.**

Students interested in the Internship Program must seek the advice and counsel of Dr. Barbara Grossman throughout their graduate study and plan their course work carefully. The list of courses below may be subject to change according to requirements of the Academy of Nutrition and Dietetics. The minimum credits for the Thesis MS is 30 hours and for the Non Thesis MS is 36 hours. The 6 credits of FDNS 7910 and the 8 credits of FDNS 7911 are in addition to that required for the graduate degree.

When you are doing the Foods and Nutrition Internship (FDNS 7910) in the summers you will NOT be eligible for an assistantship. However, if you received an assistantship the semester prior to or the semester after your FDNS 7910, you may be eligible for a tuition waiver (e.g., if you register for FDNS 7910 in summer 2015, and have an assistantship for either the spring 2015 or the fall 2015, your tuition may be waived during the summer). Check with Graduate Coordinator to determine if you are eligible for a tuition waiver.
I. Verification policy: Meeting ACEND Requirements for the Didactic program in Dietetics

Please see Dr. Joan G. Fischer regarding this program (706-542-7983) in Rm. 390 Dawson Hall (jgfisch@uga.edu).

Ia. Students who have obtained a Bachelor’s degree in a field other than dietetics at a university accredited by a US regional institutional accrediting body for higher education, and completed coursework at The University of Georgia to meet the ACEND Foundation knowledge and skills requirements will be issued a verification statement. Students must meet minimum mandatory course requirements for the didactic program in dietetics at The University of Georgia and have achieved at least a C grade in all foods and nutrition courses and in designated supporting sciences for the verification statement to be issued.

This will include graduate students in the Department of Foods and Nutrition who have not received a degree in dietetics from an ACEND approved didactic program, but who want to become eligible for a ACEND approved supervised practice program. Students who pursue this combined program of study are NOT eligible for our dietetics internship program, because prior to starting our graduate program and dietetics internship, we require a Verification of Completion Form indicating completion of the Commission on Accreditation Council for Education in Nutrition and Dietetics (ACEND) accredited undergraduate dietetics curriculum.

For graduate students completing this option the DPD Director will evaluate the student’s transcripts to determine which courses must be taken to meet dietetics verification statement requirements. The director may allow course substitutions for some foods and nutrition related courses from other universities that contain the same course content as those offered by the Department of Foods and Nutrition at UGA. This will only be permitted if the course description and syllabus indicate that the course meets ACEND knowledge requirements and skills covered by the required UGA course. However, this does not include courses required for the graduate degree.

Ib. Combined Coursework for Master’s Degree and Dietetics Didactic Coursework for Students who have not completed all of the Required Dietetics Courses.

**Principles of human anatomy, physiology, microbiology, organic chemistry, and biochemistry:**
CHEM 1211/L and _____ CHEM 1212/L or _____ equivalent general chemistry
CHEM 2211/L or equivalent organic chemistry
CBIO 2200/L and _____ CBIO 2210/L or 2 graduate level physiology courses or equivalent (*PHRM 6400, *PHRM 6500, *VPHY 6090, *VPHY 6100) (note: must demonstrate that courses have covered all organ systems; some physiology courses require BIOL 1103/L and/or BIOL 1104/L)
BCMB 3100 or graduate biochemistry (*BCMB 6000, BCMB 6120, BCMB 6010, BCMB 6020)
MIBO 2500/L or MIBO 3000/L or MIBO 3500/L or FDST 6030/L Food Microbiology

**Foods and nutrition courses; many of these courses are sequenced, so must be taken in the order shown below; if you already have certain 1st yr courses, you may take 2nd yr courses your 1st year:**
FDNS 3600/L, Food Principles (Fall only; 1st yr)
**FDNS 6100, Micronutrient Nutrition (Fall only, 1st yr or 2nd yr)**
FDNS 3610/L, Quantity Food Production (Spring only; 1st yr)
FDNS 4510 or FDNS 6510, Nutrition Related to the Human Lifecycle (Fall only)
   OR FDNS 4050 or FDNS 6050, Optimal Nutrition for the Lifespan (Fall only, 1st year; or IDL anytime)
FDNS 4600 or FDNS 6600, Food and the Consumer (Spring only, 1st yr)
FDNS 4660 or FDNS 6660, Food and Nutrition Education Methods (Fall and Spring semesters)
FDNS 4610 or FDNS 6610, Foodservice Procurement and Financial Management (Fall only, 2nd yr)
**FDNS 6400*, Advanced Macronutrients (Fall only, 2nd yr)**
FDNS 4500 or 6500, Nutrition Assessment and Intervention (Fall only, 2nd yr)
**FDNS 6520, Dietetic Practice and Nutrition Support (Spring only, 2nd yr)**
**FDNS 6530, Medical Nutrition Therapy (Spring only, 2nd yr)**
FDNS 4540 or FDNS 6540, Public Health Dietetics (Spring only, 2nd yr)
FDNS 4620 or FDNS 6620, Management of Foodservice Organizations (Spring only, 2nd yr)
FDNS 4645 or FDNS 6645, Nature of Food (Fall only, 2nd yr)
Graduate level seminar course as required for graduate degree (FDNS 8900*)
FDNS 8560* Proposal Writing and _____ FDNS 8580* Special Topics in Foods and Nutrition
Graduate level statistics* (e.g., BIOS 7010, BIOS 7020, STAT 6210, 6220, or ERSH 8310)
Masters with thesis: FDNS 7000 and FDNS 7300, OR Masters non-thesis: FDNS 7210

Contact Dr. Joan G. Fischer, jgfisch@uga.edu with questions.
Completion of both the Dietetics Didactic Program and a Masters Degree

Failure to take the courses in this sequence will delay completion by 1 year or more. There must be a minimum of 12 credit hours of graduate only courses (marked with *; research credits do not count).

NOTE: FDNS 6100, 6520, and 6530 must be taken at the graduate level. Other dietetics courses can be taken at the undergraduate or graduate level, but check with your advisor and your committee members as they may recommend non-dietetics courses for your graduate course electives.

MS non-thesis must be sure to complete an ADDITIONAL 9 credits of FDNS courses at the 7000 or 8000 level and/or related courses outside the department at the 6000, 7000, or 8000 level; examples: FDNS 7040, FDNS 8530; graduate level biochemistry, physiology, food microbiology; graduate level courses for the Gerontology Certificate; graduate level courses from FDNS and the College of Education for the School Nutrition Director Certification Program; graduate level courses in other departments such as Food Science and Technology or Kinesiology.

J. Courses and GPA

1. Graduate students are expected to maintain an overall average of 3.0 with no grade below a “C” in any course, including the research courses listed below. NOTE: A “C-” is not counted as meeting degree requirements. According to UGA Graduate School Policies (http://grad.uga.edu/index.php/current-students/policies-procedures/academics/probation-and-dismissal/): “Students with a cumulative graduate course average below 3.0 for two consecutive terms are placed on academic probation by the Graduate School. They must make a 3.0 or higher semester graduate average each succeeding semester that their overall cumulative graduate average is below 3.0. These students are no longer on probation when their cumulative graduate average is 3.0 or above. If they make below a 3.0 semester graduate average while on probation, they are dismissed.”

2. Unless your instructor/major professor tells you otherwise in their syllabus for the research courses, below are the expectations for our FDNS research courses (FDNS 7000, 7010, 7210, 7300, 8580, 9000, 9010, 9300 and related courses):
   a. Schedule and keep appointments with the instructor and/or major professor for the course.
   b. Attend all required meetings with the research group, major professor, and/or instructor, unless excused in writing by the instructor/advisor. Most instructors/advisors have mandatory weekly meetings with their staff and students.
   c. Set the hours with your major professor that you will be in the laboratory, community setting, and/or office.
   d. Prepare written reports that are technically accurate and grammatically correct for the instructor/advisor at least monthly. Some instructors/major professors may require more or less reports, especially during the semesters when students are writing research proposals, manuscripts for journals or books, and/or their thesis or dissertation.
   e. Give an oral presentation to the instructor/major professor that summarizes progress in the course. The minimum is one each semester, but some instructors/major professor may require more frequent oral presentations, such as prior to a presentation at a professional meeting.
   f. Follow other written instructions for the course provided by the instructor/major professor (e.g., syllabus).
   g. Adhere to the UGA Academic Honesty Policy.
   h. Failure to do all of the above may result in receiving unsatisfactory grades of U, C-, D, or F. If you receive an unsatisfactory grade of U, C-, D or F in a second course, you may be dismissed from the graduate program in the Department of Foods and Nutrition. Meet with your major professor and/or the graduate coordinator to make a written “plan for improvement.”

3. Sample warning letter about unsatisfactory grade in any courses: after receiving an unsatisfactory grade(s), the graduate student may be given a warning about potential dismissal:

“This is a warning letter to let you know that you received an unsatisfactory grade of “xx” in name of course
and #. The reason you received this unsatisfactory grade is because of failure to do xx, as noted in the FDNS Graduate Manual. Meet with your major professor and/or the graduate coordinator to make a written plan for improvement.”

4. Sample dismissal letter because of unsatisfactory grade in second course: after the second unsatisfactory grade, the graduate student may be dismissed from the graduate program, even if the student’s overall GPA is 3.0 or higher:

“This letter is to inform you that because you have received unsatisfactory grades of U, C-, D and/or F in two courses, the FDNS Graduate Committee has scheduled a meeting on xx to discuss your potential dismissal from our graduate program.”

5. Appeal procedures. If you receive a dismissal notice from the departmental graduate program, you may appeal the decision in the following order (1) departmental graduate committee; (2) college Dean; and (3) UGA Graduate School. Note that the appeal to the dean of the Graduate School must be received within 30 calendar days following receipt of notice of dismissal from the College Dean.

Revisions approved by FDNS Graduate Faculty, September 2016.

V. THESIS, DISSERTATION, OR PROJECT RESEARCH PROPOSAL

Graduate students are required to prepare and submit a preliminary proposal of research to the Advisory Committee as soon as possible. To facilitate this process, students must work closely with their major advisor and are required to register for “FDNS 8560 Proposal Writing” in the Spring Semester. Generally, the research proposal should contain the items listed below.

1. Abstract – Summary paragraph.
2. Introduction - State the overall problem and objective or long-term goal of the proposed research.
3. Literature Survey - Review the most essential previous work and describe the current research status of this subject.
4. Hypotheses and specific aims- State the hypotheses to be tested and the specific aims.
5. Rationale - Discuss the rationale behind your approach to hypothesis testing.
6. Methods and Procedures - Describe the experiments you propose to do and also the methods employed to conduct these experiments. Specify the species of animals or human population you plan to use for each method and indicate the manner in which data will be expressed and statistically evaluated. Conduct a power analysis to calculate the sample size needed (e.g., the number of cell cultures, animals, and/or people needed in the study).
7. Discussion - Discuss the potential significance of the proposed work and their relationship to the hypotheses. Discuss any novel ideas or concepts contained in your proposed research.
8. Estimated Budget - This is a rough estimate of the expense that will be generated by your research. Specify what additional equipment, if any, must be purchased so that the proposed research may be conducted. Provide a budget that includes items such as salary for all personnel associated with the project, laboratory supplies, computer supplies, fees for care of animals, payments for human subjects, travel, and publication costs.
9. Timeline - Provide the dates during which the various steps of the proposed research will be completed.
10. Bibliography - References related to above items.

A meeting of the Advisory Committee and the student is held for the purpose of accepting, accepting with modifications, or rejecting the proposed project. The accepted proposal will be distributed in final form to the Advisory Committee. While the proposal can be written any time, “FDNS 8560 Proposal Writing” is designed to help the student construct such a proposal and give an oral presentation to the department.
VI. RESEARCH POLICIES AND PROCEDURES

A. Laws, Regulations, and Policies

Numerous laws, regulations and policies govern research. Failure to comply may jeopardize not only the individual research project; but also the entire University research program. Policies include:


3. Human Subjects: Research involving surveys, interviews, educational strategies, questionnaires, and review of medical or other records requires approval by the Institutional Review Board (IRB) BEFORE the research is conducted. Students must have an approved IRB to conduct with human subjects. Contact information for the Director of Human Subjects Office, 609 Boyd Graduate Studies, 542-3199, http://www.research.uga.edu/hso/.

4. Radiation Safety: Faculty who use radioactive material must be licensed. Graduate students are encouraged to take the Radiation Safety Course. Information concerning this course, requirements and licensing procedures or assistance in handling of radioactive materials may be obtained from the Radiation Safety Office, 104 Electronics Shop, 542-0107, http://www.research.uga.edu/safety/radiation.

B. Ownership of Research Records

Detailed written, computer, visual and/or audio records of procedures, experiments and scientific observations must be made. These materials are the property of The University of Georgia and must be left with the Major Professor upon completion of the graduate degree. Discuss these policies with your Major Professor and sign the form on the next page.

C. Misconduct in Research

The University of Georgia's policy to deal with misconduct in research is briefly summarized as follows. In its dedication to the ideal of truth, The University of Georgia pursues knowledge through research and transmits knowledge through teaching, publication and public service. A spirit of mutual respect and a broad trust that all faculty members, staff members, and students share in this dedication are essential to the functioning of the University.

Misconduct in research means fabrication, falsification, plagiarism, or other practices that seriously deviate from those that are commonly accepted within the research community for proposing, conducting or reporting research. It does not include honest error or honest differences in interpretations or judgment of data. This definition is not intended to stifle creativity, to hinder the development of new empirical techniques, or to impede attempts to validate unconventional or revolutionary theories. Nor is it intended to bring within the policy those aspects of research that may form a basis for legitimate disagreement. Individuals who want guidance concerning allegations should consult with their Major Professor, Graduate Coordinator, Department Head, Dean or the Office of the Vice President for Research.
Policy on Ownership and Publication of Research Data and Findings from Graduate Student’s Projects

Department of Foods and Nutrition
The University of Georgia

Detailed written, electronic, visual and/or audio records of procedures, experiments and scientific observations should be made during the collection and analysis of data. All data, notebooks, research records, electronic files, and related materials associated with data collection and analysis are the property of The University of Georgia and must be left with the Major Professor upon completion of the graduate degree. The student may make copies of these materials for themselves.

Students are encouraged to copyright their thesis or dissertation to protect their intellectual property (see UGA policies).

Students are expected to produce publishable findings, to write their thesis or dissertation in manuscript format and to submit their findings for publication either prior to or immediately following defense of their thesis or dissertation (or graduation). If the results of a thesis or dissertation are not submitted for publication within three months after the student graduates, then the Major Professor has the option to submit the results for publication with the Major Professor as the first author according to generally recognized standards of coauthorship (circulation of the manuscript draft to all coauthors including the former graduate student prior to submission, etc). In some cases, the student and the faculty may agree that the Major Professor should serve as first author to expedite submission and publication of the results. In other cases where the Major Professor must considerably reanalyze data and rewrite a manuscript, they have the option to become the first author; the student would still be a coauthor.

It is the responsibility of the student to provide their Major Professor with their contact information if they wish to be a coauthor of a manuscript. Many journals require signatures of all authors at the time of manuscript submission. If the student does not provide the Major Professor with current contact information, then the right of authorship is forfeited.

The manuscript can be submitted for publication only with the approval of the Major Professor, unless the Major Professor indicates in writing that they do not wish to be a coauthor. If the Major Professor elects to not be a coauthor, then with the Major Professor’s permission, another member of student’s Advisory Committee or another faculty member of the Department of Foods and Nutrition with expertise in the area should serve as a coauthor.

________________________________________________
Signature of Student    Date

________________________________________________
Signature of Major Professor   Date

________________________________________________
Signature of Graduate Coordinator  Date
VII. FORMAT FOR THESIS, DISSERTATION OR PROJECT

For complete information and the latest format specifications, see the UGA Graduate School website http://grad.uga.edu/index.php/current-students/policies-procedures/theses-dissertations-guidelines/theses-and-dissertations-overview/

All theses and dissertations must be submitted to the Graduate School in electronic formats.

A. Journal Articles as Chapters (Manuscript Style)

In some departments, theses or dissertations may include, as chapters, articles that have been or will be submitted to scholarly journals. This style (also referred to as “manuscript style”) has been approved by the Graduate School for use by all departments. However, students must have the approval of their departments to use the manuscript style for chapters in their theses or dissertations.

Manuscript format can be used when manuscript(s) prepared for publication are incorporated as chapters into the thesis or dissertation. Otherwise, this format is similar to "A" above. One manuscript chapter is required for a master’s degree and at least two manuscript chapters are required for a dissertation. These manuscript style chapters are prepared according to the general guidelines of the journal to which the manuscript will be submitted, with some allowances made for requirements of the graduate school. For example, different methods for the reference citations can be used in the various chapters, but the margin requirements of the graduate school must be used. A reprint from a journal may not be used as a chapter. Complete information concerning this format is in the Graduate School Style Manual from the Graduate School, which can be accessed by clicking on the link found here: http://grad.uga.edu/index.php/current-students/policies-procedures/theses-dissertations-guidelines/theses-and-dissertations-overview/

B. Format for MS-non-thesis project

Unlike a thesis or dissertation, the project for the MS-non-thesis is not submitted to the graduate school. However, one copy must be deposited with the Major Professor and one with the Department of Foods and Nutrition (electronic copy for the department). The format for the project depends on the nature of the research. The student and Major Professor decide on the format and the topic. For example, it may be prepared according to the manuscript style of an appropriate journal.

C. Copyright Release for Thesis and Dissertations

More and more theses and dissertations are being submitted to the Graduate School using the alternative manuscript style. This style includes articles that are published, accepted for publication, submitted for publication or intended for publication. There is increasing concern over copyright issues related to the articles that have already been published or those accepted and being readied for press.

In response to this concern, The University of Georgia now asks that a statement of copyright release from the publisher for each published or accepted article be given to the Graduate School at the time that the thesis/dissertation is submitted in final form. We will keep this release statement in the student’s file as a part of their permanent record. Students are responsible for securing this release and they should begin the process of acquiring the copyright release very early in their thesis/dissertation preparation. Final versions of theses and dissertations using this manuscript format will not be accepted until such copyright release has been provided.

VIII. ORAL AND WRITTEN EXAMS

The student must be registered for at least 3 credits in the Graduate School during the semester in which the work of the Advisory Committee and the final oral examination take place. The thesis, project or dissertation should be given to the Advisory Committee at least two weeks prior to the final oral examination.

A. MS-thesis

The Advisory Committee serves as the Oral Examining Committee for the MS. The final oral examination covers the thesis and the program of study, and is usually conducted during the semester the student completes their thesis. The emphasis is on the application of knowledge to problem solving. The Major Professor and the Advisory Committee indicates if the student passed or failed this examination on the approved form, which is then forwarded to the Graduate School. The MS student must bring the required form to the meeting so that the Advisory Committee can sign it.
B. MS-non-thesis

The procedure is identical to the MS-thesis, except it covers the student’s project (rather than a thesis).

C. PhD Candidate

C1. Policies and Procedures in Conducting Comprehensive Examinations

As required by the Graduate School, all doctoral students must pass a written and oral comprehensive examination in order to be formally admitted to candidacy. The PhD comprehensive examination consists of a written and an oral part and is administered to determine if the candidate is qualified to continue for the doctorate. The comprehensive examination should be held as soon as the Doctoral Advisory Committee feels that the student's qualifications for doctoral work can be evaluated. The examination covers the program of study, and dissertation research, with an emphasis on the application of knowledge to problem solving.

1. It is recommended that students take the oral comprehensive examinations at the end of their second year of doctoral study. Refer to the doctoral student checklist for scheduling and notifying the Graduate Coordinator about these exams.

2. The purpose of the examination is to provide an opportunity for a) students to integrate and apply knowledge gained in their educational experience, and b) faculty to assess the ability of the students to integrate and apply knowledge in order to insure that a student is qualified to be admitted to candidacy.

3. If a faculty mentor feels that a student is not ready or qualified to take the comprehensive examinations, they should encourage the student to take additional course work or do additional reading or study in areas that may be deficient. In some cases, the faculty supervisor may suggest that the student change his/her degree seeking status to master’s degree. However, if the student wishes to take the exam, he/she may do so.

4. The time of the written examination will be decided by the faculty advisor in consultation with the student and the Advisory Committee members. Refer to the doctoral student checklist for scheduling and notifying the Graduate Coordinator about these exams.

5. The written examination consists of 5 sets of questions submitted by the 5 members of the student's Advisory Committee. Each Advisory Committee member will provide 3 to 5 questions depending on their complexity. The student will have at least 2 hours to answer each Advisory Committee member's questions.

6. All members of the Advisory Committee will review answers to all questions. Copies of the answers to all questions will be given to all members of the Advisory Committee for evaluation before votes are taken. Each member of the Advisory Committee will cast a vote of "pass" or "fail" for the entire written exam. At least 4 of the 5 members of the Advisory Committee must cast a vote of "pass" for the student to pass the written exam.

7. If a student receives 2 or more "fail" votes from the Advisory Committee, the student may take a second written comprehensive examination. The Advisory Committee conducts this exam in a manner similar to that described above.

8. If the student receives 2 or more "fail" votes from the Advisory Committee when he/she takes a second written comprehensive examination, the student will have failed the written exam and will not be admitted to candidacy.

9. Oral Comprehensive Examination: If the student passes the written examination, he/she is eligible to take the oral comprehensive examination. Refer to the doctoral student checklist for scheduling and notifying the Graduate Coordinator about these exams. This exam usually lasts about 3 hours.

10. Each member of the Advisory Committee will cast a vote of "pass" or "fail" for the oral exam. At least 4 of the 5 members of the Advisory Committee must cast a vote of "pass" for the student to pass the oral exam. Students who pass this oral examination are eligible to be admitted to candidacy.

11. If the student receives 2 or more "fail" votes from the Advisory Committee, he/she may take a second oral comprehensive examination. The time of this oral comprehensive examination will be decided by the faculty advisor in consultation with the student and the Advisory Committee members.

12. If the student receives 2 or more "fail" votes from the Advisory Committee when they take a second oral comprehensive examination, the student will have failed the exam and will not be admitted to candidacy.
13. Throughout these exams, the Major Advisor should ensure that the forms documenting the votes for the written and oral exam are properly filled out and signed by the Advisory Committee members.

C2. Reading of Dissertation

The Advisory Committee will judge the written presentation and the substance of the dissertation as to suitability for going on to the dissertation defense. The student, with guidance from their Major Professor will organize, edit, and rewrite the dissertation. A poorly written dissertation will be returned to the student and Major Professor. The task of accomplishing a substantive research project belongs to the student, Major Professor and Advisory Committee; hence, a substantively weak dissertation will be returned as well to the student for further research and revisions.

C3. Final Oral Examination and Dissertation Defense

Refer to the doctoral student checklist for scheduling and notifying the Graduate Coordinator about the final oral examination and dissertation defense. When aiming for a graduation date, the student should be sure that the Advisory Committee receives the dissertation with sufficient time to read it before the expected date of the final exam. The dissertation must be approved by the Major Professor before it is given to the other members of the Advisory Committee. The student's performance in the final oral examination-defense will be judged by the Major Professor and the members of Advisory Committee.
IX. CHECKLISTS

A. MS-thesis OR MS-non-thesis. It is the student's responsibility to meet all the requirements on time.

All forms are available at: http://grad.uga.edu/index.php/current-students/forms/. Keep one copy signed copy for yourself, submit two copies to the Graduate Coordinator for signatures and take them to the Graduate Coordinator’s Assistant in Room 280, Dawson Hall. The department will retain a copy in your file and submit the signed forms to the Graduate School for approval. Due dates are subject to change, so confirm dates at www.grad.uga.edu. Enter date completed on the lines below.

1. ______ Major Professor selected before first semester. Feel free to visit with all graduate faculty members in the Department of Foods and Nutrition. Faculty are listed at http://www.fcs.uga.edu/people/category/fdn/36

2. ______ Advisory Committee members (two, in addition to major professor, with at least one being Graduate Faculty) are selected by the Major Professor and the student. The form “Advisory Committee for Master of Arts and Master of Science Candidates” should be submitted before the end of the first semester. This form must be submitted before or with the Program of Study

3. ______ The Program of Study should be discussed with the Advisory Committee at a meeting. The form “Program of Study for Master of Arts and Master of Science Candidates” is signed by the Major Professor and two members of the Advisory Committee and submitted to the Graduate Coordinator by the second semester of residence. Only list courses required by the department and by the Advisory Committee. Do not list undergraduate dietetics courses or other courses that are not required. Changes must be requested using a different form; “Recommended Change in Program of Study.”

4. ______ Discuss with Major Professor, sign and submit to the Graduate Coordinator the form “Policy on Ownership and Publication of Research Data and Findings from Graduate Student’s Projects” found in this graduate manual.

5. ______ Request an annual performance evaluation with your Major Professor and Teaching Supervisor in January each year; the student and/or the faculty may request evaluations more often.

6. ______ Submission of research proposal to the Advisory Committee (second semester, spring, FDNS 8560/8580). Proposal is presented and defended in a seminar to the department. A meeting with the Advisory Committee should be held to discuss the proposal after the presentation and defense.

7. ______ “Application for Graduation” form should be submitted to the Graduate School by the end of the first week of term before graduation (e.g., first week of spring semester for May graduation). Information is available here: http://grad.uga.edu/index.php/current-students/important-dates-deadlines/

8. ______ Graduate students should plan well in advance to present a summary of their MS research investigations as a regularly scheduled departmental seminar, in addition to their defense seminar, if not scheduled on the same day. The graduate student should schedule their departmental seminar with the instructor of FDNS 8900, Seminar in Foods and Nutrition.

9. ______ Final defense of the thesis (or project) requires these steps. Defense should be held at least 6 weeks prior to graduation. Confirm date and time with Major Professor and Advisory Committee at least 3 months before intended defense date; allow 45 minutes for seminar (which is a defense presented to the department) and 1.5 hours for the defense with the Advisory Committee. Schedule the room at least 2 months before intended defense date. Once the date, time and location of the graduate student defense are determined it is important that the major advisor immediately notify the Graduate Coordinator. In addition, the following information needs to be submitted to the Graduate Coordinator’s Assistant: intended defense date, time, building and room number, correct title of thesis, student’s name, 810/811 number, and full names of Major Professor and Advisory Committee members at least 4 weeks before intended defense date. Obtain approval from the Major Professor that the thesis appears ready for the defense at least 4 weeks before the intended defense date. Submit thesis (or project) to Advisory Committee at least 2 weeks before intended defense date. The Advisory Committee will approve or disapprove the thesis (or project) as ready for the final defense. If the Advisory Committee disapproves the thesis (or project), then a meeting will be held to advise the student on how to proceed with completing the thesis (or project). If the Advisory Committee approves the thesis (or project), then the defense proceeds as planned at the agreed upon date and time. The Major Professor serves as the chair and conducts the final oral examination and thesis (or project) defense. Action of Committee (pass or fail) reported to Graduate Coordinator 1) for MS-non-thesis in a letter OR 2) for MS-thesis on the form “Approval form for Master’s Thesis, Defense, and Final Examination Master of Arts and Master of Science Candidates.” The student prepares this form and brings it to the defense.

10. ______ MS-thesis student electronically submits thesis to the Graduate School for preliminary format check (See Graduate School Website for deadline). MS-non-thesis students do not submit their projects to the graduate school.
11. _______ MS-thesis student electronically submits final copy of thesis to the Graduate School for final approval. (Confirm date at www.grad.uga.edu). Bring all required paper work (e.g., Approval forms, ETD forms).

12. _______ Make an electronic copy of thesis (or project) for Major Professor and the department.

13. _______ All research note books and records turned in to Major Professor.

14. _______ All requirements for degree must be completed & reported to Graduate School at least 2 weeks before graduation.

B. PhD Program. It is the student's responsibility to meet all the requirements on time. Check with the Graduate School in case any deadlines or forms have changed since this document was printed.

Students who enter the doctoral program with strong backgrounds and an MS will usually require 3 to 4 years to complete all requirements. Students who enter the doctoral program in a new area of research for them, without an MS degree, and/or who change Major Professors or research areas will take at least 4 to 5 years to complete all requirements.

The major milestones for completing the doctoral degree are selection of a Major Professor, selection of Advisory Committee, preliminary program of study form (Year 1), completion of coursework (end of Year 2), write and defend dissertation research proposal (spring of Year 1 or usually spring of Year 2), pass written and oral comprehensive examinations (end of Year 2, usually summer of Year 2 or early Fall in Year 3), complete dissertation research (Years 1-3 or more), present research at professional meetings (Years 2 and beyond), and defend dissertation research (earliest is at the end of Year 3, but is usually later).

Students should meet with their Major Professors on a weekly basis, their Advisory Committee at least once each year or more often as needed. All forms needed to document progress can be found on the graduate school web site. The check list below should be followed to help document progress.

All forms are available at: http://grad.uga.edu/index.php/current-students/forms/. Keep one signed copy for yourself, submit two copies to the Graduate Coordinator for signatures and take them to the Graduate Coordinator’s Assistant in Room 280, Dawson Hall. The department will retain a copy in your file and submit the signed forms to the Graduate School for approval. Due dates are subject to change, so confirm dates at www.gradsch.uga.edu.

Enter date completed.

1. _______ Major Professor selected before first semester. Feel free to visit with graduate faculty members of the Department of Foods and Nutrition. Faculty are listed at http://www.fcs.uga.edu/people/category/fdn/36.

2. _______ Advisory Committee members selected and reported to the Graduate Coordinator on the form “Advisory Committee for Doctoral Candidates” during first year of residency. Major Professor and two other members must be on the Graduate Faculty (three of five total). This form must be submitted before the Program of Study and must be submitted before the end of the first year of residence.

3. _______ Discuss with Major Professor, sign and submit to the Graduate Coordinator this form “Policy on Ownership and Publication of Research Data and Findings from Graduate Student’s Projects” found in this graduate manual.

4. _______ “Preliminary Doctoral Program of Study Form” completed and signed in consultation with Major Professor at a meeting with the Advisory Committee (Year 1). This form is retained by the Department of Foods and Nutrition. This form must be submitted to the graduate coordinator by the end of the student’s first year.

5. _______ Request an annual performance evaluation with your Major Professor and Teaching Supervisor in January each year; the student and/or the faculty may request evaluations more often.

6. _______ Give seminars in seminar class (FDNS 8900, 2 credits, 1st year), a seminar to department on a topic not related to dissertation (FDNS 8900, 1 credit, 2nd year), and the defense of your dissertation (FDNS 8900, 1 credit).

7. _______ Research Proposal submitted to the Advisory Committee during the spring semester of the first or second year of residency (usually spring of second year while taking FDNS 8560/8580). A meeting with the Advisory Committee must be held for the student to defend the proposal. Allow committee members at least two weeks to review the proposal.

8. _______ “Final Doctoral Program of Study Form” completed and signed in consultation with Major Professor at a meeting with the Advisory Committee. This form should be submitted to the Graduate Coordinator in the first year of residence, but must be submitted by the time oral comprehensive examinations are scheduled.
9. Oral and written comprehensive examinations should be taken by the end of the second year of residency. The written examination is taken first. Allow at least 3 weeks between the written and the oral examination. If the written examination is successfully passed, then the oral examination is taken. At least four weeks prior to the written examination, notify the Graduate Coordinator in writing of the dates, times, building and room numbers, student’s name, 810/811 number, and full names of Major Professor and Advisory Committee. The Graduate Coordinator will notify the graduate school. The graduate school will send the department the correct forms (“Report of the Written and Oral Comprehensive Examination”) and the Major Professor should ensure that the form is correctly completed. After the exams are completed, submit the signed form to the Graduate Coordinator.

10. The completed “Final Doctoral Program of Study,” as well as the “Recommended Change in Program of Study” should be brought to the oral comprehensive examination. Following the comprehensive examinations, the Advisory Committee often recommends additional coursework, and this should be submitted on “Recommended Change in Program of Study” form. All committee members should approve and sign this form.

11. The “Application for Admission to Candidacy for Doctoral Degrees” form should be brought to the oral comprehensive examination (http://grad.uga.edu/index.php/current-students/forms). If the student successfully passes the written and oral examination, agrees to take any additional coursework recommended, and has successfully defended their research proposal, then this form is submitted to the Graduate Coordinator. This form must be submitted to the Graduate Coordinator no later than two semesters before the proposed graduation date.

12. An application for graduation must be filed with the Graduate School no later than Friday of the second full week (the first full week for summer) of classes in the semester of the anticipated graduation date. http://grad.uga.edu/index.php/current-students/policies-procedures/academics/application-for-graduation/ You may now apply online. https://sis-ssb-prod.uga.edu/PROD/twbkwbis_P_GenMenu?name=homepage

13. Attend training sessions for electronic submission of theses and dissertations.

14. Obtain copyright clearance for any manuscripts published or in press. The Graduate School will not accept dissertations without copyright clearance from the publishers.

15. Graduate students should plan well in advance to present a summary of their PhD research investigations as a regularly scheduled departmental seminar, in addition to their defense seminar, if not scheduled on the same day. The graduate student should schedule their departmental seminar with Dr. Claire de La Serre.

16. Final defense of dissertation requires these steps. Register for FDNS 8900 (1 credit) and FDNS 9300 (3 credits) during the intended graduation semester. Defense should be held at least 6 weeks prior to graduation. Confirm date and time with Major Professor and Advisory Committee at least 3 months before intended defense date; allow 1 hour for seminar (which is a defense presented to the department) and 2 hours for the defense with the Advisory Committee. Schedule room at least 2 months before intended defense date. Once the date, time and location of the graduate student defense are determined it is important that the major advisor immediately notify the Graduate Coordinator. In addition, the following information needs to be submitted to the Graduate Coordinator’s Assistant: intended defense date, time, building and room number, correct title of thesis, student’s name, 810/811 number, and full names of Major Professor and Advisory Committee members at least 4 weeks before intended defense date. Obtain approval from the Major Professor that the dissertation appears ready for the defense. Submit dissertation to Advisory Committee at least 3 weeks before intended defense date. The Advisory Committee will approve or disapprove the dissertation as ready for the final defense. If the Advisory Committee disapproves the dissertation, then a meeting will be held to advise the student on how to proceed with completing the dissertation. If the Advisory Committee approves the dissertation, then the defense proceeds as planned at the agreed upon date and time.

17. After the student successfully defends their dissertation, the Advisory Committee signs the form “APPROVAL FORM FOR DOCTORAL DISSERTATION AND FINAL ORAL EXAMINATION” prepared by the student. The Major Professor will retain this form until all changes recommended by the Advisory Committee have been completed by the student.

18. Student electronically submits dissertation to the Graduate School for preliminary format check. Refer to the Graduate School Website for deadline.

19. Student electronically submits final copy of dissertation to the Graduate School for final approval. (Confirm date at www.grad.uga.edu). Bring all required paper work (e.g., Approval forms, ETD forms).

20. Make copy of dissertation ( both electronic and pound paper copy)for Major Professor and an electronic copy for the department.
21. _______ All research notebooks and records turned in to Major Professor.
22. _______ All requirements for the degree must be completed and reported to the Graduate School at least two weeks before graduation. (Confirm date at www.grad.uga.edu).

X. GENERAL INFORMATION

A. Registration

Meet with your advisor to fill out the advisement form, and present your signed advisement form to staff in Room 280 Dawson Hall to be cleared for registration.

B. Keys

Students should request keys from staff in Room 280 Dawson Hall.

C. Computer Laboratory - Rm. 264 Dawson Hall

PC labs are available to all graduate students and are open from 8-5 Monday through Friday. Graduate students may also check into procedures for use on nights or weekends. Use of the laser printer in this facility for printing theses or dissertations, or large statistical outputs is discouraged.

D. Assistance from FDNS Administrative Assistants - Guidelines

- **Copying** - For copying class materials, allow at least 2 days for copying. For copying research materials, get copy account number and permission from your advisor.
- **Purchase Orders/Check Requests--Including Travel Expense Statements**: Allow at least a 3-day turn around. To prevent emergencies, plan ahead as far as possible for ordering of lab supplies. The requests have to be cleared by several other offices before the material is finally ordered. Due to the large number of requests, it may take several days before the request is cleared for ordering. Purchases must be approved by the professor before given to the FDNS accountant.
- Some items can be purchased by reimbursement. You must retain all receipts and work with the departmental accountant and fill out the correct forms. You can usually expect reimbursement within a two-week period.
- **Graduate School Forms** – Most forms can be directly downloaded from the Graduate School web site (http://grad.uga.edu/index.php/current-students/forms/). If you need assistance, please see an administrative assistant in the departmental office.
- **Abstracts and Poster Materials** – FDNS administrative assistants are not available for typing these, but may have some information about departmental and/or college resources.
- **Copying of Theses and Dissertations** - Professors are charged for copies made using their accounts. You may make copies of your thesis/dissertation for your committee members if your professor approves charging to their research accounts. Final copying should be done at Kinko's, the Tate Center, etc.
- **Poster printing** – Posters needed for presentations, class, etc. will have to be printed outside of the department/college. Suggestions for poster printing include: Tate Student Center Print & Copy Services (http://www.daweprints.uga.edu), (706) 542-8493; FedEx Office Print & Ship Center (http://www.fedex.com/us/office/poster-printing.html), (706) 353-8755; Athens Blueprint & Copy Shop (http://www.athensblueprint.com), (706) 548-0656; PosterPresentations.com (http://www.posterpresentations.com/index.html), (866) 649-3004.

E. Copying in FDNS Office

Teaching assistants may have their materials for class copied in the FDNS office. However, the costs of copying non-teaching materials (e.g., research materials) in the FDNS office are charged back to individual faculty accounts — so check with your faculty advisor before copying. Graduate students are expected to pay for all photocopying associated with the preparation of their theses and dissertations, and these materials are not to be copied in the FDNS Office.

F. Departmental Seminars - Course Number FDNS 8900

Each graduate student must attend all seminars given by the Department of Foods and Nutrition whether or not the student is enrolled in FDNS 8900. One goal of the seminar program is to expose the graduate student to diversified areas of current research topics. A
second and equally important goal is to develop the student's communicative skills and ability to report and interpret current events in foods and nutrition and research data. The nature of the seminar program will vary during the year. In addition, graduate students must present a seminar on their thesis/dissertation prior to the final oral defense.

G. Expectations of Progress and Time Limits

It is expected that a Master's degree will be completed in two years; completion of all internship requirements may require additional time. The limit imposed by the Graduate School for completion of a Master's degree is six years. For PhD candidates, it is expected that all requirements will be completed within four years; the time limit of the Graduate School is six years to candidacy (5 additional years for dissertation after candidacy) after first registration.

H. Vacations

Vacations are an excellent time to make progress in your thesis and dissertation research. It is expected that graduate students will spend the majority of time during the semester breaks working on their research so that they can graduate in a timely manner. Discuss your plans for vacation with your faculty advisor in advance.

I. Financial Aid, University Employment, and Taxes

Graduate applications received by December 10th (by 5:00 p.m.) have the best chance for receiving financial aid in the form of scholarships and assistantships. Contact Dr. Jamie Cooper, Graduate Coordinator of the Department of Foods and Nutrition for more information concerning financial aid.

1. Loans: Several types of low interest loans are available through the University Finance Department. For information, contact: The Office of Student Financial Aid, [https://osfa.uga.edu/index.html](https://osfa.uga.edu/index.html)

2. Assistantships
   a. University Assistantships - Some assistantships are granted on a University-wide competitive basis. The department nominates to the Graduate Coordinator candidates for consideration for University-wide assistantships. Nominations must be received by the Graduate Coordinator by January 1.
   b. Departmental Assistantships - Teaching Assistantships and Research Assistantships are available from the department on a competitive basis.
   c. Criteria and Procedures for Awarding Departmental Assistantships in the Department of Foods and Nutrition - The Department Head and Graduate Coordinator, upon advice and recommendations of the faculty, awards departmental assistantships to students. Departmental assistantship awards are based on a combination of individual faculty requests for research or teaching assistance and the collective faculty's judgment as to the professional promise demonstrated by students through their previous professional activities, particularly those of the previous year.

   Additional research assistantships exist in the context of research grants to individual faculty members, such that the faculty member who obtains the grant identifies potential student candidates for the award. This often depends on the student's interest in pursuing a research problem related to the grant research, as well as to the merit of the student.
   d. Level of support - In accord with University pay schedules, first paychecks for the fall semester are not received until the last working day of August.

   Because of the demand for assistantship support and the expectation that students finish their degree programs in a timely fashion, students in the Master's degree programs are generally awarded assistantships for a period of no more than two years, and students in the Doctoral degree program for usually no more than three years.
   e. Scholarships – You are encouraged to seek out and apply for College of Family and Consumer Sciences scholarships. Other scholarships are also available from other sources such as The Academy of Nutrition and Dietetics and the American Institute of Nutrition. For more information, contact the Graduate Coordinator, Department of Foods and Nutrition.
f. University Employment - Anyone on University payroll should see the Business Manager in the College office immediately at the beginning of each year or when commencing employment. The Business Manager will also answer questions and take care of administrative problems relating to employment at any time during the year.

g. Other Employment - A graduate student must carefully weigh financial necessity versus maximization of progress on the thesis or dissertation research. It is better to suffer some financial deprivation and accelerate toward your objective. For this reason, we discourage full-time or part-time employment in permanent positions for students actively pursuing a degree. Conflicts between job requirements and educational needs become particularly acute when the job is also in the University. For this reason the Department does not hire students in technician or other classified positions.

3. Taxes - Check with the Graduate School Business Office for the most recent rulings by the IRS.

J. Course Loads

Graduate assistants who hold assistantships that require from one-fourth to one-half time service should register for a minimum of 12 semester hours each semester (9 in summer).

To exceed the maximum course load, the student must obtain written approval from the Major Professor and the Dean of the Graduate School. The Department Head or the Departmental Graduate Coordinator may sign the overload request in the absence of the student's Major Professor. Audits will not be counted when considering maximum and minimum course load requirements.

K. Grade Point Average

Graduate students are expected to maintain an overall average of 3.0 with no grade below a “C” in any course, including the research courses listed below. NOTE: A ‘C-’ is not counted as meeting degree requirements. According to UGA Graduate School Policies (http://grad.uga.edu/index.php/current-students/policies-procedures/academics/probation-and-dismissal/): “Students with a cumulative graduate course average below 3.0 for two consecutive terms are placed on academic probation by the Graduate School. They then must make a 3.0 or higher semester graduate average each succeeding semester that their overall cumulative graduate average is below 3.0. These students are no longer on probation when their cumulative graduate average is 3.0 or above. If they make below a 3.0 semester graduate average while on probation, they are dismissed.”

L. Graduate Student Organization (GSO)

The GSO organizes academic, community and social activities with graduate students in the department of Foods and Nutrition. Recent activities include organizing weekly pre-seminar lunches for the department, planning and hosting social events for graduate students; planning and implementation of graduate student recruitment events with departmental faculty; serve as graduate student representative on departmental committees; engagement in outreach and service activities, and participation in professional organizations and conferences. To join, contact the current GSO president.

M. Grievance Procedure for Graduate Students- Section currently being revised.

N. Health Insurance

See https://www.uhs.uga.edu/insurance/index.html.

O. Reasons for Dismissal

1. Failure to submit a Program of Study approved by major professor and Advisory Committee
2. Receive two unsatisfactory grades in any courses
3. Make below a 3.0 semester graduate average while on probation
4. Violate the academic honesty policy
5. Do not have a faculty member willing to serve as your major professor after one year in the program

Revisions approved by FDNS Graduate Faculty, September 2016.
EVALUATION OF GRADUATE STUDENTS AND GRADUATE ASSISTANTS

Major Professors will conduct annual evaluations with their graduate students (see forms in this manual). The evaluations are used to provide you feedback on your performance, to help you progress in a timely manner, to provide a basis for allocation of assistantships and to make decisions regarding the faculty’s role as your major professor. Performance in the classroom, progress and accomplishments in research, participation as a member of the laboratory team and your overall attitude, will be key factors addressed in a performance evaluation. At any time if your major professor is not satisfied with your performance they can elect to discontinue serving as your major professor. If this occurs your CV will be circulated to faculty for consideration of working in their laboratories or under their guidance. If no faculty member agrees to serve as your major professor, you will be dismissed from the program.

A. Operating procedures

1. All graduate students will be evaluated at least one time per year, but may be evaluated more often.

2. Graduate students will be evaluated using the attached form(s) developed by the faculty and graduate students of the Department of Foods and Nutrition. These forms will become part of the student's records kept in the main office of the FDNS department.

3. Evaluations will be monitored by the head of the department and will be made by the immediate supervisor(s) of the graduate student. Graduate students may be evaluated by more than one supervisor. For example, they may be evaluated by their Major Professor, the faculty member supervising their research duties, and/or the faculty member supervising their teaching duties.

4. Evaluation results must be reported in writing to graduate students and the report should identify strengths and weakness of their performance. Each evaluation document must be signed by the student, the faculty supervisor(s), and the department head. The completed evaluation form should be sent to the Graduate Coordinator.

5. Graduate students have the right to respond to the evaluation; such a written response by the student should be received by the supervisor(s) within two weeks of the evaluation. There may be special circumstances or situations that require explanation or description or there may be a difference in opinion of work output or there may be reasons for grievance.

6. If significant improvement in performance is needed, then a written plan for that improvement should be devised by the graduate student and their immediate supervisor(s) within two weeks of the evaluation conference.

7. If the performance of a graduate student fails to improve in accordance with the plan, further action will be taken. In those situations where continuance of a graduate assistantship would be detrimental to the effective operation of the academic unit, consideration will be given to terminating the assistantship.

8. When an assistantship is terminated, the student must be advised in writing of the termination of the assistantship and of the appeal procedures available.

9. Appeals of terminations, unless they include charges of discrimination, will be heard through channels established for academic decisions. The appeals must be in writing and must specify the grounds on which they are based.
B. Graduate Research Assistants

1. Position Description

The graduate research assistant position is designed to provide assistance to a faculty research endeavor. The time commitment varies in relation to the fraction of the full time appointment. The range is from 1/3 to 1/2 time. Students with a 1/3 time appointment are obligated to work at least 13 hours per week. Students with larger fractions have a larger time commitment.

Assigned duties will vary with the project and supervisor. Duties may include data collection and analysis, library research, animal care, laboratory analysis and other relevant responsibilities as indicated by supervisor.

2. Standards of performance:

a. Recognizes and learns to solve problems encountered in the course of the assigned project.

b. Develops a research focus.

c. Communicates the progress of the research using effective written and oral skills.

d. Makes steady progress towards meeting the degree course requirements and the program of study.

e. Maintains a GPA of 3.0 or better.

f. Maintains an equitable cooperative attitude towards staff, faculty and fellow students.

g. Develops technical abilities and skills-appropriate for project.

h. Completes assigned tasks in a timely manner with due regard to accuracy and precision of the work.

i. Gives evidence of developing good work skills, i.e., dependability, integrity, honesty, initiative, enthusiasm and independence in thought and deed.
### Evaluation of Performance of Graduate Research Assistants

<table>
<thead>
<tr>
<th></th>
<th>Unsatisfactory</th>
<th>Needs Improvement</th>
<th>On Target</th>
<th>Exceeds Expectations</th>
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<tbody>
<tr>
<td><strong>Problem solving</strong></td>
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<tr>
<td><strong>Research focus</strong></td>
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<td><strong>Progress towards degree</strong></td>
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<td><strong>Attitude</strong></td>
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**Recommendation:**

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**Signatures**

Faculty: ___________________________ Date: ___________________________

Student: __________________________ Date: ___________________________

Graduate Coordinator: __________________________ Date: __________________________

Department Head: __________________________ Date: __________________________
C. Graduate Assistants who Assist Faculty with Teaching

1. Position Description

Some graduate assistants provide assistance to faculty for teaching, managing, and developing courses and course materials. The time commitment varies in relation to the fraction of the full time appointment. The range is from 1/3 to 1/2 time. Students with a 4/9 time appointment are obligated to work at least 16 hours per week. Students with larger fractions have a larger time commitment.

Assigned duties will vary with the course and with faculty member supervisor. Duties may include providing designated lectures, assisting in exam construction, supervising undergraduate laboratory experiences, grading papers and exams and providing general assistance in and out of the classroom for the particular needs of the course.

The supervisor is a faculty member who has the major responsibility for the course.

2. Standards of Performance

a. Learns to solve problems relating to the instructional effort.

b. Develops teaching skills which include organization and presentation of assigned subject matter.

c. Communicates problems and progress of the course relating to the instructional effort using effective writing and oral skills.

d. Makes steady progress towards meeting the degree course requirements and the program of study.

e. Maintains a GPA of 3.0 or better.

f. Maintains an equitable cooperative attitude towards staff, faculty and fellow students.

g. Completes assigned tasks in a timely manner with due regard to the needs of the faculty member and the students enrolled in the course.

h. Gives evidence of developing good work skills, i.e., dependability, integrity, honesty, initiative, enthusiasm and independence in thought and deed.

i. Attendance at UGA Teaching Assistant Workshop(s).
## Evaluation of Performance of Graduate Assistants who Assist Faculty with Teaching

<table>
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<tr>
<th></th>
<th>Unsatisfactory</th>
<th>Needs Improvement</th>
<th>On Target</th>
<th>Exceeds Expectations</th>
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<tr>
<td><strong>Problem solving</strong></td>
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<td><strong>Progress towards degree</strong></td>
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<td><strong>General Assessment (optional):</strong></td>
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<td><strong>Recommendation:</strong></td>
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</table>

## Signatures

- **Faculty:** ____________________________ Date: ____________________________
- **Student:** __________________________ Date: ____________________________
- **Graduate Coordinator:** __________________________ Date: __________________________
- **Department Head:** __________________________ Date: __________________________
OPTIONAL ADDITIONAL FORM FOR ANNUAL EVALUATION

Adapted from the ETS Personal Potential Index that will be used in the future as part of the GRE that will be filled out by evaluators selected by students.

<table>
<thead>
<tr>
<th></th>
<th>Below average</th>
<th>Average</th>
<th>Outstanding (top 5%)</th>
<th>Truly exceptional (top 1%)</th>
<th>No opportunity to evaluate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Has a broad perspective on the field of foods and nutrition</td>
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<tr>
<td>2.</td>
<td>Produces new ideas</td>
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<td>3.</td>
<td>Is extremely curious about the field of foods and nutrition</td>
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<td>4.</td>
<td>Writes in a professional and precise way</td>
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<td>5.</td>
<td>Organizes writing well</td>
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<td>6.</td>
<td>Supports the efforts of other students, staff, and faculty</td>
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<td>7.</td>
<td>Behaves in an open and friendly manner</td>
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<td>8.</td>
<td>Works well in group settings</td>
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<td>9.</td>
<td>Provides criticism and feedback to others in a helpful way</td>
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<td>10.</td>
<td>Accepts feedback without getting defensive</td>
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<tr>
<td>11.</td>
<td>Can accept and use feedback from major advisor, committee members, and instructors without getting defensive</td>
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<td>12.</td>
<td>Works well under stress</td>
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<td>13.</td>
<td>Works extremely hard</td>
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<tr>
<td>14.</td>
<td>Sets realistic goals</td>
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<tr>
<td>15.</td>
<td>Organizes work and time effectively</td>
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<tr>
<td>16.</td>
<td>Has an appropriate balance of spending time on courses and research</td>
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<tr>
<td>17.</td>
<td>Is worthy of trust from others</td>
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<tr>
<td>18.</td>
<td>Demonstrates sincerity</td>
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</table>
**APPENDIX A**

List of potential courses in statistical design and evaluation for FDN PhD Student

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS7010</td>
<td>Introductory Biostatistics I</td>
<td>3</td>
<td>Introductory statistics with applications to medical and biological problems. Topics to be covered include biostatistical design in health research, data collection and management, and introductory concepts and methods of statistical data analysis</td>
</tr>
<tr>
<td>BIOS 7020</td>
<td>Introductory Biostatistics II</td>
<td>3</td>
<td>Introduction to a variety of statistical tools with applications in public health and the biological sciences, including survey sampling, multiple regression, experimental design, categorical data analysis, logistic regression, and survival analysis. Motivating examples will be drawn directly from the literature in the health, biological, medical, and behavioral science</td>
</tr>
<tr>
<td>ERSH6300</td>
<td>Applied Statistical Methods in Education</td>
<td>3</td>
<td>Techniques for describing and summarizing data for educational research studies. Applications of the standard normal distribution and the use and interpretation of standard scores. Inferential statistics for one and two population studies including means, proportions, and correlations</td>
</tr>
<tr>
<td>ERSH8310</td>
<td>Applied Analysis of Variance Methods in Education</td>
<td>3</td>
<td>Experimental design and the analysis of data from experiments, including orthogonal analysis of variance for single and multifactor designs, randomized block, repeated measures, and mixed models. Computer applications and reporting results using APA style</td>
</tr>
<tr>
<td>ERSH 8320</td>
<td>Applied Correlation and Regression Methods in Education</td>
<td>3</td>
<td>Nonexperimental and quasi-experimental research studies, including simple and multiple regression techniques, nonorthogonal analysis of variances, correlation techniques, and analysis of covariance</td>
</tr>
<tr>
<td>ERSH 8350</td>
<td>Multivariate Methods in Education</td>
<td>3</td>
<td>Discriminant analysis, multivariate analysis of variance, canonical correlation analysis, and cluster analysis. Relating research questions to methods, conducting computer analyses, interpreting computer printouts, and critiquing analysis reports</td>
</tr>
<tr>
<td>ERSH 8360</td>
<td>Categorical Data Analysis in Education</td>
<td>3</td>
<td>Categorical data analysis with emphasis on practical applications in educational research and on the use of computing packages for analysis of such data. Topics include contingency table analyses, generalized linear models, logistic regression, and loglinear models. These techniques are applied to data sets from educational research</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Description</td>
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<td>--------------------------------------------</td>
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<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>STAT6210</td>
<td>Introduction to Statistical Methods I</td>
<td>3</td>
<td>First course on statistics emphasizing applications in social, behavioral sciences. Covers elementary topics, one and two sample inference, simple linear regression, some categorical data analysis. Uses point-and-click statistical software. Provides preparation for Introduction to Statistical Methods I</td>
</tr>
<tr>
<td>STAT 6230</td>
<td>Applied Regression Analysis</td>
<td>3</td>
<td>Applied methods in regression analysis. Topics include univariate linear regression, techniques of multiple regression and model building, ANOVA as regression analysis, analysis of covariance, model selection and diagnostic checking techniques, nonlinear regression, and logistic regression.</td>
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<tr>
<td>STAT 6240</td>
<td>Sampling and Survey Methods</td>
<td>3</td>
<td>Design of finite population sample surveys. Stratified, systematic, and multistage cluster sampling designs. Sampling with probability proportional to size. Auxiliary variables, ratio and regression estimators, non-response bias.</td>
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<tr>
<td>STAT 6315</td>
<td>Statistical Methods for Researchers</td>
<td>4</td>
<td>Basic statistical methods through one- and two-sample inference, regression, correlation, one-way analysis of variance, analysis of covariance, and simple methods of categorical data analysis. Course emphasizes implementation and interpretation of statistical methods. Statistical software (SAS) is integrated into the course</td>
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<tr>
<td>STAT 6430</td>
<td>Design and Analysis of Experiments</td>
<td>3</td>
<td>Theory and methods for constructing and analyzing designed experiments are considered. Basic concepts in design of experiments, analysis of covariance, completely randomized designs, randomized complete and incomplete block designs, row-column designs, repeated measures designs, factorial designs, split-plot experiments will be covered. Additional topics may include response surface modeling, mixture designs</td>
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<tr>
<td>STAT 8090</td>
<td>Statistical Analysis of Genetic Data</td>
<td>3</td>
<td>Methods for analysis of genetic data, with an emphasis on gene mapping. Topics include quantitative genetics, covariance between relatives, estimation of genetic parameters, detection of genetic linkage in crosses and natural populations, association mapping, and QTL mapping. Emphasis on fitting models, estimating parameters, and making inferences based on genetic data.</td>
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<tr>
<td>STAT 8200</td>
<td>Design of Experiments for Research Workers</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Methods for constructing and analyzing designed experiments are considered. Concepts of experimental unit, randomization, blocking, replication, and orthogonal contrasts are introduced. Designs include completely randomized design, randomized complete block design, Latin squares design, split-plot design, repeated measures design, and factorial and fractional factorial designs.</td>
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<td>STAT 8220</td>
<td>Clinical trials</td>
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<td></td>
<td>Drug development and FDA approval procedures; randomization; blindness; phase I-IV clinical trials; multicenter trials; bioequivalency; sample size determination; design and analysis; cross-over design; repeated measurements design; survival analysis; meta analysis.</td>
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<td>HDFS 8730</td>
<td>Quantitative Analysis in Human Development and Family Science II</td>
<td>3</td>
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<td></td>
<td>Focuses on multivariate statistical analytical techniques. Topics include multiple regression, factor analysis, logistic regression, and structural equation modeling. Students will learn appropriate use of these techniques as they apply to the study of family across the life course. They will learn statistical packages such as Mplus and Amos</td>
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<td>HDFS 8800</td>
<td>Quantitative Methods in Human Development and Family Science</td>
<td>3</td>
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<tr>
<td></td>
<td>Quantitative research processes, conceptualization of research problems, research designs, selection of appropriate methods of data collection, consideration of alternative data analysis strategies, interpretation of findings, and research writing. Research on marital and family therapy included</td>
<td></td>
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<tr>
<td>HDFS 8820</td>
<td>Evaluation Methods in Human Development and Family Science</td>
<td>3</td>
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<tr>
<td></td>
<td>Evaluation research processes; prevention/intervention settings; research problems; research designs; selection of appropriate methods of data collection; alternative data analysis strategies, including measurement of change; interpretation of findings; and research/evaluation report writing. Research in marital and family therapy included</td>
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<tr>
<td>HDFS 8840</td>
<td>Advanced Quantitative Analysis in Human Development and Family Science I</td>
<td>3</td>
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<tr>
<td></td>
<td>Multilevel regression models. Multilevel models are used in studies where individuals are nested within communities and/or where individuals are measured repeatedly over time. The course emphasizes application of multilevel regression models in family/community research and introduces statistical modeling using several software packages, including HLM, SAS, AMOS, and Mplus</td>
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<tr>
<td>HDFS 8850</td>
<td>Advanced Quantitative Analysis in Human Development and Family Science II</td>
<td>3</td>
<td>Focuses on dyadic data analysis and categorical data analysis. Topics include dyadic data analysis and survival analysis. Students will learn appropriate use of these techniques as they apply to the study of family across the life course. They will learn statistical software packages, such as Mplus and SAS</td>
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<tr>
<td>HPRB 5010</td>
<td>Research Design and Methods in Health Promotion</td>
<td>3</td>
<td>An introduction to the research process, including the formulation of hypotheses, designing a study, collection of data, data analysis, and reporting research findings. Basic concepts in qualitative, quantitative, and mixed methods are used to describe, analyze, and draw logical conclusions from data collected in health promotion research</td>
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<tr>
<td>HPRB 7470</td>
<td>Program Evaluation in Health Promotion and Health Education</td>
<td>3</td>
<td>Introduction to strategies for evaluating health promotion and health education programs in community, worksite, school and health care settings</td>
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<tr>
<td>Qualitative Research Design and evaluation courses</td>
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**Considerations to choose statistical design and evaluation courses for FDN PhD students**

1. Relevance: area of research
2. Course load: prerequisites
## APPENDIX B

### Foods and Nutrition Departmental Central Equipment List

<table>
<thead>
<tr>
<th>Item</th>
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<tr>
<td>641375 BODY COMPOSITION TRACKING SYSTW/ PEDIATRIC OPTION (SR# 1021) COSMED BOD POD GOLD</td>
<td>RIVER'S CROSSING</td>
<td>0065 Anderson</td>
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Appendix C

Supply and Demand Trends in Dietetics

The demand for RD services is projected to grow and is expected to outstrip supply by 2020. The greatest increase in demand is expected for clinical nutrition practice. The increase in obesity and related chronic diseases is expected to continue. From 2010 to 2020, a 42% increase in demand for inpatient and outpatient RDs and a 36% increase in demand for RDs in long-term care practice is expected. Jobs in food and nutrition management and community nutrition are projected to grow 35% and 34%, respectively, by 2020 (Hooker et al. 2012).

Trends in Dietetics to be addressed in the Curriculum

- Geriatric care- the role of nutrition in healthy aging and nutrition care for diseases that increase with age.
- Pediatric nutrition-knowledge of evidence-based programs to reduce childhood obesity epidemic, knowledge of neonatal nutrition, nutrition care for the infant in the Neonatal Intensive Care Unit and for those with metabolic disorders.
- New areas of focus related to disease prevention and management: nutrition-genetics interactions, the impact of gut microbiota on health, evidence-based obesity prevention and management and new research on obesity-related diseases.
- Strong knowledge of community nutrition services and linkages with other public health programs; emphasis on food security and sustainability.
- Food science principles, food safety and food/nutrition regulation.
- Management skills including strong communication skills, technological competency, financial management skills, decision making skills and ability to manage human resources.
- Informatics: Increased need for understanding of data management and statistics for management of services.
- Enhanced research skills
- Use of new technologies for client communication
- Cultural competency to meet the needs of increasingly diverse clients.

Interdisciplinary teaming - graduates must work across health care disciplines and be flexible.

Trends in Nutritional Sciences

Nutritional Sciences students are interested in the following careers in healthcare: 1) physician assistant, 2) physician, and 3) pharmacist. A growing number of students have joined this major in the last two years with an interest in becoming a physical therapist, dentist, or registered nurse. Most of these career choices are growing, or expected to grow, at an above average rate. Physician assistant and physical therapist careers are growing at a much faster than average rate. These careers are the fastest growing interests among Nutritional Sciences students. Overall, these projections predict optimal career opportunities for Nutritional Sciences students for the next several years.

Source: Bureau of Labor Statistics

Career Prospect I: Physician Assistant -
- Job Outlook, 2012 – 2022 38% (Much faster than average)

Career Prospect II: Physicians and Surgeons
- Job Outlook, 2012 – 2022 18% (Faster than average)

Career Prospect III: Pharmacist
- Job Outlook, 2012 – 2022 14% (Average)

Career Prospect IV: Physical Therapist
- Job Outlook, 2012 – 2022 36% (Much faster than average)

Career Prospect V: Dentist
- Job Outlook, 2012 – 2022 16% (Faster than average)
Career Prospect VI: Registered Nurse

- Job Outlook, 2012 – 2022  19% (Faster than average)

**Trends in Consumer Foods**

**Food industry:**

Changes in lifestyle, eating patterns and demographics are among the factors driving U.S. consumer food trends, having an impact on new product development and beverage marketing. Based on information from the Institute of Food Technologists (IFT), the food industry is leaning towards:

- Increased consumption of more fresh and refrigerated foods rather than processed foods
- Change in eating behaviors due to demographics and specific lifestyles.
- Diets and diet habits are driving the market (nutrition labeling of calories to lose or maintain weight, etc.). Consumers are also continuing to experiment with alternative eating styles such as exclusion diets due to food restrictions, intolerances or allergies.
- Organic and “natural” foods. Trend in buying more local and organic products
- Whole food nutrition. Fiber and whole grain foods is still a trend on the rise.
- Reassessment of snacking options- consumers are looking for healthier options for snacks. The industry is also reformulating existing products
- Breakfast – Increase healthy choices and ethnic flavors for breakfast (chipotle, chutney, etc.)
- New cuisines. Globalization and availability of new ingredients, spices and flavors have influenced consumers; there is an increase in consumption of new gourmet products especially if they have additional nutritional benefits (ex. Quinoa).
- Handmade recipes vs. cook-less meals. Traditional family recipes are being revamped focusing on less complicated preparation steps. Packaged meals and kits, oven baking and take-and-bake products are still popular amongst consumers.

**Restaurants and fast-food trends:**

The trend for restaurants is to obtain fresh products, coming from local farmers market when possible; posting calories to menus, offering alternative healthier sides; counting on mobile technology for ordering, marketing and loyalty programs. Health minded consumers favor restaurants that customize orders, so they may choose healthy options as an alternative to traditional fast food chains.