

The Interdepartmental Nutrition Program (INP) at Purdue University

Graduate Manual: A Guide to Success

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**Purdue University
West Lafayette, IN**

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I. INTRODUCTION

This handbook has been prepared to provide you with information about the policies, procedures, and degree requirements of the Interdepartmental Nutrition Program (INP) at Purdue University. The information provided here adds to that already covered under regulations set forth by the Purdue University Graduate School on the Graduate School web site (<http://www.gradschool.purdue.edu/students/current/resources.cfm>). It is the responsibility of the Director of the INP to keep the handbook current and to clarify issues related to the content of the handbook.

The Graduate Manual: A Guide for Success reviews some of the information that can be found in greater detail at the Graduate School web site. Where applicable, we have provided links to university policies relevant to graduate education. We have limited much of the handbook's coverage to the expectations, guidelines, and requirements that are held specifically for graduate students in the INP.

The course work, research requirements and expectations described here are the **minimum** that the faculty has agreed upon. Each student's requirements are determined through discussions with his/her advisor and Advisory Committee. As a result, you may be required by your advisor or Advisory Committee to complete course work over and above the minimum because of your specific research plans or because you lack appropriate background in some areas. All such issues are matters for discussion between you and your advisor.

You are advised to read this Manual in its entirety and to consult with your advisor or the Director of the INP if any of the requirements described within the manual are unclear.

In order to benefit from the information in this Manual, you must take responsibility for your progress in the program. Do not assume that your advisor or other faculty members will automatically remind you of every step that you need to take. We urge you to meet with your advisor regularly to review your progress. We welcome you to the INP, and wish you the very best of success in your graduate career.

II. THE MULTIDISCIPLINARY MISSION OF THE INP PROGRAM

The INP offers graduate programs leading to the Master of Science (M.S.) and Doctor of Philosophy (Ph.D.) degrees. The faculty recognizes that “nutrition” is a broad discipline. People who consider themselves “nutritionists” participate from many different perspectives; sociologic, behavioral, government and policy, public health, medical, agricultural, and biologic approaches to nutrition are just some of the ways that scientists study nutritionally relevant questions. As a result, when you choose to study nutrition you are faced with several challenges. First you must understand the basic chemistry of nutrients as well as their metabolism and their biological functions. However, you must also understand how the science of nutrition is applied in the practical arena. Finally, you will need to acquire expertise in one or more of the supporting disciplines that nutrition relies upon (e.g., biochemistry, statistics, educational theory, public health, etc).

The INP program is grounded in the science of nutrition. We want all of our students to understand the metabolism and function of nutrients as well as the scientific basis for diet and disease relationships. We also want our students to appreciate the ways in which nutrition science is utilized to improve the health of people and how research is utilized to set public policy. In addition to these goals, we aim to be flexible so that we can help each student develop into the type of “nutritionist” that he or she wishes to become.

III. ROLES AND RESPONSIBILITIES

1. You

While the faculty in the INP are committed to providing you a quality education, it is your role to take responsibility for your education. This means that you should read and adhere to the policies, requirements, and timetables described within this manual. In addition, should any problems arise that might affect your educational experience while at Purdue University, you should inform your advisor and the Director of the INP so that you can receive proper guidance to help you through any difficulties. The Graduate Compact in the appendix further outlines the roles of a graduate student in his or her education.

2. Your Advisor

The primary role of the advisor is to guide you through the degree process. An advisor will counsel you on your Plan of Study (i.e. courses to be taken), research directions, and career goals. During the writing of the thesis or dissertation the advisor is also responsible for reading each draft of the document and for helping you hone your written communication skills. You should meet with your advisor as often as necessary but no less than twice a semester (once at the beginning and once at the end of each semester). Additional meetings are at the discretion of your advisor. While many faculty members have an “open-door” policy for their graduate students, you should respect the other obligations of the faculty and schedule meetings whenever possible. Optimally, the relationship between you and your advisor should be collegial and not antagonistic. A basic code of conduct for graduate faculty is in the Graduate Compact in the appendix.

3. The Advisory/Examining/Thesis/Dissertation Committee

The Advisory Committee is a group of faculty whose primary function is to approve the Plan of Study for students in the INP (i.e. the course of study that leads to a degree). They may also be consulted during the development of the Plan of Study. After you have received approval for the Plan of Study, the committee's focus is on your research, i.e. the Advisory Committee becomes the Thesis Committee (for M.S. students) or Dissertation Committee (for Ph.D. students). Like the advisor, members of the thesis/dissertation committee will be available to advise you on issues related to the direction of your research and your career goals. They will also evaluate your progress on an annual basis. Members can be contacted to help refine ideas and plans developed by you and your advisor or for specific help with technical difficulties related to thesis or dissertation research. The Thesis/Dissertation Committee evaluates the Thesis/Dissertation and has the power of approval or rejection as the final step in the degree process. For Ph.D. students, the Dissertation committee also serves as the Examining Committee during the Ph.D. preliminary examination.

4. The Director of the INP

The Director of the INP is the faculty member who oversees and organizes the INP graduate programs (M.S., and Ph.D.). His/her roles include oversight of student recruitment, admissions, management of INP fellowships, desk assignments to incoming students, orientation for new students, and counseling enrolled students on issues related to their research, courses, and career goals. If you are having difficulties with your advisor or committee, you may discuss this matter in full confidentiality with the Director of the INP.

In addition to the roles mentioned above, the Director of the INP also serves as the Chair of the Graduate Committee and is an *ex officio* member of the Nutrition Graduate Student Association.

5. The Foods and Nutrition Graduate Student Group

The Graduate Student group is comprised of current graduate students in the Department of Foods & Nutrition. Students in other departments who are part of the Interdepartmental Nutrition Program are also welcome to join this group. The group is headed by a leader who is elected by the membership each spring. The leader sets the agenda for meetings of the group and serves as the liaison between the group and INP director and the head of the Dept. of Foods and Nutrition. The group also elects two representatives to attend Department of Foods and Nutrition Faculty meetings. These representatives share/exchange vital information between the faculty and students. The Graduate Student group has regular meetings every 4 to 6 weeks (except during summer). The goal of these meetings is to foster interaction between students, and to provide updates on upcoming events. During this time, the student representatives report on the actions of the F&N faculty and solicit requests for issues to raise during F&N faculty meetings. The F&N Graduate Student Group is central to several social events: e.g. arranging tours for prospective graduate students, the beginning of the year social events for incoming students, and the annual Thanksgiving dinner for F&N faculty, staff, and students.

6. The Graduate School Ombudsman

The Purdue Graduate School offers an ombudsman to assist graduate students, faculty, and staff resolve problems and conflicts. The Ombudsman listens, provides information, offers

options, seeks explanations, makes referrals, and advises you regarding your rights and responsibilities as a graduate student at Purdue. Most meetings with the ombudsman are held in Young Hall, Room 160. The setting is confidential to the degree allowed by law, neutral, and informal. Occasionally, the ombudsman will invite a second listener with expertise in a particular area, like employment policies, to a follow-up meeting. Additional information on the Purdue University Ombudsman can be found at <http://www.gradschool.purdue.edu/students/current/ombudsman.cfm>.

IV. GRADUATE REGULATIONS, POLICIES, AND PROCEDURES

1. Information Relevant to Students in All Programs

Some of the information in this section is university wide policy that was established by the Purdue University Graduate School. You should refer to the Graduate School Bulletin and the Policies and Procedures Manual determine the details of these policies. <http://www.gradschool.purdue.edu/students/current/resources.cfm>.

A. Areas of Emphasis.

Students in the Ph.D. and M.S. degree programs work in one of four Areas of Emphasis (described below). These areas relate to the approach that you use to address nutritionally relevant research questions. Faculty members are often qualified to train students in more than one Area of Emphasis. You should consider the relationship between your long-term goals and the training approach available through an Area of Emphasis to guide your choice of a research group to join.

Public Health and Nutrition Education: Students and faculty in this emphasis area are interested in the examination of nutrition issues in populations or in influencing nutrition knowledge of lay people through educational programs. These researchers utilize human populations or animal populations and depend upon the sciences of epidemiology, educational theory, physiology, and biochemistry. This work is the application of basic and clinical nutrition research to improve the health of people and animals.

Human/Clinical Nutrition: Students and faculty in this emphasis group examine the mechanisms controlling nutrient or phytochemical metabolism, defining diet-disease relationships, and understanding the basis for food selection. These researchers conduct translational research that extends more basic research. They utilize human subjects and animal models and depend upon the sciences of physiology and biochemistry. This work is often directly applicable in clinical practice or in public health.

Biochemical and Molecular Nutrition: Students and faculty in this emphasis group are interested in examining the mechanisms controlling nutrient or phytochemical metabolism or defining diet-disease relationships. These researchers utilize cell culture and animal models and depend upon the basic sciences of cell biology, molecular biology, physiology, and biochemistry. This work provides the foundation for future, more applied studies that lead to improved dietary practices or the use of nutrition in the treatment of disease.

Animal Growth and Development: Students and faculty in this emphasis area examine the role of nutrition in promoting the optimal growth and development of production animals or in improving the health of production and companion animals. These researchers utilize animals in

their studies and depend upon the sciences of physiology and biochemistry. This work is often directly applicable to the field or in clinical veterinary practice.

B. Identifying an Advisor and Establishing an Advisory/Examining/Thesis/Dissertation Committee

As discussed briefly in Section III, each student in the INP program is guided through the degree program by an Advisor and a Committee. The first important step in the degree process is therefore to select an Advisor. This is usually done during the admissions process, when a faculty member makes a commitment to an applicant in the form of a research or teaching assistantship, or after a period of laboratory rotations after admission. The “match” between student and advisor is founded upon a mutual interest in a research project. You should also consider the culture of the research group when you are selecting an advisor.

a. Laboratory Rotations for Incoming Students

Upon admission you may be offered a 12 month period of financial assistance that is not directly linked to a specific faculty member (e.g. university funded fellowships). If you are in this situation, you have been chosen because your interests and background meet the needs of several different INP faculty members. In this case you are required to complete two 6 to 8 week long research rotations in the research group of INP faculty members.

Research rotations are established during the week prior to the start of classes each fall and no later than the second week of classes. You will identify potential faculty members for rotations and discuss these choices with the INP Director. You will then meet with the potential faculty members to discuss the possibility of conducting a research rotation during either the first or second half of the Fall semester. We expect that you will make your decision regarding the research group and advisor by the start of the second semester. When you have made your decision, you should discuss your choice with the chosen Advisor to determine whether the potential advisor is willing to accept you into his/her research group. In the event that neither rotation laboratory is willing to accept you, you will need to discuss the situation with the INP director. In most cases a third rotation is established. In the regrettable and rare event that no research laboratory can be found for you, you will be encouraged to transfer to another program.

There are financial aspects to the rotation process that you must recognize. First, your continued support after the first program year is contingent upon adequate progress and this includes being accepted into a research group. Second, by permitting you to conduct a research rotation in their research group, the INP faculty member is acknowledging his or her willingness to accept you into the research group IF you perform well during the rotation period. Thus, it is crucial that you discuss the rotation requirements and expectations with the rotation advisor prior to the start of the rotation. You must take these requirements seriously. Once you have been accepted into the research group, the INP faculty member is responsible for your financial support starting in the second year of study; for an MS student this is a promise for further support for a period of at least 1 additional year; for a Ph.D. student, this is a promise for support for a period of at least 3 additional years. This arrangement is contingent upon your adequate progress in the classroom and in the research group.

b. The Composition of The Advisory/Thesis Committee:

i. MS Committee: There are at least three members to a M.S. thesis committee. The chair of the M.S. thesis committee must be an INP member and at least one other committee member

must be an INP faculty member. For an M.S. thesis committee it is common for all members of the committee to be from the same department as the advisor. Each member of the thesis committee should be selected based upon the expertise he or she can bring to your training. You and your advisor should agree upon the committee composition prior to asking a faculty member to join the committee.

One member on a thesis committee may be unaffiliated with the university provided he or she brings a unique expertise to the committee that would be absent otherwise. If you desire a non-Purdue committee member, you must formally request this special appointment in writing to the INP Director. The request must include a CV of the proposed member and a paragraph describing the expertise that the person will bring to the committee.

ii. Ph.D. Committee: There are at least four members on a Ph.D. dissertation committee. The chair of the Ph.D. dissertation committee must be an INP member and is generally your major advisor. At least one other Ph.D. thesis committee members must be an INP faculty member. One committee member must be from a department outside the advisor's home department. Each member of the thesis and dissertation committee should be selected based upon the expertise he or she can bring to your training. You and your advisor should agree upon the committee composition prior to asking a faculty member to join the committee.

One member on a dissertation committee may be unaffiliated with the university provided he or she brings a unique expertise to the committee that would be absent otherwise. If you desire a non-Purdue committee member, you must formally request this special appointment in writing to the INP Director. The request must include a CV of the proposed member and a paragraph describing the expertise that the person will bring to the committee.

c. Forming the Committee and Committee Meetings:

Within the first year of study, each M.S. and Ph.D. student should meet with his or her advisor to identify faculty members who would be appropriate to serve on an Advisory Committee. Your Advisor is the chair of your Advisory Committee, the Examination Committee (for Ph.D. students), and the M.S. Thesis or Ph.D. Dissertation Committee. You and your advisor should agree upon the committee composition prior to asking a faculty member to join the committee. You must then contact potential members and formally request that they serve on your committee. Your committee is officially formed when the Plan of Study is submitted at the end of the first year. Plans of Study are submitted electronically through SSINFO and the Graduate School Database (see instructions at https://ias.itap.purdue.edu/gradsch/HELP_PAGES/pos_student_instructions.doc)

You should meet with individual members of your committee as often as you feel necessary. However, you must meet with the committee no less than once per year so that they can review your progress. This may be done either individually or as a full committee meeting. The results of this meeting must be recorded on the **“Annual Report of Graduate Student Advisory Committee” form** (see appendix) and this report must be submitted to the INP Director for approval.

Prior to each committee meeting you should provide your committee with a short, written progress report. The report could include a summary of the work conducted since the last meeting (including figures and tables of data) and a description of any problems that are impeding your progress.

d. Changing Committee Members and Advisors

Occasionally, a student may find it necessary to change advisors. Such changes may be necessary because faculty members leave the university, because your research focus changes, or because scheduling conflicts make the original committee structure untenable. It is inadvisable to change a committee during the later stages of a degree because the new member may wish to recommend changes that will delay completion of the degree. Regardless, if you feel a change of committee members is necessary you should first discuss the proposed change with your advisor. If you feel that you need to change your advisor, you should first discuss the proposed change with the Director of the INP. Since M.S. and Ph.D. students will often come to Purdue University to work with a particular faculty member, changing advisors is generally discouraged.

Changes in Advisor or appointed doctoral committees can be made by filing the **Graduate School Form 13** with the Director of the INP, who must approve any change in the composition of the committee.

C. Policy on Prerequisite courses and General Nutrition Competency.

Students must demonstrate that they have mastered the information that is normally taught in an introductory human nutrition course to remain enrolled in the INP. This can be accomplished in one of two ways. First, the student may take an introductory human nutrition course (3 credit hour equivalent) prior to enrolling in the Purdue University INP (e.g., a course taken as part of the undergraduate degree requirements). Second, the student may demonstrate mastery of the knowledge by getting a grade of “B” or better on all the tests and assignments that are normally taken in the "majors" section of the Purdue University course in nutrition (FN 315). The student may take these exams as part of the course or may take the tests following a period of self-study. Regardless, the student must attempt to meet the general nutrition requirement by the end of the first year following enrollment. A student who fails to demonstrate mastery of general nutrition knowledge will be given one additional attempt to demonstrate his or her ability. Following two failed attempts, the student will be terminated from the INP.

D. English Competency for International Students

Although Purdue University and the INP set a minimum requirement for the TOEFL exam, a higher level of competency is necessary for successful completion of a degree in the INP program. To develop competency in spoken English and English comprehension, international students are encouraged to speak English for all activities during normal working hours. In addition, they are also encouraged to join study groups for all of their courses and to speak English when participating in these study groups. If communication in English proves to be a significant barrier to academic success for an international student, the INP recommends that a student enroll in “English as a Second Language” courses or that the student hire a tutor for additional English training.

While these general recommendations will ease the transition of international students into the English speaking culture of the U.S., the INP requires that all new international students pass the “Oral English Proficiency” test (described and explained at: <http://www.purdue.edu/OEPP/ITAmain.html>). International students are generally scheduled to take this exam by the INP graduate secretary during orientation week. If a student fails this exam, he or she will be enrolled in [ENGL 001T](#), "Classroom Communication for International Teaching Assistants." International students must pass either the Oral English Proficiency test or ENGL 001T prior to being permitted to being a teaching assistant at Purdue University.

E. Grading Policy and Minimal Grade Requirements

Most courses that you will take are graded on a scale of A, B, C, D, and F; there are no “+” or “-“ for Purdue courses. The grade of "A" is awarded for "superior" performance, and the grade of "B" is awarded for "very good" or "good" performance. A grade of "C" indicates that your performance has been weak and marginal relative to the expectations of graduate students. Your performance is assessed at the end of each semester.

You will also register for research credits (FN 698 for M.S. research; FN699 for Ph.D. research, variable credits) and for the nutrition seminar (FN695S, 0 credits) each semester. You are expected to earn “S” or “satisfactory” grades for these courses. Performance for research credit is assessed by your mentor and performance in FN695S is based solely on attendance. Two consecutive semesters with a “U” or “unsatisfactory” assessment for research credits can lead to dismissal from the program.

An overall average of "B" is required (equivalent to a 3.0 grade point average) for completion of a graduate degree program at Purdue University. If your grade point average falls below 3.0 for two consecutive semesters, you will be considered for dismissal from the program.

Grades of “C” are discouraged for all INP students. In the INP, students who receive a "C" in three or more classes will be evaluated and considered for terminated from the program. You should refer to the Graduate School Bulletin to learn about the University policy regarding withdrawing from courses and the grade of incomplete.

F. The Plan of Study

a. Forms and Timing.

The Plan of Study is the listing of courses that you expect to take during your M.S. or Ph.D. program to fulfill the degree requirements. Only coursework and research credits listed on the Plan of Study will be counted towards degree requirements. Generally only 500 level courses and above are used for the Plan of Study in the INP program. However, the INP permits you to use an undergraduate course in your plan of study if this is the only way you can acquire a specific expertise. If you and your advisor feel that an undergraduate course is appropriate for your Plan of Study, you must get approval from your advisory committee before the undergraduate course can be added. In addition, you must inform and justify your decision in writing to the INP director.

To develop the Plan of Study, you should meet with your mentor and discuss possible coursework to fulfill the degree requirements. The details of the M.S. and Ph.D. curricula and degree requirements are listed below in Sections 4.A and 5.A. The Plan of Study should be approved by your Advisory Committee at your first Advisory Committee meeting. The Graduate School recommends that the M.S. Plan of Study be filed after the first semester of M.S. study and that the Ph.D Plan of Study be filed no later than the third semester of Ph.D. study using the electronic Plan of Study through SSINFO and the Graduate School Database (https://ias.itap.purdue.edu/gradsch/HELP_PAGES/pos_student_instructions.doc). The Ph.D. Plan of Study must be filed before the Preliminary Exam Committee is formed.

Because the Plan of study is filed early in the program, it is common for the Plan of Study to change. In the event that your need to change your Plan of Study, use **Graduate School Form 13**.

b. Available Graduate Level Nutrition Courses

Course descriptions are available on line at <http://www.cfs.purdue.edu/f&n/grad/courses.shtml>. Upper level specialty courses in nutrition may be offered on a one-time only basis. As a result, students should look for announcements of such courses at the start of each semester.

c. Transferring Courses Toward Graduate Degree Requirements.

At least one half of credits for a M.S. degree (15 credits) and one-third of credits for a Ph.D. degree (30 credits) must be earned while registered at Purdue University. Up to 30 credits obtained from a previous degree can be used to replace course requirements in the INP. However, only courses with grades of B or better may transferred to meet INP requirements.

If you have taken graduate courses in another department or at another university that you wish to substitute for some of the department's M.S., or Ph.D. requirements, you must first have these courses approved by your Advisory Committee. Following this approval, you should make a written request to the Director of the INP. Your advisor must sign the request. Within this request you should include:

- copies of course syllabi,
- a list of required textbooks and readings, and
- any other materials that describe the content of the courses.

The materials you provide will be examined by the Director of the INP and he/she will have final oversight as to whether the courses are acceptable for substitution. If acceptable, they can be entered on your transcript according to the university's policy for "transfer credit" and you will not have to take additional (elective) courses in their place. The Director of the INP will inform the Graduate School of the action taken. In rare cases, the Dean of the Graduate School can overturn such decisions. If this occurs, the student must take the Purdue University course for which a substitution was requested.

d. Waiving Course Requirements

Occasionally a student may have a significant amount of practical experience that directly supercedes courses that are a part of the INP's degree requirements. For example, you may have acquired a significant number of technical or clinical skills in the workplace. Under these conditions you may wish to request to have a specific course requirement waived. Waiving a course requirement does not reduce the total number of courses or credits that you need to graduate. If you have practical experience that you feel eliminates the need to take some of the M.S. or Ph.D. requirements, you must first have the proposed waiver approved by your Advisory Committee. Following this approval, you should make a written request to the Director of the INP. Your advisor must sign the request. The request should include a detailed description of the practical experience and should outline how this experience relates to the course to be waived. The materials you provide will be examined by the Director of the INP; he/she will have final oversight as to whether the experience justifies a waiver. If the request for a waiver is accepted, you have to take additional (elective) courses or research credits in place of any waived course.

G. Minimum Credit Requirements for Full Time Study

A domestic student must be registered for 9 credits per Fall and Spring semester and 6 credits in Summer session to be considered a full-time student. Immigration laws require that international students maintain full-time enrollment throughout the academic year (12 credit hours; 6 credits in summer).

H. Time to Degree Policy

The goal of the INP is to have every student reach his or her academic goals in the minimum effective time period. For full time students a reasonable expectation is that students can complete a MS degree within three years and a Ph.D. within five years. Because circumstances can extend this period, the INP has decided that limits should be set to protect students and the integrity of the graduate program. These limits are that all requirements for the degree must be met within 4 years from the date of first enrollment to the MS degree program and 8 years from the date of first enrollment to the Ph.D. degree program. If a student chooses to complete a Ph.D. degree immediately after completion of an MS degree within the department, the time to completion of both degrees will be limited to 8 years. If a student completes the MS degree, leaves the program, but returns later for a Ph.D. (under a separate application), the time limits are 4 years for the MS degree and an additional 8 years for the subsequent Ph.D. degree. Failure to complete a degree program within the established time limit will result in expulsion from the program.

If you feel that you can not meet the limit set for a degree program, you may request an extension. The extension request must be made in writing, include a clear explanation of the reason for the extension, and it must be approved by your graduate advisor and thesis/dissertation committee. This request must be submitted to the INP Director at least six months prior to the end of the time limit for the degree. The request for an extension will be reviewed by an ad hoc committee of INP faculty and a decision will be rendered within one month of the extension request.

a. Leaves of Absence.

All periods of absence greater than 10 consecutive work days for any reason except vacation require the approval of the Dean of the Graduate School. Graduate students who wish to request a leave of absence should first talk with their Advisor. When a decision has been made you should inform the INP Director of your decision.

I. Financial Support as a Teaching or Research Assistantship: Roles, Responsibilities, and Rights

Only applicants for whom the department can secure funding are admitted to the INP program. The goal of the INP is to provide financial support you as either a Teaching Assistant (TA) or a Research Assistant (RA) during the entire time you are enrolled in the program. The initial support is guaranteed for the first academic year and through the first summer of attendance. When an INP faculty member agrees to mentor you, he/she is agreeing to continue financial support for the next 1 year for M.S. students (2 years total support) and for the next 3 years for a Ph.D. student (4 years total support). However, many productive students are supported beyond these limits. The continued support can be in the form of a TA or RA. ***The promise of continued support is contingent upon adequate progress in the INP program.*** Criterion for “adequate progress” includes high performance in class work, advancement of your thesis/dissertation project, and high quality performance in your assistantship. ***As a result, it is critical that you have a frank discussion regarding the performance expectations of your research mentor/Advisor (if you are an RA) or the instructor of record for the class you TA.***

Both RA and TA positions are viewed by the University as ½ time employment. Your rights as a Graduate Employee are defined in the Graduate Employment Manual <http://www.gradschool.purdue.edu/faculty/publications.cfm> . A ½ time appointment pays a student for an average workweek of 20 hours during the time of employment. This means that

you should expect some variability in the number of hours that you spend as a TA or RA each week, i.e. periods of higher time commitments can be balanced by periods of lower time commitment. In some circumstances the period of high time commitment is known far in advance (e.g. test and grading schedules for TAs). You should compare these periods of increased responsibility with your other commitments (e.g. class and exam schedule). If conflicts exist you should reach a resolution of the conflict with the instructor of your course or your research mentor.

For TAs, time spent in class, on office hours, grading, and preparation for class are included in the 20 hours per week expected of a ½ time appointment. However, if you have a deficit in your knowledge that limits your ability as a TA, the time you spend correcting that deficit does not count towards your weekly effort. At the midway point and end of each semester the instructor of your course will evaluate your performance as a TA using the “**Informal Early Semester Feedback for Teaching Assistants**” Form that is included in the appendix. If any problems or deficits are identified by the midway evaluation, the instructor will provide suggestions on how you can improve your performance. If poor performance continues, you may become ineligible for further support as a TA.

It is important to note that you are not specifically paid to conduct your thesis/dissertation research. However, it is common, but not required, for Research mentors to permit RAs work on their thesis/dissertation research as part of the RA appointment. This effort you expend on your thesis/dissertation project is considered a training or educational experience and not a condition of your employment. As a result, you should expect that the time you spend working on your thesis/dissertation research (e.g. data collection, analysis, interpretation, reading, writing, etc) exceeds the time that you are paid as a RA.

J. The Grievance Procedure

On occasion a student may feel that they have been treated poorly by their Advisor, by an instructor, or by the INP program. Our hope is that each student will have an open and strong line of communication with their Advisor. In this case, the first line of communication is to discuss matters with your Advisor.

If the communication between you and your advisor is poor, or if you wish to hear another opinion, you may go to the INP Director for a confidential discussion. The INP director will listen, offer interpretation and perspective, and suggest resolutions.

If the advice of the INP director does not resolve your difficulties, or if the INP director is the source of the difficulties, you have two options. First, you may go to the department chair of your advisor or to the INP director and seek advice in a confidential setting. Alternately, you may visit the Graduate School Ombudsman

<http://www.gradschool.purdue.edu/students/current/ombudsman.cfm>. Discussions with the Ombudsman are confidential. If a formal Grievance is to be filed, then the Ombudsman will inform you regarding the University Grievance process.

K. Fulfilling the Requirements to Become a Registered Dietitian.

Our graduate programs were not established to meet the requirements of the registered dietitian (RD) competencies. However, it is possible to meet the RD competencies (see http://www.eatright.org/Public/Careers/94_9877.cfm for details) while enrolled in the INP M.S. or Ph.D. programs. If you desire to fulfill the RD requirements, you should schedule an appointment with the Director of the undergraduate didactic dietetics program in the Department of Foods and Nutrition. The Director will discuss the steps necessary to become and RD and can

assist you in developing a plan for meeting the RD requirements. Afterwards, you should meet with your advisor to discuss your goals and evaluate the impact of this decision on the progress towards an M.S. or Ph.D. degree. While many INP mentors are supportive of students wishing to fulfill the RD requirements, there are two issues that you should consider related to this goal. First, many of the courses necessary to meet the RD competencies are offered at Purdue at the undergraduate level and you will not be able to list many of these on the Plan of Study for a graduate degree. Fortunately, you may be able to meet some competencies by working as a teaching assistant for these courses. Second, acquiring the didactic competencies and completing a dietetic internship may prolong the time it takes to complete the MS or Ph.D. degree. This is why it is critical that you discuss this process completely with your research advisor.

L. Completing an Internship/non-Degree-Related Coursework during Your M.S. or Ph.D. Program.

Occasionally a student will have the opportunity to complete an internship prior to completing their degree program. For example, the Krannert School of Business at Purdue offers a two-week-long, National Science Foundation-funded, 50 hour non-degree instructional program in “Applied Management Principles” that is open to Ph.D. candidates in Purdue University science, technology, and engineering programs (www2.krannert.purdue.edu/info/non-degree/miniseries.html). In addition, students in our program have participated in summer internships at Mead-Johnson Nutritionals (in Evansville, IN) and the Nestle Research Center (in Lausanne, Switzerland).

Our graduate programs do not require an internship experience and were not designed to accommodate this option. However, it is possible to complete an internship if you identify an opportunity early. If you find an internship opportunity that you wish to pursue, you should first meet with his/her advisor to discuss the impact of this decision on the progress towards an M.S. or Ph.D. degree. While many INP mentors are supportive of students wishing to conduct an internship, there is an issue that you should consider related to this goal. Completing an internship may prolong the time it takes to complete the MS or Ph.D. degree. In addition, since many internships require a full-time effort, some research mentors are reluctant to continue supporting students during this period. Thus, a long internship may necessitate taking a leave of absence from the INP graduate program. For these reasons, we recommend that you get approval from you research mentor prior to committing to an internship or non-degree related educational opportunity.

2. Information Specific to Master of Science Program (M.S.)

A. Master of Science curriculum:

Core courses	
Credits	
8	<u>FN605, 606, 607</u> (4 credits Semester 1, 4 credits Semester 2) <i>Prerequisites: Undergraduate courses in nutrition (FN315 or equivalent), biochemistry and organ-level physiology.</i>
3	<u>Statistics</u> (e.g. STAT 501 or 503)
1	<u>FN 694 Intro to graduate seminar</u> (first year, second semester)
1	<u>FN 695 Seminar</u> (1 presentation unrelated to your research) (attend and register for FN695S, 0 credits, all semesters)
Additional courses ¹	
3	<u>Specialty courses</u> as prescribed by the student's advisory committee to provide the student with adequate breadth and depth of training in their specialty area
3	Graduate level courses related to nutrition
19	Total minimum required course credits
30 ²	Total minimum credits required for M.S. graduation by Purdue University

NOTES:

1. Additional courses may be required based upon discussions with your advisor/advisory committee.
2. The difference between formal course credits and Purdue Graduate requirements are obtained by registering for research credits

Suggested Sequence for INP MS curriculum:

Year in Program	Fall Semester	Spring Semester	Summer
Year 1	FN605 STAT 503 FN695S (0 cr) Research	FN606,607 FN 694 FN695S (0 cr) Research	Research
<i>Select advisor committee get Plan of Study approved</i>			
Year 2	Nutrition course Specialty course FN695S (0 cr) Research	FN695 (1 cr) Research	Research
<i>Write and defend thesis</i>			

B. The Master's Thesis and Thesis Defense

The M.S. thesis project topic is defined based on discussions between you and your advisor. It is common for an Advisor to assign a specific M.S. thesis project to a student. When you have

completed data collection and data analysis for your M.S. project, it must be written as a thesis and submitted to your M.S. thesis committee for review and approval. The point where a student has conducted (and analyzed) an appropriate amount of research and is ready to begin writing the thesis is usually determined through consultation with the Advisor; additional input from the Thesis committee may also clarify this point. A general rule of thumb is that the M.S. thesis contains enough data for one publication-quality manuscript.

a. The Thesis Format: The font, margin, and general style issues (abstract details, acknowledgements, table of contents, margins, page numbering, figure placement, etc) related to the thesis are defined by the graduate school in the Thesis Manual (<http://www.gradschool.purdue.edu/downloads/stud2/graduate-thesis-manual.pdf>). There are two acceptable options for the overall style of the thesis.

Option one is a traditional style with the following chapters:

- a detailed review of literature relevant to the thesis topic,
- a statement of hypothesis/study goals to be tested and specific aims that will test the hypothesis/study goals
- methods and experimental design,
- results,
- discussion,
- conclusions and future directions chapter,
- a list of references cited throughout the document.

Option two is a manuscript format containing:

- a detailed review of literature relevant to the thesis topic
- a complete manuscript ready for submission to a journal. The student must define the journal to which the manuscript will be submitted and state this clearly on the title page. If a journal has not yet been selected, the acceptable journal styles are that used by “The Journal of Nutrition” and “The American Society for Clinical Nutrition”. The manuscript must contain the list of citations used within the manuscript.
- a conclusions and future directions chapter,
- a list of references cited throughout the document.

You are also encouraged to include an appendix that includes essential materials used in the research that are not part of the other chapters (e.g. surveys or methods developed specifically for the thesis research) as well as other high quality work conducted during the period of study that was not specifically a part of the thesis research (e.g. additional non-thesis related publications). In addition, you are **STRONGLY** encouraged to begin your reading of the literature at the point that your M.S. thesis project is identified. This will ensure that you are informed regarding the topic at the outset of the project and it will shorten the time necessary to prepare the written literature review after the research is completed.

b. The Thesis Defense: Typically, your advisor works very closely with you until he or she is satisfied that the document is sufficiently complete for a meeting of the entire committee. At such time, you will arrange a suitable time and place for the defense meeting. If you and your Advisor disagree as to whether a thesis is ready for defense, you may wish to seek counsel of other committee members or the INP Director. However, you should recognize that you risk a

failed defense if you push for a defense when your Advisor or committee feel that the thesis has not been adequately prepared.

At least two weeks prior to the defense date you MUST file **Graduate School Form 8** (“A request for Appointment of Examining Committee) with the graduate school. At this time you will also provide the INP graduate secretary with a seminar announcement announcing the time, date, and location of the thesis defense, as well as a title for the thesis seminar presentation.

You must provide committee members with a draft of the thesis at least 2 weeks prior to the defense date. You should recognize that in the majority of cases, the master's defense meeting will result in a number of suggested or required revisions in the thesis.

The thesis defense will begin with a presentation of the thesis research by you. This portion of the process will be open to the university community and will be announced through the INP office. After the presentation there is a period of open questioning by all who are in attendance; this questioning is mediated by the Advisor. At the end of the open questioning, a closed session will commence. Initially the committee will meet without you present to discuss their general thoughts on the thesis. Afterwards committee members will ask you questions related to the thesis research and the intellectual foundations of the research. The oral examination may not take more than two hours. If additional time is needed, the committee can reconvene at another date.

After the questioning, the committee will deliberate to assess your performance. Three possible outcomes are possible: Satisfactory, Satisfactory with revision, and Unsatisfactory. “Satisfactory” indicates that you have met the standard set forth for theses by the program. Minor revisions may still be required of the thesis prior to submission to the Graduate School. However, your Advisor can supervise these revisions. “Satisfactory with revision” indicates that there are substantial format, content, or analysis problems with the thesis that make it unacceptable as written but that upon revision the document will likely be acceptable. Your committee will outline the problems in writing and present them to you. All committee members must approve of the revised thesis. Your committee may request an additional meeting to discuss the revised thesis; no public presentation of the thesis is required at this meeting but you will be expected to defend the changes to the thesis. A thesis is rejected if you have not adequately conducted, analyzed, or interpreted the research that was proposed. In such cases, you will be either dismissed from the program or will be required to initiate a new thesis project. The result of the M.S. defense is reported to the Graduate School on **Graduate School Form 7**. This form is prepared by the Graduate School upon receipt of Graduate School Form 8; it is then delivered to the INP graduate secretary where it must be picked up by the Advisor prior to the M.S. defense.

C. Filing the Thesis with the Graduate School

Following a successful final examination, the complete and corrected copy of the thesis must be brought to the Thesis/Dissertation Office (Room 170 Young Hall) and reviewed for appropriate format. Appointments may be made for Thesis review by contacting the Graduate School.

The final copy of the thesis, including the completed **Graduate School Form 9** (Thesis Acceptance) must be delivered to the Thesis/Dissertation Office on or before the last day of classes of the session in which the student is to graduate. A final copy of the bound thesis should be provided to both the advisor.

Degree candidates must deliver the Thesis Receipt (**Graduate School Form 16**), prepared by the Thesis/Dissertation Office acknowledging deposition of the thesis, to the Graduate School Student Records Office not later than the close of business on the last day of classes of the session in which their degree is to be awarded.

D. Applying for Graduation.

At the time of registration for your final semester, students who expect to graduate at the end of that session will check “Yes” in the candidate section on the Course Request (**Registrar’s Form 23**).

E. Time-Line for the M.S.

<u>Action</u>	<u>Time</u>
Selection of major advisor	Before or during the first semester
Selection of Advisory Committee	By the end of the first semester
Plan of Study approved	By the end of the first year
Majority of course work completed	End of the third semester
Set Defense Date	During the fourth semester <i>(file GS Form 8 > 2 weeks prior to date)</i>
Distribution of thesis to committee members	During the fourth semester (no later than 2 weeks prior to defense meeting)
Thesis defense meeting	During the fourth semester
Applying for graduation	By the end of the first week of the semester in which the degree is granted (e.g. the first week of the Spring semester for May graduation).

3. Doctor of Philosophy (Ph.D.) Program

A. Doctor of Philosophy (Ph.D.) curriculum:

Core curriculum	
Credits	
8	<u>FN605, 606, 607</u> (4 credits Semester 1, 4 credits Semester 2) <i>Prerequisites: Undergraduate courses in nutrition (FN315 or equivalent), biochemistry and organ-level physiology.</i>
6	<u>Statistics</u> (e.g. STAT 501 or 503 plus STAT 512)
1	<u>FN 694 Intro to graduate seminar</u> (first year, second semester)
2	<u>FN 695 Seminar</u> (2 seminars in 2 different semesters given for credit) (attend and register for FN695S, 0 credits, all semesters)
	One seminar unrelated to your research
	One seminar directly related to your research project (this is in addition to the seminar for your dissertation defense)
1	<u>Grant writing</u> (third year)
1	<u>Ethics in science</u> (e.g. ENTM 612)
Additional courses ¹	
6	Graduate level courses related to nutrition
6	<u>Specialty courses</u> as prescribed by the student's advisory committee to provide the student with adequate breadth and depth of training in their specialty area
31	Total minimum required course credits
90 ²	Total minimum credits required for Ph.D. graduation by Purdue University

NOTES:

1. Additional courses may be required based upon discussions with your advisor/advisory committee.
2. The difference between formal course credits and Purdue Graduate requirements are obtained by registering for research credits

Suggested Sequence for INP Ph.D. curriculum:

Year in Program	Fall Semester	Spring Semester	Summer
Year 1	FN605 STAT501 or 503 FN695S Research	FN606,607 STAT512 FN 694 FN695S Research	Research
<i>Select advisor committee and have Plan of Study approved</i>			
Year 2	Nutrition course Specialty course ENT612 FN695S Research	Nutrition course Specialty course FN695 Research	Research
<i>Complete preliminary exam</i>			
Year 3	Grant writing FN695S Research	Nutrition Course FN695S Research	Research
Year 4-on	FN695 Research	Research	Research
<i>Write and defend dissertation</i>			

B. Changing from the M.S. Program into the Ph.D. Program.

Students often decide to continue their education beyond the M.S. degree. The rules regulating how you can move from an M.S. degree to a Ph.D. degree program can differ between departments. If you are a M.S. student but wish to change to the Ph.D. program you should first discuss this with your advisor. He/she will guide you through the process specific for your department.

In the Department of Foods and Nutrition, if your advisor agrees that you are better suited for the Ph.D. program, you and your advisor should write a request to switch from the M.S. to the Ph.D. program and submit this to the INP director. An ad hoc committee of INP faculty members will evaluate your progress and assess your prospects as a Ph.D. student. If they believe that your performance in the M.S. program has been sufficiently high, you can enroll in the doctoral program and proceed with doctoral study uninterrupted. If you were admitted as a M.S. student into the INP and have completed the degree requirements, you must send a request to the INP director to continue your education for the Ph.D. If the ad hoc committee appointed by the INP approves your request, you can ask your advisor to report your intention to “continue for another degree” on the M.S. degree checklist that must be completed prior to your M.S. thesis defense. If you finish your M.S. degree and wish to return to Purdue at a later date, you must file an application to the Graduate School to be considered for admission into the Ph.D. program.

C. Gaining Graduate Teaching Experience.

Completing a teaching experience is strongly recommended if you are interested in an academic career. This can either be done for credit as an independent study (FN590) or as part of a teaching assistantship. There are no formal guidelines for this experience. As such, interested students are encouraged to work with individual faculty to tailor a teaching experience.

a) Purdue Center for Instructional Excellence (<http://www.cie.purdue.edu/>). This university resource offers seminars and workshops to help students and faculty develop teaching skills. Of particular note are two programs: the “Graduate Teacher Certificate Program (GTC)” and the “Preparing Future Faculty Program (PFFP).” The GTC is documentation of a graduate student’s involvement in actual classroom teaching and teacher development activities. Upon completion of the requirements of the program, students are presented a certificate. Multiple levels of achievement in instructional development can be documented with this program. The PFFP includes the activities from the GTC but also includes issues related to balancing research and teaching responsibilities as well as understanding the tenure process and service obligations of university faculty. This program guides you through a series of activities, seminars and workshops. While you can acquire teaching experience through departmental teaching assistantships, the opportunities available through the Center for Instructional Excellence are more structured and achievement is clearly documented. If you have an interest in a career that includes teaching, you are encouraged to enroll in these programs.

D. Grant Writing Requirement

a. Options: Students in the Ph.D. program must develop a research proposal as part of their degree requirements. This can be done either as a directed study under the direction of your Advisor (F&N 690) or in HORT 603 “Grants and Grantsmanship.” Hort 603 is a limited enrollment class offered each Spring semester.

Most students register for FN 690: “Grant Writing” for 1 credit with their Advisor as the instructor in the semester the grant will be written. The finished proposal will be evaluated by the students’ Advisory Committee. A final grade of either “pass” or “no pass” will be awarded based upon the recommendation of the Advisory Committee. When a grant receives a “no pass” a new proposal must be developed. You should note that the Advisory Committee may require that defense of the proposal becomes a part of the preliminary exam. However, the proposal writing course is a free standing requirement of the program it receives a grade independent of the preliminary exam process.

b. Timing: This course should be taken when your Advisor feels you have sufficient scientific background to write an informed, scientifically founded proposal, e.g. if the proposal is on your own dissertation research, you should have a clear understanding of this research area. Since the proposal is an integration of information acquired during coursework and through interactions with the major professor, most students take this course after the bulk of their content courses are complete (i.e. after the second year in the program). Although the proposal **must** be completed within the semester in which you register for the course, you should discuss topics and experiments with your major professor and begin directed readings in the area **before** you register for the course. The proposal must be approved and credited at least 1 year prior to graduation.

c. Grant content: The content of the grant must your own writing and not derived from proposals written by your advisor. However, the major ideas presented in the proposal may be developed in coordination with your advisor and they can be related to your dissertation research. If your dissertation topic is based primarily on a funded research project, your must propose work that is distinct from the funded grant. This could be in the form of an additional specific aim on top of the funded research project or alternately, you may write a proposal on research that will not be conducted as part of your dissertation.

d. Grant format: Students enrolled in FN 690 may follow the established instructions for either the National Institutes of Health R21 grant program or USDA National Needs grant program. All forms necessary for submission of a proposal to these programs must be completed prior to committee review. Students must also provide a budget from the proposed research. This can be done in close consultation with his/her Advisor.

E. Admission to Ph.D. Candidacy and the Preliminary Exam.

Before you can proceed to the completion of your dissertation, you must pass a preliminary written and oral exam. The purpose of this exam is for the examining committee to determined whether you have the intellectual abilities to complete a Ph.D. in the INP program. This entails an assessment of your breadth and depth of content knowledge and your ability to integrate and apply that knowledge.

The preliminary exam is prepared by and examining committee composed of your Advisory committee and it is administered by your Advisor. You should take this exam after most, if not all of the formal coursework in the Plan of Study has been completed. For this reason, no student may take the preliminary exam without having filed a Plan of Study. The exam should be taken as early after completion of coursework as possible (usually in the third year). The exam must also be completed at least two academic sessions prior to the dissertation defense date. At least two weeks prior to the exam date students **MUST** complete **Graduate School Form 8** (Request for formation of Examining Committee) with the Graduate School.

a. Exam Format and Outcomes: The preliminary exam is given in two phases. We strongly recommend that you schedule both phases of the exam prior to beginning phase one.

In phase one, you provide written answers to questions prepared by each member of the examining committee. Each committee member will define whether his/her exam questions can be answered in an open-book or closed-book format. This must be defined at the time you receive the questions and should be written at the top of the questions. You will have 9 hours to respond to each set of questions. Questions are provided to you by your Advisor at the start of each day and answers must be returned to your Advisor at the end of that day. Your Advisor will transmit the answers to the Examining Committee. The answers must be clearly legible and must use proper grammar. The written portion of the exam must be completed within a 7 day period.

In phase two, the student and committee will convene for an oral examination. The oral exam should be scheduled within 2 weeks after the last written question has been completed. The oral exam will cover any material that was part of the written exam, any material that was a part of coursework in the Plan of Study, and other material deemed relevant by the committee members. If you have completed the grant writing requirement of the program, your committee may also wish to question you more completely on issues from the proposal. Your and your advisor should clearly identify whether your proposal will be a part of the oral exam.

After the written exam you should reflect on his/her answers. You should devote some effort to identifying weaknesses in your written answers and researching more accurate answers.

These weaknesses are likely to be identified by the committee be fodder for oral exam questions. Before the oral exam, the committee will inform your Advisor about your performance on the written exam. You are permitted to contact each committee member and seek additional guidance for the oral exam. However, committee members are not obligated to provide such guidance.

The oral exam begins with a private session by the examining committee to discuss the written exam and the order of questioning during the oral exam. When you rejoin the committee, questions will be asked by individual faculty members in turn. The questioning period during the oral exam may not take longer than two hours.

At the end of the oral exam, the committee will convene to discuss your performance in the written and oral exam sections. If the committee feels that your performance has met or exceeded all of their expectations, they will complete the "Report of the Preliminary Examination" form (Graduate School Form 10) by checking the boxes "Do regard the student fully qualified" with the additional recommendation that they "Do recommend that the student be admitted to candidacy."

If your committee feels that your exam performance was not strong, they will complete the "Report of the Preliminary Examination" form (Graduate School Form 10) by checking the box "Do NOT regard the student fully qualified" with the additional recommendation that they "Do NOT recommend that the student be admitted to candidacy." When this choice is selected the committee has two options:

(1) If the overall performance on the preliminary exam was good but the committee has one or more recommendation related to improving a deficiency in your performance or knowledge-base, the committee can recommend that you be "Permitted to continue under the following conditions." Their reservations and recommendations will be provided on the "Report of the Preliminary Examination" and a written copy of them will be provided to you by your advisor. An additional copy of this document will be placed in your academic file. These recommendations can include retaking the preliminary examination and completion of additional coursework. If conditions are placed on you, the INP requires that a timetable for filling deficits or for re-scheduling the preliminary exam must be made by you and your Advisor within a week of an unsatisfactory performance. This information must be provided to the INP director and to your Examining Committee. The Graduate School policy states that you may not re-take a preliminary exam until the next academic session; in addition, the INP requires that you must attempt the second preliminary exam within a calendar year. If your committee feels that they "Do NOT regard the student (you) fully qualified" after a second preliminary exam, you will be will not be permitted to continue in the Ph.D. program. If you do not already have a M.S. degree, you may be eligible for completing and defending a M.S. degree in the INP; this option is contingent upon the approval of the Advisor after consultation with the INP director.

(2) If the performance on the preliminary exam was particularly poor and the committee feels that there are severe deficits, they can recommend that you be "Advised to withdraw from the Graduate School." This means that the committee believes that you are not prepared for doctoral level work. In this case, you will not be permitted to continue for a Ph.D. However, you may be offered the opportunity to complete and defend a M.S. thesis but this option is at the discretion of the Advisor after consultation with the INP director.

b. Preparing for the Preliminary Exam: When you and your advisor have determined that you have reached the point where you should take your preliminary exam, you should meet with each of your committee members to discuss the timing and content of the exam. In the case

where you have more than four committee members, you and advisor should first make a request to the INP director that an examining committee of four people be set. When you meet with a committee member, the committee member should provide guidance on the content areas that will be covered on his/her portion of the exam. However, you should expect that the required content areas are broad in scope.

After you have met with each of the four members of the examining committee, you should discuss a timetable for exam preparation with your advisor. Many different styles of preparation have proven to be successful. However, you and your advisor must recognize that a significant effort is necessary for a successful preliminary exam. A general guideline is that you should use the 8 weeks prior to the preliminary exam to study. During this period, you should negotiate a progressive release from research responsibilities with your advisor so that the last two weeks prior to the exam are spent solely on exam preparations. Other suggested strategies are that: the first three weeks of preparation should be used for organization of the study material and a review of relevant class materials; the next three weeks should be aimed at integrating materials as well as developing and answering mock questions; the final two weeks should be used for strengthening weak areas and continued practice of mock exam questions. Since the oral component of the exam follows closely after the written portion, you should also begin mock oral exams about three weeks prior to the oral exam date. These mock exams can be given by fellow students or your advisor. Four or more hour-long mock exam sessions will serve to build skill in extemporaneous discussion of nutrition science.

F. The Ph.D. Dissertation and the Dissertation Defense.

The Ph.D Dissertation thesis project topic is defined based on discussions between you and your advisor. It is common for an Advisor to define the initial phases of the Ph.D. Dissertation project. However, a significant portion of the project should be derived from ideas that you have helped develop. When you have completed data collection and data analysis for the project, it must be written as a dissertation and submitted to your Ph.D. Dissertation committee for review and approval. The point where you have conducted (and analyzed) an appropriate amount of research and where you are ready to begin writing your dissertation is usually determined through consultation with your Advisor along with additional input from your Dissertation committee. A general rule of thumb is that the Ph.D. Dissertation contains enough data for three publication quality manuscripts

a. The Dissertation Format: The font, margin, and general style issues (abstract details, acknowledgements, table of contents, margins, page numbering, figure placement, etc) related to the Dissertation are defined by the graduate school in the Thesis Manual (<http://www.gradschool.purdue.edu/thesis.cfm>). There are two acceptable options for the overall style of the thesis.

Option one is a traditional style with the following chapters:

- a detailed review of literature relevant to the thesis topic,
- a statement of hypothesis/study goals and a list of specific aims that will test the hypothesis/study goals
- methods and experimental design,
- results,
- discussion,
- conclusions and future directions chapter,

- a list of references cited throughout the document.

Option two is a manuscript format containing:

- a detailed review of literature relevant to the thesis topic
- three complete manuscripts ready for submission to a journal. The student must define the journal to which the manuscripts will be/have been submitted and state this clearly on the title page of each manuscript chapter. If a journal has not yet been selected, the acceptable journal styles are those used by “The Journal of Nutrition” and “The American Society for Clinical Nutrition”. Each manuscript chapter must contain the list of citations used within that manuscript.
- a conclusions and future directions chapter,
- a list of references cited throughout the document.

You are also encouraged to include an appendix that includes essential materials used in the research that are not part of the other chapters (e.g. surveys or methods developed specifically for the thesis research) as well as other high quality work conducted during the period of study that was not specifically a part of the thesis research (e.g. additional non-thesis related publications). In addition, you are STRONGLY encouraged to begin their review of when your Ph.D. Dissertation project is identified. This will ensure that you are informed regarding the topic at the outset of the project and it will shorten the time necessary to prepare the literature review after the research is completed.

b. The Dissertation Defense: Typically, your advisor works closely with you until he/she is satisfied that the document is good enough to warrant a meeting of the entire committee. At such time, you are responsible for arranging a suitable time and place for the defense meeting. If you and your advisor disagree as to whether a dissertation is ready for defense, you may wish to seek the counsel of other committee members or the INP Director. However, you should recognize that you risk a failed defense if you push for a defense when your Advisor or committee feels that the dissertation has not been adequately prepared.

At least two weeks prior to the defense date you MUST file Graduate School Form 8 (“A request for Appointment of Examining Committee) with the graduate school. When the *Request for Appointment of Examining Committee (G.S. Form 8)* is approved by the Graduate School, an approved copy of the form will be sent to the departmental graduate office along with the following additional materials for the candidate: a) *Report of the Final Examination (G.S. Form 11)*; b) *Thesis Acceptance (G.S. Form 9)*; c) an exit questionnaire; d) a *Doctoral Dissertation Agreement Form* with ProQuest Information and Learning and an *Addendum (G.S. Form 14)* to that form; and e) a survey form on Earned Doctorates Awarded in the United States.

When you submit your Form 8, you must also provide the INP graduate secretary with a seminar announcement that includes the time, date, and location of the dissertation defense, as well as a title for the dissertation seminar presentation.

At least 2 weeks prior to the defense date you must provide each of your committee members with a complete draft of the dissertation. You should recognize that in the great majority of cases, the Ph.D. dissertation defense meeting will result in a number of suggested or required revisions in the dissertation.

You will begin your dissertation defense with a presentation of your dissertation research. This portion of the process will be open to the university community and will be announced through

the INP office. After the presentation there is a period of open questioning by all that are in attendance; this questioning is mediated by the Advisor. At the end of the open questioning, a closed session will commence. Initially the committee will meet without you present to discuss their general thoughts on your dissertation. Afterwards committee members will ask you questions related to your dissertation research, its interpretation, and the intellectual foundations of the research. The oral examination may not take more than two hours. If additional time is needed, the Purdue Graduate School regulations state that the committee can reconvene at another date. The INP discourages this action but if the committee feels this is necessary, the additional meeting should be scheduled as soon as possible after the original defense date.

After the questioning, the committee will deliberate to assess your performance. Three outcomes are possible: Satisfactory, Satisfactory with revision, and Unsatisfactory. “Satisfactory” indicates that you have met the standard set forth for dissertations by the program. Minor revisions may still be required of the dissertation prior to submission to the Graduate School. However, your Advisor can supervise these revisions. “Satisfactory with revision” indicates that there are substantial format, content, or analysis problems with the dissertation that make it unacceptable as written but that upon revision the document will likely be acceptable. The committee will outline the problems in writing and present them to you. After revision, all committee members must approve the revised dissertation. In addition, the committee may request an additional meeting to discuss the revised dissertation; no public presentation of the dissertation research is required at this meeting but you will be expected to defend the changes to the dissertation. A dissertation is rejected if you have not adequately conducted, analyzed, or interpreted the research that was proposed. In such cases, you will be either dismissed from the program or will be required to initiate a new dissertation project.

The result of the Ph.D. Dissertation defense will be reported to the Graduate School on the “Report of the Final Examination” (Graduate School Form 11). This form is prepared by the Graduate School upon receipt of Graduate School Form 8. It is then delivered to the INP graduate secretary where it must be picked up by the Advisor prior to the Ph.D. dissertation defense.

G. Filing the Thesis with the Graduate School

Following a successful final examination, the complete and corrected copy of the thesis must be brought to the Thesis/Dissertation Office (Room 170 Young Hall, <http://www.gradschool.purdue.edu/thesis.cfm>) and reviewed for the appropriate format. Appointments may be made for Thesis review by contacting the Graduate School.

The final copy of the Dissertation, including the completed **Graduate School Form 9** (Thesis Acceptance) must be delivered to the Thesis/Dissertation Office on or before the last day of classes of the session in which the student is to graduate. ***A final copy of the bound thesis should be provided to both the advisor and the head of the graduate program.***

Degree candidates must deliver the Thesis Receipt (**Graduate School Form 16**), prepared by the Thesis/Dissertation Office acknowledging deposition of the Dissertation, to the Graduate School Student Records Office no later than the close of business on the last day of classes of the session in which their degree is to be awarded.

H. Applying for Graduation.

At the time of registration for the semester you intend to complete your degree, students who expect to graduate at the end of that session will check “Yes” in the candidate section on the Course Request (**Registrar’s Form 23**).

I. Time-Line for the Ph.D.

<u>Action</u>	<u>Time</u>
Selection of major advisor	Prior to the second semester
Selection of Advisory Committee	By the end of the second semester
Plan of study approved	By the end of the second semester
Ph.D. Preliminary Exam	By the end of the fifth semester <i>(File GS Form 8 two weeks prior)</i>
Dissertation defense meeting	Two weeks after distribution to Committee members; <i>(File GS Form 8 two wks prior to meeting)</i>
Applying for graduation	By the end of the first week of the semester in which the degree is granted

VII. APPENDICES

1. A Graduate Compact

It is essential that graduate students:

- **conduct** themselves in a mature, professional, and civil manner in all interactions with faculty and staff.
- **recognize** that the faculty advisor provides the intellectual and instructional environment in which the student conducts research, and may, through access to teaching and research funds, also provide the student with financial support.
- **recognize** that faculty have broad discretion to allocate their own time and other resources in ways which are academically productive.
- **recognize** that the faculty advisor is responsible for monitoring the accuracy, validity, and integrity of the student's research. Careful, well-conceived research reflects favorably on the student, the faculty advisor, and the University.
- **exercise** the highest integrity in taking examinations and in collecting, analyzing, and presenting research data.
- **acknowledge** the contributions of the faculty advisor and other members of the research team to the student's work in all publications and conference presentations.
- **maintain** the confidentiality of the faculty advisor's professional activities and research prior to presentation of publication, in accordance with existing practices and policies of the discipline.
- **take** primary responsibility to inform themselves of regulation and policies governing their graduate studies.
- **devote** an appropriate amount of time and energy toward achieving academic excellence and earning the advanced degree.
- **be aware** of time constraints and other demands imposed on faculty members and program staff.
- **take the initiative** in asking questions that promote understanding of the academic subjects and advance the field.
- **communicate** regularly with faculty advisors especially in matters related to research and progress within the graduate program.

It is imperative that graduate faculty members:

- **interact** with students in a professional and civil manner in accordance with University policies governing nondiscrimination and sexual harassment.
- **impartially** evaluate student performance regardless of religion, race gender, sexual orientation, nationality, or other criteria that are not germane to academic evaluation.
- **serve** on graduate student committees without regard to the race, gender, sexual orientation, or national origin of the graduate student candidate.
- **prevent** personal rivalries with colleagues from interfering with their duties as graduate advisors, committee members, or colleagues.
- **excuse** themselves from serving on graduate committees when there is an amorous, familial, or other relationship between the faculty member and the student that could result in a conflict of interest.
- **acknowledge** student contributions to research presented at conferences, in professional publications, or in application for copyrights and patents.
- **teach** and demonstrate ethical behavior in research/creative efforts

2. Guidelines on the Ownership of Research Data

Many students ask the question “Who does my thesis/dissertation research and data belong to? My mentor or me?” This can be a difficult question to answer unambiguously for all students in all circumstances. The faculty in INP believe that this issue should be discussed early in the degree process; that clear, open, and frequent communication and unambiguous documentation of agreements is probably the only way to prevent future disputes. Generally, the faculty believes that all data that are generated during the thesis or dissertation belongs to the research group. Thus, all original pieces of data, documentation, and data files should remain with the research group when the student leaves Purdue University. However, because the student has generated the data and may need the data to write manuscripts after they leave Purdue University, students should have free and open access to the data they have generated during their thesis or dissertation research. A reasonable compromise is that students may copy the data they generated. Of course, after a student has left Purdue University, he or she should respect the rights of his or her mentor and should not share unpublished data from the thesis or dissertation without consulting with their mentor first.

A more difficult issue is how students and their mentors should address the possession of ideas. Intellectual property rights are an area of legal controversy; there are no clear guidelines regarding who “owns” an idea – especially one generated during routine discussions between the student and their mentor. A rule of thumb is that if an idea is generated after a student has entered the research group, it is the possession of the research group, unless a statement to the contrary is clearly documented in writing by the research leader. Ideas that are developed by a student prior to enrollment and then brought to the research group belong to the student. The student may wish to document these ideas to ensure they were in existence prior to joining the research group. Again, it should be stressed that clear communication and open discussion of these issues are the only way to limit the potential for future disputes regarding ownership of either ideas or data.

3. Important Web Sites for Graduate Students

A. Survival Skills for Graduate Students

<http://www.physpharm.fmd.uwo.ca/undergrad/survivalwebv3/>

B. Purdue Graduate School

<http://www.gradschool.purdue.edu/students/current/resources.cfm>

a. Employment Manual

<http://www.gradschool.purdue.edu/faculty/publications.cfm>

b. Policy and Procedures Manual for the Graduate School

<http://www.gradschool.purdue.edu/faculty/resources/policies.cfm>

c. Graduate School Publications and Forms

<http://www.gradschool.purdue.edu/students/current/resources.cfm>

d. Purdue University Thesis/Dissertation Office

<http://www.gradschool.purdue.edu/thesis.cfm>

C. Information Technology at Purdue (ITaP): Accounts and Connections

<http://www.itap.purdue.edu/connections/>

D. Purdue Parking

<http://www.adpc.purdue.edu/PhysFac/parking/Welcome.html>

C. Purdue Writing Lab

<http://owl.english.purdue.edu/lab/index.html>

The [Purdue Writing Lab](http://owl.english.purdue.edu/lab/index.html) is primarily a tutorial center for writers who want to work one-to-one with a tutor at Purdue University in West Lafayette, Indiana. Their [staff](#) helps students with all sorts of writing -- from first-year students in [Introductory Composition at Purdue](#) to graduate students working on their dissertations. Over the years, the Lab's [services](#) have expanded to include [workshops](#) and other resources for [instructors](#), [students](#), and staff. The Lab serves the entire Purdue community and offers outreach services to Internet users around the world via their [Online Writing Lab \(OWL\)](#).

The Writing Lab is generally open from **8:30 AM - 6:00 PM Monday through Thursday** and **8:30 AM - 4:00 PM on Fridays** during the Fall and Spring semesters. The number for the Writing Lab front desk is (765) 494-3723. For more information and directions, please consult their [location and hours page](#).

F. Regulatory Related:

a. Purdue Animal Care and Use Committee

<http://www.purdue.edu/Research/vpr/compliance/animals/index.shtml>

b. Committee on the Use of Human Research Subjects

<http://www.irb.purdue.edu/>

c. Radiological and Environmental Management (REM)

<http://www.purdue.edu/rem/>

G. Local Interest/Activities

a. Purdue Recreational Sports

<http://www.purdue.edu/RecSports/>

b. Purdue Intercollegiate Sports

<http://purduesports.collegesports.com/>

c. Purdue Related Entertainment

<http://news.uns.purdue.edu/eventindex.html>

Theatre, music, art galleries, Purdue Convocations

d. City of Lafayette

<http://www.city.lafayette.in.us/home.htm>

(voter registration, car registration, local interest, etc)

Informal Early Semester Feedback for Teaching Assistants

Supervising Instructor should complete by mid-semester.

TA's Name _____ Course: _____ Year: _____

PLEASE READ EACH STATEMENT CAREFULLY, THEN SELECT ONE OF THESE FIVE ALTERNATIVES: STRONGLY AGREE (SA), AGREE (A), UNDECIDED (U), DISAGREE (D), STRONGLY DISAGREE (SD), NOT APPLICABLE (NA).

	SA	A	U	D	SD	NA
1. The teaching assistant is helpful with tasks pertaining to the course.						
2. The teaching assistant is enthusiastic about his/her TA duties.						
3. The teaching assistant is demonstrating appropriate teaching skills in class.						
4. The teaching assistant is always prepared for class.						
5. The teaching assistant shows a good command of the subject being taught.						
6. Evaluations and grading of students are objective and fair.						
7. Work is being accomplished efficiently and in a timely manner.						
8. Teaching assistant is available to students outside of class time.						

	Excellent	Acceptable	Needs Improvement	Poor
9. Overall, the quality of this TA's performance is				

Describe your observations of student's work:

Indicate how TA could improve deficiencies.

If any concerns exist, please list them.

*Supervising Instructor should discuss evaluation with teaching assistant by ninth week of semester.



Interdepartmental Nutrition Program Approval for Grant Writing Credit

Student Name: _____ Student ID#: _____

Committee Approval of Grant submitted by student:

Chair:

Name: _____
Signature: _____ Date: _____
Grade designation (P/F): _____

Members:

Name: _____
Signature: _____ Date: _____
Grade designation (P/F): _____

Name: _____
Signature: _____ Date: _____
Grade designation (P/F): _____

Name: _____
Signature: _____ Date: _____
Grade designation (P/F): _____

Name: _____
Signature: _____ Date: _____
Grade designation (P/F): _____

Final Grade by Committee: _____

Interdepartmental Nutrition Chair Affirmation of Completion:

Name: _____
Signature: _____ Date: _____
Final Grade (P/F): _____
Course Number: _____
Credits _____

Form created 9/26/2003

Department of Foods and Nutrition
Annual Report of Graduate Student's Advisory Committee

Student Name: _____ This past year meetings were:
Date: _____ Full Committee
 Individual Meetings

Overall Progress: Satisfactory _____ Unsatisfactory _____ Satisfactory with reservations _____

Comments from individual committee members:

Major Professor: _____ Date: _____

Committee Member: _____ Date: _____

Committee Member: _____ Date: _____

Committee Member: _____ Date: _____

Student Response

Student's Signature _____ Date _____

INP MS Degree Progress Checklist:

Name: _____

Entry date: _____

Emphasis area: _____

I. Prerequisites: Courses recommended upon entry into the program

<u>Subject</u>	<u>Course/Location</u>	<u>Waiver*</u>
General Chemistry	_____	_____
Organic Chemistry	_____	_____
Biochemistry	_____	_____
Organ-level physiology	_____	_____
General Nutrition	_____	_____

** A waiver can be requested to the INP Director. The waiver request must be approved by the student's academic/research advisor.*

II. Courses:

Class/requirement Course #/semester Credits/grade

<u>Class/requirement</u>	<u>Course #/semester</u>	<u>Credits/grade</u>
FN605:Core course	_____	_____
FN606: Core course	_____	_____
FN607:Core course	_____	_____
Statistics 1 (STAT 503)	_____	_____
FN694 (yr 1)	_____	_____
FN695 seminar 1	_____	_____
Grad Level Nutrition (3 credits)	_____	_____
Specialty Grad Course (3 credits)	_____	_____
Other courses	_____	_____
	_____	_____

III. Credit Summary

	<u>Course</u>	<u>Research</u>	<u>Cummulative</u>
Year 1	_____	_____	_____
Year 2	_____	_____	_____
Year 3	_____	_____	_____
Year 4	_____	_____	_____

(30 total credits are required by Purdue for M.S. graduation)

IV. Thesis Related

	<u>Name</u>	<u>Date Selected</u>
Advisor	_____	_____

Advisory/Thesis Committee (establish in yr 1)

	<u>(Name/Dept)</u>	<u>e-mail</u>	<u>phone</u>
(1)	_____	_____	_____
(2)	_____	_____	_____
(3)	_____	_____	_____

Committee Meeting Dates (recommended yearly)

Yr 1	_____	_____	_____
Yr 2	_____	_____	_____
Yr 3	_____	_____	_____
Yr 4	_____	_____	_____

Thesis Defense

Date: _____

Action: _____

Ph.D. Degree Progress Checklist:

Name: _____ Entry date: _____
 Emphasis area: _____

I. Prerequisites: Courses recommended upon entry into the program

<u>Subject</u>	<u>Course/Location</u>	<u>Waiver*</u>
General Chemistry	_____	_____
Organic Chemistry	_____	_____
Biochemistry	_____	_____
Organ-level physiology	_____	_____
General Nutrition	_____	_____

** A waiver can be requested to the INP Director. The waiver request must be approved by the student's academic/research advisor.*

II. Courses:

<u>Class/requirement</u>	<u>Course #/semester</u>	<u>Credits/grade</u>
FN605:Core course	_____	_____
FN606: Core course	_____	_____
FN607:Core course	_____	_____
Statistics 1 (STAT 503)	_____	_____
Statistics 2 (STAT 512)	_____	_____
FN694 (yr 1)	_____	_____
FN695 seminar 1	_____	_____
FN695 seminar 2	_____	_____
Grad Level Nutrition (6 credits)	_____	_____
Specialty Grad Course (6 credits)	_____	_____
Grant Writing (FN690)	_____	_____
Ethics	_____	_____
Other courses	_____	_____

III. Credit Summary

	<u>Course</u>	<u>Research</u>	<u>Cummulative</u>
Year 1	_____	_____	_____
Year 2	_____	_____	_____
Year 3	_____	_____	_____
Year 4	_____	_____	_____
Year 5	_____	_____	_____
Year 6	_____	_____	_____

(90 total credits are required by Purdue for Ph.D. graduation)

IV. Dissertation Related

	<u>Name</u>	<u>Date Selected</u>
Advisor	_____	_____

Advisory/Thesis Committee (establish in yr 1)

	<u>(Name/Dept)</u>	<u>e-mail</u>	<u>phone</u>
(Advisor) (1)	_____	_____	_____
(2)	_____	_____	_____
(3)	_____	_____	_____
(outside Dept)(4)	_____	_____	_____
(optional) (5)	_____	_____	_____

Committee Meeting Dates (recommended yearly)

Yr 1	_____	_____	_____
Yr 2	_____	_____	_____
Yr 3	_____	_____	_____
Yr 4	_____	_____	_____
Yr 5	_____	_____	_____
Yr 6	_____	_____	_____

Plan of Study (yr 1-2) Date Approved: _____

Preliminary Exam (yr 2-3) Date: _____
 Action: _____

Dissertation Defense Date: _____
 Action: _____