# Margaret Ritchie School of Family and Consumer Sciences

## Graduate Student Handbook

University of Idaho
Margaret Ritchie School of
Family and Consumer Sciences

- Last Revised February 2026 -

## Student Expectations and Responsibilities

Graduate students in the Margaret Ritchie School of Family and Consumer Sciences (FCS) are expected to expand their knowledge and gain expertise in a specific area of study and push disciplinary boundaries through research and/or creative scholarship activities. In addition to the University of Idaho (UI) Student Code of Conduct and UI General Graduate Regulations, additional academic and professional expectations for FCS graduate students include:

**Respectful Communication.** In any learning environment, every individual must feel as free and safe as possible to participate. As such, graduate students are expected to treat each other with mutual respect and courtesy, with an understanding that all of us (students, faculty, staff, etc.) will be respectful and civil to one another in discussion, action, teaching, email exchanges, and learning. Should you feel any interactions do not reflect an environment of civility and respect, you are encouraged to express your concern to your major professor, or the FCS director.

Some other campus resources to express a concern or request support include the Dean of Students Office (208-885-6757 or VandalCARE referral), the Counseling and Mental Health Center (208-885-6716), or the Office of Civil Rights and Investigations (208-885-4285).

**Class Absences.** If you will be late or absent for a meeting or class, respectfully contact the appropriate person at least 24 hours in advance. If a 24-hour notice is not possible (e.g., in the case of emergency), communicate as soon as reasonably possible.

**Deadlines.** There are many deadlines (e.g., thesis, conference abstracts, manuscript drafts, etc.) throughout the program in addition to those related to class assignments and exams. It is the responsibility of the graduate student to keep track of and meet all deadlines. Graduate school requires a fine balance between quantity and quality of work. Learning to not take on too much while at the same time producing to your capacity is part of the professional growth needed to develop the skill of pushing yourself to optimize your potential while realizing your limitations. Remember, your major professor, other faculty, and staff (as appropriate) are here to help you develop this complex skill and maximize your potential, but it is your responsibility to meet your assigned deadlines.

**Guidelines for Professional Clothing.** Graduate school is not simply an extension of the undergraduate experience. Academia is a professional and competitive environment where the general expectation is business casual dress. Graduate students are expected to present themselves in a manner appropriate to their academic/professional roles and the contexts in which they are working. Professional appearance supports clear communication, safety, and mutual respect in academic, instructional, research, and community-engaged settings. Expectations for professional dress may vary depending on discipline, role, and environment (e.g., classroom teaching, laboratory work, field experiences, conferences, or community partnerships). Graduate students should consider the norms of their specific setting, the nature of their responsibilities, and any safety or accessibility requirements when selecting attire.

There will be faculty committee members overseeing your thesis/dissertation, other faculty mentors, and occasional visiting scholars with whom you will want to leave a positive impression. These mentors have potential to provide future career opportunities and dressing professionally could maximize future opportunities.

**Responsibilities.** Following admission and acceptance into the Margaret Ritchie School of Family and Consumer Sciences graduate program, new graduate students should generally adhere to the following sequence of activities.

| **Prior to beginning your first semester** | |
|---|---|
| Meet with major professor | Review and sign the **student-mentor agreement** (Appendix A) with your major professor. This agreement should be reviewed and signed **annually**. |

| | |
|---|---|
| Register for mandatory courses and trainings | Register for the following REQUIRED courses and training.<br>1. **FCS 5010** Graduate Seminar<br>2. **FERPA** training<br>3. **Human subjects training** is mandatory. Depending on your research area, additional trainings on animal care, and/or biosafety training/certification may be required. For example, students working in most laboratories will require Biosafety and Laboratory Safety training. Check with your major professor to determine required training. |
| Register for program-specific courses | Graduate students are required to complete coursework specific to their area of focus as per the **Degree Requirements** section. Courses should be identified as soon as possible with the help of your major professor. |
| General needs – getting settled | • Obtain your Vandal card and/or or parking pass (if needed).<br>• Check out your workspace (should one be assigned to you), bus route, places to eat, and participate in student events as much as possible. |
| Additional steps for students with TA/RA appointment | • Meet with human resources (HR) to complete I-9, payroll information, employee direct deposit, and tax forms. HR will provide a work authorization card.<br>• Bring your work authorization card to the FCS Admin Specialist (Niccolls 103).<br>• **IMPORTANT: You cannot engage in paid work or receive your stipend until this work authorization card is delivered to FCS.** |
| Additional steps for international students | • Report to International Programs Office (IPO) to obtain I-20 and have your **letter of offer** stamped.<br>• Have your major professor complete and sign **social security letter**. IPO will advise how to apply for a social security card. |
| **First Year** | |
| Thesis (MS) and doctoral (PhD) students | • Thesis (MS) and doctoral (PhD) students should establish their committees in collaboration with their major professor. Refer to COGS guidelines for committee membership. **At least 2 faculty on your graduate committee must be FCS faculty** (this includes your major advisor and may include FCS affiliate faculty).<br>• Hold at least one graduate committee meeting to plan/approve research project.<br>• Submit your study plan to College of Graduate Studies (COGS); this must be completed in consultation with your graduate committee. |
| Non-thesis (MS) students | • Submit your study plan to COGS.<br>• Talk to your major professor about the need for a committee.<br>• Work with your major professor to determine the format of your exit requirement (e.g., an examination, presentation, portfolio, project, or any research requirement). |
| **Beyond the first year** | |
| Graduate committee formation and meetings | A graduate committee meeting must be held **at least once per year**. Students who fail to hold an annual committee meeting without prior approval from their major professor will be ineligible to receive FCS teaching assistantships (TAs), research assistantships (RAs), and scholarships.<br>Students should plan graduate committee meetings with assistance from their major professor. The FCS administrative specialists can assist with room bookings or video conferencing if needed. In addition to general update meetings, graduate committee meetings must include the following.<br>• Comprehensive preliminary exam (PhD students only)<br>• Research proposal meeting (applies to MS and PhD students; however, for PhD students this will likely occur after the first year)<br>• Permission-to-proceed meeting in which student shares preliminary research results and confirms they have sufficient data to proceed with their dissertation (PhD students only)<br>• Thesis (MS) or dissertation (PhD) defense |

**For additional guidance and forms needed refer to UI COGS.**

# Graduate Faculty

Graduate faculty in the Margaret Ritchie School of Family and Consumer Sciences (FCS) conduct research in a variety of specialty areas. FCS faculty who are eligible to serve as major advisors on graduate committees (i.e., graduate faculty) are listed here.

## Apparel, textiles, and design

**Lori Wahl, PhD** (lwahl@uidaho.edu) is an Assistant Professor of apparel product development. Dr. Wahl worked in the athletic apparel industry for 20 years and received her PhD in adult organizational leadership and learning from the University of Idaho. She teaches courses in apparel technology, design, professional development, and collaborative design. Her research interests include:

- Apparel and textile product design with an emphasis on function and performance;
- Apparel design education; and
- Fit and fit systems.

## Child development and early childhood education

**Shiyi Chen, PhD** (shiyic@uidaho.edu) is an Associate Professor of child development and education. She earned her PhD in educational psychology at Florida State University. Her research program integrates theoretical and applied studies to examine young children's emerging metacognition and learning, using direct assessment, observation, and behavioral coding methodologies.
Her research interests include:

- Emerging metacognition;
- Self-regulated learning;
- Early science learning;
- Teacher talk; and
- Teacher professional development.

**Ling-Ling Tsao, PhD** (ltsao@uidaho.edu) is an Associate Professor of child development and education. She received her PhD in curriculum and instruction from Indiana University. She teaches classes in the areas of early childhood special education, early intervention, preschool inclusion, and autism spectrum disorders. Her research focuses are social skills intervention, children with autism, and mealtime for young children. Her research interests include:

- Sibling relations;
- Children with autism;
- Social skills; and
- Play-based intervention.

## Human development and family studies

**Sarah Deming, PhD** (sdeming@uidaho.edu) is an Assistant Professor of human development and family studies. She earned her PhD in sociology from Washington State University. She employs qualitative and survey methods to generate rich and novel data from both new mothers and perinatal healthcare professionals, leveraging her findings to design patient-facing interventions and inform clinical practices and public policy. Her research interests include:

- Dimensions of maternal well-being (physical, emotional, social);
- Policy context and clinical care processes shaping maternal well-being;
- Family dynamics during the transition to parenthood; and
- Maternal employment and labor market decision-making.

## Nutritional sciences

**Yimin Chen, PhD, RDN** (yiminc@uidaho.edu) is an Associate Professor of nutrition. She earned her PhD in kinesiology, nutrition, and rehabilitation at the University of Illinois Chicago and completed postdoctoral training with a focus on intestinal development, nutrient absorption, and mucosal barrier function using the neonatal piglet model. She is a human milk researcher with 15 years of clinical experience. Dr. Chen uses a full complement of cell culture models, neonatal piglet model, and human studies to examine mechanistic pathways. Her research interests include:

- Human milk immunomodulatory components;
- Preterm infants;
- Gastrointestinal integrity, barrier function, and immunity; and
- Neurodevelopment.

**Adrianne Griebel-Thompson, PhD, RDN, CLC** (adriannegt@uidaho.edu) is an Assistant Professor/Extension Specialist of nutrition. She received her PhD in medical nutrition science from the University of Kansas Medical Center. Her research interests include:

- Maternal and infant nutrition;
- Human milk composition;
- Growth and development; and
- Trace minerals including iodine and fluoride.

**Ginny Lane, PhD, RDN** (vlane@uidaho.edu) is an Assistant Professor of nutrition. She completed a PhD in human nutrition and a postdoc in public health at the University of Saskatchewan, Canada. She has over 20 years of experience in the healthcare system at both the direct delivery and program planning levels. She is passionate about understanding current issues related to chronic health disparities to develop options for moving past barriers to progress. She teaches global nutrition, community nutrition, and educational approaches. Her research interests include:

- Food security and nutritional health of marginalized populations;
- International, Indigenous, and minority ethnic cultural contexts;
- Determinants of chronic disease; and
- Multidisciplinary mixed-methods approaches to complex issues.

**Michelle (Shelley) McGuire, PhD, DFASN** (smcguire@uidaho.edu) is a Professor of maternal/infant nutrition and Director of FCS. She earned her PhD in human nutrition from Cornell University, is the only Idahoan elected to the National Academy of Medicine and is a Distinguished Fellow of the American Society for Nutrition. She is also passionate about delivering accurate nutrition communication to the public. Her research interests include:

- Breastfeeding and human milk composition;
- Maternal nutrition and child nutrition;
- Human microbiome, including that in milk; and
- Environmental factors, including cannabis use, impacting lactation and human milk composition.

**Annie Roe, PhD, RDN** (aroe@uidaho.edu) is an Associate Professor, Extension Specialist, and the Director of Eat Smart Idaho. She received her PhD in nutrition from the Friedman School of Nutrition Science and Policy at Tufts University. Her work focuses on nutrition and brain health as well as program evaluation research related to community nutrition education. She conducts applied and translational research with the long-term goal of improving cognitive, mental, and emotional health across the lifespan. Her research interests include:

- Nutrition and brain health across the lifespan;
- Child eating behavior and strategies to improve liking and intake;
- Role of nutrition in health and safety of wildland firefighters; and
- Community nutrition education for diverse populations.

**Mojtaba Shafiee, PhD** (mshafiee@uidaho.edu) is an Assistant Professor of nutrition. He earned his PhD in human nutrition at the University of Saskatchewan. His research interests include:

- Diet and mental health;
- Food security among marginalized populations;
- Dairy and plant-based dairy and health outcomes;
- Planetary health; and
- Women's health across the lifespan.

**Ann Frost, PhD** (afrost@uidaho.edu) is an Associate Professor in the Department of Movement Sciences and affiliate faculty in FCS. She earned her PhD in exercise physiology at Florida State University. Dr. Frost incorporates female specific research methodologies into clinical trial research to strengthen behavioral and physiological health outcomes. Her research interests include:

- Muscle and adipose tissue composition;
- Dietary supplementation;
- Exercise interventions for optimal health; and
- Pre-, peri- and postmenopausal females.

## Graduate Assistantships and Scholarships

### Overview

There are three types of funding offered by FCS: teaching assistantships (TAs), research assistantships (RAs), and scholarships. In addition to helping you earn your degree without needing to work or take out large loans, a graduate assistantship will help you develop and improve your professional skills during your time at the University of Idaho (UI). Graduate assistantships are funded by the College of Graduate Studies (COGS) (TAs), the College of Agricultural and Life Sciences (RAs), FCS (scholarships), or research grants obtained by individual faculty members (RAs). Some assistantships pay a stipend, tuition, fees, and student health insurance, whereas others only cover a portion of the costs. You must talk with your major professor to learn whether you will receive an assistantship and what costs will be covered. COGS sometimes waives the out-of-state portion of tuition for out-of-state students on graduate assistantships. Detailed information about graduate assistant and scholarship selection criteria, terms of appointment, terms of employment, background check, health insurance, payroll, enrollment, and mandatory training can be found in the graduate assistant handbook on the UI COGS website.

**Teaching Assistantships.** Graduate students receiving TAs are required to participate in instruction, grading assignments, office hours, and/or providing other assistance related to instruction under the active supervision of an FCS faculty member. A TA helps students learn and grow at UI. Details of specific responsibilities should be discussed with your major advisor in conjunction with the FCS director.

**Research Assistantships.** RAs develop competence in performing professional-level work in support of research or creative scholarship. An RA position allows you to study the issues you are passionate about as well as receive the chance to publish with renowned faculty. It is UI policy that all research be conducted in an ethical manner. For more information regarding UI's research policies, please review chapter five of the Faculty Staff Handbook found online. Details regarding specific expectations of an RA are determined by the student's major advisor.

# Degree Requirements

**University Requirements.** Students pursuing a **master's degree** (MS) at the University of Idaho (UI) must satisfy the general requirements put forth by UI's College of Graduate Studies (COGS).

**COGS General MS Credit Requirements**

- All MS programs require a minimum of 30 credits. Some degree programs require more. Additional work may be stipulated in individual cases to meet specific objectives or for additional background.
- No more than 12 credits of transfer, non-degree courses, independent study courses, and/or overaged courses may be used toward a MS degree. Overaged credits are credits over 8 years old at the time of graduation.
- For MS degree programs requiring >36 credits, the study plan may include up to 1/3 of credits in the above categories.
- Although there is no limit to the number of credits that may be earned in 5000-thesis research credits, only 10 credits in course 5000 can be used on the study plan for a thesis MS degree.
- Non-thesis programs cannot use course 5000 on the study plan.
- Up to five credits of course 5990 (non-thesis MS research) are allowed on a study plan.
- The plan must include at least 18 credits at the 5000 level (including up to ten 5000-thesis credits or five 5990 credits). 4000-level and 3000-level courses can be used toward the degree; however, the 3000-level courses must be from outside the major area.
- No more than three credits of workshop or workshop equivalent courses may be used toward a graduate degree.
- Courses used toward an undergraduate degree, professional development courses, or courses on a professional development transcript are not available to be used toward a graduate degree.
- A grade of C or better is required in all courses used to meet degree requirements. A cumulative GPA of 3.00 is required to receive a graduate degree.
- The general requirements for a graduate degree are those contained in the UI catalog and academic unit publications that are in effect at the time of the candidate's admission into a specific graduate program as a degree-seeking student. A catalog issue is valid for a maximum of seven years.
- Transfer Credits. With the consent of your committee and the dean of COGS, up to 12 credits may be transferred to your MS degree.

**Thesis or Nonthesis Options**

*Thesis Option*

- **Traditional MS thesis track.** The thesis should be completed in a format suitable for a published manuscript, although the decision as to how many chapters and their format is determined by the student, major professor, and committee. It is recognized that different sub-disciplines within FCS have different expectations in this regard. Regardless, it is preferred that at least one manuscript be submitted within six months of graduation by the student in close collaboration with the major professor. After six months, the major professor reserves the right to submit the manuscript as the first author. Note that early decisions about how many chapters will be required may change with time as the student writes the thesis. As such, the student needs to maintain close contact with committee members and make sure that sufficient time is provided for revisions.

- **ATD MS thesis-equivalent track.** Requirement includes a comprehensive project that must include a written component addressing a theoretical, historical critical and/or philosophical documentation of the process, and a publicly presented final deliverable. The written document can be an in-depth review of the literature or a written description of the development and the evolution of the creative process.

*Nonthesis Option* includes the following two requirements.

1. Extra graduate-level credits (4 credits at 5000-level) above and beyond what is needed for a thesis option are required to deepen the knowledge specific to the area of study as agreed upon with the major professor and outlined in the study plan.
2. An exit requirement (an examination, presentation, portfolio, project, or any research requirement other than a thesis).

**M.S. Child Development** (both thesis and non-thesis options available)

| **Core Courses** | **Requirement** |
|---|---|
| FCS 5010 (Graduate Seminar) | 2 credits |
| FCS 5040 (Applied Teaching) | 3 credits |
| 4000- or 5000-level statistics | 3 credits |
| 4000- or 5000-level research methods | 3 credits |
| Additional 5000-level FCS courses | 6 credits |
| Additional 5000-level courses (FCS or non-FCS) | 4 credits (thesis)<br>8 credits (non-thesis) |
| 5000 or 5990 Thesis or Non-Thesis credits | 3 credits |
| ECDE 5400 (Parent-Child Relationships) | 3 credits |
| ECDE 5300 (Cognitive and Motivation in Human Learning) | 3 credits |
| Total Credits for Degree | 30 (thesis)<br>34 (non-thesis) |

FCS Graduate Seminar (2 credits required)
FCS 5010 (1 credit/semester) – to be taken twice (offered each fall semester).

Applied Teaching in FCS Professions (3 credits required)
FCS 5040 (3 credits)
*Includes a supervised teaching experience (fall or spring semester) in addition to class seminars (spring).*

4000- or 5000-level statistics (3 credits required)
STAT 4310 Statistical Analysis (3 credits) (Stat 2510 or equivalent is a pre-requisite)
ED_PSYCH 5080 Educational Statistics (3 credits, WSU coop)
STAT 5070 Experimental Design (3 credits)
*Or another 4000- or 5000-level statistics methods course identified by the major professor.*

4000- or 5000-level research methods (3 credits required)
FN 4040/5040 Research Methods in Food and Nutrition (3 credits)
ED 5710 Introduction to Quantitative Research (3 credits)
ED 5740 Introduction to Qualitative Research (3 credits)
PSYC 5120 Research Methods (3 credits)
*Or another 4000- or 5000-level research methods course identified by the major professor.*

ECDE 5000-level (6 credits required)
ECDE 5400 Parent-Child Relationships (3 credits)
ECDE 5300 Cognition and Motivation in Human Learning (3 credits)

Additional 5000-level FCS courses (6 credits required; excludes FCS 5000, FCS 5010, FCS 5990) not an all-inclusive list.
ECDE 5100 Advanced Infant and Toddler Development and Learning (3 credits)
ECDE 5200 Inclusive Early Childhood Education (3 credits)
FCS 5020 Directed Study
FCS 5040 Special Topics

Optional graduate-level courses (not an all-inclusive list)
EDSP 5220 Educating for Exceptionalities
ED 5720 Measurement and Evaluation

**MS Dietetics** (non-thesis MS; requirements specifically designed to fulfill accreditation competencies)

| Required Courses | Requirement |
|---|---|
| FCS 5010 (Seminar) | 2 credits |
| FCS 5990 (Non-Thesis Requirement) | 2 credits |
| Stat 4310 (Statistical Analysis) | 3 credits |
| ESHS (Design and Analysis of Research Methods) | 3 credits |
| FN 4500 (Global Nutrition) | 3 credits |
| FN 4640 (Nutrition Counseling) | 3 credits |
| FN 4650 (Clinical Dietetics) | 3 credits |
| FN 4660 (Nutrition Assessment Laboratory) | 1 credit |
| FN 4700 (Quantity Food Production and Equipment) | 3 credits |
| FN 4710 (Quantity Food Production and Equipment Laboratory) | 2 credits |
| FN 4910 (Community Nutrition) | 3 credits |
| FN 4920 (Nutrition Education) | 3 credits |
| FN 5090 (Nutrition and Dietetics Professional Skills) | 1 credit |
| FN 5650 (Nutrition Therapy and Disease) | 3 credits |
| FN 5660 (Applied Clinical Dietetics) | 7 credits |
| FN 5700 (Management and Leadership in Dietetics) | 3 credits |
| FN 5710 (Applied Food and Nutrition Management) | 7 credits |
| FN 5910 (Applied Community Nutrition) | 5 credits |
| Total Credits for Degree | 57 |

**MS Family and Consumer Sciences** (both thesis and non-thesis options available)

| Core Courses | Requirement |
|---|---|
| FCS 5010 (Seminar) | 2 credits |
| FCS 5040 (Applied Teaching) | 3 credits |
| 4000- or 5000-level statistics | 3 credits |
| 4000- or 5000-level research methods | 3 credits |
| Additional 5000-level FCS courses | 6 credits |
| Additional 5000-level courses (FCS or other, approved by MP and COGS) | 18 credits (thesis) |

| | |
|---|---|
| | 22 credits (non-thesis) |
| 5000 or 5990 Thesis or Non-Thesis | ≤10 (thesis)<br>5 (non-thesis) |
| Total Credits for Degree | 30 (thesis)<br>34 (non-thesis) |

FCS Graduate Seminar (2 credits required)
FCS 5010 (1 credit/semester) – to be taken twice (offered each fall semester).

Applied Teaching in FCS Professions (3 credits required)
FCS 5040 (3 credits)
*Includes a supervised teaching experience (fall or spring semester) in addition to class seminars (spring).*

4000- or 5000-level statistics (3 credits required)
STAT 4310 Statistical Analysis (3 credits) (Stat 2510 or equivalent is a pre-requisite)
STAT 5070 Experimental Design (3 credits)
*Or another 4000- or 5000-level statistics methods course identified by the major professor.*

4000- or 5000-level research methods (3 credits required)
FN 4040/5040 Research Methods in Food and Nutrition (3 credits)
HIST 5900 Issues and Methods in History (3 credits)
ED 5710 Introduction to Quantitative Research (3 credits)
ED 5740 Introduction to Qualitative Research (3 credits)
PSYC 5120 Research Methods (3 credits)
ESHS 4510 Design and Analysis of Research in Movement Sciences (3 credits)
*Or another 4000- or 5000-level research methods course identified by the major professor.*

Additional 5000-level courses offered by the Margaret Ritchie School of Family and Consumer Sciences (6 credits required; excludes FCS 5000, FCS 5010, FCS 5990) not an all-inclusive list.
ECDE 5100 Advanced Infant and Toddler Development and Learning (3 credits)
ECDE 5200 Inclusive Early Childhood Education (3 credits)
ECDE 5300 Cognition and Motivation in Human Learning (3 credits)
ECDE 5400 Parent-Child Relationships
FN 5100 Gastrointestinal Physiology and Immunology (3 credits)
FN 5150 Advanced Nutrition (3 credits)
FN 5250 Advanced Vitamins and Minerals (3 credits)
FN 5500 Global Nutrition (3 credits)
FN 5510 Eating Disorders (3 credits)
FN 5590 Sport Nutrition (3 credits)
HDFS 5450 Issues in Work and Family Life (3 credits)
FCS 5020 Directed Study
FCS 5040 Special Topics

Optional graduate-level courses (not an all-inclusive list)
FS 5170 Scientific Writing
EDSP 5220 Educating for Exceptionalities
ED 5720 Measurement and Evaluation

**MS Nutritional Sciences** (both thesis and non-thesis options available)

| Core Courses | Requirement |
|---|---|
| FCS 5010 (Seminar) | 2 credits |
| FCS 5040 (Applied Teaching) | 3 credits |
| 4000- or 5000-level statistics | 3 credits |
| 4000- or 5000-level research methods | 3 credits |
| Additional 5000-level FCS courses | 6 credits |
| Additional 5000-level courses (FCS or other , approved by MP and COGS) | 13 credits (thesis)<br>24 credits (non-thesis) |
| 5000 or 5990 Thesis or Non-Thesis | ≤10 (thesis)<br>5 (non-thesis) |
| Total Credits for Degree | 30 (thesis)<br>42 (non-thesis) |

FCS Graduate Seminar (2 credits required)
FCS 5010 (1 credit/semester) – to be taken twice (offered each fall semester) during the semesters it is offered.

Applied Teaching in FCS Professions (3 credits required)
FCS 5040 (3 credits)
*Includes a supervised teaching experience (fall or spring semester) in addition to class seminars (spring).*

4000- or 5000-level statistics (3 credits required)
STAT 4310 Statistical Analysis (3 credits) (Stat 2510 or equivalent is a pre-requisite)
STAT 5070 Experimental Design (3 credits)
*Or another 4000- or 5000-level statistics methods course identified by the major professor.*

4000- or 5000-level research methods (3 credits required)
FN 4040/5040 Research Methods in Food and Nutrition (3 credits)
ESHS 4550 Design and Analysis of Research in Movement Sciences (3 credits)
PSYC 5120 Research Methods (3 credits)
ED 5710 Introduction to Quantitative Research (3 credits)
ED 5740 Introduction to Qualitative Research (3 credits)
*Or another 4000- or 5000-level research methods course identified by the major professor.*

Additional 5000-level FCS or FN courses (6 credits required; excludes FCS 500, FCS 501, FCS 599) not an all-inclusive list:
FN 5100 Gastrointestinal Physiology and Immunology (3 credits)
FN 5150 Advanced Nutrition (3 credits)
FN 5250 Advanced Vitamins and Minerals (3 credits)
FN 5500 Global Nutrition (3 credits)
FN 5510 Eating Disorders (3 credits)
FN 5590 Sport Nutrition (3 credits)
FCS 5020 Directed Study
FCS 5040 Special Topics

Optional graduate-level courses (not an all-inclusive list)
FS 5170 Scientific Writing
ESHS 5230 Health Education Methods

**University Requirements.** Students pursuing a **Doctoral Degree** at UI must satisfy the general requirements put forth by UI's COGS.

**COGS General PHD Credit Requirements**

- All doctoral programs require a minimum of 78 credits. Some programs may require more. Additional work may be stipulated in individual cases to meet specific objectives or for additional background.
- Of the 78 credits required for the degree, at least 39 must be earned since matriculation as a UI graduate student. The other 39 credits can be transfer, UI non-degree, or independent study credits.
- The plan must include at least 52 credits at the 5000-level or above (including no more than 6 thesis credits or non-thesis research credits).
- 4000- and 3000- level courses can be used toward the degree; however, the 3000- level courses must be from outside the major area and are subject to School and COGS approval.
- No more than 30 overaged credits can be used toward the degree. Overaged credits are defined as courses older than 8 years old at the time of your graduation.
- No more than three credits of workshop or workshop equivalent courses may be used toward a PhD.
- Courses used toward an undergraduate degree, professional development courses, or courses on a professional development transcript are not available to be used toward a graduate degree.
- Although no limit is imposed on the number of credits that may be earned in course 6000 (Doctoral Research and Dissertation), a maximum of 45 research credits can be used on the study plan (a lower limit may be set by the department). Up to 6 credits of 5000/5990 (Master's Research and Thesis/Master's Non-Thesis Research) may be applied towards the 45-credit maximum.
- A grade of C or better is required in all courses used to meet degree requirements. A cumulative GPA of 3.00 is required to receive a graduate degree.
- The general requirements for a graduate degree are those contained in the UI catalog and academic unit publications that are in effect at the time of the candidate's admission into a specific graduate program as a degree-seeking student. A catalog issue is valid for a maximum of seven years.
- Transfer Credits. With the consent of your committee and the dean of the COGS, up to 39 graduate credits may be transferred to a PhD program.

**Ph.D. Nutritional Sciences** (Interdisciplinary university-wide program)

| Core Courses | Requirement |
|---|---|
| FCS 5010 (Seminar) | 3 credits |
| FCS 5040 Applied Teaching | 3 credits |
| 5000-level statistics | 3 credits |
| 5000-level research methods | 3 credits |
| Additional 5000-level courses | 43 credits |
| FN 6000 | ≤15 credits |
| Total Credits for Degree | 78 credits |

FCS Graduate Seminar (3 credits required)
FCS 5010 (1 credit/semester) – to be taken three times (offered each fall semester).

Applied Teaching in FCS Professions (3 credits required)
FCS 5040 (3 credits)
*Includes a supervised teaching experience (fall or spring semester) in addition to class seminars (spring).*

5000-level statistics (3 credits required)
STAT 5070 Experimental Design (3 credits)
*Or another 500-level statistics methods course identified by the major professor.*

5000-level research methods (3 credits required)
FN 4040/5040 Research Methods in Food and Nutrition (3 credits)
PSYC 5120 Research Methods (3 credits)
ED 5710 Introduction to Quantitative Research (3 credits)
ED 5740 Introduction to Qualitative Research (3 credits)
*Or another 500-level research methods course identified by the major professor.*

Additional 5000-level courses (not an all-inclusive list)
FN 5100 Gastrointestinal Physiology and Immunology (3 credits)
FN 5150 Advanced Nutrition (3 credits)
FN 5250 Advanced Vitamins and Minerals (3 credits)
FN 5500 Global Nutrition (3 credits)
FN 5510 Eating Disorders (3 credits)
FN 5590 Sport Nutrition (3 credits)
FCS 5020 Directed Study
FCS 5040 Special Topics
FS 5170 Scientific Writing
ESHS 5230 Health Education Methods

| COMPARISON OF REQUIREMENTS ACROSS GRADUATE DEGREES | | | | | |
|---|---|---|---|---|---|
| **Core Courses** | **Child Development (MS)** | **Family and Consumer Sciences (MS)** | **Nutritional Sciences (MS)** | **Nutritional Sciences (PhD)** | **Dietetics (MS)** |
| FCS 5010 Seminar | 2 credits | 2 credits | 2 credits | 3 credits | 2 credits |
| FCS 5040 Applied Teaching | 3 credits | 3 credits | 3 credits | 3 credits | NR |
| 4000- or 5000-level statistics | 3 credits | 3 credits | 3 credits | 5000-level 3 credits | 3 credits |
| 4000- or 5000-level research methods | 3 credits | 3 credits | 3 credits | 5000-level 3 credits | 3 credits |
| 5000-level FCS courses | 6 credits | 6 credits | 6 credits | NR | 26 specified |
| 4000-level courses | NR | NR | NR | NR | 21 specified |
| 5000 level courses | 4 credits (thesis); 8 credits (non-thesis) | 18 credits (thesis) 22 credits (non-thesis) | 13 credits (thesis) 24 credits (non-thesis) | 5000 or above, 43 credits | NR |
| 5000 or 5990 Thesis or Non-Thesis | 3 credits | ≤10 (thesis) 5 (non-thesis) | ≤10 (thesis) 5 (non-thesis) | NR | 2 credits (non-thesis) |
| FN 6000 | NR | NR | NR | Up to 15 credits | NR |
| ECDE 5400 Parent-Child Relationships | 3 credits | NR | NR | NR | NR |
| ECDE 5300 Cognitive and Motivation in Human Learning | 3 credits | NR | NR | NR | NR |
| **Total Credits for Degree** | **30 (thesis) 34 (non-thesis)** | **30 (thesis) 34 (non-thesis)** | **30 (thesis) 42 (non-thesis)** | **78** | **57** |

NR – Not Required

**FCS Graduate Student Guidance for use of Artificial Intelligence (AI) in Thesis Work**
(for individual classes refer to the syllabus)

- Students are welcome to use AI-based natural language processing chatbots (e.g., ChatGPT), machine learning, or similar algorithmic tools as technologies to further their research goals and scholarly activities (e.g., improving language and readability).
- A major goal of Preliminary Exams, and MS and PhD defenses is to examine students' independent thinking, creativity, and originality. Accordingly, the **use of AI tools to generate scholarly products** (e.g., figures, tables, data summaries, text) for Preliminary Exams, MS theses, and PhD dissertations **should be disclosed within Methods sections or other appropriate location(s)**, citing the model or tool used.
- Students should be aware that presenting the ideas or copying the text generated by AI-based tools as their own, without proper acknowledgment, will be considered academic and/or scientific misconduct. In whatever form, if plagiarism or other misconduct is detected, the committee can award a result of FAIL.
- Students are responsible for their use of AI technology and should exercise appropriate oversight (e.g., fact checking for accuracy) as AI can generate output that appears to be authoritative (e.g., references to published literature) that can be incorrect, incomplete or biased.
- Note that AI tools may not be designated as authors on scholarly works (e.g., abstracts, status reports, manuscripts/publications). Students, as authors, are accountable for the quality, integrity, and originality of their scholarly work and are fully responsible for the contents.
- When preparing work for publication, students are strongly encouraged to check AI use policies at journals where they plan to submit their work (e.g., consult the Instructions to Authors).

## Appendix A

## Margaret Ritchie School of Family and Consumer Sciences
## Student – Major Professor Agreement

**Introduction**
As graduate student and major professor, we are voluntarily entering into a mentoring relationship from which we expect mutual benefits and investment. We want this to be a rewarding, rich experience with our time together focused on the professional/personal/academic development of the mentee and the growth of our relationship. With this goal in mind, we have agreed upon the terms and conditions of our relationship as outlined in this agreement.

Student:_____

Major Professor:_____

Anticipated graduation date: _____

**Goals** [*What does each member of the mentoring team hope to get out of working together? What skills and experiences will the mentee gain, and how will that learning serve their larger academic and professional goals*?]

Student's personal/professional goals:

Major Professor's personal/professional goals for mentee:

Research or project goals: [*clearly articulate the type of work that is expected to be completed to alleviate potential conflict regarding the amount of work needed to complete the degree;* outline expectations, such as publications, conference presentations, etc.]

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**Strategies for Achieving Collective Goals**

**General Expectations of Mentoring Relationship**

• Respect—A sense of mutual respect and professionalism should be established between the major professor and student, including acknowledgment of their personal and academic boundaries, and consideration of their diverse backgrounds and perspectives.

• Responsibility—Major professor and student have a responsibility to inform each other as soon as possible if there is a change in their mentoring relationship (e.g., the relationship is unproductive, the student can no longer complete work, the major professor is no longer able to support the student).

Major professors and students are encouraged to communicate directly with one another if there is a conflict. Sometimes, however, this might not be possible (e.g., the conflict is about the major professor, and the student worries about possible consequences for their career if it is addressed directly). In these situations, the student should communicate concerns to the FCS Director. The student or major professor also has the right to seek outside counsel (e.g., Graduate Studies, Title IX, Ombuds) to help settle the dispute.

**Major Professor's Expectations of Student**

• Commitment—demonstrate a strong commitment to your academic and research pursuits, including dedication to advancing knowledge in your field and achieving your academic goals. Adhere to the highest standards of excellence and integrity in all your work. Respect and achieve mutually-agreed-upon deadlines.

• Responsibility—take responsibility for your academic progress, including meeting deadlines, attending meetings, and fulfilling obligations related to coursework, teaching, and research. Be aware of—and work with mentors to meet—the deadlines associated with the degree program.

• Communication—provide regular updates on your thesis/dissertation progress, share concerns or challenges you encounter, and seek clarification when needed. Be aware of your mentoring needs and discuss changes that are needed with your Major Professor. If concerns arise about physical or mental health, dealing with stress, or disability, these may be confidentially brought to the attention of the CMHC or Ombuds.

• Independence/Adaptability—work independently and take initiative in your project, including developing ideas/questions, being open to constructive feedback, and being able to adapt and be resilient in the face of challenges and setbacks.

• Collaboration—actively engage in collaborative efforts within your research group and/or broader academic community. Respect the confidentiality of unpublished research/ideas.

• Professional Development—actively pursue opportunities for your academic and professional development, including attending seminars and conferences, acquiring new skills relevant to your thesis/dissertation, and seeking out mentorship and guidance in career development.

**Student's Expectations of their Major Professor**

• Accessibility—Be accessible and approachable, whether through regular office hours, scheduled meetings, or responsive communication via email or other channels.

• Guidance—Provide advice and guidance throughout the student's academic journey, including assistance in selecting courses, helping define meaningful graduate thesis/dissertation projects, and navigating academic and professional challenges, and career development strategies.

• Resources—Within reason, provide access to resources necessary for the student's graduate thesis/dissertation project, including a safe and inclusive working environment that will support the student's learning.

• Support/Feedback—Provide constructive feedback on thesis/dissertation progress, writing skills, presentations, and overall academic performance. Provide support and encouragement when facing setbacks.

• Professional Development—Expose the student to new skills that will foster academic and professional growth into an independent and capable scholar, such as writing research proposals, giving presentations, and publishing papers. Provide opportunities for networking and helping the student establish connections within their academic field, whether it's through introductions to others in the field, opportunities for collaboration, or attendance at conferences.

• Acknowledgment—Acknowledge the student's contributions (e.g., publication) and recognize their achievements.

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**Meetings**

[*how often, when and where, for how long, format, who will be responsible for scheduling and preparing agenda, what topics will be discussed*]

**Authorship/Intellectual Property**
[*expectations for gaining authorship credit, confidentiality of unpublished research/ideas, can mentees take research/project with them when they leave*?]

**Plan for Evaluating Progress**
[*complete annual report of progress by second Friday in April to support renewal of student funding (Appendix B*)]

**Privacy**
Major Professors and students will keep information shared through the mentoring relationship private. However, university employees are mandatory reporters and thus are obligated to report any information disclosed about sexual harassment, sexual misconduct, or any protected class discrimination to the Office of Civil Rights and Investigations (OCRI).

**No-Fault Termination**
We are committed to frequent, open, and honest communication in our relationship. We will discuss and attempt to resolve any conflicts as they arise. If, however, one of us needs to terminate the relationship for any reason, we agree to abide by one another's decision.

Major Professor Printed Name _____

Major Professor Signature _____

Date _____

Student Printed Name _____

Student Signature _____

Date _____

## Appendix B: Annual Report of Progress and Performance for Graduate Students

**Student name**_____

**Degree**_____

**Student Directions:** It is the student's responsibility to initiate the annual evaluation process; however, an evaluation may be initiated at any time by the Major Professor. If a Major Professor has not been appointed, the FCS director will conduct the evaluation. The evaluation must be completed annually by the second Friday of April.

**Major Professor or Unit Administrator:** This form is to be used when evaluating student progress and performance. Please consult with the student and then respond to the following statements.

| | | | |
|---|---|---|---|
| Adequately meeting deadlines | Yes | No | NA |
| Timely completion of major professor and/or committee form | Yes | No | NA |
| Timely posting of study plan to Degree Audit. | Yes | No | NA |
| Timely development of thesis/dissertation topic | Yes | No | NA |
| Acceptable progress toward completion of thesis/dissertation | Yes | No | NA |
| Held annual committee meeting | Yes | No | NA |
| Following established research protocols | Yes | No | NA |
| Maintaining working relationships with fellow students, staff, and other university academic units and offices | Yes | No | NA |
| Growth as a scholar and a researcher | Yes | No | |

Other comments or concerns may be included on the other side or a separate sheet.

**Student** signature below indicates that you have seen and had the opportunity to discuss the contents of this evaluation report with your Major Professor or FCS director

_____ _____

**Student Signature** **Date**

**Major Professor** signature indicates that you have provided and opportunity to discuss the contents of this evaluation report with your student. Recommended action for the student is:

☐ **Continuance in Program** ☐ **Warning*** ☐ **Dismissal***

_____ _____ _____

**Major Professor Signature** **Date** **Printed Name**

*Please submit a copy of this report to the FCS administrative specialist.

If warning or dismissal is recommended, the grad program committee will review and determine next steps with the major professor.

## Appendix C: Permission to Proceed (PhD) Meeting Report

The form is to be completed by the major professor and retained in the student's school records.

**Guidance for Student and Major Professor:** When a student and major professor determine that all or most of the data collection required of the dissertation have been completed, the student will convene the dissertation committee to request permission to complete writing the dissertation. This is **usually done about six months prior to the anticipated date of graduation**. The student will submit an outline of the proposed dissertation to the committee, including a list of the likely figures and tables. At the meeting, the student will present a comprehensive overview of the research they have accomplished and plan to accomplish before graduating.

**Guidance for Dissertation Committee:** Based on the dissertation outline, the draft list of figures and tables (others may be requested as needed), and the oral summary, the graduate committee will determine whether the body of research is sufficient and consistent with a PhD degree or whether additional data collection is necessary. If additional work is required, the extent and nature of this work will be listed. In some situations, the remaining work may be judged to be so extensive or ill-defined that completion is not possible in the near future. The meeting will have three possible outcomes.

1) **Approval** —The completed work is likely of sufficient quality and significance to support a PhD dissertation. This option will be used when the student's body of work is essentially complete, however it is possible that additional work is needed. Signed approval from the major professor on behalf of the committee will then be provided at the end of the meeting.

2) **Conditional** —Additional data collection is necessary to complete a dissertation, but the student should be able to complete this within the next six months. This option would be used when the student has already completed substantial and significant research but additional data collection is definitely required to bring the work to a complete conclusion. Signed approval from the major professor on behalf of the committee will be obtained after the additional work is completed or after the student provides an accounting of their attempts to complete the additional work and an explanation of why the additional work could not be completed. Committee approval at this stage may not require an additional meeting, although a follow-up meeting can be requested by any committee member prior to the student receiving signed approval.

3) **Incomplete** (Reschedule) —The student's graduate work remains incomplete and considerable progress is necessary before a dissertation can be written. The meeting should be rescheduled once substantial progress has been made.

Student Name:_____

Date of Meeting:_____

Recommended final defense (check one): 3 months 6 months

Decision: ☐ Approval ☐ Conditional ☐ Incomplete

I have reviewed the final report and certify that it is complete and represents the views of the entire committee.

Major Professor's Signature:_____

## Permission to Proceed (PhD) Meeting Report (continued)

### Explanation for conditional or incomplete decision

Recommended date for next permission to proceed meeting:

## Appendix D: Best Practices Student Review Guidelines

Learning and practicing the essentials of “Responsible Conduct of Research” (RCR) and “Rigor and Reproducibility” (R&R) are essential parts of graduate student training. The thesis committee can help ensure that students understand and adhere to the best principles by using the checklist below as a starting point for questioning students and evaluating the student’s practice of RCR and R&R in their presentations to the committee and their written documents.

- Does the student indicate, in text and in figure legends, the number of times experiments have been repeated?
- Are replicates clearly identified as biological or technical?
- Has the student used appropriate statistical methods to determine the significance of the results?
- Are conclusions supported by adequate repetition of experiments?
- Are data and conclusions that are based on one or few observations labeled as preliminary?
- Are the methods written in sufficient detail in the dissertation to make it a useful resource for the lab and the broader scientific community?
- Has the student properly attributed any work that was done by others?
- Has the student generated their own new figures, especially for models of their system? If the student uses copied figures for the thesis, has the student obtained permission and indicated that such permission was obtained?
- Has the student authenticated reagents (cell lines, animals, DNA constructs, etc.) and properly notated the source(s)?

If possible scientific misconduct (fabrication, falsification, or plagiarism) is found while evaluating a student’s work, the committee should report the specific occurrence(s) to COGS. If any data presented by a student, either in writing or oral presentations, are later found to violate the principles of RCR or R&R, a committee may revoke “Permission to Proceed.”