Goals for the Food Science Graduate Program

Approach to Develop Program Goals
The goals, various means of achieving these goals and assessing attainment of the goals for the Food Science Graduate Program were developed by the DGS for the Program. These were then circulated to both the Graduate Faculty and Graduate Students in the Program for comments. Comments received were incorporated and a final draft sent out for vote to both the Faculty and Students. It is to be remembered this is an evolving document open to periodic review and updating.

Food Science Graduate Program Goals

1. Competency in Food Science discipline, research and scholarly methods
   a. Knowledge of the food science disciplinary
   b. Creation of knowledge and development of research skills in a specific research area

2. Professional responsibility
   a. Ability to conduct research and scholarship in an ethical and responsible manner
   b. Awareness of societal implications and practical application of research

3. Personal and professional development
   a. Being self-motivated and autonomous
   b. Updating knowledge to remain abreast of new developments in food science

4. Communication
   a. Advanced written and oral communication skills
   b. Ability to communicate to broad audiences including experts, educators, media and the public, educationally and culturally
   c. Instructional competency / teaching / presentation skills

5. Leadership and collaborative skills
   a. Integrative skills and experience in cross-disciplinary team collaboration and problem-solving
   b. Leadership experience
   c. Ability to manage research projects and scholarly activities
Instruction/Learning Experiences to Help Achieve Goals (these are suggestions and will vary from student to student)

1a. - Completion basic courses in Food Chemistry, Microbiology and Processing
   - Completion of advanced courses in Food Science
   - Participation in short courses
   - Attending seminars and presentations

1b. - Plan B MS paper/Plan A MS thesis/PhD dissertation research project
   - Writing grant proposal as in PhD written preliminary
   - Presentation of research plan in seminars
   - Attending seminars and presentations

2a. - Take ethics training in FSCN 8318
   - Complete appropriate lab safety training
   - Discussion of appropriate research behavior in various forums (research group, seminars, classes, etc.)

2b. - Participation in various diversity activities
   - Discussion of the implications research in various forums (research group, seminars, classes, etc.)

3a. - Progress in thesis and dissertation research
   - Serve as Teaching Assistant
   - Industrial internships
   - Various professional clubs, organizations, teams, judge science fairs

3b. - Thesis and dissertation research
   - Reports and presentations to funding agencies

4a. - Written and oral presentation in classes
   - Writing research reports
   - Scientific papers
   - Writing thesis/dissertation
   - Poster presentations in various forums
   - Oral presentations (Department seminars, scientific meeting, funding agencies, etc.)

4b. - Lab group presentations
   - Conference presentations (local and national)
   - FSCN Research Showcase poster presentation (each spring)
   - Graduate seminar (FSCN 8310) both MS and PhD students
   - Science Fair judging
4c. - Presentation in classes i.e. FSCN 8318
   - TA experience
   - Guest lectures in classes

5a. - Group presentations in FSCN 8318
   - Working with funding agencies
   - Participation in FSCN Club activities and leadership

5b. - Participation on various College and Department Committees
   - Acting as TA for various courses
   - Officer in various clubs
   - Participation in Departmental governance i.e. graduate student representative to Faculty Meetings
   - Membership on Collegiate and University level committees

5c. - Keep thesis research on track
   - Conduct small projects for major professor if needed
   - Develop presentations when appropriate

**Assessment of Attaining Goals**

Assessment of progress toward achieving goals will be done annually as part of the student review process. A five point scale will be used. This scale will start be anchored with no progress on goal to goal achieved. The student and adviser will fill out the report separately and then discuss it and develop a plan for making progress in the next year.

(Approved February 19, 2015)