A nutrition guide for a student handbook

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Introduction and Overview

Graduate Program Overview and Goals

The graduate program in Nutrition is administered by the Department of Nutrition, and its membership includes faculty over 30 from Nutrition, across the university, and at research centers in Dallas and El Paso interested in the role of nutrition in human health.

The graduate program in Nutrition offers the opportunity for advanced studies in human nutrition and disease. The program is designed to allow students to build a strong research expertise in nutritional sciences as well as obtain advanced knowledge of basic and applied nutrition. Participating faculty members have research programs that address nutrient bioavailability, energy metabolism and performance, biochemical interactions and molecular nutrition, clinical nutrition, and social aspects of nutrition and food insecurity.

Mission and Vision on the Nutrition Department

Vision

The Department of Nutrition (NUTR) aspires to become a top-ranked life and behavioral sciences department that advances the science, education, and application of evidence-based nutrition through excellence in education, discovery, scholarship, as well as extension-related service (translational), outreach and engagement to promote optimal health for Texans and the world.

Mission

Through the advancement of the discipline of nutrition, the Department of Nutrition will:

* **Serve** as a global leader in undergraduate, graduate, and post-graduate training that prepares trainees for leadership roles in academia, clinics, industry, government, public health, and the nonprofit sector with the goal of improving evidence-based decision making around nutrition at all levels from research  
  to application and policy.
* **Engage** society in the adoption and maintenance of dietary behaviors to mitigate health disparities and to improve the quality of life across the life span for individuals, communities, and populations, especially in Texas that has a majority-minority population and unique food systems.
* **Discover** new knowledge, technologies, and intervention strategies spanning basic to applied research that provides the foundation for precision nutrition that can be applied regionally, nationally, and internationally with the goal of improving human health and well-being through disease prevention and management.
* **Participate** in national and international policy initiatives aimed at reducing food insecurity and increasing value foods to bring recognition to Texas A&M while having a positive impact on human health beyond the borders of Texas.

Key Administrative Faculty and Staff

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Doctor of Philosophy and Masters (thesis/non-thesis option) in Nutrition

Both the Doctoral Program and the Master of Science in Nutrition allows emphasis in the broad fields of basic and applied human nutrition. Candidates may perform research in the areas of nutritional biochemistry and molecular biology, nutrition and disease, precision nutrition, community or international nutrition or implementation of nutrition knowledge. Human nutrition specialization can be obtained in physiology, immunology, biochemistry, molecular and cell biology, and applied nutrition.

Students in both degree programs are required to complete the core curriculum in nutrition.

Program Structure and Requirements

Credit Hour and Coursework Requirements

**Doctoral students:** Students are required to complete the core curriculum in Nutrition. At least 64 semester credit hours are required beyond the MS level or 96 semester credit hours beyond the B.S. level. **(Table 1)** Near or at the end of the didactic portion of the program, students take a preliminary exam intended to assess knowledge and competence in nutrition and related fields. Students passing the preliminary exam are admitted to candidacy for a Ph.D. degree.

Table 1 – Coursework Requirements for a Ph. D. in Nutrition

Subject Requirements: **NUTR 689:** General Nutrition – 3 Credits (FA)

**NUTR 642:** Human Nutritional Biochemistry – 3 Credits (SP)

**NUTR (# TBD):** Epidemiology & Study Design - 3 Credits (SP)

**NUTR 681:** Seminar\*\* – 4 Credits

**Statistics or Biostatistics** – 3 Credits, 600 level

**Responsible Conduct of Research** – 1 Credit, 600 level

**Research Rotations in Nutrition** - 1 Credit

**Nutrition electives** - 6 Credits, 600 level

**Research (NUTR 691)** – credits vary

**Directed Studies (NUTR 685)** – credits vary

Total: 96 credits for students with B.S.

64 credits for students with M.S.

*\*\*Seminar is required every regular semester. Students must register for either 0 or 1 credit.*

Core requirements may not be met by 691 (Research) or 685 (Directed Studies) credits.

Additional courses can be required by the students’ dissertation committee depending on their research area.

The degree plan of the Ph.D. student is the responsibility of the student and the student’s graduate committee. The purpose of the core is only to provide a minimum number of courses in various disciplines to ensure that students receive a foundational education in Nutrition.

**Masters (thesis option) students:** Students are required to complete a minimum of 32 credits for the thesis option **(Table 2)** of graduate lecture, seminar, and research courses, and to complete and defend a thesis.

Table 2 – Coursework Requirements for an M.S. (thesis) in Nutrition

Subject Requirements: **NUTR 642**: Human Nutritional Biochemistry – 3 credits (SP)

**NUTR (# TBD):** Epidemiology & Study Design - 3 Credits (SP)

**Statistics** **or Biostatistics** – 3 credits

**Nutrition electives** – 3 credits, 600 level

**NUTR Seminar**\*\* – 2 credits

**Research (NUTR 691)\*\*\*** – 0-8 credits

**Directed Studies (NUTR 685)\*\*\*** – 0-8 credits

Total: 32 credits

\*\*Seminar is required every regular semester. Students must register for either 0 or 1 credit.

Additional courses can be required by the student’s thesis committee depending on their research area.

\*\*\**\** Not more than **12 hours** may be used in any combination of the following categories: 1. Not more than 8 hours in the combination of 691 (research), 684 (Professional Internship) 2. Not more than 8 hours of 685 (Directed Studies) may be used.

**Masters (non-thesis option) students:** Students are required to complete a minimum of 36 credits for the non-thesis option **(Table 3)** of graduate lecture, seminar, and research courses, and to complete and defend a thesis.  The core lecture courses are in Biochemistry, Physiology, and Statistics.

Table 3 – Coursework Requirements for an M.S. (non-thesis) in Nutrition

Subject Requirements: **Nutrition** or course cross-listed with nutrition – 6 credits

**Biochemistry**\* – 3 credits

**Physiology** – 3 credits

**Statistics or biostatistics** – 3 credits

**NUTR Seminar**\*\* – 1 credit

**Directed Studies (NUTR 685)\*\*\*** – 0-8 credits

Total:   36 credits

\*Biochemistry 411 or equivalent may be used to meet the 3 credit Biochemistry requirement for the M.S. degree.

\*\*Seminar is required every regular semester.  Students must register for either 0 or 1 credit.

\*\*\*No more than **25 percent (9 hours)** of the total degree plan hours may be used in any combination of the following categories: 1. Not more than 4 hours of 684 (Professional Internship) may be used. 2. Not more than 8 hours of 685 (Directed Studies) may be used.

Timeline for Degree Completion

**Doctoral students:** Students will take the courses below during their first year. Students must register for at least 9 credit hours in both the fall and spring semesters, and 6 credit hours in the summer, and must maintain an average GPA of 3.0 or better in required classes.

**Year 1 Fall:**

|  |  |
| --- | --- |
| Course | Credit Hours |
| NUTR 689: General Nutrition | 3 hours |
| STAT 651: Stats in research i | 3 hours |
| NUTR 681: seminar | 1 hour |
| NUTR 685: Rotations | 1 hour |
| MSCI 609: RCR | 1 hour |
| Total | 9 hours |

**Year 1 Spring:**

|  |  |
| --- | --- |
| Course | Credit Hours |
| NUTR 642: NUTR Biochem | 3 hours |
| NUTR 681: seminar | 1 hour |
| NUTR 691: research | 1 hour |
| NUTR ###: EPI & Study design | 3 hours |
| Nutrition Teaching | 1 hour |
| Total | 9 hours |

**Year 1 Summer:**

|  |  |
| --- | --- |
| Course | Credit Hours |
| NUTR 691: research | 6 hours |
| Total | 6 hours |

Students should plan to hold their **first committee meeting** by the end of June after their first year. Students teach during their second and third semesters, but other courses listed for semesters past the first year are recommendations to complete requirements in a paced, but timely, manner.

**Year 2 Fall:**

|  |  |
| --- | --- |
| Course | Credit Hours |
| NUTR Elective | 3 hours |
| Nutrition Teaching | 1 hour |
| NUTR 681: seminar | 1 hour |
| NUTR 691: research | 4 hours |
| Total | 9 hours |

**Year 2 Spring:**

|  |  |
| --- | --- |
| Course | Credit Hours |
| NUTR 671: Ev-based practice | 3 hours |
| NUTR 681: seminar | 1 hour |
| NUTR 691: research | 5 hours |
| Total | 9 hours |

Students should be finished with their coursework by the end of their fourth semester. Preliminary exams should be completed by the fifth semester. From that point on, the student should be focused on research, presenting at scientific meetings, and publishing papers in scientific journals.

**Masters (thesis-option) students:** This is a recommended flow of courses to take to fulfil Masters degree requirements. Students must register for at least 9 credit hours in both the fall and spring semesters, and 6 credit hours in the summer, and must maintain an average GPA of 3.0 or better in required classes.

**Year 1 Fall:**

|  |  |
| --- | --- |
| Course | Credit Hours |
| NUTR 641: NUTr Biochem i | 3 hours |
| STAT 651: Stats in research i | 3 hours |
| NUTR 681: seminar | 1 hour |
| NUTR 685: directed studies | 2 hours |
| Total | 9 hours |

**Year 1 Spring:**

|  |  |
| --- | --- |
| Course | Credit Hours |
| NUTR 642: nutr biochem ii | 3 hours |
| NUTR ###: EPI & Study design | 3 hours |
| NUTR 681: seminar | 1 hour |
| NUTR 685: directed studies | 2 hours |
| Total | 9 hours |

**Year 1 Summer:**

|  |  |
| --- | --- |
| Course | Credit Hours |
| NUTR 685: Directed studies | 4 hours |
| NUTR 691: research | 2 hours |
| Total | 6 hours |

**Year 2 Fall:**

|  |  |
| --- | --- |
| Course | Credit Hours |
| NUTR 632: Nutr in disease | 3 hours |
| Approved elective | 3 hours |
| NUTR 691: research | 3 hours |
| Total | 9 hours |

**Year 2 Spring:**

|  |  |
| --- | --- |
| Course | Credit Hours |
| NUTR 655: Nutr in healthy aging | 3 hours |
| approved elective | 3 hours |
| NUTR 691: research | 3 hours |
| Total | 9 hours |

Students should plan to hold their **first committee meeting** by the end of June after their first year. Students should focus, during their second year of study, on research, presenting at scientific meetings, and publishing papers in scientific journals.

**Masters (non-thesis-option) students:** This is a recommended flow of courses to take to fulfil Masters degree requirements. Students must register for at least 9 credit hours in both the fall and spring semesters, and 6 credit hours in the summer, and must maintain an average GPA of 3.0 or better in required classes.

**Year 1 Fall:**

|  |  |
| --- | --- |
| **Course** | **Credit Hours** |
| **NUTR 641 (NUTR BIOCHEM I) OR BICH 606 (FOUND. BIOCHEM)** | 3 hours |
| **NUTR APPROVED ELECTIVE** | 3 hours |
| **STAT 651 OR STAT 601 OR STAT 656 (STAT IN RESEARCH OR APPLIED STAT)** | 3 hours |
| **TOTAL** | 9 hours |

**Year 1 Spring:**

|  |  |
| --- | --- |
| **Course** | **Credit Hours** |
| **NUTR 671 (EV-BASED PRACTICE)** | 3 hours |
| **NUTR 642 (NUTR BIOCHEM II)** | 3 hours |
| **NUTR 685(304) OR NUTR 654 (NUTRIGENOMICS) OR FTSC 606 (FOOD SERVICE SYS OR MICRO OF FOODS)** | 3 hours |
| **TOTAL** | 9 hours |

**Year 2 Fall:**

|  |  |
| --- | --- |
| **Course** | **Credit Hours** |
| **NUTR ###: VITAMINS AND MINERALS** | 3 hours |
| **APPROVED ELECTIVE** | 3 hours |
| **APPROVED ELECTIVE** | 2 hours |
| **NUTR 681** | 1 hour |
| **TOTAL** | 9 hours |

**Year 2 Spring:**

|  |  |
| --- | --- |
| **Course** | **Credit Hours** |
| **NUTR 685 (NUTR OF DISEASE)** | 3 hours |
| **NUTR ###: EPI AND STUDY DESIGN** | 3 hours |
| **APPROVED ELECTIVE** | 3 hours |
| **TOTAL** | 9 hours |

Student Responsibilities and Graduate Milestones & Evaluation

Expectations for Academic Performance

Success in a research-based doctoral/masters program comprises a blend of multiple successes in different areas. These include: 1) didactic coursework, 2) research rotations and individual research projects, 3) assistance in teaching, 4) program and university milestones including formal examinations, 5) maintaining trainings and permissions, and 6) service to the program and university. The keys to successful academic performance are attention to attendance; diligent study and practice; time management (being able to multitask so that one activity does not displace all others); and frequent communications regarding expectations and progress towards goals. Success in graduate school requires maintaining a balance among multiple activities, anchored by a strong commitment to the program, responsibility, and good time management skills (being able to multitask). It is expected that different aspects of the student’s academic performance will naturally predominate at different times as the student progresses through their graduate program. Individual goal-setting and meeting specific milestones is the responsibility of the student, with guidance from the program and research supervisor. The University, the Graduate School, and its academic programs offer many helpful resources for assisting students in various aspects of the graduate experience (workshops focused on teaching and learning, research, ethical conduct, university policies, health related concerns, etc.).

1. **Didactic performance:** Graduate students in the PhD and masters programs are expected to enroll in program-required courses and suitable electives that will advance their understanding in specific areas in support of their doctoral research and their future goals. Students must maintain no less than a “B” average in coursework. While a “C” is formally a passing grade for an individual course (a “D” is not), a grade of C or less in a graduate course is a cause for concern that should be discussed, as it may indicate that the student is not making a sufficient effort, or may not be a good match for the program. Students falling behind in coursework or exams should make use of faculty office hours to discuss their performance and seek ways to improve their learning and course grade.
2. **Research and research rotations:** The goal of graduate research is for the student to develop competencies at a high level, consistent with entry into their chosen profession at the doctoral/masters level. Typically, the student’s research is part of a larger program of research by the student’s faculty supervisor. It is expected that the student’s dissertation research will be of the quality for publication in well-respected journals that are appropriate for the student’s research. The student will demonstrate their intellectual rigor and originality in selecting the thesis topic; rigor in the design of the study and data collection; appropriate and detailed data analysis; and a depth of understanding the strengths and limitations of the student’s own contribution within the larger scientific field they are about to enter. The culmination of the program is the doctoral thesis, a demonstration of the student’s expertise at a high level that is presented in both written and oral formats (the dissertation and oral defense).   
     
   **For doctoral students:** At the beginning of the PhD program, most students will register for and complete 3 rotations in the first semester prior to requesting a permanent laboratory assignment. Each rotation is graded, and the same expectations apply as for didactic coursework. Students should register for research credits each semester unless there is a prevailing reason not to (agreed by supervisor and graduate program director). The students and their supervisors should discuss and agree at the beginning of the term regarding the goals and expectations for that period. If the supervisor is not satisfied (i.e., the student has not earned a “B” or satisfactory rating), the supervisor and student should agree to a plan for remediation.
3. **TA performance (doctoral students only):** This will be evaluated by the instructor leading the class. The faculty and student-TA should meet at the beginning of each course or term to discuss expectations and responsibilities. Success in TA’ing is a good indicator of future professional success. The TA experience is meant to provide education and hands-on practice in critical thinking, problem solving and speaking to the graduate student, as well as assistance to the instructor and students of the classes they are TA’ing.
4. **Program and university milestones:** The student’s graduate committee is responsible for the evaluation of university-mandated examinations and the dissertation/thesis itself. Students should consult with their supervisor to select and invite committee members whose interest and expertise are a good match for the student’s thesis research. The student is responsible for the appointment of a committee in a timely manner and for scheduling meetings at least annually or more frequently if needed.
5. **Responsible conduct of research:** Graduate students must be knowledgeable about and compliant with policies regarding the research they are conducting and their teaching responsibilities. They must maintain compliance and/or certifications (such as for the conduct of research with human subjects, animals, or controlled materials; teaching policies; travel and fiscal policies related to their programs, etc.)
6. **Service:** Service is also a part of the balance in a successful academic performance. Just as faculty are expected to provide service to committees and program evaluations, graduate students should become engaged with their program through participating in activities that enhance their learning and provide opportunities for them to demonstrate preprofessional skills. Service may include participation in graduate academic associations; membership and service to appropriate academic societies; assistance with recruitment events; hosting academic visitors; tutoring, etc.—there are many good opportunities.

In summary, academic performance includes multiple parts. The successful student will be attentive to balancing their various responsibilities while growing intellectually and developing multiple competencies consistent with a doctoral-level or masters-level career.

Advisor-Student Relationships and Roles

The relationship between advisors and graduate students is a cornerstone of a successful academic and research experience. It is built on mutual respect, clear communication, and shared responsibilities. The following guidelines outline the roles and expectations of advisors and students to foster a productive and professional relationship.

**Advisor’s Role:** Advisors are expected to provide guidance, mentorship, and support to help graduate students achieve their academic, research, and professional goals. Specific responsibilities include:

1. Academic Guidance:
   1. Assist in developing a study plan that aligns with the student’s goals and program requirements.
   2. Provide advice on course selection and professional development opportunities.
2. Research Mentorship:
   1. Define clear research expectations and provide regular feedback on the student’s progress.
   2. Guide the development of the student’s thesis or dissertation project, including the formulation of research questions, methodology, and analysis.
   3. Ensure access to resources necessary for the completion of the research project.
3. Career Development:
   1. Support the student’s career aspirations by offering advice on networking, publishing, and presenting at conferences.
   2. Provide letters of recommendation and career guidance tailored to the student’s goals.
4. Ethical and Professional Standards:
   1. Promote integrity and professionalism in all academic and research activities.
   2. Address issues such as authorship, intellectual property, and research ethics transparently and fairly.

**Student’s Role:** Graduate students are expected to take ownership of their academic and professional development while maintaining open and proactive communication with their advisors. Specific responsibilities include:

1. Academic and Research Commitment:
   1. Actively engage in coursework, research, and scholarly activities.
   2. Meet deadlines, maintain consistent progress, and take initiative in addressing challenges.
2. Communication:
   1. Maintain regular contact with the advisor and provide updates on academic and research progress.
   2. Seek clarification or feedback when needed and respond promptly to communications.
3. Professional Development:
   1. Take advantage of opportunities to enhance skills, such as workshops, conferences, and training sessions.
   2. Explore career options and seek guidance from the advisor as needed.
4. Ethical Conduct:
   1. Uphold academic integrity and research ethics in all work.
   2. Properly attribute contributions to collaborators and maintain transparency in data and findings.

**Shared Responsibilities**

* Establishing Expectations: Advisors and students should collaborate to define clear expectations for meetings, timelines, and deliverables at the start of their relationship and revisit them periodically.
* Conflict Resolution: Both parties should address conflicts or misunderstandings constructively and, when necessary, seek guidance from department leadership or mediation resources.
* Commitment to Diversity and Inclusion: Advisors and students should foster an inclusive and respectful environment that values diverse perspectives and backgrounds.

A strong advisor-student relationship is a partnership that requires mutual effort, respect, and accountability. By fulfilling their respective roles and responsibilities, both advisors and students contribute to a rewarding and successful graduate experience.

Graduate Committee

Upon entering a laboratory, the student forms an advisory committee. A list of the proposed members of the advisory committee must be turned in to the Office of Graduate and Professional Studies when a graduate student submits their degree plan. The advisory committee must consist of at least four members for doctoral students, and three members for masters students. The members are composed of the graduate faculty representative of the student's field of study and research, and for both doctoral and master students, include one member outside the student’s department. The chair or co-chair must be from the Nutrition Graduate Faculty. The committee members should reflect a broad prospective. All advisory committees must be approved by the Office of Graduate and Professional Studies. Once formed, the advisory committee is encouraged to meet between September 1 and March 30 of each academic year.

All graduate students are required to meet with their committee at least once per year to discuss progress towards degree completion. **An evaluation form must be completed and turned into the graduate program coordinator, by March 30 of each year.** If the form is not turned in, a registration hold will be placed on the student’s account.

Research and Lab Responsibilities

Research, both independent and collaborative, is the cornerstone of your degree and as such, you should prioritize time in the lab wherever possible. Organic learning opportunities and moments of discovery or collaboration with your peers also emerge from conversations, interactions at the bench or at your desks, and in the hallways. For this reason, we encourage students to be present when not in the classroom or completing teaching assistantship work during regular business hours.

Students are expected to initiate a meeting with their Chair at the beginning of each semester to establish meeting and in-person expectations and establishing training/learning and research goals over the semester. Students are responsible for completing and remaining up to date on their required training specific to their research program. Students are also responsible for understanding and adhering to all protocols specific to their home lab and research duties. Whenever in doubt, never hesitate to ask.

As a graduate student, your involvement in research and laboratory activities is a fundamental component of your academic and professional development. These responsibilities are designed to cultivate your skills, contribute to the advancement of knowledge, and prepare you for a successful career in your field. Below are the key expectations for research and lab responsibilities:

1. **Commitment to Research Excellence:** Graduate students are expected to actively engage in research projects, demonstrating curiosity, creativity, and critical thinking. Your work should reflect high standards of academic integrity, rigor, and a commitment to producing impactful, original contributions to your field.
2. **Time Management and Dedication:** Effective time management is crucial. You are responsible for dedicating sufficient time and effort to your research and laboratory tasks, including conducting experiments, analyzing data, and preparing manuscripts or presentations.
3. **Collaboration and Teamwork:** Research often involves working collaboratively within a lab group or team. You are expected to contribute positively to the group dynamic, respect diverse perspectives, and support your peers while also taking responsibility for your own projects.
4. **Adherence to Safety and Ethical Standards:** Graduate students must comply with all laboratory safety protocols and ethical guidelines, including those related to the handling of data, research subjects, and equipment. Regular training and adherence to these standards are mandatory.
5. **Progress Tracking and Reporting:** Regular updates on research progress are essential. You are responsible for keeping your advisor informed, maintaining accurate lab notebooks or records, and meeting deadlines for reports, presentations, or publications.
6. **Professional Development:** Take advantage of opportunities to enhance your research skills and knowledge, such as attending workshops, seminars, or conferences. Actively seek feedback to improve your work and grow as an independent researcher.
7. **Mentorship and Training:** Advanced graduate students may also have responsibilities for mentoring undergraduate students or junior lab members. This includes providing guidance, sharing knowledge, and fostering a collaborative learning environment.
8. **Lab Maintenance and Stewardship:** You are expected to contribute to the upkeep and organization of the lab, including proper use and maintenance of equipment, cleaning shared spaces, and ensuring that materials are stored and labeled appropriately.

By fulfilling these responsibilities, you will not only advance your research but also develop the skills and habits essential for long-term success in your academic and professional career.

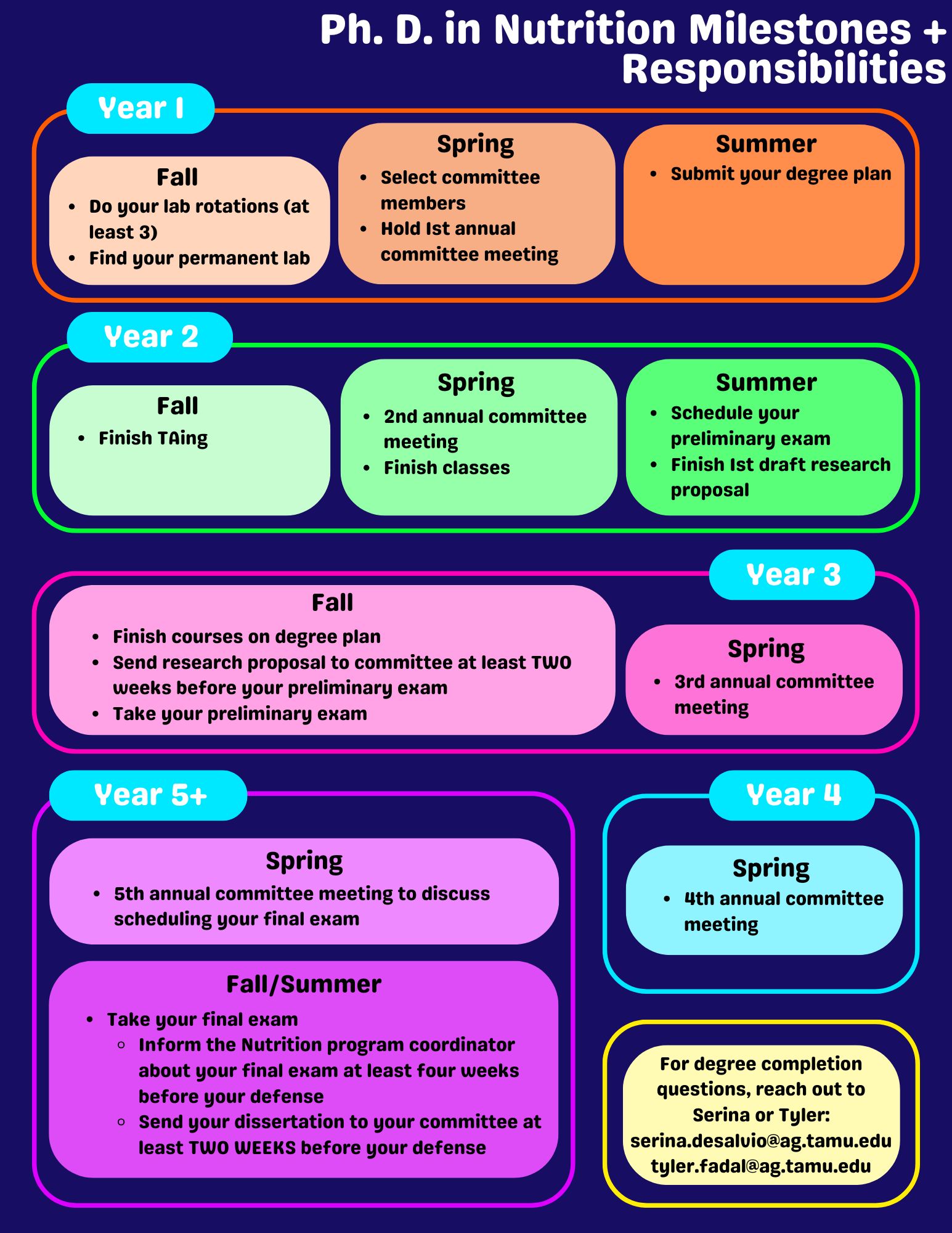
Professional Conduct and Ethical Behavior

Graduate students are expected to uphold the highest standards of professional conduct and ethical behavior throughout their academic, research, and professional endeavors. This section outlines key principles and expectations to ensure a respectful, inclusive, and productive environment within our graduate program.

1. **Integrity in Academic and Research Practices:** Graduate students must demonstrate honesty, accuracy, and responsibility in all academic and research activities. This includes:
   1. Adherence to Academic Integrity: Avoiding plagiarism, fabrication, falsification, and other forms of academic dishonesty.
   2. Ethical Research Conduct: Following approved research protocols, ensuring accurate data reporting, and maintaining transparency in methodologies and findings.
   3. Acknowledgment of Contributions: Giving proper credit to collaborators, co-authors, and advisors for their contributions to research projects and publications.
2. **Respect for Others:** All students must foster an environment of respect and collegiality. This includes:
   1. Non-Discrimination and Inclusion: Treating all members of the academic community with fairness and respect, regardless of race, ethnicity, gender, sexual orientation, religion, or disability.
   2. Professional Communication: Using respectful language and behavior in interactions with peers, faculty, and staff.
   3. Conflict Resolution: Addressing disagreements or misunderstandings constructively and seeking mediation if necessary.
3. **Responsibility to the Academic Community:** Graduate students are integral members of the academic community and must act responsibly to maintain its integrity. This includes:
   1. Compliance with Institutional Policies: Following university policies, departmental guidelines, and funding agency requirements.
   2. Confidentiality: Respecting the confidentiality of sensitive information related to research, academic work, and peer review processes.
   3. Professional Development: Actively participating in academic seminars, workshops, and training to enhance knowledge and skills.
4. **Commitment to Ethical Leadership:** Graduate students are future leaders in their fields and should exemplify ethical behavior, including:
   1. Mentorship and Collaboration: Supporting and mentoring peers, undergraduate students, and colleagues in a manner that promotes growth and mutual respect.
   2. Public Responsibility: Engaging with the broader community responsibly, ensuring that public communications reflect positively on the university and the profession.
5. **Reporting and Addressing Misconduct:** Graduate students have a duty to report unethical behavior or misconduct in a timely manner. Procedures for addressing misconduct include:
   1. Confidential Reporting Channels: Utilizing designated university channels to report violations of conduct or ethical standards.
   2. Non-Retaliation Policy: Ensuring that individuals who report misconduct are protected from retaliation.
6. **Commitment to Continuous Improvement:** Students are encouraged to seek feedback and reflect on their professional behavior and ethical practices. This commitment supports their personal growth and the betterment of the academic community.

By adhering to these principles, graduate students contribute to a culture of excellence, respect, and ethical leadership that benefits the entire academic community and beyond.

Milestones



Progress Evaluation Process and Forms

As part of the graduate program’s ongoing assessment, all graduate students are required to submit their annual progress evaluation form by the end of August each year. This form serves as a comprehensive review of the student’s academic and research achievements, as well as their overall progress toward completing degree requirements. It allows students to reflect on their accomplishments, identify challenges, and set goals for the upcoming year.

The process involves:

1. **Completion of the Evaluation Form**: Students will be asked to provide detailed information about their research projects, coursework, publications, conference presentations, and any other relevant academic or professional activities undertaken during the past year.
2. **Self-Assessment**: Students will complete a self-assessment of their progress, outlining any obstacles encountered and strategies for overcoming them, as well as their professional development and future plans.
3. **Annual Committee Meeting**: In addition to the written evaluation form, each student will schedule an annual committee meeting with their supervisory committee. This meeting provides an opportunity for the students to present their progress, receive feedback, and discuss their research goals, challenges, and plans for the coming year. The meeting serves as a formal check-in with the supervisory committee to ensure that the student is on track and to make any necessary adjustments to the academic or research trajectory.
4. **Submission Deadline**: The completed evaluation form must be submitted to the designated program coordinator or academic advisor by the end of August each year. The annual committee meeting should be scheduled and conducted before this deadline. Late submissions or missed meetings may result in delays or complications in the review process.
5. **Review by Faculty/Advisor**: Once submitted, the evaluation form will be reviewed by the student’s faculty advisor and/or graduate program committee. Feedback will be provided to the student, including any recommendations or areas for further development.

Dissertation Requirements

The dissertation, which must be a candidate's original work demonstrates the ability to perform independent research. Whereas acceptance of the dissertation is based primarily on its scholarly merit, it must also exhibit creditable literary workmanship. Dissertation formatting must be acceptable to the Graduate and Professional School as outlined in the Guidelines for Theses, Dissertations, and Records of Study.

After successful defense and approval by the student’s advisory committee and the head of the student’s major department (or chair of intercollegiate faculty, if applicable), a student must submit the dissertation in electronic format as a single PDF file to <https://etd.tamu.edu/>. Additionally, a dissertation approval form with original signatures must be received by the Graduate and Professional School through the Academic Requirements Completion System (ARCS). Both the PDF file and the completed ARCS approval form must be received by the deadline.

Deadline dates for submitting are announced each semester or summer term in the Graduate and Professional School Calendar (see Time Limit statement). These dates also can be accessed via the [Graduate and Professional School website](https://grad.tamu.edu/).

Each student who submits a document for review is assessed a one-time thesis/dissertation processing fee through Student Business Services. This processing fee is for the thesis/dissertation services provided. After commencement, dissertations are digitally stored and made available through the Texas A&M Libraries.

A dissertation that is deemed unacceptable by the Graduate and Professional School because of excessive corrections will be returned to the student’s department head or chair of the intercollegiate faculty. The manuscript must be resubmitted as a new document, and the entire review process must begin anew. All original submittal deadlines must be met during the resubmittal process to graduate.

Information for First Committee Meetings, Proposals, Preliminary Exams, and Final Defenses

**For both Masters and Doctoral Students** – All students must have at least one **committee** **meeting** each academic year. In the first meeting, students should establish their degree program requirements, discuss coursework they intend to take, and plans to fulfil external requirements (such as publication/presentation expectations). It is not necessary to present a plethora of data for the first committee meeting – that is not the intention. The committee will then be expected to meet at least once annually, at a time conducive to everyone’s schedule and organized by the student. Failure to meet these expectations will result in a registration block for the fall semester of the next academic year.

A **dissertation or thesis proposal** documenting the research project must be prepared and submitted to the advisory committee. The proposal defines the scientific problem you will study for your research. The proposal is a description of proposed research so that it can be prepared as soon as the overall research plan is developed. There is no requirement or even expectation that a proposal will contain significant preliminary data.

The general field of research to be used for the dissertation should be agreed on by the student and the advisory committee at their first meeting, as a basis for selecting the proper courses to support the proposed research.

As soon thereafter as the research project can be outlined in reasonable detail, the dissertation research proposal should be completed. The research proposal should be approved at a meeting of the student’s advisory committee, at which time the feasibility of the proposed research and the adequacy of available facilities should be reviewed. The approved proposal, signed by all members of the student’s advisory committee, the head of the student’s major department (or chair of the intercollegiate faculty, if applicable), must be submitted to the Office of Graduate and Professional Studies.

Compliance issues must be addressed if a graduate student is performing research involving human subjects, animals, infectious biohazards and recombinant DNA. A student involved in these types of research should check with the Office of Research Compliance and Biosafety at (979) 458-1467 to address questions about all research compliance responsibilities. Additional information can also be obtained on the website <http://rcb.tamu.edu>.

The proposal should explain the rationale or approach and the methodology you will use. A well-written proposal is organized according to NIH Grant Guidelines and should include four sections: 1) specific aims, 2) background and significance, 3) experimental design and methods, and 4) literature cited.

The final step in obtaining a Ph.D. or M.S. (thesis-option) is **defense of the dissertation/thesis**. The student should discuss the status of the research with the advisory committee before beginning to write the dissertation. When the student, advisor, and advisory committee agree on a time for submission and defense of the doctoral dissertation, the Office of Graduate Studies must approve the scheduling of the defense.

At the start of the semester, when you plan to defend your dissertation/thesis, you must apply to OGAPS for your graduate degree and pay a diploma fee. The OGAPS publishes a calendar for each academic term listing strict University deadlines for these events, which can be found at <http://ogaps.tamu.edu/Buttons/Calendars>.

Students are required to submit their dissertation or thesis in final form to their committee at least two weeks before the scheduled defense. Final form indicates that the dissertation or thesis meets all Graduate and Professional School requirements for submission. A defense of a dissertation/thesis includes a public seminar. The student and research advisor must do the scheduling of the defense with this site requirement in mind. In addition, department staff must be notified of the date, time, place, and title at least 6 weeks beforehand to allow sufficient time to distribute and post notices of the defense.

For the most recent version of “Steps to Fulfill Doctoral Degree Requirements,” visit

<http://ogaps.tamu.edu/Buttons/Resources-for-Degree-Completion>

For the most recent version of “Steps to Fulfill Master’s Degree Requirements,” visit

<http://ogaps.tamu.edu/Buttons/Resources-for-Degree-Completion>

**For Doctoral Students** – All students must complete **preliminary examinations** and have an approved dissertation proposal as part of the Ph.D. requirements.

A student first schedules the times of the written and oral exams. The schedule must be finalized at least three weeks before the date of the first written examination. When scheduling preliminary examinations, keep in mind that getting all of the members of the advisory committee together at the same time and place requires planning well in advance.

The written portion of the exam will be standardized and will be an NIH F31/R21 style proposal on their planned dissertation research. This will follow NIH guidelines and include an abstract (Project Summary), Specifics Aims page, and 6-page research project (with NIH text and spacing rules). While the proposal should be relevant to the research advisor's lab and the likely dissertation project of the student, the writing of the proposal for the purpose of the candidacy exam will be completed independent of the student’s advisor, although they can have other students provide feedback. The proposal must be provided to the dissertation committee at least two weeks prior to the date scheduled for the oral portion of the exam. The PhD candidate’s advisor in consultation with the dissertation committee will inform the student if the written portion is acceptable to progress to the oral exam at least 7 days before the oral exam. If the student is not made aware that the written proposal needs remediation, the assumption is that the student will have passed the written portion of the exam. Revisions to the written proposal, minor or major, may still be suggested by members of the dissertation committee after the oral exam including the student’s advisor.

Upon successful completion of all written exams, the oral examination may be taken. The oral examination usually focuses on a defense of the dissertation proposal as well as general breadth of knowledge in the fields of Nutrition and Metabolic Physiology. The oral exam also gives committee members the opportunity to follow up on questions that arose in the written exams. The agreement of the committee that the performance was satisfactory is required for successful completion of the preliminary examination.

Upon completion of the oral exam, the committee chair (your research advisor) will submit the signed Report of the Preliminary Examination immediately to the Office of Graduate and Professional Studies. The Office of Graduate and Professional Studies will then do a post-review of the examination and the eligibility requirements.

A sample of the Preliminary Examination Checklist and the Report of the Preliminary Examination can be found in the Appendices on the Graduate Catalog. For a Preliminary Examination Checklist and a Report of Preliminary Examination Checklist, visit <http://ogaps.tamu.edu/Buttons/Forms-Information>

To be admitted to candidacy, you must:

* Complete all but six credit hours of formal course work on the degree plan with the exception of any remaining NUTR 681, 690, and 691.
* Maintain a 3.0 graduate GPR and a degree plan GPR of at least 3.0 with no grade lower than a C in any course on the degree plan.
* Pass your preliminary examination (written and oral portions).
* Meet the residence requirements.

**Residence Requirements** – A student who enters the doctoral degree program with a baccalaureate degree must spend one academic year plus one semester in resident study at Texas A&M University. A student who holds a master’s degree when he/she enters doctoral degree program must spend one academic year in resident study. One academic year may include two adjacent regular semesters or one regular semester and one adjacent 10-week summer semester. The third semester is not required to be adjacent to the one year. Enrollment for each semester must be a minimum of 9 credit hours each to satisfy the residence requirement.

To satisfy the residence requirement, the student must complete a minimum of 9 credit hours per semester or 10-week summer semester in resident study at Texas A&M University for the required period. A student who enters a doctoral degree program with a baccalaureate degree may fulfill residence requirements in excess of one academic year (18 credit hours) by registration during summer sessions or by completion of a less-than-full course load (in this context a full course load is considered 9 credit hours per semester).

Students who are employed full-time while completing their degree may fulfill total residence requirements by completion of less-than-full time course loads each semester. To be considered for this, the student is required to submit a Petition for Waivers and Exceptions along with verification of his/her employment to the Office of Graduate and Professional Studies. An employee should submit verification of his/her employment at the time he/she submits the degree plan.

Graduation Requirements

Applying for Graduation

Once all degree requirements are met, students must apply for their degree. This application is initiated by the student, then approved by the chair of their committee, the head of their department, and a representative from the graduate school. Students must then apply to graduate with the office of the registrar and pay the application fee (or be assessed a late fee if the deadline is missed). Application deadlines change slightly each academic year, specific dates for each semester can be found at Aggie One Stop under the “Graduation” tab: <https://aggieonestop.tamu.edu/graduation/applying-for-your-degree>.

Deadlines for Thesis/Dissertation Submission

Each semester, dates and deadlines for defending and graduating change slightly. These dates can all be found under the semester a student is looking to graduate under the “Dates and Deadlines” tab of the Graduate and Professional Schools’ website: <https://grad.tamu.edu/knowledge-center/dates-and-deadlines/dates-and-deadlines>.

Appendix

Resources for Graduate Students

Nutritional Science Graduate Association (NSGA)

The Nutritional Science Graduate Association (NSGA) is an auxiliary and social group for graduate students with a research interest in Nutrition. A member of the NSGA must be enrolled with graduate classification at Texas A&M University, classified as a Nutrition major, and in good standing with the University. Incoming students to the Nutrition program are welcomed as members of the NSGA with supplementary roles and are encouraged to attend meetings and participate in events. The organization meets each month to socialize, plan, and provide support to official department events, discuss any academic issues they may have within the Nutrition Program, and address larger issues within the University. The NSGA also organizes events such as holiday parties and monthly socials to encourage community within the department.

To connect with NSGA, follow them on Instagram: @nsga\_tamu.

Annual Nutrition Research Symposium

The Department hosts an annual research symposium designed to help students get to know each other better, hone their presentation skills, and compete for a chance to win monetary prizes for presenting their research. Participation in the annual Graduate Research Symposium is required for all graduate students beyond their first year of graduate study. All students must present either a poster or oral presentation. If you are unable to participate due to an academic conflict, then you must notify the graduate advisor in advance to make alternative presentation plans.

To participate, submit an abstract related to your research efforts – all will be first evaluated for oral presentations at a departmental event hosted by the NSGA prior to the symposium. Selected presenters will be nominated to participate in the symposium, and remaining participants will be given a poster presentation slot. All abstracts should be submitted electronically to NSGA at [nsga@ag.tamu.edu](mailto:TAMUNSGA@gmail.com), and copied to the corresponding personnel as specified in the NSGA’s instruction email. A call for abstracts will be sent to the graduate student listserv in the fall semester.

University Resources

#### Office of Graduate and Professional Studies

The Office of Graduate Studies and Professional Studies (OGAPS) is responsible for overseeing all graduate students at Texas A&M. Over the course of your graduate career, there are several steps where OGAPS approvals are needed: when you submit your degree plan, when you turn in your checklist and signature sheet for your preliminary exams (prelims), when you submit your proposal, when you schedule your final defense, and when you are getting ready to graduate. The relevant functions of the OGAPS are described in this handbook and in a Graduate Student Handbook, available on the OGAPS website at <http://ogaps.tamu.edu/>. This website also has downloadable forms and relevant instructions required at various times during your graduate career.

For information about formal processes and forms, teaching, document submission, common graduate student lingo, guidelines, and tools for success in graduate school, visit the Knowledge Center at the Graduate and Professional School’s website: <https://grad.tamu.edu/knowledge-center/grad-student-resources>.

#### International Student Services

International Student Services office is located in 110 Pavilion and offers assistance to international students. For further information, call 845-1824 or visit the website at <http://iss.tamu.edu/>.

#### Student Loans & Financial Aid

The Department of Student Financial Aid is located on the second floor of the Pavilion and offers both emergency loans for tuition and fees and short-term loans for expenses other than tuition and fees. Emergency loan applications must be completed online via a valid Texas A&M email account. For more information, call 845-3236 or 845-3987 or visit the website at <https://financialaid.tamu.edu/>.

Qualified full-time students may receive support in the form of graduate assistantships. In addition, the faculty may submit outstanding applications to various college and interdepartmental fellowship programs. These fellowships usually provide higher support levels and carry a partial or full exemption from tuition fees.

#### Student Health, Health Insurance, & Wellbeing

Teaching and research assistants are considered TAMU employees and receive medical insurance through TAMU. Several plans are available.

Students on fellowships and training grants are not considered TAMU employees and must purchase their own health insurance. Students with fellowships have the option to purchase health insurance and should contact their mentor to obtain information on health insurance and reimbursement.

International students require additional health insurance for evacuation and repatriation.

Information about health insurance is available through International Student & Scholar Services. For latest student health insurance information, please visit [Student Health Services](http://shs.tamu.edu/insurance).

Texas A&M’s University Health Services advances student development and academic success by providing personalized and evidence-based mental health care to Aggies. They offer individual and group counseling as well as emergency resources for students in crisis. Texas A&M Rec Sports also has a variety of programs designed to help students prioritize not only their physical, but mental health, and to blow off some steam! Explore their facilities here: <https://recsports.tamu.edu/facilities/>.

Texas A&M is a workplace where healthy living is encouraged and supported. Our programs reflect the university’s philosophy that many factors affect your quality of life and play a part in achieving balance, purpose and vitality in your career and at home. We encourage graduate students to enhance their quality of life and positively impact organizational success by building a happy, healthy and thriving workforce.

Professional Conduct & Ethical Behavior

All students are expected and required to obey federal, state, and local laws; to comply with Texas A&M University’s rules and regulations; to follow directives issued by an administrative official of Texas A&M University in the course of their official duties; and to observe standards of conduct appropriate for an academic institution.

Requisite standards of conduct are outlined in Texas A&M University Student Conduct Code ([Rule 24](https://student-rules.tamu.edu/rule24/)). All disciplinary actions will be handled in accordance with Texas A&M University Student Conduct Code Procedures ([Rule 25](https://student-rules.tamu.edu/rule25/)).

Texas A&M University Department of Nutrition Professional Behavior Expectations

1. Demonstrate ethical behavior by the following:

a. Honesty

b. Accountability, including acknowledgement of personal errors, omissions and limitations.

c. Follow-through with promised information and/or service.

d. Maintaining confidentiality.

2. Demonstrate cooperativeness and consideration in interaction with others, including willing participation in teamwork and exhibition of flexibility when change is necessary.

3. Follow instructions.

4. Demonstrate promptness in meeting all commitments.

5. Pursue continuing self-growth through:

a. Self-evaluation

b. Acceptance of constructive criticism.

c. Setting goals for personal attainment.

6. Demonstrate respect for all instructors, staff and fellow students.

Professional Development Opportunities

Texas A&M University offers a variety of programming for you to gain professional skills that complement the discipline-specific knowledge gained in your degree program. You can participate in workshops, seminars and training events that are relevant to your field — and you can even earn CV- or resume-boosting certificates.

#### Mentoring

The Graduate and Professional School recognizes there are many influences on the success and development of graduate and professional students and their education. Mentoring at Texas A&M aims to provide every student with the necessary support throughout their graduate education in an inclusive, fulfilling, and enriching manner.

The Graduate and Professional School provides graduate research mentoring development opportunities for faculty and graduate and professional students to improve their mentor and mentee skills. The **Graduate Mentoring Academy (GMA)**aims to improve graduate mentoring experiences for graduate and professional students, faculty, and staff alike.

#### GRAD Aggies

Graduate Resources and Development for Aggies (GRAD Aggies) is a collaborative effort between several Texas A&M offices to bring high-impact professional development opportunities to students like you. We curate a list of workshops, seminars, trainings and resources that can help you prepare for professional life after graduate or professional studies.

All graduate and professional students should develop key skills to prepare for success upon graduation from Texas A&M with an advanced degree. GRAD Aggies offers programming to build competency in six skill areas (communication, leadership, instruction & assessment, research & academics, career development, and personal wellbeing) that apply across academic disciplines and degree programs, based on graduate student professional development literature, peer institution best practices and feedback from graduate program directors, advisors and students.

#### Professional Development Partnerships

**CIRTL@Texas A&M: Center for the Integration of Research, Teaching and Learning** – Future instructors and faculty members can learn effective teaching practices to employ in their classrooms.

**CTE: Center for Teaching Excellence** – Graduate students can find evidence-based professional development opportunities through CTE.

**TATEP: Teaching Assistant Training and Evaluation** Program – The program is intended to improve undergraduate teaching and enhance the classroom experiences of Graduate Teaching Assistants.

#### Lindau Nobel Laureate Meetings Fellowship

Lindau Nobel Laureate Meetings bring together Nobel laureates and young scientists to foster scientific exchange between different generations, cultures and disciplines. As one of the Lindau organization’s main U.S. academic partners, Texas A&M hosts a pre-Lindau preparatory workshop on campus and supports travel expenses for a number of U.S. post-docs, graduate student, and undergraduates invited.

Career Services and Alumni Networks

There are so many ways to stay engaged with the A&M community and network post-graduation, including joining the Association of Former Students. Through this organization, you can find local A&M Clubs (<https://www.aggienetwork.com/club/>), which coordinate activities for former students within their region, transmit current information to the community about programs and events through A&M, and provide a forum for former students to be active in the Aggie Network. You can also use their “Find an Aggie” tool to look for mentors and potential peers.

The Career Center at A&M also offers specific graduate student career services. Masters and doctoral students at Texas A&M University can meet with their team for individual career advising and attend graduate career programming. Whether you are exploring potential careers, job searching, interviewing, or evaluating a job offer, the Graduate Student Career Services can assist any Aggie interested in industry, nonprofit, government, academia, and beyond. They can also assist with creating individual development plans, or IDPs, to help guide your professional development decisions throughout your time in graduate school.

NUTR Graduate Courses

**Nutrition**

NUTR 601 **General Animal Nutrition (3-0) Credit 3** Comparative nutrition of animal species, contrasting digestive, metabolic, and physiological functions involved in processing and using nutrients. Prerequisite: ANSC 303, 318, or equivalent. Cross-listed with ANSC 601. Offered during the spring semester of odd- numbered years.

NUTR 610 **Nutritional Pharmacometrics of Food Compounds (3-0) Credit 3** Introduction into nutritional pharmacokinetics and pharmacodynamics of food compounds; specific examples of toxicological and pharmacological effects of food compounds. Prerequisite: NFSC 202 or 203 or NFSC 201 or CHEM 227 or CHEM 222 or instructor approval.

NUTR 613 **Protein Metabolism (3-0) Credit 3** Basic concepts and recent advances in protein metabolism in animals with emphasis on physiological and nutritional significance; discussion of protein digestion; absorption of peptides; absorption, synthesis, and degradation of amino acids; hormonal and nutritional regulation of protein turnover; and determination of protein quality and requirements. Prerequisites: BICH 411 or 601 or equivalent or approval of instructor. Cross- listed with ANSC 613. Offered during spring semester of even-numbered years.

NUTR 614 **Fermentation and Gastrointestinal Microbiology (3-0) Credit 3** Fermentation and gastrointestinal ecosystems in terms of microorganisms present, their activities and requirements and their interactions in a dynamic system. Prerequisite: Beginning microbiology and/or biochemistry or approval of instructor. Cross-listed with POSC 614. Offered during fall semester.

NUTR 617 **Experimental Techniques in Meat Science (1-6) Credit 3** Methods used in separation and identifying muscle proteins and fats; techniques for determining postmortem changes of muscle tissue as a result of antemortem treatments. Prerequisites: BICH 604 or 411; ANSC 607. Cross-listed with ANSC 617. Offered during fall semester.

NUTR 618 **Lipids and Lipid Metabolism (3-0) Credit 3** Chemical nature of various classes of lipids and lipid-derived hormones, absorption and metabolism of fatty acids and lipids, regulation of lipid biosynthesis and obesity, relationship between lipid metabolism and cholesterol homeostasis, and lipids as hormones. Prerequisite: BICH 410 or approval of instructor. Cross-listed with ANSC 618. Offered during spring semester of odd numbered years.

NUTR 632 **Nutrition in Disease (3-0) Credit 3** Human nutritional requirements in health and disease, emphasizing effects of disease states on intake, digestion, absorption, metabolism, and excretion of nutrients. Prerequisite: NFSC 202; BICH 410 or equivalent.

NUTR 641 **Nutritional Biochemistry I (3-0) Credit 3** Mechanisms of nutrient digestion, absorption, transport assimilation, and utilization in the normal and diseased state. Prerequisite: BICH 411 or 604.

NUTR 642 **Nutritional Biochemistry II (3-0) Credit 3** Integration of nutrition, biochemistry, and other life sciences focusing on 1) nutrients and their needs in healthy and unhealthy individuals; 2) macronutrients and their metabolism and the pertinent regulation; 3) nutrient sensing and signaling pathways; 4) nutritional and hormonal regulation of gene expression; and 5) commonly used nutritional and biochemical assays.

Prerequisites: NFSC 475; BICH 410 or equivalent

NUTR 645 **Nutrition and Metabolism of Vitamins (3-0) Credit 3** Chemistry and metabolism of the fat soluble and water soluble vitamins and their roles in animals and nutrition, integration of cellular biochemistry, and metabolism of vitamins.

Prerequisites: POSC 411 or ANSC 303; BICH 410 or 603. Cross-listed with POSC 645. Offered for the FINAL time in Fall 2025.

NUTR 646 **Fundamental Space Life Science (3-0) Credit 3** Integrates nutrition, physiology, and radiation biology to define major biological problems in long duration space flight; provide an overview of the problems of bone loss, muscle wasting, and radiation-enhanced carcinogenesis along with potential countermeasures; focus on nutritional interventions and exercise protocols. Cross-listed with NUEN 646 and KINE 646.

NUTR 650 **Nutrition and Metabolism of Minerals (3-0) Credit 3** Nutritional significance of minerals in animal metabolism; chemical, biochemical and physiological role of minerals, and homeostatic control in animal metabolism. Prerequisites: POSC 411 or ANSC 318; BICH 410 or 603. Cross-listed with POSC 650. Offered during fall semester of even numbered years.

NUTR 655 **Nutrition and Healthy Aging (3-0) Credit 3** Fusion of biology of aging and geriatric nutrition; different aging theories, pathophysiology of aging and age-related diseases, nutritional needs of older adults, nutritional impacts on lifespan and health span and nutritional interventions for healthy aging.

NUTR 669 **Experimental Nutrition & Food Science Laboratory (1-6) Credit 4** Nutritional intervention into animal models of metabolic or emotional disorders; genetic modifications or pathogens in food products; analyses of gene expression and behavior. Prerequisite: BICH 432/GENE 432 recommended; graduate in nutrition or related major.

NUTR 671 **Evidence-Based Practice and Synthesis Methods (3-0) Credit 3** In this course, we will learn how to systematically identify the best available research on topics of clinical or public health interest, and critically review and appraise literature in the nutrition and allied health fields. We will also learn methods of comprehensive syntheses of research evidence. Rigorous review methods will be highlighted, such as searching for potentially relevant articles; selecting primary articles using explicit, reproducible criteria; appraisal of studies; quantitative data synthesis; and, interpretation. Prerequisites: Biostatistics course, NUTR 2002 or instructor permission; graduate classification.

NUTR 679 **Lipoproteins in Health and Disease (3-0) Credit 3** Understanding of lipoprotein biology as it relates to nutrient delivery and disease development; emphasis on understanding how structure influences the function of different lipoprotein particles in human and avian systems; opportunity to study individual lipoprotein profiles or those of animals by modern imaging techniques; background in basic lipid biochemistry helpful. Cross-listed with POSC 679.

NUTR 681 **Seminar (1-0) Credit 1** Current developments in the field of nutrition; review of current and oral presentation of scientific papers on selected nutrition topics. Prerequisite: Graduate classification.

NUTR 689 **Special Topics.** Courses dealing with specialized topics in nutritional sciences are offered by individual faculty as interest and need arises.

KINE 628 **Nutrition in Sport and Exercise (3-0) Credit 3** Interaction between nutrition, exercise, and athletic performance; including: biochemical and physiological aspects of nutrition and exercise; nutrition for training and competition; exercise and oxidant stress; nutritional supplements and ergogenic acids; and nutritional aspects of body composition and weight control.

**Biochemistry**

BICH 601 **Fundamentals of Biochemistry I (3-0) Credit 3** Basic biochemical concepts pertaining to the structure of the major biomolecules (proteins, carbohydrates, lipids, and nucleic acids); the relationship of structure to function of these molecules; structure and action of enzymes; and principles of bioenergetics. Prerequisite: 1 year of organic chemistry. Offered during fall semester.

BICH 602 **Fundamentals of Biochemistry II (3-0) Credit 3** Major metabolic pathways for carbohydrates, lipids, amino acids, protein, and nucleic acids, emphasizing oxidative processes and the biosynthesis of RNA, DNA, and protein; and regulation of cellular metabolism. Prerequisite: BICH 601. Offered during spring semester.

BICH 603 **Principles of Biochemistry & Biophysics I (3-0) Credit 3** The biochemical properties of macromolecules found in living matter; proteins, enzymes, and nucleic acids. Prerequisites: BICH 410 or 601, and CHEM 228 and 323. Offered during fall semester.

NUTR 641 **Nutritional Biochemistry I (3-0) Credit 3** Mechanisms of nutrient digestion, absorption, transport assimilation, and utilization in the normal and diseased state. Prerequisite: BICH 411 or 604. Offered during fall semester.

NUTR 642 **Nutritional Biochemistry II (3-0) Credit 3** Integration of nutrition, biochemistry, and other life sciences focusing on 1) nutrients and their needs in healthy and unhealthy individuals; 2) macronutrients and their metabolism and the pertinent regulation; 3) nutrient sensing and signaling pathways; 4) nutritional and hormonal regulation of gene expression; and 5) commonly used nutritional and biochemical assays. Prerequisites: NFSC 475; BICH 410 or equivalent.

GENE 673 **Analyses of Gene Expression (0-3) Credit 2** The purpose of this course is to provide graduate students with experience in working with RNA and DNA and with the theories behind the use of molecular biology in research. Cross listed with BICH 673. Prerequisites: Radiation Safety training and BICH 412, 413, 414, 432, or approval of instructor. Offered during fall semester.

**Physiology**

ANSC 630 **Reproductive Biology I (4-0) Credit 4** Embryological, physiological, hormonal, cellular and molecular mechanisms involving the endocrine and reproductive systems of mammals; emphasis on domestic livestock, rodents and humans; current theories evaluated and discussed using information from recent scientific publications. Prerequisite: ANSC 433; BICH 411 or equivalent.

ANSC 631 **Reproductive Biology II (4-0) Credit 4** Embryological, physiological, hormonal, cellular and molecular mechanisms involving the endocrine and reproductive systems of mammals; emphasis on domestic livestock, rodents and humans; current theories evaluated and discussed using information from recent scientific publications. Prerequisite: ANSC 630 or approval of instructor.

KINE 637 **Exercise Physiology I (3-0) Credit 3** Functional changes brought about by acute and chronic exercise; topics include muscle structure/function, energy transduction, biochemistry of exercise, muscle mechanics, fatigue and adaptation. Prerequisite: KINE 433 or equivalent. Offered during the spring semester.

KINE 638 **Exercise Physiology II (3-0) Credit 3** Functional changes brought about by

acute and chronic exercise; topics include pulmonary and cardiovascular physiology, training and detraining, and special topics. Prerequisite: KINE 433 or equivalent. Offered during the fall semester.

MPHY 613 **Medical Physiology I Credit 1-5** This course is a comprehensive survey of the functions of the human body: transport processes, feedback control systems and homeostasis; general structure and function of the central nervous system, electrophysiology, autonomic nervous system; musculoskeletal system; and cardiovascular system. Format includes lectures, labs, field trips, and student projects/presentations. The overall goal is for students to understand, integrate, and appreciate the numerous and complex interactions between the components of the intact system. Prerequisite: MSCI 601 or equivalent. Admission to medical curriculum or approval of department head. Offered during spring semester.

VTPP 605 **Systemic Veterinary Physiology I (5-0) Credit 5** Aspects of cellular physiology, physiology of excitable membranes, physiology of body fluids, neurophysiology, and the physiology of smooth, cardiac and skeletal muscle; provides a basic understanding of mammalian physiology essential as a framework for advanced graduate studies. Prerequisite: Graduate classification. Offered during fall semester.

VTPP 606 **Systemic Veterinary Physiology II (5-0) Credit 5** In-depth study covering cardiovascular, respiratory, renal physiology, gastrointestinal and endocrine physiology; provides a basic understanding of mammalian physiology essential as a framework for advanced graduate studies. Prerequisite: VTPP 605. Offered during spring semester.

VTPP 623 **Biomedical Physiology I (3-2) Credit 4** Human physiological principles, review of cellular physiology, and development of an understanding of the nervous system and muscle, cardiovascular, and renal physiology; clinical applications related to organ systems. Prerequisite: Graduate classification; BICH 410 and VIBS 305 recommended.

VTPP 652 **Fetal and Embryo Physiology (3-0) Credit 3** Introduction to the physiologic processes driving embryonic development and pregnancy; focus on embryo implantation, establishment of the placenta, development of the fetal circulatory systems and the molecular processes governing embryo differentiation and development; special emphasis on the major organ systems affected by pediatric disease and on the actions of teratogens. Prerequisites: Graduate classification.

VTPP 655 **Vascular Physiology (4-0) Credit 4** Structure and function of blood vessels and vascular beds; molecular and cell biology of endothelium and vascular smooth muscle; microcirculation; capillary exchange; regulation of blood flew by local, neural and humoral signals. Prerequisite: MPHY 901 or approval of department head.

VTPP 657 **Cardiovascular Physiology (3-3) Credit 4** Physiological consideration of the circulatory system including general and integrative aspects of the heart and blood vessels. Prerequisite: Approval of instructor. Offered during fall and spring semester.

**Statistics**

STAT 608 **Regression Analysis (3-0) Credit 3** Regression analysis, simple, multiple, and curvilinear; orthogonal polynomials; analysis of nonorthogonal and incomplete experiments by least squares methods, and computer methods for least squares problems. Prerequisite: STAT 601 or 652. Offered during fall and spring semesters.

STAT 645 **Applied Biostatistics and Data Analysis (3-0) Credit 3** Survey of crucial topics in biostatistics; application of regression in biostatistics; analysis of correlated data; logistic and Poisson regression for binary or count data; survival analysis for censored outcomes; design and analysis of clinical trials; sample size calculation by simulation; bootstrap techniques for assessing statistical significance; data analysis using R. **Prerequisites:** STAT 630, STAT 652, STAT 641, STAT 642, or STAT 611; prior knowledge of matrices and R programming.

STAT 646 **Statistical Bioinformatics (3-0) Credit 3** An overview of relevant biological concepts and technologies of genomic/proteomic applications; methods to handle, visualize, analyze, and interpret genomic/proteomic data; exploratory data analysis for genomic/proteomic data; data preprocessing and normalization; hypotheses testing; classification and prediction techniques for using genomic/proteomic data to predict disease status. **Prerequisites:** STAT 604, STAT 651, STAT 652 or equivalent or prior approval of instructor.

STAT 651 **Statistics in Research I (3-0) Credit 3** An application of the various disciplines in statistics to data analysis, introduction to statistical software, and demonstration of interplay between probability models and statistical inference. Prerequisite: MATH 222 or 304 or equivalent. Offered during fall, spring, and summer semesters.

STAT 652 **Statistics in Research II (3-0) Credit 3** Continuation of STAT 651. Concepts

of experimental design, individual treatment comparisons, randomized blocks and factorial experiments, multiple regression, chi-square tests, and a brief introduction to covariance, non-parametric methods, and sample surveys. Prerequisite: STAT 651. Offered during fall, spring, and summer semesters.

STAT 653 **Statistics in Research III (3-0) Credit 3** Advanced topics in ANOVA**;** analysis of covariance; and regression analysis including analysis of messy data; non- linear regression; logistical and weighted regression; diagnostics and model building; emphasis on concepts; computing and interpretation. Prerequisite: STAT 652

*If you have a question about degree plan credit for a course not listed, send the course number and syllabus to the graduate advisor for consideration in consultation with the graduate curriculum committee.*

NUTR Graduate Faculty

**Hubert Amrein,** Professor, Molecular and Cellular Medicine, College Station (amrein@tamu.edu), 979-436-0799

Nutrition is intrinsically connected to the sensory perception of foods. Research in the Amrein laboratory focuses on the effects of food consumption in animals with impaired sensory perception. They are investigating these connections through studying the function of specific taste receptors and neuropeptides on food intake and metabolism in the fruit fly Drosophila melanogaster using molecular genetics, behavioral and neural imaging approaches.

**Jenna D. Anding**, Associate Department Head for Extension, Associate Professor and Extension Specialist, College Station, (j-anding@tamu.edu), 979-847-9227

 A registered and licensed dietitian, Jenna has more than 25 years of experience in developing and evaluating Extension education programs on topics that include food preservation, food safety, and nutrition. For the past 13 years Jenna has worked collaboratively with faculty members in the College of Agriculture and Life Sciences to secure funding from the Centers for Disease Control and Prevention to expand her work into community development to address healthy food access and opportunities for increasing physical activity.

**Karen Beathard,** Instructional Professor & Didactic Program Director, Department of Nutrition, College Station, ([karen.beathard@ag.tamu.edu](mailto:karen.beathard@ag.tamu.edu)), 979-321-7072

Dr. Karen Beathard is an Instructional Professor and Registered Dietitian Nutritionist (RDN) who manages the Didactic Program in Dietetics (DPD) in the Department of Nutrition at Texas A&M University.  Her research interests expand from creating professional development programs to researching the relationship between nutrition and cognitive performance.

**Jiang Chang,** Professor and Deputy Director, Chancellor EDGES Fellow, Center for Genomic and Precision Medicine, Texas A&M Institute of Biosciences and Technology, Houston, ([jiangchang@tamu.edu](mailto:jiangchang@tamu.edu)), 713-677-7603

Heart failure (impaired ventricular pump function) is an eventual outcome for diverse cardiovascular disorders and the leading cause of combined morbidity and mortality in the United States and other developed industrial nations. Dr. Chang’s research focuses on mechanistic and therapeutic studies in cardiovascular diseases and the interplay between nutrition and metabolic diseases. Dr. Chang’s lab welcomes graduate students with a passion for science who seek solid training and mentorship to build successful careers.

**Robert S. Chapkin**, Distinguished Professor of Nutritional Sciences, Regents Professor, University Faculty Fellow and Allen Endowed Chair in Integrative Nutrition & Complex Diseases, College Station, (r-chapkin@tamu.edu), 979-845-0419, 979-845-0448

Dr. Chapkin’s research is focused on the molecular mechanisms by which diet modulates host-microbiome interaction, e.g., aryl hydrocarbon/NR4A1 signaling cascades; diet and cancer stem cell biology; noninvasive biomarkers using host exfoliomics and gut microbial metagenomics in premature infants; oncogenes, proteolipid nanoclustering and membrane therapy; dietary interactions and ferroptosis; colon cancer and chronic inflammation.

**Mahua Choudhury**, Associate Professor of Pharmaceutical Sciences, Texas A&M Health Science Center, College Station, (mchoudhury@pharmacy.tamhsc.edu), 979-436-0286

Dr. Choudhury is an Associate Professor in the Pharmaceutical Sciences Department and graduate faculty in the Nutrition department and an executive member of Genetics program. Dr. Choudhury works on epigenetic regulation in metabolic health and pregnancy complications due to diets and chemicals including plastic.

**Stephen F. Crouse**, Ph.D., FACSM, Professor, Health & Kinesiology Department & Joint Professor of Internal Medicine, Director of Applied Exercise Science Laboratory, College Station, (s-crouse@tamu.edu), 979-845-3997

Dr. Crouse’s research focuses on the enhancement of human health, physical fitness, and quality of life through physical activity, including the effects of exercise and diet on blood lipid metabolism, on the cardiovascular system, and on other accepted atherosclerotic disease risk factors.

**Roderick Dashwood,** John S Dunn Chair, Professor, and Director, Center for Epigenetics & Disease Prevention, Institute of Biosciences and Technology, Houston, (rdashwood@tamu.edu), 713-677-7806

Dr. Dashwood’s research integrates multiomic, genetic, epigenetic and immune approaches for precision oncology. Epigenetic readers, writers and erasers that reversibly regulate immune players in the antigen presentation pathway are of current mechanistic interest. Clinical specimens and organoids from patients undergoing colectomy provide for human translation**.**

**Alicia Gilmore,** Dietetic Internship Director & Clinical Associate Professor, Department of Nutrition, College Station, ([Alicia.gilmore@ag.tamu.edu](mailto:Alicia.gilmore@ag.tamu.edu)), 979-321-7081

Alicia is the Dietetic Internship Director at Texas A&M and is eligible to serve on committees as a member for PhD and masters students.

**Shaodong Guo,** Associate Professor, Department of Nutrition, College Station, ([Shaodong.guo@tamu.edu](mailto:Shaodong.guo@tamu.edu)), 979-845-0850

The research goal of Dr. Shaodong Guo’s laboratory is to investigate the mechanisms of insulin resistance, diabetes mellitus, and associated aging and chronic diseases, aiming at therapeutic and dietary interventions. In particular, his lab has focused on studying the role of the transcription factor FoxO1 signaling in control of glucose metabolism, longevity and inflammaging-associated metabolism and tissue homeostasis via expression of their target genes in metabolism and immunity, via measuring changes in cell signaling, gene expression, mitochondrial function, and inflammation in tissues of FoxO1 mutant mice, thus providing biochemical and molecular evidence for our fundamental understanding of the mechanisms of hormonal regulation of Foxo1 signaling in control of metabolism and healthspan.

**Bradley Johnston,** Associate Professor, Department of Nutrition, College Station, ([Bradley.johnston@tamu.edu](mailto:Bradley.johnston@tamu.edu))

Dr. Bradley Johnston is an Associate Professor in the Departments of Nutrition (primary appointment), Epidemiology and Biostatistics at Texas A&M University. His work involves health status measurement (e.g. minimal patient/population important difference; quality of life), and the application of randomized trial, meta-analysis and public health guideline recommendation methods to a wide range of areas, with a particular interest in Evidence-Based Nutrition (EBN). Evidence-based nutrition practice emphasizes the best available data from human studies for health outcomes that are important to patients and members of the public (e.g. risk of cancer, heart disease and quality of life, dietary satisfaction).

**Richard Kreider**, Professor, Health & Kinesiology, College Station, ([rbkreider@tamu.edu](mailto:rbkreider@tamu.edu)), 979-458-1498

Dr. Kreider’s research focuses on the role of exercise and nutrition in health, performance, rehabilitation, and disease.

**John M. Lawler**, Professor of Health and Kinesiology, College Station, (jml2621@tamu.edu), 979-862-2038

Dr. Lawler’s research is focused on the redox regulation of mechanotransduction and remodeling in skeletal muscle and heart. He also works on antioxidant and nutraceutical therapeutic development against pathology with spaceflight, aging, metabolic disease, and Duchenne muscular dystrophy.

**Grace Lee**, Assistant Professor, Department of Nutrition, College Station, ([grace.lee@ag.tamu.edu](mailto:grace.lee@ag.tamu.edu)), 979-321-7084

Dr. Grace Lee's research focuses on behavioral nutrition, global food security, and community-based nutrition interventions. Her work examines barriers to healthy eating and physical activity among under-resourced populations and develops community-based strategies to address psychosocial, behavioral, and environmental factors that improve nutritional outcomes.

**Peter Murano,** SeniorAssociate Professor, Nutrition and Food Science Department, College Station, (psmurano@tamu.edu)

Dr. Murano’s research focuses on the implementation and evaluation of nutrition intervention strategies to address world hunger and nutrition education for medical professionals and pre-professionals.

**Beth Racine**, Professor and Associate Department Head for Extension, El Paso, ([beth.racine@ag.tamu.edu](mailto:beth.racine@ag.tamu.edu)), 915-859-9111

Dr. Racine is a public health nutrition researcher; in addition to research, she has two administrative positions. She is the Texas A&M AgriLife Research Center at El Paso Director and the Associate Department Head for Extension programs within the Nutrition Department.

**Chad Rethorst**, Associate Professor, Department of Nutrition, Dallas, ([chad.rethorst@ag.tamu.edu](mailto:chad.rethorst@ag.tamu.edu)), 972-952-9625

Dr. Rethorst’s research focuses on the development and optimization of behavioral interventions to improve the health of persons with chronic medical conditions, the use of digital technologies in the delivery and evaluation of behavior change interventions, and the effects of health behaviors on mental health.

**Steven Riechman**, Associate Professor of Health and Kinesiology, Health and Kinesiology Department, College Station, (sriechman@hlkn.tamu.edu), 979-862-3213

Dr. Riechman’s research interests include human muscle and cognitive performance and fatigue. Specifically nutritional and exercise interaction on sustained cognitive and physical performance in challenging environments.

**Catharine Ross**, Professor, Department of Nutrition, College Station, ([catharine.ross@ag.tamu.edu](mailto:catharine.ross@ag.tamu.edu)), 979-314-8050

Dr. Ross’s research interests are in micronutrients especially vitamin A and retinoic acid, as modulators of immune system, lung and liver gene expression and functions. Current emphasis on B cell biology and early-life immune responses and the development of immunological memory.

**Rebecca Seguin-Fowler**, Associate Professor, Associate Director of AgriLife Research, Dallas, ([r.seguin-fowler@ag.tamu.edu](mailto:r.seguin-fowler@ag.tamu.edu))

Rebecca Seguin-Fowler, PhD, RDN, LD, CSCS is director of the Healthy Living social and behavioral research program for the Texas A&M Institute for Advancing Health Through Agriculture. Her research aims to advance science and practice related to the influence of sociocultural, community, and policy factors on health behaviors and outcomes, particularly among underserved populations, with a focus on sustainable, scalable, and cost-effective program development and dissemination.

**Yuxiang Sun**, Associate Professor, Department of Nutrition, College Station ([yuxiangs@tamu.edu](mailto:yuxiangs@tamu.edu)), 979-862-9143

Dr. Yuxiang Sun's previous research has revealed that the nutrient-sensing hormone ghrelin plays important roles in obesity, diabetes, inflammation, aging, and Alzheimer's disease. Her team is currently focused on the new interdisciplinary frontiers of gut-brain axis, immunometabolism, neuroinflammation, and inflammaging of the ghrelin system, which have profound implications for many diseases. Her lab employs state-of-the-art mouse models and cutting-edge cellular/molecular techniques, providing an excellent training environment for modern biomedical research.

**Masako Suzuki,** Assistant Professor, Department of Nutrition, College Station, ([Masako.suzuki@ag.tamu.edu](mailto:Masako.suzuki@ag.tamu.edu)), 979-321-7076

Dr. Suzuki’s research goal is to identify mechanisms of how the offspring memorize their environmental exposure status in utero throughout life and how the genetic variations contribute to the effects. Her lab focuses on the effects of an in utero micronutrient deficiency on cell subtype proportions and cell memory and diseases later in life, such as asthma, metabolic, and immune diseases, with the  long-term goal is to understand the mechanisms by which genetic and prenatal environmental factors contribute to congenital disabilities and disease risks later in life to develop preventative interventions ultimately in the line of Developmental Origins of Health and Disease (DOHaD) and health disparity.

**Jacob Szeszulski,** Assistant Professor, Department of Nutrition, Dallas, [Jacob.Szeszulski@ag.tamu.edu](mailto:Jacob.Szeszulski@ag.tamu.edu), 989-313-2974

Dr. Jacob Szeszulski’s primary research interest is in the development, implementation, evaluation, and dissemination of school- and community-based physical activity and nutrition programs for youth. Specifically, he is interested in understanding policies, systems, and environments that affect youth physical activity and nutrition, identifying organizational and contextual factors that affect the delivery of school- and community-based programs, and using community-based participatory research approaches to reduce disparities in youth’s health behaviors, and subsequent health outcomes.

**Susanne Talcott,** Associate Professor, Department of Food Science and Technology, College Station, (smtalcott@tamu.edu), 979-458-1819

Dr. Talcott is interested in better understanding Efficacy, Safety and Dosing recommendations for secondary plant compounds with the long-term goal to define dosing recommendations for secondary plant compounds in the promotion of health and prevention of chronic diseases including cancer, cardiovascular disease, and diabetes.

**David Threadgill**, Department Head, Department of Nutrition, Distinguished Professor of Molecular and Cellular Medicine and Biochemistry & Biophysics and Director of the Texas A&M Institute of Genome Sciences and Society, College Station, ([dwthreadgill@tamu.edu](mailto:dwthreadgill@tamu.edu)), 979-436-0850

Research in the Threadgill lab focuses on understanding how genetic differences influence response to diet and another environmental factors. Interest includes not only genetic variation but also how diet differentially impacts the epigenome to have lasting effects on health and disease using the mouse as a model system.

**Lexi MacMillan Uribe,** Assistant Professor, Department of Nutrition, Dallas, ([lexi.macmillanuribe@ag.tamu.edu](mailto:lexi.macmillanuribe@ag.tamu.edu)), 972-952-9275

Dr. Uribe is a health equity researcher who uses community-informed strategies to develop, adapt, and evaluate health promotion programs that address food and nutrition security and reduce chronic disease risk in historically marginalized and underserved communities. More specifically, her research aims to evaluate programs and strategies for improving diet- and chronic disease-related outcomes; use community-informed and mixed-methods approaches to inform health promotion programs; understand the role of culture in diet and incorporating culture into program development; develop valid and reliable evaluation tools for health promotion programs; and leverage digital technology to deliver health education and information.

**Heidi Vanden Brink**, Assistant Professor, Department of Nutrition, College Station, ([heidi.vandenbrink@ag.tamu.edu](mailto:heidi.vandenbrink@ag.tamu.edu)), 979-321-7073

Dr. Vanden Brink leads a clinical research program that intersects nutrition, metabolism, and reproductive physiology. We are particularly interested in detecting, understanding, and preventing the degree to which dietary intake and metabolic disease influence reproductive development in adolescence leading to conditions such as Polycystic Ovary Syndrome (PCOS).

**Sumanthi Venkatesh**, Assistant Professor and Extension Specialist, Houston, ([sumanthi.venkatesh@ag.tamu.edu](mailto:sumanthi.venkatesh@ag.tamu.edu)), 832-856-3497

Dr. Sumathi Venkatesh is an Assistant Professor and Extension Specialist with expertise in nutrition research and extension projects, committed to advancing public health through education and outreach. She has contributed to the development and implementation of various health and nutrition program curricula and evaluation tools aimed at reducing preventable diseases in Texas, including initiatives in school nutrition, weight management, recipe development, hands-on cooking schools, physical activity, and worksite wellness.

**Rosemary Walzem,** Professor, Department of Poultry Science, College Station, ([Rosemary.Welzem@ag.tamu.edu](mailto:Rosemary.Welzem@ag.tamu.edu)), 979-847-7361

As a comparative nutritionist and registered dietitian, Dr. Walzem’s lab’s goal is to understand the relationships between diet and health phenotypes related to lipid and lipoprotein biology including chronic diseases, such as diabetes and atherosclerotic cardiovascular disease in humans and lipid intensive productive phenotypes such as egg-laying in chickens. These seemingly disparate areas connect through the need to understand the relationships between physical/chemical aspects of lipoprotein metabolism, normal and dysregulated particle physiology.

**Meghan Windham**, Associate Dietetic Internship Director & Clinical Assistant Professor, Department of Nutrition, College Station, ([meghan.windham@ag.tamu.edu](mailto:meghan.windham@ag.tamu.edu)), 979-321-7094

Meghan is the Associate Dietetic Internship Director at Texas A&M and is eligible to serve on committees as a member for PhD and masters students.

**Chaodong Wu,** Professor, Faculty Fellow of Texas A&M AgriLife Research, Department of Nutrition, College Station, (cdwu@tamu.edu), 979-458-1521

Dr. Wu has focused his research on elucidating roles of inflammation-metabolism interactions in unhealthy nutrition-associated insulin resistance and adipose tissue inflammation, as well as hepatic steatosis and liver inflammatory responses. Specifically, Dr. Wu has studied the roles of multiple molecules varying from cell surface receptor to intracellular mediator in regulating macrophage activation as it relates to the pathogenesis of metabolic diseases, mainly metabolic dysfunction-associated steatotic liver disease (MASLD) and steatohepatitis (MASH).

**Chia-Shan (Jenny) Wu**, Research Assistant Professor, Department of Nutrition, College Station, ([chiashan.wu@ag.tamu.edu](mailto:chiashan.wu@ag.tamu.edu)), 979-321-7068

Dr. Wu completed her B. Technology in Biomedical Sciences with first-class honors, as well as her PhD in Physiology and Biological Sciences at the University of Auckland, New Zealand. She then completed her postdoctoral training at the Baylor College of Medicine. Her research is focused on understanding the biology of aging and chronic diseases, in particular the regulation of gut-brain axis in age-related metabolic dysfunction and cognitive impairment. You can learn more about Dr. Wu's publications [here](https://scholar.google.com/citations?user=oLnRoRkAAAAJ&hl=en).

**Guoyao Wu**, Distinguished Professor of Animal Science, Texas A&M AgriLife Research Senior Faculty Fellow, and University Faculty Fellow, College Station, (g-wu@.tamu.edu), 979-845-1817

Dr. Guoyao Wu’s research focuses on biochemistry, nutrition and physiology of amino acids; fetal nutrition and metabolism, cardiovascular physiology and disease; diabetes; intestinal metabolism and development; comparative animal nutrition.

**Linglin Xie,** Associate Professor, Department of Nutrition, College Station ([Linglin.xie@tamu.edu](mailto:Linglin.xie@tamu.edu)), 979-862-9141

Dr. Xie’s research focuses on the interplay between maternal factors, environmental exposures, and their impact on offspring health, with key areas of interest including obesity-related adipose tissue fibrosis, maternal-fetal interactions in metabolic disorders, environmental influences on pregnancy outcomes, and heart development.

**Kurt Zhang**, Associate Professor, Center of Epigenetics & Disease Prevention, Institute of Biosciences and Technology, College Station ([kzhang@tamu.edu](mailto:kzhang@tamu.edu)), 979-847-8714

Dr. Zhang’s laboratory is using cutting edge genomics technology and developing robust AI and stochastic models to understand the molecular interactions and cell-cell that underpin human diseases. His research has recently focused on investigating the interactions between genes and the environment/nutrition underlying the onset of metabolic diseases through the use of single-cell and spatial transcriptomics technologies.

Graduate Award and Fellowship Information

#### Department

Students may be awarded up to $750 to travel to scientific meetings where they are giving presentations. Students must acknowledge the Department of Nutrition support in the abstract.

Applications will be distributed via email twice a year – once in January (for conferences January – July), and once in July (for conferences August – December). Students will have about a month to apply.

#### College

**Tom Slick Graduate Research Fellowship –** The Tom Slick Graduate Research Fellowship Program in the College of Agriculture and Life Sciences at Texas A&M University provides financial support for the research training of exceptional graduate students regardless of nationality. The topic of the research conducted by the student should be relevant to the agriculture of Southwest Texas, and the research must be conducted in the State of Texas.

Recipients are selected twice yearly with fellowships beginning January first and September first. Tenure is for no more than 12 months. The stipend is comparable with those of other competitive graduate fellowships. Fellows are selected by a committee appointed by the Dean of the College of Agriculture and Life Sciences. All criteria must be met by the applicant for his/her application to be considered. Those who have already been awarded the Tom Slick Graduate Research Fellowship can fill out the development grant application. Nominations are submitted each spring and fall semester for fall and spring awards.

Eligibility: The applicant must be:

1. A full-time PhD graduate student
2. Expected graduation date must be 2 to 4 semesters from the semester of the award.
3. Applicant must have a cumulative GPA of 3.5 or above.
4. The applicant must be engaged in dissertation research for her/his degree.
5. Coursework should be essentially complete (except 691) at the end of the semester of the application (no more 6 SCH of lecture/lab courses remaining).
6. Applicants must have passed their preliminary examination at the time of the application.
7. Applicant must have already submitted their dissertation proposal to OGAPS.
8. Applicants may not be employed on another full assistantship/fellowship and receive this award.
9. The applicant must be enrolled full-time (9 credit hours fall & spring, 6 hours summer sessions).
10. U.S. and Non-U.S. citizens are eligible to apply.

Amount: $25,000

Duration: 12 months

Application format: Faculty nominated, InfoReady Portal

Deadlines: Early November and Late April

Contact/Website: https://aglifesciences.tamu.edu/academic-graduate-resources/

**Willie Mae Harris Fellowship** – The Willie Mae Harris Fellowship was established by Mr. John Richard Harris to provide financial support for outstanding M.S. (thesis option) or Ph.D. graduate students who have served as a teaching assistant for at least two semesters in the College of Agriculture and Life Sciences. Nominations are submitted each spring semester for fall awards.

Eligibility:

1. Nominee must be a MS (thesis option) or PhD graduate student in the College of Agriculture and Life Sciences.
2. Nominee must have taught as a ½-time effort Graduate Assistant Teaching (GAT) or Graduate Assistant Research (GAR) for at least two full semesters (Fall, Spring, SSI+SSII or 10-week summer session each constitutes 1 full-semester) at TAMU.
3. Lecturers are not eligible.
4. The nominee must be a US Citizen or permanent resident.
5. The nominee must be equivalent to the instructor of record in the course (s); e.g., they taught the lecture or lab section, prepared and graded exams, and assigned grades or recommended grades to the faculty member with oversight over the lecture/lab sections. GANTs who assisted a faculty member who presented the lecture/lab are not eligible.
6. The nominee must have student evaluations.
7. The nominee must represent excellence in college-level teaching, have outstanding pedagogical and mentoring skills, have positive student teaching evaluations, have a reputation for ethical behavior in all aspects of scholarly life, and their research potential must be of high quality.
8. The nominee must have an approved thesis or dissertation research proposal on file with the Graduate and Professional School at the time of the application.
9. One nominee may be submitted per department.
10. The nominee may not be a previous recipient of the Willie Mae Harris Fellowship.

Amount: $12,000

Duration: 1 academic year

Application format: Faculty nominated, InfoReady Portal

Deadlines: Late April

Contact/Website: https://aglifesciences.tamu.edu/academic-graduate-resources/

**G. Rollie White Trust College of Agriculture & Life Sciences Endowed Graduate Fellowship for the Borlaug Scholars Program (Doctoral Students) –** The G. Rollie White Trust College of Agriculture & Life Sciences Endowed Graduate Fellowship for the Borlaug Scholars Program provides financial support for the training of exceptional doctoral students who intend to pursue a career in an agricultural and/or life science field.  The fellowship award is $10,000 per year.  Fellows will be eligible to receive fellowship funding for up to four years if in good academic standing with an annual letter of support provided by the department or the faculty advisor. Nominations are submitted each spring semester for fall awards.

Eligibility:

1. Must be a continuing doctoral student in good academic standing in a graduate program in the College of Agriculture and Life Sciences.
2. While receiving fellowship support, the awardee must be enrolled as a full-time graduate student in a graduate program in the College of Agriculture and Life Sciences.
3. While receiving fellowship support, the awardee must reside in Texas, either in the Bryan/College Station area or near the AgriLife facility where the committee chair has his/her faculty position.
4. U.S. and non-U.S. citizens may be nominated.

Amount: $10,000/year

Duration: Up to 4 years

Application format: Faculty nominated, InfoReady Portal

Deadlines: Early March

Contact/Website: https://aglifesciences.tamu.edu/academic-graduate-resources/

**G. Rollie White Trust College of Agriculture & Life Sciences Endowed Masters Graduate Fellowship –** The G. Rollie White College of Agriculture & Life Sciences Endowed Graduate Fellowship will award financial support to exceptional first-time Master of Agriculture (MAg) and Masters (MS) students who intend to pursue a career in an agricultural and/or life science field.  The fellowship award is $5,000. The fellowship may be renewed for one additional year for awardees in good academic standing with written support from the department or faculty advisor. Nominations are submitted each spring semester for fall awards.

Eligibility:

1. Nominee must be a first-time MAg or MS graduate student admitted for Summer or Fall 2024.
2. The applicant must be enrolled as a full-time MAg or MS student in a graduate program in the College of Agriculture and Life Sciences.
3. To receive this fellowship, the awardee must reside in Texas, either in the Bryan/College Station area or near the AgriLife facility where the committee chair has his/her faculty position.
4. U.S. and Non-U.S. citizens may be nominated.

Amount: $5,000

Duration: Up to 2 years

Application format: Faculty nominated, InfoReady Portal

Deadlines: Early March

Contact/Website: https://aglifesciences.tamu.edu/academic-graduate-resources/

**Walter and Wilma Bush Graduate Assistantship –** The Walter and Wilma Bush Graduate Assistantship provides financial support for the research training of exceptional Thesis-Option Masters students regardless of nationality in their second year of graduate studies.  Research should be conducted in the East Texas area and be relevant to agriculture.  Recipients of the Walter and Wilma Bush Graduate assistantship are selected in late spring with support beginning on August 16thor September 1st.  The assistantship provides full support for three semesters (12 months) in the first-year of the award.  Support for tuition and fees only in the following year will be considered.

The assistantship provides a $20,000 stipend ($1,666.67/month) for one year, an allocation for graduate student health insurance, if requested, and tuition and fees, for up to 24 credit hours (9 Fall, 9 Spring, and 6 Summer).  Requests for support of tuition and fees (up to $11,000) in the following year, up to 24 credit hours (9 Fall, 9 Spring, and 6 Summer), will be considered when accompanied by progress report and a letter from the recipient’s faculty advisor demonstrating outstanding research progress and need.  Support from the Assistantship cannot be used to defray travel or expenses related to the student’s dissertation research. Nominations are submitted each spring semester for fall awards.

Eligibility:

1. The applicant must be a current first-year full-time thesis-option master’s graduate student in the College of Agriculture and Life Sciences. New MS students who will matriculate in Fall 2023 are not eligible for this award.
2. Applications will be evaluated based on grades in undergraduate and graduate coursework, past experiences, demonstration that the research project is being performed in the East Texas area and is relevant to agriculture, and a letter of commitment to the project from the faculty advisor.
3. The applicant may not be employed on another full assistantship/fellowship and receive this award.
4. The applicant must be enrolled full-time (9 credit hours fall & spring, 6 hours summer sessions). 5. U.S. and Non-U.S. citizens are eligible to apply.

Amount: $20,000 stipend, health insurance coverage, T&F up to 24 credit hours

Duration: 12 months

Application format: Faculty nominated, InfoReady Portal

Deadlines: Late April

Contact/Website: https://aglifesciences.tamu.edu/academic-graduate-resources/

#### University

Texas A&M offers a variety of fellowships for incoming students. Selection criteria, selection committees, review processes and funding amounts are different for each fellowship.

**Dr. Dionel Avilés ’53 and Dr. James Johnson ’67 Fellowship Program –** Named for Dr. Dionel Avilés ’53 and Dr. James Johnson ’67, the first Hispanic and Black doctoral degree earners, respectively, at Texas A&M, the Avilés-Johnson Fellowship Program seeks to attract, recruit and support the development of high-achieving graduate and professional students who bring a multiplicity of experiences to our university.

Website: https://grad.tamu.edu/knowledge-center/funding-and-benefits/the-dr-dionel-e-aviles-53-and-dr-james-e-johnson-67-graduate-fellowship-program

**Pathways to the Doctorate Fellowship –** The Pathways to the Doctorate represents a partnership between the Graduate and Professional School and Texas A&M University faculty members. The Pathways to the Doctorate Fellowship program aims to recruit into and graduate from Texas A&M University doctoral programs high quality and diverse students who received their baccalaureate degrees from Texas A&M System institutions and who are U.S. citizens or permanent residents.

Website: https://grad.tamu.edu/knowledge-center/funding-and-benefits/pathways-to-the-doctorate-fellowships

**Chancellor's National Academy STEM PhD Fellowship –** Funded by the Chancellor of the Texas A&M University System, this program is intended to attract outstanding prospective students in STEM fields to Texas A&M. The program teams fellows with a graduate committee co-led by a national academy member and a rising star faculty member. Collaboration between students, national academy members, and rising star faculty is a signature component of this program.

Website: https://hias.tamu.edu/stem-fellowship/#:~:text=This%20program%20is%20funded%20by,a%20rising%20star%20faculty%20member.

**Dissertation Fellowship –** The Pathways to the Doctorate represents a partnership between the Graduate and Professional School and Texas A&M University faculty members. The Pathways to the Doctorate Fellowship program aims to recruit into and graduate from Texas A&M University doctoral programs high quality and diverse students who received their baccalaureate degrees from Texas A&M System institutions and who are U.S. citizens or permanent residents.

Website: https://grad.tamu.edu/knowledge-center/funding-and-benefits/dissertation-fellowships

**Future Faculty Fellowship (F3) –** The F3 program provides professional development and networking opportunities for current Texas A&M doctoral students and/or post-docs considering careers in higher education. The goal is to prepare these scholars for success on the faculty job market.

Website: https://grad.tamu.edu/knowledge-center/funding-and-benefits/future-faculty-fellowship

Additionally, the Graduate and Professional School oversees the GREAT program. The **Graduate Recruitment, Enhancement, and Travel (GREAT) Program**is designed to aid in the recruitment of exceptionally high achieving prospective doctoral graduate students. Under the GREAT Program, student awardees of eligible funding programs who join Texas A&M receive supplements to augment their monetary stipends up to $36,000 per year for up to five years.

The GREAT Program provides supplemental funding to eligible:

1. nationally competitive external fellowships awarded to students,
2. federal training grant fellowships awarded to faculty or departments, and
3. federal research grant supplements awarded to faculty.

Website: https://grad.tamu.edu/funding-opportunities-for-graduate-students/graduate-recruitment-enhancement-and-travel-(great)-program

Lastly, there are several awards graduate students are eligible for at the University-level.

**The Association of Former Students Distinguished Graduate Student Award –** Each year, the Association of Former Students at Texas A&M University chooses up to 15 graduate students to receive Distinguished Graduate Student Awards in one of three categories: Excellence in Research-Doctoral, Excellence in Research-Master’s, and Excellence in Teaching. Student nominations arrive from faculty advisors or departments, and nomination represents a true honor and accomplishment, due to strenuous eligibility requirements. A panel of reviewers including faculty and administrators chooses award recipients.

Website: https://grad.tamu.edu/knowledge-center/funding-and-benefits/distinguished-graduate-student-award

**Texas A&M Distinguished Dissertation Award and George W. Kunze Endowed Graduate Student Award –** The Texas A&M Distinguished Dissertation Award recognizes dissertations that have made a significant, impactful contribution to their discipline. We provide awards in four broad areas: Biological and Life Sciences; Humanities and Fine Arts; Mathematics, Physical Sciences, and Engineering; and Social Sciences. Among the four recipients, the Grad School will also recognize a George W. Kunze Endowed Graduate Student Award. The George W. Kunze Endowed Graduate Student Award has been incorporated into the Texas A&M Distinguished Dissertation Award nomination process. As a result, nominations for the George W. Kunze Endowed Graduate Student Award must adhere to the Texas A&M Distinguished Dissertation Award eligibility and submission requirements.

Website: https://grad.tamu.edu/knowledge-center/funding-and-benefits/texas-a-m-distinguished-dissertation-award-information

**Montgomery Award –** The Montgomery Award is awarded to student leaders making major contributions to the academic opportunities and quality of life of their fellow graduate and professional students here at Texas A&M. Whether through demonstrated leadership in recognized graduate student groups or service organizations, students must show their dedication to serving Aggie graduate and professional students in addition to excellent academics and scholarship.

Website: https://grad.tamu.edu/knowledge-center/funding-and-benefits/montgomery-award-information

**US Senator Phil Gramm Doctoral Scholarship Award –** This fellowship, available only to currently enrolled doctoral students at Texas A&M University, recognizes scholarly excellence. The Gramm Fellowship was established to promote, encourage and reward outstanding teaching and research by doctoral students whose command of their respective disciplines exemplifies the meaning of scholar/mentor in the highest sense.

Website: https://grad.tamu.edu/knowledge-center/funding-and-benefits/u-s-senator-phil-gramm-doctoral-fellowship-information

Texas A&M University

Texas A&M University is a public institution and flagship of the Texas A&M University System that is dedicated to the development and dissemination of knowledge in diverse academic and professional fields. The University is committed to assisting students in their search for knowledge to help them understand themselves, their cultural and physical environment, and to develop in them the wisdom and skills needed to assume responsibility in a democratic society. The University assumes as its historic trust the maintenance and enhancement of an intellectual environment that encourages the development and expansion of the human mind and spirit. While continuing to fulfill its mission as a Land-Grant/Sea-Grant/Space-Grant institution, the University is evolving and expanding its role to meet the changing needs of state, national, and international communities as a member of the Association of American Universities, an international organization of pre-eminent research-intensive universities.

Established in 1876 as the first public college in the state, Texas A&M University today has become a world leader in teaching, research, and public service. Located in College Station in the heart of Texas, it is centrally situated among four of the country's 10 largest cities – Austin, Dallas, Houston, and San Antonio. For the Fall 2024 semester, total enrollment was 79,105 students, 72,560 of which are in College Station including 17,672 graduate and professional students – making Texas A&M the largest university campus in Texas and the second largest in the United States. Students at Texas A&M represent every state and 123 countries.

Research

Texas A&M's research budget for fiscal year 2023 was more than $1.27 billion, ranking Texas A&M #22 in total research expenditures of the National Science Foundation’s Higher Education Research and Development Survey.

University Policy for Authorship

All authors of multi-authored or collaborative studies are responsible for publications, creative work, or other intellectual products resulting from those studies. Co-authors should undertake two critical safeguards to assure the accuracy in their work:

* The active participation of each co-author in verifying the part of a manuscript, creative work, or other intellectual product that falls within his/her specialty area, and
* The designation of a primary author who is responsible for the entire manuscript, creative work, or intellectual product.

Criteria for authorship of a manuscript, creative work, or other intellectual product should be consistent with the norms of the discipline. The primary author should be able to assure that he/she has reviewed all the primary data, primary sources, critical information, or major elements on which the a publication, creative work, or other intellectual product is based and should be able to provide a brief description of the role of each co-author. The primary author should be able to demonstrate that each co-author has been afforded the opportunity to review and approve the final product in draft form to the extent possible, given individual expertise.

Researchers and creative artists should review each proposed scholarly or creative work to assure that the work was done accurately; methods were described fully; analysis were appropriate; references and citations are complete and fully consistent with disciplinary practices; and final conclusions were consistent with the overall work.

Because each discipline addresses intellectual or creative problems with different methods, each department or, if necessary, laboratory or program should follow disciplinary guidelines that identify practices that seem most likely to enhance the quality of work conducted by its members. It is expected that the lead researcher will discuss these guidelines with prospective co-authors.

Facilities

The University's 5,200-acre campus, which includes a 434-acre research park, is one of the largest in the nation and is valued at more than $1 billion. In addition to the College Station campus, and the Bryan Health Science Center Campus, the university has branch campuses in Houston and Galveston, TX, and Doha, Qatar, and operates the Soltis Research and Education Center near the town of San Isidro, Costa Rica, the Santa Chiara Study Center in Castiglion Fiorentino, Italy, and the Texas A&M University Center in Mexico City.

Cores

Texas A&M supports a wide range of core facilities housing cutting-edge equipment and technological capabilities to support nutrition, physiology, molecular biology and bioinformatics research and training. Core facilities supporting research in nutrition include:

**Department of Nutrition**

The Department of Nutrition maintains shared equipment available to faculty, staff, and students. Equipment includes a Leica Arcadia embedding station, Leica Cryostat, Leica Histocore Autocut Microtome, Leica Slide Scanner, Leica TCS SPE Confocal Microscope, Agilent Seahorse Analyzer, Roche LightCycler 4800 II Thermal Cycler, Bio-Rad ChemiDoc Imager, NanoDrop 2000, Eppendorf PCR MasterCyclers, BMG ClarioStart Plate Reader, Echo MRI-100 Analyzer, Leica Tissue Processor, a four cage Sable Systems Metabolic Chambers, and an epMotion 5075 (Eppendorf) liquid handling robot. Additional equipment includes BD Flow Cytometer, Protein Simple Wes, BMG ClarioStar Plate Reader, BioRad MAGPIX Multiplate Reader, Beckman LSG500 Scintillation Counter, Gentle MACS Octo Dissociation unit, Maxwell RSC Automated Nucleic Acid Extractor System, Tape Station 4150, and a Tissue Lyser III.

Computational Biology

**Texas A&M Institute for Genome Sciences and Society Bioinformatics Core**: Provides bioinformatics services and training. The core provides a wide-array of services that include start-to-finish sequencing data analysis to custom pipeline and software development.

Contact/Website: <https://genomics.tamu.edu/cores/bioinformatics-core/>

**AgriLife Genomics and Bioinformatics Services:** Provides bioinformatics services including consultation and experimental design, and bioinformatics analysis and processing.

Contact/Website: <https://www.txgen.tamu.edu/>

**Laboratory for Molecular Simulation:** Offers training in molecular modeling and computational chemistry. Advanced modeling software is available to perform quantum calculations on small molecular or solid systems and molecular mechanics/dynamics modeling for large systems such as proteins, DNA, nanomolecules, polymers, solids, and liquids. The LMS also provides training in Linus and support for faculty and students that wish to incorporate molecular modeling in the course material.

Contact/Website: <https://lms.hprc.tamu.edu/>

**Protein Folding Server:** Provides access to computational techniques to map a protein’s potential landscape, and to generate transitional motions of a protein to the known native state from unstructured conformations or between use-specified conformations. Protein conformations can be submitted by PDB ids or structures can be uploaded in PDB format.

Contact/Website: <https://hprc.tamu.edu/kb/Software/AlphaFold/>

**TAMU High Performance Research Computing Facility:** Provides access to high performance research computing resources and user support. Systems include Grace, a 17,800-core Dell Cluster, along with a variety of software and data storage systems.

Contact/Website: <https://hprc.tamu.edu/>

Molecular Biology and Genomics

**Texas A&M Institute for Genome Sciences and Society Genomics Core**: Maintains shared equipment to support genomics-based research and training. The core offers training and experimental support for many technologies upstream of sequence generation. Equipment systems include the 10x Genomics Chromium single-cell system for extraction and isolation of nucleic acids and template preparation for sequencing or qPCR from single cells, and the 10x Genomics Visium system for spatial gene expression profiling, as well as a Eppendorf epMotion 5075 liquid handling system for library preparation, the Agilent TapeStation and BioTek Cytation5 multifunction imager for library quality control, and the Illumina MiSeq and NextSeq 2000 sequencers. Through the Texas Genomics Core Alliance, faculty and students have access to several NovaSeq instruments.  Long-read sequencing is available Oxford Nanopore Technologies GridION and PacBio Revio System. Apart from DNA sequencing platforms, the core offers whole-genome genotyping on the Illumina Infinium platform, and optical genome mapping with the Bionano Genomics Saphyr system. Additional equipment available in the shared workspace includes Bio-Rad Laboratories QX200 droplet digital PCR and CFX real-time PCR systems, Maxwell 16 system for automated nucleic acid isolation, Qubit fluorometer, Miltenyi GentleMACS OCTO cell dissociator, Countess II cell counter and Orflo Moxi Go II flow cytometer.

Contact/Website: <https://genomics.tamu.edu/>

**Molecular Cytogenetics and Genomics Laboratory:** Performs a wide range of cytogenetic, molecular, and DNA-based testing. Services include chromosome analysis by karyotyping and FISH.

Contact/Website: <https://vetmed.tamu.edu/molecular-cytogenetics/>

Cell and Chemical Biology

**Texas A&M Institute for Genome Sciences and Society Genomics Pre-Clinical Phenotyping Core:** The corecontains phenotyping (molecular, physiological, behavioral) equipment for rodent pre-clinical studies. Behavior systems include TRU SCAN activity monitoring system, Morris water maze, shuttle cages with shock floor, Habitest system three choice serial reaction time testing, 5 animal rotarod, three-chamber monitoring system, small animal stereotaxic system, anesthesia suite, open-field, T-maze, elevated maze, radial maze, and DigiGait system for automated gait analysis (Mouse Specifics). All behavioral assays are set up under recording cameras for automated analysis using EthoVision XT (Noldus). Physiology systems include Hatteras CCS2000 for chilled urine collection from 45 mice concurrently, MC4000 tail cuff blood pressure system for 8 mice concurrently (Hatteras), Phenomaster with automated food/water intake, activity monitoring, calorimetry/O2/CO2 measurement for 32 mice concurrently (TSE), ECGenie non-invasive electrocardiogram (Mouse Specifics), rodent endoscope (Stortz) with fluorescent capabilities, EchoMRI-100H for body composition analysis, VIVO 3100 high-frequency ultrasound for cardiovascular and tissue analysis in vivo with Vevo Strain software (VisualSonics), and OsmoPro Multi-Sample Micro-Osmometer. Histology systems include Leica ASP3005 Tissue Processor, Leica EG1150 Tissue Embedding Unit, Leica RM2165 Rotary Microtome, Leica CM1950 Cryostat, Leica HistoCore SPECTRA automated slide stainer and coverslipper, Additional capabilities include TubeWriter 360 for automated tube labeling, treadmill, and running wheels. Molecular capabilities include a BioPlex 200 suspension array system for small volume adipokine and cytokine measurements, Abaxis VetScan VS2 for small volume clinical chemistries, Abaxis VetScan HM5 for small volume complete blood counts, and Beckman Coulter DxC 700 AU clinical chemistry analyzer setup for small volume samples.

Contact/Website: <https://genomics.tamu.edu/cores/tamu-preclinical-phenotyping-core/>

**Flow Cytometry Core:** Provides capabilities for flow cytometry and cell sorting. Supports immunofluorescence assays, assays for DNA and cell cycle content analysis, apoptosis, cell proliferation, phagocytosis and functional expression of p-glycoprotein. Equipment includes Beckman Coulter MoFlo® AstriosTM High-Speed Cell Sorter and a Becton Dickinson FACSCaliburTM Analyzer.

Contact/Website: <https://medicine.tamu.edu/centers/caf.html>

**Histology Laboratory:** Provides paraffin and frozen sample processing, sectioning, and staining services. Many common and special histology stains are available.

Contact/Website: <https://vetmed.tamu.edu/vmbs-histology-lab/>

**Laboratory for Biological Mass Spectrometry:** Provides expertise in mass spectrometry methodology, instrumentation, and informatics including Electron Ionization (EI), Chemical Ionization (CI), Atmospheric Pressure Chemical Ionization (APCI), Electrospray Ionization (ESI), Matrix Assisted Laser Desorption Ionization (MALDI) and MS/MS analysis of peaks in ESI, APCI, and MALDI spectra. The services cover proteomics as well as molecular-level research in various “omics” related researches, i.e., petroleomics, metabolomics, lipidomics, and glycomics. This includes analyses of compounds from 7 small organic molecules to macromolecules including proteins, oligonucleotides, polymers, and dendrimers. Instruments include Applied Biosystems Voyager-DE STR, Applied Biosystems PE SCIEX QSTAR, Thermo Scientific DSQ II GCMS, Thermo Scientific LCQ-DECA, Applied Biosystems 4700 Proteomics Analyzer, Applied Biosystems 4800 TOF Analyzer, Applied Biosystems MDS SCiex 4000 QTRAP, Bruker Daltonics solariX Qq-FTMS, and Waters Synapt G2 HDMS.

Contact/Website: [https://tamu.corefacilities.org/service\_center/show\_external/4683?name=laboratory-for-biological-mass-spectrometry-lbms-core#](https://tamu.corefacilities.org/service_center/show_external/4683?name=laboratory-for-biological-mass-spectrometry-lbms-core)

**Biomolecular NMR Laboratory:** Provides access to spectrometers suited for solution-state NMR studies on biological macromolecules like proteins and nucleic acids. Instruments include a Bruker AVANCE III 800 MHz equipped with 5 mm TCI cryoprobe, two Bruker AVANCE III HD spectrometers (600 MHz and a 500 MHz) and a Varian 600 MHz.

Contact/Website: <https://vpr.tamu.edu/core_facility/collaborative-resource-in-biomolecular-nmr/>

**NMR Facility:** The NMR facility is part of the Center for Chemical Characterization (CCCA) in the Chemical and Analysis Department. The CCCA has facilities for x-ray crystallography mass spectrometry, and elemental analysis. The NMR facility provides equipment maintenance support, user training, and spectroscopic service. Instruments include Advance 500 (500 MHz Cryoprobe system with high sensitivity for small 1H, 1H{13C} and 1H{15N] samples), NMRS 500RM (500 MHz system with 4 channels and H/F/P/C quad probe for 1H{31P}{19F}), Inova 500 (500 MHz H/F/P/C system), NMRS 500, Advance III 400 (400 MHz broadband spectrometer with sample change), Advance 400 (400 MHz Solid State NMR with 2.5, 4, and 7 mm CP/MAS probes), Inova 400 (400 MHz system with 31P – 15N broadband probe), Inova 300 (300 MHz instrument with H/F/P/C quad probe) and NMRS 300 (300 MHz H/C system).

Contact/Website: [https://nmr.tamu.edu/?\_gl=1\*1ym26dp\*\_gcl\_au\*NjQ2NzU2MTUuMTczMzQzNjMzNw..\*\_ga\*NTA4MTgyODgwLjE3MzM0MzYzMzc.\*\_ga\_SJ5GMN0ZQL\*MTczODAxMTYwMy41LjAuMTczODAxMTYwMy42MC4wLjA](https://nmr.tamu.edu/?_gl=1*1ym26dp*_gcl_au*NjQ2NzU2MTUuMTczMzQzNjMzNw..*_ga*NTA4MTgyODgwLjE3MzM0MzYzMzc.*_ga_SJ5GMN0ZQL*MTczODAxMTYwMy41LjAuMTczODAxMTYwMy42MC4wLjA).

**X-Ray Diffraction Laboratory:** Provides full-service X-ray Diffraction laboratory offering state of the art instrumentation for the analysis of solid materials. Services include single-crystal and powder diffraction for chemistry, materials sciences and pharmaceuticals. Equipment includes three Burker single-crystal APEXii CCD Diffractometers, one Bruker GADDS/Histar diffractometer, and two Bruker powder diffractometers.

Contact/Website: <https://vpr.tamu.edu/core_facility/x-ray-diffraction-laboratory/>

**Protein Chemistry Lab:** Provides support for advanced protein chemistry and proteomics research through state-of-the-art instrumentation, systems, software, technical expertise, and training. Instruments include automated Edman protein sequence analysis, amino acid analysis, protein gel electrophoresis and electroblotting, DALTSix for large-scale 2D gels, Typhoon trio fluorescent imager, Ettan robotic systems for high-throughput picking, 8 digesting and spotting, high pressure liquid chromatography, MALDI-TOF MS, and electrospray MS.

Contact/Website: <https://pcl.tamu.edu/>

Microscopy

**Image Analysis Lab:** Provides state of the art microscopy technologies including UV laser cutting/LCM, fluorescence imaging, transmitted light imaging, live-cell imaging, FRAP, FLIP, photo activation/conversion, FRET, FLIM, transmission electron microscopy, and image processing, analysis and quantification. Equipment includes Zeiss ELRA S.1 (SRSIM) Super resolution Microscope, Zeiss LSM 780 NLO Multiphoton Microscope, Zeiss TIRF3, Zeiss510 META Confocal Microscope, Zeiss Stallion Digital Imaging Workstation, Zeiss Digital Imaging Workstation, WEI Transmission Electron Microscope, Veritas Microdissection System, and a BioTek Synergy 4 Microplate Reader.

Contact/Website: <https://vetmed.tamu.edu/ial/>

**Microscopy and Imaging Center:** Provides access and training in microscopy and imaging technologies such as deconvolution of wide-field fluorescence images and correlative LMEM. Instruments for light microscopy include Olympus FV1000 confocal microscope, Multiphoton Non-linear Optical Microscope (NLOM), Zeiss Axiophot, and Nikon Stereo Photomicroscope; for scanning electron microscopy FEI Quanta 600 FE\_SEM, Tescan Vega SEM, and a Zyvex S100 Nanomanipulator; and for transmission electron microscopy FEI Tecnai G2 F20 FE-TEM, GEI Tecnai G2 F20 ST FE\_TEM Materials, JOEL 1200 EX TEM, and JOEL JEM-2010 TEM.

Contact/Website: <https://microscopy.tamu.edu/>

**Organismal Facilities Texas Institute for Genomic Medicine:** Provides services for transgenic, knockout and embryonic stem (ES) cell manipulation in mice. Services include pronuclear injection, blastocyst injection, sperm cryopreservation, embryo cryopreservation, rederivation via IVF, embryo transfer, colony maintenance, gene targeting and access to ES-cell based gene trap libraries.

Contact/Website: <https://vpr.tamu.edu/core_facility/texas-am-institute-for-genomic-medicine/>

**BioAquatics Facility:** Provides aquatic animal facility for diverse species (fish, reptiles, amphibians, crustaceans, mollusks, and cnidarians). The Facility comprise animal holding space, laboratories, feed and storage area, and recirculating air and waters supply systems.

Contact/Website: <https://www.bio.tamu.edu/facilities-tamubiology/>

Instrumentation

**Biology Instrumentation Shop:** Provides research and teaching equipment repair needs. Maintains generic parts and hardware and catalog of manufacturer parts. Personnel have over 60 years combined experience on most research instrumentation including electronics, spectrophotometric, electro-mechanical, vacuum, environmental control systems, refrigeration, robotics, sterilization, custom plexiglass fabrication, as well as a myriad of other basic design, repair, consulting, and planned maintenance operations.

Contact/Website: <https://www.bio.tamu.edu/facilities-tamubiology/>

**Chemistry Electronic Shop:** This facility will coordinate the electronics design, construction, and repairs of major instrumentation. Fuses, wire, switches, and small electronic parts are available. Experience with HP printer repairs.

Contact/Website: <https://www.chem.tamu.edu/directory/electronics-shop.php>

**Physics Machine Shop:** Provides fabrication of prototype scientific instruments, as well as onsite inspection, estimates, consulting, machining, welding, and repairs. The Machine Shop personnel will work from a spectrum of rough sketches to CAD designs to create machined products.

Contact/Website: <https://artsci.tamu.edu/physics-astronomy/machine-shop/index.html>

Academic Policies

Academic Integrity and Misconduct

Plagiarism and academic dishonesty can take different forms. Here are a few examples:

* Buying a term paper from a paper mill or research service.
* Copying, in whole or in part, from a free term paper site or other web site.
* Copying from a fellow student, with or without his/her knowledge.
* Having a fellow student write a paper for you.
* Copying information from a source without acknowledgement.
* Copying exactly from a text, citing that text but neglecting to put it in quotation marks.
* Paraphrasing without documenting a source.
* Using information generated by a tutoring service for exercises or exams.

All creative works are entitled to intellectual property protection. What kind of protection it qualifies for depends on the kind of creative work developed.

* **Copyright** is one form of intellectual property protection for creative works. Once an original work is created in a fixed form, such as being written down, recorded as audio or video, or saved to a computer, it is automatically considered in the United States, and in other nations that are members of the Berne Convention, to be protected by copyright. To legally enforce these rights however, a person must register the creative work with the United States Copyright Office.
* **Trademark** protection involves registering the work with the United States Patent and Trademark Office. It protects names, phrases and slogans associated with a good or service.
* **Patents** grant protection to inventions [plant, animal, chemical, mechanical, electrical], unique designs and business methods. They are protected by registering these works with the United States Patent and Trademark Office.

In academia, certain exemptions are allowed when dealing with intellectual property for scholarly research and personal use. Under Fair Use, small portions of protected intellectual property works can be used to support or refute personal research claims, as well as support or rebut already published research. Such scholarly exemptions are allowed provided proper credit is given using established citation formats such as Turabian, APA, MLA, etc.

Plagiarism is just one example of academic misconduct. The Aggie Hornor System Office provides the following definitions of academic misconduct and acts that are characterized as scholastically dishonest:

**Cheating**: Intentionally using or attempting to use unauthorized materials, information, notes, study aids or other devices or materials in any academic exercise.

**Fabrication**: Making up data or results, and recording or reporting them; submitting fabricated documents.

**Falsification**: Manipulating research materials, equipment, or processes, or changing or omitting data or results such that the research is not accurately represented in the research record.

**Multiple Submissions**: Submitting substantial portions of the same work (including oral reports) for credit more than once without authorization from the instructor of the class for which the student submits the work.

**Plagiarism**: The appropriation of another person's ideas, processes, results, or words without giving appropriate credit.

**Complicity**: Intentionally or knowingly helping, or attempting to help, another to commit an act of academic dishonesty.

**Abuse and Misuse of Computer Access:**Students may not misuse computer access or gain unauthorized access to information in any academic exercise.

**Violation of Departmental or College Rules**: Students may not violate any announced departmental or college rule relating to academic matters.

There is no end of opportunities to plagiarize or commit acts of academic dishonesty. Here are few reasons why you shouldn't:

**Individual reputation**: While acquiring a reputation for academic dishonesty can ruin your reputation with the faculty of the institution, it can also have detrimental effect on your status with your acquaintances and friends.

**Personal integrity**: The reality that you may have completed a degree program may be tarnished by the knowledge that you did so fraudulently.

**Professional competence**: You may be called upon to use the specific skills or knowledge that you were supposed to have acquired, but you plagiarized instead.

**Intrinsic quality of degree**: You, as a student, are here to learn – how to research, how to write, how to think – and you are paying for the privilege. By plagiarizing, you are, in a very real sense, shortchanging yourself.

**Status or standing of the institution**: Ultimately, the awareness of academic dishonesty, either acknowledged or uncertain, finds its way outside of the University, to other institutions, employers, former students and the world-at-large, affecting the perceived value of the degree and the integrity of the University.

Plagiarism and academic dishonesty can have some severe penalties and repercussions. Instructors may recommend:

* Redoing the assignment
* Failing the assignment
* Receiving a reduced grade in the course
* Failing the course with a grade of XF (indicates that course was failed due to academic dishonesty and student cannot graduate until they have it removed by going through remediation)
* Counseling or recommending remediation for the student
* Dismissing the student from the University
* Having a record that indicates you committed an act of academic dishonesty

Student Rule 20.2: Procedures in Scholastic Dishonesty Cases

20.2.1 . . . The instructor shall inform the student of the alleged scholastic dishonesty, what sanction(s) he/she can recommend . . . and the procedures the department head will follow . . .. If, after hearing the student's version of the events, the instructor judges the student to be guilty of scholastic dishonesty, he/she will make a written report to the head of the department offering the course, with a copy to the student, giving the outline of the incident and including a recommendation of sanction(s) to be imposed. The instructor also must inform the student of his/her right to appeal to the head of the department offering the course regarding either the question of guilt or the sanction(s).

20.2.2 The instructor's recommendation may be dismissed, reduced, upheld or increased by the department head.

See the Aggie Honor System website ( [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu/)) for more information about [student resources](http://aggiehonor.tamu.edu/Student-Resources).

Grading Scales and Standards

Because students attend a college or university to extend their education, grades are usually given as an indication of the proficiency of their endeavors. The student’s semester grade in a course shall be based upon performance and/or participation in class, exercises and tests, laboratory work and final examination, as applicable to the course. The proportionate weight assigned to each of the factors shall be determined by the department administering the course.

The basis upon which the final grade will be determined shall be distributed in written form to the class during the first meeting of the class.

There are five passing grades at the undergraduate level, A, B, C, D and S, representing varying degrees of achievement; these letters carry grade points and significance as follows:

|  |  |
| --- | --- |
| Grade | Definition |
| A | Excellent, 4 grade points per semester hour |
| B | Good, 3 grade points per semester hour |
| C | Satisfactory, 2 grade points per semester hour |
| D | Not Passing, 1 grade point per semester hour |
| F | Failing, no grade points, hours included in GPA calculation |
| I | Incomplete, no grade points, hours not included in GPA calculation |
| NG | No grade, grade removed from record, no grade points, hours not included in GPA calculation |
| Q | Course dropped with no penalty, no grade points, hours not included in GPA calculation |
| S | Satisfactory (C or above), no grade points, hours not included in GPA calculation |
| U | Unsatisfactory (D or F), no grade points, hours included in GPA calculation |
| X | No grade submitted, no grade points, hours not included in GPA calculation |
| W | Withdrew, no grade points, hours not included in GPA calculation (effective Spring 1996) |
| F\* | Aggie Honor Code violation, no grade points, hours included in GPA calculation |
| U\* | Aggie Honor Code violation, no grade points, hours included in GPA calculation |
| Grades | |

There are three failing grades, U, D, and F, indicating work of unsatisfactory quality.

To remain in good stating at the graduate level requires a 3.0 GPA.

Policies on Probation, Dismissal, and Appeals

A department/program or graduate advisory committee may RECOMMEND separation (suspension, dismissal, or termination) from the university of a graduate student for scholastic deficiency by submitting a request in writing through the Dean of the School/College to the Associate Provost and Dean of the Graduate and Professional School. If the recommendation is made by the advisory committee, it must be signed by all members of the committee and the department head. The separation action could entail suspension (separation from the university for a definite period of time), dismissal (separation from the university for an indefinite period of time), or termination (permanent separation from the university).

The Graduate Academic Appeals Panel (GAAP) will hear appeals involving actions against students stemming from the following grievances:

* Unauthorized absence or final grade.
* Evaluation of performance on examinations required by the department, intercollegiate faculty, or graduate advisory committee.
* Probation, suspension, dismissal or termination from a department, interdisciplinary degree program and/or college for scholastic deficiency.

Part III, [Section 59](https://student-rules.tamu.edu/rule59/) of Texas A&M University's Student Rules describes the Graduate Academic Appeals Panel Process in detail. Please carefully review Section 59 before pursuing a grievance.  
  
Students are also strongly encouraged to seek clarification and advice regarding appropriate grievance procedures. The [Ombuds Officer for Graduate Education](https://grad.tamu.edu/academics/academic-success-resources/conflict-resolution/ombuds-services) represents a valuable resource for questions regarding grievances and appeals. The ombudsperson advocates for the processes of graduate education and provides equal, open access to all parties-students, faculty, staff and administrators. To secure a hearing with the Graduate Academic Appeals Panel, please complete the [Form to Request a Hearing](https://grad.tamu.edu/knowledge-center/forms/request-a-hearing-before-the-graduate-academic-appeals-panel). This form must be completed and returned to the Graduate & Professional School within 10 university business days of receiving notice of final actions/decisions you wish to appeal. Please direct any questions regarding graduate appeals to the Graduate & Professional School at [grad@tamu.edu](mailto:grad@tamu.edu).

Transfer Credit Policies

Courses for which transfer credits are sought must have been completed with a grade of B or greater and must be approved by the student’s advisory committee and the Graduate and Professional School. These courses must not have been used previously for another degree. Except for officially approved cooperative doctoral programs, credit for thesis or dissertation research or the equivalent is not transferable. Credit for “internship” coursework in any form is not transferable. Courses taken in residence at an accredited U.S. institution or approved international institution with a final grade of B or greater will be considered for transfer credit if, at the time the courses were completed, the courses would be accepted for credit toward a similar degree for a student in degree-seeking status at the host institution. Credit for coursework taken by extension is not transferable. Coursework in which no formal grades are given or in which grades other than letter grades (A or B) are earned (for example, CR, P, S, U, H, etc.) is not accepted for transfer credit. Credit for coursework submitted for transfer from any college or university must be shown in semester credit hours, or equated to semester credit hours.

Courses used toward a degree at another institution may not be applied for graduate credit. If the course to be transferred was taken prior to the conferral of a degree at the transfer institution, a letter from the registrar at that institution stating that the course was not applied for credit toward the degree must be submitted to the Graduate and Professional School.

Grades for courses completed at other institutions are not included in computing the GPA. An official transcript from the university at which transfer courses are taken must be sent directly to the Office of Admissions.

Bryan/College Station

Bryan/College Station is in Brazos County in east-central Texas, about 140 miles from the Gulf of Mexico. It lies in an area known as the Post Oak Belt, and there is a prevalence of post oak, blackjack oak, elm and hickory trees. The terrain is characterized by gently rolling hills. Bryan/College Station are "sister cities" located in Brazos County with a combined population of 281,445 in 2023.

The climate is classified as humid sub-tropical with hot summers. The average annual temperature is 68 degrees with average humidity at 71%. Winters are mild, with short spells of cold weather, lasting two to three days. Occasionally, the temperature can drop as much as 30 degrees in one hour; these are caused by polar Canadian air currents and are termed "Blue Northers." Snow is rare. Spring weather is variable with many thunderstorms. Summer is essentially invariable, with an average maximum temperature of 94 degrees and high humidity (it gets hot and stays hot!).

Housing

Housing in Bryan/College Station is plentiful, but it is important to start looking early for accommodations that are satisfactory and affordable. There are several services that can help you find a place to live. Do not forget that it will get hot, and air conditioning is a must!

The Off Campus Student Housing Office is on main campus. You can call them at (979) 845-1741 during the hours of 8am - 5pm, Monday through Friday. In addition to publishing The Off Campus Survival Manual, this department has many useful services such as Adult and Graduate Student Services, Women's Programs, and the Housing Vacancy Listing through AggieSearch (https://aggiesearch.tamu.edu) which is a listing of houses, apartments, duplexes, rooms in houses, mobile homes and condominiums. This office also has roommate referral services and tenant/landlord rights and responsibilities information. In addition, the Off Campus Student Housing Office conducts surveys of apartment prices around town and has useful maps and other information for you.

Transportation

The Bryan/College Station area is serviced by Easterwood Airport (CLL) on the TAMU campus. Daily flights are available on American Airlines from Dallas-Fort Worth International Airport (DFW) and United Airlines from George Bush Intercontinental Airport (IAH) in Houston. A variety of shuttle services are also available to and from Houston and Austin. Like most moderate sized cities in the US, public transportation is available in Bryan/College Station. However, a car, or access to a car, is still very helpful. Uber and commercial taxi services are available throughout the area. Area transportation provides can be found at the Bryan/College Station Convention and Visitor Bureau site (<http://www.visitaggieland.com>).

Texas A&M provides an extensive on- and off-campus bus systems that is free for all students. Maps, with real-time tracking of buses, and information on campus parking are available at the Transportation Services website (http://transport.tamu.edu). The TAMUMobile app available for smart phones provides real-time bus tracking, route maps, virtual campus tours, event calendar and a variety of other useful information.

The Brazos Transit District (The District) provides hourly fixed bus routes throughout Bryan/College Station that is also free for all students. Unlike the TAMU bus system focused on the TAMU campus, The District provides transportation to shopping and other destinations. Maps and timetables are available at The District website (http://www.btd.org).

Emergencies

In case of emergency, call 911 for an ambulance, the police, or a fire department. If you are calling from a campus telephone, you will need to dial 9-911.

Health Care

Medical and psychological health services are available on campus at Beutel Student Health Center. The non-emergency number is (979) 845-1525. You can schedule an appointment online or at (979) 458-8250.

Recommended Course Flows

Based on previous graduate student recommendations, here are some course flows that have been helpful to Nutrition students in the past:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Semester** | **Core Course #** | **Course Full Name** | **Professor / Lead** | **Credit Hours** | **Note** |
| **Fall 2025**  **(9 cr.)** | NUTR 689 | General Nutrition | Dr. Robert Chapkin | 3 |  |
| NUTR Elective | Electives | TBD | 3 |  |
| MSCI 609 | Response Conduct of Research | TBD | 1 | Department of Medical Science |
| NUTR 681 | Seminar | TBD | 1 |  |
| NUTR 685 (Directed Study: Rotation) | Research Rotations in Nutrition | Lab Rotation  (Dr. Yuxiang Sun) | 1 |  |
|  | | | | | |
| **Spring 2026**  **(9 cr.)** | STAT 651 | Statistics in Research I | Dr. Abhishek Chakrabortty | 3 | Department of Statistics |
| NUTR 642\* | Nutritional Biochemistry II | Dr. Chaodong Wu | 3 |  |
| NUTR Elective | Electives | TBD | 3 |  |
| NUTR 681 | Seminar | TBD | 0 |  |
| **OR** | | | | |
| NUTR 691 | Research | TBD | 2 | Please identify NUTR 691 associated with your PI’s name. |
| NUTR 681 | Seminar | TBD | 1 |  |
| TA obligation\* | Teaching Assistant (1st semester) | TBD | N.A. | N.A. |
|  | | | | | |
| **Summer 2026 (6 cr.)** | NUTR 691 | Research | TBD | 6 | Please identify NUTR 691 associated with your PI’s name. |
|  | | | | | |
| **Fall 2026**  **(9 cr.)** | NUTR 671 | Evidence-Based Practice and Synthesis Methods | Dr. Bradley Johnston | 3 |  |
| TA Obligation | TA in teaching (NUTR 204)  OR  TA support (NUTR 202, 203, etc.) | TBD | 1 |  |
| NUTR 691 | Research | TBD | 4 | Please identify NUTR 691 associated with your PI’s name. |
| NUTR 681 | Seminar | TBD | 1 |  |
| **OR** | | | | |
| NUTR Elective | Electives | TBD | 3 |  |
| NUTR 691 | Research | TBD | 1 | Please identify NUTR 691 associated with your PI’s name. |
| NUTR 681 | Seminar | TBD | 1 |  |
|  | | | | | |
| **Spring 2026**  **(9 cr.)** | NUTR 689 | Seminar | TBD | 1 |  |
|  | Teaching Assistant | TA in teaching (NUTR 204)  OR  TA support (NUTR 202, 203, etc.) | TBD | 1 |  |
|  | NUTR 691 | Research | TBD | 7 |  |
| The above is developed based on the timeline you are expected to complete your core courses per the department requirement. Please continue to register NUTR 689 (Seminar 0 credit), NUTR 691 (research), and/or other courses your committees & PI recommend.  A full-time student is when registered as the follows:   * Fall/Spring: 9 credits * Summer: 6 credits | | | | | |

Course recommendations external to the department:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Category** | **Course Number** | **Course Full Name** | **Department** | **Professor** | **Note** |
| **Applied Nutrition** | PHPM 678 | Qualitative Research in Public Health | Public Health | Blackburn, Christine, Crudo | Qualitative approach  Activity: Proposal writing |
| N.A. | N.A. | N.A. | N.A. | N.A. |
|  | | | | | |
| **Basic Science** | N.A. | N.A. | N.A. | N.A. | N.A. |
| N.A. | N.A. | N.A. | N.A. | N.A. |
|  | | | | | |
| **Apply to all** | BIOL 683 | Experimental Design in Biology | Biology | N.A. | Experimental Design / Biostatistics (R programming language) |
| ENTO 632 | Professional Grant & Contract Writing (Online) | Entomology | N.A. | Graduate students in all agricultural fields: Federal grant proposals |
| GENE 657 | Command Line Skills | Genetics | Blazier, John Chris | Bioinformatics (Command line, Python and Perl programming languages) |
| STAT 645 | Applied Biostatistics and Data  Analysis | Statistics | N.A. | Biostatistics/Bioinformatics |
| STAT 646 | Statistical Bioinformatics | Statistics | N.A. | Bioinformatics |
| R Studio | LinkedIn Free Course | statistical software program | (Recommended by Dr. Masako Suzuki) | Statistical software program |
|  | | | | | |