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|  | Doctor of Philosophy  Evaluation of Oral Qualifying Examination |

**Student Name:**        
**EMPL ID:**      **Discipline:**        
**Date of Examination:**

**Evaluation by the Committee:**

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| --- | --- | --- | --- |
| **Competencies/Student Learning Outcomes (Detailed Description of Scoring Rubric on attached page)** | **Does Not Meet Expectations** | **Meets Expectations** | **Exceeds Expectations** |
| **Biomedical Scientific Knowledge** | | | |
| Demonstrates an understanding of biomedical scientific knowledge in the biomedical, translational, and/or clinical sciences (as defined by learning objectives from GSBS core courses) |  |  |  |
| Demonstrates knowledge of discipline-specific subject matter (as defined by learning objectives from discipline-specific required course(s)) |  |  |  |
| Demonstrates advanced understanding of a range of technical and conceptual approaches used in biomedical sciences research |  |  |  |
| **Communication Skills** | | | |
| Demonstrates effective oral communication skills |  |  |  |
| **Research and Analytic Skills** | | | |
| Demonstrates the ability to develop and clearly state hypotheses and design aims and experimental approaches to test proposed hypotheses |  |  |  |
| Critically examines and synthesizes ideas, methods, and practices of others |  |  |  |

**Overall Evaluation**  
 Exceeds Expectations  Meets Expectations   
 Does Not Meet Expectations

Must repeat the exam by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (insert deadline date).

Failed Second Attempt. As this is the second attempt to successfully complete the oral qualifying examination, it is recommended that the student either be allowed to complete the requirements for the Master of Science degree or is dismissed from the Graduate School of Biomedical Sciences at the discretion of the discipline and Dean. The discipline must recommend an action in writing to the Dean.

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| ***Signatures:*** |  |  |
|  |  |  |
| , *Examination Committee Chair* |  | , *University Member* |
|  |  |  |
| , *Examination Committee Member* |  | , *Graduate Advisor* |
|  |  |  |
| , *Examination Committee Member* |  | , *Department Chair  (of Student’s Major Professor)* |
|  |  |  |
| , *Examination Committee Member* |  | **Dean’s Signature:** |
|  |  |  |
| , *Committee Member (if applicable)* |  | *J. Michael Mathis, PhD, EdD, Dean* |

# **Doctor of Philosophy**

# **Oral Qualifying Examination Scoring Rubric**

**General Guidelines for Completing the Evaluation**

**Does Not Meet Expectations**: Unable to perform the indicated task at the degree- and stage-specific level of graduate training even with prompting and guidance

**Meets Expectations**: Able to perform the indicated task at the degree- and stage-specific level of graduate training with minimal prompting or guidance

**Exceeds Expectations**: Able to perform the indicated task at or above the degree- and stage-specific level of graduate training without prompting or guidance

1. **Demonstrates an understanding of biomedical scientific knowledge in the biomedical, translational, and/or clinical sciences (as defined by learning objectives from GSBS core courses)**

**Does Not Meet Expectations -** Student demonstrates knowledge of biomedical science information consistent with graduate level training

**Meets Expectations -** Student demonstrates advanced knowledge of biomedical science information consistent with graduate level training, with minimal prompting and guidance

**Exceeds Expectations -** Student demonstrates the ability to apply advanced knowledge of biomedical science information at the graduate level, without prompting or guidance

1. **Demonstrates knowledge of discipline-specific subject matter (as defined by learning objectives from discipline-specific required course(s))**

**Does Not Meet Expectations –** Student demonstrates incomplete knowledge of discipline-specific information consistent with graduate level training

**Meets Expectations -** Student demonstrates advanced knowledge of discipline-specific information consistent with graduate level training, with some prompting and guidance

**Exceeds Expectations –** Student demonstrates the ability to apply advanced knowledge of discipline-specific information at the graduate level, without prompting or guidance

1. **Demonstrates advanced understanding of a range of technical and conceptual approaches used in biomedical sciences research**

**Does Not Meet Expectations –** Student inadequately describes appropriate technical and conceptual approaches to address biomedical sciences research questions

**Meets Expectations** – Student describes appropriate technical and conceptual approaches to address biomedical sciences research questions, with minimal prompting and guidance

**Exceeds Expectations** – Student describes and applies multiple technical and conceptual approaches to address biomedical sciences research questions, without prompting or guidance

1. **Demonstrates effective oral communication skills**

**Does Not Meet Expectations -** Student does not follow a logical sequence. Student mispronounces terms, does not use appropriate scientific language, makes persistent grammatical errors, and does not speak clearly.

**Meets Expectations –** Student follows a logical sequence but provides minimal elaboration. Student generally pronounces terms correctly, uses appropriate scientific language, makes limited grammatical errors, and speaks clearly most of the time.

**Exceeds Expectations -** Student follows a logical sequence, elaborates well, and provides clear explanations. Student pronounces all terms correctly, uses appropriate scientific language, makes no grammatical errors, and consistently speaks clearly.

1. **Demonstrates the ability to develop and clearly state hypotheses and design aims and experimental approaches to test proposed hypotheses**

**Does Not Meet Expectations –** Student does not develop or present hypotheses, aims, and experimental approaches to test the proposed hypotheses, even when prompted or guided

**Meets Expectations –** Student develops and presents hypotheses, aims, and experimental approaches to test the proposed hypotheses, with minimal prompting and guidance

**Exceeds Expectations -** Student independently develops and presents hypotheses, aims, and experimental approaches to test the proposed hypotheses, without prompting or guidance

1. **Critically examines and synthesizes ideas, methods, and practices of others**

**Does Not Meet Expectations –** Student does not consistently critically examine and synthesize ideas, methods, and practices of others, or creatively apply them to a biomedical science question, even with prompting and guidance

**Meets Expectations –** Student critically examines and synthesizes ideas, methods, and practices of others, and creatively applies them to a biomedical science question, with minimal prompting and guidance

**Exceeds Expectations -** Student critically examines and synthesizes ideas, methods, and practices of others, and creatively applies them to a biomedical science question, without prompting or guidance