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|  | Doctor of Philosophy  Evaluation of Research Proposal |

***IMPORTANT:*** A copy of the research proposal must be attached.

**Student Name:** **Discipline:**

**EMPL ID:**       **Date of Research Proposal Defense:**

**Working Title of Dissertation:**

**Evaluation to be completed 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 (overall evaluation for this competency)** |  |  |  |
| Demonstrates advanced knowledge of discipline-specific concepts |  |  |  |
| Critically evaluates biomedical sciences literature |  |  |  |
|  |  |  |  |
| **Research and Analytic Skills (overall evaluation for this competency)** |  |  |  |
| Develops testable hypotheses |  |  |  |
| Selects and utilizes appropriate technical and conceptual approaches to design experiments |  |  |  |
| Uses scientific rigor and reproducibility to ensure accurate data analysis and interpretation |  |  |  |
|  |  |  |  |
| **Communication Skills (overall evaluation for this competency)** |  |  |  |
| Demonstrates effective written communication |  |  |  |
| Demonstrates effective oral communication |  |  |  |

**Overall Evaluation:**

Exceeds expectations  Meets expectations   
 Does not meet expectations

If the overall evaluation is Does not meet expectations, the student must repeat the Research Proposal Defense by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (insert deadline date, which can be no later than the end of the following semester).

Deficient Second Attempt. If the overall evaluation is Does not meet expectations on the second attempt to successfully defend the research proposal, it is recommended that the student either be allowed to complete the requirements for the Master of Science degree or is dismissed from the School of Biomedical Sciences at the discretion of the discipline and Dean. The graduate advisor must recommend an action in writing to the Dean.

***Signatures:***

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|  |  |  |
| *, Co-Major Professor* |  | *, University Member* |
|  |  |  |
| *, Co-Major Professor (if applicable)* |  | *, Graduate Advisor* |
|  |  |  |
| *, Committee Member* |  | *, Department Chair (Major Professor’s Department)* |
|  |  |  |
| *, Committee Member* |  |  |
|  |  |  |
| *, Committee Member (if applicable)* |  | *J. Michael Mathis, Ph.D., Ed.D., Dean* |

**Doctor of Philosophy**

**Research Proposal 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 advanced knowledge of discipline-specific concepts**

**Does not meet expectations –** Student demonstrates limited knowledge of discipline-specific concepts

**Meets expectations –** Student demonstrates advanced knowledge of discipline-specific concepts, with some prompting and guidance

**Exceeds expectations –** Student demonstrates the ability to apply advanced knowledge of discipline-specific concepts, without prompting or guidance

1. **Critically evaluates biomedical sciences literature**

**Does not meet expectations -** Student demonstrates a limited understanding of the literature related to their work and is unable to compare and contrast the existing information with their work

**Meets expectations –** Student demonstrates an understanding of literature related to their work and is able to compare and contrast the existing information with their work, with some prompting and guidance

**Exceeds expectations -** Student demonstrates a comprehensive understanding of the literature related to their work and is able to compare and contrast the existing information with their work, without prompting or guidance

1. **Develops testable hypotheses**

**Does not meet expectations –** Student is not able to develop a hypothesis or specific aims to address the hypothesis, even when prompted or guided

**Meets expectations –** Student develops a simple hypothesis and designs achievable specific aims to address the hypothesis, with minimal prompting and guidance

**Exceeds expectations -** Student independently develops a hypothesis and designs achievable specific aims to address the hypothesis, without prompting or guidance

1. **Selects and utilizes appropriate technical and conceptual approaches to design experiments**

**Does not meet expectations -** Student does not consistently select and utilize appropriate approaches to design experiments related to biomedical research questions, even with guidance and assistance

**Meets expectations -** Student generally selects and utilizes appropriate approaches to design experiments related to biomedical research questions, with minimal guidance and assistance

**Exceeds expectations -** Student consistently selects and utilizes appropriate approaches to design experiments related to biomedical research questions, without guidance or assistance

1. **Uses scientific rigor and reproducibility to ensure accurate data analysis and interpretation**

**Does not meet expectations -** Student does not consistently design rigorous and reproducible experiments or use the appropriate statistical analysis, thus leading to the inability to interpret data or draw conclusions

**Meets expectations –** With some guidance, the student generally designs rigorous and reproducible experiments and uses the appropriate statistical analysis, thus leading to the ability to interpret data and draw conclusions

**Exceeds expectations -** With no guidance, the student consistently designs rigorous and reproducible experiments and uses the appropriate statistical analysis, thus leading to the ability to interpret data and draw meaningful conclusions

1. **Demonstrates effective written communication**

**Does not meet expectations –** Student’s writing does not follow a logical sequence and/or rarely uses appropriate scientific language. The writing contains numerous grammatical and/or spelling errors, thus ineffectively communicating ideas.

**Meets expectations –** Student’s writing generally follows a logical sequence and uses appropriate scientific language. The writing may contain some grammatical and/or spelling errors, but effectively communicates ideas.

**Exceeds expectations –** Student’s writing follows a very logical sequence and uses appropriate scientific language. The writing contains minimal grammatical and spelling errors, thus effectively communicating ideas.

1. **Demonstrates effective oral communication**

**Does not meet expectations -** Student does not follow a logical sequence. Student 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 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 uses appropriate scientific language, makes very limited to no grammatical errors, and consistently speaks clearly.