

Qualifying Examination RESULT

See Article 9.7.1 of the Graduate School Policy Handbook for guidelines)

Submit to Graduate School N204



THE GRADUATE SCHOOL OF
BIOMEDICAL SCIENCES

Student Name: _____

BCM ID#: _____

Graduate Program: _____ Are you also in the MD/PhD program? YES NO

SECTION 1: Original Grade

Date: _____

Result of Exam: PASS INCOMPLETE FAIL

If the result of the examination is **Incomplete** on a separate sheet list the requirements to remediate any deficiencies and/or complete the exam (including a date by which the examination must be completed). Upon resolution of the Incomplete the final grade should be reported in Section 2 on a new form (all signatures are required again).

If the result of the examination is a **Fail** on a separate sheet provide a summary statement outlining why the Fail was given and any recommendations for the student. If this is the first Fail, does the committee recommend that the student be allowed to take the exam a second time? YES NO

Date by which **Incomplete** must be resolved or second Qualifying Exam taken: _____

SECTION 2: Resolution of Incomplete

DATE: _____

Incomplete should be changed to: Pass Fail

Original Incomplete was given on: _____

Regardless of exam result, a completed QE-Written Evaluation rubrics and QE-Oral Evaluation rubrics must be attached to this form and submitted to the Graduate School.

Examination Committee Members

Name (Print)	Signature	Name (Print)	Signature

REQUIRED APPROVALS

	Printed Name	Signature	Date
Major Advisor			
Major Advisor			
Qual Exam Chair			
Program Director			
Dean of GSBS			

QE Written Rubrics (attach to QE Results form)

Student Name: _____

Criterion	Unacceptable = 1 point	Acceptable = 2 points	Very Good = 3 points	Outstanding = 4 points	Score
Ability to critically evaluate research literature	<ul style="list-style-type: none"> • Demonstrates knowledge of factual material limited to a level appropriate for a undergraduate student • Fails to identify relevant literature in the field of inquiry 	<ul style="list-style-type: none"> • Demonstrates an awareness of the research literature in the field of inquiry • Identifies some unanswered questions/gaps in the literature 	<ul style="list-style-type: none"> • Understands and can integrate the current research literature in the field of inquiry • Successfully identifies and illustrates the importance of unanswered questions/gaps in the literature 	<ul style="list-style-type: none"> • Demonstrates a command and deep understanding of the current literature in the field of inquiry • Identifies unanswered questions/gaps in the literature and can relate these to more abstract or inter-related questions/theories 	
Rationale and Research Question	<ul style="list-style-type: none"> • Fails to identify, summarize or explain the main problem or question • Hypothesis is not clearly stated • Research question lacks creativity or is not new; already been addressed in the literature 	<ul style="list-style-type: none"> • Identifies main question, but does not clearly articulate the rationale • Hypothesis is clearly stated • Research question is next logical step in established line of research 	<ul style="list-style-type: none"> • Successfully identifies and summarizes the main question, but does not explain significance of problem • Hypothesis is novel and supported by the preliminary data/literature • Research question is original and/or creative; research will advance the field 	<ul style="list-style-type: none"> • Clearly identifies and summarizes main problem and explains why it is significant • Hypothesis is very original and/or creative and well justified by the preliminary data/literature • Research question is very creative or original with new and innovative ideas; strong potential for new outcomes 	
Imagination and Originality of Thought	<ul style="list-style-type: none"> • Project addresses an issue that has very limited scientific value and is likely to produce only incremental information 	<ul style="list-style-type: none"> • Project addresses a significant scientific issue and has the potential to address an existing knowledge gap in field of inquiry 	<ul style="list-style-type: none"> • Project addresses an important scientific issue with high impact potential; finding would be expected to fill a gap in existing knowledge 	<ul style="list-style-type: none"> • Project addresses an important scientific issue with high impact potential; findings would be expected to fill a gap in existing knowledge and have a high probability of changing existing paradigms 	
Research Design and Methods	<ul style="list-style-type: none"> • Specific aims are poorly developed and not well supported • Specific aims do not address the central hypothesis • Fails to recognize limitations in research design that compromise ability to address research question 	<ul style="list-style-type: none"> • Specific aims are clearly presented and address the central hypothesis • Design reasonable to test hypothesis • Can defend selected research approach, and explains use of positive and negative controls 	<ul style="list-style-type: none"> • Specific aims address the central hypothesis and each is comprised of a series of experiments • Employs methodology that comprehensively tests hypothesis • Anticipates outcomes, and understands limitation of the research approach and/or data analysis 	<ul style="list-style-type: none"> • Specific Aims are clearly defined and integrated to address the central hypothesis • Each specific aim is comprised of a series of prioritized experiments; research design is feasible and will generate clear, interpretable data • Analysis plan acknowledges limitations and critically considers alternatives 	
Rigor & Reproducibility	<ul style="list-style-type: none"> • Assessment of prior research lacks rigor • Potential biases & biological variables are not considered in research design • No authentication of biological or chemical resources 	<ul style="list-style-type: none"> • Identifies major weaknesses in rigor of prior research • Potential biases and biological variables are superficially addressed • Need to authenticate resources is acknowledged 	<ul style="list-style-type: none"> • Describes strengths & weaknesses in rigor of prior research • Potential biases and biological variables are mostly addressed • Good plan to authenticate resources 	<ul style="list-style-type: none"> • Demonstrate in-depth understanding of rigor in prior research • Potential biases and biological variables are fully addressed • Comprehensive plan to authenticate resources including frequency of testing 	
Writing Skills	<ul style="list-style-type: none"> • Writing does not effectively communicate message • Numerous grammatical and/or spelling errors • Organization is poor • Quality of figures and tables is poor • Citations are missing or inappropriate 	<ul style="list-style-type: none"> • Writing is weak, but essential elements are present • Some grammatical and/or spelling errors • Organization is adequate • Figures and tables are complete and convey information effectively • Citations are appropriate 	<ul style="list-style-type: none"> • Writing is adequate • Few to no grammatical or spelling errors • Organization is generally logical but with some minor gaps • Presentation of figures and tables enhances writing effectiveness • Skillful use of citations 	<ul style="list-style-type: none"> • Writing is publication quality • Rules of grammar, syntax and spelling are consistently followed • Organization is excellent with smooth transitions • Figures and tables reflect careful consideration of effective data presentation • Skillful use of citations 	
					TOTAL

Qualifying Examination Chair Approval:

Name Printed

Signature

Date

QE Oral Rubrics (attach to QE Results form)

Student Name: _____

Criterion	Unacceptable = 1 point	Acceptable = 2 points	Very Good = 3 points	Outstanding = 4 points	Score
Background scientific knowledge	<ul style="list-style-type: none"> Displays general knowledge of biomedical sciences appropriate for a baccalaureate student 	<ul style="list-style-type: none"> Demonstrates basic, general knowledge of biomedical sciences, consistent with graduate level training 	<ul style="list-style-type: none"> Demonstrates in-depth understanding of biomedical sciences and can apply them to their field of study 	<ul style="list-style-type: none"> Demonstrates in-depth understanding of fundamental biomedical sciences, related research literature, and implications to closely related fields of study 	
Discipline-specific knowledge	<ul style="list-style-type: none"> Knowledge of bioscience related to the student's research area fails to incorporate research literature 	<ul style="list-style-type: none"> Displays an awareness of the literature in the area of research 	<ul style="list-style-type: none"> Exhibits a command of the literature related to area of research 	<ul style="list-style-type: none"> Displays evidence of critical assessment and synthesis of the research literature yielding enhanced knowledge of bioscience. 	
Oral presentation skills	<ul style="list-style-type: none"> Reads material from slides Not comfortable with topic/presentation appears unpracticed Presentation/slides are poorly prepared and/or missing key information Presentation is unfocused Visual materials poorly support key points in presentation 	<ul style="list-style-type: none"> Relies too much on slides during presentation Somewhat comfortable with the topic/presentation Presentation is adequately paced Slides are appropriately organized Visual materials support key concepts in presentation 	<ul style="list-style-type: none"> Uses slides as a guide Is easily understandable Comfortable with topic/presentation; establishes eye contact with audience Overall presentation is effectively organized Visual materials facilitate understanding of abstract or difficult concepts 	<ul style="list-style-type: none"> Using slides as a guide, gives detailed explanations that are easily understandable Keeps appropriate eye contact with the audience Effective speaking style Presentation is well organized Slides effectively support and enhance the presentation 	
Response to questions	<ul style="list-style-type: none"> Answers questions incorrectly; guesses answers Responses are weak and show little to no understanding of the question/research Consistently fails to be appropriately responsive to questions unless prompted Structure of responses is weak and or difficult to follow 	<ul style="list-style-type: none"> Answers questions but with little insight Responses show basic understanding of research methods and findings Generally independently responsive to questions with only occasional prompting or leading required Structure of response adequate, but some clarification/expansion of answers may be required 	<ul style="list-style-type: none"> Competently addresses questions Responses display an in- depth comprehension of the research, including hypothesis, experimental design and significance Independently responsive to questions with limited need for prompts or clarification Structure of responses provides evidence of reflective organization of information 	<ul style="list-style-type: none"> Provides clear and insightful answers to questions Responses relate the hypothesis, methods, results and significance of the research to more abstract ideas in the field of inquiry Independently responsive to questions Structure and breadth of content of responses provides evidence of reflective and creative organization of information 	
					TOTAL

Comments: (Please use additional sheet for comments if needed)

Qualifying Examination Chair Approval

Name Printed

Signature

Date