

Student Name: _____

Faculty Name: _____

Ph.D. Qualifying Exam: Research Proposal

This form is intended to provide a common set of criteria for the assessment of the written Research Proposal of the dissertation. The committee should complete this form after the Qualifying Exam.

Please rate each attribute on the following scale: **1 =Introductory, 2 = Intermediate, 3 = Advanced, 4 = Expert**, with Expert defined as the expected proficiency of a Post-Doctoral Scholar or Assistant Professor, and Introductory defined as the proficiency of someone who has not acquired skills beyond that of a Bachelor's degree.

The student demonstrated the ability to:	
Critically read, understand, and evaluate current literature in the relevant field	
Integrate ideas within the field and identify gaps within the literature to independently, generate novel, feasible research questions	
Demonstrate command of pertinent facts ranging from fundamental principles to recent discoveries in the literature	
Demonstrate a comprehensive understanding of techniques critical to scholarship in the field and acquired/developed new techniques as needed	
Identify appropriate experimental and/or theoretical approaches to the chosen research problem	
Generate and critically evaluate novel data	
Effectively communicate scientific concepts including the questions to be addressed, their significance, and the methods for obtaining and interpreting preliminary and anticipated future data	
Conduct and present research in a responsible and ethical manner	

Please note any additional comments below:

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Faculty Name: _____

Ph.D. Qualifying Exam: Oral Exam

This form is intended to provide a common set of criteria for the assessment of the Ph.D. Oral Qualifying Exam. The committee should complete this form after the exam.

Please score the following elements of the Oral Qualifying Exam according to the rubric below, with Expert defined as the expected proficiency of a Post-Doctoral Scholar or Assistant Professor, and Introductory defined as the proficiency of someone who has not acquired skills beyond that of a Bachelor's degree.

	Score	Comments
Material relating to dissertation proposal		
Command of literature, background		
Verbal communication		

Oral Comprehensive Exam Rubric

Criteria:	Introductory	Intermediate	Advanced	Expert
Material Relating to Dissertation Proposal	Little theory development, methods unclear or unjustified.	Simplistic theory, may disregard difficulties. Methods are fairly clear.	Builds on existing theory, is well developed. Methods are very clear and well justified. Research question demonstrates independent thinking.	Insightful, developed theory, methods are extensively described and supported. Research question demonstrates a sound command of conceptual knowledge and scientific practice with reasoned and creative independent thinking.
Command of Literature, Background	Research background is limited; incomplete knowledge of previous work; may be unaware of key studies in the field, and studies that challenge the student's perspective.	Research background is somewhat limited, may be unaware of some relevant studies. Is beginning to show familiarity with the literature, but may omit some competing work. May not address gaps and/or limitations of previous studies.	Research background is comprehensive, with clear familiarity of the literature. Is aware of most work in the field, providing a balanced view of background research where relevant. Student can identify some of the limitations of previous studies and begin to articulate how the project will address the limitations and gaps in the literature.	Research background is extensive, clear fluency with the literature. Student is aware of all major sources, and may cite unexpected sources. Student can speak at length of the limitations of previous studies and articulate how the project will address the limitations and gaps in the literature. Provides a comprehensive, balanced perspective.

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Verbal Communication	Has difficulty speaking clearly, is difficult to follow. Responses to questions or criticism are off topic or very limited.	Student speaks somewhat clearly, may be slightly hard to follow. Responses to questions and criticism may be incomplete or flawed.	Speaks fairly clearly, explanations are generally understandable. Is able to answer nearly all questions and respond to criticism.	Speaks clearly, providing clear explanations. Has well-reasoned, complete responses to questions and criticism.
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