Assessment for Advancement to Candidacy in the Department of Biochemistry and Molecular Biology

Effective January 1, 2017

Advancing to candidacy is a significant step in an individual's scientific career. In order to provide a record of performance for the benefit of our students as well as our program as a whole, the thesis committee individually OR as a consensus group must answer the following questions regarding the Written Proposal (1) and the Oral Presentation (2).

Please return originals to Angie in BMB Office along with Signed Grad School Paperwork

Candidate's Name: _____ Date: _____

Faculty Evaluator(s) _____

Score: "Exceptional (E)", "Sufficient (S)", or "Insufficient (I)"

1) Upon reviewing the student's WRITTEN proposal,

a. The proposal was logically developed and a strong grasp of the literature is evident.

_____

b. The specific aims address outstanding questions in the field in a controlled fashion.

_____

c. The proposed work demonstrates a clear understanding of theoretical and experimental concepts.

_____

d. The significance of the proposed work as well as the probable outcomes of addressing the specific aims are clearly presented.

_____

e. The overall quality of the writing and presentation is publication quality (grammar, spelling, organization, etc.).

_____

Free Form Comments (specific comments from the committee when an area is judged as insufficient would be helpful)**:**

Candidate's Name: _____ Date: _____

Faculty Evaluator(s) _____

Score: "Exceptional (E)", "Sufficient (S)", or "Insufficient (I)"

2) Upon considering the student's ORAL presentation and subsequent line of questioning,

a. A broad and thorough knowledge of biochemistry and molecular biology topics was evident.

_____

b. When queried about the ***broader significance*** of the proposed work, the student exhibited significant critical thinking and made use of well-developed arguments.

_____

c. When queried about the ***experimental approach*** of the proposed work, the student demonstrated a comprehensive understanding of the sub-field of study.

_____

d. The overall ***creativity*** of the student revealed a thorough understanding of approaches and an ability to generate testable hypotheses.

_____

e. When queried about the ***potential pitfalls and probable outcomes*** of the proposed work, the student demonstrated creativity and understanding of theoretical and experimental concepts.

_____

f. The overall ***communication skills*** of the student demonstrated professionalism and an ability to convey knowledge in a scientific manner.

_____

Free Form Comments (specific comments from the committee when an area is judged as insufficient would be helpful)**:**