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**TRANSLATIONAL SCIENCE Ph.D. PROGRAM**

**DISSERTATION ASSESSMENT FORM: WRITTEN DISSERTATION
*(as of 09.01.2021)***

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| **STUDENT:** |  | **REVIEW DATE:** |  |
| **REVIEWER:** |  |  |  |

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| --- | --- | --- | --- |
|  | **Does Not Meet Expectations** | **Meets Expectations** | **Exceeds Expectations** |
| **Literature Review** | [ ]  | * Explanations of published works require larger scope or more analysis
* Evidence of lack of understanding of key concepts
* Does not relate to proposed research
 | [ ]  | * Analysis of major published works related to area of research
* Further development of some ideas recommended
 | [ ]  | * Comprehensive, organized analysis of key relevant peer-reviewed literature with appropriate breadth and depth
 |
| **Research Question(s)** | [ ]  | * Vague, incoherent, or irrational research aims
 | [ ]  | * Understandable and reasonable research aims and purpose
 | [ ]  | * Clear and specific research aims with logical purpose and high level of inquiry
 |
| **Research Design** | [ ]  | * Incomprehensible or completely inaccurate experimental design
* Unacceptable risk/benefit balance
 | [ ]  | * Some missing or flawed descriptions/justifications
* Not consistent with expected knowledge
 | [ ]  | * Research design based on research aims, ethical standards, and within the student’s expertise
 |
| **Methodology and Analyses** | [ ]  | * Obvious weaknesses
* Explanation requires substantial improvements
 | [ ]  | * Adequate explanation of procedures
* More details recommended
 | [ ]  | * Fully explained and appropriate procedures
 |
| **Responsible Conduct/ Ethics** | [ ]  | * Ethical considerations for research not adequately discussed
 | [ ]  | * Adequate discussion of ethical considerations
 | [ ]  | * Ethical considerations are fully considered and explained
 |
| **Potential Limitations or Limitations**  | [ ]  | * Few and/or inappropriate limitations were identified
 | [ ]  | * Sufficient discussion of appropriate limitations
* Some critical limitations not addressed
 | [ ]  | * Recognition of and reasoning for research limitations
* Sensible alternative aims
 |
| **Significance**  | [ ]  | * Research is not expected to produce findings that will contribute significantly to the student’s field of study
 | [ ]  | * Research has likelihood of producing findings that will contribute to the student’s field of study
 | [ ]  | * Research is expected to produce findings that will contribute significantly to the student’s field of study
 |
| **Innovation** | [ ]  | * Research does not contribute a new idea or a new way of doing things
 | [ ]  | * Research proposes a new idea or a new way of doing things
 | [ ]  | * Research is expected to produce new findings that will contribute to the student’s field of study
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| --- | --- | --- | --- | --- |
| **OVERALL ASSESSMENT** (based on above criteria) | [ ]  | **PASS** | [ ]  | **FAIL** |
|  | [ ]  | **PROVISIONAL PASS** |

**COMMENTS REGARDING STUDENT’S RESEARCH PROPOSAL AND/OR PROVISIONAL PASS (use additional sheets if needed):**



 **TRANSLATIONAL SCIENCE Ph.D. PROGRAM**

**DISSERTATION ASSESSMENT FORM: ORAL DEFENSE OF DISSERTATION
*(as of 09.01.2021)***

|  |  |  |  |
| --- | --- | --- | --- |
| **STUDENT:** |  | **DATE OF EXAM:** |  |
| **REVIEWER:** |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Does Not Meet Expectations** | **Meets Expectations** | **Exceeds Expectations** |
| **Content Knowledge** | [ ]  | * Inaccurate or incomplete explanations of key concepts and/or theories in discipline or sub-discipline
* Little to no attempt to tie theory to practice
 | [ ]  | * Adequate understanding of discipline and/or sub-discipline
* Some explanation of key concepts
* Lacking application or use of specific examples
 | [ ]  | * Thorough understanding of discipline and sub-discipline
* Precise explanation and application of key scientific principles and research methods
 |
| **Presentation Skills** | [ ]  | * Slides are read almost verbatim
* No apparent logical progression
* Little attempt to engage audience verbally or non-verbally
 | [ ]  | * Appears prepared
* Presentation follows an understandable and reasonable sequence
* Natural non-verbal communication most of the time
 | [ ]  | * Evidence of preparation and practice beforehand
* Very clear, organized presentation paced for audience understanding
* Appropriate use of non-verbal communication
 |
| **Professional Composure** | [ ]  | * Difficulty keeping calm and assured
 | [ ]  | * Some apprehension or nervousness in mannerisms or speech
 | [ ]  | * Confident and poised throughout, both during presentation and when responding to questions
 |
| **Creativity** | [ ]  | * Explanations are imitative and/or literal
 | [ ]  | * Explanations are resourceful and informative but not necessarily clever or inspired
 | [ ]  | * Explanations are thought-provoking and imaginative
* Evidence of flexible understanding of knowledge
 |
| **Independent Thinking** | [ ]  | * Little to no demonstration of critical analysis
 | [ ]  | * Evidence of making connections and exploring possibilities related to content
 | [ ]  | * Attempts to solve problems or take risks to make original contributions to the field
 |
| **Relevance to TS** | [ ]  | * Student is not able to demonstrate relevance of the research to TS
 | [ ]  | * Demonstration or explanation of the relevance of the research to TS is adequate
 | [ ]  | * Relevance of the research to TS is clear and demonstrates a thorough understanding
 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **OVERALL ASSESSMENT** (based on above criteria) | [ ]  | **PASS** | [ ]  | **FAIL** |
|  | [ ]  | **PROVISIONAL PASS** |

**COMMENTS REGARDING STUDENT’S ORAL PRESENTATION OF RESEARCH PROPOSAL AND/OR PROVISIONAL PASS (use additional sheets if needed):**