Defense of Dissertation Result

(See Article 10.2.2 of the Graduate School Policy Handbook)

This form is submitted to the Graduate School, Room N204

Student Name: _____ BCM ID #: _____

Graduate Program: _____ Are you in the MD/PhD program? ☐Yes ☐No

Completion of all requirements for the Ph.D. degree occurs with submission of final (signed) dissertation.

Defense Date: _____	**Defense Result:** ☐ PASS ☐ FAIL

If there are any significant deficiencies of the thesis (other than typographical errors) that must be corrected before final approval, indicate directly below or on attached pages:

Required Approvals				
	Printed Name	Signature	Date	INITIAL *If present at defense*
Committee Chair:				
Committee Member:				
Committee Member:				
Committee Member:				
Committee Member:				
Committee Member:				
Committee Member:				
Committee Member:				
Graduate Prog. Director:				
Dean, Graduate School of Biomedical Sciences:				

PLEASE RETURN THIS FORM, ALONG WITH COMPLETED DEFENSE-WRITTEN AND DEFENSE-ORAL RUBRICS, TO THE GRADUATE SCHOOL OFFICE IMMEDIATELY FOLLOWING THE DEFENSE.

REV: 3/2/2023

Defense Written Rubrics

Baylor College of Medicine

Student Name: _____ Program: _____

Criterion	Unacceptable = 1 pt	Acceptable = 2 pts	Very Good = 3 pts	Outstanding = 4 pts	Score
Knowledge of fundamental concepts	• Fails to display general knowledge of biomedical concepts • Lacks a good understanding of basic concepts, processes or conventions of the subject matter	• Demonstrates basic, general knowledge of fundamental biomedical concepts • Know the subject matter adequately, but is not critical of it	• Demonstrates an in-depth understanding of biomedical concepts • Shows understanding and mastery of the subject matter	• Exemplifies an in-depth and abstract knowledge of foundational biomedical concepts, and can discuss implications to related fields of inquiry • Exhibits command and authority over subject matter	
Ability to evaluate research literature	• Demonstrate knowledge of factual material limited to a level appropriate for an undergraduate student • Fails to identify relevant literature in the field of inquiry	• Demonstrates an awareness of the research literature in the field of inquiry • Identifies some unanswered questions/gaps in the literature	• 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	• Demonstrates a command and deep understanding of the current research literature in the field • Identifies unanswered questions/gaps in the literature and can relate these to more abstract or inter-related questions/ theories beyond the immediate topic	
Research design and data analysis	• Uses incorrect, inappropriate or outdated methodology • Data analysis is inappropriate or confused • Identifies no weaknesses in interpretation	• Uses limited number of correct methodological approaches • Data analysis is acceptable, but fails to explore all possibilities and misses connections • Identifies no weaknesses in interpretation	• Uses multiple correct methodological approaches • Data analysis is solid but misses opportunities to explore interesting issues or connections • Identifies some weaknesses in data interpretation	• Employs multiple and creative methodological approaches • Analysis is comprehensive, complete, sophisticated and convincing • Identifies most/all weaknesses in data interpretation	
Ability to draw conclusions	• Little discussion of research findings • Displays poor grasp of material • Conclusion/summary not supported by findings	• Discussion is present, but lacking depth and/or some key concepts • Conclusion/summary not entirely supported by findings	• Discussion is sufficient with few errors, but greater integration with past research is needed. • Conclusions/summary based on outcomes and appropriate • Includes some recommendations	• Discussion is well-constructed • Conclusions/summary and recommendations are appropriate and clearly based on outcomes	
Rigor & Reproducibility	• Assessment of prior research lacks rigor • Potential biases & biological variables were not considered in research design • No authentication of biological or chemical resources	• Identifies major weaknesses in rigor of prior research • Potential biases and biological variables were superficially addressed • Some authentication of research resources	• Accounts for rigor deficiencies of prior work in own research • Potential biases and biological variables were most addressed • Key biological/chemical resources authenticated	• Demonstrates in-depth understanding of rigor of prior research • Sophisticated research design and analysis fully addressed potential biases and biological variables • All resources authenticated in timely manner	
Writing Skills	• 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	• Writing is weak, but essential elements are present • Some grammatical and/or spelling errors present • Organization is adequate • Figures and tables are complete and convey information effectively • Citations are appropriate	• 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	• 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:	

Major Advisor: _____ *Printed Name* _____ *Signature* _____ *Date*

Graduate Program Director: _____ *Printed Name* _____ *Signature* _____ *Date*

Defense Oral Rubrics

Baylor College of Medicine

Student Name: _____ Program: _____

Criterion	Unacceptable = 1 pt	Acceptable = 2 pts	Very Good = 3 pts	Outstanding = 4 pts	Score
Background scientific knowledge	Displays general knowledge of biomedical sciences appropriate for a baccalaureate student	Demonstrates basic, general knowledge of biomedical sciences, consistent with graduate level training	Demonstrates in-depth understanding of biomedical sciences and can apply them to their field of study	Demonstrates in-depth understanding of fundamental biomedical sciences, related research literature, and implications to closely related field of study	
Discipline-specific knowledge	Knowledge of bioscience related to the student's research area fails to adequately incorporate current research literature	Displays an awareness of the literature in the area of research	Exhibits a command of the literature related to area of research	Displays evidence of critical assessment and synthesis of the research literature yielding enhanced knowledge or bioscience	
Oral presentation skills	• 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	• Relies too much on slides during presentation • Somewhat comfortable with the topic/presentation • Presentation is adequately paced • Slides are appropriately paced • Visual materials support key concepts in presentation	• 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	• Using slides as a guide, give detailed explanations that are easily understandable • Keeps appropriate eye contact with audience • Effective speaking style • Presentation is well organized • Slides effectively support and enhance the presentation	
Defense of thesis	• Does not adequately defend research; Fails to respond adequately to key questions • 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	• Adequately defends research; answers questions but with little in sight • Responses show basic understanding of research methods and findings • Generally independently responsive to questions with occasional prompting or leading required • Structure of response adequate, but some clarification/expansion of answers may be required	• Competently defends research; provides helpful answers to 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	• Masterfully defends research; provides clear and insightful answers to questions • Responses relate the hypothesis, methods, results and significance of the proposed research to more abstract ideas in the area of specialization • Independently responsive to questions • Structure and breadth of content or responses provides evidence of reflective and creative organization of information	
				TOTAL:	

Major Advisor:

_____ _____ _____

Printed Name *Signature* *Date*

Graduate Program Director:

_____ _____ _____

Printed Name *Signature* *Date*