

## BIOL 8950 - First Seminar for Doctoral Students

To the Evaluator: This seminar course is strictly a Departmental requirement (not Graduate School), however, the evaluation is very important to the student. Evaluations are given by the student's advisory committee and the grade (S/U) is based upon the majority decision. Please complete this form during and/or immediately after the seminar presentation, and return to the Major Advisor or the Graduate Office (Funchess 331). Your comments will be distributed to the student and the student's advisor to provide feedback .

Date \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ Student Name \_\_\_\_\_

**I. Please comment on the following. If you wish, use a scale of 1-5. (1 – excellent, 5 = poor)**

Definition of the problem:

Presentation of previous research in the area, including 1) the student's contribution or/and 2) contribution of others in the field:

Creativity:

Presentation of student's preliminary results (if applicable):

Delivery:

Visual aids:

Overall clarity:

Fielding questions:

**II. Suggestions for improvement:**

**III. Other comments:**

**IV. FINAL GRADE: This seminar course is strictly a Departmental requirement. Grading is strictly Satisfactory/Unsatisfactory (S/U).  
What grade would you give this student?**

(Satisfactory or Unsatisfactory) \_\_\_\_\_

Please return this evaluation form to the Major Advisor or Graduate Office (Funchess 331)  
Thank you for your time and effort.

# Graduate Student Oral Exam Rubric

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Student \_\_\_\_\_

Date \_\_\_\_\_

- MS defense seminar
- PhD prelim
- PhD defense seminar

Very deficient → Acceptable → Outstanding

1            2            3            4            5

## Overall Quality of Science

(check one box per line)

Coherence and clarity of scientific arguments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(for thesis students only) Clarity of scientific objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Degree of originality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Degree of creativity and insight	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Overall Depth and Breadth of Knowledge

Understanding subject matter (for thesis) and literature	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Critical thinking skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge in multiple disciplines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Quality of Communication Skills

Completeness of responses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organization and presentation of arguments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Confidence in communication skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responses meet level expected of student (MS or PhD)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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