

Defense of M.S. Thesis RESULT

(See Article 9.11, 9.11.1, 9.11.2, 9.11.3 of the Graduate School Policy Handbook for
M.S. Degree guidelines)

Submit to Graduate School N204



THE GRADUATE SCHOOL OF
BIOMEDICAL SCIENCES

Student Name: _____ BCM ID #: _____

Graduate Program: _____ (Are you also in the MD/PhD Program? Yes No)

Completion of all requirements for the M.S. degree occurs with submission of final (signed).

Date of Exam: _____

Exam Results: _____
Pass or Fail

	Printed Name	Signature	Date	INITIAL if present at Defense
Chairperson				
Committee Member				
Committee Member				
Committee Member				
Committee Member				
Committee Member				
Committee Member				
Committee Member				
Committee Member				
Program Director				
Dean of GSBS				

PLEASE RETURN THIS FORM, A COMPLETED DEFENSE-WRITTEN EVALUATION RUBRIC AND A DEFENSE-ORAL RUBRIC
TO THE GRADUATE SCHOOL OFFICE IMMEDIATELY FOLLOWING THE EXAM.

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:

Defense – Written Evaluation Rubric

(This rubric must be attached to the Defense Results form)



THE GRADUATE SCHOOL OF
BIOMEDICAL SCIENCES

BAYLOR COLLEGE OF
MEDICINE

Student Name: _____ BCM ID #: _____

Graduate Program: _____ Date: _____

Criterion	Unacceptable = 1 point	Acceptable = 2 points	Very Good = 3 points	Outstanding = 4 points	Score
Knowledge of fundamental concepts	<ul style="list-style-type: none"> <input type="checkbox"/> Fails to display general knowledge of biomedical concepts <input type="checkbox"/> Lacks a good understanding of basic concepts, processes or conventions of the subject matter 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates basic, general knowledge of fundamental biomedical concepts <input type="checkbox"/> Knows the subject matter adequately, but is not critical of it 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates an in-depth understanding of biomedical concepts <input type="checkbox"/> Shows understanding and mastery of the subject matter 	<ul style="list-style-type: none"> <input type="checkbox"/> Exemplifies an in-depth and abstract knowledge of foundational biomedical concepts, and can discuss implications to related fields of inquiry <input type="checkbox"/> Exhibits command and authority over subject matter 	
Ability to critically evaluate research literature	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates knowledge of factual material limited to a level appropriate for a undergraduate student <input type="checkbox"/> Fails to identify relevant literature in the field of inquiry 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates an awareness of the research literature in the field of inquiry <input type="checkbox"/> Identifies some unanswered questions/gaps in the literature 	<ul style="list-style-type: none"> <input type="checkbox"/> Understands and can integrate the current research literature in the field of inquiry <input type="checkbox"/> Successfully identifies and illustrates the importance of unanswered questions/gaps in the literature 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates a command and deep understanding of the current research literature in the field <input type="checkbox"/> 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	<ul style="list-style-type: none"> <input type="checkbox"/> Uses incorrect, inappropriate or outdated methodology <input type="checkbox"/> Data analysis is inappropriate or confused <input type="checkbox"/> Identifies no weaknesses in interpretation 	<ul style="list-style-type: none"> <input type="checkbox"/> Uses limited number of correct methodological approaches <input type="checkbox"/> Data analysis is acceptable, but fails to explore all possibilities and misses connections <input type="checkbox"/> Identifies no weaknesses in interpretation 	<ul style="list-style-type: none"> <input type="checkbox"/> Uses multiple correct methodological approaches <input type="checkbox"/> Data analysis is solid but misses opportunities to completely explore interesting issues or connections <input type="checkbox"/> Identifies some weaknesses in data interpretation 	<ul style="list-style-type: none"> <input type="checkbox"/> Employs multiple and creative methodological approaches <input type="checkbox"/> Analysis is comprehensive, complete, sophisticated and convincing <input type="checkbox"/> Identifies most/all weaknesses in data interpretation 	
Ability to draw conclusions	<ul style="list-style-type: none"> <input type="checkbox"/> Little discussion of research findings <input type="checkbox"/> Displays poor grasp of material <input type="checkbox"/> Conclusion/summary not supported by findings 	<ul style="list-style-type: none"> <input type="checkbox"/> Discussion is present but lacking depth and/or some key concepts <input type="checkbox"/> Conclusion/summary not entirely supported by findings 	<ul style="list-style-type: none"> <input type="checkbox"/> Discussion is sufficient with few errors, but greater integration with past research is needed <input type="checkbox"/> Conclusions/summary based on outcomes and appropriate <input type="checkbox"/> Includes some recommendations 	<ul style="list-style-type: none"> <input type="checkbox"/> Discussion is well-constructed, accurate and engaging <input type="checkbox"/> Conclusions/summary and recommendations are appropriate and clearly based on outcomes 	
Impact of research	<ul style="list-style-type: none"> <input type="checkbox"/> Thesis addresses an issue that has very limited scientific value <input type="checkbox"/> Research has marginal significance and makes little contribution to the field. 	<ul style="list-style-type: none"> <input type="checkbox"/> Thesis addresses an issue that has good scientific value <input type="checkbox"/> Research has moderate significance and makes a nominal contribution to the field. 	<ul style="list-style-type: none"> <input type="checkbox"/> Project addresses a scientific issue with high impact <input type="checkbox"/> Research has good significance and makes a solid contribution to the field. 	<ul style="list-style-type: none"> <input type="checkbox"/> Project addresses a scientific issue of significant importance and relevance <input type="checkbox"/> Research makes a significant contribution to the field 	
Writing skills	<ul style="list-style-type: none"> <input type="checkbox"/> Writing does not effectively communicate message <input type="checkbox"/> Numerous grammatical and/or spelling errors <input type="checkbox"/> Organization is poor <input type="checkbox"/> Quality of figures and tables is poor <input type="checkbox"/> Citations are missing or inappropriate 	<ul style="list-style-type: none"> <input type="checkbox"/> Writing is weak, but essential elements are present <input type="checkbox"/> Some grammatical and/or spelling errors present <input type="checkbox"/> Organization is adequate <input type="checkbox"/> Figures and tables are complete and convey information effectively <input type="checkbox"/> Citations are appropriate 	<ul style="list-style-type: none"> <input type="checkbox"/> Writing is adequate <input type="checkbox"/> Few to no grammatical or spelling errors <input type="checkbox"/> Organization is generally logical but with some minor gaps <input type="checkbox"/> Presentation of figures and tables enhances writing effectiveness <input type="checkbox"/> Skillful use of citations 	<ul style="list-style-type: none"> <input type="checkbox"/> Writing is publication quality <input type="checkbox"/> Rules of grammar, syntax and spelling are consistently followed <input type="checkbox"/> Organization is excellent with smooth transitions <input type="checkbox"/> Figures and tables reflect careful consideration of effective data presentation <input type="checkbox"/> Skillful use of citations 	
Total Score:					

Required Approvals	
Major Advisor	<div style="display: flex; justify-content: space-between; border-bottom: 1px solid black; margin-bottom: 5px;"> Signature Date </div>
Graduate Program Director	<div style="display: flex; justify-content: space-between; border-bottom: 1px solid black; margin-bottom: 5px;"> Signature Date </div>

Defense – Oral Evaluation Rubric

(This rubric must be attached to the Defense Results form)



THE GRADUATE SCHOOL OF
BIOMEDICAL SCIENCES

BAYLOR COLLEGE OF
MEDICINE

Student Name: _____ BCM ID #: _____

Graduate Program: _____ Date: _____

Criterion	Unacceptable = 1 point	Acceptable = 2 points	Very Good = 3 points	Outstanding = 4 points	Score
Background scientific knowledge	<ul style="list-style-type: none"> <input type="checkbox"/> Displays general knowledge of biomedical sciences appropriate for a baccalaureate student 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates basic, general knowledge of biomedical sciences, consistent with graduate level training 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates in-depth understanding of biomedical sciences and can apply them to their field of study 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates in-depth understanding of fundamental biomedical sciences, related research literature, and implications to closely related fields of study 	
Discipline-specific knowledge	<ul style="list-style-type: none"> <input type="checkbox"/> Knowledge of bioscience related to the student's research area fails to adequately incorporate current research literature 	<ul style="list-style-type: none"> <input type="checkbox"/> Displays an awareness of the literature in the area of research 	<ul style="list-style-type: none"> <input type="checkbox"/> Exhibits a command of the literature related to area of research 	<ul style="list-style-type: none"> <input type="checkbox"/> Displays evidence of critical assessment and synthesis of the research literature yielding enhanced knowledge of bioscience. 	
Oral presentation skills	<ul style="list-style-type: none"> <input type="checkbox"/> Reads material from slides <input type="checkbox"/> Not comfortable with topic/presentation; appears unpracticed <input type="checkbox"/> Presentation/slides are poorly prepared and/or missing key information <input type="checkbox"/> Presentation is unfocussed <input type="checkbox"/> Visual materials poorly support key points in presentation 	<ul style="list-style-type: none"> <input type="checkbox"/> Relies too much on slides during presentation <input type="checkbox"/> Somewhat comfortable with the topic/presentation <input type="checkbox"/> Presentation is adequately paced <input type="checkbox"/> Slides are appropriately organized <input type="checkbox"/> Visual materials support key concepts in presentation 	<ul style="list-style-type: none"> <input type="checkbox"/> Uses slides as a guide <input type="checkbox"/> Is easily understandable <input type="checkbox"/> Comfortable with topic/presentation; establishes eye contact with audience <input type="checkbox"/> Overall presentation is effectively organized <input type="checkbox"/> Visual materials facilitate understanding of abstract or difficult concepts 	<ul style="list-style-type: none"> <input type="checkbox"/> Using slides as a guide, gives detailed explanations that are easily understandable <input type="checkbox"/> Keeps appropriate eye contact with the audience <input type="checkbox"/> Effective speaking style <input type="checkbox"/> Presentation is well organized <input type="checkbox"/> Slides effectively support and enhance the presentation 	
Defense of Thesis	<ul style="list-style-type: none"> <input type="checkbox"/> Does not adequately defend research; Fails to respond adequately to key questions <input type="checkbox"/> Responses are weak and show little to no understanding of the question/research <input type="checkbox"/> Consistently fails to be appropriately responsive to questions unless prompted <input type="checkbox"/> Structure of responses is weak and or difficult to follow 	<ul style="list-style-type: none"> <input type="checkbox"/> Adequately defends research; answers questions but with little insight <input type="checkbox"/> Responses show basic understanding of research methods and findings <input type="checkbox"/> Generally independently responsive to questions with occasional prompting or leading required <input type="checkbox"/> Structure of response adequate, but some clarification/expansion of answers may be required 	<ul style="list-style-type: none"> <input type="checkbox"/> Competently defends research; provides helpful answers to questions <input type="checkbox"/> Responses display an in-depth comprehension of the research, including hypothesis, experimental design and significance <input type="checkbox"/> Independently responsive to questions with limited need for prompts or clarification <input type="checkbox"/> Structure of responses provides evidence of reflective organization of information 	<ul style="list-style-type: none"> <input type="checkbox"/> Masterfully defends research; provides clear and insightful answers to questions <input type="checkbox"/> Responses relate the hypothesis, methods, results and significance of the proposed research to more abstract ideas in the area of specialization. <input type="checkbox"/> Independently responsive to questions <input type="checkbox"/> Structure and breadth of content of responses provides evidence of reflective and creative organization of information 	
Total Score:					

Required Approvals	
Major Advisor	_____ <i>Signature</i>
	_____ <i>Date</i>
Graduate Program Director	_____ <i>Signature</i>
	_____ <i>Date</i>