

## **GRADUATE PROGRAM IN PHARMACEUTICAL SCIENCE** MS THESIS EXAMINATION EVALUATION FORM

(Approved by GPC March 2014)

 STUDENT NAME:
 \_\_\_\_\_\_

 DATE OF EXAMINATION:
 \_\_\_\_\_\_

Learning Outcomes	Indicators		Level of Achievement 1=Low; 5=High (Circle one)					
Acquire expert knowledge of biological, chemical, and analytical processes related to pharmaceutical	<ul> <li>literature review.</li> <li>Familiar. database</li> <li>Ability to</li> <li>Ability to</li> </ul>	ity with information retrieval resources ( searching, use of internet, library resour conduct an effective literature search. conduct and analyze major contribution	computer literacy, ces)	1 2	3	4	5	NA
sciences. Master a	Landman context	ork: ontributors to the field are included in the k papers are identified and are cited in th and section conveys understanding of ma	ne appropriate	12	3	4	5	NA
field of scholarship related to a specific research topic.		ions that have been addressed, and how ions have resulted in the current status o						
L	<ul> <li>Student demonstrates knowledge and understanding of the topic that is appropriate for their experience and level of education: <ul> <li>Major contributors to the field are identified along with their contributions.</li> <li>Student demonstrates knowledge and understanding of recent advances in the field, as well as who contributed what work and why it was important.</li> <li>Student is able to explain the evolution of thinking in the field in a way that is clear and understandable to scientists not familiar with the work.</li> </ul> </li> </ul>			12	3	4	5	NA
Meets or Exceeds the Standard		Partially Meets the Standard	Does Not N	Meet the Standard				

Learning Outcomes	Indicators			Level of Achievement 1=Low; 5=High (Circle one)					
Use the scientific method to generate, analyze, and interpret scientific data relevant to the identification, analysis, and use of therapeutic agents.	question: • Signif an app theory • The st	nstrates the ability to identify an importation in the search issues and aims are identify or the search context and an appropriate research context and an appropriate rand knowledge udent has derived from the aforemention and y questions.	fied in relation to riate body of	1 2	2 3	4	5	NA	
• Generate mechanistic hypotheses based on prior evidence	<ul> <li>Student demonstrates the ability articulate a mechanistic hypothesis and an approach for testing the hypothesis</li> <li>Hypothesis is clearly stated and asks a 'how' or 'why' question.</li> <li>Predictions follow logically from the hypothesis and are testable.</li> </ul>			1 2	2 3	4	5	NA	
• Derive specific predictions that are hypothesis driven	which: • Tests	nstrates the ability design a detailed expe specific predictions	-	1 2	2 3	4	5	NA	
• Plan detailed experimental procedures that test specific predictions	most a techni	nstrates appropriate knowledge and use appropriate research methodologies and a ques ly to produce/has produced definitive, in	analytical						
• Gather data via experimentation	Student demonstrates the ability to understand and appropriately use statistical methods to analyze and evaluate data			1 2	23	4	5	NA	
• Appropriately analyze and interpret data .	<ul> <li>Student demonstrates the ability to generate interpretations and conclusions that are justified by experimental data: <ul> <li>Results are based on a well-crafted experimental plan and rigorous scientific methods.</li> <li>Interpretations and conclusions are justified and follow logically from the data.</li> <li>Analysis is thorough and unbiased (all results are considered, alternate interpretations are considered).</li> </ul> </li> </ul>			1 2	2 3	4	5	NA	
Meets or Exceeds the Standard		Partially Meets the Standard	Does Not M	leet the	Sta	nda	rd		

Learning Outcomes		Indicators	Level of Achievement 1=Low; 5=High (Circle one)						
Communicates research results and ideas in a clear and compelling way. (Oral)	<ul> <li>and conclusion</li> <li>Argumer</li> <li>Ideas are audience</li> <li>Unfamili</li> <li>Content :</li> <li>Audiovis effective</li> <li>Student a</li> </ul>	ats are logical and coherent. articulated clearly and are understandab s. ar terminology is defined. is well organized and has appropriate bre ual materials are appropriate, of good qu	le to a range of eadth and depth. nality, and	1 2 3 4 5 NA					
	<ul> <li>The thesis document: <ul> <li>Is written in English</li> <li>Is understandable to scientists familiar with the field of work</li> </ul> </li> <li>Is satisfactory in its literary and technical presentation and structure with a full bibliography and references</li> <li>Is free of grammatical and stylistic errors</li> <li>Embodies the results of a research program which may reasonably be expected of a student after two years of full-time effort, formulated and carried out by the candidate in consultation with the research mentor</li> <li>Consists of the candidate's own account of his/her investigations</li> <li>Indicate in what respect the findings advance the study of the subject</li> <li>Demonstrates the exercise of critical judgment with regard to both the candidate's own work and that of other scholars in the field</li> <li>Takes due account of previously published work on the subject</li> <li>Makes clear the sources from which information has been derived, the extent to which the work of others has been used, and the areas which are claimed as original</li> <li>Contains elements which, after necessary revisions, would merit publication in a medium appropriate to the</li> </ul>			12345NA					
Meets or Exceeds the	<u> </u>	Partially Meets the Standard	Does Not M	eet the Standard					
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