



**GRADUATE PROGRAM IN PHARMACEUTICAL SCIENCE**  
**Non-Research MS Defense Evaluation**  
**(Approved by GPC, 24 July 2013)**

STUDENT NAME (print): \_\_\_\_\_ COMMITTEE MEMBER (print): \_\_\_\_\_

DATE OF STUDENT PRESENTATION: \_\_\_\_\_

Evaluation of Written Document		
Area of Evaluation	Indicators	Level of Achievement (circle one) <b>1=Low; 5=High</b>
Introduction and Background	<ul style="list-style-type: none"><li>• Brief and Concise.</li><li>• Conveys to readers from different backgrounds the "thesis" or objective.</li><li>• Attracts the reader's interest while introducing the topic.</li><li>• Explains the relevance of the topic.</li><li>•</li></ul>	<b>1 2 3 4 5 NA</b>
Body of the Paper	<ul style="list-style-type: none"><li>• Experimental Evidence:</li><li>• Describes important results from recent primary literature articles and</li><li>• Explains how those results shape our current understanding of the topic.</li><li>• Types of experiments done and corresponding data are included</li><li>• Controversies in the field are identified and addressed.</li><li>• Figures and/or tables are used to:</li><li>• present the student's synthesis of the original data</li><li>• and/or identify key data taken directly from the original papers.</li><li>• Ideas are presented in such a way as to build the discussion logically towards the goal of the paper.</li></ul>	<b>1 2 3 4 5 NA</b>

<b>Evaluation of Written Document</b>		
<b>Area of Evaluation</b>	<b>Indicators</b>	Level of Achievement (circle one) <b>1=Low; 5=High</b>
Introduction and Background	<ul style="list-style-type: none"> <li>• Brief and Concise.</li> <li>• Conveys to readers from different backgrounds the "thesis" or objective.</li> <li>• Attracts the reader's interest while introducing the topic.</li> <li>• Explains the relevance of the topic.</li> <li>•</li> </ul>	<b>1 2 3 4 5 NA</b>
Body of the Paper	<ul style="list-style-type: none"> <li>• Experimental Evidence:</li> <li>• Describes important results from recent primary literature articles and</li> <li>• Explains how those results shape our current understanding of the topic.</li> <li>• Types of experiments done and corresponding data are included</li> <li>• Controversies in the field are identified and addressed.</li> <li>• Figures and/or tables are used to:</li> <li>• present the student's synthesis of the original data</li> <li>• and/or identify key data taken directly from the original papers.</li> <li>• Ideas are presented in such a way as to build the discussion logically towards the goal of the paper.</li> </ul>	<b>1 2 3 4 5 NA</b>

<p>Conclusion</p>	<ul style="list-style-type: none"> <li>• Objectives are restated and it is indicated how these goals have been satisfied</li> <li>• Succinctly summarizes the paper’s major points.</li> <li>• Significance of these results are discussed.</li> <li>• Questions that remain in the area of the reviewed subject are identified.</li> <li>• Length of conclusion is appropriate for paper.</li> </ul>	<p><b>1 2 3 4 5 NA</b></p>
<p>Literature Cited</p>	<ul style="list-style-type: none"> <li>• Adequate number of citations noted.</li> <li>• Only primary literature is cited.</li> <li>• Citations are current.</li> <li>• Citations are formatted properly for journal submission.</li> </ul>	<p><b>1 2 3 4 5 NA</b></p>
<p>The written work communicates results and ideas in a clear and compelling way.</p>	<ul style="list-style-type: none"> <li>• The document:             <ul style="list-style-type: none"> <li>○ Is written in English</li> <li>○ Is understandable to scientists familiar with the field of work</li> <li>○ Is free of grammatical and stylistic errors</li> <li>○ Represent a distinct and significant contribution to 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>○ Makes clear in the text the sources from which information has been derived.</li> </ul> </li> </ul>	<p><b>1 2 3 4 5 NA</b></p>
<p><b>Evaluation of Oral Presentation</b></p>		
<p>Orally communicates results and ideas in a clear and compelling way.</p>	<p>Student demonstrates the ability to communicate ideas, results, and conclusions, effectively:</p> <ul style="list-style-type: none"> <li>• Arguments are logical and coherent.</li> <li>• Ideas are articulated clearly and are understandable to a range of audiences.</li> <li>• Unfamiliar terminology is defined.</li> <li>• Content is well organized and has appropriate breadth and depth.</li> <li>• Student answers questions clearly and accurately, and is able to defend interpretations and conclusions.</li> </ul>	<p><b>1 2 3 4 5 NA</b></p>

**Final Decision by Individual Committee Member (Circle One)**

<p><b>Meets or Exceeds Expectations PASS</b></p>	<p><b>Partially Meets Expectations REMEDIAL</b></p>	<p><b>Does Not Meet Expectations FAIL</b></p>
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