



FORM GSBS04: STUDENT QUALIFYING EXAM OUTCOME

Instructions for General Examiner and Chair can be found on page 3

Student			
Date of Exam		<input type="checkbox"/> Initial Exam	<input type="checkbox"/> Re-test
Program			
Research Topic			

Outcome of Exam (See: Scoring Rubric [page 2] and Information about Outcomes [page 3])

- Pass** - Student may enter doctoral thesis research
- Not Passed – Revise** - Student is required to **revise the QE Proposal** and may not enter doctoral thesis research until the revisions have been approved by the committee
- Not Passed - Retest** - Student must retest and may not enter doctoral thesis research until passing the retest. At the direction of the committee, this may require that the proposal be re-written.
- Fail**

	Name (Please Print)	(Signature)	Date
General Examiner			
QEC Chair			
Thesis Advisor			
Co-Thesis Advisor			
Graduate Program Director			
Student			

For GSBS Office Use

PSSA EMLPID:	Course #:	Class #:	Term:	<input type="checkbox"/> Checklist Updated
Final Grade:	<input type="checkbox"/> Pass <input type="checkbox"/> Fail <input type="checkbox"/> No grade to be entered at this time (grade will be submitted when student completes re-examination)			
	Name	Signature	Date	
GSBS Dean				
GSBS Office Staff		N/A		

Distribution: All signers, Registrar

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Scoring Rubric

- 1 – Not performing. Student was unable to meet this objective
- 2 – Developing. Student met this objective, but only with prompting
- 3 – Achieving. Student met this objective without prompting
- 4 – Excelling. Student showed unusual ability in meeting this objective

Student:	Date:
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Score	Background Knowledge
	Define area of study
	Recognize and explain broader significance of project
	Identify knowledge from other sources relevant to area of study
	Apply knowledge from relevant areas to proposed research
	Appraise strength of conclusions of relevant papers
	Overall Knowledge Score

Score	Hypothesis, Discovery Goal and Aims
	Identify the hypothesis to be tested, or the discovery goals of the proposed work
	Summarize evidence supporting the proposed hypothesis or rationale for discovery goal
	Explain the significance of the hypothesis or discovery goal
	Evaluate alternative hypotheses or approaches to discovery goal with evidence- based argumentation
	Outline focused aims and relate them to the hypothesis or discovery goal
	Overall Hypothesis, Discovery Goal and Aims Score

Score	Experimental Approach
	Explain experimental design clearly and completely
	Identify assumptions in experimental plan
	Describe experiments that are feasible
	Appraise the quality of self-generated data (if applicable)
	Draw clear conclusions from experimental data
	Defend experimental rationale
	Relate all experiments directly to aims and hypothesis
	Predict an appropriate range of possible results
	Interpret potential outcomes of proposed experiments
	Propose alternative strategies
	Overall Experimental Approach Score

Score	Document Preparation and oral communication
	Communicate in clear, written English with proper grammar and word usage
	Compose document with minimal typographical and formatting errors
	Organize document in proposal format
	Present in clear spoken English
	Prepare high quality visual aids that clarify aims and approach
	Overall Presentation Score

Instructions for the General Examiner

After the exam has been given, please discuss with the committee the student's performance in the areas detailed on page 2 and provide the consensus scores. Please assign an overall score for each of the main exam areas (i.e., Background Knowledge, Hypothesis and Aims, etc.).

Scores for individual subcategories should be assigned in cases where one or more of the subcategories is out of line with the overall area score, thus identifying specific areas of strength and weakness.

The final outcome will be indicated on page 1, and should reflect performance in each area, weighted as deemed appropriate by the committee. The final outcome should be selected from the range of outcomes currently used (see *Information about outcomes* below).

Please ensure that the Exam Outcome page is completed before the committee adjourns.

Instructions for the Chair

The Chair will be responsible for informing the student of exam procedure, communicating relevant details of the student's academic record to the committee as a whole, insuring fair treatment of the student during the exam, leading the committee's deliberation to determine exam outcome, and communicating the outcome to the student and the GSBS Office.

Information about Outcomes

Pass: the student may enter full thesis research and will receive a grade of Pass for the Qualifying Examination course

Not Passed – Revise: Revise will result in a grade of Incomplete for the Qualifying Examination course.

- The QEC summarizes in writing the areas of weakness in the proposal. The student must address these specific points by rewriting the relevant sections of the written proposal. These revisions must be completed in a time frame specified by the QEC. The QEC will then evaluate the final proposal and assign a Qualifying Examination outcome and Qualifying Examination course grade of Pass or Fail.

Not Passed – Retest: Retest will result in a grade of Incomplete for the Qualifying Examination Course.

- The QEC summarizes in writing the areas of weakness in the oral defense/proposal. The student must address these specific points by rewriting the relevant sections of the written proposal and submitting to a second oral defense. These revisions and the retest must be completed within a time frame specified by the QEC. The QEC will then evaluate the oral defense and assign a Qualifying Examination outcome and Qualifying Examination course grade of Pass or Fail.
- In the event of a retest, an outcome form must be submitted for both exams.

Fail: A student fails if more than one member of the committee votes for failure

Appeal of Failure: The student may appeal the outcome of his Qualifying Exam to the Dean. The appellant must submit a written argument that the QE exam procedure was not followed, and that the procedural irregularities contributed to the negative outcome.