

Preliminary Examination Form

The Preliminary Examination consists of a written research proposal and oral defense of that written proposal. The proposal is based on the student's proposed dissertation research and is evaluated by their full committee. The purpose of this examination is to evaluate whether the student has mapped out a sound approach to an important and answerable question and to assist in the planning of the project. Please see the MCP Handbook for details about the Preliminary Examination.

- Preliminary Examination must be completed by August 31 of the 2nd year.
- Schedule meeting, reserve room and/or send meeting link, and designate meeting chair (cannot be PI/Advisor).
- Notify MCP Program Office of scheduled date via email and submit required information for the warrant request at least 3 weeks prior to exam date. (See Handbook for required information.)
- Distribute the written proposal and a copy of this form to all committee members at least one week prior to the exam date.
- A completed copy of this form must be signed by all committee members and returned to the MCP Office. The signed preliminary exam warrant is signed online and submitted to the graduate school.

Student Name:	
Date of Examination:	
PI/Advisor Name:	1.
Other Committee Members: (Indicate which person serves as Chair for this exam.)	2.
	3.
	4.
	Additional member(s), if any:
Expected PhD Defense Date:	

An **Individual Development Plan (IDP)** is required for all students in the MCP program and required for any graduate student supported by NIH funding. Has the student created an IDP and updated it within the past year?

Yes No

Accomplishments and Goals during past year (Completed by student).

List of Presentations, Honors, and Awards (Examples: NIH training grant, fellowships, campus or national awards, etc. Include date, event, and title of seminar/event.)

List of Publications (please provide full references of work that is published or submitted):

List of Other Activities (Examples: teaching experience, participation in organizations or on committees, professional or volunteer experience):

Progress to Degree (Completed by student. What do you think is required to complete your PhD? What further resources do you need to accomplish that goal? How do you intend to remedy any deficiencies that you have toward that goal? What are your plans for the coming year?)

PRELIMINARY EXAM ASSESSMENT (Completed by Prelim Committee Chair. Please mark one selection in each gray box below.)¹

Attribute	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p>Overall quality of presentation</p> <p><input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Does not meet expectations <input type="checkbox"/> Attribute not applicable</p>	<ul style="list-style-type: none"> • Poorly organized • Poor presentation • Poor communication skills • Slides and handouts difficult to read 	<ul style="list-style-type: none"> • Clearly organized • Clear presentation • Good communication skills • Slides and handouts clear 	<ul style="list-style-type: none"> • Well organized • Professional presentation • Excellent communication skills • Slides and handouts outstanding
<p>Overall breadth of knowledge</p> <p><input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Does not meet expectations <input type="checkbox"/> Attribute not applicable</p>	<ul style="list-style-type: none"> • Presentation unacceptable • Presentation reveals critical weaknesses in depth of knowledge in subject matter • Presentation does not reflect well developed critical thinking skills • Presentation is narrow in scope 	<ul style="list-style-type: none"> • Presentation acceptable • Presentation reveals some depth of knowledge in subject matter • Presentation reveals above average critical thinking skills • Presentation reveals the ability to draw from knowledge in several disciplines 	<ul style="list-style-type: none"> • Presentation superior • Presentation reveals exceptional depth of subject knowledge • Presentation reveals well developed critical thinking skills • Presentation reveals the ability to interconnect and extend knowledge from multiple disciplines
<p>Quality of responses to questions</p> <p><input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Does not meet expectations <input type="checkbox"/> Attribute not applicable</p>	<ul style="list-style-type: none"> • Responses are incomplete • Arguments are poorly presented • Respondent exhibits lack of knowledge in subject area • Responses do not meet level expected of a graduate student 	<ul style="list-style-type: none"> • Responses are complete • Arguments are well organized • Respondent exhibits adequate knowledge in subject area • Responses meet level expected of a graduate student 	<ul style="list-style-type: none"> • Responses are eloquent • Arguments are skillfully presented • Respondent exhibits superior knowledge in subject area • Responses exceed level expected of a graduate student
<p>Use of communication aids</p> <p><input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Does not meet expectations <input type="checkbox"/> Attribute not applicable</p>	<ul style="list-style-type: none"> • Communication aids are poorly prepared • Too much information included • Listeners are confused • Communication aids are used inappropriately 	<ul style="list-style-type: none"> • Communication aids contribute to the quality of the presentation • Appropriate information is included • Listeners can easily follow the presentation • Some material is not supported by communication aids 	<ul style="list-style-type: none"> • Communication aids enhance the presentation • Details are minimized so major points stand out • Information is organized to maximize audience understanding • Reliance on communication aids is minimal

¹ Adopted from University of Maryland – College Park, 2013 Rubric for PhD Milestones

PRELIMINARY EXAM ASSESSMENT (continued)

Attribute	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p>Overall quality of theory / science</p> <p><input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Does not meet expectations <input type="checkbox"/> Attribute not applicable</p>	<ul style="list-style-type: none"> • Arguments are incorrect, incoherent, or flawed • Objectives are poorly defined • Demonstrates rudimentary critical thinking skills • Does not reflect understanding of subject matter and associated literature • Demonstrates poor understanding of theoretical concepts • Demonstrates limited originality • Displays limited creativity and insight 	<ul style="list-style-type: none"> • Arguments are coherent and clear • Objectives are clear • Demonstrates average critical thinking skills • Reflects understanding of subject matter and associated literature • Demonstrates understanding of theoretical concepts • Demonstrates originality • Displays creativity and insight 	<ul style="list-style-type: none"> • Arguments are superior • Objectives are well defined • Exhibits mature, critical thinking skills • Exhibits mastery of subject matter and associated literature. • Demonstrates mastery of theoretical concepts • Demonstrates exceptional originality • Displays exceptional creativity and insight
<p>Contribution to discipline</p> <p><input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Does not meet expectations <input type="checkbox"/> Attribute not applicable</p>	<ul style="list-style-type: none"> • Limited evidence of discovery • Limited expansion upon previous research • Limited theoretical or applied significance • Limited publication potential 	<ul style="list-style-type: none"> • Some evidence of discovery • Builds upon previous research • Reasonable theoretical or applied significance • Reasonable publication potential 	<ul style="list-style-type: none"> • Exceptional evidence of discovery • Greatly extends previous research • Exceptional theoretical or applied significance • Exceptional publication potential
<p>Quality of writing</p> <p><input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Does not meet expectations <input type="checkbox"/> Attribute not applicable</p>	<ul style="list-style-type: none"> • Writing is weak • Numerous grammatical and spelling errors apparent • Organization is poor • Documentation is poor 	<ul style="list-style-type: none"> • Writing is adequate • Some grammatical and spelling errors apparent • Organization is logical • Documentation is adequate 	<ul style="list-style-type: none"> • Writing is publication quality • No grammatical or spelling errors apparent • Organization is excellent • Documentation is excellent

Overall Feedback/Comments about the Preliminary Exam:

The following is to be completed by the thesis committee.

Please assess the student's progress on each program learning goal based on expectations for this stage of their graduate career. Select one response for each goal below:

Goal:	Assessment:
1. Exhibit a broad understanding of the pharmacological principles that underlie all biological processes.	<input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Does not meet expectations
2. Aware of current limitations of this discipline and strategies required to advance the field of pharmacology.	<input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Does not meet expectations
3. Create new approaches in research, scholarship, or performance to extend knowledge in their field.	<input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Does not meet expectations
4. Conduct independent research using a breadth of pharmacological processes.	<input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Does not meet expectations
5. Think critically to address research challenges.	<input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Does not meet expectations
6. Collaborate with other investigators within or outside the thesis lab.	<input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Does not meet expectations
7. Foster ethical and professional conduct in the sciences.	<input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Does not meet expectations
8. Communicate complex ideas in a clear and understandable manner.	<input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Does not meet expectations
9. Explore career development opportunities in industry, government, and academia to realize professional goals and paths.	<input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Does not meet expectations
10. Develop teaching and mentoring skills in lecture, laboratory, and/or outreach settings.	<input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Does not meet expectations

Overall evaluation of the student's progress: (Includes student's progress to degree, major strengths and weaknesses, and concerns you may have for the student.)

Please discuss all issues raised in the preceding section with the student. Please describe any suggested plan of action:

Suggested Professional and/or Career Development activities:

Please check one box regarding the committee's decision about the student's performance on the Preliminary Exam. It is **REQUIRED** that one of the options be selected as a unanimous decision by the committee:

Pass

Written Revisions Required (Please state what revisions are necessary and the completion deadline for these revisions; use the back side of this form if additional space is needed.)

REVISIONS to be completed by: _____
(Date)

Written Revisions & A Repeat of Oral Defense Required (Please state what revisions are necessary and the completion deadline for these revisions; use the back side of this form if additional space is needed.)

REVISIONS to be completed by/date of next meeting: _____
(Date)

Fail (In granting a Fail, the committee must state their recommendations to the student as to the next step. See the Preliminary Exam section of the MCP Handbook for suggestions.)

Signatures:	
Student:	
Advisor:	
Committee Member:	
Committee Member:	
Committee Member:	