

Graduate Program Goals	IBS Goals	Outcomes/Objectives	Year	Early Assessments	Late Assessments
1. Knowledge and Scholarly Formation	Students will be able to demonstrate deep knowledge of a more specialized aspect of the biological sciences. Students will be able to place research into the context of an integrating principle that is used across the biological sciences.	1A: Students will be able to summarize, analyze, and synthesize the advancement in a specific field/topic within the biological sciences. 1B: Students will be able to describe how integrative principles apply to specific field/topic of study within the biological sciences. 1C. Students will be able to critically read and apply scientific information.	2017-2018		
2. Research and Methodological Skills Relevant to Field	Students will demonstrate proficiency in the design and practice of research.	2A. Students will demonstrate proficiency in the design of research, using appropriate methodology to address a biological problem. 2B. Students will complete an original research project approved by their thesis committee.	2016-2017	8012 Integrated Evolutionary Processes paper-NSF style proposal	Thesis Will be taken from rubric that is in development
3. Communication Skills	Students will demonstrate proficiency in scientific oral and written communication.	3A. Students will complete a written thesis that meets the standards for research and analysis in the field, and successfully defend this thesis to the faculty on their committee. 3B. Students will give a public thesis seminar. 3C. Be able to describe and apply the professional practice, standards, and ethics of science.	2017-2018		
4. Leadership and Collaborative Skills	Students will demonstrate proficiency in working collaboratively on scientific projects.	4A. Students will demonstrate proficiency in carrying out collaborative projects, such as working with a mentor to create and carry out an original research project, peer review of colleagues' manuscripts, mentoring other students in research, working on collaborative research projects. Revise scholarly work in response to constructive feedback.	2018-2019		
5. Cultural Competence and Global Context Formation of the Field	Understand the process and culture of scientific enquiry.	5A. Be able to describe how cultural differences can influence the practice and analysis of scientific work. 5B. Be able to follow developments across their field in a global context.	2018-2019		