

**REPORT ON QUALIFYING EXAMINATION**

This report is to be completed *immediately* after the examination.

Name: \_\_\_\_\_ SID \_\_\_\_\_ Email \_\_\_\_\_

Date of Examination: \_\_\_\_\_ Department: \_\_\_\_\_

Report of the Committee including details of the voting to pass or fail the student:

Grade:  Honors  Pass  Fail

Signatures of Committee Members:

\_\_\_\_\_  
Print Name: \_\_\_\_\_

\_\_\_\_\_  
Print Name: \_\_\_\_\_

\_\_\_\_\_  
Print Name: \_\_\_\_\_

\_\_\_\_\_  
Print Name: \_\_\_\_\_

---

---

Instructions to the Department:

Please forward the results of the examination, using this form, to the Division of Graduate Studies.

In order to Advance to Candidacy, a student who has passed the Qualifying Examination must have a Dissertation Reading Committee approved by the Department and the Dean of Graduate Studies. The student must have no incomplete grades (I) on her/his record. In addition, a language requirement must be satisfied (depending on department requirements). The \$90 Advancement to Candidacy fee will be billed to the student's AIS account. The student will be officially advanced the following term after all of these requirements are met.

## Qualifying Exam Internal Score Sheet

Student Name: \_\_\_\_\_

Prospectus Advisor: \_\_\_\_\_

Qualifying Exam Chair: \_\_\_\_\_

Other Committee Members: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

### Score Sheet

1.	<b>Quality of Prospectus.</b> Is the prospectus well written? Is it of an appropriate length and quality?	1. <input type="checkbox"/> High Pass 2. <input type="checkbox"/> Pass 3. <input type="checkbox"/> Pass with Reservations 4. <input type="checkbox"/> Fail
2.	<b>Intellectual Merit of Proposed Research Question.</b> If executed well, is this a contribution to the literature? Could this be a dissertation chapter? Could this be a published paper?	1. <input type="checkbox"/> High Pass 2. <input type="checkbox"/> Pass 3. <input type="checkbox"/> Pass with Reservations 4. <input type="checkbox"/> Fail
3.	<b>Command of the Literature.</b> Is the student familiar with the relevant literature?	1. <input type="checkbox"/> High Pass 2. <input type="checkbox"/> Pass 3. <input type="checkbox"/> Pass with Reservations 4. <input type="checkbox"/> Fail
4.	<b>Relationship to Literature.</b> Can the student describe in precise terms how the proposed project will contribute to this literature? How exactly is it different than what has come before?	1. <input type="checkbox"/> High Pass 2. <input type="checkbox"/> Pass 3. <input type="checkbox"/> Pass with Reservations 4. <input type="checkbox"/> Fail
5.	<b>Thoroughness of Current Work.</b> If the paper is empirical, has the student shown what regressions she will run and what estimation strategy she will use? If the student already has access to the data, has the student done a “reasonable” amount of analysis already? If the data is not available, does the student know what the dataset includes, what the unit of observation is, how feasible it will be to obtain, etc.? If theoretical, has the student fully characterized the model and performed some informative comparative statics?	1. <input type="checkbox"/> High Pass 2. <input type="checkbox"/> Pass 3. <input type="checkbox"/> Pass with Reservations 4. <input type="checkbox"/> Fail
6.	<b>Feasibility.</b> Is this project viable? Does the student have a basic timeline for completing the project? Has the student run some preliminary regressions or done power calculations?	1. <input type="checkbox"/> High Pass 2. <input type="checkbox"/> Pass 3. <input type="checkbox"/> Pass with Reservations 4. <input type="checkbox"/> Fail

<b>Overall grade</b>	1. <input type="checkbox"/> High Pass 2. <input type="checkbox"/> Pass 3. <input type="checkbox"/> Pass with Reservations 4. <input type="checkbox"/> Fail
----------------------	---