

Digital Arts and New Media Program (DANM)

ORAL DEFENSE AND GRADUATION STATUS FORM

By the last day of instruction of the third quarter of the second year, the completed thesis project and paper must have been presented and submitted to the Thesis Committee in an oral defense.

By the last day of the third quarter of the second year, documentation of the thesis project and paper must be delivered to Program Manager.

By the last day of the third quarter of the second year, the Thesis Committee must send this form signed by members of the Committee to the program manager that states whether the student may graduate.

The committee members' and chair's signatures on this form indicate the formal status of the student's graduation. The signed form must be filed with the Program Manager at ftrice@ucsc.edu, 459-1554 and added to the student's file.

Instructions: Please complete this form and submit it to the DANM program manager by the last day of spring quarter.

During the Oral Defense the Committee assesses whether the student successfully addressed the Critique Topics identified during the Studio Review for the MFA Exhibition, as well as their oral and written communication skills. Please note that the form includes 3 pages. *One copy of this form may be completed by the chair.*

Student Name: _____

- Completed oral defense and successfully addressed the Critique Topics.
- May graduate
- May not graduate. If not, please attach terms of completion of degree, including deadlines, to this form.

Committee

Committee Chair: _____ Department: _____

Committee Member: _____ Department: _____

Committee Member: _____ Department: _____

Department approval

DANM Program Chair Signature

Date

One copy of this form may be completed by the chair.

Note how (and how successfully) the student addressed each topic:

Critique topics	Explain in 1-2 sentences how the student addressed each critique (what was and was not sufficiently addressed)	The extent to which the student addressed each topic
1.		<input type="radio"/> Does not meet expectations <input type="radio"/> Almost meets expectations <input type="radio"/> Meets expectations <input type="radio"/> Exceeds expectations
2.		<input type="radio"/> Does not meet expectations <input type="radio"/> Almost meets expectations <input type="radio"/> Meets expectations <input type="radio"/> Exceeds expectations
3.		<input type="radio"/> Does not meet expectations <input type="radio"/> Almost meets expectations <input type="radio"/> Meets expectations <input type="radio"/> Exceeds expectations
4.		<input type="radio"/> Does not meet expectations <input type="radio"/> Almost meets expectations <input type="radio"/> Meets expectations <input type="radio"/> Exceeds expectations
5.		<input type="radio"/> Does not meet expectations <input type="radio"/> Almost meets expectations <input type="radio"/> Meets expectations <input type="radio"/> Exceeds expectations
6.		<input type="radio"/> Does not meet expectations <input type="radio"/> Almost meets expectations <input type="radio"/> Meets expectations <input type="radio"/> Exceeds expectations

Assessment of student’s professional communication skills during the Oral Defense

Please circle the appropriate level (cell) for each of the three criteria

Criteria:	Three levels		
Student demonstrated skills to ...	Not Yet Competent	Competent	Sophisticated
1. Engage in a real-time discussion on their work in a critical and professional fashion	Struggles to respond in a meaningful way to criticism	Accepts and incorporates criticism	Transforms criticism into an expanded vision of or possibilities for their work
2. Link the work they did in the program to the wider aesthetic, political, spiritual, or cultural discourse(s)	Shows insufficient awareness of wider relevant discourse(s)	Clearly articulates proper connections	Contributes to moving the discourse forward
3. Speak effectively about their work	Struggles to articulate basic critical observations of their own work	Clearly articulates the meaning and importance of their work	Speaks about their own work in ways that enrich its appreciation and understanding by the committee

Comments _____

See next page for the written communication criteria

Assessment of written communication skills demonstrated in the paper

Please circle the appropriate level (cell) for each criterion

Criteria/Levels	Not Yet Competent	Competent	Sophisticated	Masterful
Theoretical Groundwork	Does not indicate the author understands the theories used	Demonstrates a reasonable grasp of theories used	Demonstrates a <i>critical</i> understanding of theories used	Adds something new to general understandings of the theories used
Use of Evidence	Evidence is weak, does not support theory, or is not properly analyzed.	Uses good but unoriginal evidence, makes correct but basic or well-known conclusions.	Judicious selection of evidence, critical use of evidence, deep analysis.	Uncovers something unknown or unexamined by the general scholarship on the subject.
Citations	Excessive quoting or many instances of missing citations. May not follow one citation style.	Occasional awkward use of paraphrasing and quotation. Some citations are murky or sporadically incorrect. Follows a specific citation style.	Correct choices of paraphrasing and quotation to produce coherent analysis. All evidence and ideas are properly cited.	Effective choices of paraphrasing and quotation. All evidence and ideas are properly cited; citations follow a specific style.
Organization	Argument is poorly constructed or difficult to follow	Well-organized paper with minor deficiencies in logical flow or clarity of the argument; shows step-by-step analysis.	Throughout the paper: logical flow, step-by-step analysis, clear, coherent argumentation.	Argument appears to flow "naturally" or "organically". Clear, powerful argumentation.
Clarity and Style	Systematic grammar or spelling errors; the reader can understand the main ideas but must stop for clarification.	Occasional grammatical and/or spelling errors; may lack grace or fluidity in writing	Excellent grammar, spelling; communicates all ideas clearly with a minimum of jargon	Writing particularly elegant, funny, or otherwise aesthetically pleasing (without compromising argument). Excellent grammar and spelling.

Comments _____
