UC RIVERSIDE School of Medicine
DIVISION OF BIOMEDICAL SCIENCES

Biomedical Sciences Graduate Program
Master's Individual Development Plan

Student Name: _____ **Program/Dept:** _____

Term and Year of Entry to Program: Fall 2026

MS Plan: Thesis ☐ Comprehensive ☐ MS Path: "PhD" ☐ "MD" ☐ Terminal ☐

Plan Requirements At-A-Glance:

Thesis Plan: ≥ 12 units of research (~12 hrs/week for 3 quarters). 3 committee members.
Target: 18 months + written thesis.
Comprehensive Exam Plan: ≥ 8 units of research (~12 hrs/week for 2 quarters). 2 committee members.
Target: 12-18 months + written essay exam.

Professional/Career Objective (e.g. position within Academia, Industry, Government, Other-specify)

Primary Objective	
Secondary Objective	

Mentor(s) Please list your primary faculty advisor and other mentors (strongly encouraged) who will enhance the training experience by supporting your development in various skill sets.

Mentor #1 (Major Professor)	

Mentor #2 (if applicable)	

Mentor #3 (if applicable)	

The IDP is meant to cover various areas of training. As each graduate student will have a unique plan, areas of training will be defined by the graduate student in collaboration with his/her mentor/s. Suggested areas of training are Research Activities, Research Productivity (i.e. publications, presentations, patents, etc.), Professional Development (e.g. professional associations, conferences/meetings, workshops, improvement of teaching methods, etc.) and Other (customized by student).

The graduate student and the mentor/s will assess the skill set of the student in each of these areas and then define short-term and long-term goals in how to develop their skills. In addition, the entire training period needs to be considered in the IDP as goals may have a particular sequence or necessary timeframe for success. Please note that the length of training may be from 1-2 years, thus use the number of years appropriate to the individual's situation. Mentor/s will guide the student in how to meet these goals to best achieve the desired career outcome.

At least annually (recommended every 6 months with the student's primary mentor), the MS student will meet with the mentor/s, preferably on an individual basis, to ensure that the goals are specific, realistic and being met in a timely manner. Goals will also need to be reassessed to address the needs of the individual and to reflect the changing nature of research and/or the student's career goals.

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Training Skills Assessment

Please list the student's skill strengths and ones that require improvement in the defined areas of training to help the individual reach the desired career objective. This portion is to be completed by the student and mentor/s. Alternatively, the student via correspondence with mentors can summarize the skills section.

	Student to Complete Section	Committee - Input on Student Skills Assessment
Skills Already Developed		
Skills to Develop		

Annual Plan

The **graduate student will work with their mentor/s to create goals and specific action steps** to address and gain skills necessary for the anticipated next career step. This plan will be updated and revised every **6 months**, when the student will assess each goal and indicate if it was met, is still in progress or needs revision.
Suggested Areas of Training are: Research Activities, Research Productivity, Professional Development, etc.

Goal 1 *(Area of Training)* *Completed by student* What exactly do you want to accomplish?	***Action Step*** *Goal 1* *Goal 2*	***Frequency:*** *weekly/monthly/quarterly)*	***Target Completion Date*** (Timeline: months 3/6/9/12)
6-month progress update			

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Goal 1 **Mentor Remarks**		
Mentor 1/Major Professor	Mentor 2	Mentor 3

To be completed by Mentor 1/Major Professor:
Date:_____ ☐ In Progress ☐ Met Goal ☐ Needs Revision

Goal 2 *(Area of Training) Completed by student*	***Action Step***	***Frequency:*** *weekly/monthly/quarterly)*	***Target Completion Date*** (Timeline: months 3/6/9/12)
6-month progress update			

Goal 2 Mentor Remarks		
Mentor 1/Major Professor	Mentor 2	Mentor 3

To be completed by Mentor 1/Major Professor:
Date:_____ ☐ In Progress ☐ Met Goal ☐ Needs Revision

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Goal 3 *(Area of Training) Completed by student*	***Action Step***	***Frequency:*** *weekly/monthly/quarterly)*	***Target Completion Date*** (Timeline: months 3/6/9/12)
6-month progress update			

Goal 3 Mentor Remarks		
Mentor 1/Major Professor	Mentor 2	Mentor 3

To be completed by Mentor 1/Major Professor:
Date:_____ ☐ In Progress ☐ Met Goal ☐ Needs Revision

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Goal 4 *(Area of Training) Completed by student*	***Action Step***	***Frequency:*** *weekly/monthly/quarterly)*	***Target Completion Date*** (Timeline: months 3/6/9/12)
6-month progress update			

Goal 4 Mentor Remarks		
Mentor 1/Major Professor	Mentor 2	Mentor 3

To be completed by Mentor 1/Major Professor:
Date:_____ ☐ In Progress ☐ Met Goal ☐ Needs Revision

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Plan Overview (to be completed by Major Professor)

The IDP is an overall plan for training. Goals for every year are important to help student's progress and build upon goals in successive years.

Year 1 Goal(s) Summary
Year 2 Goal(s) Summary

The Individual Development Plan has been discussed and reviewed by major professor and graduate student on (enter initial meeting date or revision date): _____

Major Professor signature: _____

Mentor 2 signature: _____

Mentor 3 signature (if applicable): _____

Graduate Student signature: _____

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Mandatory Committee Milestone Tracker:

- Meeting 1 (Within First 2 Quarters): Project & coursework path set.

  Date Completed: _____ Chair Initials: _____

- Meeting 2 (After First Year): Progress review and adjustment.

  Date Completed: _____ Chair Initials: _____

- Meeting 3 (1-2 Months Before Thesis/Exam): Approval to submit thesis or sit for the comprehensive exam.

  Date Completed: _____ Chair Initials: _____

The "**thesis path**" requires a minimum of 12 units of research time (3 hours each unit). This would equal about 12 hours per week for three quarters of research (or any other distribution of same hours across quarters). Students of course can spend more time in lab if their schedules allow for it, but are not required to. Time to degree is generally 18 months (6 quarters, with 2 additional summer quarters allowed), and culminates in a thesis based on their work in the lab (i.e., work on a project, relevant literature review, etc).

Committee: The student will be required to have 3 members (major professor/lab PI serves as chairperson) for their guidance/ thesis committee (will be same committee members). At least two members must be faculty in the Biomedical Sciences Graduate Program, https://biomed.ucr.edu/graduate-faculty. Students will meet with the committee in person or virtually, for convenience, at least 3 times: (i) within first two quarters to discuss the project/classes and set a path, (ii) after first year to discuss progress, (iii) 1-3 months before final submission of thesis to approve of the progress made on the project and other requirements for the MS degree, including classes.

The "**comprehensive path**" requires minimum of 8 units of research time (3 hours each unit) and is more of a "technical rotation" versus a traditional "thesis path". This would equal about 12 hours per week for two quarters of research (or any other distribution of same hours across quarters), with the goal of learning a new technique, etc., during this time. Students of course can spend more time in lab if their schedules allow for it, but are not required to. Time to degree is generally between 12-18 months (4-6 quarters, with additional summer quarter/s if requested), and culminates in a comprehensive written essay-style exam to complete the MS degree, which is based on content from their courses and research experience.

Committee: The student will be required to have 2 members (including lab PI) for their guidance committee. Students will meet with the committee in person or virtually, for convenience, 3 times: (i) within first two quarters to discuss the project/classes, and set a path, (ii) after first year to discuss progress, (iii) 1-3 months before comprehensive exam to discuss progress of MS components, including classes, and approve of moving forward to taking the comprehensive exam.