



TO: Graduate Program Leaders
FROM: Ryan C. Hendrickson, Dean
RE: CGS approved revision of Graduate School Learning Goals
DATE: December 10, 2020

Graduate Program Leaders:

I ask that you review closely the Council on Graduate Studies approved item 20-27 (December 8, 2020), which revised the Graduate School learning goals (see additional attached document). I thank CGS Chair, Dr. Lee Patterson and the CGS subcommittee who assisted with this process in leading these efforts, which entailed broad consultation and input.

In short, CGS approved of revised language in the “depth of content area” learning goal, and also approved a new learning goal in the broad area of ethical and professional responsibility. The vote was unanimous, and I believe reflects well on EIU graduate faculty members and CGS, who have moved our graduate programs in this direction.

Procedurally, as program leaders, you should now turn to your graduate program committees, and initiate discussions of how your program can best revise your assessment efforts to address these changes. I suggest that you work on a plan of action in the spring semester 2021, and begin gathering assessment data as appropriate to your program. By the fall 2022 assessment cycle, you should have made some effort to address the CGS revisions, and have data that addresses all five learning goals.

Thank you for your participation in this process, and for your earlier contributions in the CGS outreach efforts.



November 13, 2020

Council on Graduate Studies Assessment Subcommittee

Members: Dr. Lee Patterson, CGS Chair; Dr. Nikki Hillier, CGS Vice Chair; Dr. Beth Gill, Dr. Christina Edmonds-Behrend; Dean Hendrickson

Proposal for Graduate Learning Goals

- **A depth of content knowledge.** The depth of content knowledge can include program learning objectives related specifically to the knowledge base as defined by the discipline; specific skill sets in the areas of technology, leadership, management, or laboratory procedures; application of theory into practice; and/or competency as a performer, educator, artist, or conductor
- **Critical thinking and problem solving skills.** Critical thinking and problem solving can be assessed through various class assignments including laboratory procedures and reports; application of case studies and other simulated situations; and evaluations of health/medical status as well as by performance on the program's comprehensive knowledge component.
- **Effective oral and written communication skills.** Oral and written communication skills typically are assessed throughout the students' degree program. Regular course assignments, including position papers, lab reports, research reviews, technical presentations, debates, and facilitated discussions as well as performance as a graduate assistant, if appropriate, can be utilized.
- **Evidence of advanced scholarship through research and/or creative activity.** Advanced scholarship through research and creative activity is a critical component of all graduate degree programs. Evidence of scholarly activity might include formulating, conducting, and presenting original research, critically reviewing and synthesizing existing research, designing artwork or other creative works and composing a musical piece.
- Ethical and professional responsibility is an important component of graduate-level training and may include awareness of specific codes of ethics in a discipline, integrity in scholarship and research practices, professional disposition, respect and value for diversity and inclusion, and a commitment to respectful and responsible discourses within and beyond a discipline.

CGS Approval : 12-8-20