

Northwestern | THE GRADUATE SCHOOL

Program: - **Example – Arts and Humanities MA/MFA/PhD**

Graduate Program Goals/Mission Statement: *examples below, approximately one paragraph*

EX1: This is a cross-school program involving faculty from the Humanities, Social Sciences, Fine Arts, and Performing Arts. We train outstanding students for lifetime careers in academia, emphasizing simultaneous development of intellectual excellence in scholarship with pedagogical skills. Each student works with a committee unique to his or her interests and, in consultation with the Director of Graduate Studies and advisors, designs a program of study incorporating theatre with one or more other fields.

EX2: The graduate program as a whole is constructed to develop the two principal dimensions of scholarship: new research and enlivening teaching. Close attention is paid to the graduate student's skills as a writer and as a communicator. The department includes a highly acclaimed group of instructors, who are themselves committed to fostering an engaging pedagogical environment, to which graduate students contribute as both language instructors and teaching assistants. The goal of the program is to prepare students to become productive scholars and capable members of the academic profession. Students should acquire the proficiencies expected of faculty at a research university and an understanding of the three obligations of academic work: teaching, research, and institutional service.

Learning objective(s) <i>Students should be able to...</i>	Milestone/ Requirement/ Capacity	Assessment Strategies and Criteria* <i>How do we know this objective has been achieved? What criteria do we have to measure success?</i>
Contribute original research to scholarly community.	Dissertation Prospectus/ Research	<p><u>Assessment Strategy:</u> Committee assesses dissertation prospectus using collaboratively-constructed rubric, demonstrating levels of achievement.</p> <p><u>Criteria:</u> Offers an original thesis; Defines appropriate methodology; Delineates sources.</p>
Develop original materials for undergraduate teaching and demonstrate pedagogical rationale.	Oral Qualifying Exam/ Teaching	<p><u>Assessment Strategy:</u> Committee evaluates syllabi and oral presentation prioritizing specific criteria, demonstrating levels of achievement.</p> <p><u>Criteria:</u> Ability to answer questions and take critical feedback; ability to provide rationale for course content, primary and secondary source readings, and pedagogical goals.</p>
Articulate broader impacts of research	Dissertation writing funding application/ Communication	Funder reviews proposals; Student receives feedback from advisor, peers, Office of Fellowships, and TGS Proposal-writing workshop.
Create and communicate professional development plan.	Annual Meeting/ Career Development	Student shares plan annually with advisor and Director of Graduate Study at annual meeting; Student seeks appropriate resources in response to professional development plan, such as identifying career paths of program alumni.

*Please attach any existing criteria or rubrics for assessment models/milestones/requirements.

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Program: - **Example – Life Science MS/PhD/MPH**

Graduate Program Goals/Mission Statement: *examples below, approximately one paragraph*

EX1: The primary mission of the program is to foster an academic and research environment that allows students to gain experience, skills and knowledge to become scholars, leaders, and practitioners in plant biology and conservation.

EX2: The mission of the program is to train young scientists to apply epidemiologic and biostatistical reasoning and methods when engaged in biomedical research in a range of applications.

EX3: The mission of the program is to improve the health of the people of Chicago, the United States, and the world, by engaging students, faculty, and community partners in innovative and replicable education, research, and service programs in population health.

The primary mission of the program is to encourage the development of our Ph.D. students as independent, creative research scientists and teachers.

Learning objective(s) <i>Students should be able to...</i>	Milestone/ Requirement /Capacity	Assessment Strategies and Criteria* <i>How do we know this objective has been achieved?</i> <i>What criteria do we have to measure success?</i>
Contribute original research to scholarly community.	Master's Thesis or Dissertation / Research	<p>Assessment Strategy: Committee assesses dissertation using collaboratively-constructed rubric, demonstrating levels of achievement.</p> <p>Criteria: Offers an original thesis; Defines appropriate methodology; Delineates sources; Adheres to scientific method.</p>
Manage effective lab subgroup.	Organization and Management/ Leadership and Collaboration	<p>Assessment Strategy: Assessed annually by PI with information gathered from postdoctoral fellows, lab managers and peers.</p> <p>Criteria: demonstrates effective time management; execution and documentation of experiments; interest and curiosity; maturity and effective communication; productive mentoring.</p>
Articulate broader impacts of research	Application for NSF funding/ Communication	NSF reviews funding proposals; Student receives feedback from advisor, peers, Office of Fellowships, and TGS Proposal-writing workshop.
Create and communicate professional development plan.	Annual Meeting/Career Development	Student shares plan annually with advisor and Director of Graduate Study at annual meeting; Student seeks appropriate resources in response to professional development plan, such as identifying career paths of program alumni.
Develop classroom activities for a specific discussion section.	Teaching	Teaching assistant collaborates with professor and fellow TAs. TA conducts pre- and post-classroom assessment of undergraduate knowledge.

*Please attach any existing criteria or rubrics for assessment models/milestones/requirements.

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Program: - **Example – Physical Sciences, Mathematics, and Engineering MS/PhD**

Graduate Program Goals/Mission Statement: *examples below, approximately one paragraph*

EX1: We empower our students to gain technical, design, and management skills needed for leadership. The graduate program teaches engineers how to address design problems using a human-centered approach and introduces design thinking – an innovative process of user observation, visualization, rapid prototyping, and iteration.

EX2: The graduate program is aimed at guiding students toward original research. At the end of the program (normally by the end of the fifth year of study) students are expected to submit and defend a PhD thesis that contributes new results to the body of mathematical knowledge.

EX3: The goal of the program is to provide opportunity, education, and mentoring to develop each PhD student into a productive scientist in two phases: education and scientific activity. In graduate classes, students learn fundamentals and also develop more specialized knowledge. In fulfilling teaching duties, PhD students learn communication skills and how to effectively teach science. Through scientific activity, students become increasingly effective at pushing knowledge forward in their area of study, at communicating their results to a broad audience through publications and oral presentations, and at becoming leaders of scientific thought.

Learning objective(s) <i>Students should be able to...</i>	Milestone/ Requirement/ Capacity	Assessment Strategies and Criteria* <i>How do we know this objective has been achieved? What criteria do we have to measure success?</i>
Design a research project.	Master's Thesis or second year project/ Research	<u>Assessment Strategy:</u> Faculty committee and external industry leaders review projects with specific criteria, demonstrating levels of achievement. <u>Criteria:</u> Offers an original thesis; Defines appropriate methodology; Delineates sources; Adheres to scientific method.
Manage effective lab subgroup.	Organization and Management/ Leadership and Collaboration	<u>Assessment Strategy:</u> Assessed annually by PI with information from postdoctoral fellows, lab managers and peers. <u>Criteria:</u> demonstrates effective time management; execution and documentation of experiments; interest and curiosity; maturity and effective communication; productive mentoring.
Articulate broader impacts of research	Application for NSF funding/ Communication	NSF reviews funding proposals; Student receives feedback from advisor, peers, Office of Fellowships, and TGS Proposal-writing workshop.
Create and communicate professional development plan.	Annual Meeting/ Career Development	Student shares plan annually with advisor and Director of Graduate Study at annual meeting; Student seeks appropriate resources in response to professional development plan, such as identifying career paths of program alumni.
Develop classroom activities for a specific discussion section.	Teaching	Teaching assistant collaborates with professor and fellow TAs. TA conducts pre- and post-classroom assessment of undergraduate knowledge.

*Please attach any existing criteria or rubrics for assessment models/milestones/requirements.

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Program: - **Example – Social and Behavioral Sciences MA/MS/PhD**

Graduate Program Goals/Mission Statement: *examples below, approximately one paragraph*

EX1: The main goal of the Ph.D. program is to train students to become thoughtful, independent, and exceptional researchers. The program expects students to contribute to its collaborative and collegial culture and to take an active part in this community. We train graduate students to harness the strengths of different approaches in basic research, in effective teaching, and in the application of the discipline both inside and outside of academia.

EX2: The mission of the program is to educate students to become knowledgeable, competent, systemic, culturally sensitive, ethical, and empirically-informed practitioners and scholars. Graduates of the program are expected to exhibit a beginning level of competence with a variety of presenting problems, utilize the IPCM framework to integrate knowledge from the field into practice, demonstrate cultural sensitivity in their work, and have an appreciation for research, particularly research on family relationships and the process and outcome of therapy. In this program, students will explore the depth and complexities of the psychodynamic perspective, its emphasis on the centrality of the therapeutic relationship, and the importance of therapist self-reflection.

Learning objective(s) <i>Students should be able to...</i>	Milestone/ Requirement/ Capacity	Assessment Strategies and Criteria* <i>How do we know this objective has been achieved? What criteria do we have to measure success?</i>
Contribute original research to scholarly community and apply appropriate research methodology and analyses given particular research question.	Dissertation/ Research	<u>Assessment Strategy:</u> Committee assesses dissertation using collaboratively-constructed rubric, demonstrating levels of achievement. <u>Criteria:</u> Offers an original thesis; Defines and uses appropriate methodology; Delineates sources; Evaluates scholarly discourses.
Create and communicate professional development plan.	Annual Meeting/ Career Development	Student shares plan annually with advisor and Director of Graduate Study at annual meeting; Student seeks appropriate resources in response to professional development plan, such as identifying career paths of program alumni.
Articulate broader impacts of research	Application for research funding/ Communication	Funder reviews proposals; Student receives feedback from advisor, peers, Office of Fellowships, and TGS Proposal-writing workshop.
Enact ethical research methodologies and practices.	Research Methods Course XXX/ Research	Criteria: Fosters ethical problem-solving skills; increase the ability to recognize ethical issues in design and conduct of research; identify and understand clinical ethics regulations, policies, and resources.
Develop classroom activities for a specific discussion section.	Teaching	Teaching assistant collaborates with professor and fellow TAs. TA conducts pre- and post-classroom assessment of undergraduate knowledge.

*Please attach any existing criteria or rubrics for assessment models/milestones/requirements.