**The Degree Qualifications Profile**

Information below taken verbatim from:

Adelman C., Ewell P., Gaston P., Schneider C. G. (2016). *The Degree Qualifications Profile: A learning-centered framework for what college graduates should know and be able to do to earn the associate, bachelor’s or master’s degree.* Indianapolis, IN: Lumina Foundation.

1. **Specialized Knowledge**

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| Bachelor’s Level | Master’s Level |
| * + - Defines and explains the structure, styles and practices of the field of study using its tools, technologies, methods and specialized terms.
 | * Elucidates the major theories, research methods and approaches to inquiry and schools of practice in the field of study, articulates their sources and illustrates both their applications and their relationships to allied fields of study.
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| * + - Investigates a familiar but complex problem in the field of study by assembling, arranging and reformulating ideas, concepts, designs and techniques.
 | * Assesses the contributions of major figures and organizations in the field of study, describes its major methodologies and practices and illustrates them through projects, papers, exhibits or performances.
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| * + - Frames, clarifies and evaluates a complex challenge that bridges the field of study and one other field, using theories, tools, methods and scholarship from those fields to produce independently or collaboratively an investigative, creative or practical work illuminating that challenge.
 | * Articulates significant challenges involved in practicing the field of study, elucidates its leading edges and explores the current limits of theory, knowledge and practice through a project that lies outside conventional boundaries.
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| * + - Constructs a summative project, paper, performance or application that draws on current research, scholarship and techniques in the field of study.
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1. **Broad and Integrative Knowledge**

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| Bachelor’s Level | Master’s Level |
| * Describes and evaluates the ways in which at least two fields of study define, address, and interpret the importance for society of a problem in science, the arts, society, human services, economic life or technology. Explains how the methods of inquiry in these fields can address the challenge and proposes an approach to the problem that draws on these fields.
 | * Articulates how the field of study has developed in relation to other major domains of inquiry and practice.
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| * Produces an investigative, creative or practical work that draws on specific theories, tools and methods from at least two core fields of study.
 | * Designs and executes an applied, investigative or creative work that draws on the perspectives and methods.
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| * Defines and frames a problem important to the major field of study, justifies the significance of the challenge or problem in a wider societal context, explains how methods from the primary field of study and one or more core fields of study can be used to address the problem, and develops an approach that draws on both the major and core fields.
 | * Articulates and defends the significance and implications of the work in the primary field of study in terms of challenges and trends in a social or global context.
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1. **Intellectual Skills**
* ***Analytic inquiry***

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| Bachelor’s Level | Master’s Level |
| * Differentiates and evaluates theories and approaches to selected complex problems within the chosen field of study and at least one other field.
 | * Disaggregates, reformulates and adapts principal ideas, techniques or methods at the forefront of the field of study in carrying out an essay or project.
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* ***Use of information resources***

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| Bachelor’s Level | Master’s Level |
| * Locates, evaluates, incorporates, and properly cites multiple information resources in different media or different languages in projects, papers, or performances.
 | * Provides evidence (through papers, projects, notebooks, computer files or catalogues) of contributing to, expanding, evaluating or refining the information base within the field of study.
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| * Generates information through independent or collaborative inquiry and uses that information in a project, paper, or performance.
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* ***Engaging diverse perspectives***

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| Bachelor’s Level | Master’s Level |
| * Frames a controversy or problem within the field of study in terms of at least two political, cultural, historical, or technological forces, explores and evaluates competing perspectives on the controversy or problem, and presents a reasoned analysis of the issue, either orally or in writing that demonstrates consideration of the competing views.
 | * Investigates through a project, paper or performance a core issue in the field of study from the perspective of a different point in time or a different culture, language, political order or technological context and explains how this perspective yields results that depart from current norms, dominant cultural assumptions or technologies.
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| * Constructs a written project, laboratory report, exhibit, performance, or community service design expressing an alternate cultural, political or technological vision and explains how this vision differs from the current realities.
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* ***Ethical reasoning***

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| Bachelor’s Level | Master’s Level |
| * Analyzes competing claims from a recent discovery, scientific contention or technical practice with respect to benefits and harms to those affected; articulates the ethical dilemma inherent in the tension of benefits and harm;, and either (a) arrives at a clearly expressed reconciliation of that tension that is informed by ethical principles or (b) explains why such a reconciliation cannot be accomplished.
 | * Articulates and challenges a tradition, assumption or prevailing practice within the field of study by raising and examining relevant ethical perspectives through a project, paper or performance.
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| * Identifies and elaborates key ethical issues present in at least one prominent social or cultural problem, articulates the ways in which at least two differing ethical perspectives influence decision making concerning those problems, and develops and defends an approach to address the ethical issue productively.
 | * Distinguishes human activities and judgements particularly subject to ethical reasoning from those less subject to ethical reasoning.
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* ***Quantitative fluency***

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| Bachelor’s Level | Master’s Level |
| * Translates verbal problems into mathematical algorithms to construct valid arguments using the accepted symbolic system of mathematical reasoning and presents the resulting calculations, estimates, risk analyses or quantitative evaluations of public information in papers, projects or multimedia presentations.
 | * Uses logical, mathematical or statistical methods appropriate to addressing a topic or issue in a primary field that is not for the most part quantitatively based.

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| * Constructs mathematical expressions where appropriate for issues initially described in non-quantitative terms.
 | * Articulates and undertakes multiple appropriate applications of quantitative methods, concepts and theories in a field of study that is quantitatively based.
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|  | * Identifies, chooses and defends the choice of a mathematical model appropriate to a problem in the social sciences or applied sciences.
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* ***Communicative fluency***

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| Bachelor’s Level | Master’s Level |
| * Constructs sustained, coherent arguments, narratives or explications of issues, problems or technical issues and processes, in writing and at least one other medium, to general and specific audiences.
 | * Creates sustained, coherent arguments or explanations summarizing his/her work on that of collaborators in two or more media or languages for both general and specialized audiences.
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| * Conducts an inquiry concerning information, conditions, technologies or practices in the field of study that makes substantive use of non-English-language sources.
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| * Negotiates with one or more collaborators to advance an oral argument or articulate an approach to resolving a social, personal or ethical dilemma.
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1. **Applied and Collaborative Learning**

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| Bachelor’s Level | Master’s Level |
| * Prepares and presents a project, paper, exhibit, performance or other appropriate demonstration linking knowledge or skills acquired in work, community or research activities with knowledge acquired in one or more fields of study, explains how those elements are structured, and employs appropriate citations to demonstrate the relationship of the product to literature in the field.
 | * Creates a project, paper, exhibit, performance or other appropriate demonstration reflecting the integration of knowledge acquired in practicum, work, community or research activities with knowledge and skills gleaned from at least two fields of study in different segments of the curriculum. Articulates the ways in which the two sources of knowledge influenced the result.
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| * Negotiates a strategy for group research or performance, documents the strategy so that others may understand it, implements the strategy, and communicates the results.
 | * Designs and implements a project or performance in an out-of-class setting that requires the application of advanced knowledge gained in the field of study to a practical challenge, articulates in writing or another medium the insights gained from this experience, and assesses (with appropriate citations) approaches, scholarly debates or standards for professional performance applicable to the challenge.
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| * Writes a design, review or illustrative application for an analysis or case study in a scientific, technical, education or communications context.
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| * Completes a substantial project that evaluates a significant question in the student’s field of study, including an analytic narrative of the effects of learning outside the classroom on the research or practical skills employed in executing the project.
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1. **Civic and Global Learning**

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| Bachelor’s Level | Master’s Level |
| * Explains diverse positions, including those representing different cultural, economic, and geographic interests, on a contested public issue, and evaluates the issue in light of both those interests and evidence drawn from journalism and scholarship.
 | * Assesses and develops a position on a public policy question with significance in the field of study, taking into account both scholarship and published or electronically posted positions and narratives of relevant interest groups.
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| * Develops and justifies a position on a public issue and relates this position to alternate views held by the public or within the policy environment.
 | * Develops a formal proposal, real or hypothetical, to a non-governmental organization addressing a global challenge in the field of study that the student believes has not been adequately addressed.
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| * Collaborates with others in developing and implementing an approach to a civic issue, evaluates the strengths and weaknesses of the process, and, where applicable, describes the result.
 | * Proposes a path to resolution of a problem in the field of study that is complicated by competing national interests or by rival interests within a nation other than the U.S.
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| * Identifies a significant issue affecting countries, continents or culture, presents quantitative evidence of that challenge through tables and graphs, and evaluates the activities of either non-governmental organizations or cooperative inter-governmental initiatives in addressing that issue.
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