# Degree Specification Rubric, Masters Degree Cohorts

DQP work defines a discipline's 'core' of learning and makes explicit what experts already recognize as key elements within the discipline. When confirmation of degree-level outcomes uses the DQP, there is a framework for articulating and organizing the program competencies and student learning outcomes that ensures all areas of learning are addressed. It also ensures that degree specifications across disciplines at an institution (and those across institutions within like disciplines, if "alignment" processes are undertaken for this purpose) have a shared vocabulary and the same components in that critical section of the degree specification.

The degree specification presented here provides key information to reviewing parties. At the foundation is the DQP-tuned identification of degree level learning and competencies. After a degree specification is completed, the result will be a honed description of the discipline core, an idea of career pathways in the discipline, and a standardized format containing a description of the degree ready to obtain any necessary institutional approvals.

| Degree Specification | |
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| The description of a degree that can accompany a student's transcript and that explains to employers and transfer institutions the nature of the program completed and the competencies and learning achieved. | |
| **Degree Name:** | |
| **Purpose Statement:**<br>Provide a succinct statement of the program philosophy as it relates to the specific degree. | |
| **Characteristics:**<br>Highlight the distinctive elements of this degree track, including disciplines and featured subject areas. | |
| **Career Pathways:**<br>Describe the possible careers for the degree. | |
| **Education style:**<br>Identify learning and teaching approaches (like lecture, seminar, or labs) and describe possible assessment methods. | |
| **Core learning and competencies:**<br> Insert the DQP-aligned SLOs for this degree [separate grid for this work attached].<br>　**Specialized Knowledge**<br>　**Broad, Integrative Knowledge**<br>　**Intellectual Skills**<br>　**Applied Learning**<br>　**Global and Civic Learning**<br>　**Other (institution-specific)** | |

# Worksheet for Completing Core learning and Competencies to Include in the Degree Specification

Please consider the rubric below for defining and/or aligning program competencies and degree level student learning outcomes for each of the specified areas in the DQP. For a particular degree, details of the discipline or area of study are inserted in outcomes language, along with learning achieved from the general education component. During the development and alignment process, discussion of assessment methods often helps ensure measurability of outcomes.

Please note: both specialized and broad, integrative knowledge outcomes can be achieved within the degree discipline; likewise, both specialized and broad, integrative knowledge outcomes can be achieved in degree courses from outside the discipline.

## DQP COMPETENCIES FOR ALL MASTERS DEGREES

| Outcomes from DQP | Outcomes for degree which address the DQP outcomes |
|---|---|
| **SPECIALIZED KNOWLEDGE** **(Knowledge acquired in a specialized field of study to attain "depth of learning/mastery" competencies).** The student: | |
| • 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. <br> • 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. <br> • 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. | |
| **BROAD, INTEGRATIVE KNOWLEDGE** **(Knowledge acquired in general education fields to attain "breadth of learning/liberal education" competencies).** The student: | |
| • Articulates how the field of study has developed in relation to other major domains of inquiry and practice. <br> • Designs and executes an applied, investigative or creative work that draws on the perspectives and methods of other fields of study and assesses the resulting advantages and challenges of including these perspectives and methods. <br> • 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. | |
| **INTELLECTUAL SKILLS: analytic inquiry; use of information resources; engaging diverse perspectives; quantitative fluency; communication fluency (all of which facilitate attainment of learning outcomes across the other categories).** | |
| 1. Analytic Inquiry: The synthesizing cognitive operations of assembling, combining, formulating, evaluating and reconstructing information, foundational to all learning, are addressed throughout the DQP. But analytic inquiry, though it is involved in such synthesis, requires separate treatment as the core intellectual skill that enables a student to examine, probe and grasp the assumptions and conventions of different areas of study, as well as to address complex questions, problems, materials and texts of all types. The student: | |
| • Disaggregates, reformulates and adapts principal ideas, techniques or methods at the forefront of the field of study in carrying out an essay or project. | |

| Outcomes from DQP | Outcomes for degree which address the DQP outcomes |
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| 2. Engaging Diverse Perspectives<br>Every student should develop the intellectual flexibility and broad knowledge that enables perception of the world through the eyes of others, i.e., from the perspectives of diverse cultures, personalities, places, times and technologies. This proficiency is essential to intellectual development and to both Applied and Collaborative Learning and Civic and Global Learning.<br>The student: | |
| • 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.<br>• Frames a controversy or problem within the field of study in terms of at least two political, cultural, historical or techno-logical 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. | |
| 3. Ethical Reasoning<br>Analytic reasoning, the use of information resources, communication, and diverse perspectives should be brought to bear on situations, both clear and indeterminate, where tensions and conflicts, disparities and harms emerge, and where a particular set of intellectual skills is necessary to identify, elaborate and, if possible, resolve these cases. Ethical reasoning thus refers to the judicious and self-reflective application of ethical principles and codes of conduct resident in cultures, professions, occupations, economic behavior and social relationships to making decisions and taking action.<br>The student: | |
| • 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.<br>• Distinguishes human activities and judgments particularly subject to ethical reasoning from those less subject to ethical reasoning. | |
| 4. Quantitative Fluency<br>Quantitative expressions and the issues they raise inform many tasks. In addition to essential arithmetic skills, the use of visualization, symbolic translation and algorithms has become critically important.<br>The student: | |
| • 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.<br>— or —<br>• Articulates and undertakes multiple appropriate applications of quantitative methods, concepts and theories in a field of study that is quantitatively based.<br>• Identifies, chooses and defends the choice of a mathematical model appropriate to a problem in the social sciences or applied sciences. | |
| 5. Communicative Fluency<br>The use of messages to achieve shared understanding of meaning depends on effective use of language, intentional engagement of audience, cogent and coherent iteration and negotiation with | |

| Outcomes from DQP | Outcomes for degree which address the DQP outcomes |
|---|---|
| others, and skillful translation across multiple expressive modes and formulations, including digital strategies and platforms.<br><br>The student: | |
| 6. Uses of Information Resources<br>There is no learning without information, and students must learn how to find, organize and evaluate information in order to work with it and perhaps contribute to it. At each degree level, these tasks become more complicated — by language, by media, by ambiguity and contradictions — and the proficiencies offered below reflect that ladder of challenge.<br><br>The student: | |
| 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. | |
| **APPLIED LEARNING (experience from outside the class is brought to bear on classroom material; classroom material is brought to bear on outside the class experiences).**<br><br>The student:<br>• 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.<br>• 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. | |
| **CIVIC AND GLOBAL LEARNING (developing a readiness and acceptance of each person's understanding of and obligation to contribute to their community).**<br><br>The student:<br>• 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.<br>• 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.<br>• 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. | |
| **INSTITUTION-SPECIFIC AREAS (as appropriate, that unique aspect of learning all degree earners attain by studying at your particular institution).**<br><br>Use this column to list other areas of learning the institution expects of each degree completer that may be unique or of unique importance to the institution. | |