Degree Specification Rubric, Bachelors 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 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: Provide a succinct statement of the program philosophy as it relates to the specific degree.	
Characteristics: Highlight the distinctive elements of this degree track, including disciplines and featured subject areas.	
Career Pathways: Describe the possible careers for the degree.	
Education style: Identify learning and teaching approaches (like lecture, seminar, or labs) and describe possible assessment methods.	
Core learning and competencies: Insert the DQP-aligned SLOs for this degree [separate grid for this work attached]. **Specialized Knowledge** **Broad, Integrative Knowledge** **Intellectual Skills** **Applied Learning** **Global and Civic Learning** **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 Bachelors 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:**	
Defines and explains the structure, styles and practices of the field of study using its tools, technologies, methods and specialized terms.	
Investigates a familiar but complex problem in the field of study by assembling, arranging and reformulating ideas, concepts, designs and techniques.	
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.	
Constructs a summative project, paper, performance or application that draws on current research, scholarship and techniques in the field of study.	
Broad, Integrative Knowledge (Knowledge acquired in general education fields to attain "breadth of learning/liberal education" competencies). **The student:**	
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.	
Produces an investigative, creative or practical work that draws on specific theories, tools and methods from at least two core fields of study.	
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.	
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	

Outcomes from DQP	Outcomes for degree which address the DQP outcomes
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:**	
Differentiates and evaluates theories and approaches to selected complex problems within the chosen field of study and at least one other field.	
2. Engaging Diverse Perspectives 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. **The student:**	
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 current realities.	
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 perspec-tives on the controversy or problem, and presents a rea-soned analysis of the issue, either orally or in writing, that demonstrates consideration of the competing views.	
3. Ethical Reasoning 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. **The student:**	
Analyzes competing claims from a recent discovery, scientific contention or technical practice with respect to benefits and harms to those affected, articulates the ethical dilemmas inherent in the tension of benefits and harms, 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.	
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.	
4. Quantitative Fluency 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. **The student:**	
Translates verbal problems into mathematical algorithms so as to construct valid arguments using the accepted symbolic	

Outcomes from DQP	Outcomes for degree which address the DQP outcomes
system of mathematical reasoning and presents the resulting calculations, estimates, risk analyses or quantitative evaluations of public information in papers, projects or multimedia presentations.	
Constructs mathematical expressions where appropriate for issues initially described in non-quantitative terms.	
5. Communicative Fluency 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 others, and skillful translation across multiple expressive modes and formulations, including digital strategies and platforms. **The student:**	
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.	
Conducts an inquiry concerning information, conditions, technologies or practices in the field of study that makes substantive use of non-English-language sources. Negotiates with one or more collaborators to advance an oral argument or articulate an approach to resolving a social, personal or ethical dilemma.	
6. Uses of Information Resources 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. **The student:**	
Locates, evaluates, incorporates, and properly cites multiple information resources in different media or different languages in projects, papers or performances.	
Generates information through independent or collaborative inquiry and uses that information in a project, paper or performance.	
APPLIED AND COLLABORATIVE LEARNING (experience from outside the class is brought to bear on classroom material; classroom material is brought to bear on outside the class experiences). **The student:**	
A. 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 relation-ship of the product to literature in the field. B. Negotiates a strategy for group research or performance, documents the strategy so that others may understand it, implements the strategy, and communicates the results. C. Writes a design, review or illustrative application for an analysis or case study in a scientific, technical, economic, business, health, education or communications context.	

Outcomes from DQP	Outcomes for degree which address the DQP outcomes
D. 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.	
CIVIC AND GLOBAL LEARNING (developing a readiness and acceptance of each person's understanding of and obligation to contribute to their community). **The student:**	
A. 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. B. 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. C. 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. D. Identifies a significant issue affecting countries, continents or cultures, 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.	
INSTITUTION-SPECIFIC AREAS (as appropriate, that unique aspect of learning all degree earners attain by studying at your particular institution). 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.	