Degree qualification profile (DQP) – The five categories of learning and proficiencies for master's level students

Specialized knowledge: At the master's level the student...
- Elucidates the major theories, research methods and approaches to inquiry and schools of practice in the field of student, articulates their sources and illustrates both their applications and their relationships to allied fields of study.
- 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 and performances.
- 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 and integrative knowledge: At the master's level the student...
- Articulates how the field of study has developed in relation to other major domains of inquiry and practice.
- 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.
- 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: At the master's level 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 (**analytic inquiry**)
- Provides evidence (through papers, projects, notebooks, computer files or catalogs) of contributing to, expanding, evaluating or refining the information base within the field of study (**use of information resources**)
- 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 (**engaging diverse perspectives**)
- 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 AND distinguishes human activities and judgments particularly subject to ethical reasoning from those less subject to ethical reasoning (**ethical reasoning**)
- 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 OR [articulates and undertakes multiple appropriate applications of quantitative methods, concepts and theories in a field of study that is quantitatively based AND Identifies, chooses and defends the choice of a mathematical model appropriate to a problem in the social sciences or applied sciences] (**quantitative fluency**)
- Creates sustained, coherent arguments or explanations summarizing his/her work or that of collaborators in two or more media or languages for both general and specialized audiences (**communicative fluency**)

Applied and collaborative learning: At the master's level the student...
- 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
- 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: At the master's level the student...
- 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.
- 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.
- 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 US.