



Degree Qualifications Profile Outcomes

ID	Level	Category	Subcategory	Outcome
1	1.2	Specialized Knowledge		Describes the scope and principal features of his/her field of study, citing at least some of its core theories and practices, and offers a similar explication of at least one related field.
2	1.2	Specialized Knowledge		Illustrates contemporary terminology used in the field.
3	1.2	Specialized Knowledge		Generates substantially error-free products, reconstructions, data, etc. or juried exhibits or performances as appropriate to the field.
4	2.2	Specialized Knowledge		Defines and explains the boundaries and major sub-fields, styles, and/or practices of the field.
5	2.2	Specialized Knowledge		Defines and properly uses the principal specialized terms used in the field, both historical and contemporaneous.
6	2.2	Specialized Knowledge		Demonstrates fluency in the use of tools, technologies and methods common to the field.
7	2.2	Specialized Knowledge		Evaluates, clarifies and frames a complex question or challenge, using perspectives and scholarship drawn from the student's major field and at least one other field.
8	2.2	Specialized Knowledge		Constructs a project related to a familiar but complex problem in his/her field of study by independently assembling, arranging and reformulating ideas, concepts, designs and/or techniques.
9	2.2	Specialized Knowledge		Constructs a summative project, paper, performance or practice-based performance that draws on current research, scholarship and/or techniques in the field.
10	3.2	Specialized Knowledge		Elucidates the major theories, research methods and approaches to inquiry and/or schools of practice in his or her field; articulates their sources; and illustrates both their applications and their relationships to allied fields.
13	3.2	Specialized Knowledge		Articulates a full range of challenges involved in practicing the field; elucidates the leading edges of the field; and delineates the current limits of theory, knowledge and/or practice in the field by independently initiating, assembling, arranging and reformulating ideas, concepts, designs and/or techniques in carrying out a project directed at a challenge in his or her field that lies outside conventional boundaries.
11	3.2	Specialized Knowledge		Assesses the contributions of major figures (and/or organizations, if applicable) in his or her field, describes the major methodologies and/or practices in his or her field; and implements at least two of them through projects, papers, exhibits or performances.
14	1.2	Broad, Integrative Knowledge		Describes how existing knowledge or practice is advanced, tested and revised.
15	1.2	Broad, Integrative Knowledge		Describes and examines a range of perspectives on key debates and their significance both within the field and in society.
17	1.2	Broad, Integrative Knowledge		Selects and applies recognized methods of the field in interpreting characteristic discipline-based problems.
16	1.2	Broad, Integrative Knowledge		Illustrates core concepts of the field while executing analytical, practical or creative tasks.
18	1.2	Broad, Integrative Knowledge		Assembles evidence relevant to characteristic problems in the field, describes the significance of the evidence, and uses the evidence in analysis of these problems.
19	1.2	Broad, Integrative Knowledge		Describes the ways in which at least two disciplines define, address and interpret the importance of a contemporary challenge or problem in science, the arts, society, human services, economic life or technology.
20	2.2	Broad, Integrative Knowledge		Frames a complex scientific, social, technological, economic or aesthetic challenge or problem from the perspectives and literature of at least two academic fields, and proposes a best approach to the question or challenge using evidence from those fields.

21	2.2	Broad, Integrative Knowledge		Produces, independently or collaboratively, an investigative, creative or practical work that draws on specific theories, tools and methods from at least two academic fields.
22	2.2	Broad, Integrative Knowledge		Explains a contemporary or recurring challenge or problem in science, the arts, society, human services, economic life or technology from the perspective of at least two academic fields, explains how the methods of inquiry and/or research in those disciplines can be brought to bear in addressing the challenge, judges the likelihood that the combination of disciplinary perspectives and methods would contribute to the resolution of the challenge, and justifies the importance of the challenge in a social or global context.
23	3.2	Broad, Integrative Knowledge		Articulates how his or her own field has developed in relation to other major domains of inquiry and/or practice.
24	3.2	Broad, Integrative Knowledge		Designs and executes an applied, investigative or creative work that draws on the perspectives and/or methods of other fields, and assesses the resulting gains and/or difficulties of including fields other than his or her own.
25	3.2	Broad, Integrative Knowledge		Articulates and defends the significance and implications of his or her own specialized work in terms of challenges, trends and/or developments in a social or global context.
26	1.2	Intellectual Skills	Analytic Inquiry	Identifies, categorizes and distinguishes among elements of ideas, concepts, theories and/or practical approaches to standard problems.
27	2.2	Intellectual Skills	Analytic Inquiry	Differentiates and evaluates theories and approaches to complex standard and non-standard problems within his or her major field and at least one other academic field.
28	3.2	Intellectual Skills	Analytic Inquiry	Disaggregates, adapts, reformulates and employs principal ideas, techniques or methods at the forefront of his or her field of study in the context of an essay or project.
29	1.2	Intellectual Skills	Use of Information Resources	Identifies, categorizes, evaluates and cites multiple information resources necessary to engage in projects, papers or performance in his or her program.
30	2.2	Intellectual Skills	Use of Information Resources	Incorporates multiple information resources presented in different media and/or different languages, in projects, papers or performances, with citations in forms appropriate to those resources, and evaluates the reliability and comparative worth of competing information resources.
31	2.2	Intellectual Skills	Use of Information Resources	Explicates the ideal characteristics of current information resources for the execution of projects, papers or performances; accesses those resources with appropriate delimiting terms and syntax; and describes the strategies by which he/she identified and searched for those resources.
32	3.2	Intellectual Skills	Use of Information Resources	Provides adequate evidence (through papers, projects, notebooks, computer files or catalogues) of contributing to, expanding, assessing and/or refining either a broadly recognized information resource or an information base within his or her field of study.
33	1.2	Intellectual Skills	Engaging Diverse Perspectives	Describes how knowledge from different cultural perspectives would affect his or her interpretations of prominent problems in politics, society, the arts and/or global relations.
34	2.2	Intellectual Skills	Engaging Diverse Perspectives	Constructs a cultural, political, or technological alternative vision of either the natural or human world, embodied in a written project, laboratory report, exhibit, performance, or community service design; defines the distinct patterns in this alternative vision; and explains how they differ from current realities.
35	3.2	Intellectual Skills	Engaging Diverse Perspectives	Addresses a core issue in his/her field of study from the perspective of either a different point in time, or a different culture, language, political order, or technological context, and explains how the alternative perspective contributes to results that depart from current norms, dominant cultural assumptions, or technologies--all demonstrated through a project, paper, or performance.
36	1.2	Intellectual Skills	Quantitative Fluency	Presents accurate calculations and symbolic operations, and explains how such calculations and operations are used in either his or her specific field of study or in interpreting social and economic trends.
37	2.2	Intellectual Skills	Quantitative Fluency	Translates verbal problems into mathematical algorithms and constructs valid mathematical arguments using the accepted symbolic system of mathematical reasoning.
38	2.2	Intellectual Skills	Quantitative Fluency	Constructs, as appropriate to his or her major field (or another field), accurate and relevant calculations, estimates, risk analyses or quantitative evaluations of public information and presents them in papers, projects or multi-media events.
39	3.2	Intellectual Skills	Quantitative Fluency	Students who are not seeking a degree in a quantitatively based field employ and apply mathematical, formal logic and/or statistical tools to problems appropriate to their field in a project, paper or performance.

40	3.2	Intellectual Skills	Quantitative Fluency	Students seeking a degree in a quantitatively based or quantitatively relevant field articulate and/or undertake multiple appropriate applications of quantitative methods, concepts and theories within their field of study.
41	1.2	Intellectual Skills	Communication Fluency	Presents substantially error-free prose in both argumentative and narrative forms to general and specialized audiences.
42	2.2	Intellectual Skills	Communication Fluency	Constructs sustained, coherent arguments and/or narratives and/or explications of technical issues and processes, in two media, to general and specific audiences.
43	2.2	Intellectual Skills	Communication Fluency	In a language other than English, and either orally or in writing, conducts an inquiry with a non-English-language source concerning information, conditions, technologies and/or practices in his or her major field.
44	2.2	Intellectual Skills	Communication Fluency	With one or more oral interlocutors or collaborators, advances an argument or designs an approach to resolving a social, personal or ethical dilemma.
45	3.2	Intellectual Skills	Communication Fluency	Creates sustained, coherent arguments or explanations and reflections on his or her work or that of collaborators (if applicable) in two or more media or languages, to both general and specialized audiences.
46	1.2	Applied Learning		Describes in writing at least one substantial case in which knowledge and skills acquired in academic settings are applied to a challenge in a non-academic setting; evaluates, using evidence and examples, the learning gained from the application; applies that learning to the question; and analyzes at least one significant concept or method related to his or her course of study in light of learning outside the classroom.
47	1.2	Applied Learning		Locates, gathers and organizes evidence on an assigned research topic addressing a course-related question or a question of practice in a work or community setting; offers and examines competing hypotheses in answering the question.
48	2.2	Applied Learning		Presents a discrete project, paper, exhibit or performance, or other appropriate demonstration that links knowledge and/or skills acquired in work, community and/or research activities with knowledge acquired in one or more disciplines; explains in writing or another medium how those elements were combined in the product to shape its intended meaning or findings; and employs appropriate citations to demonstrate the relationship of the product to literature in its field.
49	2.2	Applied Learning		Formulates a question on a topic that addresses more than one academic discipline or practical setting, locates appropriate evidence that addresses the question, evaluates the evidence in relation to the problem's contexts, and articulates conclusions that follow logically from such analysis.
50	2.2	Applied Learning		Completes a substantial field-based project related to his or her major course of study; seeks and employs insights from others in implementing the project; evaluates a significant challenge or question faced in the project in relation to core concepts, methods or assumptions in his or her major field; and describes the effects of learning outside the classroom on his or her research or practical skills.
51	3.2	Applied Learning		Creates a discrete project, paper, exhibit, performance or other appropriate demonstration reflecting the integration of knowledge acquired in practicum, work, community, and/or research activities with knowledge and/or skills gleaned from at least two academic disciplines in different segments of the curriculum (e.g., computer science and anthropology); fully documents the sources of the knowledge and/or skills reflected in the integration; articulates in writing how these elements influenced the resulting product; and assesses the significance of the work in light of major debates or developments in the student's primary field(s).
52	3.2	Applied Learning		Creates, designs and implements a project or performance in an out-of-class setting that requires the application of advanced knowledge gained in the program to a practical challenge; articulates in writing or another medium the insights gained from the field experience; assesses, with appropriate citations, selected approaches and/or scholarly debates applicable to the problem; articulates a reasoned judgment on selected issues encountered in the field; and assesses his or her own standards for professional performance and continuing development with specific reference to the experience.
53	1.2	Civic Learning		Describes his or her own civic and cultural background, including its origins and development, assumptions and predispositions.
54	1.2	Civic Learning		Describes diverse positions, historical and contemporary, on selected democratic values or practices, and presents his or her own position on a specific problem where one or more of these values or practices are involved.
55	1.2	Civic Learning		Takes an active role in a community context (work, service, co-curricular activities, etc.), and examines the civic issues encountered and the insights gained from the community experience.
56	2.2	Civic Learning		Explains diverse positions, including those of different cultural, economic and geographic interests, on a contested issue, and evaluates the issue in light of both those interests and evidence drawn from journalism and scholarship.
57	2.2	Civic Learning		Develops and justifies a position on a public issue and relates the position taken to alternative views within the community/policy environment.

58	2.2	Civic Learning		Collaborates with others in developing and implementing an approach to a civic issue, evaluates the strengths and weaknesses of the process and, where applicable, the result.
59	3.2	Civic Learning		Assesses and develops a position on a public policy question with significance in the student's own field, taking into account both scholarship and published positions and narratives of relevant interest groups.