

Putting it together: The matrix

Intellectual skills should be practiced *across* the educational experience and demonstrated in the context of both broad and specialized studies, in civic and global learning, in applied and collaborative learning, and in areas that represent institution-specific emphases. Although its simplicity understates the complexity of most curricula, the matrix suggests how the DQP can be used for assignment planning and for assessment of students' achievement of degree-level proficiencies. Many may wish to fine-tune the matrix so that it aligns more closely with the pursuit of degrees at their institutions. Then, to complete the matrix, faculty should identify where and how students will practice key intellectual skills and take part in applied learning tasks and assignments — an exercise supporting curriculum development and improvement.

The DQP as a prompt for integrative learning

Intellectual Skills	Degree-level proficiencies				
	Specialized Knowledge	Broad and Integrative Knowledge	Applied and Collaborative Learning	Civic and Global Learning	Institution-Specific Emphases*
Analytic inquiry					
Use of information resources					
Engaging diverse perspectives					
Ethical reasoning					
Quantitative fluency					
Communicative fluency					
Program-specific intellectual and practical skills					

* E.g., religious, artistic, technological, scientific, etc.