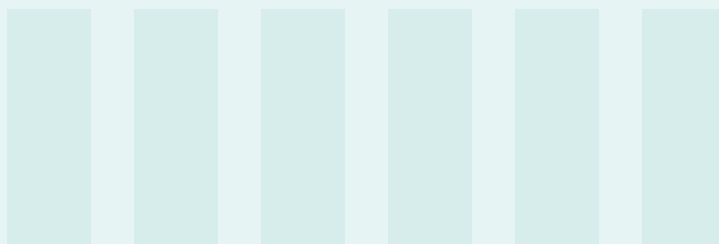




VERSION 3

# The DQP Grid

- 1 Specialized/Industry Knowledge
- 2 Broad and Integrative Knowledge
- 3 Intellectual Skills
- 4 Applied and Collaborative Learning
- 5 Civic/Democratic and Global Learning





# DQP

**The Degree Qualifications Profile (DQP) provides a baseline set of reference points for what students should know and be able to do to earn associate, bachelor's and master's degrees. It is designed to help higher education clearly define what postsecondary degrees should mean in terms of specific learning outcomes. It is a profile, to be adapted and modified by institutions of higher education. Unique to the DQP are the ways:**

- It focuses on students, every student, and what learning students acquire at different degree levels.
- It emphasizes the degree, not the field of study or industry of focus, reinforcing that learning happens in many places and in many ways throughout the diversity of educational institutions and educational and employment experiences.
- It emphasizes that students confront issues of equity and justice and interpret ideas and arguments from different points of reference (e.g., cultural, racial, social, technological, political).
- The statements within the DQP are intended not as statements of aspiration for some students, but as descriptions of what *every* graduate at a given level ought to know and be able to do. As a result, attention to content, effective pedagogy and processes of learning must be a priority to achieve active inclusion of all students and equity in learning outcomes.
- The language utilized in the the statements of the DQP employ active verbs (e.g., “identifies,” “categorizes,” “integrates,” “evaluates”) because such verbs describe what students actually do to demonstrate learning through their assignments.
- The DQP provides a *qualitative* set of important learning outcomes, not *quantitative* measures such as numbers of credits and grade-point averages, as the basis for awarding degrees.

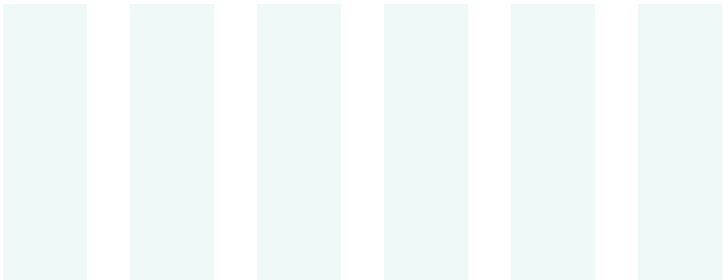
**The DQP's learning outcomes are organized within five broad, interrelated categories:**

- **Specialized/Industry Knowledge**
- **Broad and Integrative Knowledge**
- **Intellectual Skills** (analytic inquiry, use of information resources, engaging diverse perspectives, ethical reasoning, quantitative fluency and communicative fluency).
- **Applied and Collaborative Learning**
- **Civic/Democratic and Global Learning**

## **Use of the Degree Qualifications Profile**

The DQP is designed to be used as a flexible document. Institutions, programs, educational providers and their employer partners are invited to use the DQP statements to inform development of learning experiences and learning progression. Institutions are invited to compare current offerings to the existing statements for alignment, use the statements for developing new opportunities, and add additional categories to the existing five based on mission, institutional focus, and/or student needs.

For more about the DQP, including an array of tools that can aid in its implementation, visit [www.learningoutcomesassessment.org/dqp/](http://www.learningoutcomesassessment.org/dqp/)



1

## Specialized/Industry Knowledge

This category addresses what students in any specialization, major field of study, or career pathway should demonstrate with respect to that specialization.

At the associate level, the student

Describes the scope or professional standards of the field of study or industry, its core theories and practices, using field-related terminology, and offers a similar description of at least one related field.

Applies tools, technologies and methods common to the field of study or industry to answer questions or solve common problems.

Generates substantially error-free products, reconstructions, data, juried exhibits or performances appropriate to the field of study or career pathway in alignment with industry recognized standards and practices.

2

## Broad and Integrative Knowledge

This category asks students to bring together learning from industry knowledge, experience, and/or different fields of study to discover and explore the implications of concepts and questions that bridge essential areas of learning/practice as well as integrate their knowledge to advance solutions in support of a humane, just, and democratic society.

At the associate level, the student

Describes how existing knowledge, practice, or professional or industry standards are advanced, tested and revised in each core field or profession studied.

Describes a key debate or problem relevant to each core field or profession studied, explains the significance of the debate or problem to the wider society and shows how concepts from the core field or profession can be used to address the selected debates or problems.

Uses methods of core fields studied or professions, including the implications of using them to gather and evaluate evidence, in the execution of analytical, practical or creative tasks.

Describes and evaluates the ways in which at least two fields of study or professions define, address and interpret the importance for society of a problem in science, the arts, society, human services, economic life or technology.

3

## Intellectual Skills

This category includes: analytic inquiry, use of information resources, engaging diverse perspectives, ethical reasoning, quantitative fluency and communicative fluency.

At the associate level, the student

Analytic inquiry

Identifies and frames a problem or question and distinguishes among elements of ideas, concepts, theories or practical approaches to the problem or question.

Use of information resources

Identifies, categorizes, critically evaluates and cites multiple information sources to complete projects, papers or performances in either a specialized field of study/industry/profession.

Judges and sorts sources of information based on quality and credibility of information sources.

Engaging diverse perspectives

Describes how knowledge from different cultural, racial, gender, ethnic perspectives affect interpretations of problems, solutions, or practices in the field of study/industry/profession.

Describes, explains and evaluates the sources of their own perspective on selected issues in culture, society, politics, the arts, and/or the profession, and compare that perspective with the views of others in order to see the value inherent within alternative worldviews and knowledge creation.

Ethical reasoning

Describes the ethical issues present in prominent problems, e.g. in politics, economics, health care, technology, the profession or industry, or the arts and shows how different sociocultural ethical principles, professional standards or frameworks help to inform decision making with respect to such problems.

Quantitative fluency

Presents accurate interpretations of aggregated and disaggregated quantitative information on career-related, political, economic, health-related or technological topics.

Creates and explains graphs or other visual depictions of trends, relationships or changes in status presented by data.

Communicative fluency

Develops and presents clear, coherent and substantially error-free writing for communication to general and specific audiences.

Demonstrates effective interactive communication through discussion, i.e., by listening actively and responding constructively and or presenting ideas for consideration to a general and specific audience..

4

## Applied and Collaborative Learning

This category emphasizes what students can do with what they know. Students are asked to demonstrate their learning by addressing unscripted problems in scholarly inquiry, at work and in other settings outside the classroom, individually and in teams.

At the associate level, the student

Applies knowledge and skills acquired in work or employment to academic settings and vice versa, individually and effectively in teams.

Applies principles of leadership to analyze at least one significant concept or method in the field of study/industry/profession.

Locates, gathers and/or organizes evidence regarding an issue in a field-based venue beyond formal academic study and offers alternate approaches to addressing it.

Demonstrates practical skills crucial to the application of expertise for task completion.

Applies knowledge and skills to address community issues and support the principles of democracy in their profession and life.

5

## Civic/Democratic and Global Learning

This category recognizes higher education's responsibilities both to democracy and the global community. Students engage in integration of their knowledge and skills by addressing and responding to civic, social, environmental, economic, equity, inclusion, and social justice challenges at local, national, and global levels.

At the associate level, the student

Describes their own civic and cultural background, including its origins and development, assumptions and predispositions.

Describes diverse positions, historical and contemporary, on selected democratic values or practices, and presents their own position on a specific problem where one or more of these values or practices are involved.

Provides evidence of participation in a community project through either a spoken or written reflective narrative that identifies the civic issues encountered and personal insights gained from this experience.

Identifies an economic, environmental or public health challenge spanning countries, continents or cultures, presents evidence for the challenge, and takes a position on it.

## Institution-specific areas

Please list and define other areas of learning you wish to include.

At the associate's level, the student

- 1.
- 2.
- 3.