BACHELOR'S LEVEL

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 adapated 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/**

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 bachelor's level, the student
Defines and explains the structure, styles and practices of the field of study or industry using tools, technologies, methods and specialized terms specific to the field.
Investigates a familiar but complex problem in the field of study or industry area 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 or related employment experience(s), using theories, tools, methods and scholarship from those fields and/or employment to produce independently or collaboratively an investigative, creative or practical work illuminating that challenge.

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 bachelor's level, the student
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. Explains how the methods of inquiry or work in these fields or professions 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 or professions.
Defines and frames a problem important to the major field of study or profession, justifies the significance and implications of the challenge or problem in a wider societal context, explains how methods from the primary field of study or profession and related fields of study or professions can be used to address the problem, and develops an approach that draws on both the major and core fields or professions in support of a humane, just, and democratic society.

3

Intellectual Skills

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

	At the bachelor's level, the student
Analytic inquiry	Differentiates and evaluates theories and approaches to selected complex problems within a field of study/industry/profession and at least one other field.
Use of information resources	Locates, critically evaluates, incorporates and properly cites multiple information sources in different media in projects, tasks, papers or performances. Generates information through independent or collaborative inquiry and uses that information to address a complex issue.
Engaging diverse perspectives	Constructs a written project, laboratory report, exhibit, performance or community service experience expressing a different cultural, political or technological vision and explains how this vision differs from their own realities. Frames a controversy or problem within the field of study/industry/profession in terms of at least two political, cultural, historical or technological forces, explores and evaluates competing perspectives on the controversy or issue, and presents an analysis of the issue that demonstrates engagement with the competing views. Explain the value inherent within alternative worldviews and conceptions of knowledge creation to advance the field of study/industry/profession.
Ethical reasoning	Analyzes competing claims from a recent discovery, scientific contention or technical practice with respect to benefits and harms to those affected, particularly those disadvantaged by the action, 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, cultural, or work-related 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.
Quantitative fluency	Translates verbal problems into mathematical algorithms so as to construct valid arguments using the accepted symbolic system of mathematical reasoning and presents the resulting calculations, estimates, risk analyses or quantitative evaluations of public information and their implications for various effected parties through papers, projects or multimedia presentations. Constructs mathematical expressions where appropriate for issues initially described in non-quantitative terms, and how they are appropriately representing the same meaning.
Communicative fluency	Constructs sustained, coherent arguments, narratives or explanations of issues, problems or technical issues and processes, in writing and at least one other medium, to general and specific audiences. Negotiates with one or more collaborators to advance an oral argument or articulate an approach to resolving a social, personal or ethical dilemma.

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 bachelor's level, the student
Prepares and presents a project, paper, exhibit, performance or other demonstration linking knowledge or skills acquired in work, community or research activities with knowledge acquired in one or more fields of study or industry, explains how those elements are structured, and employs appropriate citations to demonstrate the relationship of the product to broader conversations in the field.
Negotiates a strategy for group research or performance to recognize different group member's strengths, documents the strategy so that others may understand it, implements the strategy, and communicates the results.
Writes a design, review or illustrative application for an analysis or case study in a scientific, technical, economic, business, health, education or communications context.
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 beyond the classroom and in diverse communities, on the research or practical skills employed in executing the project.

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 bachelor's level, the student
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 or other disciplinary or industry appropriate outlets.
Develops and justifies a position on a public issue and relates this position to alternate views held by the public, profession, or within the policy environment.
Collaborates with others in developing and implementing an approach to a civic issue, evaluates the strengths and weaknesses of the process including incorporation of difference, and, where applicable, describes the result in relation to those differences.
Presents a deep understanding and appreciation of a different world view from their own, showing value in the different world view in order to more fully connect with the lived experience of other cultures and the ways in which knowledge is created and shared.

Institution-specific areas

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

At the bachelor's level, the student
1.
2.
3.