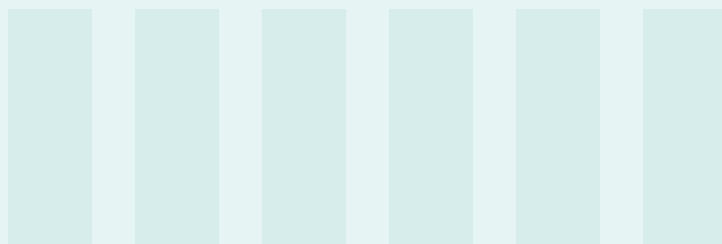




VERSION 3

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 was 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 should 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 should 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 out 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 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 master's level, the student

Explains major theories, research methods and approaches to inquiry and schools of practice in the field of study or industry, interrogates the knowledge creation process and related sources, and illustrates both their applications and their relationships to allied fields of study or practice.

Assesses the contributions of major figures and organizations in the field of study or industry, describes its major methodologies and practices and illustrates them through projects, papers, exhibits or performances.

Articulates significant challenges involved in practicing within the field of study or industry, explains its leading edges, contested issues, and explores the current and historical limits of theory, knowledge and practice.

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 master's level, the student

Articulates how the field of study/industry/profession has developed in relation to other domains of inquiry and practice, and critically examines the relation of the field of study/industry/profession to the advancement of a more humane, just, and democratic society.

Designs and executes an applied, investigative or creative work that draws on the perspectives and methods of other fields of study/industries/professions and assesses the resulting advantages and challenges of including these perspectives and methods.

Articulates and defends the significance, shortcomings, and implications of the work in the primary field of study/industry/profession in terms of challenges and trends for diverse stakeholders in a social or global context.

3

Intellectual Skills

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

At the master's level, the student

Analytic inquiry

Disaggregates, reformulates and adapts emerging or contested ideas, techniques or methods within the field of study/industry/profession.

Use of information resources

Critically examines the evidence base of the field of study/industry/profession in relation to issues of equity, justice, and democracy.

Provides evidence of contributing to, expanding, evaluating, questioning, or refining the information base within the field of study/industry/profession.

Engaging diverse perspectives

Investigates through a project, paper or performance a core issue in the field of study/industry/profession 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.

Ethical reasoning

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.

Distinguishes human activities and judgments particularly subject to ethical reasoning from those less subject to ethical reasoning.

Quantitative fluency

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.

Identifies, chooses and defends the choice of a mathematical model appropriate to a problem in the social sciences or applied sciences.

Communicative 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 specific audiences.

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 master's level, the student

Creates a project, paper, exhibit, performance or other 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/**industry/profession.** Articulates the ways in which the **various** sources of knowledge influenced the result.

Designs and implements a project or performance in a **setting** that requires the application of advanced knowledge gained in the field of study/**industry/profession** to a practical challenge, articulates the insights gained from this experience, and assesses **effects on communities/groups, approaches taken,** scholarly debates or standards for professional performance applicable to the challenge.

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 master's level, the student

Assesses and develops a position on a public policy question with significance in the field of study, **by critically reviewing both** scholarship and published or electronically posted positions and narratives of relevant **interested** groups.

Develops a formal proposal to a **governmental or non-governmental** organization addressing a global challenge in the field of study/**industry/profession** that the student believes has not been adequately addressed.

Engage in civil debate to reach a resolution that is reflective of the realities of the people effected.

Institution-specific areas

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

At the master's level, the student

- 1.
- 2.
- 3.



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For more on the DQP, visit www.DegreeProfile.org

P.O. Box 1806 • Indianapolis, IN 46206-1806 • www.luminafoundation.org

Lumina Foundation is an independent, private foundation committed to increasing the proportion of Americans with high-quality degrees, certificates and other credentials to 60 percent by 2025. Lumina's outcomes-based approach focuses on helping to design and build an accessible, responsive and accountable higher education system while fostering a national sense of urgency for action to achieve Goal 2025.