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. In short, the DQP represents a comprehensive and ongoing effort to clearly define what postsecondary degrees should mean in terms of specific learning outcomes. As such, it seeks to set a new direction for U.S. higher education in the following ways:

- It focuses on the student, not the institution, as its primary reference point.
- It presents learning outcomes (proficiencies) for three levels of degrees by articulating increasing levels of challenge for student performance for each of the learning outcomes it frames.
- It emphasizes the degree, not the field of study. And yet it implicitly asks faculty to provide field-specific learning outcomes and expectations in their areas of specialized knowledge.
- Its proficiencies 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.
- Its learning outcomes employ active verbs (e.g., “identifies,” “categorizes,” “prioritizes,” “evaluates”) because such verbs describe what students actually do to demonstrate proficiency through their class assignments.
- It 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 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 and Global Learning

The following pages present a grid that lays out all of the learning outcomes, grouping them within these five categories and by type of degree. Institutions and other organizations are encouraged to use this grid as they adopt the DQP to their particular needs.

For more about the DQP, including an array of tools that can aid in its implementation, visit www.DegreeProfile.org.
**Specialized Knowledge (SK)**

This category addresses what students in any specialization or major field of study should demonstrate with respect to that specialization. Tuning, a field-specific effort to map learning outcomes, is necessary to describe the concepts, knowledge areas and accomplishments that students in a particular specialization should demonstrate to earn the degree.

<table>
<thead>
<tr>
<th>At the associate level, the student</th>
<th>At the bachelor’s level, the student</th>
<th>At the master’s level, the student</th>
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</thead>
<tbody>
<tr>
<td>Describes the scope of the field of study, its core theories and practices, using field-related terminology, and offers a similar description of at least one related field. (SK1.1)</td>
<td>Defines and explains the structure, styles and practices of the field of study using its tools, technologies, methods and specialized terms. (SK2.1)</td>
<td>Elucidates the major theories, research methods and approaches to inquiry and schools of practice in the field of study, articulates their sources and illustrates both their applications and their relationships to allied fields of study. (SK3.1)</td>
</tr>
<tr>
<td>Applies tools, technologies and methods common to the field of study to selected questions or problems. (SK1.2)</td>
<td>Investigates a familiar but complex problem in the field of study by assembling, arranging and reformulating ideas, concepts, designs and techniques. (SK2.2)</td>
<td>Assesses the contributions of major figures and organizations in the field of study, describes its major methodologies and practices and illustrates them through projects, papers, exhibits or performances. (SK3.2)</td>
</tr>
<tr>
<td>Generates substantially error-free products, reconstructions, data, juried exhibits or performances appropriate to the field of study. (SK1.3)</td>
<td>Frames, clarifies and evaluates a complex challenge that bridges the field of study and one other field, using theories, tools, methods and scholarship from those fields to produce independently or collaboratively an investigative, creative or practical work illuminating that challenge. (SK2.3)</td>
<td>Articulates significant challenges involved in practicing the field of study, elucidates its leading edges and explores the current limits of theory, knowledge and practice through a project that lies outside conventional boundaries. (SK3.3)</td>
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</table>

**Broad and Integrative Knowledge (BI)**

This category asks students at all three degree levels to consolidate learning from different broad fields of study (e.g., the humanities, arts, sciences and social sciences) and to discover and explore concepts and questions that bridge these essential areas of learning.

<table>
<thead>
<tr>
<th>At the associate level, the student</th>
<th>At the bachelor’s level, the student</th>
<th>At the master’s level, the student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describes how existing knowledge or practice is advanced, tested and revised in each core field studied — e.g., disciplinary and interdisciplinary courses in the sciences, social sciences, humanities and arts. (BI1.1)</td>
<td>Describes and evaluates the ways in which at least two fields of study define, address and interpret the importance for society of a problem in science, the arts, society, human services, economic life or technology. (BI1.4)</td>
<td>Articulates how the field of study has developed in relation to other major domains of inquiry and practice. (BI3.1)</td>
</tr>
<tr>
<td>Describes a key debate or problem relevant to each core field studied, explains the significance of the debate or problem to the wider society and shows how concepts from the core field can be used to address the selected debates or problems. (BI1.2)</td>
<td>Defines and frames a problem important to the major field of study, justifies the significance of the challenge or problem in a wider societal context, explains how methods from the primary field of study and one or more core fields of study can be used to address the problem, and develops an approach that draws on both the major and core fields. (BI2.3)</td>
<td>Designs and executes an applied, investigative or creative work that draws on the perspectives and methods of other fields of study and assesses the resulting advantages and challenges of including these perspectives and methods. (BI3.2)</td>
</tr>
<tr>
<td>Uses recognized methods of each core field studied, including the gathering and evaluation of evidence, in the execution of analytical, practical or creative tasks. (BI1.3)</td>
<td>Produces an investigative, creative or practical work that draws on specific theories, tools and methods from at least two core fields of study. (BI2.2)</td>
<td>Articulates and defends the significance and implications of the work in the primary field of study in terms of challenges and trends in a social or global context. (BI3.3)</td>
</tr>
<tr>
<td>Describes and evaluates the ways in which at least two fields of study define, address and interpret the importance for society of a problem in science, the arts, society, human services, economic life or technology. (BI1.4)</td>
<td>Explains how the methods of inquiry in these fields can address the challenge and proposes an approach to the problem that draws on these fields. (BI2.1)</td>
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<tr>
<td></td>
<td>Frames, clarifies and evaluates a complex challenge that bridges the field of study and one other field, using theories, tools, methods and scholarship from those fields to produce independently or collaboratively an investigative, creative or practical work illuminating that challenge. (SK2.3)</td>
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<tr>
<td></td>
<td>Constructs a summative project, paper, performance or application that draws on current research, scholarship and techniques in the field of study. (SK2.4)</td>
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</table>
**Intellectual Skills (IS)**

This category includes both traditional and nontraditional cognitive skills: analytic inquiry, use of information resources, engaging diverse perspectives, ethical reasoning, quantitative fluency and communicative fluency. Throughout, the DQP emphasizes that students should confront and interpret ideas and arguments from different points of reference (e.g., cultural, technological, political).

<table>
<thead>
<tr>
<th>Analytic inquiry</th>
<th>Use of information resources</th>
<th>Engaging diverse perspectives</th>
<th>Ethical reasoning</th>
<th>Quantitative fluency</th>
<th>Communicative fluency</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>At the associate level, the student</strong>&lt;br&gt;Identifies and frames a problem or question in selected areas of study and distinguishes among elements of ideas, concepts, theories or practical approaches to the problem or question. (IS1.1)</td>
<td><strong>At the bachelor’s level, the student</strong>&lt;br&gt;Differentiates and evaluates theories and approaches to selected complex problems within the chosen field of study and at least one other field. (IS2.1)</td>
<td><strong>At the master’s level, the student</strong>&lt;br&gt;Disaggregates, reformulates and adapts principal ideas, techniques or methods at the forefront of the field of study in carrying out an essay or project. (IS3.1)</td>
<td><strong>At the bachelor’s level, the student</strong>&lt;br&gt;Describes how knowledge from different cultural perspectives might affect interpretations of prominent problems in politics, society, the arts and global relations. (IS1.3)</td>
<td><strong>At the master’s level, the student</strong>&lt;br&gt;Conducts an inquiry concerning information, conditions, technologies or practices in the field of study that makes substantive use of non-English-language sources. (IS2.10)</td>
<td><strong>At the master’s level, the student</strong>&lt;br&gt;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 specialized audiences. (IS3.9)</td>
</tr>
<tr>
<td>Identifies, categorizes, evaluates and cites multiple information resources so as to create projects, papers or performances in either a specialized field of study or with respect to a general theme within the arts and sciences. (IS1.2)</td>
<td>Generates information through independent or collaborative inquiry and uses that information in a project, paper or performance. (IS2.3)</td>
<td>Provides evidence (through papers, projects, notebooks, computer files or catalogues) of contributing to, expanding, evaluating or refining the information base within the field of study. (IS3.2)</td>
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<tr>
<td>Describes how knowledge from different cultural perspectives might affect interpretations of prominent problems in politics, society, the arts and global relations. (IS1.3)</td>
<td>Constructs a written project, laboratory report, exhibit, performance or community service design expressing an alternate cultural, political or technological vision and explains how this vision differs from current realities. (IS2.4)</td>
<td>Investigates through a project, paper or performance a core issue in the field of study 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. (IS3.3)</td>
<td><strong>At the bachelor’s level, the student</strong>&lt;br&gt;Describes the ethical issues present in prominent problems in politics, economics, health care, technology or the arts and shows how ethical principles or frameworks help to inform decision making with respect to such problems. (IS1.5)</td>
<td><strong>At the master’s level, the student</strong>&lt;br&gt;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. (IS3.4)</td>
<td><strong>At the master’s level, the student</strong>&lt;br&gt;Distinguishes human activities and judgments particularly subject to ethical reasoning from those less subject to ethical reasoning. (IS3.5)</td>
</tr>
<tr>
<td>Describes how knowledge from different cultural perspectives might affect interpretations of prominent problems in politics, society, the arts and global relations. (IS1.3)</td>
<td>Frames a controversy or problem within the field of study in terms of at least two political, cultural, historical or technological forces, explores and evaluates competing perspectives on the controversy or problem, and presents a reasoned analysis of the issue, either orally or in writing, that demonstrates consideration of the competing views. (IS2.5)</td>
<td><strong>At the master’s level, the student</strong>&lt;br&gt;Demonstrates effective interactive communication through discussion, i.e., by listening actively and responding constructively and through structured oral presentations to general and specialized audiences. (IS1.9)</td>
<td><strong>At the master’s level, the student</strong>&lt;br&gt;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. (IS2.10)</td>
<td><strong>At the master’s level, the student</strong>&lt;br&gt;Negotiates with one or more collaborators to advance an oral argument or articulate an approach to resolving a social, personal or ethical dilemma. (IS2.12)</td>
<td><strong>At the master’s level, the student</strong>&lt;br&gt;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 specialized audiences. (IS3.9)</td>
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## Applied and Collaborative Learning (AC)

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. This category includes research and creative activities involving both individual and group effort and may include practical skills crucial to the application of expertise.

### At the associate level, the student
- Describes in writing at least one case in which knowledge and skills acquired in academic settings may be applied to a field-based challenge, and evaluates the learning gained from the application. (AC1.1)
- Analyzes at least one significant concept or method in the field of study in light of learning outside the classroom. (AC1.2)
- Locates, gathers and organizes evidence regarding a question in a field-based venue beyond formal academic study and offers alternate approaches to answering it. (AC1.3)
- Demonstrates the exercise of any practical skills crucial to the application of expertise. (AC1.4)

### At the bachelor’s level, the student
- Prepares and presents a project, paper, exhibit, performance or other appropriate demonstration linking knowledge or skills acquired in work, community or research activities with knowledge acquired in one or more fields of study, explains how those elements are structured, and employs appropriate citations to demonstrate the relationship of the product to literature in the field. (AC2.1)
- Negotiates a strategy for group research or performance, documents the strategy so that others may understand it, implements the strategy, and communicates the results. (AC2.2)
- Writes a design, review or illustrative application for an analysis or case study in a scientific, technical, economic, business, health, education or communications context. (AC2.3)
- 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 outside the classroom on the research or practical skills employed in executing the project. (AC2.4)

### At the master’s level, the student
- Creates a project, paper, exhibit, performance or other appropriate 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 in different segments of the curriculum. Articulates the ways in which the two sources of knowledge influenced the result. (AC3.1)
- Designs and implements a project or performance in an out-of-class setting that requires the application of advanced knowledge gained in the field of study to a practical challenge, articulates in writing or another medium the insights gained from this experience, and assesses (with appropriate citations) approaches, scholarly debates or standards for professional performance applicable to the challenge. (AC3.2)

## Civic and Global Learning (CG)

This category recognizes higher education’s responsibilities both to democracy and the global community. Students must demonstrate integration of their knowledge and skills by engaging with and responding to civic, social, environmental and economic challenges at local, national and global levels.

### At the associate level, the student
- Describes his/her own civic and cultural background, including its origins and development, assumptions and predispositions. (CG1.1)
- 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. (CG1.2)
- Provides evidence of participation in a community project through either a spoken or written narrative that identifies the civic issues encountered and personal insights gained from this experience. (CG1.3)
- Identifies an economic, environmental or public health challenge spanning countries, continents or cultures, presents evidence for the challenge, and takes a position on it. (CG1.4)

### 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. (CG2.1)
- Develops and justifies a position on a public issue and relates this position to alternate views held by the public or within the policy environment. (CG2.2)
- Collaborates with others in developing and implementing an approach to a civic issue, evaluates the strengths and weaknesses of the process, and, where applicable, describes the result. (CG2.3)
- Identifies a significant issue affecting countries, continents or cultures, presents quantitative evidence of that challenge through tables and graphs, and evaluates the activities of either non-governmental organizations or cooperative inter-governmental initiatives in addressing that issue. (CG2.4)

### At the master’s level, the student
- Assesses and develops a position on a public policy question with significance in the field of study, taking into account both scholarship and published or electronically posted positions and narratives of relevant interest groups. (CG3.1)
- Develops a formal proposal, real or hypothetical, to a non-governmental organization addressing a global challenge in the field of study that the student believes has not been adequately addressed. (CG3.2)
- Proposes a path to resolution of a problem in the field of study that is complicated by competing national interests or by rival interests within a nation other than the U.S. (CG3.3)
Institution-specific areas
(Users of the DQP grid should use this panel to list and define other areas of learning they wish to include.)