



## **DQP Associate Degree Level Outcomes**

**APPLIED LEARNING** (experience from outside the class is brought to bear on classroom material; classroom material is brought to bear on outside the class experiences).

The student can:

- Describe in writing a case in which knowledge and skills acquired in academic settings are applied to a challenge in a non-academic setting; evaluate the learning gained; and analyze a significant concept or method related to the course of study in light of learning from outside the classroom.
- Locate, gather and organize evidence on an assigned research topic addressing a course-related question or a question of practice in a work or community setting; offer and examine competing hypotheses in answering the question.

**CIVIC LEARNING** (developing a readiness and acceptance of each person's understanding of and obligation to contribute to their community).

The student can:

- Describe his or her civic and cultural background, including origins, development, assumptions and predispositions.
- Describe historical and contemporary positions on democratic values and practices, and presents his or her position on a related problem.
- Take an active role in the community (work, service, co-curricular activities) and examine civic issues encountered and insights gained.

**INTELLECTUAL SKILLS** (analytic inquiry; use of information resources; engaging diverse perspectives; quantitative fluency; communication fluency; all of which facilitate attainment of learning outcomes across the other categories).

The student can:

- Identify, categorize and distinguish among ideas, concepts, theories and practical approaches to problems. (Analytic inquiry)
- Identify, categorize and appropriately cite information for an academic project, paper or performance. (Use of information resources)
- Describe how cultural perspectives could affect interpretation of problems in the arts, politics or global relations. (Engaging diverse perspectives)
- Present accurate calculations and symbolic operations and explain their use either in the field of study or in interpreting social or economic trends. (Quantitative fluency)
- Present substantially error-free prose in both argumentative and narrative forms to general and specialized audiences. (Communication fluency)

**SPECIALIZED KNOWLEDGE** (knowledge acquired in a specialized field of study to attain “depth of learning/mastery” competencies).

The student can:

- Describe the scope and principal features of the field of study, citing core theories and practices, and offers a similar explication of a related field.
- Illustrate the field’s current terminology.
- Generate substantially error-free products exhibits, or performances in the field.

**BROAD, INTEGRATIVE KNOWLEDGE** (knowledge acquired in general education fields to attain “breadth of learning/liberal education” competencies).

The student can:

- Describe how existing knowledge or practice is advanced, tested and revised.
- Describe and examine perspectives on key debates within the field and in society.
- Illustrate core concepts of the field while executing analytical, practical or creative tasks.
- Select and apply recognized methods in interpreting discipline-based problems.
- Assemble evidence relevant to problems, describes its significance, and use it in analysis.
- Describe the ways in which at least two disciplines define, address and justify the importance of a contemporary challenge or problem.
- Identify, categorize and distinguish among ideas, concepts, theories and practical approaches to problems.