



DQP Bachelor's 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:

- Present a project, paper, performance or other appropriate task linking knowledge and skills from work, community or research activities with knowledge acquired in academic disciplines; explain how elements were combined to shape meaning or findings and show the relationship to relevant scholarship.
- Formulate a question on a topic that addresses more than one academic discipline or practical setting. Locate appropriate evidence that addresses the question. Evaluate the evidence in relation to the problem's context and articulate conclusions that follow logically from analysis.
- Complete a field-based assignment in the course of study that employs insights from others, evaluate a significant question in relation to concepts, methods, or assumptions in at least one academic field, and explain the implications of learning outside the classroom.

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

The student can:

- Explain diverse perspectives on a contested issue and evaluate insights gained from different kinds of evidence reflecting scholarly and community perspectives.
- Develop and justify a position on a public issue and relate this position to alternative views within the community or policy environment
- Collaborate in developing and implementing an approach to a civic issue, evaluate the process and where applicable, weigh the results.

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:

- Differentiate and evaluate theories and approaches to complex standard and non-standard problems within his or her major field. (Analytic inquiry)
- Incorporate multiple information resources in different media or languages in projects, papers or performances with appropriate citations; evaluate the relative merits of competing resources with respect to clearly articulated standards. (Use of information resources)
- Construct a cultural, political or technological alternative vision of either the natural or human world through a written project, laboratory report, exhibit, performance or community service design; define the distinct patterns in this alternate vision, and explain how these patterns differ from current realities. (Engaging diverse perspectives)

- Translate verbal problems into mathematical algorithms; construct valid arguments using the accepted symbolic system of mathematical reasoning; and construct accurate calculations, estimates, risk analyses or quantitative evaluations of public information through presentations, papers or projects. (Quantitative fluency)
- Construct sustained, coherent argument or presentation on technical issues or processes in more than one language and in more than one medium for general and specific audiences and work through collaboration to address a social, personal or ethical dilemma. (Communication fluency)

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

The student can:

- Define and explain the boundaries, divisions, styles and practices of the field.
- Define and properly use the principal terms in the field, both historical and contemporaneous.
- Demonstrate fluency in the use of tools, technologies, and methods in the field.
- Evaluate, clarify and frame a complex question or challenge using perspectives and scholarship from the student’s major field and at least one other.
- Construct a project related to a familiar but complex problem in the field of study by assembling, arranging and reformulating ideas, concepts, designs or techniques.
- Construct a summative project, paper or practice-based performance that draws on current research, scholarship and/or techniques in the field.

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

The student can:

- Frame a complex scientific, social, technological, economic or aesthetic challenge or problem from the perspectives and literature of at least two academic fields and propose a “best approach” to the question or challenge using evidence from those fields.
- Produce, independently or collaboratively, an investigative, creative or practical work that draws on specific theories, tools and methods from at least two academic fields.
- Explain a problem in science, the arts, society, human services, economic life or technology from the perspective of at least two academic fields. Explain how the methods of inquiry and research in those disciplines can be brought to bear, judge the likelihood that the combination of disciplinary perspectives and methods would contribute to the resolution of the challenge, and justify the importance of the challenge in a social or global context.