

	<b>AA</b>	<b>Bachelor's</b>
<p><b>Broad, Integrative Knowledge:</b>  <i>The DQP takes the position that broad learning should be integrated and furthered at all degree levels, and should provide a cumulative context for students' specialized studies.</i></p>	<ul style="list-style-type: none"> <li>• Describes how existing knowledge or practice is advanced, tested, and revised.</li> <li>• Describes and examines a range of perspectives on key debates and their significance both within the field and in society.</li> <li>• Illustrates core concepts of the field while executing analytical, practical, or creative tasks.</li> <li>• Selects and applies recognized methods of the field in interpreting characteristic discipline-based problems.</li> <li>• Assembles evidence relevant to characteristic problems in the field, describes the significance of the evidence, and uses the evidence in analysis of these problems.</li> <li>• Describes the ways in which at least two disciplines define, address and interpret the importance of a contemporary challenge or problem in science, the arts, society, human services, economic life or technology</li> </ul>	<ul style="list-style-type: none"> <li>• Frames a complex scientific, social, technological, economic or aesthetic challenge or problem from the perspectives and literature of at least two academic fields, and proposes a “best approach” to the question or challenge using evidence from those fields.</li> <li>• Produces, independently or collaboratively, an investigative, creative, or practical work that draws on specific theories, tools and methods from at least two academic fields.</li> <li>• Explains a contemporary or recurring challenge or problem in science, the arts, society, human services, economic life or technology from the perspective of at least two academic fields, explains how the methods of inquiry and/or research in those disciplines can be brought to bear in addressing the challenge, judges the likelihood that the combination of disciplinary perspectives and methods would contribute to the resolution of the challenge, and justifies the importance of the challenge in a social or global context.</li> </ul>

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<p><b>Specialized Knowledge:</b></p> <p><i>Learning outcomes common to all fields—these involves terminology, theory, methods, tools, literature, complex problems or applications, and cognizance of the limits of the field.</i></p>	<ul style="list-style-type: none"> <li>• Describes the scope and principal features of his/her field of study, citing at least some of its core theories and practices, and offers a similar explication of at least one related field.</li> <li>• Illustrates contemporary terminology used in the field.</li> <li>• Generates substantially error-free products, reconstructions, data, etc. or juried exhibits or performances as appropriate to the field.</li> </ul>	<ul style="list-style-type: none"> <li>• Defines and explains the boundaries and major sub-fields, styles, and/or practices of the field.</li> <li>• Defines and properly uses the principal specialized terms used in the field, both historical and contemporaneous.</li> <li>• Demonstrates fluency in the use of tools, technologies and methods common to the field.</li> <li>• Evaluates, clarifies and frames a complex question or challenge, using perspectives and scholarship drawn from the student's major field and at least one other field.</li> <li>• Constructs a project related to a familiar but complex problem in his/her field of study by independently assembling, arranging, and reformulating ideas, concepts, designs and/or techniques.</li> <li>• Constructs a summative project, paper, performance- or practice-based performance that draws on current research, scholarship and/or techniques in the field.</li> </ul>

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<p><b>Intellectual Skills:</b> <i>Cross-disciplinary intellectual skills. These overlap and interact with and enable the other realms of learning. The competencies at the AA are subsumed in the BA/BS, etc</i></p>	<p><b>Analytic Inquiry</b></p> <ul style="list-style-type: none"> <li>Identifies, categorizes and distinguishes among elements of ideas, concepts, theories and/or practical approaches to standard problems.</li> </ul>	<p><b>Analytic Inquiry</b></p> <ul style="list-style-type: none"> <li>Differentiates and evaluates theories and approaches to complex standard and non-standard problems within his or her major field and at least one other academic field.</li> </ul>
	<p><b>Use of Information Resources</b></p> <ul style="list-style-type: none"> <li>Identifies, categorizes, evaluates and cites multiple information resources necessary to engage in projects, papers or performance in his or her program.</li> </ul>	<p><b>Use of Information Resources</b></p> <ul style="list-style-type: none"> <li>Incorporates multiple information resources presented in different media and/or different languages, in projects, papers or performances, with citations in forms appropriate to those resources, and evaluates the reliability and comparative worth of competing information resources.</li> <li>Explicates the ideal characteristics of current information resources for the execution of projects, papers or performances; accesses those resources with appropriate delimiting terms and syntax; and describes the strategies by which he/she identified and searched for those resources.</li> </ul>

<p><b>Intellectual Skills, cont.</b></p> <p><i>Cross-disciplinary intellectual skills. These overlap and interact with and enable the other realms of learning. The competencies at the AA are</i></p>	<b>AA</b>	<b>Bachelor's</b>
	<p><b>Engaging Diverse Perspectives</b></p> <ul style="list-style-type: none"> <li>Describes how knowledge from different cultural perspectives would affect his or her interpretations of prominent problems in politics, society, the arts, and/or global relations.</li> </ul>	<p><b>Engaging Diverse Perspectives</b></p> <ul style="list-style-type: none"> <li>Constructs a cultural, political, or technological alternative vision of either the natural or human world, embodied in a written project, laboratory report, exhibit, performance, or community service design; defines the distinct patterns in this alternative vision; and explains how they differ from current realities.</li> </ul>
	<p><b>Quantitative Fluency</b></p> <ul style="list-style-type: none"> <li>Presents accurate calculations and symbolic operations, and explains how such calculations and operations are used in either his or her specific field of study or in interpreting social and economic trends.</li> </ul>	<p><b>Quantitative Fluency</b></p> <ul style="list-style-type: none"> <li>Translates verbal problems into mathematical algorithms and constructs valid mathematical arguments using the accepted symbolic system of mathematical reasoning.</li> <li>Constructs, as appropriate to his or her major field (or another field), accurate and relevant calculations, estimates, risk analyses or quantitative evaluations of public information and presents them in papers, projects or multi-media events.</li> </ul>

<i>subsumed in the BA/BS, etc</i>	<b>AA</b>	<b>Bachelor's</b>
	<b>Communication Fluency</b> <ul style="list-style-type: none"> <li>• Presents substantially error-free prose in both argumentative and narrative forms to general and specialized audiences.</li> </ul>	<b>Communication Fluency</b> <ul style="list-style-type: none"> <li>• Constructs sustained, coherent arguments and/or narratives and/or explications of technical issues and processes, in two media, to general and specific audiences.</li> <li>• In a language other than English, and either orally or in writing, conducts an inquiry with a non-English-language source concerning information, conditions, technologies, and/or practices in his or her major field.</li> <li>• With one or more oral interlocutors or collaborators, advances an argument or designs an approach to resolving a social, personal or ethical dilemma.</li> </ul>
<b>Intellectual Skills, cont.</b>  <i>Cross-disciplinary intellectual skills. These overlap and interact with and</i>		

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<p><b>Applied Learning:</b> <i>Focus on what graduates can do with what they know; focus on interaction of academic and non-academic settings and</i></p>	<ul style="list-style-type: none"> <li>• Describes in writing at least one substantial case in which knowledge and skills acquired in academic settings are applied to a challenge in a non-academic setting; evaluates, using evidence and examples, the learning gained from the application; applies that learning to the question; and analyzes at least one significant concept or method related to his or her course of study in light of learning outside the classroom.</li> <li>• Locates, gathers and organizes evidence on an assigned research topic addressing a course-related question or a question of practice in a work or community setting; offers and examines competing hypotheses in answering the question.</li> </ul>	<ul style="list-style-type: none"> <li>• Presents a discrete project, paper, exhibit or performance, or other appropriate demonstration that links knowledge and/or skills acquired in work, community and/or research activities with knowledge acquired in one or more disciplines; explains in writing or another medium how those elements were combined in the product to shape its intended meaning or findings; and employs appropriate citations to demonstrate the relationship of the product to literature in its field.</li> <li>• Formulates a question on a topic that addresses more than one academic discipline or practical setting, locates appropriate evidence that addresses the question, evaluates the evidence in relation to the problem's contexts, and articulates conclusions that follow logically from such analysis.</li> <li>• Completes a substantial field-based project related to his or her major course of study; seek and employs insights from others in implementing the project; evaluates a significant challenge or question faced in the project in relation to core</li> </ul>

<p><i>the integration of theory and practice (includes various “field-based experiences: internships, practicum, community and other service-learning)</i></p>		<p>concepts, methods or assumptions in his or her major field; and describes the effects of learning outside the classroom on his or her research or practical skills.</p>
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<p><b>Civic Learning:</b>  <i>focus on out-of-classroom experiences &amp; the development of a capacity for analysis and reflection; knowledge &amp; a commitment to action (this co-curricular juxtaposition may challenge traditional higher learning outcomes</i></p>	<ul style="list-style-type: none"> <li>• Describes his or her own civic and cultural background, including its origins and development, assumptions and predispositions.</li> <li>• 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.</li> <li>• Takes an active role in a community context (work, service, co-curricular activities, etc.), and examines the civic issues encountered and the insights gained from the community experience.</li> </ul>	<ul style="list-style-type: none"> <li>• Explains diverse positions, including those of different cultural, economic and geographic interests, on a contested issue, and evaluates the issue in light of both those interests and evidence drawn from journalism and scholarship.</li> <li>• Develops and justifies a position on a public issue and relates the position taken to alternative views within the community/policy environment.</li> <li>• Collaborates with others in developing and implementing an approach to a civic issue, evaluates the strengths and weaknesses of the process and, where applicable, the result.</li> </ul>
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