

# DEGREE QUALIFICATIONS PROFILE

*\*A template of proficiencies required for the award of college degrees at the associate, bachelor's, and master's levels*

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## Knowledge

At each degree level, every college student should demonstrate proficiency in using both specialized knowledge from at least one field **and** broad, integrative knowledge from arts and sciences fields. **Both kinds of knowledge** should be pursued from first to final year, providing opportunities for **integration across fields and application to complex problems**—in the student's area of emphasis, in out-of-school settings, and in civil society.

### Broad and Integrative Knowledge

Key areas include the sciences, social sciences, humanities, arts, and global, intercultural and democratic learning.

In **each area**, students:

- Learn key concepts and methods of inquiry
- Examine significant debates and questions
- Make evidence-based arguments

In **addition**, at each degree level, students:

- Produce work that integrates concepts and methods from at least two fields

### Specialized Knowledge

Students demonstrate depth of knowledge in a field and produce field-appropriate applications drawing on both major field and, at the B.A. level and beyond, other fields. Students learn:

- Discipline and field-specific knowledge
- Purposes, methods, and limitations of field
- Applied skills in field
- Integrative skills and methods drawing from multiple fields and disciplines.

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## Intellectual Skills

Students **hone and integrate intellectual skills across the curriculum**, applying those skills both to complex challenges within major fields and to broad, integrative problem-solving challenges. Skills include:

- Analytic inquiry
- Use of information resources
- Engaging diverse perspectives
- Ethical reasoning
- Quantitative fluency
- Communication fluency

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## Civic and Global Learning

Students acquire knowledge required for responsible citizenship both from their formal studies (see knowledge and skills, above) and from community-based learning, and **demonstrate their ability to integrate both forms of learning in analyzing and addressing significant public problems and questions, both in civic and global contexts.**

Civic learning may be demonstrated through: research, collaborative projects and/or field-based assignments.

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## Applied and Collaborative Learning

Students demonstrate their ability to **integrate and apply their learning** (see knowledge and skills, above) in complex projects and assignments, including collaborative efforts, that may include: research, projects, practicums, internships, work assignments, performances, and creative tasks.

Lumina Foundation, 2014. The key components in the DQP were informed by feedback from faculty and leaders at hundreds of colleges, universities and community colleges that worked with the "beta" version of the DQP which was published in January, 2011. Following this broad discussion with the field, the first edition of the DQP was officially released in the fall of 2014.