

# DQP General Education Proficiencies

## Associate Level DQP Proficiencies

### I. Specialized Knowledge

- 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.
- Applies tools, technologies and methods common to the field of study to selected questions or problems.
- Generates substantially error-free products, reconstructions, data, juried exhibits or performances appropriate to the field of study.

### II. Broad and Integrative Knowledge

- 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.
- 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.
- Uses recognized methods of each core field studied, including the gathering and evaluation of evidence, in the execution of analytical, practical or creative tasks.
- 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.

### III. Intellectual Skills

- **Analytic Inquiry**
  - 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.
- **Use of Information Resources**
  - 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.
- **Engaging Diverse Perspectives**
  - Describes how knowledge from different cultural perspectives might affect interpretations of prominent problems in politics, society, the arts and global relations.
  - Describes, explains and evaluates the sources of his/her own perspective on selected issues in culture, society, politics, the arts or global relations and compares that perspective with other views.

- **Ethical Reasoning**
  - 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.
- **Quantitative Fluency**
  - Presents accurate interpretations of quantitative information on political, economic, health-related or technological topics and explains how both calculations and symbolic operations are used in those offerings.
  - Creates and explains graphs or other visual depictions of trends, relationships or changes in status.
- **Communicative Fluency**
  - Develops and presents cogent, coherent and substantially error-free writing for communication to general and specialized audiences.
  - Demonstrates effective interactive communication through discussion, i.e., by listening actively and responding constructively and through structured oral presentations to general and specialized audiences.
  - Negotiates with peers an action plan for a practical task and communicates the results of the negotiation either orally or in writing.

#### **IV. Applied and Collaborative Learning**

- 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.
- Analyzes at least one significant concept or method in the field of study in light of learning outside the classroom.
- Locates, gathers and organizes evidence regarding a question in a field-based venue beyond formal academic study and offers alternate approaches to answering it.
- Demonstrates the exercise of any practical skills crucial to the application of expertise.

#### **V. Civic and Global Learning**

- Describes his/her own civic and cultural background, including its origins and development, assumptions and predispositions.
- 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.
- 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.
- Identifies an economic, environmental or public health challenge spanning countries, continents or cultures, presents evidence for the challenge, and takes a position on it.

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