“…a set of reference points that benchmark what it should take for students to earn a degree at each of the three levels addressed…” (AA, Bachelors, Masters)

“…summative for each degree addressed. Students can attain these outcomes at any point in the course of their academic journeys…”

“At the curriculum…level, …refer to the Degree Profile as a common source of understanding and as a point of departure for agreement on more detailed and specific expectations regarding the development of programs, courses, assignments and assessments.”

“…provid[es] general reference points for acquiring field-specific knowledge and competence…”

“…describes five basic areas of learning: Broad, Integrative Knowledge; Specialized Knowledge; Intellectual Skills; Applied Learning, and Civic Learning…”

**Five Reference Points for Learning**

“The five broad areas of learning are not presented as necessarily of equal value for all providers of higher education. However, the integration of these areas should represent a widely shared curricular goal.”

“Analytic inquiry lies at the core of **Intellectual Skills**, encompassing what we do when we think — for example, scrutinizing, managing and configuring knowledge prior to communicating findings, perspectives and interpretations.”

“The **Applied Learning** outcomes make it clear that, beyond what graduates know, what they can do with what they know is the ultimate benchmark of learning. They emphasize a commitment to analytic inquiry, active learning, real-world problem solving, and innovation.”

“…**Civic Inquiry** requires the integration of knowledge and skills acquired in both the broad curriculum and in the student’s specialized field. But because civic preparation also requires engagement — that is, practice in applying those skills to representative questions and problems in the wider society — it should be considered a discrete category of learning.”

“While many institutions of higher education relegate general knowledge to the first two years of undergraduate work, this Degree Profile 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.”

**Specialized Knowledge:** “Each discipline defines specific requirements and may articulate field-dependent outcomes. The parameters for most professional and occupationally oriented fields may also be spelled out by specialized accrediting associations and licensure bodies.”