

DQP Outcome — Course Competency Alignment

AA in Hawaiian Studies

Course ALPHA + number: REL 150

Course competency: 1. Identify the myths, rituals, ethics, and art of each major religious tradition.

Which DQP outcome(s) does this competency address? Circle all that apply. (See the *DQP Outcomes for Associate Degrees* handout for explanations of each outcome below.)

Specialized Knowledge	Broad, Integrative Knowledge	Intellectual Skills	Applied Learning	Civic Learning
1a 1b 1c	2a 2b 2c 2d 2e 2f	3a 3b 3c 3d 3e	4a 4b	5a 5b 5c

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Course competency: 2. Describe significant historical developments within each major religious tradition, from the time of its origins until today.

Which DQP outcome(s) does this competency address? Circle all that apply. (See the *DQP Outcomes for Associate Degrees* handout for explanations of each outcome below.)

Specialized Knowledge	Broad, Integrative Knowledge	Intellectual Skills	Applied Learning	Civic Learning
1a 1b 1c	2a 2b 2c 2d 2e 2f	3a 3b 3c 3d 3e	4a 4b	5a 5b 5c

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Course competency: 3. Describe his/her own religious background and that of the surrounding community.

Which DQP outcome(s) does this competency address? Circle all that apply. (See the *DQP Outcomes for Associate Degrees* handout for explanations of each outcome below.)

Specialized Knowledge	Broad, Integrative Knowledge	Intellectual Skills	Applied Learning	Civic Learning
1a 1b 1c	2a 2b 2c 2d 2e 2f	3a 3b 3c 3d 3e	4a 4b	5a 5b 5c

Degree Qualifications Profile (DQP) Outcomes for Associate Degrees

1. Specialized Knowledge

- a. 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.
- b. Illustrates contemporary terminology used in the field.
- c. Generates substantially error-free products, reconstructions, data, etc. or juried exhibits or performances as appropriate to the field.

2. Broad, Integrative Knowledge

- a. Describes how existing knowledge or practice is advanced, tested and revised.
- b. Describes and examines a range of perspectives on key debates and their significance both within the field and in society.
- c. Illustrates core concepts of the field while executing analytical, practical or creative tasks.
- d. Selects and applies recognized methods of the field in interpreting characteristic discipline based problems.
- e. Assembles evidence relevant to characteristic problems in the field, describes the significance of the evidence, and uses the evidence in analysis of these problems.
- f. 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.

3. Intellectual Skills

- a. Analytic Inquiry: Identifies, categorizes and distinguishes among elements of ideas, concepts, theories and/or practical approaches to standard problems.
- b. Use of Information Resources: Identifies, categorizes, evaluates and cites multiple information resources necessary to engage in projects, papers or performance in his or her program.
- c. Engaging Diverse Perspectives: 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.
- d. Quantitative Fluency: 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.
- e. Communication Fluency: Presents substantially error-free prose in both argumentative and narrative forms to general and specialized audiences.

4. Applied Learning

- a. 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.
- b. 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.

5. Civic Learning

- a. Describes his or her own civic and cultural background, including its origins and development, assumptions and predispositions.
- b. 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.
- c. 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.