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| **Sample**  **Learning Goals**  **in the Modes**  **(by Tier)** | **Scientific and Quantitative Inquiries**  *Students should:* |
| **Tier 1**  **Seminars** | * Understand how the scientific method was created, has evolved, what it entails, and how it is applied. * Understand and evaluate scientific concepts, theories, and evidence. * Demonstrate formal and deductive reasoning skills through sustained engagement with problems in which the sys­tem of formal reasoning is itself the object of study. * Understand the ethical implications of scientific theories and practices. |
| **Tier 2**  **Seminars** | * Understand and utilize both inductive and deductive reasoning and understand the role of each in scientific inquiry. * Formulate hypotheses, undertake careful and disciplined empirical observation, and interpret experimental data * Model (mathematize) natural processes, evaluate data, and assess experimental error and ranges of confidence. * Distinguish between causal and cor­relational evidence, as well as the ability to recognize when the available evidence is too weak to decide a matter. * Distinguish between fact-based concepts and opinions. * Explain abstract principles of probability theory, statistics, decision theory, logic, and mathematics. * Apply em­pirical methods to concrete problems and questions. |
| **Tier 3**  **Capstones** | * Exhibit a broad understanding about the natural world and the ways in which knowledge about that world is obtained, analyzed, and interpreted. * Model complex processes or systems so as to be able to predict (or change) their outcomes. * Recognize common mistakes made in empirical reasoning and problem solving. * Evaluate ethical implications of scientific theories and their technological applications. |

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| **Sample**  **Learning Goals**  **in the Modes**  **(by Tier)** | **Creative Process and Production**  *Students should:* |
| **Tier 1**  **Seminars** | * Understand the elements and principles of design and composition. * Engage in a process of concept development and problem solving as it pertains to producing objects and images. * Utilize skill sets that address the use of physical materials and the making of three dimensional form and design. * Demonstrate skill sets that address the use of media in the making of image and design. |
| **Tier 2**  **Seminars** | * Synthesize material, research, skill, and experimentation in the making of objects and images. * Synthesize material, research, skill, and experimentation in verbal and written communication. * Engage in a process of concept development and problem solving as it pertains to written and verbal communication. * Examine the multiple ways in which image, form, and meaning have impact and function in personal, social, and cultural paradigms. * Analyze, interpret, and describe works of design and art both orally and in writing. * Synchronize ideas, skills, and materials in the service of visually communicating through the use of images and objects. |
| **Tier 3**  **Capstones** | * Explain the role of art, dance, and music in culture production. * Examine the human form as a vehicle for visual expression and communication. * Explain semiotics and its role in culture production and visual communication. * Perform convergent and divergent thinking in problem solving. |

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| **Sample**  **Learning Goals**  **in the Modes**  **(by Tier)** | **Language, Literary, and Cultural Studies**  *Students should:* |
| **Tier 1**  **Seminars** | * Demonstrate critical thinking abilities by recognizing and assessing arguments and their explicit and implicit assumptions * Understand the importance of clear and distinct definitions as a basis for rational debate * Understand the distinction between knowledge and opinion and the necessity of justifying beliefs in rational discourse * Explain the contribution of literary, philosophical, religious, and other artifacts to human cultures * Recognize the existence of diverse ways of interpreting the world and the role that theoretical ideas, practical values, and aesthetic creations play in such interpretations * Recognize the importance of values as they determine different ways of acting and being in the world |
| **Tier 2**  **Seminars** | * Engage with arguments, theories, and interpretations by analyzing their meaning, underlying assumptions, and social, cultural, and historical contexts through close reading of texts and other cultural products * Juxtapose and challenge different ideas and values * Analyze their own and other people’s beliefs and actions by applying and experimenting with ideas and values * Understand what it means to ask fundamental questions about the world and humanity’s place in it * Appreciate the role of reason in critically examining the conceptual foundations of all modes of knowledge, be they scientific or other * Develop reasoning skills and practice different methods of reasoning, e.g. inductive versus deductive reasoning |
| **Tier 3**  **Capstones** | * Synthesize their knowledge of ideas and values by applying it to real-life problems * Critically evaluate different intellectual, cultural, and aesthetic traditions in light of their ability to interpret complex phenomena in the world |

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| **Learning Goals**  **in the Modes**  **(by Tier)** | **Social and Historical Perspectives**  *Students should:* |
| **Tier 1**  **Seminars** | * Identify the social and historical causes of events * Understand the nature of periodization * Explore the development of sociological and historical phenomena * Use primary documents to develop an historical argument * Introduce and practice basic information literacy skills and rules of citation |
| **Tier 2**  **Seminars** | * Analyze the consequences of social and historical events * Contextualize primary documents * Discuss social policy and its implications * Apply social and historical concepts to new case studies * Demonstrate proficient information literacy and citation skills |
| **Tier 3**  **Capstones** | * Interpret social and historical evidence * Formulate historical arguments based on their own research * Appraise peer-reviewed journal articles and monographs |