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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.
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| **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.
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| **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.
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| **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.
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| **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
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| **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
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| **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
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| **Tier 3****Capstones** | * Interpret social and historical evidence
* Formulate historical arguments based on their own research
* Appraise peer-reviewed journal articles and monographs
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