Program Learning Outcomes

1. Articulate and explore the social, ethical, and policy implications of how scientific ideas emerge and technologies are designed, developed, and used (Social, ethical and policy implications concentration)

2. Identify political and legal contexts governing science and technology (Social, ethical and policy implications concentration)

3. Recognize lessons from the historical contingency and legacy of scientific knowledge and technological development (Science and technology development concentration)

4. Synthesize broad implications of the “information economy” for science, technology, and society (Information economy concentration)

5. Interpret the rules, customs, and cultural practices that are the foundation for scientific and technological institutions. (Science and technology development concentration)

Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENES240</td>
<td>Ethical, Policy and Social Implications of Science and Technology</td>
<td>3</td>
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<tr>
<td>ENES440</td>
<td>Science, Technology and Society: Certificate Program Capstone</td>
<td>3</td>
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Electives (3 classes) 9

For a comprehensive list of electives see website. ¹

Total Credits 15

¹ Six credits must be at the 300-400 level.

Minor concentration areas:

Social, ethical and policy implications: This concentration explores the contemporary societal implications of science and technology. These courses ask students to think about the role science and technology have played in creating local and global social and environmental crises and what science and technology can do to help solve them.

Science and technology development: This concentration focuses on cultural, legal, organizational, and institutional forces that have shaped science and technology. It asks students to think about what causes knowledge production and technical practices to change over time and how these changes can improve implementation going forward.

Information economy: This concentration focuses on how the information economy has shaped scientific and technological practices. Students are asked to think about society’s evolving relationships with information as a driving force in the private and public sector.