Proposing a course for STS credit

Tips for syllabus:

- Historically, STS courses include:
    - At least 30-40% of the content on science, technology, and society
    - Preparing students to be good citizens able to effectively evaluate complex scientific and/or technological issues
    - Dealing not just with the impact of science and/or technology on society but also with how science and/or technology are social enterprises shaped by politics, funding, ethics, etc.
    - Having students evaluate both sides of controversial issues
- Make sure that the syllabus has enough detail so that the STS content covered is clear. Sometimes the standard syllabus does not have enough explanation to how the course meets the STS requirement.
    - Based on experience, reviewers have sometimes recommended that faculty colleagues submit a more detailed syllabus. This could be easily accomplished by adding comment boxes to the syllabus to explain your pedagogical rationale.
    - This detailed syllabus should provide more detail about the STS content and may go into more detail than a syllabus you would give your students.
    - The extra detail is particularly important if the STS content is integrated with technical content. For example, if a topic for the week is "automobile safety," consider explaining what social and policy issues you will cover in addition to the technical issues.
    - The detailed syllabus should not only demonstrate both how the goals of the course investigate questions central to understanding the relationships between society, science, technology, medicine, and/or the environment, but also how some assignments ask students to explore these issues (either inside or outside of class).

From catalog:

Science and Technology in Society competency statement - Demonstrate an understanding of issues created by the complex interactions among science, technology, and society.

Rubric for assessment of student work:

Criteria	1	2	3	4

Interaction between science, technology and society	Demonstrates unsatisfactory college-level work.	Identifies an interaction between science or technology and society	Analyzes multiple impacts related to the interaction (such as, local and global impacts, controversies surrounding the interaction, impact on ethical decision- making, the impact of social forces on science and technology etc.)	Demonstrates exemplary work.