

D 2 and 3 SLOS—

The SLOs are in the process of being revised. While the language and focus of the outcomes below may be different from our current stated learning outcomes, they maintain (and, in some cases, improve) descriptions of skills and competencies we strive to impart to our students through our General Education program.

	Capstone 4	Milestones 3	2	Benchmark 1
D.2. Students identify major concepts of science behind technological innovations or applications in our daily lives.	Precisely identifies major scientific concept(s), Critically explains relationship with relevant technological innovations or applications, using appropriate terminology and illustrates with pertinent examples	Identifies major concept(s) and explained relationship with innovations/application s with reference to appropriate terminology and illustrated with examples	Concepts may be identified with basic attempt to articulate relationship with some reference to appropriate terminology and/limited examples	Concepts are vaguely identified and/or not fully explained. Relationship with innovation or application not obviously articulated, with none or irrelevant examples.
D.3. Students distinguish between scientific and non-science explanations by employing scientific methods.	Clearly identifies and explains the differences between scientific and non-scientific arguments, justifies reasons based on a scientific approach using appropriate scientific concepts.	Distinction between scientific and non-scientific arguments is clear and based on a sound rationale. Procedures adhere to a scientific approach and concepts	Attempts to distinguish scientific and non-scientific arguments reflects basic understanding. Rationale seems emerging with little or some adherence to relevant scientific approach and concepts	Distinction between scientific and non-scientific arguments are vague or nonexistent. Justifications are irrelevant or in-existent with poor or no use of concepts to support arguments