FIT General Education: Information Literacy, Course Identification Planning (Effective FAll 2026)

In the revised SUNY General Education framework, three core competencies (Civic Discourse, Information Literacy and Critical Thinking and Reasoning) must be included in each AAS undergraduate degree curriculum. Because of the need to document and assess these competencies to meet SUNY and Middle States requirements, programs may need to rewrite courses to provide more explicit instruction and structured assignments around the competency learning outcomes. This worksheet will assist programs with course planning and provide FIT with needed documentation.

Each AAS program should return to Devon Vidal, Assistant Dean for Curriculum (Devon\_Vidal@fitnyc.edu), prior to submitting the revised course into CIM; Gladys Marcus librarians will provide feedback.

Program: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Course number and Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Contact: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## **SUNY Information Literacy Outcomes.**

Students will

* locate information effectively using tools appropriate to their need and discipline;
* evaluate information from a variety of sources with an awareness of authority, validity, and bias; and
* demonstrate an understanding of the ethical dimensions of information use, creation, and dissemination, whether from traditional sources or emerging technologies, such as artificial intelligence.

## **1. Learning Outcomes.**

**SUNY requires that the competency learning outcomes be incorporated into the course learning outcomes, either using the same language or course-specific language that aligns with the SUNY outcomes. All bullet elements must be included in the course, but can be combined into a single learning outcome using semicolons.**

On the chart below, please note “SUNY language” if the course will include the SUNY words verbatim, or provide the course-specific language aligned to the SUNY outcome.

|  |  |
| --- | --- |
| **SUNY Information Literacy Outcomes. Students will:** | **Learning outcomes in the course of study.** Note “SUNY language” if the outcome is not rephrased. |
| Locate information effectively using tools appropriate to their need and discipline |  |
| Evaluate information from a variety of sources with an awareness of authority, validity, and bias |  |
| Demonstrate an understanding of the ethical dimensions of information use, creation, and dissemination whether from traditional sources or emerging technologies, such as artificial intelligence. |  |

## **2. Course content.**

How and where are these learning outcomes taught in the course?

|  |  |
| --- | --- |
| **SUNY Information Literacy Outcomes. Students will:** | **Course Content:** For each outcome, indicate how this outcome is addressed in the course, providing information as to weeks/units, materials, activities, library information sessions, etc. |
| Locate information effectively using tools appropriate to their need and discipline |  |
| Evaluate information from a variety of sources with an awareness of authority, validity, and bias |  |
| Demonstrate an understanding of the ethical dimensions of information use, creation, and dissemination whether from traditional sources or emerging technologies, such as artificial intelligence. |  |

## **3. Assignment(s).**

Students must individually demonstrate the learning outcomes in one or more graded assignments. All three outcomes may be covered by a single assignment or by multiple assignments. (Programs are not required to include these elements as part of the grading criteria, but the assignment must count towards their grade).

|  |  |
| --- | --- |
| **SUNY Information Literacy Outcomes. Students will:** | **Assignment(s):**  List an assignment requiring students to demonstrate each outcome. |
| Locate information effectively using tools appropriate to their need and discipline |  |
| Evaluate information from a variety of sources with an awareness of authority, validity, and bias |  |
| Demonstrate an understanding of the ethical dimensions of information use, creation, and dissemination whether from traditional sources or emerging technologies, such as artificial intelligence. |  |