# **FIT GENERAL EDUCATION: CIVIC DISCOURSE, COURSE IDENTIFICATION PLANNING**

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, departments may need to rewrite courses to provide more explicit instruction and structured assignments around the competency learning outcomes. This worksheet will assist departments with course planning and provide FIT with needed documentation.

The revised course should be submitted into CIM.

Department: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

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

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

## **SUNY Civic Discourse Outcomes.**

Students will demonstrate the discourse skills necessary to participate in civic life, including

● the deliberation of ideas through reasoned inquiry that seeks new information and considers multiple viewpoints; and

● the ethical practice of advocacy, dissent, and dialogue that constructively attends to points of conflict.

## **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. Both outcomes must be included in the course.**

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.

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| --- | --- |
| **SUNY Civic Discourse Outcomes. Students will:** | **Learning outcomes in the course of study.** Note “SUNY language” if the outcome is not rephrased. |
| Deliberate ideas through reasoned inquiry that seeks new information and considers multiple viewpoints |  |
| Demonstrate the ethical practice of advocacy, dissent, and dialogue that constructively attends to points of conflict |  |

## **2. Course content.**

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

|  |  |
| --- | --- |
| **SUNY Civic Discourse 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, etc. |
| Deliberate ideas through reasoned inquiry that seeks new information and considers multiple viewpoints |  |
| Demonstrate the ethical practice of advocacy, dissent, and dialogue that constructively attends to points of conflict |  |

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

**Students must individually demonstrate the learning outcomes in one or more graded assignments. Both 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).**

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| --- | --- |
| **SUNY Civic Discourse Outcomes. Students will:** | **Assignment(s):**  List an assignment requiring students to demonstrate each outcome. |
| Deliberate ideas through reasoned inquiry that seeks new information and considers multiple viewpoints |  |
| Demonstrate the ethical practice of advocacy, dissent, and dialogue that constructively attends to points of conflict |  |