Information and Technology Literacy: “Courses in this category will ensure that students have mastered the skills and concepts basic to information and technology literacy. Students will demonstrate the ability to “perform the basic operations of personal computer use; understand and use basic research techniques; and locate, evaluate and synthesize information from a variety of sources” (SUNY Required Learning Outcomes). Courses in this category will focus on the ability to use technology effectively and the ability to filter, analyze, and critique information and experience (Plattsburgh General Education Objectives). 1 credit.” Source: Plattsburgh General Education Program 2002

Recommended Criteria for Information and Technology Literacy Courses:

Courses that satisfy the Information and Technology Literacy requirement will have four characteristics:

- Instructional activities on finding, evaluating, citing, and using information in print and electronic sources from the Feinberg and other libraries, the World Wide Web, and other sources, and basic operations of personal computer and common academic software use. Courses should address questions on the ethical use of information, intellectual property (including fair use, copyright, plagiarism and citations), issues and uses of technology in society and other related issues that promote critical reflection.

- Assignments, course work, or tutorials that make extensive use of the Feinberg and other libraries, the World Wide Web and other information sources, and the Plattsburgh campus computing environment and resources. Assignments should include finding, evaluating, and citing information sources, and the use of computers and software to manage information.

- At least one project that requires students to synthesize and integrate the course content; and that allows students to demonstrate their abilities to find, evaluate, cite, and manage information presented in diverse formats from multiple sources, using basic computer and software applications.

- Inclusion of content and active learning activities addressing each of the required introductory level learning outcomes in the attached list. (These derive from the Plattsburgh State University Task Force on Information and Computer Literacy Final Report).

Adapted and revised from the University at Albany (an ACRL Information Literacy Best Practices Model Program,) Criteria at http://library.albany.edu/usered/faculty/infolit.html