Report on Proposed AI Literacy Learning Outcomes

UTA AI Literacy Planning Group

Version: 1.2

Date: February 10, 2026

To support institution-wide curricular planning in the rapidly evolving area of Artificial Intelligence, Vice-Provost Andrew Hippisley in late September 2025 charged an AI Literacy Planning Group "to develop a campus-wide plan to incorporate instruction in AI Literacy as part of the undergraduate curriculum." The Planning Group is supported by a Steering Committee that participates in the American Association of Colleges and Universities' 2025-2026 Institute on AI, Pedagogy and Curriculum, connecting the initiative to a nationwide effort. The Planning Group was asked to:

- Engage stakeholders
- Develop a definition of AI literacy
- Evaluate implementation approaches
- Propose an implementation plan.

The Planning Group comprises twenty-five members representing all nine colleges/schools as well as relevant central support units (see below). It met monthly in fall 2025 to develop a "definition of AI literacy" expressed as student learning outcomes. To inform its deliberations, the group consulted several of the most widely cited AI Literacy models (see below).

In its deliberations the Planning Group determined:

- An understanding of and facility with AI systems is increasing perceived as essential preparation for workforce and for civic participation. We must equip students to use AI effectively as well as to identify and reject its use when appropriate.
- It is useful to separate foundational AI Literacy, which we would expect of all students regardless of major, from AI skills specific to each degree pathway. The planning group will make recommendations about each, but it started with the foundational level—AI competencies that we think important for the development of discipline-specific skills. Ideally, students would acquire these competencies by the end of the sophomore year.

The Planning Group will next consider and make recommendations about implementation strategies. At this stage, it seeks guidance with respect to the proposed SLOs. We are interested in any responses, but would find it particularly useful to know about:

- Items on the list that you would consider essential: do not compromise on these in implementation
- Any glaring omissions
- Concerns about level appropriateness
- Alignment with the UTA Generative AI Guidelines for Instruction (link)

Comments and suggestions may be conveyed to any Planning Group member or to Andrew Hippisley (andrew.hippisley@uta.edu).

The Proposed Student Learning Outcomes

By the end of their sophomore year, UT Arlington undergraduates will be able to:

Practical Uses

- Describe key examples of how different kinds of AI (e.g., predictive, generative, agentic) are used in specific disciplines and job sectors.
- Prompt AI to produce relevant responses in at least three distinct scenarios (e.g. generate several possible approaches to a marketing campaign, generate multiple design options for specific clients, anticipate objections to an argument, summarize different models that might be applied to global warming.)
- Apply AI tools to develop career readiness skills (e.g., resume writing, interview preparation, LinkedIn posting).
- Apply AI tools as study aids (e.g., generate concept maps, practice problems, sample exam questions).
- Identify potential use cases and industry needs for AI applications.

Technical Knowledge

- Train an AI model using basic no-code tools.
- Perform pre-processing and post-processing tasks.
- Define basic elements and functions of neural networks using the correct terms.
- Explain why different LLMs may give different responses to the same prompt.
- Train a simple AI tool (e.g., agent, ChatBot, or simulation) for a specific purpose.

Human Centered Creativity

- Define what human-centered means in the context of an AI-supported creative process.
- Integrate AI tools into an iterative creative process to make something new.
- Document a human-AI creative collaboration and assess whether AI enhances or replaces human creativity.

Think Critically about AI

- Recognize potential limitations of AI systems (e.g., hidden assumptions, bias in the training set, etc.)
- Prompt AI to solicit different views and aspects of a topic and critically analyze these views to draw one's own conclusions.
- Question, evaluate, and assess the validity of AI outputs using independent sources.
- Evaluate advantages and disadvantages of choosing either human or AI "thinking" in specific use cases.

Ethics and Societal Impact

- Demonstrate familiarity with common AI-related ethical concerns (e.g., misinformation, cognitive atrophy, academic integrity, environment, bias, copyright, privacy, AI welfare).
- Apply basic ethical reasoning frameworks to AI debates.

- Demonstrate an ability to reference AI use in compliance with university and professional norms.
- Evaluate how AI may redefine and revalue "my own work."
- Explain potential short- and long-term societal benefits and risks of AI.

Members of the Planning Group

Steering Committee

- Mark Cooper (mark.cooper@uta.edu), Director of Academic Operations, Office of the Provost
- Morteza Khaledi (khaledim@uta.edu), Dean, College of Science
- Cynthia Koomey (cynthia.koomey@uta.edu), Clinical Assistant Professor, Nursing
- Elizabeth Newman (elizabeth.newman@uta.edu), Dean, College of Liberal Arts
- Kenny Zhu (kenny.zhu@uta.edu), Professor, Computer Science and Engineering

College of Architecture, Planning and Public Affairs

- Joowon Im (joowon.im@uta.edu), Associate Professor
- Shermeen Yousif (shermeen.yousif@uta.edu), Associate Professor

College of Business

- Kevin Carr (kevin.carr@uta.edu), Clinical Associate Professor
- David Rakowski (rakowski@uta.edu), Professor

College of Education

- Kaya Erdogan (erdogan.kaya@uta.edu), Assistant Professor
- Hugh Kellam (hugh.kellam@uta.edu), Assistant Professor

College of Engineering

- Vassilis Athitsos (athitsos@uta.edu), Professor
- Haiying Huang (huang@uta.edu), Professor

College of Liberal Arts

- Luke Roelofs (luke.roelofs@uta.edu), Assistant Professor
- Peggy Semingson (peggys@uta.edu), Associate Professor, and CRTLE Interim Director

College of Nursing and Health Innovation

- Xiangli Gu (xiangli.gu@uta.edu), Associate Professor
- Mari Tietze (mari.tietze@uta.edu), Professor

College of Science

- Amir Farbin (afarbin@uta.edu), Professor (Spring)
- Frank Foss (ffoss@uta.edu), Associate Dean
- Shan Sun-Mitchell, Professor (Fall)

Honor's College

- Sean Kelly (sean.kelly@uta.edu), Dean

School of Social Work

- Sophia Fantus (sophia.fantus@uta.edu), Associate Professor
- Micki Washburn (micki.washburn@uta.edu), Associate Professor

Support Units

- Lolin Martins-Crane (lolin.martinscrane@uta.edu), Director Career Development Center
- Catherine Unite (unitec@uta.edu), Director Academic Success Center
- Patrick Wilson (patrick.wilson@uta.edu), Vice-Provost Academic Innovation

AI Literacy Models Consulted

- [Anthropic AI Fluency Framework](#)
- [Barnard College AI Literacy Framework](#)
- [Digital Education Council AI Literacy Framework](#)
- [Leo Lo's AI Literacy Framework](#)
- [Open University's Critical AI Literacy Framework 2025](#)
- [Stanford AI Literacy Framework](#)
- [UNESCO AI Competency Framework for Students](#)