

**LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK**

**DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION**

**CURRICULUM CHANGE**

1. **Type of change:** *New Course*

2.

Department(s)	Middle and High School Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Education
Course Prefix & Number	ESC 512
Course Title	Critical Media and Information Literacy in Education
Description	Critical examination of information cycles and media environments, development, and access through a social justice lens. Application of critical information literacy in school, professional, and civic contexts.
Pre/ Co Requisites	Departmental Permission
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible

	<ul style="list-style-type: none"><li>_____ World Cultures</li><li>_____ US Experience in its Diversity</li><li>_____ Creative Expression</li><li>_____ Individual and Society</li><li>_____ Scientific World</li></ul>
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**3. Rationale:**

This course is being created for our new Advanced Certificate in Media and Information Literacy in Education.

**4. Learning Outcomes (by the end of the course students will be expected to):**

- a. Articulate roles that social justice plays in information and media development, access, and in the classroom
- b. Analyze tools to evaluate information and media sources within the current information ecosystem
- c. Assess relationship of the role information and media play with students as learners, in their careers, in schools and classrooms, and in their daily lives
- d. Develop critical information literacy technology tools for reflection on potential classroom use

**5. Date of Departmental Approval: October 30, 2024**

**LEHMAN COLLEGE  
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**DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION**

**CURRICULUM CHANGE**

1. **Type of Change:** *Course title, description, pre-requisite*

2. **From:**

Department(s)	Middle High School Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Science Education
Course Prefix & Number	ESC 536
Course Title	Teaching Technology Subjects in Middle and High School
Description	<del>Methods and materials for teaching technology subjects at the middle and high school levels. Curriculum development; current standards; lesson planning; instructional strategies; uses of technology; problem solving; assessment; inclusion of special populations; and literacy development in technology subjects. Includes field experience. A research paper or curriculum project is required. Limited to master's-level students seeking Initial Certification.</del>
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g., Writing)	

Intensive, WAC, etc.)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:**

Department(s)	Middle High School Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Science Education
Course Prefix & Number	ESC 536
Course Title	<u>Teaching and Learning with Technology in Education</u>
Description	<u>Explores methods and resources for instruction and assessment with current technological innovations. Topics include: developing design thinking and problem-solving, creating authentic learning experiences, open educational practices, assessing information and media literacy skills and dispositions, and adapting learning environments to universal design for learning.</u>
Pre/ Co Requisites	<u>Departmental permission</u>
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g., Writing)	

Intensive, WAC, etc.)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

**4. Rationale:**

We propose changing the course to reflect current technological innovations and needs in education. The course, Teaching and Learning with Technology in Education, will be offered as a core required course for the proposed Advanced Certificate in Media and Information Literacy in Education. The changes will also open the course to candidates working across educational contexts, such as traditional school settings and nontraditional settings, and across all student ages and grade levels.

**5. Date of Department Approval: April 18, 2024**

**LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK**

**MIDDLE AND HIGH SCHOOL EDUCATION**

**Request for Registration of a New Advanced Certificate Program**

Name of Program and Degree Award: Advanced Certificate in Media and Information Literacy in Education

Credits: 12

HEGIS code: 0829.00 Curriculum & Instruction

Program Code: TBD

Effective Term: Fall 2025

1. **Type of Change:** New Advanced Certificate Program (with Online Option)

2. **Description:**

The Advanced Certificate in Media and Information Literacy in Education is designed for individuals working with learners across educational contexts. Candidates will understand and learn how to apply media and information literacy skills, such as artificial intelligence literacies, design thinking, critical media literacy, etc., to their practice. *This advanced certificate program does not lead to state teacher licensure.*

**Educational Objectives:**

- Explore evidence-based foundations and conceptual understandings of information and media literacy, including broad trends in practice (ex. Artificial Intelligence, Open Education, Critical Media Literacy, etc.)
- Critically examine developments in the field of education to recognize how individuals and society are influenced by the media and assess the impact of media on learning outcomes, cognitive development, and educational equity
- Explore, design, and apply authentic learning activities and assessments that use digital media, tools, and resources to maximize active, deep learning and support student learning of information and media literacy skills
- Utilize design thinking to create and publish a multimedia work, piece of digital communication, or contribute to an online collaboration for a specific purpose, demonstrating an understanding of copyright, attribution, principles of Fair Use, Creative Commons licenses and the effect of genre on conventions of attribution and citation.

**Career Objective:**

- The program will help candidates develop expertise in designing instruction for and assessing students’ media and information literacy skills to apply in educational contexts.

**Admissions Requirements:**

1. Official transcripts from every college or university attended and a bachelor’s degree or higher from an accredited college or university;
2. Two letters of recommendation from previous or current professors, employers, or professional colleagues.
3. A written one-page essay addressing how this advanced certificate will contribute to the applicant’s professional knowledge
4. Interview with the program coordinator.

**Program of Study:** The program of study consists of four courses (12 credits). Three courses are required, and the fourth is an elective, designed to meet the needs of participants working across content areas and grade spans.

**Course Sequence:**

<b>Semester</b>	<b>Courses</b>
<i>Fall 1</i> 6 credits total	EDR 529 Language, Literacy, and Educational Technology (3 credits) ESC 512 Critical Media and Information Literacy in Education
<i>Spring 1</i> 6 credits total	ESC 536 Teaching and Learning with Technology in Education Elective (one 3-credit course from the list below, chosen in consultation with the program coordinator): EDR 729 Leading Change in a Digital Age (3 credits) OR ART 612 Introduction to Digital Imaging (3 credits) OR GEP 505 Principles of Geographic Information Science (3 credits)

**Existing Courses**

**EDR 529 Language, Literacy, and Educational Technology.** (3 credit hours). This course will focus on using information technology to support the teaching of literacy to students of diverse language backgrounds and abilities through the content areas. Social, legal, and ethical issues affecting the instructional use of

technology. Curriculum development, current standards, inclusion of students with disabilities, and assessment.

**ESC 536 Teaching and Learning with Technology in Education.** (3 credit hours).

Explores methods and resources for instruction and assessment with current technological innovations. Topics include: developing design thinking and problem-solving, creating authentic learning experiences, open educational practices, assessing information and media literacy skills and dispositions, and adapting learning environments to universal design for learning.

### **New Course**

**ESC 512 Critical Media and Information Literacy in Education** (3 credit hours).

Critical examination of information cycles and media environments, development, and access through a social justice lens. Application of critical information literacy in school, professional, and civic contexts.

### **Electives**

**EDR 729: Leading Change in the Digital Age.** (3 credit hours).

Usage of digital applications to support curriculum, instruction, and assessment practices of teachers. Considers how to leverage digital tools to facilitate and evaluate teacher development through various models of supervision, professional learning, and design principles, along with social, legal, and ethical considerations. Development and implementation of a professional development module. (10 fieldwork hours required)

**ART 612 Introduction to Digital Imaging.** (3 credit hours).

Introduction to the creation of art and imagery using computers and digital media. Production of a portfolio of images for presentation. (No previous computer experience required.)

**GEP 505 Principles of Geographic Information Science.** (3 credit hours).

The use of Geographic Information Systems for conducting research and spatial analysis in the natural and social sciences. The use of computer mapping and spatial analysis technologies for studying the physical and human components of the earth's environment. PREREQ: Departmental permission.

#### **4. Rationale:**

In a world of increasing exposure to misinformation, individuals must engage in an inquiry process that critically analyzes and evaluates the media and content they receive. Additionally, 21st-century citizens and workers should be empowered with the skills and knowledge to produce digital media to achieve outcomes ([National Association for Media Literacy Education](#), 2024). As with subjects such as reading and



math, these skills must be taught by qualified teachers who have deep knowledge of information and media literacy ([Jones-Jang et al., 2021](#)).

The Advanced Certificate in Information and Media Literacy in Education is a distinctive offering within the CUNY system, uniquely focused on the critical intersection of current technologies (eg. artificial intelligence), digital literacy, and education. A survey of prospective students in the Lehman College community revealed a strong interest in key areas such as teaching with AI, information literacy, media literacy, and critical media literacy skills. Unlike other programs that touch on similar topics, this one emphasizes a practitioner-focused approach, guiding educators on how to integrate these technologies and literacies into their classrooms effectively.

The program is designed to be competitive, requiring fewer credits than comparable online offerings while still delivering robust learning experiences. A capstone project enables students to develop and apply classroom resources, highlighting the program's practical focus. The enthusiastic response from potential candidates, who expressed a strong interest in the program, reflects clear market demand and the credits that an Advanced Certificate offers can contribute toward teacher's salary differential. Additionally, offering a fully online program caters to a diverse student body, broadening its reach in the evolving landscape of educational technology.

This program is designed to be an engine for the social mobility of educators who want to develop their knowledge of information and media literacy and learn instructional strategies for supporting these skills in their future or current educational contexts and preparing them to participate in a global society. Relevant frameworks and practices from the following sources were used in program development: the [ISTE Standards](#), [CUNY Computing Integrated Teacher Education \(CITE\) Framework](#), including the computing and digital practices (for, with, through, and against), and the [Companion Document to the ACRL Framework for Higher Education: Instruction for Educators](#). To ensure the program meets a variety of educational contexts, after completing two required courses students will select an elective selected in consultation with their adviser to take concurrently with their final required course.

A distance education format proposal is also being submitted to offer the Advanced Certificate in Media and Information Literacy in Education program in an online format. The distance learning format will provide greater flexibility to students.

**5. Date of Department Approval: October 30, 2024**