

1. Purpose and Nature of Program

Provide a brief program description. Include the distinctive features of the program that make it unique.

The immersive nature of digital media has opened immense opportunities for positive change through expanded access to information about health care, government, education, conflict, sustainability and many other topics. But it has also intensified the spread of misinformation, which now threatens our communities and our democracy.

The Aspen Institute and the Knight Commission on Trust, Media and Democracy’s recent report Crisis in Democracy: Renewing Trust in America, called for a national effort to “provide students of all ages with basic civic education and the skills to navigate online safely and responsibly.”

This new bachelor’s degree program establishes the Cronkite School as a central leader in addressing this urgent challenge. The program is rooted in the traditions of the liberal arts, with deep focus on critical thinking, communication, ethical decision making, global awareness and problem solving. It teaches students to apply these skills in the context of digital media, understanding how information and technology affect our personal, social and professional interactions.

Graduates of the program will be able to use cutting-edge tools and tactics to analyze the context of the media we consume. They will be able to verify and interpret information to make decisions that improve their own lives and that benefit our larger society.

Nowhere are these digital media literacy skills more important than in the workplace. Organizations of all sizes, public and private, are learning to cope with unprecedented change in how we interact with and use information. This program will prepare students to be at the forefront of important strategic and ethical issues related to digital media, including automation, verification, security and privacy.

This program aligns with ASU Design Aspirations including transforming society, fusing intellectual disciplines, being socially embedded, engaging globally and enabling student success.

2. Student Learning Outcomes and Assessment Methods

Assessment Plan

Attach a PDF copy of the assessment plan printed from the University Office of Evaluation and Educational Effectiveness assessment portal demonstrating UOEEE’s approval of your assessment plan for this program. Visit the assessment portal at <https://uoeee.asu.edu/assessment-portal> or contact uoeee@asu.edu with any questions.

3. Academic Curriculum and Requirements

A. Major Map

Attach a copy of the “proposed” major map for this degree program. If this program will be delivered online as well as in-person, attach a copy of both the major map and the online major map. Instructions on how to create a “proposed major map” in **BAMM** can be found in the [Build a Major Map Training Guide](#).

B. Summary of Credit Hours Required for this Program

Total credit hours must be 120 and include first year composition, general studies, core/required courses, program specific electives, and any additional requirements (e.g., concentration credits).

Requirements	Credit Hours
First Year Composition	6
ASU 101 (or equivalent)	1
General Studies	44
Core/required courses	18
Program specific electives	12
Additional requirements	0
Other; please explain (University electives)	39
Total	120

C. Curriculum Checksheet

Attach a PDF copy of the curriculum checksheet from BAMB to the proposal submission. The curricular checksheet should outline all core/required courses and program specific electives. To retrieve the checksheet in BAMB:

1. Select the “Checksheet” tab for the program.
2. From the tab, select “Preview Checksheet.” The preview will open in a new window.
3. Select “Save as PDF” in upper right-hand corner of the page.

2020 Course List for Digital Media Literacy (BA) (Proposed) - (ONLINE)

Walter Cronkite School of Journalism & Mass Comm | KOIABCE

University Requirements	Credit Hours	Min. Grade
Mathematical Studies (MA and CS) MAT 142: College Mathematics (MA) OR Mathematics (MA)	3	
Major Requirements	Credit Hours	Min. Grade
Core		
MCO 120: Media and Society (SB)	3	C
MCO 302: Media Research Methods	3	C
MCO 425: Digital Media Literacy I	3	C
MCO 426: Digital Media Literacy II	3	C
MCO 427: Misinformation and Society	3	C
MCO 428: Digital Media and Freedom of Expression in the 21st Century	3	C
Major Electives		
Mass Communication Elective	3	C
Upper Division Mass Communication Elective	9	C
Electives	Credit Hours	Min. Grade
Elective	24	
Upper Division Elective	15	
Track/Groups		
Mass Communication Elective		
MCO 101: Everyday Grammar		
MCO 102: Fundamentals of Coding		
MCO 240: Media Issues in American Pop Culture		
MCO 307: The Digital Audience		
MCO 335: Social Media		
MCO 366: Media Ethics and Diversity		
MCO 403: Media Law		
MCO 418: History of Mass Communication (SB & H)		
MCO 430: International Mass Communication (G)		
MCO 436: Audience Research and Behavior		
MCO 437: Audience Acquisition and Engagement		
MCO 438: Digital Audience Analysis		
MCO 439: Digital Audience Growth		
MCO 450: Visual Communication (HU)		

MCO 456: Political Communication (SB)

MCO 460: Race, Gender, and Media (C)

MCO 465: Sports and Media

MCO 470: Exploring the Business of Journalism

MCO 494: Special Topics

D. Concentrations

- i. Are any concentrations to be established under this degree program? No, concentrations will not be established.
- ii. If yes, are concentrations required? No, concentrations will not be required.
- iii. List courses & additional requirements for the proposed concentration(s)

Concentration Name	Total credit hours	Core/Required Courses for Concentration (Prefix, # & Title)	Total Core credit hours	Program Specific Electives (include course name and prefix)	Total Elective credit hours	Additional Requirements (i.e. milestones, capstones)

4. New Course Development

- A. Will a new course prefix (es) be required for this degree program? No
If yes, list prefix name(s) (i.e. ENG- English): N/A

Note: A request for a New Prefix form must be completed for each new prefix required and submitted with this proposal: [New prefix request form.](#)

- B. **New Courses Required for Proposed Degree Program**

List all new courses required for this program, including course prefix, number and course description.

MCO 427: Misinformation and Society – Develops strategies and tactics to recognize misinformation, and inoculates students--and helps them join the battle--against it. Misinformation in our context is false information purposefully created to deceive and cause harm. It runs rampant in today's digital information ecosystem, and is becoming more and more sophisticated and difficult to spot. Bad actors are using powerful tools and techniques to infect our information supply, sowing confusion and discord. While there are laudable efforts to staunch the flow of misinformation, media users need help in deciding what information to trust. Examines the evolution of misinformation and the range of content types that fall under its umbrella. Explores tools, techniques and tactics that individuals can employ to identify misinformation, and gives them a head start on making informed decisions on what, and whom, they can trust.

MCO 428: Digital Media and Freedom of Expression in the 21st Century – Covers the extraordinary nature of media in this century. Examines how the media and communications tools of the past 100+ years--telephones, print publications and broadcasting outlets--gave way to the Internet, a radically centralized network of networks that is rapidly re-centralizing. Also explores how the ability to exercise freedom of expression became radically easier in the early days of the Internet, but how that freedom, among others, may be in jeopardy--and, if so, what can be done about that, as individuals and members of communities.

Note: New course requests must be submitted electronically via [Curriculum ChangeMaker](#) and undergo all internal university review and approval steps including those at the unit, college, and university levels.

5. Program Need

Explain why the university needs to offer this program (include target audience and market).

There is an urgent need for education on the consumer side of news and information. The immersive nature of digital media has opened immense opportunities for positive change, but it also has intensified the spread of misinformation. Media consumers now have the ability to produce and distribute their own content, yet they often are ill-equipped to determine what is verifiable, factual information.

This threatens journalism, mass communication and higher education. It also compromises our capacity for civic engagement and decision-making and democracy.

The Aspen Institute and the Knight Commission on Trust, Media and Democracy’s recent report “Crisis in Democracy: Renewing Trust in America” called for a national effort to “provide students of all ages with basic civic education and the skills to navigate online safely and responsibly.” The online Bachelor of Arts in Digital Media Literacy – what would be the first in the nation – heeds that call.

6. Collaboration and Impact

- i. List other academic units that might be impacted by the proposed program and describe the potential impact (e.g., how the implementation of this program might affect student headcount/enrollment, student recruitment, faculty participation, course content, etc. in other programs).
 Several ASU academic units – The College, Herberger Institute for Design and the Arts, College of Integrative Sciences and Arts, Mary Lou Fulton Teachers College, and New College of Interdisciplinary Sciences and arts – offer courses that are complementary to the proposed program, and the Cronkite School anticipates suggesting them as electives. See attached letters of collaboration and impact form related units.
- ii. Attach a letter of collaboration and impact from each Dean, or Dean’s designee at the Assistant or Associate Dean level, from impacted programs. Refer to the Provost’s Office Curriculum Development website (<https://provost.asu.edu/node/3227>) for guidelines on collaboration and impact statements.

7. Projected Enrollment

How many new students do you anticipate enrolling in this program each year for the next five years?

5-YEAR PROJECTED ANNUAL ENROLLMENT					
	1 st Year	2 nd Year (Yr 1 continuing + new entering)	3 rd Year (Yr 1 & 2 continuing + new entering)	4 th Year (Yrs 1, 2, 3 continuing + new entering)	5 th Year (Yrs 1, 2, 3, 4 continuing + new entering)
Number of Students Majoring (Headcount)	25	50	150	300	450

8. Accreditation or Licensing Requirements

If applicable, provide the names of the external agencies for accreditation, professional licensing, etc. that guide your curriculum for this program, if any. Describe any requirements for accreditation or licensing.

N/A

9. Faculty & Staff

A. Current Faculty

List the name, rank, highest degree obtained, and area of specialization or expertise of all current faculty who will teach in the program, and estimate their level of involvement.

Dr. Joseph Russomanno / Professor / PhD / First Amendment law / 50% FTE

Dan Gillmor, Professor of Practice / BA / media literacy / 50% FTE

Dr. Marianne Barrett / Associate Professor / PhD / television audiences, economics and policy / 25% FTE

Dr. Dawn Gilpin / Associate Professor/ PhD / social media, strategic communication, knowledge and power dynamics / 25% FTE

Dr. Ali Hussain / Assistant Professor / PhD / public communication, mental health, persuasion and behavior communication / 25% FTE

Steve Doig / Professor / BA / newsroom diversity and demographics, polling, data journalism / 50% FTE

B. New Faculty

Describe the new faculty hiring needed during the next three years to sustain the program. List the anticipated hiring schedule and financial sources for supporting the addition of these faculty members.

The proposed program will not require new faculty.

C. Administration of the Program

Explain how the program will be administered for the purposes of admissions, advising, course offerings, etc. Discuss the available staff support.

ASU Admissions would handle processing of applications per the admission requirements, and EdPlus would promote the program (given its online delivery) collaboratively with Cronkite School recruitment efforts overseen by Associate Dean Mark Lodato. Assistant Dean Jessica Pucci oversees curriculum and instructor development for online degree programs. Assistant Dean Rebecca Blatt oversees student success and assessment for online programs. Academic Success Coordinator Brad Longwell oversees a team of online student advisers, working collaborative with the EdPlus Academic Success Coaches to promote student success. One full-time Cronkite School undergraduate recruiter is also a resource for potential applicants.

10. Resources (necessary to launch and sustain the program)**A. Required Resources**

Describe any new resources required for this program's success, such as new support staff, new facilities, new library resources, new technology resources, etc.

This program requires constant attention to new tools, techniques and methodologies. Instructors have to continually anticipate trends and keep up with new tools to effectively teach courses such as Digital Media Literacy, Media Research Methods, and Misinformation and Society. A program fee will support continuing education and experimentation, some of which require additional software subscription and association fees beyond what are typical for faculty members. Students will benefit by access to up-to-the-minute instruction and materials that will make them competitive in a fast-changing 21st century digital landscape. No other institution of higher education offers an undergraduate degree program in digital media literacy, and the proposed program fee reflects fairly the uniqueness, caliber, and anticipated demand of the program.

B. Resource Acquisition

Explain how the resources to support this program will be obtained.

Program fee.

APPENDIX
OPERATIONAL INFORMATION FOR UNDERGRADUATE PROGRAMS
 (This information is used to populate the [Degree Search](#)/catalog website.)

1. Program Name (Major): Digital Media Literacy

2. Marketing Description (*Optional. 50 words maximum. The marketing description should not repeat content found in the program description*)

With a BA in digital media literacy, you'll be an active, informed participant of the digital world, ready to take on societal issues around media, technology, privacy and information verification.

3. Program Description (*150 words maximum*)

Organizations of all sizes, public and private, are learning to cope with unprecedented change in how we interact with and use information. The BA program in digital media literacy prepares students to be at the forefront of important strategic and ethical issues related to digital media, including automation, verification, security and privacy. Graduates of the program are able to use cutting-edge tools and tactics to analyze the context of the media we consume. They are able to verify and interpret information to make decisions that improve their own lives and that benefit the larger society.

4. Contact and Support Information

Building code and room number: (Search ASU map)	CRONK 302
Program office telephone number: (<i>i.e. 480/965-2100</i>)	602/496-5055
Program Email Address:	cronkiteadvising@asu.edu
Program Website Address:	https://cronkite.asu.edu

5. Delivery/Campus Information Options: ASU Online

Note: Once students elect a campus or online option, students will not be able to move between the on-campus and the ASU Online options. Approval from the Office of the University Provost and [Philip Regier](#) (Executive Vice Provost and Dean) is required to offer programs through ASU Online. Please contact Ed Plus then complete the ASU Online Offering form in [Curriculum ChangeMaker](#) to begin this request.

6. Campus/Locations *indicate all locations where this program will be offered.*

Downtown Phoenix Polytechnic Tempe Thunderbird West Other: (online)

7. Additional Program Description Information

- A. Additional program fee required for this program? Yes
- B. Does this program have a second language requirement? No

8. Career Opportunities

Provide a brief description of career opportunities available for this degree program. (150 words maximum)

Graduates of this program pursue a variety of professional and educational opportunities. The program's liberal arts foundation – including critical thinking, communication, research and problem solving – give students the intellectual agility to thrive in many fields. Specialization in the technical, ethical, legal, social and economic aspects of digital media are especially valuable, as employers of all sizes try to leverage digital media in serving consumers.

“Everyone’s job is changing,” Brookings Institution senior fellow Mark Muro told *Education Week* (2018) after publication of *Digitalization and the American Workforce*. “The ability to read and then conduct first-order analysis of digital information is highly valued in almost all work environments.”

As organizations try to keep up with digital transformation and plan for the future, having a deep understanding of how digital ecosystems work will be critical. Demand for graduates of digital media literacy in fields such as health care communication, public service and sustainability is anticipated to rise, and the U.S. Department of Labor categorizes many jobs in these areas as having a “bright outlook” in the job market.

Given increasing emphasis on teaching media literacy at every age level, graduates can expect to find employment opportunities in a variety of educational settings, and some students may pursue graduate school in disciplines such as education, library science, law, public policy, business, public relations, digital strategy and journalism.

9. Additional Freshman Admission Requirements

If applicable, list any freshman admission requirements that are higher than and/or in addition to the university minimum undergraduate admission requirements.

N/A (All students are required to meet general university admission requirements.)

10. Additional Transfer Admission Requirements

If applicable, list any admission requirements for transfer students that are higher than and/or in addition to the university minimum undergraduate transfer admission requirements.

N/A (All students are required to meet general university admission requirements.)

11. Change of Major Requirements

Standard change of major text is as follows: A current ASU student has no additional requirements for changing majors. Students should refer to <https://students.asu.edu/changingmajors> for information about how to change a major to this program.

If applicable, list any additional requirements for students who may change their major into this program.

A current ASU student has no additional requirements for changing majors.

12. Keywords

List all keywords used to search for this program (limit 10). Keywords should be specific to the proposed program.

Misinformation, fake news, democracy, privacy, cybersecurity, communication, journalism, public policy, education

13. Advising Committee Code

List the existing advising committee code to be associated with this degree.

UGCS01

Note: If a new advising committee needs to be created, please complete the following form:
[Proposal to create an undergraduate advising committee](#)

14. Change of Major E-mail Address

List the contact email address to direct students who are interested in changing to this major.

CronkiteAdvising@asu.edu

15. First Required Math Course

List the first math course required in the major map.

MAT 142 – College Mathematics

16. WUE Eligible

Has a request been submitted to the Provost by the Dean to consider this degree program as eligible for WUE?

No

Note: No action will be taken during the implementation process with regards to WUE until approval is received from the Provost.

17. Math Intensity

a. List the highest math course required on the major map. (This will not appear on Degree Search.)

MAT 142 – College Mathematics

b. What is the math intensity as indicated by the highest math required on the major map? Math intensity categorization can be found here: <https://catalog.asu.edu/mathintensity>

General

18. ONET Codes

Identify ONET/SOC codes that should be displayed on Degree Search. ONET/SOC codes can be found at: <http://www.onetonline.org/crosswalk/SOC/>. Alternate titles displayed on Degree Search may vary and can be found at: <https://catalog.asu.edu/alternate-career-titles>.

27-3021.00	.....	21-1099.00	.....
27-3099.00	.....	25.9011.00	.....
25-1082.00	.....	21-1091.00	.....
21-2021.00	.....	25-9099.00	.....
27-3031.00	.....	25-1122.00	.....

19. Area(s) of Interest

A. Select **one (1)** primary area of interest from the list below that applies to this program.

- | | |
|--|---|
| <input type="checkbox"/> Architecture & Construction | <input type="checkbox"/> Health & Wellness |
| <input type="checkbox"/> Arts | <input type="checkbox"/> Humanities |
| <input type="checkbox"/> Business | <input type="checkbox"/> Interdisciplinary Studies |
| <input checked="" type="checkbox"/> Communications & Media | <input type="checkbox"/> Law, Justice, & Public Service |
| <input type="checkbox"/> Computing & Mathematics | <input type="checkbox"/> STEM |
| <input type="checkbox"/> Education & Teaching | <input type="checkbox"/> Science |
| <input type="checkbox"/> Engineering & Technology | <input type="checkbox"/> Social and Behavioral Sciences |
| <input type="checkbox"/> Entrepreneurship | <input type="checkbox"/> Sustainability |
| <input type="checkbox"/> Exploratory | |

B. Select **one (1)** secondary area of interest from the list below that applies to this program.

- | | |
|--|---|
| <input type="checkbox"/> Architecture & Construction | <input type="checkbox"/> Health & Wellness |
| <input type="checkbox"/> Arts | <input checked="" type="checkbox"/> Humanities |
| <input type="checkbox"/> Business | <input type="checkbox"/> Interdisciplinary Studies |
| <input type="checkbox"/> Communications & Media | <input type="checkbox"/> Law, Justice, & Public Service |
| <input type="checkbox"/> Computing & Mathematics | <input type="checkbox"/> STEM |
| <input type="checkbox"/> Education & Teaching | <input type="checkbox"/> Science |
| <input type="checkbox"/> Engineering & Technology | <input type="checkbox"/> Social and Behavioral Sciences |
| <input type="checkbox"/> Entrepreneurship | <input type="checkbox"/> Sustainability |
| <input type="checkbox"/> Exploratory | |

BA in Digital Media Literacy 01/21/2020

Mission Statement: This new bachelor's degree program establishes ASU as a central leader in addressing this urgent challenge. The program is rooted in the traditions of the liberal arts, with deep focus on critical thinking, communication, ethical decision making, global awareness and problem solving. It teaches students to apply these skills in the context of digital media, understanding how information and technology affect our personal, social and professional interactions, and giving them the tools to teach others how to be informed and active consumers.

- Outcome 1:** Graduates of the program will demonstrate that they can critically evaluate the accuracy and credibility of digital media sources and information.
- General Education 1:** Critical Thinking;Information Literacy;Inquiry and Analysis;Problem Solving;Quantitative Reasoning/Literacy;Written Communication;
- Concepts 1:** Students will apply knowledge from an array of academic disciplines, including understanding of the scientific method, basic quantitative and qualitative research methods, digital media verification and library research, among others, in evaluating particular examples of digital media.
- Competencies 1:** Students will apply a range of research tactics, including statistical analysis, image verification, contextual evaluation and critical thinking to determine the credibility of information delivered through digital media.
- Measure 1.1:** In MCO 425: Digital Media Literacy, students will complete an exam that presents a series of online stories. For each set of stories, students will have to identify which are verifiable news stories, which are fake news stories and which are opinion or satire.
- Performance Criterion 1.1:** At least 80 percent of students will earn a score of 80 percent or better on the exam challenging them to differentiate real news from fake news or opinion/satire.
- Measure 1.2:** In MCO 426: Digital Media Literacy II, students will create web content that correctly evaluates, describes and attributes information from external sources. Outside industry evaluators will assess a sampling of that work using a rubric of professional standards (scale of 1-3: does not meet, meets or exceeds professional standards) for finding, evaluating, describing and attributing information from digital media sources.
- Performance Criterion 1.2:** At least 80 percent of work reviewed will meet or exceed professional standards for using digital media sources and information in their own content creation.
- Outcome 2:** Graduates will demonstrate the ability to participate in digital media networks efficiently, safely and ethically.
- General Education 2:** Creative Thinking;Critical Thinking;Ethical Reasoning;Global, Historical, Cultural Awareness;Information Literacy;Language and Literacy;Problem Solving;Verbal Communication;Written Communication;
- Concepts 2:** To be active, productive global citizens, students must not only view digital media but also actively participate in evaluating and creating it. To do so, students must understand the risks and benefits of digital and social media, including issues of privacy, cybersecurity, ethics and the sociopolitical implications of digital communication.
- Competencies 2:** Students will create digital content and ethical guidelines for digital communities using a variety of skills including writing, quantitative analysis, photo and video editing, attribution of sources and production of graphics.
- Measure 2.1:** Throughout the program, students are required to evaluate their online presence and personal data for privacy, security, and ownership concerns. In MCO 426: Digital Media Literacy II, this analysis culminates in the creation of a personal online space of their own that instructors will evaluate based on the successful use of relevant technology (e.g., content management system, security, spam filter, etc.), and demonstrated expertise in regular blogging about a niche topic. Instructors will assess that work against a rubric of professional standards (scale of 1-3: does not meet, meets or exceeds professional standards) for content creation within an ethical framework.
- Performance:** At least 80 percent of students will meet or exceed professional standards for creating content







- Criterion 2.1: according to ethical frameworks.
In MCO 426: Digital Media Literacy II, students develop a code of ethics for civil discourse within their own online space. Instructors will assess that work against a rubric of professional standards (scale of 1-3: does not meet, meets or exceeds professional standards) for ethics in digital media communities.
- Measure 2.2: At least 80 percent of students will meet professional standards for ethics in digital media communities.
- Performance Criterion 2.2: Graduates will apply their understanding of how information ecosystems work (including historical, technical, economic, social and political perspectives) to teach others how to participate in digital media networks efficiently, safely and ethically.
- Outcome 3:** Creative Thinking;Critical Thinking;Global, Historical, Cultural Awareness;Information Literacy;Language and Literacy;Problem Solving;Verbal Communication;Written Communication;
- General Education 3:** Students will learn the underpinnings of digital information systems and how communication networks operate. This includes, but is not limited to, the history of the internet and world wide web, how search and social network algorithms work, what data are collected by platform and digital content providers, who controls the ecosystem, as well as the economic, social and political factors that influence how digital networks work. Students apply their understanding of how information ecosystems have evolved over time to evaluate the potential global impacts of future developments.
- Concepts 3:** Students develop skills in written and verbal communication, critical thinking and problem solving, as well as global, historical and cultural awareness to teach other people how information ecosystems work and evolve.
- Competencies 3:** In MCO 425: Digital Media Literacy I, students will create a public service announcement to educate an audience on how to best behave online. In completing this assignment, students explain the underpinnings of how digital information systems work and why consumers should behave in specific ways. A sampling of these submissions will be shared with industry professionals who will evaluate the messages using a standardized rubric (scale of 1-3 - does not meet, meets or exceeds) professional standards for accuracy and effective messaging.
- Measure 3.1: At least 75 percent of student PSAs will meet or exceed professional standards for effective and accurate messages.
- Performance Criterion 3.1: In MCO 494: Freedom of Expression in the 21st Century, students will develop a set of guidelines for personal digital privacy and security, using a threat-modeling approach. Their guidelines will be scored against a standardized rubric of best practices for privacy, security and threat reduction.
- Measure 3.2: At least 75 percent of students will meet the standards of best practices for privacy, security and threat reduction in digital media.
- Performance Criterion 3.2: Graduates will demonstrate that they can explain the role of communication in a free society.
- Outcome 4:** Global, Historical, Cultural Awareness;Verbal Communication;Written Communication;
- General Education 4:** The American institutions of the U.S. Constitution and Bill of Rights; the role of freedom of expression throughout U.S. history; principles and institutions of American democracy; freedom of expression through literature and fine arts; practices of civic engagement; the role of the internet in empowering individual expression, inclusion and distribution of diverse perspectives; global threats to free expression, and differences between communication channels.
- Concepts 4:** Graduates will use written and oral communication to apply understanding of these concepts in explaining the role of communication in a free society.
- Competencies 4:** In MCO 494: Freedom of Expression in the 21st Century and MCO 425: Digital Media Literacy I, relevant assignments are scored using a standardized rubric for clarity of written and oral communication an accuracy and complexity of explanations.
- Measure 4.1: At least 75 percent of students will meet "effective" or "highly effective" ratings for written and oral communication in explaining the role of communication in a free society.
- Performance Criterion 4.1: In Cronkite course evaluations, students self-report the extent to which courses taught them to understand and apply the principles and laws of freedom of speech and press.
- Measure 4.2: At least 80 percent of students will agree or strongly agree that the course taught them to

Criterion 4.2: understand and apply the principles and laws of freedom of speech and press.

2020 - 2021 Major Map

Digital Media Literacy, (Proposed)

School/College:
KOIABCE

Term 1 - A 0 - 7 Credit Hours Critical course signified by 	Hours	Minimum Grade	Notes
 MCO 120: Media and Society (SB)	3	C	<ul style="list-style-type: none"> • An SAT, ACT, Accuplacer, IELTS, or TOEFL score determines placement into first-year composition courses • ASU 101 or college-specific equivalent First-Year Seminar required of all first-year students • Select your Career Interest Communities and play me3@ASU.
ASU 101-UC: The ASU Experience	1		
ENG 101 or ENG 102: First-Year Composition OR			
ENG 105: Advanced First-Year Composition OR	3	C	
ENG 107 or ENG 108: First-Year Composition			
Term hours subtotal:	7		
Term 1 - B 7 - 13 Credit Hours	Hours	Minimum Grade	Notes
Cultural Diversity in the U.S. (C)	3		<ul style="list-style-type: none"> • View ASU Online first-year student registration information here. • Mathematics Placement Assessment score determines placement in mathematics course • Create a first draft resume
Humanities, Arts and Design (HU)	3		
Term hours subtotal:	6		
Term 2 - A 13 - 19 Credit Hours	Hours	Minimum Grade	Notes
ENG 101 or ENG 102: First-Year Composition OR			
ENG 105: Advanced First-Year Composition OR	3	C	
ENG 107 or ENG 108: First-Year Composition			
Social-Behavioral Sciences (SB)	3		
Term hours subtotal:	6		
Term 2 - B 19 - 25 Credit Hours Critical course signified by 	Hours	Minimum Grade	Notes
MAT 142: College Mathematics (MA) OR Mathematics (MA)	3		
Historical Awareness (H)	3		
 Complete ENG 101 OR ENG 105 OR ENG 107 course(s).			
Term hours subtotal:	6		
Term 3 - A 25 - 31 Credit Hours	Hours	Minimum Grade	Notes
Computer/Statistics/Quantitative Applications (CS)	3		<ul style="list-style-type: none"> • Develop your skills
Elective	3		
Term hours subtotal:	6		
Term 3 - B 31 - 38 Credit Hours Critical course signified by 	Hours	Minimum Grade	Notes
Natural Science - Quantitative (SQ)	4		
Elective	3		
 Complete First-Year Composition requirement.			

❖ Complete Mathematics (MA) requirement.

Term hours subtotal: 7

Term 4 - A 38 - 45 Credit Hours	Hours	Minimum Grade	Notes
Mass Communication Elective	3	C	
Natural Science - General (SG) OR Natural Science - Quantitative (SQ)	4		
Term hours subtotal:	7		

Term 4 - B 45 - 51 Credit Hours Critical course signified by ❖	Hours	Minimum Grade	Notes
❖ Literacy and Critical Inquiry (L)	3		
Global Awareness (G)	3		
Term hours subtotal:	6		

Term 5 - A 51 - 57 Credit Hours Necessary course signified by ★	Hours	Minimum Grade	Notes
★ MCO 302: Media Research Methods	3	C	• Develop your professional online presence
Elective	3		
Term hours subtotal:	6		

Term 5 - B 57 - 63 Credit Hours	Hours	Minimum Grade	Notes
Upper Division Literacy and Critical Inquiry (L)	3		
Elective	3		
Term hours subtotal:	6		

Term 6 - A 63 - 69 Credit Hours Necessary course signified by ★	Hours	Minimum Grade	Notes
★ MCO 425: Digital Media Literacy I	3	C	• Use Handshake to research employment opportunities
Social-Behavioral Sciences (SB)	3		
Term hours subtotal:	6		

Term 6 - B 69 - 75 Credit Hours Necessary course signified by ★	Hours	Minimum Grade	Notes
★ MCO 426: Digital Media Literacy II	3	C	
Elective	3		
★ Complete Cultural Diversity in the U.S. (C) AND Global Awareness (G) AND Historical Awareness (H) course(s).			
Term hours subtotal:	6		

Term 7 - A 75 - 81 Credit Hours Necessary course signified by ★	Hours	Minimum Grade	Notes
★ MCO 427: Misinformation and Society	3	C	• Complete an in person or virtual practice interview
Elective	3		
Term hours subtotal:	6		

Term 7 - B 81 - 87 Credit Hours Necessary course signified by ★	Hours	Minimum Grade	Notes
★ MCO 428: Digital Media and Freedom of Expression in the 21st Century	3	C	
Elective	3		

Term hours subtotal: 6

Term 8 - A 87 - 93 Credit Hours	Hours	Minimum Grade	Notes
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Upper Division Humanities, Arts and Design (HU) OR Upper Division Social-Behavioral Sciences (SB) 3

Upper Division Elective 3

Term hours subtotal: 6

Term 8 - B 93 - 99 Credit Hours Necessary course signified by ★	Hours	Minimum Grade	Notes
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★ Upper Division Mass Communication Elective 3 C

Humanities, Arts and Design (HU) 3

Term hours subtotal: 6

• Gather professional references

Term 9 - A 99 - 105 Credit Hours	Hours	Minimum Grade	Notes
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Upper Division Elective 3

Elective 3

Term hours subtotal: 6

Term 9 - B 105 - 111 Credit Hours Necessary course signified by ★	Hours	Minimum Grade	Notes
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★ Upper Division Mass Communication Elective 3 C

Upper Division Elective 3

Term hours subtotal: 6

• Apply for full-time career opportunities

Term 10 - A 111 - 117 Credit Hours Necessary course signified by ★	Hours	Minimum Grade	Notes
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★ Upper Division Mass Communication Elective 3 C

Upper Division Elective 3

Term hours subtotal: 6

Term 10 - B 117 - 120 Credit Hours	Hours	Minimum Grade	Notes
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Upper Division Elective 3

Term hours subtotal: 3

Hide Course List(s)/Track Group(s)

Mass Communication Elective

MCO 101: Everyday Grammar

MCO 102: Fundamentals of Coding

MCO 240: Media Issues in American Pop Culture

MCO 307: The Digital Audience

MCO 335: Social Media

MCO 366: Media Ethics and Diversity

MCO 403: Media Law

MCO 418: History of Mass Communication
(SB & H)

MCO 430: International Mass Communication
(G)

MCO 436: Audience Research and Behavior

MCO 437: Audience Acquisition and
Engagement

MCO 438: Digital Audience Analysis

MCO 439: Digital Audience Growth

MCO 450: Visual Communication (HU)

MCO 456: Political Communication (SB)

MCO 460: Race, Gender, and Media (C)

MCO 465: Sports and Media

MCO 470: Exploring the Business of
Journalism

MCO 494: Special Topics

Total Hours: 120

Upper Division Hours: 45 minimum

Major GPA: 2.00 minimum

Cumulative GPA: 2.00 minimum

Total hrs at ASU: 30 minimum

Hrs Resident Credit for

Academic Recognition: 56 minimum

Total Community College Hrs: 64 maximum

General University Requirements Legend

General Studies Core Requirements:

- Literacy and Critical Inquiry (L)
- Mathematical Studies (MA)
- Computer/Statistics/Quantitative Applications (CS)
- Humanities, Arts and Design (HU)
- Social-Behavioral Sciences (SB)
- Natural Science - Quantitative (SQ)
- Natural Science - General (SG)

General Studies Awareness Requirements:

- Cultural Diversity in the U.S. (C)
- Global Awareness (G)
- Historical Awareness (H)

First-Year Composition

General Studies designations listed on the major map are current for the 2020 - 2021 academic year.



Jessica Pucci <jepucci@asu.edu>

Statement of Support

Christopher Callahan <Christopher.Callahan@asu.edu>
To: Patrick Kenney <pkenney@asu.edu>
Cc: Jessica Pucci <jepucci@asu.edu>

Fri, Dec 20, 2019 at 1:37 PM

Thank you Pat.

Best, Chris

Christopher Callahan

Dean and Professor, Walter Cronkite School of Journalism and Mass Communication

Vice Provost, Arizona State University

CEO, Arizona PBS

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<http://facebook.com/CronkiteSchool>

http://twitter.com/Cronkite_ASU

From: Patrick Kenney <pkenney@asu.edu>
Sent: Friday, December 20, 2019 1:37 PM
To: Christopher Callahan <Christopher.Callahan@asu.edu>
Subject: RE: Statement of Support

Yes, this sounds fine to us in The College.

Thanks, Pat

Patrick J. Kenney

Dean, The College of Liberal Arts and Sciences

Foundation Professor, School of Politics and Global Studies



Jessica Pucci <jepucci@asu.edu>

Statement of Support

Todd Sandrin (DEAN) <Todd.Sandrin@asu.edu>
To: Christopher Callahan <Christopher.Callahan@asu.edu>
Cc: Kathleen Burke <Kathleen.Burke@asu.edu>, Jessica Pucci <jepucci@asu.edu>

Fri, Dec 20, 2019 at 12:44 PM

Dear Chris,

Per our phone conversation today, New College supports development of this new degree and looks forward to collaborating, perhaps first by connecting our relevant team leads (Scott Barclay – Director of our School of Social and Behavioral Science -- and your Associate Dean, Jessica Pucci) to ensure that any overlap between your proposed program and our work to develop a degree in Data and Society (curriculum is currently being reviewed by the Provost's Office) is coordinated and leveraged to advance ASU's profile in this highly relevant space.

In addition, our School of Humanities, Arts and Cultural Studies has identified courses that may synergize with and support your work to advance this degree. Per our conversation, I'll compile and forward a list of these courses to Jessica, copying you.

Best regards,

Todd

Todd R. Sandrin, Ph.D.

Dean, New College of Interdisciplinary Arts and Sciences
Vice Provost, West campus

Professor, School of Mathematical and Natural Sciences
Senior Sustainability Scientist - Julie Ann Wrigley Global Institute of Sustainability



[Quoted text hidden]



Jessica Pucci <jepucci@asu.edu>

Statement of Support

Christopher Callahan <Christopher.Callahan@asu.edu>
To: "Duane Roen (Dean)" <Duane.Roen@asu.edu>
Cc: Jessica Pucci <jepucci@asu.edu>

Tue, Dec 17, 2019 at 9:58 AM

Thanks Duane!

Christopher Callahan

Dean and Professor, Walter Cronkite School of Journalism and Mass Communication

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From: Duane Roen (Dean) <Duane.Roen@asu.edu>
Sent: Sunday, December 15, 2019 3:11 PM
To: Christopher Callahan <Christopher.Callahan@asu.edu>
Subject: FW: Statement of Support

Chris,

CISA is happy to support Cronkite's proposal for a new BA in Digital Media Literacy.

I ran the proposal by Andy Mara, the head of our Technical Communication program. He supports the proposal, but he also offered the commentary that appears below. Feel free to use it as you wish.

Best,
Duane

Duane Roen

Vice Provost, Polytechnic campus

Dean, College of Integrative Sciences and Arts

Arizona State University

Mail Code: 2780

[7271 E Sonoran Arroyo Mall](#)

[Mesa, AZ 85212-6415](#)

P: 480-727-1415

From: Andrew Mara
Sent: Sunday, December 15, 2019 2:28 PM
To: Duane Roen (Dean) <Duane.Roen@asu.edu>
Cc: Jared Vibbert <Jared.Vibbert@asu.edu>; Kelli Haren <Kelli.Haren@asu.edu>; Cynthia Rose <Cynthia.Rose@asu.edu>
Subject: Re: Statement of Support

Duane,

I think any degree that takes at its aim “critical thinking, communication, ethical decision making, global awareness and problem solving” is a great idea, but this degree as planned mostly focuses on critical thinking and literacy-centered notions of communication. This seems like a CRITICAL attempt to address what I think is one of our existential problems, but puts it in a very small space. The unique challenge of electronically-networked culture is that literacy-based metaphors don’t work in creating solutions to electronically-networked communication. The preponderance of the “literacy” as a proxy for “competence” heralds the end of a very embedded, but now-ineffective cultural practices. Whenever we encounter a problem, we declare some sort of “literacy” as the solution, and then basically push the blame onto people for caving into problems that are endemic to electronic network culture, and that are exacerbated by marketers and designers. I have zero problem with the term “literacy” as a proxy for “competence,” but I would like to see the students going beyond the practices of the public service announcement, social media content, and evaluation of sources. The updates are good, and I would hope to see it go much farther. It would likely be easier to sell this major to students if the evaluation of electronic media was better paired with the production of electronic media more prominently. Many of the students who ask about technical communication want to make things, rather than be told that things are complicated, and that we can help them become less un-smart. The way this currently framed sort of does this. Telling students that they’ll be making all sorts of cool digital things along the way will help them do more than “interpret, verify and share information in ways that improve their own lives and that benefit society at large.” Like Greta, students don’t want to be told that they just don’t understand things, and that they should spend a ton of time trying to understand things, and that then, and only then, they should share. They want to make things as they are going about discovering what this proposal rightly offers as good.

Smaller comment—if this is a global degree, go beyond the First (American) Amendment. That is incredibly USA-centric, and omits the way that technologies, ICANN, treaties, and other nation-states and alliances

currently dominate electronic culture. The First Amendment is only one small player on a much bigger stage.

None of this is to say that you shouldn't offer it—it is mainly advice as you go forward and create classes. The upper division classes feel pretty solid, and it just seems like there should be chance to work on both back-end and front-end media pieces to understand how this all fits together.

We've got a few classes that might work as electives (or even on the major map) as this goes forward. They are both iCourses and ASU Online, so we can try to make it work.

TWC301 Writing with Digital Media

TWC422 Social Media in the Workplace

TWC445 Content Strategy

TWC451 would be a wonderful match for this major, and we already offer it to both the Digital Audience Strategy majors in Cronkite and Graphic Information Technology majors.

We're developing a Gutenberg to Google class that might help students understand media theory beyond just the transition to electronic network culture (orality through electracy)

TWC452 Information in the Digital Age

TWC453 Information and Communication Technology in American History

TWC454 Information Technology and Culture

Lots of great stuff happening overall. I hope it becomes a hit, and that we get all sorts of students wanting to infuse 21st century practices with an analytic and ethical core that this major seeks to create. Good luck, and let me know how I can help.

Andy

From: "Duane Roen (Dean)" <Duane.Roen@asu.edu>

Date: Sunday, December 15, 2019 at 1:18 PM

To: Andrew Mara <Andrew.F.Mara@asu.edu>

Cc: Jared Vibbert <Jared.Vibbert@asu.edu>, Kelli Haren <Kelli.Haren@asu.edu>, Cynthia Rose <Cynthia.Rose@asu.edu>

Subject: FW: Statement of Support

Andy,

Is there any specific language that you like included in the reply?

Note that Chris needs a statement by December 20. Thanks.

Best,

Duane



Jessica Pucci <jepucci@asu.edu>

Statement of Support

Christopher Callahan <Christopher.Callahan@asu.edu>
To: "Carole Basile (Dean)" <Carole.Basile@asu.edu>
Cc: Jessica Pucci <jepucci@asu.edu>

Fri, Dec 13, 2019 at 1:56 PM

Thank you Carole. Much appreciated.

Best, Chris

Christopher Callahan

Dean and Professor, Walter Cronkite School of Journalism and Mass Communication

Vice Provost, Arizona State University

CEO, Arizona PBS

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From: Carole Basile (Dean) <Carole.Basile@asu.edu>
Sent: Friday, December 13, 2019 1:46 PM
To: Christopher Callahan <Christopher.Callahan@asu.edu>
Subject: Re: Statement of Support

We agree that this new degree is very important and aligns with our work in Principled Innovation and Education Technology. I do not see any redundancy nor would it have any negative impact on our College. I am fully supportive.

cb

Carole G. Basile

Dean and Professor



Statement of Support

Christopher Callahan <Christopher.Callahan@asu.edu>
To: "Steven Tepper (Dean)" <Steven.Tepper@asu.edu>
Cc: Jessica Pucci <jepucci@asu.edu>, Pavan Turaga <pturaga@asu.edu>

Tue, Dec 24, 2019 8:32 AM

Thank you Steven. Much appreciated. And we look forward to incorporating these new Herberger courses into the new degree.

Best,
Chris

Christopher Callahan
Dean and Professor, Walter Cronkite School of Journalism and Mass Communication
Vice Provost, Arizona State University
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http://twitter.com/Cronkite_ASU

From: Steven Tepper (Dean) <Steven.Tepper@asu.edu>
Sent: Tuesday, December 24, 2019 8:32 AM
To: Christopher Callahan <Christopher.Callahan@asu.edu>
Cc: Jessica Pucci <jepucci@asu.edu>; Pavan Turaga <pturaga@asu.edu>
Subject: Re: Statement of Support

Chris:

I am writing in support of the new online BA in Digital Media Literacy. There is an urgent need for more critical consumers of news and information. This course of study promises to help students and graduates navigate the increasing complex media environment, grounding them in knowledge of media systems, ethical use of media and information, and an understanding of the media's role and relevance in our democracy.

We will be converting multiple courses online as we build out online degrees in digital culture over the next 2 years. We would hope, when they become available, that you would include the following as electives in the course of study.

Introduction to Digital Culture

AME 111 Course Description:
Examines the effects of digital technology on the way we live, communicate, learn, and create. Proposes that we are moving towards a hybrid (physical-digital) existence and culture. Traces that evolution, looks at current examples of hybrid cultural processes and outcomes, and discusses possible future trends. Discusses how these changes are influencing the work and career possibilities of people involved in all aspects of human culture. Comprises diverse readings, media products, class interaction, group discussion and hands-on collaborative projects exploring concepts covered in class. Also includes a number of guest lectures from ASU faculty.

Prototyping Dreams

AME 130 Course Description:
How do you build your dreams? Explores the idea of inspirational prototyping across multiple media, including physical fabrication, science fiction, virtual worlds and more. Students create and iterate their own prototypes for visions of the future: new technologies, solutions to challenges, and tools or systems that expand the horizon of human potential. These prototypes do not have to be functional tools, but they must be functional stories, effectively sharing the creator's vision with others. Just as Star Trek communicators inspired early cellphones, these prototypes will help shape new conversations about the future we want to build. Surveys a series of creative paradigms for inspirational prototyping, including design fiction, rapid fabrication and 3D printing, science fiction prototyping,

Best,

Steven

Steven Tepper
Dean and Director
Foundation Professor
Herberger Institute for Design and the Arts

See our recent annual magazine – [Disrupt](#) – to learn more about how the Herberger Institute is transforming how artists and designers work in the world.

From: Christopher Callahan <Christopher.Callahan@asu.edu>
Date: Friday, December 20, 2019 at 1:37 PM
To: Steven Jay Tepper <Steven.Tepper@asu.edu>
Cc: Jessica Pucci <jepucci@asu.edu>
Subject: FW: Statement of Support

Steven – I am hoping you can give this a look and get back a response. Much appreciated!

Best,

Chris

Christopher Callahan
Dean and Professor, Walter Cronkite School of Journalism and Mass Communication
Vice Provost, Arizona State University
CEO, Arizona PBS
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From: Christopher Callahan
Sent: Thursday, December 12, 2019 3:46 PM
To: Carole Basile (Dean) <Carole.Basile@asu.edu>; Patrick Kenney <pkenney@asu.edu>; Duane Roen (Dean) <Duane.Roen@asu.edu>; Todd Sandrin (DEAN) <Todd.Sandrin@asu.edu>; Steven Tepper (Dean) <Steven.Tepper@asu.edu>
Subject: Statement of Support

Dear Steven:

The Cronkite School is proposing a new BA in Digital Media Literacy, which will prepare students to be at the forefront of societal and ethical issues related to digital media including misinformation, automation, verification, privacy and more. With this note, I am requesting from you a Statement of Collaboration and Impact for the proposed BA in Digital Media Literacy.

The Provost's office requests that your statement describe the opportunities for cross-university collaboration and optimization presented by our new program. How will the new program provide opportunities or areas for growth within the university? In what areas do you anticipate that there may be duplication of efforts or negative impact on your college? In particular, I anticipate that Provost's office will want confirmation that your AME310 and ART116 courses are not competitive. And please include a statement of support for the proposal. The Provost's office also requests that this statement come from you, and not a designee.

To align with the Provost's curriculum development cycle and Faculty Senate schedule, I hope you can respond by Dec. 20.

I have attached a description of the program, but I'm glad to discuss any questions you have.

All the best,



MEMORANDUM

To: Chris Callahan
From: Carolyn Culley
Date: 1/15/2020
Subject: Digital Literacy, BA

Dear Chris,

Congratulations!

The Digital Literacy, BA program has received support from Dean Phil Regier to be offered through ASU Online. This program must complete university governance reviews for formal approval. Please include this support memo along with your proposal submission when it is submitted formally to the university (to curriculumplanning@asu.edu) by your dean or their designee.

Please note that in order to proceed with implementation, final approval must be supplied by the university provost.

Once again, congratulations! We are excited to work with you on your new program.

Thank you!

Carolyn Culley

Associate Director, Academic Program Management
EdPlus at ASU
Arizona State University
Phone: (480) 884-0156
Carolyn.Culley@asu.edu

CC: CurriculumPlanning@asu.edu