CIM Report Dec 13, 2023 9:03am

Course Changes Pending Approval from Undergraduate Council

Code	Field	Old Value	New Value
ARAB 41003		Added	
GEOS 3093		Added	
GEOS 3673		Added	
HIST 41703		Inactivated/Deleted	
JOUR 10203	Is course a General Education Course?	No	Yes
	Is Course a State Minimum Core Course?	No	Yes
	Prerequisite(s)	Journalism major, Advertising and Public Relations major, Journalism minor, IDST major with JOUR track, or department consent.	
	Justification		Outside of a capstone course only taken by our majors, the School of Journalism and Strategic Media (SJSM) does not currently offer a course for the university's General Education curriculum. To enhance media literacy among students in an age of widespread misinformation and contribute more clearly to the university's broader mission, we propose that JOUR 1023 Media and Society will satisfy two Learning Outcomes, 5.1 and 3.3, and JOUR 1023 should become a general-education option for all undergraduates as well as a Social Science state minimum core. To facilitate students outside of the major having access to the course, we have also removed prerequisites limiting access to majors only. Confirmed that the syllabus does include references to GELO outcomes.
	Choose the learning outcome the course addresses:		Goal 3 – Learning Outcome 3.3 Goal 5 – Learning Outcome 5.1
	Do all instructors of this course agree to incorporate these learning indicators into their sections – and include related information on their syllabus?		Yes
	Do all instructors of this course agree to develop, collect, and report (through Blackboard or other system as specified) direct evidence that students have met the learning outcomes?		Yes
	To be certified as meeting this outcome, a course must incorporate at least three of the five learning indicators. In an approved course, students will (please select indicators)		c. analyze theories, data, and methods of a social science discipline to explain individual, group, and institutional interactions. d. apply critical thinking and use scientific reasoning to evaluate claims about the social world. e. integrate and use evidence-based theories to explain various types of human interaction through written and oral communication.

	How does the course meet three of five learning indicators? Please describe (in 400 words or less) how the course addresses 3 of 5 indicators.		JOUR 1023 supports the following three indicators under Learning Outcome 3.3 "Analyze theories, data, and methods of a social science discipline to explain individual, group, and institutional interactions": As stated in the course description, "Through critical-thinking exercises and media-literacy practice, students will explore the evolution of mass media technology and consider the societal impact on our everyday lives." This will include opportunities for students to analyze their own media consumption and compare it to generational trends and national usage data. "Apply critical thinking and use scientific reasoning to evaluate claims about the social world": Students will study critical-thinking techniques that should help them gain proficiency in media literacy. They will evaluate standards for identifying mass media content containing false claims, manipulated images, and misleading data. This will include both news content and advertising. "Integrate and use evidence-based theories to explain various types of human interaction through written and oral communication": A primary focus of this course is to trace the evolution of technologies used for the dissemination of mass media content, including written and oral communication as well as visual and digital platforms. The course incorporates theories about the historical progression of disruptive media technologies to help students identify analogies across time.
	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		technologies throughout the evolution of mass media. Several quizzes and short-writing assignments will focus on initial public attitudes and expectations for each new technology compared to the actual societal impact of its widespread adoption. Students will also compile a more extensive personal media diary, including measurable data for time spent on various platforms. They will analyze how their personal data compares to research reports on media consumption habits and trends on generational, national, and international levels. Using tools in Blackboard, course instructors will be able to isolate assignments related to Learning Outcome 3.3 and calculate scores that can be used for GELO assessment.
	To be certified as meeting this outcome, a course or approved sequence of courses must incorporate at least three of the following five learning indicators. In an approved course or approved sequence of courses, students will (please select indicators)		b. explain and contrast competing ethical theories, each of which articulates at least one principle for ethical decision-making. c. use recognized principles of critical thinking or ethical reasoning to analyze, evaluate, and respond to rational and moral argumentation presented orally and/or in writing. e. demonstrate the use of recognized principles of critical thinking or ethical reasoning to construct complex rational and moral arguments orally and/or in writing.

	How does the course meet three of the five learning indicators? Please describe (in 400 words or less) how the course addresses 3 of the 5 indicators.		JOUR 1023 supports the following three indicators under Learning Outcome 5.1
			"Explain and contrast competing ethical theories, each of which articulates at least one principle for ethical decision-making": Students will analyze case studies in which the ethical imperative to minimize harm in publishing or broadcasting informational content contrasts with the ethical imperative to report truth. They will also consider how rule-based decision-making processes can differ from ends-based decision-making processes.
			"Use recognized principles of critical thinking or ethical reasoning to analyze, evaluate, and respond to rational and moral argumentation presented orally and/or in writing": As stated in the course description, "The course emphasizes ethical standards of accuracy, fairness and truth in media, offering students a chance to apply professional codes of ethics to a variety of settings and situations, including public affairs, advertising and public relations." In particular, the course will explore the four principles of the Society of Professional Journalists' Code of Ethics.
			"Demonstrate the use of recognized principles of critical thinking or ethical reasoning to construct complex rational and moral arguments orally and/or in writing.": Students will analyze ways in which media law and media ethics are intertwined, while they will also examine situations in which the two can differ. Examples will include case studies when journalists defy laws to uphold ethical principles.
	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		Students will write two short papers that require them to apply principles in professional codes of ethics to media case studies. One paper will involve news content and the other will focus on advertising. Students will also take quizzes that assess their understanding of key concepts in media law and media ethics.
			Using tools in Blackboard, course instructors will be able to isolate assignments related to Learning Outcome 5.1 and calculate scores that can be used for GELO assessment.
	State Minimum Core Category		Social Sciences
	Syllabus		JOUR 1023 Syllabus Update[1][2].docx
	Additional Notes		Syllabus does contain reference to both GELO 3.3. and 5.1. Please let us know if this is sufficient or if specific indicators are required as opposed to just the outcomes.

| | Reviewer Comments | | liner - Fri, 27 Oct 2023 17:14:14 GMT - Rollback: Course syllabus for GELO courses must contain specific GELO learning outcomes (as listed on GELO website or equivalent). Please add GELO learning outcomes to syllabus and resubmit.
ac087 - Fri, 27 Oct 2023 17:35:45 GMT - Rollback: please see Christopher Linear's reason for roll back.
dkorth - Fri, 17 Nov 2023 15:07:44 GMT - The gen ed and curriculum committee voted in favor of adding GELO 3.3, 5.1 and adding it to the state min. core curriculum.
lkulcza - Fri, 01 Dec 2023 15:41:08 GMT - Rollback: Per request from the Vice Chancellor.
jgiganti - Wed, 06 Dec 2023 15:40:04 GMT - Justification for State Minimum Core: JOUR 10203 will expose students to the historical progression of disruptive mass media technologies, from the printing press to artificial intelligence. Students will consider how groups and institutions have historically used media messages and tools to gain power and influence audiences. Students will also explore the extent to which culturally diverse groups have been included or excluded in content creation and distribution. The course provides reflective opportunities for students to consider mass media's complex impact on their own everyday behavior. A similar course (MDIA 1003, Mass Communication in Modern Society) is used in state minimum core in social sciences at Arkansas State. |
| SEVI 20103 | | Inactivated/Deleted | |