

**Proposal for a New/Revised  
Major, Certificate, Emphasis, Minor**

**INSTRUCTIONS:**

- Prepare your proposal according to the following outline. (Hand written forms will not be accepted.)
  - Attach the new/current catalog copy with all affected changes clearly noted. List all courses and requirements, indicate new courses, deleted courses and/or course changes.  
Note: *A form must be submitted for each change.*
  - Submit the signed proposal to the Office of Academic Affairs. All forms must be completed in full with appropriate signatures to be added to the agenda. You will be contacted by the Curriculum Committee Coordinator with a date and time to present the proposal.
- 

**I. Identification of Department(s)/Program(s):** Department of Communication and Journalism

**II. Is this a New or Revised Proposal?** xx  New  Revised

**Type of proposal:**  Major  Minor  Emphasis **XX**  Certificate

**Title of Proposal:** *Certificate in Media Literacy*

**III. Rationale for the proposal:**

What research/evidence supports the need for the proposal?

a. Media Literacy is a critical thinking skill that is applied to the source of most of our information—the channels of mass communication. This area of study provides non-majors with tools that will enable students to learn to communicate, using a variety of media, including: audio, video, print, graphics, and interactive media. Elizabeth Daley, the Dean of Cinema-Television at the University of Southern California, explains, "The greatest digital divide is between those who can read and write with media, and those who can't. Our core knowledge needs to belong to everybody." To illustrate, more than 60 academic courses at U.S.C. now require students to create term papers and projects that use video, sound and Internet components. (Elizabeth Van Ness, "Is a Cinema Studies Degree the New M.B.A.?", New York Times, March 6, 2005.)

b. How will it support departmental philosophy/mission and existing curriculum? How will it support the philosophy/mission and existing curriculum of your School/College and the University?

The Mission of the School of Communications Handbook includes the following principle:

The School is committed to providing students with the tools to decipher the messages conveyed through the media in order to become sensitive to the impact of communication on individuals and society.

c. List the learning objectives/outcomes:

Media literacy is a critical thinking skill that enables individuals to develop independent judgments about the media and media content. After having completed their course of study in media literacy, students will demonstrate the ability to:

1. Identify media literacy concepts.
2. Develop an awareness of the impact of the media on the individual and society.
3. Apply media literacy concepts to media and media programming.
4. Develop an awareness of media content as a cultural "text" that provides insight into contemporary society.
5. Become familiar with quantitative and qualitative approaches to Media Literacy
6. Conduct primary research and analysis, using media literacy quantitative and qualitative methodologies
7. Cultivate an enhanced enjoyment, understanding, and appreciation of media content
8. In the case of media communicators: develop the ability to produce effective and responsible media messages.

d. How will these outcomes be assessed? The Senior Overview Project will demonstrate the students' ability to apply their comprehension of Media Literacy principles.

e. Why is this being proposed?

A Certificate in Media Literacy would be of considerable value to students throughout Webster University. Tyann Cherry, academic advisor for Webster University's School of Business and Technology, says that a Certificate in Media Literacy would be particularly useful for her students:

Media Literacy will give (Business students) tools that will help them to approach business communications and organizations in systemic ways. □ These skills will allow them the advantage of being able to assess, decode, deconstruct, evaluate information they receive. They will also be able to then turn this information around and use it when communication their own plans and agendas. □

(Webster students will also) have the opportunity to gain research background. This will allow them to apply the skills of quantitative, qualitative and content analysis through a different lens, ultimately providing transferable skills to the business world, particularly within focus groups and different research methodologies. □ □ (Tyann Cherry, email February 1, 2008.)

f. Will this proposal have an impact on other Webster departments, schools/colleges or campuses (including overseas)?  Yes xxNo. If yes, please provide a brief explanation.

g. What Campus(es) will offer this? St. Louis (Webster Groves)

h. Does this proposal require a new course?  Yes xxNo. If yes, what course(s)?

i. Does this proposal require a new prefix?  Yes xxNo. If yes, what prefix?

*Note: A New Course Proposal Form and/or Course Change Form must be submitted with this proposal for any course(s) affected by this change (including those that are converting to the new prefix.)*

**IV. Staffing Information:**

- a. What additions or changes in staffing are necessary for this proposal? None
- b. How will this be coordinated? Through the Faculty Coordinator for Media Literacy.
- c. Who will coordinate this program? (name, title and department) Art Silverblatt, Professor of Communications and Journalism

**V. Feasibility information:**

- a. What are the resources necessary for this proposal? (space, equipment, etc) None
- b. What are the projections for enrollment and growth for this upon implementation? Enrollments for Media Literacy courses would be expected to increase by 27 students within one year of implementation.

**VI. Endorsements & Approvals:**

Please have the Chair of the Department/Committee, Dean of each School/College and other programs that may be affected by this proposal, review prior to submission to the Office of Academic Affairs.

Petitioner

9/15/08  
Date

Chair of the Department/Committee

9/15/08  
Date

Dean of the School/College

9/17/08  
Date

Chair of the Curriculum Committee

Date

**Distribution:**

Academic Affairs  
Registrar

Dean, School/College  
Chair, Department

Chair, Committee  
Academic Advising (UG)

## Certificate Program – Media Literacy

(18 required credit hours)

Media Literacy is a critical thinking skill that is applied to the source of most of our information—the channels of mass communication. This certificate program provides non-majors with tools that will enable students to learn to communicate, using a variety of media, including: audio, video, print, graphics, and interactive media.

### Requirements

MEDC 1630 Media Literacy I  
MEDC 2630 Media Literacy II  
MEDC 3190 Introduction to Media Research  
MEDC 3900 Studies in Media Literacy  
MEDC 4110 Media and Digital Culture  
MEDC 4850 Seminar in Media Literacy

**Proposal for a New/Revised  
Major, Certificate, Emphasis, Minor**

**INSTRUCTIONS:**

- Prepare your proposal according to the following outline. (Hand written forms will not be accepted.)
- Attach the new/current catalog copy with all affected changes clearly noted. List all courses and requirements, indicate new courses, deleted courses and/or course changes.  
Note: *A form must be submitted for each change.*
- Submit the signed proposal to the Office of Academic Affairs. All forms must be completed in full with appropriate signatures to be added to the agenda. You will be contacted by the Curriculum Committee Coordinator with a date and time to present the proposal.

---

**I. Identification of Department(s)/Program(s):** Department of Communication and Journalism

**II. Is this a New or Revised Proposal?** xx  New  Revised

**Type of proposal:**  Major  Minor  Emphasis **XX**  Certificate

**Title of Proposal:** *Certificate in Media Literacy*

**III. Rationale for the proposal:**

What research/evidence supports the need for the proposal?

a. Media Literacy is a critical thinking skill that is applied to the source of most of our information—the channels of mass communication. This area of study provides non-majors with tools that will enable students to learn to communicate, using a variety of media, including: audio, video, print, graphics, and interactive media. Elizabeth Daley, the Dean of Cinema-Television at the University of Southern California, explains, "The greatest digital divide is between those who can read and write with media, and those who can't. Our core knowledge needs to belong to everybody." To illustrate, more than 60 academic courses at U.S.C. now require students to create term papers and projects that use video, sound and Internet components. (Elizabeth Van Ness, "Is a Cinema Studies Degree the New M.B.A.?", New York Times, March 6, 2005.)

b. How will it support departmental philosophy/mission and existing curriculum? How will it support the philosophy/mission and existing curriculum of your School/College and the University?

The Mission of the School of Communications Handbook includes the following principle:

The School is committed to providing students with the tools to decipher the messages conveyed through the media in order to become sensitive to the impact of communication on individuals and society.

c. List the learning objectives/outcomes:

Media literacy is a critical thinking skill that enables individuals to develop independent judgments about the media and media content. After having completed their course of study in media literacy, students will demonstrate the ability to:

1. Identify media literacy concepts.
2. Develop an awareness of the impact of the media on the individual and society.
3. Apply media literacy concepts to media and media programming.
4. Develop an awareness of media content as a cultural "text" that provides insight into contemporary society.
5. Become familiar with quantitative and qualitative approaches to Media Literacy
6. Conduct primary research and analysis, using media literacy quantitative and qualitative methodologies
7. Cultivate an enhanced enjoyment, understanding, and appreciation of media content
8. In the case of media communicators: develop the ability to produce effective and responsible media messages.

d. How will these outcomes be assessed? The Seminar in Media Literacy will demonstrate the students' ability to apply their comprehension of Media Literacy principles.

e. Why is this being proposed?

A Certificate in Media Literacy would be of considerable value to students throughout Webster University. Tyann Cherry, academic advisor for Webster University's School of Business and Technology, says that a Certificate in Media Literacy would be particularly useful for her students:

Media Literacy will give (Business students) tools that will help them to approach business communications and organizations in systemic ways. □ These skills will allow them the advantage of being able to assess, decode, deconstruct, evaluate information they receive. They will also be able to then turn this information around and use it when communication their own plans and agendas. □

(Webster students will also) have the opportunity to gain research background. This will allow them to apply the skills of quantitative, qualitative and content analysis through a different lens, ultimately providing transferable skills to the business world, particularly within focus groups and different research methodologies. □ □ (Tyann Cherry, email February 1, 2008.)

f. Will this proposal have an impact on other Webster departments, schools/colleges or campuses (including overseas)?  Yes xxNo. If yes, please provide a brief explanation.

g. What Campus(es) will offer this? St. Louis (Webster Groves)

h. Does this proposal require a new course?  Yes xxNo. If yes, what course(s)?

i. Does this proposal require a new prefix?  Yes xxNo. If yes, what prefix?

*Note: A New Course Proposal Form and/or Course Change Form must be submitted with this proposal for any course(s) affected by this change (including those that are converting to the new prefix.)*

**IV. Staffing Information:**

- a. What additions or changes in staffing are necessary for this proposal? None  
[Redacted]
- b. How will this be coordinated? Through the Faculty Coordinator for Media Literacy.  
[Redacted]
- c. Who will coordinate this program? (name, title and department) Art Silverblatt,  
Professor of Communications and Journalism  
[Redacted]

**V. Feasibility information:**

- a. What are the resources necessary for this proposal? (space, equipment, etc) None  
[Redacted]
- b. What are the projections for enrollment and growth for this upon implementation?  
Enrollments for Media Literacy courses would be expected to increase by 27 students within one year of implementation.  
[Redacted]

**VI. Endorsements & Approvals:**

Please have the Chair of the Department/Committee, Dean of each School/College and other programs that may be affected by this proposal, review prior to submission to the Office of Academic Affairs.

Petitioner see original form \_\_\_\_\_ Date \_\_\_\_\_

Chair of the Department/Committee \_\_\_\_\_ Date \_\_\_\_\_

Dean of the School/College \_\_\_\_\_ Date \_\_\_\_\_

Chair of the Curriculum Committee \_\_\_\_\_ Date 4 Nov 2008

**Distribution:**

Academic Affairs  
Registrar

Dean, School/College  
Chair, Department

Chair, Committee  
Academic Advising (UG)