COSC 365 Web Application Development-CrsRvs-2019-03-22

• The workflow icon is no longer available. Please click on the Page Status after the orange circle icon near the page title. *

Form Information

(i) The page you originally access is the global template version. To access the template document that progresses through the workflow, please complete the following steps:

First Step: ONLY change the text in the [brackets] so it looks like this: CRIM 101 Intro to Criminology-CrsRvs-2015-08-10

• If DUAL LISTED list BOTH courses in the page title

Second Step: Click "SAVE" on bottom right

- DO NOT TYPE ANYTHING INTO THE FIRST PAGE OTHER THAN THE TEXT IN BRACKETS
- Please be sure to remove the Brackets while renaming the page

Third Step: Make sure the word <u>DRAFT</u> is in yellow at the top of the proposal

Fourth Step: Click on "EDIT CONTENTS" (*NOt* EDIT) and start completing the template. When exiting or when done, click "SAVE" (*NO* t Save Draft on bottom right

When ready to submit click on the workflow icon and hit approve. It will then move to the chair as the next step in the workflow. *Indicates a required field

Proposer*	Terrence Fries	Proposer Email*	tfries@iup.edu
Contact Person*	Terrence fries	Contact Email*	tfries@iup.edu
Proposing Department/Unit*	Mathematical and Computer Sciences	Contact Phone*	7-4492

Course Level* undergraduate-level

Course Revisions

(Check all that apply; fill out categories below as specified; i.e. if only changing a course title, only complete Category A)

Category A:	Category B:
catalog_desc_change	course_revision
course_title_change mod_prereq	* Teacher Education: Please complete the Teacher
	Education section of this form (below)
	* Liberal Studies: Please complete the Liberal Studies
	section of this form (below)
	* Distance Education: Please complete the Distance
	Education section of this form (below) - Please check the APPROVED DE Course List - ON DOCUMENTS PAGE <u>before</u> completing this Section If already approved - you DO NOT need to do a DE proposal

Rationale for Proposed Changes (All Categories)

(A) Why is the course being revised/deleted:* <i>Please be</i> <i>specific - this</i> <i>should be have</i> <i>more detail than</i> <i>the Summary for</i> <i>the Senate.</i>	Course is being revised to accommodate the advancement of technology. The SLOs have been updated because the old SLOs included out-of-date technology and neglected current technology. The course description and outcomes are being revised to refer to more general concepts and refer less to specific technology that may change in the future. The course title is being changed to reflect a change in emphasis in the course away from architecture. Instructor permission has been removed from the prerequisites.
(B) University Senate Summary of Rationale*	Please enter a single paragraph summary/rationale of changes or proposal for University Senate. Course is being revised to accommodate the advancement of technology. The SLOs have been updated because the old SLOs included out-of-date technology and neglected current technology. The course description and outcomes are being revised to refer to more general concepts and refer less to specific technology that may change in the future. The course title is being changed to reflect a change in emphasis in the course away from architecture. Instructor permission has been removed from the prerequisites.
(C) Implications of the change on the program, other programs and the Students:*	None.

Current	Current Course Information*		
	Category A		
(D) Current Prefix*	COSC		
Prop osed Prefix			
(E) Current Number*	365		
Propo sed Number			
(F) Current Course Title*	Web Architecture and Application Development		
Propo sed Course Title	Web Application Development		
(G) Prerequ isite(s)	COSC 310 and 341 or instructor permission		
Propo sed Prerequ isite(s)	COSC 310 and 341		
(H) Current Catalog Descript ion	Covers the fundamental architecture of Internet systems and the process of developing computer applications running on the Internet in general and on the World Wide-Web in particular. Students gain a basic understanding of the TCP/IP protocols and the client/server technology. Methods, languages, and tools for developing distributed applications on the Internet are evaluated. Programming projects developing distributed applications, using a representative suite of development tools and languages, are an integral part of this course.		

Propo sed Catalog Descript ion	Covers the fundamental architecture of web-based applications. Presents client-side application development using markup languages such as XHTML/CSS, forms, scripting languages such as JavaScript and PHP, asynchronous updating of data such as AJAX, database access using SQL. Projects include development of distributed applications on the Internet. Includes best practices in usability, internationalization, security, and W3C accessibility standards for web applications.
	If changing Category A, no further action required.
	Category B (if no change, leave blank)
(I) Repeata ble Course	If YES, please complete the following:
This is for a course that can be	Number of Credits that May be Repeated: Maximum Number of Credits Allowed to be Repeated:
repeated Multiple times e. g. Internship	
Propo sed Repeata ble Course	If YES, please complete the following: Number of Credits that May be Repeated: Maximum Number of Credits Allowed to be Repeated:
(J) Number of Credits	Class Hours per week:3 Lab Hours:0 Credits:3
Propo sed Number of Credits	Class Hours:Lab Hours:Credits:
(K) Current Course Student Learning Outcom es (SLOs)	 Explain and use basic building blocks for the Internet and Web, including: sockets, datagrams, HTML/XHTML, HTTP, and Scripting (e. g. JavaScript, VBScript) List the major technologies of the selected Internet architecture and describe the purpose of each. Design and implement Web-based applications employing the technologies of the selected Internet architecture. Applications may include access and update of data in a database. Discuss problems and solutions related to Internet-based development such as security, privacy, state management, maintenance, scalability, and internationalization. Discuss the underlying framework for Internet-based software applications such as Web-based documentation retrieval systems, online transactions (such as banking, auctions, e-commerce, digital libraries, search engines, et al), group-based collaboration over the Internet, Web-based utilities (such as calendars, planners), Web-based entertainment, Web-based publishing, et al. Describe the evolution of existing Web technologies, as well as major future directions of new tools, techniques, applications, and paradigms for developing Web applications.

L) Note that the text box in the table expands					
ourse	SLO #	Outcome	How outcome is assessed		
earnin Outco	1	Design and implement interactive web applications using XHTML/CSS and scripting such as JavaScript and PHP.	Assignments, Exams, Projects		
es iLOs)	2	Utilize Ajax and XML to asynchronously update data on a web page.	Assignments, Exams, Projects		
or ach utcome	3	Implement web applications that access a relational database using SQL.	Assignments, Exams, Projects		
escribe	4	Select the appropriate technologies for a specified web application.	Assignments, Exams, Projects		
ie utcome ill be chieved	5	Incorporate best practices in usability and W3C accessibility standards for web applications.	Assignments, Exams, Projects		
l) eviou	As outlin	ed by the federal definition of a "credit hour", the following should be a consideration			
Brief ourse		g student work - For every one hour of classroom or direct faculty instruction,			
utline	there she	ould be a minimum of two hours of out of class student work.			
' is ccepta le to	A. Funda	mental Architecture of Internet-based Systems			
opy om old	1. Intro	oduction to networking			
(llabus)	2. History of the Internet				
	3. TCP/IP and sockets				
		P and datagrams			
	5. Dist	ributed processing			
		note Procedure Calls (RPC) and Remote Method Invocation			
	B Buildin	g Web Based Applications			
	1. HTT	TP protocol			
	2. HTM	/IL/XHTML basics			
	3. HTM	/IL/XHTML forms and controls			
	4. HTN	ML/XHTML tables			
	5. Core technology of selected architecture to support dynamic we pages (e.g. Servlets)				
	6. Server side scripting technology of selected architecture (e.g. JSP or ASP)				
	7. Access and update of persistent data (e.g. a database)				
	8. Three tier architecture				
	9. State management strategies				
	C. Client-side Programming				
	1. JavaScript, VB Script, and/or other prevailing client side scripting language.				
	2. The DOM representation of a web page				
	3. Java Applets, Active X, and/or other prevailing client side plug in technology.				
	4. Use of scripting for validations, enhanced interactivity, and/ or animations				
	D. Developing Scalable Enterprise Level Applications				
	1. Technologies to extend HTML tags (e.g. custom tags)				

Brief Course Southine regarding student work - For every one hour of class student work. (Give sufficient ideal to sufficient icate A. Internet and Web Architecture B. Markup Languages including HTML and CSS C. Page Layout 1. CSS 2. Dividing a page across carrous 3. Positioning elements D. Server-Side Scripting using PHP F. HTML formS 1. Creating forms 2. Posting data 3. Validating F. Interactive Web Pages using JavaScript G. Asynchronous Updating using AJAX H. Relational Database Access and SOL I. Document Object Model (DOM) J. Model View Controller (MVC) Architecture K. User Interface Design and User Experience L. Best Practices in Usability and Accessibility		
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		K. User Interface Design and User Experience
Nistance Education Section		L. Best Practices in Usability and Accessibility
	Distanc	e Education Section

- Complete this section only if adding Distance Education to a New or Existing Course

If Completing this Section,	NOTE: you must check this box if the Course has previously been approved for Distance Education
Check the Box to the Right:	

Course Prefix/Number	
Course Title	
Type of Proposal	See CBA, Art. 42.D.1 for Definition
Brief Course Outline	Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar or assignments
	As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or
	direct faculty instruction, there should be a minimum of two hours of out of class student work.
	Rationale for Proposal (Required Questions from CBA)
How is/are the instructor(s) qualified	
in the Distance Education delivery	
method as well as the discipline?	
For each outcome in the course, describe	
how the outcome will be achieved using	
Distance Education technologies.	
How will the instructor- student and	
student-student interaction take place?	
(if applicable)	
How will student achievement be evaluated?	
How will academic honesty for tests	
and assignments be addressed?	

Liberal Studies Section

- Complete this section only for a new Liberal Studies course or Liberal Studies course revision

If Completing this Section,	NOTE: you must check this box if the Course/Program has previously been approved for Liberal Studies
Check the Box to the Right:	

Liberal Studies Course Designations (Check all that apply)				
Learning Skills:				

Knowledge Area:			
Liberal Studies Elective	Please mark the designation(s) that apply - must meet at least one		
Expected Undergraduate Student	Map each course outcome to the appropriate EUSLOs tha apply. Fill in the course		
Learning Outcomes	See https://www.iup.edu/liberal/faculty-and-staff/euslos/ for additional information regarding mapping EUSLOs		
(EUSLOs)	Informed Learners demonstrate:	Course SLO #	
Map the Course Outcome to the			
EUSLO's	 the ways of modeling the natural, social and technical worlds 		
	The aesthetic facets of human experience		
	• the past and present from historical, philosophical and social perspectives		
	• the human imagination, expression and traditions of many cultures		
	• the interrelationships within and across cultures & global communities		
	 the interrelationships within and across disciplines 		
	Empowered Learners demonstrate:	Course SLO #	
	effective oral and written communication abilities		
	ease with textual, visual and electronically-mediated literacies		
	problem solving skills using a variety of methods and tools		
	 information literacy skills including the ability to access, evaluate, interpret and use information from a variety of sources 		
	 the ability to transform information into knowledge and knowledge into judgement and action 		
	• the ability to work within complex systems and with diverse groups		
	critical thinking skills including analysis, application and evaluation		
	reflective thinking and the ability to synthesize information and ideas		
	Responsible Learners demonstrate:	Course SLO #	

	intellectual ho	onesty	
	concern for s	ocial justice	
	civic engager	nent	
	 an understan and actions c 	ding of the ethical and behavioral consequences of decisions on themselves, on society, and on the physical world	
	• an understan and cultures	ding of themselves and a respect for the identities, histories of others	
How will each outcome be measured	Narrative on how th	ne course will address the Selected Category Content	
(note should mirror (L) Student Learning	Course SLO #	Assessment Tool to be used to measure the outcome	
Outcomes* (SLO) from the course	1		
proposal	2		
	3		
All Liberal Studies course	s are required to inc	lude perspectives on cultures and have a supplemental re	ading.
		swer the following questions.	
Liberal Studies courses must include			
the perspectives and contributions			
of ethnic and racial minorities and			
of women whenever appropriate to			
the subject matter. Please explain			
how this course will meet this			
criterion.			
Liberal Studies courses require the			
reading and use by students of at			
least one non-textbook work of			
fiction or non-fiction or a collection			
of related articles. Please describe			
how your course will meet this			
criterion.			

Teacher Education Section

- Complete this section only for a new Teacher Education course or Teacher Education course revision

If Completing this Section,	NOTE: you must check this box if the Course/Program has previously been approved for Teacher Education related items
Check the Box to the Right:	
Course Designations:	

Key Assessments	
	For both new and revised courses, please attach (see the program education coordinator): The Overall Program Assessment Matrix The Key Assessment Guidelines The Key Assessment Rubric File Modified No files shared here yet.
	Drag and drop to upload or browse for files
Narrative Description of the	How the proposal relates to the Education Major
Required Content	

Please scroll to the top and click the Page Status if you are ready to take action on the workflow. Please submit an ihelp if you have any questions http://ihelp.iup.edu