LSC Use Only No: LSC Action-Date:	UWUCC USE Only No. UWUCC Action-Date: Senate Action Date:
	02-81e App-4/15/03 App 4/29/03

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person LeAnn Wilkie/Richard Rowell	Email Address wilkie@iup.edu
Proposing Department/Unit Technology Support and Training	Phone 724.357.3003

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. **Course Proposals (check all that apply)**
   _X_ New Course   _____ Course Prefix Change   _____ Course Deletion

   _____ Course Revision   _____ Course Number and/or Title Change   _____ Catalog Description Change

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BTST 401 Web Design

Current Course prefix, number and full title	_Proposed_ course prefix, number and full title, if changing

2. **Additional Course Designations: check if appropriate**
   _____ This course is also proposed as a Liberal Studies Course.   _____ Other: (e.g., Women's Studies,
   _____ This course is also proposed as an Honors College Course.   Pan-African)

3. **Program Proposals**
   _____ Catalog Description Change   _____ Program Revision
   _____ New Degree Program   _____ Program Title Change   _____ Other
   _____ New Minor Program   _____ New Track

Current program name	_Proposed_ program name, if changing

4. **Approvals**		Date
Department Curriculum Committee Chair(s)	_LeAnn Wilkie_	2-14-03
Department Chair(s)	_Linda Girl_	2-19-03
College Curriculum Committee Chair	_Prter (W)____	2-20-03
College Dean	_R-Cang_	2/20/03
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs	_Gail Sechrist_	4/15/03

* where applicable

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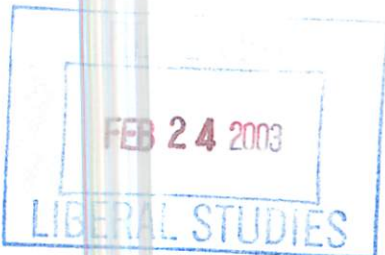
New Course: BTST 401 Web Design

Course Analysis Questionnaire

Section A: Details of the Course

A1   This course will serve a variety of students in multiple ways. For students in the Bachelor of Science in Business Technology Support, Bachelor of Science in Education – Business Education, and in the Bachelor of Science in Business, this course will be one of the controlled electives. This course will also serve as an elective not only for students in the Eberly College of Business & Information Technology but will also serve as an elective for students from other majors across campus. The proposed course content is too extensive to be incorporated into an existing course.

A2   This course does not require changes in the content of existing courses or requirements for a program.

A3   This course was offered as a special topics course to 25 students during the 2002 fall semester. Two sections will be offered as a special topics course to 50 students during the 2003 spring semester.

A4   This course will not be a dual-level course.

A5   This course may not be taken for variable credit.

A6   Similar courses are offered at the following institutions, among others:

      Allegany College of Maryland 191 Introduction to Web Page Development
      Arizona State University GIT 337 Web Content Design and GIT 414 Web Site
      Design and Internet/Web Technologies
      Frostburg State University COSC 330 Web Design

      (see Appendix B for course descriptions)

A7   The NCATE Standards are attached to the program revision (see Appendix C).

Section B: Interdisciplinary Implications

B1   This course will not be taught by instructors from more than one department.

B2   A review of the current undergraduate catalog indicates that no other department is offering a class on web design. Therefore, no discussions with other departments ensued.

B3   This course will not be cross listed.

Section C: Implementation

C1   Faculty resources are adequate. Schedules of current faculty will allow for this course to be offered.

C2   Adequate computer laboratory space, equipment, software, supplies and reference materials exists at the Eberly College of Business and Information Technology to allow for the teaching of this course.

C3   None of the resources for this course are funded by a grant.

C4   It is anticipated that this course will be offered each semester.

C5   Up to two sections will be offered each semester.

C6   Approximately 28 students will be accommodated in a section. This number is currently used as a benchmark for computer lab courses taught in the Eberly College of Business and Information Technology.

C7   No professional society has recommended enrollment limits or parameters.

C8   This course is not a distance education course.

The syllabus for BTST 401 Web Design is attached as Appendix A.

BTST 401 Web Design

3 class hours
0 lab hours
3 credits
(3c-0l-3cr)

Prerequisite: None

I.   Catalog Description

This course focuses on web design research and experimentation with basic to leading-edge design techniques enabling the creation of user-focused web sites. Emphasis on web design techniques resulting in fast loading and well placed graphics, cohesive color and typography across platforms and browsers, clear navigational interface, and appropriate use of sound, animation, and video. A variety of software production programs will be introduced and used.

II.   Course Objectives

Students should be able to:

1.   understand the basics of current web design.

2.   identify key requirements for a web site.

3.   describe the web design process.

4.   understand and apply introductory concepts of web page coding.

5.   understand and apply design optimization techniques.

6.   understand and apply information and graphic design principles.

7.   understand and apply multimedia and interactive design principles.

8.   describe the site testing and evaluation process.

III.   Course Outline

A.   Web Design Basics   3 hours

1.   Accessing Information on the web
2.   Web browsers
3.   Web search engines
4.   Tools for creating web pages
5.   Web design roles

B.   Overview of Web Publishing   3 hours

       1.   Basic design principles
       2.   Writing for the web
       3.   Technical, legal, ethical and accessibility issues

C.   Developing a Design Plan   3 hours

       1.   Define the purpose
       2.   Define the audience
       3.   Plan the content
       4.   Plan the structure
       5.   Plan the web pages
       6.   Plan the navigation

D.   Web Page Coding   6 hours

       1.   Evolution of coding
       2.   Current applications of coding

Exam I   1 hour

E.   Design Implementation and Optimization   9 hours

       1.   Frames
       2.   Tables
       3.   Style Sheets
       4.   Server Side Includes
       5.   Java Applets

F.   Typography and Graphics on the Web   3 hours

       1.   Typography
       2.   Graphics
       3.   Understanding color

G.   Multimedia and Interactivity   10 hours

       1.   Animation
       2.   Audio
       3.   Video
       4.   Interactivity

| Exam II | 1 hour |

| H. | Testing, Publishing and Maintaining a Web Site | 3 hours |

1. Testing before publishing
2. Publishing a web site
3. Marketing a web site
4. Maintaining a web site

| Final Exam – During Final Exam Week | 2 hours |

| Total | 44 hours |

IV. Evaluation Methods

The final grade will be determined as follows:

30% Three tests (10% each) – two tests during the term and a third test during exam week. Each test will consist of multiple choice, true false and short answer questions that attempt to evaluate a student's understanding of the theory of web design.

60% Projects – Expectations are to include six projects that will vary in percentage value. Emphasis will be placed on quality and creativity based on the application of concepts presented in class lectures, required readings, and information acquired via research from reputable sources. Sometimes there is a disconnect between theory and application. By including projects your instructor is attempting to place you in a situation where you have clear understanding of design theory and can then apply the theory via your design work.

Project I – Writing for the web	5%
Project II – Development of web design rubric	5%
Project III – Web site evaluation using web design rubric	5%
Project IV – Creation of a web site (writing, typography (color, and design and layout principles)	25%
Project V – Style sheet, server side includes	5%
Project VI – Flash MX movies	15%

10% Student participation – Students are expected to be in class regularly (see attendance below), participate in group activities, be attentive and contribute to class discussions.

Grading Scale: Work submitted after the announced deadline will result in a lower grade unless prior arrangements have been made with your instructor.

90 – 100%	A
80 – 89%	B
70 – 79%	C
60 – 69%	D
59% and below	F

V.   Attendance Policy

Regular attendance is crucial to success in this class because lecture material, individual help and demonstrations include important information that needs to be demonstrated by each student. Punctuality is also important because announcements, critiques and demonstrations occur at the beginning of class. Students walking in late are a great distraction both to your instructor and to other students. Finally, students are expected to fully participate for the entire class. Missing a test without prior arrangements results in a zero for that test. Students who are frequently late will have a penalty deducted from their final grade.

VI.   Required Texts

Shelly, G. B., Cashman, T.J., & Kosteba, L.A (2002). *Web design: Introductory concepts and techniques*. Boston: Course Technology.

.Underdahl, B. (2002). *Macromedia Flash MX: A beginner's guide*. Berkeley, CA: McGraw-Hill/Osborne.

VII.   Bibliography

Bowman, S. & Willis, C. (2002). *Design whys: Designing web sites that sell*. Berkeley, CA: Peachpit Press.

Carey, P. & Kemper, M. (2003). *Creating web pages with HTML and XML*. Cambridge, MA: Course Technology.

Castro, E. (2003). *HTML for the World Wide Web with XHTML and CSS: Visual quickstart guide* (5th ed.). Berkeley, CA: Peachpit Press.

Chak, A. (2003). *Submit now: Designing persuasive web sites*. Indianapolis, IN: New

 Riders.

Jennett, M. (2002). *FrontPage 2002 developer's guide*. New York, NY: McGraw-

 Hill/Osborne.

Kentie, P. (2002). *Web design tools & techniques* (2nd ed.). Berkeley, CA: Peachpit

 Press.

Pence, J. H. (2002). *Cascading style sheets*. New York, NY: McGraw-Hill/Osborne.

Rey, C. (2002). *Macromedia Flash MX: Training from the source*. Berkeley, CA:

 Macromedia Press.

Sachs, T. & McClain, G. (2002). *Back to the user: Creating user-focused web sites*.

 Indianapolis, IN: New Riders.

Veen, J. (2001). *The art and science of web design*. Indianapolis, IN: New Riders.

Williams, R. (2002). *Web design workshop*. Berkeley, CA: Peachpit Press.

Appendix B

Allegany College of Maryland

http://www.ac.cc.md.us/careers/business/compspec/

191 Introduction to Web Page Development

A practical study of the design and development of Web sites, covering principles and methods of designing and maintaining Web sites using the following web development technologies: HTML, DHTML, Macromedia Dreamweaver, Cascading Style Sheets, and animation with Macrodmedia Flash.

Arizona State University GIT 337 Web Content Design
http://www.asu.edu/aad/catalogs/courses/git.html

GIT 237 Web Content Design

Introduces design principles for visual content on the World Wide Web; raster, vector, fonts, portable documents, color palettes, file formats.

GIT 414 Web Site Design and Internet/Web Technologies

Web site design, authoring, standards, protocols, tools, and development techniques for commercial client-sided Web-based graphic information systems.

Standards for NCATE

I. Knowing the Content

I.A. Computer and information technology including:
Software applications
Document creation, input, processing & formatting
Telecommunications, networks, electronic formats, on-line services
Business programming applied to business problems
Operating systems, environments & utilities
Computer hardware & peripherals
Touch keyboarding techniques
Information systems security

I.B. Entrepreneurship and international business including:
Developing, operating and maintaining a business

Applying economic and financial concepts
Analyzing the interrelationship between cultures, political and economic policies
International trade, investment and international monetary relations in the global economy

I.C. Quantitative skills and accounting including:
Computational skills and applications for analyzing and solving business and consumer problems
Generally accepted accounting principles used in the steps of the accounting cycle
Preparing, interpreting, and analyzing financial statements
Planning and control principles to evaluate the performance of an organization
Applying differential analysis and present value concepts to make informed decisions
Methods/techniques for determining payroll and taxes

I.D. Management and marketing concepts including:
Characteristics of the marketing process
Impact of marketing on both American and Global economic systems
How consumer behavior refocuses and dictates marketing decisions
Internet commerce as it relates to the economy
Basic tenets of management and leadership theories
Human relations functions

I.E. Economics, law and personal finance including:
Role of money and government in an economic system and its effect on economic activity and decision making
Consumer economics, budgeting, investing and taxes
Financial institutions and services
Laws affecting businesses, individuals, and families
Sources of the law, the structure of the court system, classifications of procedural and substantive law
Contract, sales, and consumer law
Agency and employment law in the international marketplaces
Basic features of the U.S. economy and other economic systems

I.F. Business communications including:
Presentation skills utilizing and accessing shared information resources via networks and/or the Internet
Social, verbal, written and non-verbal communications skills in personal and professional situations across cultures
Using technology to enhance the effectiveness of communications
Demonstrating proficiency in written and oral communication
I.G. Career planning including:
Developing skills for self-awareness, career awareness research and planning, and workplace expectations
Role of student business organizations

II.   Performances

IIA Managing the instructional environment including:
creating a climate that promotes fairness
establishing and maintaining a rapport with students
communicating clear, challenging learning expectations to each student
establishing and maintaining consistent standards of classroom behavior
creating a safe environment conducive to learning
using the instructional time effectively

IIB Planning instruction which promotes problem analysis, critical thinking, creativity, leadership development and decision-making based upon:
subject matter, organization and integration of content and the relationship of content to educational, career and life goals
students and their learning, motivation, supervision and guidance with emphasis on human behavior and development, individual differences, diversity and the special needs of the exceptional student the community , and community resources

current educational standards and practices
IIC Selecting, analyzing or modifying teaching methods, learning activities and instructional materials, resources and technologies that meet the learning needs of diverse learners, and which are aligned with the goals of the lesson
IID Assessing, evaluating, implementing, adapting and assimilating teaching methods, learning activities and instructional materials, resources and technologies to strengthen the effectiveness and quality of instruction and meet the learning needs of diverse learners
IIE Monitoring student progress and performance and adjusting instructional strategies through a variety of assessments and evaluation tools in order to provide student feedback, and strengthen the effectiveness and quality of instruction for improved student learning III. Professionalism

III.   Professionalism

IIIA Professional organizations and associations, professional publications, and journals, materials, and resources, continuing education, professional development and lifelong learning in order to contribute to the education profession, advance knowledge and practice in field

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IIIB Integrity and ethical behavior, professional conduct as stated in <u>Pennsylvania's</u>
<u>Code of Professional Practice and Conduct for Educators;</u> and local, state, and
federal laws and regulations
IIIC Cultivating professional relationships and collaborating with school colleagues,
organizations and other community agencies to improve student learning
IIID Communicating effectively with parents/guardians, business and industry, other
agencies, and the community at large to support learning by all students