Eastern Illinois University
New/Revised Course Proposal Format
(Approved by CAA on 9/30/21 and CGS on 11/16/21)

Banner/Catalog Information (Coversheet)

1. **_____New Course or _X_ Revision of Existing Course**

2. **Course prefix and number:** *DGT 4751*

3. **Short title:** *UI/UX*

4. **Long title:** *User Interface and User Experience*

5. **Hours per week:** _1_ Class   _4_ Lab   _3_ Credit

6. **Terms:** ___ Fall   ___ Spring   ___ Summer   **X** On demand

7. **Initial term**: ___ Fall **X** Spring   ___ Summer   Year: **_2024___**

8. **Catalog course description:** *Study of User Interface and User Experience processes as applied to web, video, animation, and other interactive environments. Major emphasis will be development of prototypes for various environments.*

9. **Course attributes:** *N/A*

    General education component: _____

    ___ Cultural diversity ___ Honors ___ Writing centered   ___ Writing intensive ___Writing active

    ___ Department Capstone as Senior Seminar

10. **Instructional delivery**
    Type of Course:

    ___ Lecture   ___ Lab _X_ Lecture/lab combined   ___ Independent study/research

    ___ Internship   ___ Performance   ___ Practicum/clinical ___ Other, specify: _____

    Mode(s) of Delivery:

    X Face to Face   **X** Online Synchronous **X** Online Asynchronous   ___ Study Abroad

    X Hybrid, specify approximate amount of on-line and face-to-face instruction
    1-50 minute sessions online, 4- 50 minute sessions face-to-face per week

11. **Course(s) to be deleted from the catalog once this course is approved:**
    DGT 3343

12. **Equivalent course(s):** _____

a. **Are students allowed to take equivalent course(s) for credit?** ___ Yes ___ No

13. **Prerequisite(s):** __*DGT 3813 or permission of instructor*_____

    a. **Can prerequisite be taken concurrently? X_** Yes ___ No

    b. **Minimum grade required for the prerequisite course(s)?** _C_

    c. **Use Banner coding to enforce prerequisite course(s)? X _** Yes ___ No

    d. **Who may waive prerequisite(s)?**

        ___ No one ___ Chair **X_** Instructor ___ Advisor ___ Other (specify)

14. **Co-requisite(s):** _____

15. **Enrollment restrictions**

    a. **Degrees, colleges, majors, levels, classes which <u>may</u> take the course:** _*ALL*_____

    b. **Degrees, colleges, majors, levels, classes which may <u>not</u> take the course:** _____

16. **Repeat status: X_** May not be repeated ___ May be repeated once with credit

17. **Enter the limit, if any, on hours which may be applied to a major or minor:** ___

18. **Grading methods: X_** Standard ___ CR/NC __ Audit ___ ABC/NC

19. **Special grading provisions:**

    ___ Grade for course will <u>not</u> count in a student's grade point average.

    ___ Grade for course will <u>not</u> count in hours toward graduation.

    ___ Grade for course will be removed from GPA if student already has credit for or is registered in:
    _____

    ___ Credit hours for course will be removed from student's hours toward graduation if student already has credit for or is registered in: _____

20. **Additional costs to students:**
    Supplemental Materials or Software_____

    Course Fee ___No **X_**Yes, Explain if yes: ***$50 fee is applied to this course. This fee is necessary to maintain, update, and/or improve hardware and/or software resources used by the students in SOT labs for instruction.***

21. **Community college transfer:**

    X__ A community college course may be judged equivalent.

    ___ A community college may <u>not</u> be judged equivalent.

Note: Upper division credit (3000+) will <u>not</u> be granted for a community college course, even if the content is judged to be equivalent.

Rationale, Justifications, and Assurances (Part I)

1. ___Course is required for the major(s) of _____

   ___Course is required for the minor(s) of _____

   ___Course is required for the certificate program(s) of _____

   X   Course is used as an elective

2. **Rationale for proposal**: *This course is being revised as an Undergraduate and Graduate level course. This will permit graduate students in the Master's in Technology to complete it for credit. All other DGT Web Development Focus Area Electives are at the Undergraduate and Graduate level. Raising this course to this level will bring this course inline with others in this area. This course may also be added as an elective for the Computer Technology Certificate for the Masters in Technology in the future.*

3. **Justifications for (answer N/A if not applicable)**

   <u>Similarity to other courses</u>: *N/A*

   <u>Prerequisites</u>: *DGT 3813 is a course that deals in Front End Web Development. Many of the careers in UI/UX that are available are in the Web Development field. The prerequisite knowledge provided by DGT 3813 gives adequate foundation for students to be successful in the proposed course.*

   <u>Co-requisites</u>: *N/A*

   <u>Enrollment restrictions</u>: *N/A*

   <u>Writing active, intensive, centered</u>: *N/A*

   <u>Capstone as Senior Seminar</u>: *N/A*

4. **General education assurances (answer N/A if not applicable)**

   <u>General education component</u>: *N/A*

   <u>Curriculum</u>: *N/A*

   <u>Instruction</u>: *N/A*

   <u>Assessment</u>: *N/A*

5. **Online/Hybrid delivery justification & assurances (answer N/A if not applicable)**

   <u>Online or hybrid delivery justification</u>: *The online or hybrid delivery is a necessity to offer flexible options to our student population. Offering this course through the hybrid or online mode allows accessibility of nontraditional students who live long distance from campus or cannot be in face-to-face classrooms such as working professionals, distance learners, and international students. It will improve number of enrollments in this group of students. The Internet connection speed for many*

users has increased thereby allowing for higher quality rich media instruction to be delivered. Finally, the course management tools that the university now uses allows there to be a richer interaction between students and faculty. Therefore, students at a remote location may benefit more from a course that is entirely online or hybridized.

<u>Instruction</u>: *Instructional techniques may include flipped classroom strategies, peer learning, video-based lecture, instructor-based demonstration, and/or textbook tutorials. In flipped classroom instruction, the instructor will ask students to read on a particular topic and then complete a short assignment in advance of the material being presented. The students will also engage in a short discussion regarding the topics being presented. Certain elements of the course may require the students to teach one another a concept via video, screencast, or podcasting. For these assignments, students will work in small groups to present each other material, work through the concepts, and complete assignments related to the topic. Video based lecture may be used present certain topics from the instructor. In these videos, the instructor will introduce material, complete demonstrations, and show examples of material to be learned. To supplement the videos, the instructor will create tutorials on how to apply and utilize certain tools and techniques or ask students to complete textbook tutorials. The course will be delivered in an online Learning Management System (LMS). Learning materials, discussion, assignments, exams, and grading will be placed on the LMS. All faculty who will deliver this course online are/will be OCDi (or appropriate equivalent) trained.*

<u>Integrity</u>: *Assignments and/or papers will require that students submit work to a drop box in the course management system where it will be checked for plagiarism. Assignments will be designed to where students will also have to draw on experiences, case studies, and/or develop solutions to problems that would be difficult to replicate from classmates. Projects will be applied, and technically based. Therefore, the projects will rely upon the students developing and creating new games unique to a particular situation and therefore difficult to replicate. Presentations of work will require students to complete a screencast and/or computer-based presentation where the student will present the results of their work to their classmates. Students involved in peer review of classmate's projects and presentations will be required to give feedback via discussion boards or synchronous chat rooms. All assignments, papers, projects, presentations, and critiques will be assigned a rubric that students must review and adhere to. All rubrics will be given to students on the first day of class. Finally, exams and quizzes will be administered through the course management system. Exams and quizzes will validate that students have retained knowledge from all instructional activities. Writing responses for all laboratory assignments, exams, and class project will be analyzed by the originality checking software.*

Interaction: *This course will rely upon email, discussion boards, chat rooms, and remote assistance tools. The instructor will frequently respond to emails to address any concerns that students might have and send out messages to remind students of important due dates and address any other issues students may have. Discussion boards will be used as areas to discuss the topics of the week asynchronously. Students will be required to complete discussions with the whole class and/or small groups. Forums may also be set up for students to share issues or work collaboratively to solve problems on lab assignments. Chat rooms will be encouraged for both instructor to student interaction as well as student to student interaction synchronously. In the chat room, students may ask questions, give answers, and share information. Remote assistance tools will be relied upon heavily for this course. Issues that students may be unable to solve on their own may require a digital helping hand. Remote assistance software will be used to demonstrate to students synchronously or help to solve issues.*

Model Syllabus (Part II)

Please include the following information:

1. Course number and title
   DGT 4751 UI/UX
2. Catalog description
   Study of User Interface and User Experience processes as applied to web, video, animation, and other interactive environments. Major emphasis will be development of prototypes for various environments.

3. Learning objectives.
   i. *Discuss appropriate principles and applications for UI/UX. (CT 1-6) (WCR 1-7) (Grad 1-4)*
   ii. *Plan UI/UX projects for a variety of applications. (CT 1-3) (Grad 1-2)*
   iii. *Create multi-device prototypes for organizational applications. (CT 1-3) (Grad 1-2)*
   iv. *Publish prototypes for various platforms. (CT 1-3) (Grad 1-4)*
   v. *Present finished projects in a professional format to be critiqued by peers and professionals. (SL 1-7) (Grad 1-4)*
   vi. *Provide criticism and suggestions for improvement of UI/UX projects. (SL 1-7), (CT 1-6) (Grad 1-3)*
4. Course materials.
   Textbooks
   Adobe XD Classroom in a Book
   Designing Interfaces: Patterns for Effective Interaction Design
   Instructor built resources and web resources will supplement activities.
   Course Materials Required for Class
   One USB Drive – Minimum of 64 GB
   Access to a computer and reliable internet connection
   Adobe Creative Cloud Software (Adobe XD)

5. Weekly outline of content.

Week	Lecture Topic (50 min F2F, or Online)	Lab Activity (200 Min F2F, Hybrid, or Online)
Week 1	Introduction of UI/UX	Introduction Adobe XD
Week 2	Issues in Designing content for People	Configuring XD Projects
Week 3	Methods for Organizing Content	Adding Images and Text
Week 4	Methods of Navigation and Wayfinding	Creating and Editing Graphics
Week 5	Processes and Tools in Creating a UI/UX Project	Organizing Content
Week 6	Methods of Laying out Screens	Working with Assets And CC Libraries
Week 7	Principles of Visual Style and Aesthetics	Using Effects, Repeat Grids, and Responsive Layout
Week 8	Challenges and Solutions of Effective Mobile Interface Design	Creating a Prototype
Week 9	Processes and Tools in Creating a UI/UX Project	Previewing a Prototype
Week 10	Solutions for Displaying Lists in UI/UX	User Design Testing
Week 11	Actions and Commands in UI/UX	Iterative Design Processes
Week 12	Displaying Complex Data	Sharing Your Designs
Week 13	Processes and Tools in Creating a UI/UX Project	Exporting and Integration
Week 14	Developing Forms and Controls	Final Project Work
Week 15	Atomic Design Philosophy	Final Project Work
Week 16	**Final Project Presentations**	

6. Assignments and evaluation, including weights for final course grade.

	Undergraduate	*Graduate***
Lab Assignments (software/technique exercises)	*45%*	*41%*
Papers	*10%*	*9%*
Discussions	*10%*	*9%*
Quizzes	*10%*	*9%*
Final Project	*15%*	*14%*
Final Project Presentation	*10%*	*9%*

Graduate Research Paper**   *9%***

       TOTAL   ***100%***   ***100%***

7. Grading scale.

     A = 90 to 100 %, B < 89.9999%, C < 79.9999%, D < 69.9999%, F < 59.9999%

8. Correlation of learning objectives to assignments and evaluation.

Objective	Lab Assignments UG 55% Grad 40%	Papers UG 10% Grad 18%	Discussions UG 10% Grad 9%	Quizzes UG 10% Grad 9%	Final Project UG 10% Grad 9%	Final Project Presentation UG 10% Grad 9%
1. *Discuss appropriate principles and applications for UI/UX. (CT 1-6) (WCR 1-7) (Grad 1-4)*	X	X	X	X	X	X
2. *Plan UI/UX projects for a variety of applications. (CT 1-3) (Grad 1-2)*	X	X	X	X	X	X
3. *Create multi-device prototypes for organizational applications. (CT 1-3) (Grad 1-2)*	X				X	
4. *Publish prototypes for various platforms. (CT 1-3) (Grad 1-4)*	X				X	
5. *Present finished projects in a professional format to be critiqued by peers and professionals. (SL 1-7) (Grad 1-4)*	X			X	X	X
6. *Provide criticism and suggestions for improvement of UI/UX projects. (SL 1-7), (CT 1-6) (Grad 1-3)*		X	X		X	X

Date approved by the department or school: 11/29/2022

Date approved by the college curriculum committee: 12/8/2022

Date approved by the Honors Council *(if this is an honors course):*
Date approved by CAA: **CGS:**