

Eastern Illinois University
NEW/REVISED COURSE PROPOSAL FORMAT
(Approved by CAA on 9/29/11 and CGS on 10/18/11, Effective Fall 2011)

This format is to be used for all courses submitted to the Council on Academic Affairs and/or the Council on Graduate Studies.

Please check one: ☒ New course ☐ Revised course

PART I: CATALOG DESCRIPTION

1. **Course prefix and number, such as ART 1000:** AET 4865
2. **Title (may not exceed 30 characters, including spaces):** Digital Media Publishing
3. **Long title, if any (may not exceed 100 characters, including spaces):** Digital Media Publishing Technologies
4. **Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:** 2-2-3
5. **Term(s) to be offered:** ☐ Fall ☐ Spring ☐ Summer ☒ On demand
6. **Initial term of offering:** ☒ Fall ☐ Spring ☐ Summer **Year:** 2013
7. **Course description:** A study of e-Publishing technology. This course will focus on the study of authoring multimedia and web technologies for creating applications and solutions for web sites, education, training, and advertising solutions via the internet and mobile devices.
8. **Registration restrictions:**
 - a. **Equivalent Courses**
 - **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course).

None
 - Indicate whether coding should be added to Banner to restrict students from registering for the equivalent course(s) of this course. ☐ Yes ☒ No
 - b. **Prerequisite(s)**
 - **Identify the prerequisite(s)**, including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course.

AET 1363 and AET 3343 or permission of chair
 - Indicate whether coding should be added to Banner to prevent students from registering for this course if they haven't successfully completed the prerequisite course(s). ☒ Yes ☐ No

If yes, identify the minimum grade requirement and any equivalent courses for each prerequisite course: C
 - c. **Who can waive the prerequisite(s)?**
☐ No one ☒ Chair ☐ Instructor ☐ Advisor ☐ Other (Please specify)
 - d. **Co-requisites** (course(s) which MUST be taken concurrently with this one):
 - e. **Repeat status:** ☒ Course may not be repeated.

☐ Course may be repeated once with credit.

Please also specify the limit (if any) on hours which may be applied to a major or minor.

f. Degree, college, major(s), level, or class to which registration in the course is restricted, if any: NONE

g. Degree, college, major(s), level, or class to be excluded from the course, if any: NONE

9. Special course attributes [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive]

10. Grading methods (check all that apply): ☒ Standard letter ☐ CR/NC ☐ Audit ☐ ABC/NC
("Standard letter"—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)

Please check any special grading provision that applies to this course:

☐ The grade for this course will not count in a student's grade point average.

☐ The credit for this course will not count in hours towards graduation.

If the student already has credit for or is registered in an equivalent or mutually exclusive course, check any that apply:

☐ The grade for this course will be removed from the student's grade point average if he/she already has credit for or is registered in (insert course prefix and number).

☐ Credit hours for this course will be removed from a student's hours towards graduation if he/she already has credit for or is registered in (insert course prefix and number).

11. Instructional delivery method: (Check all that apply.)

☐ lecture ☐ lab ☒ lecture/lab combined ☐ independent study/research
☐ internship ☐ performance ☐ practicum or clinical ☐ study abroad
☐ Internet ☒ hybrid ☐ other (Please specify)

PART II: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course:

After completing this course the learner will be able to:

1. Compare various e-publishing technologies with respect to specific applications.
2. Assemble back end user and front end user interfaces for blogs, e-store fronts, and other applications requiring content management system interfaces.
3. Construct computer and mobile-based books and applications, with static and dynamic content.

4. Evaluate aspects of emerging web technologies and integrate them into various applications.
5. Export media for commercial and public use on a variety of web enabled devices.

- a. If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:
 - EIU graduates will write and speak effectively.
 - EIU graduates will think critically.
 - EIU graduates will function as responsible citizens.
- b. If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:
 - Depth of content knowledge- objective 1 will provide depth of content knowledge
 - Effective critical thinking and problem solving- objectives 2-4 will require critical thinking and problem solving.
 - Effective oral and written communication- objectives 1 and 4 will foster effective written and oral communication.
 - Advanced scholarship through research or creative activity- objectives 2, 3 and 5 will require learners to research and apply information.

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:

This course will engage the learners in discussion, article review, presentation, midterm examination, applied lab projects, and comprehensive final examination.

Discussions	150 points (15 discuss @ 10 points each)
Lab Applied Projects	300 points (3 projects @ 100 points each)
Project Presentations	150 points (3 presentations @ 50 points each)
Midterm Exam	50 points
Final Exam	50 points

a. Explain how the instructor will determine students' grades for the course:

Objectives	Discussions	Midterm Exam	Final exam	Lab Applied Projects	Project Presentations
1.	X	X	X	X	X
2.		X	X	X	X
3.			X	X	X
4.	X		X	X	X
5.			X	X	X

3. For technology-delivered and other nontraditional-delivered courses/sections, address the following:
 - a. Describe how the format/technology will be used to support and assess students' achievement of the specified learning objectives: For content delivered online, the course employs online video presentations, structured web discussions focused on reading assignments, and links to

articles submitted to the instructor. Students are required to draw on research and review of articles to discuss and develop fundamental procedural knowledge of application. Discussions invite students to explore in more detail the required knowledge and procedures to create various web publishing tools and media. Discussions and examinations will be administered and submitted via the online course management tool.

For content delivered face-to-face in lab, the learners will apply information from video based demonstration, lecture, and peer discussion to applied projects where learners create various eBook formats and web publishing applications. Rubrics will be used to assess the learners abilities to create various media and publish according to various hardware devices and web interfaces. Applied lab projects will be distributed and collected in face-to-face sessions. Project presentations will provide a forum for learners to share and defend designs and applications of technologies that they have acquired and applied.

- b. Describe how the integrity of student work will be assured:** Work submitted online, such as discussions and examinations, will be substantiated via learners providing citation in APA format and submitting related articles to quantify work. Further, the length, frequency, quality, and integrity of discussion posts can be monitored via the online course management tool. Examinations will require the same of learners and additionally will use software tools to check work for the integrity and authenticity of submitted assignments. The examinations will be time restricted and of sufficient length to prohibit consultation of unauthorized sources.

Work submitted face-to-face in applied lab projects will be checked for authenticity via the individualized nature of project completion. Requirements for projects will require learners to engage in activities that require creation of original content for either themselves or local entity. Presentations will require that the learner presents original sources for their work and defend their models and designs in front of their peers and instructor.

- c. Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):** For online content, the course employs email, web-based discussions, exploration of off-site Internet resources, web-based presentations, web chat rooms and lab based applied project work. The instructor will communicate with students through the online discussion board and web-based discussions. Email may also be a tool used for the instructor to communicate with an individual student or to post course announcements. The learners for this course may also communicate with one another for these tools. During digital office hours, the instructor will remain available for discussion during certain times and communicate using a chat room tool in the learning management system.

For face-to-face interaction, the instructor may communicate synchronously with the learners during open lab activities and during office hours. The learners are also free to communicate with other learners during lab activities.

4. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:

- a. course objectives;** in addition to the above learning objectives, objectives for graduate students include
1. Plan and produce scholarly research on topics related to e-publishing.
 2. Present scholarly research and facilitate discussion digitally.

- b. projects that require application and analysis of the course content; and** Graduate students will prepare a graduate-level paper based on a research topic negotiated between the instructor and the student. In addition to the submission of this written paper, the graduate student will make a digital presentation to the class based on this research.
- c. separate methods of evaluation for undergraduate and graduate students.**

Discussions	150 points (15 discuss @ 10 points each)
Lab Applied Projects	300 points (3 projects @ 100 points each)
Project Presentations	150 points (3 presentations @ 50 points each)
Midterm Exam	50 points
Final Exam	50 points
Graduate Paper	100 points
Graduate Presentation	50 points

- 5. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix *.)**

Not applicable

PART III: OUTLINE OF THE COURSE

Provide a week-by-week outline of the course's content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content "units" are sufficiently equivalent to the traditional on-campus semester hour units of time described above.

Week	Topic	Online or Face to face (Equivalent 50-minute units)	Face-to Face Lab activities (Equivalent 50-minute units)
1	Repurposing print projects & planning eBooks	Unit 1 (2)	(2)
2	eBook formats, standards, and hardware	Unit 1 (2)	(2)
3	Development of ePub in Layout Application	Unit 2 (2)	(2)
4	HTML5, CSS3 and ePub formatting	Unit 2 (2)	(2)
5	Rich media embedding in eBooks	Unit 2 (2)	(2)
6	Proprietary format Publishing	Unit 2 (2)	(2)
7	Non-Proprietary format Publishing	Unit 2 (2)	(2)
8	PHP for dynamic web publishing	Unit 3 (2)	(2)
9	Web Publishing Styling	Unit 3 (2)	(2)
10	Web publishing databases	Unit 3 (2)	(2)
11	Media insertion into web databases	Unit 3 (2)	(2)

12	Web publishing feedback & display	Unit 3 (2)	(2)
13	Site Deployment	Unit 4 (2)	(2)
14	Publishing content via CMS	Unit 4 (2)	(2)
15	Integrating Web 2.0 Media Management	Unit 4 (2)	(2)

PART IV: PURPOSE AND NEED

1. Explain the department's rationale for developing and proposing the course.

Graduates of the School of Technology, Digital Media Technology concentration are entering a field that is transitioning to a greater reliance upon technical development applications requiring creation of systems that use web based viewing and publishing technologies. An e-publishing course provides the information and techniques to help them know the current state of e-publishing, and to apply practical knowledge and skills in development of media and applications. This course was strongly recommended to add to the existing curriculum by faculty at other universities, and The Printing Industries of America during the Teachers Update conference in July. In addition, competing state institutions (Illinois State, Western Illinois) offer a similar sort of course. This makes such a course necessary to maintain pace with other universities and moreover, align this concentration with our ATMAE accreditation.

At the graduate level, learners need to be capable of application of knowledge and skills at a higher level as well as engage in scholarly research related to the fields of e-publishing. Graduate students earning certificates in computer technology, training and development, and quality will be expected to evaluate and create technologies for web sites, education, training through application of e-publishing as part of expanding offerings for their employed agencies to remain competitive.

- a. If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment.**

Not Applicable

- b. If the course or some sections of the course may be technology delivered, explain why.**

The content and structure for this course relies upon independent research, in-depth group discussion, and video based lecture. As compared to many lab courses already offered by the AET digital area, this course requires online delivery of lecture and discussion and face-to-face lab activities for applied projects.

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.

An e-publishing course should be upper division because it is based upon prior knowledge acquired in previous coursework. Multiple courses with experience with page layout applications and web development are a necessity to acquiring these difficult and higher-level skill applications. Further, the knowledge acquired at this level requires automaticity of the prerequisite skills in acquisition of new and emerging technical skill development.

The prerequisite of AET 1363 and AET 3343 is necessary to ensure that the learner has a fundamental understanding of print and web design and development. Additionally, the inclusion of permission by the chair allows for learners to enroll in the course providing they can provide proof of previous coursework or real world work experience that would ensure foundational knowledge is in place.

3. If the course is similar to an existing course or courses, justify its development and offering.

- a. If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal.**

This course is not known to duplicate any other course.

- b. Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled.**

None

4. Impact on Program(s):

- a. For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.**

This course may serve as an elective for the Applied Engineering and Technology program and a concentration course in Digital Media Technologies.

- b. For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective.**

This course may serve as an elective for the MS in Technology.

If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted.

PART V: IMPLEMENTATION

- 1. Faculty member(s) to whom the course may be assigned:** Mr. Gabriel Grant or other qualified faculty as assigned by department chair.

If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.

- 2. Additional costs to students:** None

Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President's Council.)

- 3. Text and supplementary materials to be used (Include publication dates):**

Powers, D. (2010). Adobe Dreamweaver CS5 with PHP. Adobe Publishing.

In addition to the above text, current articles from online resources will also be updated as new literature is added to the field.

PART VI: COMMUNITY COLLEGE TRANSFER

If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded.

PART VII: APPROVALS

Date approved by the department or school: January 17, 2013

Date approved by the college curriculum committee: March 4, 2013

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

Date approved by CAA: CGS:

*In **writing-active courses**, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded -- might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In **writing-intensive courses**, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In **writing-centered courses** (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).

Student
Success
Center

<http://www.eiu.edu/~success/>

581-6696



<http://www.eiu.edu/~counsctr/>

581-3413

Career
Services

<http://www.eiu.edu/~careers/>

581-2412

Disability
Services

<http://www.eiu.edu/~disablty/>

581-6583