

Eastern Illinois University
New Course Proposal
DGT 4763, Costing and Planning for Media Projects

CGS Agenda Item: 17-01
Effective: Fall 2018

Banner/Catalog Information (Coversheet)

1. ☒ **New Course** or ☐ **Revision of Existing Course**
2. **Course prefix and number:** *DGT 4763*
3. **Short title:** *Planning for Media Projects*
4. **Long title:** *Costing and Planning for Media Projects*
5. **Hours per week:** 3 Class 0 Lab 3 Credit
6. **Terms:** ☒ Fall ☒ Spring ☒ Summer ☐ On demand
7. **Initial term:** ☒ Fall ☐ Spring ☐ Summer Year: **2018**
8. **Catalog course description:** *A study of planning and costing for media projects. This course will focus on the study of estimating, costing, and planning for the capture and production of products specific to web, digital printing, video, gaming, animation, simulation, and photography.*

9. Course attributes:

General education component: NOT APPLICABLE

☐ Cultural diversity ☐ Honors ☐ Writing centered ☐ Writing intensive ☐ Writing active

10. Instructional delivery

Type of Course:

☒ Lecture ☐ Lab ☐ Lecture/lab combined ☐ Independent study/research
☐ Internship ☐ Performance ☐ Practicum/clinical ☐ Other, specify: _____

Mode(s) of Delivery:

☒ Face to Face ☒ Online ☐ Study Abroad

☒ Hybrid, specify approximate amount of on-line and face-to-face instruction *1-50 minute session online, 2- 50 minute sessions face-to-face per week*

11. Course(s) to be deleted from the catalog once this course is approved. *N/A*

12. Equivalent course(s): *None*

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

13. Prerequisite(s): *MAT 2120G and AET 1363*

a. Can prerequisite be taken concurrently? ☐ Yes ☒ No

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

c. Use Banner coding to enforce prerequisite course(s)? ☒ Yes ☐ No

d. Who may waive prerequisite(s)?

___ No one ___ Chair X Instructor ___ Advisor ___ Other (specify)

14. Co-requisite(s): NOT APPLICABLE

15. Enrollment restrictions

a. Degrees, colleges, majors, levels, classes which may take the course: *Digital Media majors and students in the MS in Technology*

b. Degrees, colleges, majors, levels, classes which may not take the course: __NONE__

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: ☒ Standard ☐ CR/NC ☐ Audit ☐ ABC/NC

19. Special grading provisions:

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

___ Grade for course will not 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 *None*

Course Fee ☒ No ___ Yes, Explain if yes _____

21. Community college transfer:

____ A community college course may be judged equivalent.

X A community college may not be judged equivalent.

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

Rationale, Justifications, and Assurances (Part I)

1. X Course is required for the major(s) of Digital Media
 Course is required for the minor(s) of
 Course is required for the certificate program(s) of
 Course is used as an elective
2. **Rationale for proposal:** *Web development is a profession expected to grow by 22% each year until 2020 according to the Bureau of Labor Statistics. In Illinois alone this equates to thousands of jobs each year. According to a recent DACUM conducted at Lake Land College in Mattoon, IL, the courses currently offered in the AET area do not go into enough depth to adequately prepare students to be successful in web development. The topics of gaming, animation and simulation typically fall under the description of multimedia artists and animators according to the Bureau of Labor Statistics. This is a profession projected to grow 6% each year until the year 2022. The career paths for individuals in this profession are many, including an increasing number of positions within agencies searching for individuals with experience in creating interactive advertisements, training simulations, rules based scenarios, and entertainment media. As a result, this course is being developed to support the proposed BS in Digital Media. Currently, there is no coursework that is flexible for students seeking knowledge in web and content management systems online or in a hybrid format.*

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

Similarity to other courses: *There is some overlap with Accounting courses such as ACC 3300 and ACC 4300. The topics in the proposed course deal with the specific realms of media technology that learners can expect when entering a specific multimedia, cross media, or creative organization. The programs in Accounting should not be affected by this overlap.*

Prerequisites: MAT 2120G and AET 1363 are needed prerequisites for student success. Mathematic foundations are needed for students to be able to do calculations and derive formulas for estimating systems. A background in the process of basic graphic creation is required so that students understand processes involved in graphic creation and the time required to produce graphics. These two course provide the foundation students need to be successful in a planning course.

Co-requisites: **N/A**

Enrollment restrictions: *The prerequisite rationale is listed above. Graduate students may also be allowed to enroll in the course. Students that acquire Advertising minor or will acquire a Media Technology minor as undergraduates enroll in the MS in Technology. Other*

students that come into the MS in technology may have graphics production backgrounds from other academic majors. As these students complete their Master's degree they seek to take electives in the Digital Media area to complete their degree program. Without an open enrollment option for MS in Technology, students must either be manually enrolled in the course or seek other coursework.

Writing active, intensive, centered: N/A

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

General education component: N/A

Curriculum: N/A

Instruction: N/A

Assessment: N/A

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

- 6. Online or hybrid delivery justification:** *The online or hybrid delivery is a necessity to offer flexible options to our student population. The content of a gaming, animation, and simulation course requires little in the way of hardware and many of the needed software packages are free. 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.*

- 7. Instruction:** *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 to 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. Any instructors of technology-delivered courses/sections must provide proof of having the Online Course Development Institute (OCDI) training and certification.*

8. Integrity: Assignments and/or papers will require that students submit work to a dropbox 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 design based. Therefore, the projects will rely upon the students developing and creating new designs of websites unique to a particular client or customer 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 classmates 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.
9. 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 4763, Costing and Planning for Media Projects

2. Catalog description

A study of planning and costing for media projects. This course will focus on the study of estimating, costing, and planning for the capture and production of products specific to web, digital printing, video, gaming, animation, simulation, and photography.

3. Learning objectives.

1. Explain the scope and function of image capture and media production planning. (WCR 1-7) (Grad 1-4)
2. Develop estimating systems that account for hourly rates, material costs, equipment costs, and evolving production standards for emerging media technology technologies. (CT 2, 3, 4) (Grad 1-2)
3. Construct scheduling systems that monitor various media capture and production processes. (CT 2, 3, 4) (Grad 1-2)
4. Combine systems into a cohesive plan for a digital media production organization. (CT 2, 3, 4) (Grad 1-2)
5. Evaluate the efficacy of estimating and scheduling systems for image capture and digital media production. (CT 1-6) (Grad 1-3)
6. Prepare and present finished projects in a professional format to be critiqued by peers and professionals. (SL 1-7) (Grad 1-4)
7. Offer criticism and suggestions for improvement of digital media projects. (CT 1-6) (Grad 1-3)

4. Course materials.

- Ruggles, P. (2008). Printing Estimating, 5th Edition: Costing and Pricing Print and Digital Media. PIA/GATF Press.
- Mendes, E. (2007). Cost Estimation Techniques for Web Projects. IGI Publishing.
- In addition to the above text, current articles from online resources will also be updated as new literature is added to the field.
- One USB Drive – Minimum of 16 GB
- Access to a computer and reliable internet connection

5. Weekly outline of content.

Face-to-Face, Online, or Hybrid

Week	3-50 minute sessions
Week 1	Procedures for selling, estimating, and quoting
Week 2	Procedures for selling, estimating, and quoting
Week 3	Developing cost estimating systems
Week 4	Hourly Rates and emerging production standards
Week 5	Materials and equipment costing
Week 6	Scheduling and production analysis
Week 7	Break Even analysis
Week 8	Midterm Exam
Week 9	Web Estimating, Planning and Scheduling
Week 10	Photography Estimating, Planning and Scheduling
Week 11	Video Estimating, Planning and Scheduling
Week 12	Video Estimating, Planning and Scheduling
Week 13	Gaming Estimating, Planning and Scheduling
Week 14	Gaming Estimating, Planning and Scheduling

Week 15	Commercial Printing Estimating and Scheduling
Week 16	Final Exam

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

	Undergraduate	Graduate
Assignments	15%	10%
Discussions	15%	15%
Quizzes	15%	15%
Applied Projects	20%	20%
Exams	25%	20%
Papers	10%	10%
Grad Research Paper	-----	10%
TOTAL	100%	100%

7. Grading scale.

A = 90 to 100 %, B = 80 to 89%, C = 70 to 79%, D = 60 to 69%, F < 60%

8. Correlation of learning objectives to assignments and evaluation.

Objective	Assignments Undergraduate: 15% Graduate: 10%	Discussions Undergraduate: 15% Graduate: 15%	Quizzes Undergraduate: 15% Graduate: 15%	Projects Undergraduate: 20% Graduate: 20%	Exams Undergraduate: 25% Graduate: 20%	Papers Undergraduate: 10% Graduate: 10% Research paper: 10%
1. Explain the scope and function of image capture and media production planning. (WCR 1-7) (Grad 1-4)	X	X	X	X	X	X
2. Develop estimating systems that account for hourly rates, material costs, equipment costs, and evolving production standards for emerging media technology technologies.	X	X	X	X		X

(CT 2, 3, 4) (Grad 1-2)						
3. Construct scheduling systems that monitor various media capture and production processes. (CT 2, 3, 4) (Grad 1-2)	X			X		
4. Combine systems into a cohesive plan for a digital media production organization. (CT 2, 3, 4) (Grad 1-2)	X			X	X	
5. Evaluate the efficacy of estimating and scheduling systems for image capture and digital media production. (CT 1-6) (Grad 1-3)	X		X		X	
6. Prepare and present finished projects in a professional format to be critiqued by peers and professionals. (SL 1-7) (Grad 1-4)		X		X		

7. Offer criticism and suggestions for improvement of digital media projects. (CT 1-6) (Grad 1-3)		X			X	X
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Date approved by the department or school: 10/20/2016

Date approved by the college curriculum committee: 12/9/2016

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

Date approved by CAA: 2/23/2017

CGS: