



Section 1. Proposal Information

Course Developer:

Meredith Keene-Wilson

Date: 1/3/2013

Catalog year to take effect :

2011-2012 __

2013-2014 _x_

Revision
in credits
/Contact
Hours

Type of Proposal

☒ Revised course

☐ 199 Special Studies

☐ 299 Trends

Type of Course:

☐ Lower Division Collegiate (transfer)

☒ Professional/Technical (program requires)

☐ Professional/Technical (stand-alone)

☐ Developmental, numbered below 100

Rationale:

How does this proposal further the goals of the program or department?

Upgrade in credit/contact hours needed for introduction of new and [constantly] changing technology in the industry.

What evidence supports this proposal?

Industry trends, Media Arts Advisory Committee feedback, student feedback, instructor feedback and program changes.

(New courses) How do you know there is a demand for this course?

N/A Course in progress since W2001. Course is part of CIT Programming Certificate and Degree.

PREVIOUS Catalog/Course Information:

Course Number: Art 288

Course Title in Banner: Introduction to Web Design (30 characters maximum)

Full Course Title in print catalog: Art 288 Introduction to Web Design

Prerequisites: Operating Environments: Macintosh or equivalent, Software Applications, HTML

Co-requisites: Software Applications, HTML

Grade Option: ☒ Graded (with P/NP option) ☐ Pass/No Pass only

Number / Type Credits	Term Minimum Contact	Term Maximum Contact	11-Week Term Contact
__ Lecture	__ hours (lecture credits x 10)	__ hours (lecture credits x 12)	__ hours (lecture credits x 11)
<u>2</u> Lec/Lab	<u>2</u> hours (lec-lab credits x 20)	<u>2</u> hours (lec-lab credits x 24)	<u>2</u> hours (lec-lab credits x 22)
__ Lab	__ hours (lab credits x 30)	__ hours (lab credits x 36)	__ hours (lab credits x 33)
<u>2</u> Total credits (sum)	<u>40</u> Total hours (sum)	<u>48</u> Total hours (sum)	<u>44</u> Total hours (sum)

What will change in this course as a result of changing the credits?

☐ Course Description

☒ Course Outline

☒ Contact Hours

☐ Course Outcomes

☐ Other (explain): _____

Section 2. Proposed Course Outline (A general statement of course content that informs class syllabus construction.)

NO CHANGES

Course Number: **Art 288**

Course Title in Banner: **Introduction to Web Design** (30 characters maximum)

Full Course Title in print catalog: **Art 288 Introduction to Web Design**

Prerequisites: **CIS195 Web Authoring 1** Co-requisites: **NONE**

Grade Option: ☒ Graded (with P/NP option) ☐ Pass/No Pass only

Number / Type Credits	Term Minimum Contact	Term Maximum Contact	11-Week Term Contact
__ Lecture	__ hours (lecture credits x 10)	__ hours (lecture credits x 12)	__ hours (lecture credits x 11)
<u>3</u> Lec/Lab	<u>3</u> hours (lec-lab credits x 20)	<u>3</u> hours (lec-lab credits x 24)	<u>3</u> hours (lec-lab credits x 22)
__ Lab	__ hours (lab credits x 30)	__ hours (lab credits x 36)	__ hours (lab credits x 33)
<u>3</u> Total credits (sum)	<u>60</u> Total hours (sum)	<u>72</u> Total hours (sum)	<u>66</u> Total hours (sum)

Original Course Description:

Prerequisite or Co-requisite: CS 195. Introduction to design and communication principles as they apply to web design. Students also investigate the unique challenges involved in web site design.

This course may be offered through Distance Learning, traditional classroom instruction, or as a hybrid course.

New Course Description (1000 character limit):

NO CHANGE

Original Course Outcomes and Proficiencies

What did the student *know*, what could the student *do* at the end of the course, or what *attitudes* related to the subject would the student hold?

Upon successful completion of this course, the student:

- A. Demonstrate understanding of the elements of design and of composition
- B. Demonstrate understanding and proper use of color and typography
- C. Demonstrate ability to create objectives and a design strategy
- D. Define unique challenges of web design
- E. Identify issues in navigation
- F. Demonstrate knowledge of web site testing and

Assessments Used

What evidence did you gather that students have achieved course outcomes? (assessment tools include departmental tests, written products, portfolios, juried performances, quizzes and exams, or alternative assessments such as qualitative studies, capstone projects, external reviewers, etc.)

How each outcome was assessed:

- A. Projects and tests
- B. Projects and tests
- C. Projects and tests
- D. Projects and tests
- E. Projects and tests
- F. Projects and tests

marketing
G. Demonstrate effective use of an organizational grid in page design
H. Create an effectively designed web site

G. Project
H. Project

New Course Outcomes and Proficiencies

What will the student *know* or *be able to do* at the end of the course, or what *attitudes* related to the subject will the student hold?

Assessments Planned

What evidence will you have that students have achieved course outcomes? (assessment tools may include departmental tests, written products, portfolios, juried performances, quizzes and exams, or alternative assessments such as qualitative studies, capstone projects, external reviewers, etc.)

Upon successful completion of this course, the student will:

SAME AS ABOVE, with addition of the following:

- A. Identify issues of responsive web design
- B. Demonstrate entry-level use of CSS for colors, backgrounds, formatting text and page layout
- C. Demonstrate knowledge of current Web Standards through web authoring

How each outcome will be assessed:

- A. test
- B. project
- C. capstone project

Original Course Content by Major Topics

What topics were originally presented? What were the main activities of the course? What were the central themes?

I. Elements of Design

- A. Line
- B. Shape
- C. Tone
- D. Texture
- E. Color

II. Principles of composition

- A. Balance.
- B. Unity
- C. Focal point
- D. Movement
- E. Proportion

III. Principles of communication

- A. Contrast
- B. Brevity
- C. Clarity
- D. Surprise
- E. Legibility and readability

IV. Principles of color

- A. Attributes of color
- B. Color wheel
- C. Technical limitations
- D. Color in web design

V. Principles of typography

- A. Type families
- B. Type classifications
- C. Typesetting issues
- D. Technical aspects of web typography
- E. Typeface selection

VI. Organization grid as a layout aid

VII. Unique challenges of web design

- A. Browser dependence
- B. Differing resolutions
- C. Multi-platform
- D. International audiences
- E. Navigation
- F. Page dimensions
- G. Metaphor
- H. Site consistency
- I. Style standards

VIII. Developing a design strategy

- A. Objective
- B. Target market

IX. Developing site architecture

- A. Storyboarding

X. Post-design issues

- A. Marketing
- B. Testing
- C. Updating

New Course Content by Major Topics

What topics will be presented? What are the main activities of the course? What are the central themes?
(See sample at <http://www.lanecc.edu/cops/format3.htm>.)

Same topics as above including new topics:

- Responsive Web Design: Promoting an optimal viewing experience across a wide range of electronic devices in order to meet the needs of as wide of a variety of users as possible.
- Web Authoring: HTML and CSS for today's market
- Web Standards: Current industry standards and testing

Main activities include; 4-5 main projects, multiple self-assessment exercises, targeted group discussions, group critiques, research and reading, quizzes/tests and capstone project.

Central theme:

At the end of this course students will be able to demonstrate effective use of the elements of design and principles of composition as they apply to web design by successfully building a website. This includes the planning, designing, building, and testing phases of site development.

Section 3. Curriculum Equity (<http://www.lanecc.edu/cops/curric.htm>)

To promote an environment where all learners are encouraged to develop their full potential, this course will support Lane's Curriculum Equity policy in the following way(s):

Introduction to Web Design uses an anti-biased curriculum and promotes an environment where all learners are encouraged to develop their full potential.

Our curriculum promotes equity by:

1. Including content by and about culturally and ethnically diverse people in course syllabi, projects and evaluation discussions.
2. Using materials which present a significant number of instances of fully integrated human groupings and settings to indicate equal status and non-segregated social relations;
3. Portraying women and men from diverse cultural and ethnic backgrounds in a wide range of roles in web design;
4. Use quotes, references and reading recommendations authored by individuals who endorse pluralism;
5. Use class material and discussions which assists students in clearly recognizing and accepting basic similarities among all members of the human race as well as the uniqueness and worth of every individual. The contributions to Web Design by diverse individuals.

Encourage all men, women, minorities, and people with disabilities to consider all kinds of occupations within the field of Web Design.

Acknowledge all kinds of lifestyles.

Make efforts to make special arrangements for people with disabilities by providing access to location, information, and materials, as needed.

Provide for student feedback on any stereotyping that they might encounter in the curriculum.

Section 4. Required Signatures

Library Impact Statement

Under accreditation standards, Library consultation is essential for new programs, new courses and for substantively revised courses when the revisions entail any change in library use.

What assignments will require the use of library and information resources?

Each academic area has a Liaison Librarian (<http://www.lanecc.edu/library/liaison.htm>) to help faculty identify materials to be ordered to support the curriculum. Make an appointment with the designated librarian to discuss the library needs of your course at least a week ahead of the deadline for submission.

To be completed by Liaison Librarian:

- ☐ Library resources are adequate to support this proposal.
- ☐ Additional resources are needed but can be obtained from current funds.
- ☐ Significant additional Library funds/resources are required to support this proposal.
- _____
Liaison Librarian
- _____
Date

Divisional Approvals

Human, Physical, and Financial Resources (select one):

- ☐ Additional instructional costs (staff, materials, services or facilities) will be incurred to offer this course. Source of funding: _____
- ☐ No additional instructional resources (staff, materials, services or facilities) are needed to offer this course.
Explain: _____

Divisional Recommendation (select one):

- ☐ The Division Chair and Administrative Assistant have reviewed this course proposal and kept a copy for divisional files.
- ☐ Faculty review of this course was completed within the division on _____(date).
- ☐ New course outlines have been prepared for the Divisional binder containing all current course outlines.

Fees (select one):

- ☐ We have completed a fee request form to be submitted to ASA upon course approval.
- ☐ No special fees will be required for this course.

Required Certifications:

- ☐ We have developed minimum course certification standards for this course to be filed with ASA to allow compliance with the faculty contract.
- ☐ We have completed faculty certification form(s) (<http://www.lanecc.edu/cops/faccertf.pdf>) for this course to be filed with ASA and Human Resources so RIF grid information will be updated.

Divisional Recommendation (select one):

- ☐ Pass ☐ Do Not Pass

Office Administrator

Date

Academic Dean

Date

College Approval

Curriculum Committee Chair
Date

Date

Executive Dean for Academic Affairs

Curriculum Approval Committee hearing:

Date

Vice President for Academic &
Student Affairs

Date