

ORIGINAL

Curriculum proposal number 2004.28

Curriculum Action Request (CAR) (Form 4-93) - Maui Community College

1. Author(s) Daniel Kruse / Margaret Christiansen

2. Authors' unit(s) STEM

3. Date submitted to Curriculum Committee 01 Nov, 2004

4. a. General type of action? course program

b. Specific type of action

Addition	Deletion	Modification	
<input checked="" type="checkbox"/> regular	<input type="checkbox"/> course	<input type="checkbox"/> number/alpha	<input type="checkbox"/> prerequisites
<input type="checkbox"/> experimental	<input type="checkbox"/> from program	<input type="checkbox"/> title	<input type="checkbox"/> corequisites
<input type="checkbox"/> other (specify)	<input type="checkbox"/> program	<input type="checkbox"/> credits	<input type="checkbox"/> program
<input type="checkbox"/>	<input type="checkbox"/> other (specify)	<input type="checkbox"/> description	<input type="checkbox"/> other (specify)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Reason for this curriculum action: New course for ABIT program

6. Existing course N/A

alpha number title credits

7. Proposed new/modified course

ICS 214 Fundamentals of Design for Print and Web 3

alpha number title credits

8. New course description or page number in catalog of present course description, if unchanged.

Introduces development principles related to graphic design terminology, tools and media, and layout and design concepts. ~~Topics to include~~ integration of type, images and other design elements, developing computer skills in industry standard computer programs, and study of design development pertaining to color theories, publications, and advertising. Projects will emphasize relating form to content through selection, creation and integration of typographic, digital imaging, illustrative and design elements in print and web environments.

9. Prerequisite(s): ICS 100 or BCIS 161, or consent

10. Corequisite(s)

11. Recommended preparation

12. Is this course cross-listed? yes no If yes, list course

13. Student contact hours per week

lecture hours lab hours lecture/lab 3 hours other hours, explain

14. Revise current MCC General Catalog page(s) P. 110

15. Course grading letter grade only credit/no credit either audit

16. Proposed semester and year of first offering? Fall semester 2005 year

17. Maximum enrollment 24 Rationale, if applicable: Capacity of computer classroom

18. Special scheduling considerations? yes no If yes, explain:

19. Special fees required? yes no If yes, explain.
20. Will this request require special resources (personnel, supplies, etc.?) yes no
If yes, explain:
21. Is this course restricted to particular room type? yes no If yes, explain.
Must be in classroom with appropriate hardware and software.
22. Course fulfills requirement for ABIT program/degree
 Course is an elective for _____ program/degree
 Course is elective for AA degree
23. This course increases decreases makes no change in number of credit required
for the program(s) affected by this action
24. Is this course taught at another UH campus? yes no
a. If yes, specify campus, course, alpha and number
b. If no, explain why this course is offered at MCC
Part of new ABIT curriculum
25. a. Course is articulated at
 UHCC UH Manoa UH Hilo UH WO Other/PCC
b. Course is appropriate for articulation at
 UHCC UH Manoa UH Hilo UH WO Other/PCC
c. Course is not appropriate for articulation at
 UHCC UH Manoa UH Hilo UH WO Other/PCC
d. Course articulation information is attached? yes no

Proposed by DK
Daniel Kruse 28 Oct. 2004
Author or Program Coordinator/Date

Approved by [Signature] 12/4/04
Academic Senate Chair/Date

Requested by Kate Acker Nov 1, 04
Division or Unit Chair/Date

[Signature] 2/18/05
Chief Academic Officer/Date

Recommended by Diane Meyer 11/01/04
Curriculum Chair/Date

[Signature] 2/20/05
Chancellor/Date

ORIGINAL

Maui Community College
Course Outline

1. Alpha and Number ICS 214
Course Title Fundamentals of Design for Print and Web
Credits Three (3)
Date of Outline October 28, 2004 (Daniel Kruse / Margaret Christensen)

2. Course Description

Introduces development principles related to graphic design terminology, tools and media, and layout and design concepts. Topics include integration of type, images and other design elements, developing computer skills in industry standard computer programs, and study of design development pertaining to color theories, publications, and advertising. Projects will emphasize relating form to content through selection, creation and integration of typographic, digital imaging, illustrative and design elements in print and web environments.

3. Contact Hours/Type 3 hours/Lecture/Lab

4. Prerequisites ICS 100 or BCIS 161, or consent

Corequisites

Recommended Preparation

Approved by



Date



5. General Course Objectives

This course introduces the fundamentals and principles of design as they relate to creating publications or web pages. Integration of typographic, digital imaging, illustrative, and design elements will be used to deliver an intended message effectively. Skills will also be developed in industry standard computer programs.

For detailed information on how ICS 214 focuses on the Maui Community College general education standards, see the attached curricular grid.

ICS 214 fulfills a graduation requirement for the Applied Business and Information Technology Bachelor of Applied Science Degree at Maui Community College.

6. Student Learning Outcomes

For assessment purposes, these are linked to #7. Recommended Course Content.

On successful completion of this course, students will be able to

- a) Demonstrate understanding of important design techniques, visual thinking, concept development and composition;
- b) Understand conceptual knowledge about elements of art such as objects, texture, color theory, space, and character design;
- c) Learn next generation image - editing tools, edit and retouch images, apply special affects, adjust color balance to produce images that resemble water color and oils, rapidly produce dynamic graphics for the web with interactive buttons and rollovers;
- d) Create graphics that heighten the appearance of web content, product design, business graphics, logo designing, graphics for print brochures, artwork and corporate presentations;
- e) Develop a personal style and vision, and design;
- f) Integrate and produce professional publishing, create graphic - intensive documents with precision and control for pre-press;
- g) Create projects based on case studies in the following areas:
 - (1) Print and Publishing
 - (2) Broadcast and Web Media;
- h) Use planning and appropriate processes in web site designing, and then apply to the design and creation of web pages;
- i) Use planning and appropriate processes in publication designing, and then apply to the design and creation of publications;
- j) Present information based on work done for projects;
- k) Create animated graphics, designing interactive elements, add sound and integrate movies into web sites.

7. Recommended Course Content and Approximate Time Spent on Each Topic
Linked to # 6. Student Learning Outcomes.

- 2 - 5 Weeks Fundamentals of design (a,b)
- 3 - 5 Weeks Computer applications (c,d,e)
- 2 - 4 Weeks Print based project design and creation (c-g,i)
- 2 - 4 Weeks Web based project design and creation (c-h)
- 1 - 2 Weeks Class presentations on projects (j)
- 1 - 3 Weeks Advanced topics (k)

8. Text and Materials, Reference Materials, Auxiliary Materials and Content

Appropriate text(s) and materials will be chosen at the time the course is offered from those currently available in the field. Examples include:

The Complete Guide to Digital Graphic Design, Bob Gordon, Maggie Gordon

The Digital Designer's Bible : The Print and Web Designers' Toolkit for Stress-Free Working Practice, Alistair Dabbs, Alastair Campbell

9. Recommended Course Requirements and Evaluation

Specific course requirements are at the discretion of the instructor at the time the course is being offered. Suggested requirements might include, but are not limited to

- 10 -50% Written quizzes, midterm(s) and/or a final exam covering lectures, discussions, media presentations, class activities, field trips, guest speakers, and reading assignments
- 20-40% Practical exams
- 10 -30% Reading articles and/or watching or attending programs about information systems issues in the media (including newspapers, video, magazines, journals, lectures, web-based material, etc.) and writing summaries and reactions
- 0-20% Reading text assigned materials and answering discussion questions
- 5-20% Participation in class discussions, group and individual oral reports
- 20-50% Projects, reports, and/or Service-Learning
- 0-10% Class participation

10. Methods of Instruction

Instructional methods will vary considerably with instructors. Specific methods will be at the discretion of the instructor teaching the course and might include, but are not limited to

- a. quizzes and other tests with feedback and discussion;
- b. field and lab practical exam;
- c. lectures and class discussions;
- d. problem solving;
- e. narrated electronic presentations;
- f. videos, DVDs, CD-ROMs with detailed viewing guide and discussion questions;
- g. lab activities including experiments, lab skill lessons, data analysis, and other activities;
- h. field trips including field notes, activities, observations, and data collection;
- i. guest speakers and attendance at public lectures;
- j. group activities;
- k. oral reports and other student presentations;
- l. games and simulations;
- m. homework assignments such as
 - reading, or watching, and writing summaries and reactions to environmental issues in the media including broadcast television, newspapers, video, magazines, journals, lectures, web-based material, and other sources;
 - mapping various environmental features;
 - reading text and reference materials and answering discussion questions;
 - researching information systeml issues and problems;
- n. web-based assignments and activities;
- o. reflective journals;
- p. group and/ or individual research projects with reports or poster presentations;
- q. study logs and study groups;
- r. Service-Learning, community service, and/or civic engagement projects; and
- s. other contemporary learning techniques (such as problem-based learning, investigative case-based learning, co-op, internships, self-paced programs, etc.)

ICS 214 Fundamentals of Design for Print and Web

Assessment of Program Student Learning Outcomes - ABIT Standard 1: Written Communication

	ICS 214
1.1 Use writing to discover and articulate ideas	2
1.2 Identify and analyze the audience and purpose for any intended communication	3
1.3 Choose language, style and organization appropriate to particular purposes and audiences	3
1.4 Gather information and document sources appropriately	2
1.5 Express a main idea as a thesis, hypothesis, and other appropriate content	1
1.6 Develop a main idea clearly and concisely with appropriate content	3
1.7 Demonstrate mastery of the conventions of writing, including grammar, spelling, and mechanics	2
1.8 Demonstrate proficiency in revision and editing	3
1.9 Develop a personal voice in written communication	2

Assessment of Program Student Learning Outcomes- ABIT Standard 2: Quantitative Reasoning

	ICS 214
2.1 Apply numeric, graphic and symbolic skills and other forms of quantitative reasoning, accurately and appropriately	1
2.2 Demonstrate mastery of mathematical concepts, skills, and applications, using technology when appropriate	1
2.3 Communicate clearly and concisely the methods and results of quantitative problem solving	0
2.4 Formulate and test hypotheses using numerical experimentation	0
2.5 Define quantitative issues and problems, gather relevant information, analyze that information, and present results	0
2.6 Assess the validity of statistical conclusions	1

Assessment of Program Student Learning Outcomes - ABIT Standard 3: Information Retrieval and Technology

	ICS 214
3.1 Use print and electronic information technology ethically and responsibly	3
3.2 Demonstrate knowledge of basic vocabulary, concepts, and operations of information technology and retrieval	3
3.3 Recognize, identify, and define an information need	3
3.4 Access and retrieve information through print and electronic media, evaluating the accuracy and authenticity of that information	3
3.5 Create, manage, organize, and communicate information through electronic media	4
3.6 Recognize changing technologies and make informed choices about their appropriateness and use	3

Assessment of Program Student Learning Outcomes - ABIT Standard 4: Oral Communication

	ICS 214
4.1 Identify and analyze the audience and purpose of any intended communication.	2
4.2 Gather, evaluate, select, and organize information for the communication.	2
4.3 Use language, techniques, and strategies appropriate to the audience and occasion.	2
4.4 Speak clearly and confidently, using the voice, volume, tone, and articulation appropriate to the audience and occasion	2
4.5 Summarize, analyze, and evaluate oral communications and ask coherent questions as needed.	2
4.6 Use competent oral expression to initiate and sustain discussion.	2

**Assessment of Program Student Learning Outcomes - ABIT
Standard 5: Critical Thinking**

	ICS 214
5.1 Identify and state problems, issues, arguments, and questions contained in a body of information.	2
5.2 Identify and analyze assumptions and underlying points of view relating to an issue or problem.	2
5.3 Formulate research questions that require descriptive and explanatory analyses.	2
5.4 Recognize and understand multiple modes of inquiry, including investigative methods based on observation and analysis.	1
5.5 Evaluate a problem, distinguishing between relevant and irrelevant facts, opinions, assumptions, issues, values, and biases through the use of appropriate evidence.	2
5.6 Apply problem-solving techniques and skills, including the rules of logic and logical sequence.	2
5.7 Synthesize information from various sources, drawing appropriate conclusions	2
5.8 Communicate clearly and concisely the methods and results of logical reasoning	1
5.9 Reflect upon and evaluate their thought processes, value systems, and world views in comparison to those of others	1

Key:

- 3 *Major Emphasis:* The student is actively involved (uses, reinforces, applies, and evaluated) in the student learning outcomes. The learner outcome is the focus of the class.
- 2 *Moderate Emphasis:* The student uses, reinforces, applies and is evaluated by this learner outcome, but it is not the focus of the class
- 1 *Minor Emphasis:* The student is provided an opportunity to use, reinforce, and apply this learner outcome but does not get evaluated on this learner outcome
- 0 *No Emphasis:* The student does not address this learner outcome