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OFFICE OF THE  
SENATE COUNCIL**1. General Information**

1a. Submitted by the College of: COMMUNICATION AND INFORMATION

Date Submitted: 3/5/2014

1b. Department/Division: Library &amp; Information Science

1c. Contact Person

Name: Will Buntin

Email: will.buntin@uky.edu

Phone: 859-257-3317

Responsible Faculty ID (if different from Contact)

Name: Jeff Huber

Email: jeffrey.huber@uky.edu

Phone: 859-257-2334

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

**2. Designation and Description of Proposed Course**

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: ICT 302

2c. Full Title: Content Management Systems

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 3

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: The course focuses on the practice and theory of designing, building and maintaining content management systems.

2k. Prerequisites, if any:

2. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Spring,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 35

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: Yes

Will it be of interest to a significant number of students outside the degree pgm?: No

If Yes, explain:

8. Check the category most applicable to this course: Relatively New – Now Being Widely Established,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached: Yes

## Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?
2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.
3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.
4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?  
If yes, which percentage, and which program(s)?
5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?
6. How do course requirements ensure that students make appropriate use of learning resources?
7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.
8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?
9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO  
If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.
10. Does the syllabus contain all the required components? NO
11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|JTHU222|Jeffrey T Huber|ICT 302 NEW Dept Review|20140306

SIGNATURE|CEMONA2|E C Monaghan|ICT 302 NEW College Review|20140312

SIGNATURE|JMETT2|Joanie Ett-Mims|ICT 302 NEW Undergrad Council Review|20150401

**Courses** | **Request Tracking**

### New Course Form

https://myuk.uky.edu/sap/bc/soap/rfc?services=

[Open in full window to print or save](#)

Generate R

**Attachments:**

ID	Attachment
<a href="#">Delete</a> 4657	ICT302 Syllabus undergrad council changes2.pdf

1

(\*denotes required fields)

**1. General Information**

a. \* Submitted by the College of:  Submission Date:

b. \* Department/Division:

c.

\* Contact Person Name:  Email:  Phone:

\* Responsible Faculty ID (if different from Contact):  Email:  Phone:

d. \* Requested Effective Date:  Semester following approval OR  Specific Term/Year

e.

Should this course be a UK Core Course?  Yes  No

If YES, check the areas that apply:

Inquiry - Arts & Creativity
  Composition & Communications - II  
 Inquiry - Humanities
  Quantitative Foundations  
 Inquiry - Nat/Math/Phys Sci
  Statistical Inferential Reasoning  
 Inquiry - Social Sciences
  U.S. Citizenship, Community, Diversity  
 Composition & Communications - I
  Global Dynamics

**2. Designation and Description of Proposed Course.**

a. \* Will this course also be offered through Distance Learning?  Yes  No

b. \* Prefix and Number:

c. \* Full Title:

d. Transcript Title (if full title is more than 40 characters):

e. To be Cross-Listed <sup>2</sup> with (Prefix and Number):

f. \* Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours<sup>3</sup> for each meeting pattern type.

<input checked="" type="checkbox"/> 3 Lecture	<input type="checkbox"/> Laboratory <sup>1</sup>	<input type="checkbox"/> Recitation	<input type="checkbox"/> Discussion
<input type="checkbox"/> Indep. Study	<input type="checkbox"/> Clinical	<input type="checkbox"/> Colloquium	<input type="checkbox"/> Practicum
<input type="checkbox"/> Research	<input type="checkbox"/> Residency	<input type="checkbox"/> Seminar	<input type="checkbox"/> Studio
<input type="checkbox"/> Other	If Other, Please explain: <input type="text"/>		

g. \* Identify a grading system:

Letter (A, B, C, etc.)  
 Pass/Fail  
 Medicine Numeric Grade (Non-medical students will receive a letter grade)  
 Graduate School Grade Scale

h. \* Number of credits:

i. \* Is this course repeatable for additional credit?  Yes  No

If YES: Maximum number of credit hours:

If YES: Will this course allow multiple registrations during the same semester?  Yes  No

## j. \* Course Description for Bulletin:

The course focuses on the practice and theory of designing, building and maintaining content management systems.

## k. Prerequisites, if any:

l. Supplementary teaching component, if any:  Community-Based Experience  Service Learning  Both

3. \* Will this course be taught off campus?  Yes  No

If YES, enter the off campus address:

4. Frequency of Course Offering.

a. \* Course will be offered (check all that apply):  Fall  Spring  Summer  Winter

b. \* Will the course be offered every year?  Yes  No

If No, explain:

5. \* Are facilities and personnel necessary for the proposed new course available?  Yes  No

If No, explain:

6. \* What enrollment (per section per semester) may reasonably be expected? 35

7. Anticipated Student Demand.

a. \* Will this course serve students primarily within the degree program?  Yes  No

b. \* Will it be of interest to a significant number of students outside the degree pgm?  Yes  No

If YES, explain:

8. \* Check the category most applicable to this course:

Traditional – Offered in Corresponding Departments at Universities Elsewhere

Relatively New – Now Being Widely Established

Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. \* Is this course part of a proposed new program?  Yes  No

If YES, name the proposed new program:

b. \* Will this course be a new requirement<sup>5</sup> for ANY program?  Yes  No

If YES<sup>5</sup>, list affected programs::

10. Information to be Placed on Syllabus.

a. \* Is the course 400G or 500?  Yes  No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) identify additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

b.  \* The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable 10.a above) are attached.

<sup>11</sup> Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

<sup>12</sup> The chair of the cross-listing department must sign off on the Signature Routing Log

- In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, requires two hours per week for a semester for one credit hour. (from SR 5.2.1)
- You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.
- In order to change a program, a program change form must also be submitted.

Rev 8/09

Submit as New Proposal    Save Current Changes

**University of Kentucky**  
**School of Library & Information Science (SLIS)**

**ICT 302 Content Management Systems**

**Instructor**

Michael Tsikerdekis  
Assistant Professor  
316 Lucille Little Library Building  
tsikerdekis@uky.edu  
(859) 218-2298  
Preferred method of contact: Email

**Office Hours**

- M-F 9am – 3pm (EST). You will need to make an appointment. Contact via email to schedule an appointment.
- I will frequently respond to emails as soon as possible, usually within 24 hours weekdays.
- Office Hours:
  - TR 12:00 – 13:15
- Sessions: Wed 10:30 – 12:00

**COURSE INFORMATION**

**Class Information**

This is a face-to-face course. You are required to attend scheduled classroom sessions. The Blackboard course management system will be used to facilitate the class. You will need access to an appropriate computer with a broadband Internet connection. Please visit <http://www.uky.edu/Blackboard> to learn about this system and the login requirements.

**Course Description**

The course focuses on the practice and theory of designing, building and maintaining content management systems.

**Prerequisites**

There are no prerequisites for this course. While experience with web design and development (e.g., markup languages such as CSS or HTML) can be beneficial, it is not required.

**Course Objectives**

By the end of the course, you will:

- Demonstrate the ability to build an advanced CMS using open source code (Drupal 7)
- Describe the technological foundation of CMS (markup languages, styling, web applications, relational databases)
- Demonstrate knowledge of the theoretical foundation of CMS (content strategy, information architecture, analytics, usability, responsive design)

### **Course Outline (see course calendar for more details)**

- Core components of a web server using Drupal
- Setting up Drupal on Openshift.com
- Content types
- Blocks
- Views
- Menus
- Taxonomies
- Media

### **Required Reading**

Readings listed in the calendar will be delivered through Blackboard and UK Library.

### **Recommended Textbook (not required):**

Byron, A., Berry, A., & De Bondt, B. (2012). Using Drupal. O'Reilly Media, Incorporated.



## **STUDENT EVALUATION**

### **Grading Parameters**

- Drupal practice, 40% (5 practice sessions x 8 points)
- Rapid Drupal Development, 10%
- Reading Reports, 10%
- Providing critical feedback on other people's projects, 5%
- Final Project, 35%

### **Grading Scale**

- 90% - 100% = **A (Exceptional Achievement)**
- 80% - 89% = **B (High Achievement)**
- 70% - 79% = **C (Average Achievement)**
- 60% - 69% = **D (Below Average Achievement)**
- 0% - 59% = **E (Failing)**

### **Class Format**

Classes will be conducted in a seminar/lecture/discussion format in face to face classes. Students are expected to be actively involved in the knowledge building process and to participate fully in class work session activities. Additionally, students will be expected to participate in the Blackboard shell as well - accessing lecture materials, posting assignments, etc.

### **Mid-term Grades**

Mid-term grade will be provided to students during mid-term week.

### **Participation**

Participation involves activity in the classroom as well as Blackboard course pages such as the discussion boards. You will be required to be present in class sessions, actively engage in discussion, ask questions and also participate in giving feedback for your peers' final projects.

### **Submission of Course Assignments**

All assignments should be submitted on or before 11:59pm on the day of the due date. All due dates are posted on the course calendar. Late assignments with an unexcused absence will be accepted for a week after the due date but with a 20% reduction penalty of the maximum score.

### **Reading reports**

Files can be submitted in doc, docx, odt formats. They should have a decent structure meaning headings, sub-headings where appropriate and paragraphs. Grammar and typo errors are allowed up to a degree. Beyond that it will cost you points.

Reference and citations are encouraged where appropriate especially for claims that would otherwise be baseless.

Filename should have a title followed by your link blue id or name (e.g., *Week 1 -mts224.odt* or *Week 1 - Michael Tsikerdekis.doc*).

### **Drupal assignments (Projects and Tasks)**

Tasks and projects should be completed on time. Your practice website should be up to date (following what we have done in class) by the end of each week. Website addresses should be posted on the discussion forums on Blackboard. If this information is not present there then evaluation is not possible!

### **Group Work and Collaboration**

Although you will be individually evaluated, group collaboration is allowed and encouraged. You are advised to ask questions and collaborate to solve any issues you may encounter with the website development.

## **TECHNOLOGY INFORMATION & RESOURCES**

This is a face to face course with a regular meeting pattern (either T/R or M/W/F). We will make use of the Blackboard course management system. Additional video content may be provided through Blackboard and Adobe Connect. Please visit the links below to learn about this system and the login requirements:

- <http://www.uky.edu/DistanceLearning/current/technology/blackboard.html>
- <http://www.uky.edu/Blackboard/>

This is a technology course so minimum technology requirements should be met. You can review the minimum recommendations and guidelines for your computer at <http://www.uky.edu/ukit/hardwareguide>.

Having a laptop in the class sessions would benefit you significantly in this class.

You are also encouraged to acquire the following hardware, software, and Internet connection to ensure that all systems used will function properly:

- Internet Connection
- The latest version of Java (Available through <http://java.com/en/>)
- The latest version of Adobe Flash (Available through <http://get2.adobe.com/flashplayer/>)
- The latest version of Adobe Acrobat Reader (Available through <http://get.adobe.com/reader/>)
- Microsoft Office (Available free to students through <http://download.uky.edu>)
- 1 MBPS Connection
- Adobe Connect Requirements such as Adobe Add-in (Testing and downloading can be found through [https://connect.uky.edu/common/help/en/support/meeting\\_test.htm](https://connect.uky.edu/common/help/en/support/meeting_test.htm))

To test your Internet connection to see if it is sufficient, run the speed test at <http://www.uky.edu/DistanceLearning/current/technology/techReqs.html>.

Students are expected to have a minimum level of technological acumen and the availability of technological resources. Students must have regular access a computer with a reliable Internet connection and audio capabilities. Internet Explorer 7 (IE) or Firefox 2.x are the recommended browsers for those using a Windows-based PC. Those using Firefox 3.x may encounter problems with assignment uploads. Those using an Apple computer with MAC OS X (10.5.x) may use Firefox 3.x or Safari 3.x.

Please be certain that your computer and/or browser allows you to view Adobe Reader documents (.pdf). Microsoft Office and other software products are free for students: <https://iweb.uky.edu/MSDownload/>.

As your instructor, I am your first go-to person for technology problems. If you need more immediate assistance, please contact UKIT.

**Information Technology Customer Service Center (UKIT)**

<http://www.uky.edu/UKIT/>; 859-218-4357

**Course Reserves**

[http://www.uky.edu/Libraries/page.php?lweb\\_id=23&ltab\\_rank=3](http://www.uky.edu/Libraries/page.php?lweb_id=23&ltab_rank=3)

**GENERAL COURSE POLICIES**

**Excused Absences:**

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

**Verification of Absences:**

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

**Make-up Opportunities**

Make-up work will only be considered for those students for whom the conditions for excused absences outlined in the Student Handbook apply. Students who miss graded work because of arriving late to a class with an unexcused absence will not be able to make up that work. Only students who miss a class with verified excused absences will be able to make-up exams/quizzes or other graded projects. **It is the student’s responsibility to inform the instructor of an excused absence preferably in advance, but no later than one week after it.**

**Academic Integrity:**

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which

the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of Student Rights and Responsibilities (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

**Accommodations due to disability:**

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)) for coordination of campus disability services available to students with disabilities.

**COURSE CALENDAR****(Schedule and readings is subject to change. Changes will be posted in the Announcements.)**

<b>Modules &amp; Dates</b>	<b>Topics &amp; Readings</b>	<b>Due</b>
<b>Week 1 &amp; 2</b>	<ul style="list-style-type: none"> <li>• <b>Getting to know web server technologies</b></li> <li>• <b>Setting up Drupal</b></li> <li>• <b>Setting up new users on Drupal</b> (through Drupal)</li> <li>• <b>Navigating server's MySQL and accessing files</b> (optional – advanced)</li> <li>• <b>Reading:</b> Chapter 1 - Byron, A., Berry, A., &amp; De Bondt, B. (2012). Using Drupal. O'Reilly Media, Incorporated.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Submitting final project ideas</b></li> <li>• <b>Submitting links to your Drupal websites</b></li> <li>• <b>Adding instructor as admin to your website</b></li> </ul>
<b>Week 3 &amp; 4</b>	<ul style="list-style-type: none"> <li>• <b>Adding content on Drupal and changing appearance</b> (Add new content, edit menus, installing themes, changing themes and custom block)</li> <li>• <b>Reading:</b> Chapter 1 &amp; 2 - Crumlish, C., &amp; Malone, E. (2009). Designing Social Interfaces: Principles, Patterns, and Practices for Improving the User Experience. O'Reilly Media.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Reading assignment 1</b></li> </ul>
<b>Week 5 &amp; 6</b>	<ul style="list-style-type: none"> <li>• <b>Adding new content types and contact forms</b> (Create a new content type, add content, installing modules, creating contact form with two different categories and adding it to the main menu.)</li> <li>• <b>Reading:</b> Chapter 1 &amp; 10 - Rogers, Y., Sharp, H., &amp; Preece, J. (2011). Interaction Design: Beyond Human-Computer Interaction. John Wiley &amp; Sons.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Reading assignment 2</b></li> </ul>
<b>Week 7 &amp; 8 Feb 24 – Mar 9</b>	<ul style="list-style-type: none"> <li>• <b>Creating a job/job application system</b> (Creating a job/job application website for a school, creating views for jobs and applications)</li> <li>• <b>Reading:</b> Chapter 1 &amp; 2 - Bloomstein, M. (2012). Content Strategy at Work: Real-world Stories to Strengthen Every Interactive Project. Morgan Kaufmann.</li> </ul>	
<b>Week 9 &amp; 10</b>	<ul style="list-style-type: none"> <li>• <b>Creating a media upload with tags system (just like Flickr)</b> (Create Media and attaching taxonomies. Building views using taxonomies.)</li> <li>• <b>Reading:</b> Chapter 3 &amp; 4 - Bloomstein, M. (2012). Content Strategy at Work: Real-world Stories to Strengthen Every Interactive Project. Morgan Kaufmann.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Rapid Drupal Development, 2-hour session</b></li> </ul>
<b>Week 11 &amp; 12</b>	<ul style="list-style-type: none"> <li>• <b>Adding feedback and voting capabilities</b></li> <li>• <b>Reading:</b> Chapter 5 &amp; 6 - Bloomstein, M. (2012). Content Strategy at Work: Real-world Stories to Strengthen Every Interactive Project. Morgan Kaufmann.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Meeting on final projects (slots will be announced)</b></li> </ul>
<b>Week 13 &amp; 14</b>	<ul style="list-style-type: none"> <li>• <b>Project Review and Questions</b></li> <li>• <b>Reading:</b> Chapter 7 &amp; 8 - Bloomstein, M. (2012). Content Strategy at Work: Real-world Stories to Strengthen Every Interactive Project. Morgan Kaufmann.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Reviewing other people's projects and providing feedback</b></li> </ul>

Week 15 & 16	<ul style="list-style-type: none"> <li>• Working on final projects</li> </ul>	<ul style="list-style-type: none"> <li>• Delivering final projects</li> </ul>

## COURSE ASSIGNMENTS

### **Drupal practice**

You are expected to complete the changes made for your Drupal practice site as instructed in the active sessions. Tasks need to be completed by the end of the due date for each module (two weeks). Upon review, if these tasks are not complete in your practice site by the due date you will not receive points.

### **Reading reports**

Reading reports don't have to include all topics in the reading materials. They should be your own reflection on how the new information would be applied in your work. They should not have the form of a summary. Errors in grammar and typos won't cost you points, however, your work should be spellchecked and be free of major grammatical errors. "Sloppy" work will not be accepted. They should be around 600 words long and not less than 500 words.

### **Rapid Drupal Development**

You are required to participate in the session and develop a website from scratch based on certain requirements given to you. You will be creating a website for a school. Points will be given for the successful completion of the following components:

- Create a News page with two dummy news pages included.
- About us page and contact form. Contact us blocks and menu navigation.
- A page for one of the programs offered.
- Build a directory with people involved in the school. Offer filtering based on their position. Include at least two professors, an instructor, and director. Emails and phone numbers should be included. Pictures should be included.

### **Feedback on projects**

Near the end of the semester you will have to provide feedback for two other student projects. The feedback should be based on critical evaluation of the design. You are more than encouraged to use heuristics. Provide at least two potential points for improvement linked to needs for potential users of the website.

### **Final Project**

Final project will involve the creation of your own website by the end of the semester. It should allow enough leeway to include social features and other features taught in class. An example of the depth to be expected is the school's website (<http://ci.uky.edu/lis>). You will have to demonstrate use of things that you've learned throughout the semester both theory and practice. A short statement should be added in the discussion forums along with the URL of the final project stating how and why the website was developed and design the way it was.