

PROPOSED TRACK IN INFORMATION STUDIES FOR THE B.A./B.S. INFORMATION COMMUNICATION TECHNOLOGY DEGREE

Track Background:

The School of Information Science in the College of Communication and Information houses the Information Communication Technology (ICT) program. Our program educates students to “assume leadership roles where the application of information technology is concerned with the ultimate goal of connecting people, organizations, and communities to enhance their ability to succeed.” Our students and graduates are those who analyze, develop, synthesize data and information within IT environments.

The ICT program offers two tracks to our undergraduate majors: Commercialization (i.e., focusing on ICT as an enabling tool to drive economic growth; e.g., competitive intelligence) and Technology Management (i.e., focusing on using technology to provide a stable operating environment; e.g., cyber security, data analyst). We believe a new track in Information Studies is needed in order to provide students with the user-centric skills (i.e., focusing on the information user and ICT). This track will provide instruction and application of applied skills that “explore the behavior of the user,” the “interaction of the user and information products, services, and organizations,” as well as study the “analysis of information content,” and “satisfaction of user’s information needs” for our students (Sherron, 1995, p.4).

Information studies students will learn how information can be created, communicated, stored, and/or transformed to benefit individuals, organizations, and society. In our information based society, teaching students practical skills for analyzing, processing, managing information that will allow them to then create technology-based solutions using a user-centered approach and evaluate the roles of information in a variety of organizational settings is a valuable skill set that is currently sought by employers (see BLS, 2015).

Given all the skills we plan to address with the proposed track and the need for those skills in organizations, we believe we will be providing graduates who may go into the workplace to be employed as:

“information services & support; information planning services; technology licensure & testing; information systems services; educational information services; information support & analysis; reports & forms management; information program support; telecommunications specialists; network services; office automation specialist, end-user trainer, information product evaluator, information designer, information analyst, information technology planner, information researcher, data security specialist, usability analyst, on-line searcher, information broker, and Internet site architect” (Sherron, 1995, p.10).

This demand for the above skillsets drives our request for this new track in Information Studies.

We are also proposing this track as an online degree completion program. Our target student will be students who have left the University (or their education elsewhere), have an interest in information studies, technology, or applied technology, and are unable, for whatever reason, to complete a traditional degree.

Similar Programs:

Presently, there are few benchmark institutions with Information Studies (IS) tracks/programs. The University of Oklahoma has an IS program, which enrolls approximately 58 students. Projected graduation per year is 4-11 students. Cornell University has approximately 150 students enrolled in their IS program.

INFORMATION STUDIES TRACK DESCRIPTION

The proposed track will offer online courses in Information Studies. To accommodate the online students, we are also proposing an additional GCCR course. The courses being proposed are:

- ICT 305 Data Detectives (GCCR course, additional to our existing ICT 300, which fulfills the GCCR requirements for traditional ICT students)
- ICT 311 Introduction to Information Science
- ICT 315 Human Relations in IT
- ICT 316 Universal Access: Information & Working Environments
- ICT 320 Information Architecture
- ICT 325 Multimedia and Technology
- ICT 420 Web Development for the Semantic Web
- ICT 415 Technology Training and Instructional Strategies

Students in the Information Studies track may transfer hours (i.e., 60 hours) and will complete the Information Studies track, the major, and other University requirements (i.e., up to 60 hours total) completely online. This is a similar model recently approved for the UK MLT to MLS program in Medical Laboratory Science housed in the College of Health Sciences.

The audience for this program will differ significantly from the typical UK student. The Information Studies track will focus on students with an interest in information studies, technology or applied technology, who have discontinued their education, and for whatever reason are not able to complete their degree in a traditional on-campus format. This option will help to increase the overall level of education among Kentucky residents and help increase retention rates for the University. Some benefits of an online completion degree for students who have left the University are: (1) ability to complete degree while being geographically separated from the University, (2) flexibility (i.e., students will be taking asynchronous courses as many may be working full-time, and (3) support (i.e., there are designated support systems in place for students who take online courses from the University).

Note: Traditional ICT students in either the commercialization or technology management track will be limited in the number of online courses they may take (i.e., no more than 49% for their major). We are requesting that the students in the Information Studies track be designated with the prefix ICTO so we may monitor their progress and completion of the degree.

RATIONALE FOR INFORMATION STUDIES TRACK

The request for the proposed track is being made because:

- 1) The proposed track would support the previous agenda for Kentucky postsecondary education to increase educational attainment and student retention and thus, degree completion for the

Commonwealth, by providing students with access to educational opportunity and support via online education (i.e., see Efficiency and Innovation). According to CPE and the statewide implementation plan (2015) (see Policy Objective 8): “Increase academic productivity through program innovations” strategies 8.1, 8.2, 8.3 and the stated program metric (i.e., distance education and degree productivity). Therefore, having coursework accessible online would allow those interested to earn a degree focusing on Information Studies and complete the degree in a manner that suits his or her life. One aspect for the proposed track is to provide students with the opportunity to complete their bachelor’s degree. This aligns with the Strategic Initiative 2, Action Step 5: “To invest in state-of-the-art classroom facilities” to support “distance learning;” as well as aligns with Strategic Initiative 2, Action Step 2: “Identify and develop new undergraduate programs” that “broaden student preparation and prepare students to be leaders and scholars in a diverse, global society.”

2) The proposed track would also support the current agenda for Kentucky postsecondary education to “improve the education and skill levels of Kentucky Adult Education students to prepare them for careers and/or postsecondary education” (CPE, 2016, p. 9). According to CPE, two objectives that are satisfied with the proposed track are strategies 4.1 and 4.3 – “4.1. Attract, retain, and prepare highly effective adult educators” and “4.3. Increase the number of Kentucky Adult Education students advancing to postsecondary education and the workforce through proven strategies including Accelerating Opportunity, workforce preparation, integrated education and training, and integrated English literacy and civics” (p. 9). The proposed track fulfills this call as the online completion component opens the University to non-traditional students who have left the University, have credits, want to complete the degree, and do not have the flexibility to attend a traditional face-to-face campus.

3) The proposed track would also support the University’s Strategic Plan Initiative 1, Action Step 5: “Define and communicate clear pathways and provide course offerings that enable students to graduate in four years.” The proposed Information Studies track has a clear pathway and course offerings for students to allow for degree completion (see IS Track Plans).

4) The proposed track will also meet the Provost’s call to improve matriculation rates. Students enrolled in the program will have junior status and be provided a clear pathway to graduate within 2-3 years (we have developed plans for either possibility).

5) Finally, the proposed track addresses workforce needs within the field as previously noted by the BLS (2015). The proposed track provides students the opportunity to gain applied skills that are technology-based and information-user centric.

Job Outlook:

According to the Bureau of Labor Statistics (BLS; 2015), there is a demand for graduates with training in the Information Studies field. The BLS projects a growth of 18% by 2020, which could be attributed to the constant explosion of information technology within organizations. Thus, there is a need for organizations to have employees with a strong understanding of the field of information studies to assist and lead projects for these organizations. The BLS also projects that employment is “projected to grow 3.9 percent annually from 2010 to 2020, compared with 2.6 percent for professional, scientific, and technical services and 1.3 percent for

all industries” (p. 1). Finally, technology-related occupations make up a large portion of most organizations, and the BLS states the current need for employees to have information skills will “grow much faster than the 14-percent average growth rate for all occupations” (p. 1).

More specifically, there is a market for students with training in an Information Studies curriculum. The BLS (2015) states that “these occupations are expected to add about 488,500 new jobs, from about 3.9 million jobs to about 4.4 million jobs from 2014 to 2024” (p. 1). As technology changes and organizations/users gain more access to these technologies, it is imperative that we have a track that prepares our graduates to be employees that may meet the needs of those organizations/users. The degree may also benefit our graduates who plan to obtain other positions outside the outlined employment options presented in the above list.

IS TRACK CURRICULUM

Pre-Major Requirements – 3 courses, 9 hours (same across major):

ICT 200 - Information Literacy and Critical Thinking (no change; offered online)

ICT 201 - Personal Knowledge Management (no change; offered online)

ICT 202 - Technologies for Information Services (no change; offered online)

Core Major Requirements – 4 courses, 12 hours (same across major except for GCCR):

ICT 205 – Issues in ICT Policy (change; to be offered online)

ICT 305 – Data Detectives (new; to be offered online; GCCR – *this will replace ICT 300 for the Information Studies track majors only*)

ICT 301 – Introduction to Databases (change; to be offered online)

ICT 596 – Practicum (change; to be offered online)

Information Studies Track (IS Track) – 6 courses, 18 hours:

This focus area will be 18 hours. Thus, students will need to choose 6 courses from the following list (all syllabi are attached).

ICT 311 – Introduction to Information Science (new; to be offered online)

ICT 315 – Human relations in IT (new; to be offered online)

ICT 316 – Universal access: information and working environments (new; to be offered online)

ICT 320 – Information architecture (new; to be offered online)

ICT 325 – Multimedia and Technology (new; to be offered online)

ICT 420 – Web Development for the Semantic Web (new; to be offered online)

ICT 415 – Technology Training and instructional strategies (new; to be offered online)

Free Electives – 7 courses, 21 hours:

If students have pre-major credit that does not fulfill the pre-major courses for ICT that they may have the option of using those credits towards free electives. Otherwise, students may choose from online courses offered by the University.

IS TRACK: FOUR YEAR PLAN

Year 1 & 2 (Transferred):	Students will have accumulated at least 60 hours (i.e., first and second year) worth of credits before being accepted to this program/track.	
Year 3:	ICT 200 ICT 201 ICT 202	ICT 205 ICT 301 Information Studies Track (1 class)

	Information Studies Track (1 class) 300+ Level Elective (1 class)	300+ Level Elective (2 classes) <i>30 total hours; 9 program hours</i>
Year 4:	ICT 305 GCCR IS Track (2 classes) 300+ Level Elective (2)	ICT 596 IS Track (2 classes) 300+ Level Elective (2) <i>30 total hours; 18 program hours</i>
		<i>120 credit hours 39 program hours</i>

IS TRACK: FIVE YEAR PLAN

Year 1 – 2 (Transferred):	Students will have accumulated at least 60 hours (i.e., first and second year) worth of credits before being accepted to this program/track.	
Year 3 IS TRACK:	ICT 200 ICT 201 ICT 202 ICT 205 300+ Level Elective (1) IS Track (2 classes) <i>21 total hours; 18 program hours</i>	
Year 4 IS TRACK:	ICT 305 GCCR ICT 301 IS Track (2 classes) 300+ Level Elective (3) <i>21 total hours; 12 program hours</i>	
Year 5 IS TRACK:	ICT 596 IS Track (2 classes) 300+ Level Elective (3) <i>18 total hours; 9 program hours</i>	
		120 credit hours 39 program hours

Transferred Hours (60 credit hours)

If a student has not fulfilled the UK Core requirements, they will be directed to do so at their local community college. Students will also be advised to explore UK Core online options (e.g., CIS 110, CIS 111, or ICT 200).

POPULATION: RECRUITING, ADMISSIONS, AND RETENTION

At this time, there are no Information Studies tracks in the state of Kentucky.

This program would only be available to students who have completed at least 60 credit hours following the SR 4.2.1.2 Admission to Advanced Standing [SREC: 6/8/06]. The guidelines from the College require a grade point average (GPA) 2.00. All admissions to the track will be handled by an admissions council made up of ICT faculty and staff members.

Regarding retention, we currently have multiple staff members including student affairs staff as well as an Instructional Technologist, who will aid with student support. In the future, additional staff positions may be created for student support services. This person(s) will provide students with support for technology issues and personal attention with questions or concerns about the

program. Students will also have a faculty advisor to help guide them through the program successfully.

Projected Admissions for the Proposed Track:

	<i>New Students Admitted</i>	<i>Total Students in Proposed Track</i>
<i>1st Year</i>	<i>10</i>	<i>10</i>
<i>2nd Year</i>	<i>15</i>	<i>25</i>
<i>3rd Year</i>	<i>20</i>	<i>35 (10 graduating)</i>

Regarding Online Instruction:

Currently the faculty chosen to be involved with the IS track have training (e.g., online learning certificates; Quality Matters certificates) with online course development and delivery, as well as experience with teaching courses online. The selected faculty also have lines of published research in the areas of online learning and use their findings to inform the pedagogy and curriculum of their online courses.

CONCLUSION

This proposed track accomplishes two things:

- 1) It expands the subject matter offered by the University in a growing field, Information Studies.
- 2) It provides an opportunity for non-traditional students who have left the University (or their education elsewhere), and who are interested in information studies to complete their degree online.

The University has a very strong brand throughout the Commonwealth and beyond. This program will help strengthen that brand by expanding the opportunity to study at UK to students for whom it isn't currently possible.

References/Resources

1. Bureau of Labor Statistics. (2015). "Occupational Employment and Wages, May 2015: 25-0000 Education, Training, and Library Occupations (Major Group)." U.S. Department of Labor. Available: <http://www.bls.gov/oes/current/oes250000.htm>.
2. Council on Postsecondary Education (CPE) 2011-2015 Stronger by degrees: http://cpe.ky.gov/NR/rdonlyres/A6214030-1C79-4DE1-8CAC-D42B17466BC2/0/StrongerbyDegrees_final_opt.pdf
3. Council on Postsecondary Education (CPE) 2016-2021 Strategic Agenda: <http://cpe.ky.gov/NR/rdonlyres/6A6E8841-3F48-4751-B4D7-4A021AC99D18/0/FINAL201621StrategicAgenda.pdf>
4. Sherron, G. (1995) Something New!: A Bachelor's Degree in Information Studies retrieved from: <https://net.educause.edu/ir/library/pdf/CNC9553.pdf>
5. University of Kentucky Strategic Plan: http://www.uky.edu/sotu/sites/www.uky.edu.sotu/files/2Strategic%20Plan%202015_2020_Metrics.pdf
6. University of Kentucky's MLT to MLS Track: <http://www.uky.edu/chs/mlt-mls>

APPENDICES

Appendix A

Person of Contact:

Renee Kaufmann, PhD
859-323-4717
Renee.Kaufmann@uky.edu

Appendix B

Currently the ICT program offers ICT 300: ICT in Society to meet the GCCR requirement. In order to provide the proposed track students an opportunity to complete the GCCR requirement, an online course ICT 305: Data Detectives was created to meet the needs of the information user-centric track.

Appendix C

Course Syllabi for Information Studies Track (all attached)

- (1) Cover page with course information summarize
- (2) ICT 305 – Data Detectives (new; to be offered online; GCCR course)
- (3) ICT 311 – Introduction to Information Science (new; to be offered online)
- (4) ICT 315 – Human relations in IT (new; to be offered online)
- (5) ICT 316 – Universal access: information and working environments (new; to be offered online)
- (6) ICT 320 – Information architecture (new; to be offered online)
- (7) ICT 325 – Multimedia and Technology (new; to be offered online)
- (8) ICT 420 – Web Development for the Semantic Web (new; to be offered online)
- (9) ICT 415 – Technology Training and instructional strategies (new; to be offered online)

CHANGE UNDERGRADUATE DEGREE PROGRAM

PLEASE NOTE: To ensure that a series of changes to an existing degree program does not essentially create a new program, the Southern Association for the Accreditation of Colleges and Schools (SACS) requires submission of its Substantive Change Checklist for every program change. Prior to college-level review, you must fill out and submit the [SACS Substantive Change Checklist](#) to the Office of Institutional Effectiveness. Contact Institutional Effectiveness (institutionaleffectiveness@uky.edu) for assistance.

Once approved at the college level, your college will send the proposal to the appropriate Senate academic council (HCCC and/or UC) for review and approval. Once approved at the academic council level, the academic council will send your proposal to the Senate Council office for additional review and then a 10-day posting online, during which senators review on their own and have an option to register an objection if they so desire. If no objection is raised to the Senate Council Office within ten days of the posting the proposal, then the program change is approved. The Senate Council Office will report approvals to the Provost, Registrar and other appropriate entities, including the contact person.

For every proposed change, you MUST also include the existing requirement.

SUMMARY OF CHANGES

Check all that apply.

<input checked="" type="checkbox"/> Courses	<input type="checkbox"/> Program name	<input type="checkbox"/> Total required credit hours	<input type="checkbox"/> Student learning outcomes
<input type="checkbox"/> Criteria for admissions/progression/termination	<input type="checkbox"/> Certificate assessment	<input type="checkbox"/> Other	

1. General Information

1a	Date of contact with Institutional Effectiveness (IE) ¹ :	9/7/16		
	<input checked="" type="checkbox"/> Appended to the end of this form is a PDF of the reply from Institutional Effectiveness.			
1b	College ² :	College of Communication and Information	Department ² :	School of Information Science
1c	CIP code ³ :	11.0401	Today's Date:	9/2/16
1d	Current major name: (Biology, Design, etc.)	Information Communication Technology	Proposed major name:	<i>Information Communciation Technology</i>
1e	Current Degree (BA, BFA, etc.):	BA / BS	Proposed degree:	BA / BS
1f	Will there be any changes regarding a track(s) for the program?			Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
1g	Accrediting agency, if applicable:	None		
1h	Date of most recent periodic program review for this degree:	N/A		

¹ Prior to college-level review, you must fill out and submit the SACS Substantive Change Checklist to the Office of Institutional Effectiveness. You can reach Institutional Effectiveness by phone or email (257-2873 or institutionaleffectiveness@uky.edu).

² It is not possible to change the home academic unit of a degree program via this form. To change the home unit, visit <http://www.uky.edu/faculty/senate> and search for forms related to academic organizational structure.

³ The CIP code is provided by Institutional Effectiveness. If a different CIP code is necessary, the program may undergo a review similar to the new program approval process.

CHANGE UNDERGRADUATE DEGREE PROGRAM

1i	Requested effective date:	<input type="checkbox"/> Fall semester following approval.	OR	<input checked="" type="checkbox"/> Specific Date ⁴ : <i>Fall 2017</i>
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1j	Contact person name:	Renee Kaufmann	Phone / Email:	859-323-4717 / renee.kaufmann@uky.edu
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2. Overview of Changes

2a	Describe the rationale for the changes, including results from the most recent program review if applicable. (450 word limit)
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We believe that a track in Information Studies for our Information Communication Technology majors would be of great benefit to UK students by teaching strategies for changing information flows, eliciting new or hard-to-gather information, making information accessible, and aggregating, presenting and analyzing information. Additionally, we believe a new track, particularly when offered in an online format, would help retain students who are interested in Information Studies, who would otherwise not complete their degree at the University of Kentucky. We believe adding this track will help with the University's call for retention and graduation.

2b	Use the fields below, as applicable, to identify the areas in which changes will be made.
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		Current	Proposed
i.	Credit Hours of Premajor Courses:		
ii.	Credit Hours of Preprofessional Courses:		
iii.	Credit Hours of Major Core Course Requirements		
iv.	Minimum Credit Hours of Guided Electives:	12	18
v.	Minimum Credit Hours of Free Electives:		
vi.	Credit Hours for Track 1 (name): Proposed Track	0	18
vii.	Credit Hours for Track 2 (name):		
viii.	Credit Hours for Track 3 (name):		
ix.	Credit Hours for Track 4 (name):		
x.	Credit Hours for Track 5 (name):		
xi.	Credit Hours for Required Minor:		
xii.	Total Credit Hours Required by Level:	100-level:	0-3
		200-level:	15-21
		300-level:	18-24
		400-level:	3-9
		500-level:	3

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION:		<u>120</u>	<u>120</u>
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xv.	If the total hours required for graduation have changed, explain below. (150 word limit)
	Note: the change in guided electives only affects the proposed Information Studies track.

2c	Will the requested change(s) result in the use of courses from another educational unit?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
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If "Yes," describe generally the courses and how they will used.

⁴ No program change(s) will be effective until all approvals are received.

If "Yes," two pieces of supporting documentation are required.

Check to confirm that appended to the end of this form is a letter of support from the appropriate chair/director⁵ of each unit from which individual courses will be used.

Check to confirm that appended to the end of this form is verification that the chair/director of each affected unit has consent from the faculty members of the unit. This typically takes the form of meeting minutes.

2d	Will the proposed change(s) affect an associated minor?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
If "Yes," the department must also submit a change form to change the minor.			

3. Course Sharing

3a.	Will the requested changes result in the use of courses from another unit?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
If "Yes," describe generally the courses and how they will used.			

If "Yes," two pieces of supporting documentation are required.

Check to confirm that appended to the end of this form is a letter of support from the other units' chair/director⁶ from which individual courses will be used.

Check to confirm that appended to the end of this form is verification that the chair/director of the other unit has consent from the faculty members of the unit. This typically takes the form of meeting minutes.

3. UK Core Courses

3a	Are there any proposed changes to the UK Core requirements for the program? (If "Yes," indicate and proceed to next question. If "No," indicate and proceed to 4a.)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
If "Yes," note the specific changes in the grid below.			

UK Core Area	Current Course	Current Credits	Proposed Course	Proposed Credits
I. Intellectual Inquiry				
Arts and Creativity				
Humanities				
Social Sciences				
Natural/Physical/Mathematical				
II. Composition and Communication				
Composition and Communication I	CIS/WRD 110	3	<i>CIS/WRD 110</i>	3
Composition and Communication II	CIS/WRD 111	3	<i>CIS/WRD 111</i>	3
III. Quantitative Reasoning				
Quantitative Foundations				
Statistical Inferential Reasoning				
IV. Citizenship (one course in each area)				

⁵ A dean may submit a letter only when there is no educational unit below the college level, i.e. there is no department/school.
⁶ A dean may submit a letter only when there is no educational unit below the college level, i.e. there is no department/school.

CHANGE UNDERGRADUATE DEGREE PROGRAM

Community, Culture & Citizenship in USA				
Global Dynamics				

Total UK Core Hours	=====	=====
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3b	Provide the Bulletin language about UK Core.

4. Graduation Composition and Communication Requirement

4a	Will the Graduation Composition and Communication requirement be changed? (If "Yes," indicate and proceed to next question. If "No," indicate and proceed to 5a.)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
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If "Yes," note the specific changes below, including changes to credit hours.

If the course(s) used are from outside the home unit, one piece of supporting documentation is required.

Check to confirm that appended to the end of this form is a letter of support from the other units' chair/director⁷ from which individual courses will be used.

	Current	Proposed
i.	<input checked="" type="checkbox"/> Single course in home unit: ICT 300: ICT in Society	<input checked="" type="checkbox"/> <i>Single course in home unit: ICT 305: Data Detectives and ICT 300: ICT in Society</i>
ii.	<input type="checkbox"/> Multiple courses in home unit.	<input type="checkbox"/> <i>Multiple courses in home unit.</i>
iii.	<input type="checkbox"/> Single course outside home unit.	<input type="checkbox"/> <i>Single course outside home unit.</i>
iv.	<input type="checkbox"/> Multiple courses outside home unit.	<input type="checkbox"/> <i>Multiple courses outside home unit.</i>
v.	<input type="checkbox"/> Course(s) inside & outside home unit.	<input type="checkbox"/> <i>Course(s) inside & outside home unit.</i>

4b	Provide the Bulletin language about GCCR below.
	<i>Note: See Appendix regarding further explanation of ICT 300 and ICT 305.</i>

5. Other Course Changes

5a	Will the college-level requirements change? (If "Yes," indicate and note the specific changes in the grid below. If "No," indicate and proceed to question 5c.)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
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	Current	Proposed
	<input type="checkbox"/> Standard college requirement	<input type="checkbox"/> <i>Standard college requirement</i>
	<input type="checkbox"/> Specific course	<input type="checkbox"/> <i>Specific course</i>

Prefix & Nmbr	Credit Hrs	Title	Prefix & Nmbr	Credit Hrs	Title	Course Status ⁸
						Select one....
						Select one....
						Select one....

5b	Will the existing language in the Bulletin about college-level requirements change?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
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⁷ A dean may submit a letter only when there is no educational unit below the college level, i.e. there are no departments/schools.

⁸ Use the drop-down list to indicate if the course is a new course ("new"), an existing course that will change ("change"), or if the course is an existing course that will not change ("no change").

CHANGE UNDERGRADUATE DEGREE PROGRAM

	If "Yes," provide the new language below.

5c	Will the pre-major or pre-professional course requirements change? (If "Yes," indicate and note the specific changes in the grid below. If "No," indicate and proceed to question 5e.)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
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Current			Proposed			
Prefix & Nmbr	Credit Hrs	Title	Prefix & Nmbr	Credit Hrs	Title	Course Status ⁹
ICT 200	3	Information Literacy and Critical Thinking	ICT 200	3	Information Literacy and Critical Thinking	No Change
ICT 201	3	Personal Knowledge Management	ICT 201	3	Personal Knowledge Management	No Change
ICT 202	3	Technologies for Information Services	ICT 202	3	Technologies for Information Services	No Change
						Select one....
						Select one....

5d	Provide the Bulletin language about pre-major or pre-professional courses below.
	No change.

5e	Will the major's core course requirements change? (If "Yes," indicate and note the specific changes in the grid below. If "No," indicate and proceed to question 5g.)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
	If "Yes," note the specific changes in the grid below.		

Current			Proposed			
Prefix & Nmbr	Credit Hrs	Title	Prefix & Nmbr	Credit Hrs	Title	Course Status ¹⁰
ICT 300	3	ICT in Society	ICT 305	3	Data Detectives	New
						Select one....
						Select one....
						Select one....
						Select one....
						Select one....
						Select one....
						Select one....
						Select one....
						Select one....
						Select one....
						Select one....
						Select one....
						Select one....

⁹ Use the drop-down list to indicate if the course is new, exists but will change, or exists but will not change.

¹⁰ Use the drop-down list to indicate if the course is new, exists but will change, or exists but will not change.

					the Semantic Web	
			ICT 415	3	Technology Training and instructional strategies	New
			ICT 325	3	Multimedia and Technology	

5k	Provide the Bulletin language for the track.
	The Information Studies track will focus on providing students the opportunities and skills to apply various methods of communication, including written, oral, and/or visual that is appropriate for issues in various IT environments. With the IS track, students will also learn how information can be created, communicated, stored, and/or transformed to benefit individuals, organizations, and society. In an information based society, teaching students practical skills for analyzing, processing, managing information will allow them to then create technology-based solutions using an information-user approach as well as evaluate the roles of information in a variety of organizational settings.

6. Semester by Semester Program

List below the typical semester-by-semester program for the major. If multiple tracks are available, click [HERE](#) for a template for additional tracks and append a PDF of each track’s courses to the end of this form.

YEAR 1 – FALL: (e.g. “BIO 103; 3 credits”)	Students will have accumulated at least 60 hours (i.e., first and second year) worth of credits before being accepted to this program and the Information Studies Track.	YEAR 1 – SPRING:	<i>Students will have accumulated at least 60 hours (i.e., first and second year) worth of credits before being accepted to this program and the Information Studies Track.</i>
YEAR 2 - FALL :	Students will have accumulated at least 60 hours (i.e., first and second year) worth of credits before being accepted to this program and the Information Studies Track.	YEAR 2 – SPRING:	<i>Students will have accumulated at least 60 hours (i.e., first and second year) worth of credits before being accepted to this program and the Information Studies Track.</i>
YEAR 3 - FALL:	ICT 200 ICT 201 ICT 202 Information Studies Track (1 class) 300+ Level Elective (1 class)	YEAR 3 - SPRING:	<i>ICT 205 ICT 301 Information Studies Track (1 class) 300+ Level Elective (2 classes)</i>
YEAR 4 - FALL:	ICT 305 GCCR Information Studies Track (2 classes) 300+ Level Elective (2 classes)	YEAR 4 - SPRING:	<i>ICT 596 Information Studies Track (2 classes) 300+ Level Elective (2 classes)</i>

7. Approvals/Reviews			
<p align="center">Information below does not supersede the requirement for individual letters of support from educational unit administrators and verification of faculty support (typically takes the form of meeting minutes).</p> <p><i>In addition to the information below, attach documentation of department and college approval. This typically takes the form of meeting minutes but may also be an email from the unit head reporting department- and college-level votes.</i></p>			
	Reviewing Group Name	Date Approved	Contact Person Name/Phone/Email
7a	(Within College)		
	School of Information Sci	8/23/16	/ /J. Huber/ 257-2334/jeffrey.huber@uky.edu
	College of Communication & Information	10/3/16	/ / D. O'Hair/ohair@uky.edu
			/ /
			/ /
7b	(Collaborating and/or Affected Units)		
			/ /
			/ /
			/ /
			/ /
			/ /
7c	(Senate Academic Council)		Date Approved
	Health Care Colleges Council (if applicable)		
	Undergraduate Council		3/28/17
			Joanie Ett-Mims

**University of Kentucky
School of Information Science (SIS)**

**Summary of Proposed Courses (Title, Descriptions, Course
Objectives, Assignments)**

ICT 305, Section X: Data Detectives

Course Description: In today's 24-7 culture, every choice we make comes with more data about which product/service/area is the "best" on a number of factors. The challenge, then, is sorting through the data to make an informed decision. In this course, you will be presented with several "real life" scenarios and then asked to use data to construct an appropriate written or oral response. Whether as information consumers or as information professionals, sorting through the data and making a decision that can be articulated to people unfamiliar with the issue is a key indicator of information literacy. Given that this course fulfills your Graduation Composition and Communication Requirement for Information Studies, you will be asked to write and revise several short pieces and complete one digital presentation.

Course Objectives:

- 1) Communicate and synthesize clearly in written, oral, and digital/visual modalities.
- 2) Highlight similarities and differences in local and national data sources.
- 3) Determine and articulate what the best data source is to address a specific challenge.
- 4) Discover how audience analysis is crucial to information literacy.

Assignments:

Unit 1: Data Detectives: Which Appliance Should I Buy?

Data sources students will be required to use (although they may use additional sources as appropriate):

- a) Consumer Reports: www.consumerreports.org/
- b) CNET: <http://www.cnet.com/>
- c) Energy Star: <https://www.energystar.gov/products/appliances>

GCCR Assignment: Students may choose between a video or a podcast for this assignment. The finished product will be no more than 3 minutes in length and will be a "consumer-friendly" distillation of the appliance they choose. It should demonstrate clear understanding of the alternatives and what makes the final choice superior. Leading up to this assignment, students will create a script/storyboard for the project and will write a 2-page justification of the choices made for the video/podcast including audience analysis.

Unit 2: Data Detectives: Which Health Insurance Plan Should I Choose?

Data sources students will be required to use (although they may use additional sources as appropriate):

- a) USA.gov: <https://www.usa.gov/finding-health-insurance>
- b) Consumer Reports: <http://www.consumerreports.org/cro/2012/09/understanding-health-insurance/index.htm>
- c) Humana: <https://www.humana.com/>

GCCR Assignment: The final product for this piece will be a policy paper that compares and contrasts at least 3 health insurance options and ultimately recommends a particular plan. A strong policy paper will be 4 pages long, evidence-based, and persuasive in nature. Your audience for the brief is the general public who may be trying to decide which policy is best. You may choose to focus on the elderly, children, a certain socioeconomic class or adults. Policy papers also typically include visuals. Therefore, your paper should include at least one visual that adheres to principles of good visual communication (is labeled well, explained in the brief, is referred to, appears on the page in a way that is spatially appropriate, etc.). You will turn in a rough draft AND a final draft of this assignment.

Common structural elements of policy papers include:

- i. Title of the paper
- ii. Critique of at least 3 policy options
- iii. Policy recommendation (provide an evidence-based argument for your policy recommendation- what is the recommendation and why is it the best?)
- iv. References (should be footnoted according to APA format- see example briefs for guidance)

Unit 3: Data Detectives: Which School is the Strongest in My Area?

Data sources students will be required to use (although they may use additional sources as appropriate):

- a) Kentucky School Report Card: <https://applications.education.ky.gov/src/>
- b) Census Data on Education: <http://census.gov/topics/education.html>
- c) National Center for Education Statistics: <http://nces.ed.gov/>

GCCR Assignment: The students will work groups on this assignment. Each group will choose a particular Kentucky school district. Each individual will then choose a particular school within the district. Using the data sources provided, the groups will create a blog for each district and each individual will contribute 4 one-page blog entries about the strength of the school they have chosen. After all individual blog entries have been created, the group will create 1 final blog entry highlighting the school that they think is the “strongest” in their area and that they would recommend to others.

Unit 4: Data Detectives: What is the Crime Outlook in the Neighborhoods I’m Considering?

Data sources students will be required to use (although they may use additional sources as appropriate):

- a) RAIDS Online: www.raidsonline.com
- b) Bureau of Justice Statistics: <http://www.bjs.gov/>
- c) Kentucky State Police: <http://www.kentuckystatepolice.org/data.htm>
- d) Zillow: www.zillow.com
- e) Uniform Crime Reporting: <https://ucr.fbi.gov/>

GCCR Assignment: Students will choose 2 “houses for sale” in the same city on Zillow (may be anywhere in the US). They will then investigate the crime outlook in the neighborhoods surrounding these properties using the suggested data sources. From this research, students will create a 2-page document for each property that includes both text and a visual representation of data that realtors could share with clients interested in the area about crime rates.

Final Written Assignment: For the final assignment in this course, you will write a 2-page reflection on what you’ve learned about using data to make “real life” decisions. Of particular

interest, how did you determine what the best data source for each problem was? What role did the audience play in your decisions? How did local and national data differ?

Discussion/Engagement: Each week, students will be asked to complete an assignment/discussion/engagement activity for a total of 60 course points (akin to in-class activities in a face-to-face course).

ICT 311, Section X: Introduction to Information Science

Course Description

This course introduces theoretical and foundational concepts in information science and situates information in various contexts through which it has been circulated, conceptualized, and used. Students will learn fundamental approaches to understanding relationships across technology, people, and society. Emphases include technologies, classification, information transfer, format, use, and definitions of information and "information age."

Student Learning Outcomes:

After completing this course, the student will be able to:

1. Explain connections between contemporary information communication technologies and their historical foundations.
2. Point out ways in which theoretical and conceptual principles and techniques function in information science and technology.
3. Discuss social, political, and cultural aspects of information and technology.
4. Compose, organize, and disseminate written work using a digital platform.
5. Produce, record, and share a multimodal presentation via social digital platforms.

Assignments:

Each of you will be assigned to a group of 4-5 people. You will post some of the course assignments to the group's WordPress site. I will set the sites up for each group. Be sure to tag each essay you post in WordPress.

Keywords: Each week I will post a keyword associated with the course readings. Fifteen terms will be posted, and you will each write blog posts in Wordpress on three of them. (Collectively, your entire group will write on 12 or 15 of them, depending on the size of your group.) Each post will be 400-600 words and should include three elements: 1) a basic definition, 2) a discussion of how it relates to at least one of the readings assigned in the week that we discuss the keyword, and 3) an example and explanation of the meaning and relevance of the term today. Your group will negotiate which terms will be assigned to each person (5 points each)

You will also be expected to respond to each post written by members of your group during the course of the semester. Responses will be around 200 words and should provide substantive commentary by drawing from readings, examples, or class discussions. (10 points total)

Tools and techniques: You will each write three posts on a tool or feature in the WordPress platform. For each essay you will choose one feature from the list below, connect it to a topic that we discuss in class, and cite at least two readings. Each essay will be 400-600 words. You must post one by 9/27, one by 10/31, and one by 11/22. Submit these in Canvas. (5 points each)

- tags and/or categories
- html coding
- privacy settings
- widgets (in general or a specific one or two)
- aspects of design (architecture, themes, layout)
- domains
- sharing (via facebook, twitter, tumblr, etc.)
- media (images, video, etc.)
- comments
- links

(If you want to write on a feature that isn't on this list, please ask for approval.)

Midterm: In Canvas. (10 points)

In the News: You will post a news item to the group's WordPress site and lead a discussion over the course of that week. Each person will be assigned a week to post an item. The article must connect to that week's course content. You will provide a link, a summary, the reason why you selected the item, and a question for discussion. Each group member will respond. (10 points—5 for the original posting, and 5 for the comments on others' posts)

PechaKucha presentation: In the last weeks of the class, everyone will post a PechaKucha presentation on an information/communication technology. In a nutshell, you create 20 slides, and narrate each for 20 seconds. All presentations will be 6 minutes, 40 seconds. You will record the narration, post the presentation on YouTube, and provide a link in the Wordpress site. You will view all of your group members' presentation and provide comments on each. For information on the format, go here: <http://www.pechakucha.org>

(15 points)

Timeline for the final presentation:

- Select technology
- Outline of presentation + at least 5 slides
- Post presentations
- View and comment.

Class participation: I will post one question for discussion in Canvas each week. Everyone is expected to respond to these questions in intelligent, respectful, and productive ways. Contributions should draw from and be in dialogue with the readings. (20 points)

ICT 315, Section X: Human Relations and Technology

Course Description

With so many technologies in use today, information can often fail to effectively reach those who need it. In this course, students will focus on the importance of taking a human-centered approach to best identify and meet individuals' and groups' information needs. Human Relations and Technology focuses on engaging critical thinking skills to effectively tailor and disseminate

information to people both within and outside of the IT industry. Through analysis and design, students will be asked to address multiple real-world situations with a specific focus on connecting to humans through (and often in spite of) technology.

Course Objectives:

1. Identify, analyze, and adapt to various information needs.
2. Identify and explain problematic uses of technology and/or breakdowns in information.
3. Develop human-centered and technology-based solutions.
4. Design technology-based information using multiple forms of media.

Assignment Descriptions

See below for a general overview of course assignments. More detailed information on the requirements and assessment for each assignment will be provided in Canvas and discussed as they become relevant.

Pre-Test & Post-Test (20 points)

Students will be asked to complete a brief survey at the beginning and at the end of the semester.

Takeaway Summaries (100 points)

After completing each week's reading or viewing assigned videos, students will be asked to write a brief overview of what they took away from the content and how they might apply it in their own lives, professionally or personally, as a source or consumer of information, and/or as a designer or user of technology.

Decision Ladder (30 points)

Based on the organizational hierarchy and/or processes within a particular mediated information interaction, create a decision ladder that outlines how that interaction should proceed.

Case Study Analyses (50 points each; 100 points total)

Two case studies involving breakdowns in technology/information will be presented. Students will be asked to analyze where/how these situations are problematic and offer recommendations for improvement based on course material.

Case Study Creation (100 points)

Students will be asked to write up their own case study based on real-world experiences or examples of technology or information that failed to be human-centered. Case studies should be thorough and detailed.

****This case study may (but is not required to) form the foundation of students' final projects.**

Final Project (300 points)

Each student will complete a semester-long project focused on identifying problematic technology use or an information gap and creating a human-centered solution to the problem by proposing a new technology or revision/new use of existing technology. This project will proceed in multiple steps over the course of the semester.

Needs Assessment: The initial step in this process involves identifying (a) the problem, with sufficient background and explanation, and (b) the information needs of the target individuals or group(s). Using primary and secondary research and a human-centered approach, students will need to articulate a strong justification for their proposed solution. **100 points**

Storyboard: Once students have refined their solutions, they will create a storyboard of what their solution will look like, keeping in mind the target groups and their information needs, as well as principles of effective design and information clarity. **50 points**

White Paper: At the end of the semester, students will submit a short 2-3 page paper explaining the need for and use of their technology-based solution to a general audience. **50 points**

Project Pitch (Oral or digital design): At the end of the semester, students will have the choice of delivering an oral pitch or creating a digital project (e.g., video or website/page) that could be used as a marketing tool for their technology-based solution. **100 points**

Engagement/Consumer Feedback (50 points)

As peers, you bring different experiences and perspectives to this class. Throughout the semester, you will be asked to engage in discussion with and provide feedback to your peers. For example, if you are designing an app for your final project, think about how you might “pilot test” it with potential consumers (e.g., individuals from diverse backgrounds).

ICT 316, Section X: Universal Access: Information and Working Environments

Course Description: Universal design is a holistic concept that can be applied to everything from computer software to electronics to dishes. It is the idea that accessibility and usability standards should be blended together to create information that anyone can access. More specifically, web accessibility refers to the inclusive practice of removing barriers that prevent interaction with, or access to information on websites. When websites are correctly designed, developed and edited, all users have equal access to information and functionality. The focus of the course is on how web accessibility can be implemented successfully in working environments by creating digital resources online that all consumers can use. In this course, you will learn how information must be presented that is flexible and adaptive to different users’ needs or preferences, accessible through a variety of different technologies and why it is easier and more cost effective to design websites and social media content correctly the first time than re-designing it later. Students will compare and contrast accessible and inaccessible websites and social media and also perform a web accessibility audit for an actual business.

Course Objectives:

1. Discuss why web accessibility is important in IT environments

2. Distinguish issues and guidelines on accessible web design
3. Classify assistive technologies used for websites and components of web accessibility
4. Point out web accessibility legislation
5. Examine accessible and inaccessible websites and social media content
6. Design a web accessibility audit for an actual business's website and social media content and prepare a written and oral report with recommendations.

Required Texts:

InterACT with Web Standards: A Holistic Approach to Web Design by Erin Anderson at <http://interactwithwebstandards.com/>

Web Accessibility: Web Standards and Regulatory Compliance by Richard Rutter
Additional required readings, videos and webinars will be available on Canvas in each week's module.

Recommended Texts:

Accessibility for Everybody: Understanding the Section 508 Accessibility Requirements by John Mueller

Design Accessible Web Sites: 36 Keys to Creating Content for All Audiences and Platforms (Pragmatic Programmers) by Jeremy Sydik

Maximum Accessibility: Making Your Web Site More Usable for Everyone by John M. Slatin

Course Assignments:

Participation Assessments:

Weekly Knowledge Checks (10 points each): Based on the assigned readings, you'll complete a weekly knowledge check with questions based on the information provided in the module.

Weekly Graded Discussions (25 points each): Topics can include identifying accessibility problems, comparing laws and guidelines around the globe, exploring assistive technology, differences between "must, should and may" for developing content, finding issues on existing websites and social media, etc.

Learning Assessments:

Web Accessibility Legislation Debate (100 points): To illustrate the legal implications of not making information accessible, we'll be reviewing court cases related to accessibility. Students will be divided into groups and will take on the role of the prosecution side and the defense. You will be presenting your case/side, then debate the pros and cons of the case. Consider the various views of important stakeholders (business, consumers, the legal counsel of all involved, etc.), highlight the most important aspects of the case, and include why the ultimate conclusion was correct or not, depending on your perspective. Students will prepare a written report and then present their side of the cases during a class discussion.

Compare and Contrast Accessible and Inaccessible Websites/Social Media Content Paper (200 points): Students will be given examples of businesses with accessible and inaccessible websites and social media content. They must then determine which websites contain accessible and inaccessible content and cite specific examples. The paper should discuss these findings and also highlight possible reasons for the type of content used along with suggestions for improvement.

Web Accessibility Audit (300 points): Working in groups of 4-5 students, students will select a local business to conduct a web accessibility audit of information presented online via the business's website and social media. In examining the web content, students will utilize the guidelines and information they have learned to compile the following items into a formal written report to the business. During oral group presentations, the students will share what they have learned and what recommendations they have made.

- Executive summary including a list of the common issues along with a prioritization of the severity and impact of the accessibility issues found
- Estimated level of effort needed for the remediation
- List of areas that do not meet the Section 508, ADA, WCAG 2.0 guidelines
- Specific recommendations, including code examples, to fix the issues and improve product accessibility. Recommendations are defined as high, medium and low priority.

ICT 320, Section X: Information Architecture

Course Description:

This course is an introduction to Information Architecture (IA), an area concerned with the design, evaluation, and implementation of interactive Web systems in terms of organization, labeling, navigation, and search. It aims to acquaint students with principles and process of information architecture for user-centered design of Web systems such as websites and mobile applications. It also provides students the opportunity to develop practical skills related to the design of information organization and navigation systems. The course prepares students for the companion technical course of "content management systems" where they will apply the theories and techniques studied in this course to the implementation of a fully functional website.

Student Learning Outcomes:

After successful completion of this course, students will be able to:

- (1) Identify principles of Information Architecture for Web systems
- (2) Use research methods to better understand user needs and behaviors
- (3) Develop organization, labeling, navigation, and search systems for websites
- (4) Create personas and scenarios describing the key aspects of a website as well as the interactions between the user and the functional modules in the solution
- (5) Create design details (i.e., blueprints and wireframes) depicting elements on the main page and other Web pages of a website
- (6) Evaluate a website's design from an Information Architecture perspective
- (7) Create a report describing or making recommendations for a website design.

Assignments:

Your final grade is determined by your performance on the items in the table below. Assignments and individual project (with three installments) will be assigned as the course continues. There will be a final exam at the end of this course. Lastly, we will have a weekly online discussion.

Each assignment and each project installment will be posted at least two weeks before its due date, and the final exam will be posted at least one week before its final submission. Please submit your assignments and project installments through Canvas assignment drop-box. The table below shows the list of assignments, project installments, participation, and exam and the points for each component.

Type	Topic	Points	Sub Total
Assignments	Assignment #1: IA Awareness	10.0	25.0
	Assignment #2: Topical Presentation	5.0	
	Assignment #3: IA Critique	10.0	
Individual Project	Installment #1: Project Selection / User & Task Analysis	10.0	30.0
	Installment #2: System Analysis / Design & Documentation	10.0	
	Installment #3: Final Prototype and IA Strategy	10.0	
Participation	Online Discussions (2 points per each week)	30.0	30.0
Exam	Final Exam	15.0	15.0
		Total: 100.0	

Online Discussions:

Students are expected to participate in the weekly discussion (or exercise) via the Canvas Discussions. I will pose several discussion questions (and/or one or two exercises), so you can have the discussions based on the questions (and/or exercises). In addition, there will be a course content discussion thread, where you can talk about each week’s course material.

The discussion will start on Monday morning, and it will end on the following Sunday night. I will leave the discussion forum open later, but I am going to evaluate your postings during the week ONLY. You can earn up to 2.0 points for each week’s discussion (and/or exercises). You can earn up to 0.5 point for any valuable posting regarding the discussion questions which are posed for each week, your own question regarding each week’s course content, answers for the questions posed by other students. This means that you need to post at least 4 posting a week in order to get 2.0 points for that week.

A valuable posting or quality posting includes a substantive and thoughtful contribution to each week’s discussion topics, during that week. No credit will be given for posts that occur after the week. A quality posting is both substantive (in most instances this means at least 100 words) and thoughtful (“I agree with the author” only is not a credit-worthy response). Also, please write each discussion posting concisely (100 to 200 words – 1 or 2 paragraphs). I encourage you to complete your discussion posts and other work in Word and then paste it to Canvas. If you compose online and there is a technology-related failure, you will likely lose your work.

ICT 325, Section X: Multimedia and Technology

Course Description

This course is designed to engage students with the deployment of multimedia within contemporary interactive technologies, including their historical and cultural contexts, underlying platforms, visual cultures, sociocultural dynamics, and technical components. The objective of this course is to help students cultivate conceptual tools that are of practical relevance that can be used while creating and engaging with multimedia tools, platforms, and artifacts both in their professional and personal lives. To this extent, the readings are carefully chosen to introduce foundational concepts of new media (Unit 1), associate and apply these concepts in their daily lived lives (Unit 2), and critically think about some of the broader implications of new media (Unit 3). The assignments are designed to cultivate critical analytical thinking by helping students apply the insights to day-to-day examples. Students are also required to complete two multimedia tool workshops as a part of their curriculum in order to gain practical skills.

Course Learning Outcomes

After completing this course, students will be able to:

- (1) Examine the role of ICT and define its importance in contemporary society.
- (2) Apply technology resources
- (3) Evaluate technology resources
- (4) Communicate and synthesize information using multiple modes of communication

Course Requirements

a) Readings

There are no required textbooks for this course. All reading material will be made available on Canvas.

b) Assignments

There are a total of 10 assignments for this course and each is worth 20 points. The purpose of these assignments is to make sure students understand the key concepts in the readings. Since they have short turnaround time, these assignments are typically short essays.

c) Exams

There are two exams that are designed to evaluate the performance of the students in this course:

Exam 1 – This is a multiple-choice question exam. (100pts)

Exam 2 – This is a take home essay exam and students will have a week to complete this exam. (100 pts)

ICT 415, Section X: Technology Training and Instructional Strategies

Course Description

Using technology in workplace settings requires an understanding of the relevant instructional strategies as well as an understanding of how technology supports learning in a specific IT context. In this course, students will gain a better awareness of what is needed to develop instructional experiences for adult populations. Students will explore how to use specific instructional strategies to learn, assess, and develop content to meet the needs of organizations seeking to train those in the workforce.

Student Learning Outcomes

By the end of this course, students should be able to:

- Evaluate effective instructional design strategies that apply to workplace development
- Identify training needs in various IT environments
- Evaluate existing training organizations
- Assess tools that effectively convey information to adult populations
- Design instructional experiences that will lead to learning using various activities and resources

Assignments

Professional portfolio due (initial site 10 points; final 60 points)

Throughout the semester, you will create and add to a professional portfolio website that will house your work for the semester and will serve as a product you can show potential employers. Starting in Week 2, you will build a first version of your website, which will be a home page with a short bio. You will then add pages to it throughout the course. You are free to use any kind of website builder (such as Google sites, Weebly, etc.), and if you already have a website, feel free to revise it for this class.

Instructional strategies resource collection (20 points)

You will survey existing instructional strategies and their uses for specific kinds of IT environments when working with adult populations. You will research resources to find strategies that enable different kinds of activities and use the template provided in Canvas to supply information about when they could be used.

Instructional technologies resource collection (20 points)

You will survey existing technologies and their uses for specific kinds of instructional strategies when working with adult populations. You will research resources to find various technologies that enable different kinds of activities and use the template provided in Canvas to supply information about when they could be used.

Group needs assessment (30 points)

It is important to understand the training needs of many different types of organizations. Therefore, while working in groups, you will complete a needs assessment from a case study your instructor will provide.

Training module analysis (20 points)

You will examine a current training module and analyze it using what you have learned about effective instructional strategies, technology tools, and accessibility needs.

Needs assessment of organization (30 points)

You will first choose an IT company that has a training need. After approval from your instructor, you will conduct a needs analysis to begin your final project

Module proposal (10 points)

After conducting the needs analysis, you will submit a brief written proposal. In this proposal, you will state the training need and provide a rough outline of the module format you plan on using.

Module storyboard (40 points)

You will submit a storyboard detailing the components of the training module. This storyboard will be peer reviewed and subject to change.

Final module design document and module prototype (150 points)

Using the template provided by your instructor, you will submit a module design document that details your design and why you made the choices you did. You will also submit a module prototype that illustrates what will be in your training.

Presentation (50 points)

You will conduct a presentation to the class as if you were proposing your training module to the IT organization. Your presentation should include a module map, a complete walk-through of your module, and a project delivery timeline.

Other assignments (60 points)

You will be given various small assignments throughout the semester that include discussion questions, outlines, and peer reviews.

ICT 420, Section X: Web Development for the Semantic Web

Course Description:

This course introduces students to web development with the goal of designing a website containing structured and semantic data and that adheres to principles of usability, accessibility, and inclusion. By the end of this course, students will acquire skills at planning, developing, organizing, and managing websites in HTML5 and CSS3 and will develop an understanding of basic design principles and project management.

Student Learning Outcomes:

After completing this course, students will be able to:

- explain and implement standard design principles that account for accessibility, usability, and inclusion for audiences of different types;
- identify basic project management and organize work flows;
- create HTML5 and CSS3 code;

- connect to a web server and upload, organize, and manage project files;
- examine and compose structured and semantic data in web sites.

Assignments:

This is a short summary of the course assignments. More complete assignment descriptions will be posted on Canvas on the Assignments page at least three weeks before the due date.

Assignment 1: Site Mock-up. Students will be given three weeks to design a mock-up of a single web page using the vector graphics editor, Inkscape, and the design processes discussed in class. The purpose of this assignment is to encourage students to engage in web development planning and apply industry usability principles. The assignment will be evaluated on usability and layout design.

Assignment 2: HTML. Students will be given three weeks to hand-code a one page website based on their mock-up with emphasis only on the structural components (architecture) of the mock-up using HTML5. The purpose of this assignment is to engage students in the process of implementing their design mock-up and acquire the skills necessary to write valid HTML5. The assignment will be evaluated based on how well formed their code is.

Assignment 3: CSS. Students will be given three weeks to use CSS to style their one page website based on their mock-up and the structural elements used in the previous assignment. The purpose of this assignment is to engage students in the process of implementing their design's layout and acquire the skills necessary to write CSS. The assignment will be evaluated based on how well formed their code is and how well their site matches their mock-up.

Assignment 4: Microdata. Students will be given three weeks to encode elements of their site using the schema.org ontology and HTML5 microdata elements. The purpose of this assignment is to engage students in the process of creating semantic web pages. The assignment will be evaluated on how well formed and complete their semantic markup.

Assignment 5: Usability. Students will be given three weeks to conduct a usability review of a peer's website. The purpose of this assignment is to engage students in the evaluation of the user experience. The assignment will be evaluated on principles related to usability, accessibility, and inclusion.

Final Project: Students will be given three weeks to create a mock-up of a two page website, to create and style that website using HTML5 and CSS, and add encoded data using the schema.org ontology and HTML5 microdata elements. The purpose of this project is to engage students in the entire process of website development. The project will also include a usability report of a peer's final project. The final project will be evaluated using a holistic rubric based on usability, HTML5 and CSS code, and semantic markup with a separate evaluation of the peer review report.

University of Kentucky
School of Information Science (SIS)
ICT 305, Section X
Data Detectives

Instructor:**Office Address:****Email:****Office Phone:****Office Hours:****Virtual Office Hours:****Preferred Method of contact:**

Course Description: In today's 24-7 culture, every choice we make comes with more data about which product/service/area is the "best" on a number of factors. The challenge, then, is sorting through the data to make an informed decision. In this course, you will be presented with several "real life" scenarios and then asked to use data to construct an appropriate written or oral response. Whether as information consumers or as information professionals, sorting through the data and making a decision that can be articulated to people unfamiliar with the issue is a key indicator of information literacy. Given that this course fulfills your Graduation Composition and Communication Requirement for Information Studies, you will be asked to write and revise several short pieces and complete one digital presentation.

Course Objectives:

- 1) Communicate and synthesize clearly in written, oral, and digital/visual modalities.
- 2) Highlight similarities and differences in local and national data sources.
- 3) Determine and articulate what the best data source is to address a specific challenge.
- 4) Discover how audience analysis is crucial to information literacy.

Required Readings

Arola, K. L., Sheppard, J., & Ball, C. E. (2014). *Writer/Designer: A guide to making multimodal projects*.

Bedford/St. Martin's: Boston, MA.

Sarkon, D. & Schulkin, J. (2016). *Missed information: Better information for building a wealthier, more*

sustainable future. The MIT Press: Cambridge, MA.

Other readings as assigned

Course Assignments and Units

Unit 1: Data Detectives: Which Appliance Should I Buy?

Data sources students will be required to use (although they may use additional sources as appropriate):

- a) Consumer Reports: www.consumerreports.org/
- b) CNET: <http://www.cnet.com/>
- c) Energy Star: <https://www.energystar.gov/products/appliances>

GCCR Assignment: Students may choose between a video or a podcast for this assignment. The finished product will be no more than 3 minutes in length and will be a “consumer-friendly” distillation of the appliance they choose. It should demonstrate clear understanding of the alternatives and what makes the final choice superior. Leading up to this assignment, students will create a script/storyboard for the project and will write a 2-page justification of the choices made for the video/podcast including audience analysis.

Unit 2: Data Detectives: Which Health Insurance Plan Should I Choose?

Data sources students will be required to use (although they may use additional sources as appropriate):

- a) USA.gov: <https://www.usa.gov/finding-health-insurance>
- b) Consumer Reports: <http://www.consumerreports.org/cro/2012/09/understanding-health-insurance/index.htm>
- c) Humana: <https://www.humana.com/>

GCCR Assignment: The final product for this piece will be a policy paper that compares and contrasts at least 3 health insurance options and ultimately recommends a particular plan.

A strong policy paper will be 4 pages long, evidence-based, and persuasive in nature. Your audience for the brief is the general public who may be trying to decide which policy is best. You may choose to focus on the elderly, children, a certain socioeconomic class or adults. Policy papers also typically include visuals. Therefore, your paper should include at least one visual that adheres to principles of good visual communication (is labeled well, explained in the brief, is referred to, appears on the page in a way that is spatially appropriate, etc.). You will turn in a rough draft AND a final draft of this assignment.

Common structural elements of policy papers include:

- i. Title of the paper
- ii. Critique of at least 3 policy options
- iii. Policy recommendation (provide an evidence-based argument for your policy recommendation- what is the recommendation and why is it the best?)
- iv. References (should be footnoted according to APA format- see example briefs for guidance)

Unit 3: Data Detectives: Which School is the Strongest in My Area?

Data sources students will be required to use (although they may use additional sources as appropriate):

- a) Kentucky School Report Card: <https://applications.education.ky.gov/src/>
- b) Census Data on Education: <http://census.gov/topics/education.html>
- c) National Center for Education Statistics: <http://nces.ed.gov/>

GCCR Assignment: The students will work groups on this assignment. Each group will choose a particular Kentucky school district. Each individual will then choose a particular school within the district. Using the data sources provided, the groups will create a blog for each district and each individual will contribute 4 one-page blog entries about the strength of the school they have chosen. After all individual blog entries have been created, the group will create 1 final blog entry highlighting the school that they think is the “strongest” in their area and that they would recommend to others.

Unit 4: Data Detectives: What is the Crime Outlook in the Neighborhoods I’m Considering?

Data sources students will be required to use (although they may use additional sources as appropriate):

- a) RAIDS Online: www.raidsonline.com
- b) Bureau of Justice Statistics: <http://www.bjs.gov/>
- c) Kentucky State Police: <http://www.kentuckystatepolice.org/data.htm>
- d) Zillow: www.zillow.com
- e) Uniform Crime Reporting: <https://ucr.fbi.gov/>

GCCR Assignment: Students will choose 2 “houses for sale” in the same city on Zillow (may be anywhere in the US). They will then investigate the crime outlook in the neighborhoods surrounding these properties using the suggested data sources. From this research, students will create a 2-page document for each property that includes both text and a visual representation of data that realtors could share with clients interested in the area about crime rates.

Final Written Assignment: For the final assignment in this course, you will write a 2-page reflection on what you’ve learned about using data to make “real life” decisions. Of particular interest, how did you determine what the best data source for each problem was? What role did the audience play in your decisions? How did local and national data differ?

Discussion/Engagement: Each week, students will be asked to complete an assignment/discussion/engagement activity for a total of 60 course points (akin to in-class activities in a face-to-face course).

Grading Scale

Week 1: Video Introduction – 15 points

Week 4: Unit 1 Project – 100 points

Week 8: Unit 2 Project – 100 points

Week 12: Unit 3 Project – 100 points

Week 16: Unit 4 Project – 100 points

Week 16: Final Written Assignment -- 25 points

Discussion/Engagement – 60 points

Total Course Points: 500

450-500: A

400-449: B

399-350: C

349-300: D

Below 300: E

Tentative Weekly Schedule

Week	Readings and Class Preparation	Assignments Due
1: Course Introduction What does it mean to be a “data detective?”	Arola et al: Ch. 1 Sarkon & Schulkin: Introduction	<i>Video Introduction Due</i>
2: Information and the Market Economy <hr/> Creating a Plan for Your Unit 1 Project (Storyboarding and Project Planning)	Arola et al: Ch. 6 Sarkon & Schulkin: Ch. 1 and 2	
3: Virtual Guest Speaker: Dr. Daniel Sheehan, Marketing, Gatton College of Business and Economics <hr/> Digging into Consumer Reports	Read: <i>The Consumer Reports Mindset</i> (Available at: http://www.acrwebsite.org/search/view-conference-proceedings.aspx?Id=8032) Sarkon & Schulkin: Ch. 4	

<p>4: Journal Club: <i>Journal of Consumer Research</i></p> <hr/> <p>Peer Review of Videos/Podcasts</p>	<p>Each student is responsible for identifying and sharing an article from the <i>Journal of Consumer Research</i> about consumer research and how it influences buying decisions with the class on the class discussion board.</p> <hr/>	<p><i>Peer Review of Unit 1 Project</i></p>
<p>5: Health Care Viewed through the Lens of Information</p> <hr/> <p>What Makes a Good Written Policy Brief?</p>	<p>Sarokin & Schulkin: Ch. 3</p> <p>http://www.researchtoaction.org/wp-content/uploads/2014/10/PBWeekLauraFCfinal.pdf</p>	<p><i>Unit 1 Project Due</i></p>
<p>6: Video Interlude: What Consumer Information Can Be Found with a “Google Search” regarding Health Insurance?</p> <hr/> <p>Evaluating Credible Sources</p>	<p>Watch:</p> <p>http://www.consumerreports.org/video/view/healthy-living/health-insurance/3957094726001/understanding-your-health-insurance-costs/</p> <p>http://www.consumerreports.org/video/view/healthy-living/health-insurance/957899844001/ask-nancy-your-health-insurance-questions/</p> <p>http://www.consumerreports.org/video/view/healthy-living/health-insurance/622729508001/buying-your-own-health-insurance/</p> <p>http://www.consumerreports.org/video/view/healthy-living/health-insurance/1942390654001/getting-good-health-insurance/</p> <p>http://www.consumerreports.org/cro/news/2014/12/health-insurance-deductible-and-out-of-pocket-costs-made-simple/index.htm</p> <p>Additionally, find 2 other “Google Search” videos on health insurance and share them with your classmates on the discussion board, along with a brief summary.</p> <p>For source credibility, watch: https://www.youtube.com/watch?v=IAWhE0mj69I</p>	
<p>7: Digging into Health Insurance Policies</p>	<p>We will compare/contrast health insurance policies as a class this week. This is a step along the way to your Unit 2 Project and will provide background for your ultimate written briefs.</p>	

	Read: Politi, et al. (2016). A randomized trial examining three strategies for supporting health insurance decisions among the uninsured. <i>Medical Decision Making</i> , 36(7), 911-922. (Available on Canvas)	
8: Virtual Guest Speaker: Dr. Jeff Huber, Director, School of Information Science – “Information Access for Health Care Consumers” <u>Peer Review of Health Insurance Projects</u>	Read: Huber, J. T. & Gillaspay, M. L. (2011). Knowledge/power transforming the social landscape: The case of the consumer health information movement. <i>Library Quarterly</i> , 81(4), 405-430. (Available on Canvas)	<i>Peer Review of Unit 2 Project</i>
9: Finding things out: Foraging for Coherence in the Information Age <u>How do you design a good blog?</u>	Arola et al: Ch. 2 and 4 Sarokin & Schulkin: Ch. 7	<i>Unit 2 Project Due</i>
10: Case Study: Detroit Public Schools	Using the school system’s link (http://detroitk12.org/) as the starting point, we will complete a case study of the Detroit Public Schools system using the same criteria as you’ll use when you develop your Unit 3 Project.	
11: Information as a Policy Tool	Sarokin & Schulkin: Ch. 9	
12: Virtual Guest Speaker: Administrator, TBA, Kentucky Public Schools <u>Peer Review</u>	Create at least 10 questions for our virtual guest speaker re: school data, school policy, etc., based on what we have discussed so far.	<i>Peer Review of Unit 3 Project</i>
13: Openness and Secrecy	Sarokin & Schulkin: Ch. 8	<i>Unit 3 Project Due</i>
14: Exploring Uniform Crime Reporting	This week will be about using and understanding the crime statistics sources provided as a jumping off point for project 3. We will begin with the Uniform Crime Reporting site from the FBI (https://ucr.fbi.gov/) and then explore the other sources to complete the case study assignment provided.	

15: Tools, power, and participation: Information in the decades ahead	Sarokin & Schulkin: Ch. 10 Read: https://www.emc.com/information-generation/resources/IFTF Outlook Report.pdf	
16: Course Wrap-Up – What did you learn about using “real life” data during your time as a data detective?		<i>Unit 4 Project Due</i> <i>Final Written Assignment on What You’ve Learned About Using “Real Life” Data</i>

Justification of GCCR Status

Written Communication Summary:

- Justification of choices made for video/podcast: 2 pages
- Health Insurance Policy Paper: 4 Pages
- School Blog Entries: 5 pages
- Crime Outlook: 4 pages
- Final Written Assignment: 2 pages
- TOTAL: 17 pages

Digital/Visual Communication Summary:

- Video or podcast of appliance choice
- Design of schools blog
- Visual appeal of crime outlook pieces

Course Policies

Submission of Assignments

All assignments should be submitted via Canvas. Prepare and submit all assignments on time. A 10% penalty will be exacted every day the assignment is late if the absence is unexcused. If your absence is excused, see ‘excused absences’ statement below.

Attendance Policy

This is an online course, which requires asynchronous class discussion via Canvas to facilitate a sense of community. Canvas will also be used for making course announcements, distributing reading materials, submitting assignments and posting grades. Please visit <https://uk.instructure.com> (Canvas) for course homepage.

Course related communications will occur mainly in Canvas (online discussions, questions and answers, etc.). In addition, all announcements will be posted in Canvas. Students thus are required to check the course shell in Canvas on a regular basis. Failure to receive such announcements cannot be used as an excuse for not being informed. I welcome emails sent to my UKY.EDU email account. Please feel free to email me via [insert email address] if you have any questions or concerns. In ordinary circumstances, it is expected that the instructor will respond within 24 hours during weekdays. Please expect a delay during weekends and holidays.

Excused Absences

Students need to notify the professor of absences prior to class when possible. *Senate Rules 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. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737, http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php).

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

Per *Senate Rule 5.2.4.2*, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The professor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

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 when feasible and in no case more than one week after the absence.

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.

Senate Rules 6.3.1 (see <http://www.uky.edu/Faculty/Senate/> for the current set of *Senate Rules*) 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 a question of plagiarism involving their 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 content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. 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 or information, the student must carefully acknowledge exactly what, where and how he/she has 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.

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 (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at drc@uky.edu. Their web address is <http://www.uky.edu/DisabilityResourceCenter>.

Military Members and Veterans

We recognize the complexities of being a member of the military community and also a student. If you are a member of the military or a military veteran or dependent, please inform your instructor if you are in need of special accommodations. Drill schedules, calls to active duty, mandatory training exercises, complications with GI Bill disbursement, and other unforeseen military and veteran related developments can complicate your academic life. If you are aware of a complication, we will work with you and put you in contact with university staff members who are trained to assist you. Please contact the Coordinator of the University of Kentucky Veterans Resource Center at (859) 257-1148 for additional assistance. Visit <http://www.uky.edu/veteransfor> for more available resources.

Civility and Professionalism

Students must learn to meet the standards of professional behavior and treat each other with respect. Critical inquiry is important, but attacking other persons, verbally or otherwise, is not accepted. Students must learn to receive and act on constructive criticism, be reliable and responsible, polite and respectable of others, and focus on producing above quality work.

Technology Information & Resources

Distance Learning 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 allow you to view Adobe Reader documents (.pdf). Microsoft Office and other software products are free for students:

<http://download.uky.edu/>.

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

Library Services & Distance Learning Services

<http://www.uky.edu/Libraries/DLLS>

- Carla Cantagallo, DL Librarian
- Local phone number: (859) 257-0500, ext. 2171; long-distance phone #: (800) 828-0439 (option #6)
- Email: dllservice@email.uky.edu
- DL Interlibrary Loan Service:
http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16

For more resources about online classes and student resources, visit

<http://www.uky.edu/ukonline/>

The School of Information Science has a page with a comprehensive list of technology resources here: <http://ci.uky.edu/sis/students/techtips>

ICT 311: Introduction to Information Science
University of Kentucky
School of Information Science

Instructor:

Office Address:

Email:

Office Phone:

Office hours:

Virtual Office hours:

Preferred method of contact:

Course Description

This course introduces theoretical and foundational concepts in information science and situates information in various contexts through which it has been circulated, conceptualized, and used. Students will learn fundamental approaches to understanding relationships across technology, people, and society. Emphases include technologies, classification, information transfer, format, use, and definitions of information and "information age."

Student Learning Outcomes:

After completing this course, the student will be able to:

1. Explain connections between contemporary information communication technologies and their historical foundations.
2. Point out ways in which theoretical and conceptual principles and techniques function in information science and technology.
3. Discuss social, political, and cultural aspects of information and technology.
4. Compose, organize, and disseminate written work using a digital platform.
5. Produce, record, and share a multimodal presentation via social digital platforms.

Textbook: James Gleick, *The Information: A History, a Theory, a Flood* (Random House, 2011).

Course Activities and Assignments

Keywords: 5 points each x 3, + 10 points for responses = 25 points

Tools & techniques: 5 points each x 3 = 15 points

Midterm (October 18): 10 points

Presentation: 20 points

In the news: 10 points

Class participation: 20 points

Total: 100 points

Summary Description of Course Assignments

Each of you will be assigned to a group of 4-5 people. You will post some of the course assignments to the group's WordPress site. I will set the sites up for each group.

Be sure to tag each essay you post in WordPress.

Keywords: Each week I will post a keyword associated with the course readings. Fifteen terms will be posted, and you will each write blog posts in Wordpress on three of them. (Collectively, your entire group will write on 12 or 15 of them, depending on the size of your group.) Each post will be 400-600 words and should include three elements: 1) a basic definition, 2) a discussion of how it relates to at least one of the readings assigned in the week that we discuss the keyword, and 3) an example and explanation of the meaning and relevance of the term today. Your group will negotiate which terms will be assigned to each person (5 points each)

You will also be expected to respond to each post written by members of your group during the course of the semester. Responses will be around 200 words and should provide substantive commentary by drawing from readings, examples, or class discussions. (10 points total)

Tools and techniques: You will each write three posts on a tool or feature in the WordPress platform. For each essay you will choose one feature from the list below, connect it to a topic that we discuss in class, and cite at least two readings. Each essay will be 400-600 words. You must post one by 9/27, one by 10/31, and one by 11/22. Submit these in Canvas. (5 points each)

- tags and/or categories
- html coding
- privacy settings
- widgets (in general or a specific one or two)
- aspects of design (architecture, themes, layout)
- domains
- sharing (via facebook, twitter, tumblr, etc.)
- media (images, video, etc.)
- comments
- links

(If you want to write on a feature that isn't on this list, please ask for approval.)

Midterm: In Canvas. (10 points)

In the News: You will post a news item to the group's WordPress site and lead a discussion over the course of that week. Each person will be assigned a week to post an item. The article must connect to that week's course content. You will provide a link, a summary, the

reason why you selected the item, and a question for discussion. Each group member will respond. (10 points—5 for the original posting, and 5 for the comments on others' posts)

PechaKucha presentation: In the last weeks of the class, everyone will post a PechaKucha presentation on an information/communication technology. In a nutshell, you create 20 slides, and narrate each for 20 seconds. All presentations will be 6 minutes, 40 seconds. You will record the narration, post the presentation on YouTube, and provide a link in the Wordpress site. You will view all of your group members' presentation and provide comments on each. For information on the format, go here: <http://www.pechakucha.org> (15 points)

Timeline for the final presentation:

- Select technology
- Outline of presentation + at least 5 slides
- Post presentations
- View and comment.

Class participation: I will post one question for discussion in Canvas each week. Everyone is expected to respond to these questions in intelligent, respectful, and productive ways. Contributions should draw from and be in dialogue with the readings. (20 points)

Course Grading

- 90 – 100% = A
- 80 – 89% = B
- 70 – 79% = C
- 60 – 69% = D
- Below 60% = E

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/registrar/calendar>).

Tentative Calendar

Week 1

- Introductions
- Gleick, Prologue
- Ryan Holiday, "How and Why to Keep a Commonplace Book" (2014): <http://ryanholiday.net/how-and-why-to-keep-a-commonplace-book/>
- [Keywords Project](#)

Words/Code/Information

Week 2

- Gleick, Chapters 1-2 (Chapter 3 is optional)
- "How Luther Went Viral: Social Media in the 16th Century," *The Economist* (December 2011): <http://www.economist.com/node/21541719>
- Michael Buckland, "Information as Thing" *Journal of the American Society for Information Science* (1991): via [UK Libraries](#)

Infrastructure

Week 3

- Gleick, Chapter 4
- Steven J. Jackson, et al., "Understanding Infrastructure: History, Heuristics, and Cyberinfrastructure Policy," *First Monday* (June 2007): <http://firstmonday.org/article/view/1904/1786>
- Langdon Winner, "Do Artifacts Have Politics?" *Daedalus* (1980)

Week 4

- Gleick, Chapter 5-6
- Eric Schatzberg, "Technik comes to America: Changing Meanings of Technology before 1930," *Technology and Culture* (2006): via [UK Libraries](#)
- Kieran Healy, "Using Metadata to Find Paul Revere," (2013): <https://kieranhealy.org/blog/archives/2013/06/09/using-metadata-to-find-paul-revere/>

Week 5

- Karen Coyle, "The Evolving Catalog," *American Libraries* (January 4, 2016): <https://americanlibrariesmagazine.org/2016/01/04/cataloging-evolves/>
- Alex Wright, "The Web Time Forgot," *The New York Times* (June 17, 2008): <http://nyti.ms/1Y9FhdN>
- Tim Berners-Lee, "Information Management: A Proposal" (1989): <http://www.w3.org/History/1989/proposal.html>
- Eugene Eric Kim and Betty Alexandra Toole, "Ada and the First Computer," *Scientific American* (May 1999).

Week 6

- H.G. Wells, "The Idea of a Perfect World Encyclopaedia," <http://gutenberg.net.au/ebooks13/1303731h.html#ch3>
- Nicole Torres, "Why Do So Few Women Edit Wikipedia?" *Harvard Business Review* (June 2, 2016): <https://hbr.org/2016/06/why-do-so-few-women-edit-wikipedia>
- Wikipedia: Five Pillars: https://en.m.wikipedia.org/wiki/Wikipedia:Five_pillars

Wartime

Week 7

- Gleick, Chapter 7-8
- Vannevar Bush, "As We May Think," *The Atlantic* (July 1945): <http://www.theatlantic.com/magazine/archive/1945/07/as-we-may-think/303881/>
- Jennifer Light, "When computers were women," *Technology & Culture* (1999): via [UK Libraries](#)

Week 8

- Gleick, Chapter 9
- Pamela Spence Richards, "Cold War Librarianship: Soviet and American Library Activities in Support of National Foreign Policy, 1945-1991," *Libraries & Culture* (Winter 2001): via [UK Libraries](#)
- Mubarak Ahmed, Fred Lloyd George, *A War of Keywords*, Centre on Religion and Geopolitics (July 2016): <http://tonyblairfaithfoundation.org/sites/default/files/War-of-Keywords.pdf>

Becoming Posthuman

Week 9

- Gleick, Chapters 10-12
- N. Katherine Hayles, *How We Became Posthuman: Virtual Bodies in Cybernetics, Literature and Informatics*, Prologue, Chapter 1
- Marcus Otero, "The 10 Real Algorithms That Dominate the World," *Medium.com* (May 26, 2014): https://medium.com/@marcos_otero/the-real-10-algorithms-that-dominate-our-world-e95fa9f16c04#.pgy4hqxl2
- Darryn King, "Ermahgerddon: The Untold Story of the Ermahgerd Girl," *Vanity Fair* (October 2015): <http://www.vanityfair.com/culture/2015/10/ermahgerd-girl-true-story>

Information Overload

Week 10

- Gleick, Chapter 13-14
- Jorge Luis Borges, "The Library of Babel" (1941). You might want to tour the whole site at <https://libraryofbable.info>, but here is the link to the short story we're reading: <https://libraryofbabel.info/libraryofbabel.html>

Week 11

- Gleick, Chapter 15, epilogue
- Wikipedia entry on "Information Overload" https://en.m.wikipedia.org/wiki/Information_overload

- Ann Blair, *Too Much to Know: Managing Scholarly Information Before the Modern Age*, Introduction

Freedom & Control / Universal & Particular

Week 12

- David Lyon, "Surveillance, Power, and Everyday Life"
- Gilles Deleuze, "Post-Script on Societies of Control" *October* (1992): via [UK Libraries](#)

Week 13

- CBC News, "Black Lives, Blue Lives, All Lives: What Does It Mean When We Say Certain Lives Matter?" (July 24, 2016): <http://www.cbc.ca/news/world/black-lives-police-1.3679595>
- Johanna Herman, "Hashtags and Human Rights: Activism in the Age of Twitter," *Newsweek* (December 2014): <http://www.newsweek.com/hashtags-and-human-rights-activism-age-twitter-290950>
- Jonathan Weisman, "Why I Quit Twitter--And Left Behind 35,000 Followers," *New York Times* (June 10, 2016): <http://www.nytimes.com/2016/06/10/insider/why-i-quit-twitter-and-left-behind-35000-followers.html>

Week 14

- Post presentations
- Wendy Hui Kyong Chun, *Freedom and Control: Power and Paranoia in the Age of Fiber Optics*, MIT (2006), Introduction
- Safiya Noble, "Google Search: Hyper-visibility as a Means of Rendering Black Women and Girls Invisible," *InVisible Culture* (October 29, 2013): <http://ivc.lib.rochester.edu/google-search-hyper-visibility-as-a-means-of-rendering-black-women-and-girls-invisible/>
- Sergey Brin and Lawrence Page, "Anatomy of a Large-Scale Hyper textual Web Search Engine," *Stanford InfoLab* (1998): ilpubs.stanford.edu:8090/361/1/1998-8.pdf

Week 15

- Ingrid Burrington, "The Environmental Toll of a Netflix Binge," *The Atlantic* (December 2015): <http://www.theatlantic.com/technology/archive/2015/12/there-are-no-clean-clouds/420744/>

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**University of Kentucky
School of Information Science (SIS)
ICT 315, Section X
Human Relations and Technology**

Instructor:**Office Address:****Email:****Office Phone:****Office Hours:****Virtual Office Hours:****Preferred Method of contact:****Course Description**

With so many technologies in use today, information can often fail to effectively reach those who need it. In this course, students will focus on the importance of taking a human-centered approach to best identify and meet individuals' and groups' information needs. Human Relations and Technology focuses on engaging critical thinking skills to effectively tailor and disseminate information to people both within and outside of the IT industry. Through analysis and design, students will be asked to address multiple real-world situations with a specific focus on connecting to humans through (and often in spite of) technology.

Course Objectives:

1. Identify, analyze, and adapt to various information needs.
2. Identify and explain problematic uses of technology and/or breakdowns in information.
3. Develop human-centered and technology-based solutions.
4. Design technology-based information using multiple forms of media.

Assignment Descriptions

See below for a general overview of course assignments. More detailed information on the requirements and assessment for each assignment will be provided in Canvas and discussed as they become relevant.

Pre-Test & Post-Test (20 points)

Students will be asked to complete a brief survey at the beginning and at the end of the semester.

Takeaway Summaries (100 points)

After completing each week's reading or viewing assigned videos, students will be asked to write a brief overview of what they took away from the content and how they might apply it in their own lives, professionally or personally, as a source or consumer of information, and/or as a designer or user of technology.

Decision Ladder (30 points)

Based on the organizational hierarchy and/or processes within a particular mediated information interaction, create a decision ladder that outlines how that interaction should proceed.

Case Study Analyses (50 points each; 100 points total)

Two case studies involving breakdowns in technology/information will be presented. Students will be asked to analyze where/how these situations are problematic and offer recommendations for improvement based on course material.

Case Study Creation (100 points)

Students will be asked to write up their own case study based on real-world experiences or examples of technology or information that failed to be human-centered. Case studies should be thorough and detailed.

**This case study may (but is not required to) form the foundation of students' final projects.

Final Project (300 points)

Each student will complete a semester-long project focused on identifying problematic technology use or an information gap and creating a human-centered solution to the problem by proposing a new technology or revision/new use of existing technology. This project will proceed in multiple steps over the course of the semester.

Needs Assessment: The initial step in this process involves identifying (a) the problem, with sufficient background and explanation, and (b) the information needs of the target individuals or group(s). Using primary and secondary research and a human-centered approach, students will need to articulate a strong justification for their proposed solution.
100 points

Storyboard: Once students have refined their solutions, they will create a storyboard of what their solution will look like, keeping in mind the target groups and their information needs, as well as principles of effective design and information clarity. **50 points**

White Paper: At the end of the semester, students will submit a short 2-3 page paper explaining the need for and use of their technology-based solution to a general audience. **50 points**

Project Pitch (Oral or digital design): At the end of the semester, students will have the choice of delivering an oral pitch or creating a digital project (e.g., video or website/page) that could be used as a marketing tool for their technology-based solution. **100 points**

Engagement/Consumer Feedback (50 points)

As peers, you bring different experiences and perspectives to this class. Throughout the semester, you will be asked to engage in discussion with and provide feedback to your peers. For example, if you are designing an app for your final project, think about how you might "pilot test" it with potential consumers (e.g., individuals from diverse backgrounds).

TOTAL: 700 points

Points	Percentage	Grade
630-700	90-100%	A
560-629	80-89%	B
490-559	70-79%	C
420-489	60-69%	D
0-419	0-59%	E

Human Relations & Technology Tentative Weekly Schedule

Week	Topic	Assigned Reading(s)
1	Introduction to the Course & Individual Goal Setting	Fidel, R. (2012). Basic concepts. In <i>Human information interaction: An ecological approach to information behavior</i> . Cambridge, MA: MIT Press. Miller, K. (2015). Chapter 13: Technological processes. In <i>Organizational communication: Approaches and processes</i> (7 th ed.). Stamford, CT: Cengage.
2	Identifying Information Needs	Fidel, R. (2012). Information need and the decision ladder. In <i>Human information interaction: An ecological approach to information behavior</i> . Cambridge, MA: MIT Press.
3	Adapting Information and/or Technology	WATCH: Margaret Gould Stewart's TED Talk, <i>How giant websites design for you (and a billion others, too)</i>
4	Challenges in Mediated Information Exchange	Kraut, R. E., & Resnick, P. (2011). Introduction. In <i>Building successful online communities: Evidence-based social design</i> . Cambridge, MA: MIT Press.
5	Personalizing Information Communication Technology	Kevoe-Feldman, H. (2015). What can you do for me? Communication methods customers use to solicit personalization within the service encounter. <i>Communication Monographs</i> , 82, 510-534. doi:10.1080/03637751.2015.1024916
6	Establishing & Maintaining Social Presence	Kah, H. T., Ren, R., Hill, S. R., & Li, X. (2013). The beautiful, the cheerful, and helpful: The effects of service employee attributes on customer satisfaction. <i>Psychology & Marketing</i> , 30, 211-226. doi:10/1002/mar.20599 Verhagen, T., van Nes, J., & Feldberg, F. (2014). Virtual customer service agents: Using social presence and personalization to shape online service encounters. <i>Journal of Computer-Mediated Communication</i> , 19, 529-545. doi:10/1111/jcc4.12066
7	Social Presence (cont.)	

8	Narrowing the Focus: Targeting and Gathering Information	Fidel, R. (2012). Five search strategies. In <i>Human information interaction: An ecological approach to information behavior</i> . Cambridge, MA: MIT Press.
9	Problem Identification	Gautman, R., Muhanna, W. A., & Barney, J. B. (2005). Information technology and the performance of the customer service process: A resource-based analysis. <i>MIS Quarterly</i> , 29, 625-652.
10	Problem Identification (cont.)	Barrett, M., Davidson, E., Prabhu, J., & Vargo, S. L. (2015). Service innovation in the digital age: Key contributions and future directions. <i>MIS Quarterly</i> , 39, 135-154.
11	Designing Human-Centered Solutions	Kiesler, S., Kraut, R. E., Resnick, R., & Kittur, A. (2011). Regulating behavior in online communities. In R.E. Kraut & P. Resnick (Eds.), <i>Building successful online communities: Evidence-based social design</i> . Cambridge, MA: MIT Press. Macdonald, E., K., Kleinaltenkamp, M., & Wilson, H. N. (2016). How business customers judge solutions: Solution quality and value in use. <i>Journal of Marketing</i> , 80, 96-120. doi:10.1509/jm.15.0109
12	Proposing Human-Centered Solutions	In Canvas, review sample white paper(s) & guidelines
13	Individual Project Meetings	
14	Pilot Testing & Making Adjustments	
15	Project Pitch Presentations	

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University of Kentucky
School of Information Science (SIS)
ICT 316, Section X
Universal Access: Information and Working Environments

Instructor:
Office Address:
Email:
Office Phone:
Office Hours:
Virtual Office Hours:
Preferred Method of contact:

Course Description: Universal design is a holistic concept that can be applied to everything from computer software to electronics to dishes. It is the idea that accessibility and usability standards should be blended together to create information that anyone can access. More specifically, web accessibility refers to the inclusive practice of removing barriers that prevent interaction with, or access to information on websites. When websites are correctly designed, developed and edited, all users have equal access to information and functionality. The focus of the course is on how web accessibility can be implemented successfully in working environments by creating digital resources online that all consumers can use. In this course, you will learn how information must be presented that is flexible and adaptive to different users' needs or preferences, accessible through a variety of different technologies and why it is easier and more cost effective to design websites and social media content correctly the first time than re-designing it later. Students will compare and contrast accessible and inaccessible websites and social media and also perform a web accessibility audit for an actual business.

Course Objectives:

1. Discuss why web accessibility is important in IT environments
2. Distinguish issues and guidelines on accessible web design
3. Classify assistive technologies used for websites and components of web accessibility
4. Point out web accessibility legislation
5. Examine accessible and inaccessible websites and social media content
6. Design a web accessibility audit for an actual business's website and social media content and prepare a written and oral report with recommendations.

Required Texts:

InterACT with Web Standards: A Holistic Approach to Web Design by Erin Anderson at <http://interactwithwebstandards.com/>

Web Accessibility: Web Standards and Regulatory Compliance by Richard Rutter

Additional required readings, videos and webinars will be available on Canvas in each week's module.

Recommended Texts:

Accessibility for Everybody: Understanding the Section 508 Accessibility Requirements by John Mueller

Design Accessible Web Sites: 36 Keys to Creating Content for All Audiences and Platforms (Pragmatic Programmers) by Jeremy Sydik

Maximum Accessibility: Making Your Web Site More Usable for Everyone by John M. Slatin

Course Assignments:

Participation Assessments:

Weekly Knowledge Checks (10 points each, 13 total): Based on the assigned readings, you'll complete a weekly knowledge check with questions based on the information provided in the module.

Bi-weekly Graded Discussions (25 points each, 6 total): Topics can include identifying accessibility problems, comparing laws and guidelines around the globe, exploring assistive technology, differences between "must, should and may" for developing content, finding issues on existing websites and social media, etc.

Learning Assessments:

Web Accessibility Legislation Debate (100 points): To illustrate the legal implications of not making information accessible, we'll be reviewing court cases related to accessibility. Students will be divided into groups and will take on the role of the prosecution side and the defense. You will be presenting your case/side, then debate the pros and cons of the case. Consider the various views of important stakeholders (business, consumers, the legal counsel of all involved, etc.), highlight the most important aspects of the case, and include why the ultimate conclusion was correct or not, depending on your perspective. Students will prepare a written report and then present their side of the cases during a class discussion.

Compare and Contrast Accessible and Inaccessible Websites/Social Media Content Paper (200 points): Students will be given examples of businesses with accessible and inaccessible websites and social media content. They must then determine which websites contain accessible and inaccessible content and cite specific examples. The paper should discuss these findings and also highlight possible reasons for the type of content used along with suggestions for improvement.

Web Accessibility Audit (300 points): Working in groups of 4-5 students, students will select a local business to conduct a web accessibility audit of information presented online via the business's website and social media. In examining the web content, students will utilize the guidelines and information they have learned to compile the following items into a formal

written report to the business. During oral group presentations, the students will share what they have learned and what recommendations they have made.

- Executive summary including a list of the common issues along with a prioritization of the severity and impact of the accessibility issues found
- Estimated level of effort needed for the remediation
- List of areas that do not meet the Section 508, ADA, WCAG 2.0 guidelines
- Specific recommendations, including code examples, to fix the issues and improve product accessibility. Recommendations are defined as high, medium and low priority

Total points for assignments: 880 points

Grading scale:

90 – 100% = A

80 – 89% = B

70 – 79% = C

60 – 69% = D

Below 60% = E

Course Schedule (tentative and subject to change):

Module 1: Overview of Course and Introduction to Universal Access and Design

Module 2: Understanding Web Accessibility: Why It Matters in Working Environments

Module 3: Web Accessibility Guidelines (Web Accessibility Initiative: WAI)

Module 4: Assistive Technologies

Module 5: The User's Perspective: Identifying Barriers to the Web

Module 6: Web Accessibility Legislation

Module 7: Creating Accessible Content for Websites and Social Media

Module 8: Pitfalls to Creating Accessible Content

Module 9: Examining Accessible and Inaccessible Websites and Social Media Content

Module 10: Identifying Quick Fixes and Deciding on Complete Redesign

Module 11: Case Studies: Remediating Inaccessible Content

Module 12: Creating a Web Accessibility Audit

Module 13: Conducting a Web Accessibility Audit

Module 14: Preparing a Web Accessibility Audit Presentation

Module 15: Group Presentations

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**University of Kentucky
School of Information Science (SIS)
ICT 320, Section X
Information Architecture**

Instructor:

Office Address:

Email:

Office Phone:

Office Hours:

Virtual Office Hours:

Preferred Method of contact:

COURSE DESCRIPTION

This course is an introduction to Information Architecture (IA), an area concerned with the design, evaluation, and implementation of interactive Web systems in terms of organization, labeling, navigation, and search. It aims to acquaint students with principles and process of information architecture for user-centered design of Web systems such as websites and mobile applications. It also provides students the opportunity to develop practical skills related to the design of information organization and navigation systems. The course prepares students for the companion technical course of “content management systems” where they will apply the theories and techniques studied in this course to the implementation of a fully functional website.

STUDENT LEARNING OUTCOMES

After successful completion of this course, students will be able to:

- (1) Identify principles of Information Architecture for Web systems
- (2) Use research methods to better understand user needs and behaviors
- (3) Develop organization, labeling, navigation, and search systems for websites
- (4) Create personas and scenarios describing the key aspects of a website as well as the interactions between the user and the functional modules in the solution
- (5) Create design details (i.e., blueprints and wireframes) depicting elements on the main page and other Web pages of a website
- (6) Evaluate a website’s design from an Information Architecture perspective
- (7) Create a report describing or making recommendations for a website design.

COURSE MATERIALS

Required Textbook:

Rosenfeld, L., Morville, P., and Arango, J. (2016). Information Architecture: For the Web and Beyond. 4th edition. O’Reilly. (ISBN: 1491911689)

Additional readings:

There will be additional readings to the textbook, and they will be made available on the Canvas.

COURSE CONDUCT

The course includes *online* lectures (PPT slides), *online* discussions and exercises, case studies, assignments, project and presentation, and exam. As this is an online course with no set meeting times, the question arises when are assignments due each week. For the purposes of this class we will treat Monday as the first day of class each week. Also, readings should be completed by at least Wednesday in order to participate in online discussions. I will put up course notes (PPT slides) no later than midnight on Sunday of each week. Regarding the weekly discussion, you need to answer some discussion questions and discuss them (see more information below). The discussion board is asynchronous, meaning that you can join in the discussion whenever it is convenient for you to do so.

Canvas as the Main Platform of the Course

This class uses Canvas as a required and main part of the course. Teaching materials (syllabus, course notes, discussions, assignments, resources, etc.) will be made available in the Canvas. All assignments should also be submitted to the Canvas. Students can check grading status and progress in the Canvas. Please visit the Canvas Information Pages at <http://www.uky.edu/canvas/> to learn about the Canvas. For technical support, call the UKIT Service Desk at (859) 218-HELP (4357) or email helpdesk@uky.edu.

Communications:

All course related communications (online discussions, queries on assignments, etc.) will occur within the Canvas. Please post your questions on the Canvas discussion board because other students may have the same questions and receive the benefits from answers. Important announcements will be made inside the Canvas. Students thus are required to check Canvas on a regular basis. Failure to receive such announcements cannot be used as an excuse for not being informed.

METHODS OF ASSESSMENT

Your final grade is determined by your performance on the items in the table below. Assignments and individual project (with three installments) will be assigned as the course continues. There will be a final exam at the end of this course. Lastly, we will have a weekly online discussion.

Each assignment and each project installment will be posted at least two weeks before its due date, and the final exam will be posted at least one week before its final submission. Please submit your assignments and project installments through Canvas assignment drop-box. The table below shows the list of assignments, project installments, participation, and exam and the points for each component.

Type	Topic	Points	Sub Total
Assignments	Assignment #1: IA Awareness	10.0	25.0
	Assignment #2: Topical Presentation	5.0	
	Assignment #3: IA Critique	10.0	
Individual Project	Installment #1: Project Selection / User & Task Analysis	10.0	30.0
	Installment #2: System Analysis / Design & Documentation	10.0	
	Installment #3: Final Prototype and IA Strategy	10.0	
Participation	Online Discussions (2 points per each week)	30.0	30.0
Exam	Final Exam	15.0	15.0
		Total: 100.0	

Online Discussions:

Students are expected to participate in the weekly discussion (or exercise) via the Canvas Discussions. I

will pose several discussion questions (and/or one or two exercises), so you can have the discussions based on the questions (and/or exercises). In addition, there will be a course content discussion thread, where you can talk about each week's course material.

The discussion will start on Monday morning, and it will end on the following Sunday night. I will leave the discussion forum open later, but I am going to evaluate your postings during the week ONLY. You can earn up to 2.0 points for each week's discussion (and/or exercises). You can earn up to 0.5 point for any valuable posting regarding the discussion questions which are posed for each week, your own question regarding each week's course content, answers for the questions posed by other students. This means that you need to post at least 4 posting a week in order to get 2.0 points for that week.

A valuable posting or quality posting includes a substantive and thoughtful contribution to each week's discussion topics, during that week. No credit will be given for posts that occur after the week. A quality posting is both substantive (in most instances this means at least 100 words) and thoughtful ("I agree with the author" only is not a credit-worthy response). Also, please write each discussion posting concisely (100 to 200 words – 1 or 2 paragraphs). I encourage you to complete your discussion posts and other work in Word and then paste it to Canvas. If you compose online and there is a technology-related failure, you will likely lose your work.

Grade Expectations:

Grades are based on the quality of the submitted work, not upon how well others performed. The following are grade expectations and divisions.

Grade		Expectation
A	90% - 100%	Exceptional Achievement
B	80% - 89%	High Achievement
C	70% - 79%	Average Achievement
D	60 – 69%	Below Average
E	0% - 69%	Failing

Course Policies

Submission of Assignments

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questions or concerns. In ordinary circumstances, it is expected that the instructor will respond within 24 hours during weekdays. Please expect a delay during weekends and holidays.

Excused Absences

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University of Kentucky
School of Information Science (SIS)
ICT 325, Section X
Multimedia and Technology

Instructor:

Office Address:

Email:

Office Phone:

Office Hours:

Virtual Office Hours:

Preferred Method of contact:

Course Description

This course is designed to engage students with the deployment of multimedia within contemporary interactive technologies, including their historical and cultural contexts, underlying platforms, visual cultures, sociocultural dynamics, and technical components. The objective of this course is to help students cultivate conceptual tools that are of practical relevance that can be used while creating and engaging with multimedia tools, platforms, and artifacts both in their professional and personal lives. To this extent, the readings are carefully chosen to introduce foundational concepts of new media (Unit 1), associate and apply these concepts in their daily lived lives (Unit 2), and critically think about some of the broader implications of new media (Unit 3). The assignments are designed to cultivate critical analytical thinking by helping students apply the insights to day-to-day examples. Students are also required to complete two multimedia tool workshops as a part of their curriculum in order to gain practical skills.

Course Learning Outcomes

After completing this course, students will be able to:

- (1) Examine the role of ICT and define its importance in contemporary society.
- (2) Apply technology resources
- (3) Evaluate technology resources
- (4) Communicate and synthesize information using multiple modes of communication

Course Requirements

a) Readings

There are no required textbooks for this course. All reading material will be made available on Canvas.

b) Assignments

There are a total of 10 assignments for this course and each is worth 20 points. The purpose of these assignments is to make sure students understand the key concepts in the readings. Since they have short turnaround time, these assignments are short essays.

c) Exams

There are two exams that are designed to evaluate the performance of the students in this course:

Exam 1 – This is a multiple-choice question exam. (100pts)

Exam 2 – This is a take home essay exam and students will have a week to complete this exam. (100 pts)

Total: 400 points for assignments

Grading scale:

90 – 100% = A

80 – 89% = B

70 – 79% = C

60 – 69% = D

Below 60% = E

Tentative Schedule

	Topic	Reading
Week 1	Introduction to class	Syllabus and course policies
Week 2	What is New Media?	‘What is New Media?’ by Manovich
	Why does it matter?	‘A new infrastructure for society’ by van Dijk ‘Why We Should Teach Media Literacy’ by Jenkins
Week 3	Principles of New Media	‘Principles of New Media’ by Manovich
	Key concepts in New Media	‘New forms of personal connection’ by Baym
Week 4	Traits of New Media	‘Eight Traits of the New Media Landscape’ by Jenkins
	Meeting McLuhan	Podcast + web material
Week 5	Remediation	‘Mediation and Remediation’ by Bolter and Grusin
	Characteristics of remediation	‘Networks of Remediation’ by Bolter and Grusin
Week 6	Review	
	Exam 1	
Week 7	Hacking	Excerpts from ‘Hackers’ by Taylor ‘Wikileaks and Hacktivist Culture’ by Ludlow

		‘Will reading WikiLeaks cost students jobs with the federal government?’ by Grinberg
	Remix	‘RW, REVIVED’ by Lessig
Week 8	Fandom	‘Playing [with] multiple roles’ by Smith
	Games / Machinima	‘Video Capture: Machinima, Documentation, and the History of Virtual Worlds’ by Lowood
Week 9	Digital art	‘The online potential of art creation and dissemination’ by Salah ‘Lurkers and Lolcats’ by Leigh
	Storytelling	‘The Future of Storytelling is Transmedia’ by Eduardo Angel ‘Dexter in Transmedia’ by Transmedia Lab
Week 10	Open source and Commons	‘The Canary in the Mine’ by Berry
	Activism	‘Oppositional and Activist New Media’ by Lievrouw
Week 11	Gender	‘World of Warcraft as a Playground for Feminism’ by Corneliussen
	Environment	‘Why Environmental Activists Embrace Social Media’ by Kamenetz ‘Ten Ways that Social Media and Sustainability Align’ by Gladwell
Week 12	Race	‘Cybertyping and the Work of Race in the Age of Digital Reproduction’ by Nakamura
	Religion	‘The Mediatization of Religion’ by Hjarvard
Week 13	Health	‘New Media: A Third Force in Health Care’ by Hagglund, Shigaki, and McCall
	Disability	‘iAccessibility from iTunes 1.0 to iPad’ by Ellis and Kent ‘Disability activists use social media to put care
Week 14	National politics	Excerpts from ‘Techno Politics in Presidential Campaigning’ by Hendricks and Kaid

	International politics	'The Revolution will be Tweeted: The Story of Digital Activism in Egypt' by Abdulla
Week 15	The Self	'Foucault and Social Media' (Part 1, Part 2, and Part 3) by Rayner
	Ethics	Excerpts from 'Central Issues in the Ethics of Digital Media' by Ess

Course Policies

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We recognize the complexities of being a member of the military community and also a student. If you are a member of the military or a military veteran or dependent, please inform your instructor if you are in need of special accommodations. Drill schedules, calls to active duty, mandatory training exercises, complications with GI Bill disbursement, and other unforeseen military and veteran related developments can complicate your academic life. If you are aware of a complication, we will work with you and put you in contact with university staff members who are trained to assist you. Please contact the Coordinator of the University of Kentucky Veterans Resource Center at (859) 257-1148 for additional assistance. Visit <http://www.uky.edu/veterans> for more available resources.

Civility and Professionalism

Students must learn to meet the standards of professional behavior and treat each other with respect. Critical inquiry is important, but attacking other persons, verbally or otherwise, is not accepted. Students must learn to receive and act on constructive criticism, be reliable and responsible, polite and respectable of others, and focus on producing above quality work.

Technology Information & Resources

Distance Learning 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 allow you to view Adobe Reader documents (.pdf). Microsoft Office and other software products are free for students:
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As your instructor, I am your first go-to person for technology problems. If you need more immediate assistance, please contact UKIT.

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

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<http://www.uky.edu/Libraries/DLLS>

- Carla Cantagallo, DL Librarian
- Local phone number: (859) 257-0500, ext. 2171; long-distance phone #: (800) 828-0439 (option #6)
- Email: dllservice@email.uky.edu
- DL Interlibrary Loan Service:
http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16

For more resources about online classes and student resources, visit

<http://www.uky.edu/ukonline/>

The School of Information Science has a page with a comprehensive list of technology resources here: <http://ci.uky.edu/sis/students/techtips>

**University of Kentucky
School of Information Science (SIS)
ICT 415, Section X
Technology Training and Instructional Strategies**

Instructor:

Office Address:

Email:

Office Phone:

Office Hours:

Virtual Office Hours:

Preferred Method of contact:

Course Description

Using technology in workplace settings requires an understanding of the relevant instructional strategies as well as an understanding of how technology supports learning in a specific IT context. In this course, students will gain a better awareness of what is needed to develop instructional experiences for adult populations. Students will explore how to use specific instructional strategies to learn, assess, and develop content to meet the needs of organizations seeking to train those in the workforce.

Student Learning Outcomes

By the end of this course, students should be able to:

- Evaluate effective instructional design strategies that apply to workplace development
- Identify training needs in various IT environments
- Evaluate existing training organizations
- Assess tools that effectively convey information to adult populations
- Design instructional experiences that will lead to learning using various activities and resources

Required Materials

Toth, T. A. (2015). *Technology for trainers* (2nd ed.). Alexandria, VA: ATD Press.

Other readings available online or through Canvas.

Technology Requirements

Students may be required to participate in class activities online in addition to other class requirements. Students must have access to Canvas through their UK ID to successfully complete this course. Students may also need access to Google Drive (For instructions on setting up the Google student account, [click here](#).), and access to [Zoom](#) (which they should already have with their link blue user name and password).

Students are not required to have a webcam and microphone, although they may come in handy. [Click here to view](#) UK's Analytics and Technologies Department's minimum requirements for technology for eLearning.

STUDENT EVALUATION

Grading Scale

90% – 100% = **A (Exceptional Achievement)**

80% – 89% = **B (High Achievement)**

70% – 79% = **C (Average Achievement)**

60% – 69% = **D (Below Average)**

0% – 59% = **E (Failing)**

Group Synthesis

During the semester, students will be asked to offer peer evaluation discussion of assignments produced by others in their groups. Students should offer helpful commentary and analysis of their colleagues' work in an effort to assist other students in refining their products as well as offering new ways to consider the processes.

Discussion

Students will engage in discussion posts online. The goal is to have students think about and discuss the weekly readings/topics, and students will then engage in discussion.

Class Schedule

Learning does not always happen on schedule, and so changes may be made to meet the needs of the class. The student will be responsible for checking the online syllabus, schedule, and Canvas notifications for any changes or updates before reading or beginning activities.

E-mail Policy

Please allow 24 hours for the instructor to respond to an e-mail during the school week. On weekends, instructors will try to answer e-mails, but may not be able to do so until Monday. Before emailing the instructor with questions, students should read assignment information and the syllabus carefully. Students who have not gotten a response within 24 hours should send a follow-up e-mail or speak with the instructor.

Office Hours

The instructor will be available for meetings based on the office hours printed on the first page of the syllabus. If students cannot make it to the scheduled office hours, they should contact the instructor using the preferred contact method to schedule another time.'

Tentative Class Schedule

Week	Focus	Due Dates and Readings
Week 1	Introduction	<ul style="list-style-type: none"> • TPACK reading
Week 2	Workplace needs and current environments	<ul style="list-style-type: none"> • Chapter 13 • Dick and Carey reading
Week 3	Assessing instructional strategies	<ul style="list-style-type: none"> • Instructional strategies list • Professional portfolio due
Week 4	Developing technological knowledge	<ul style="list-style-type: none"> • Chapters 4, 5 • Instructional strategies resource collection due •
Week 5	Applying instructional strategies	<ul style="list-style-type: none"> • eLearning strategies • Instructional technologies resource collection due
Week 6	Accessibility: UDI and transferability	<ul style="list-style-type: none"> • Chapters 3, 10 • Group needs assessment due
Week 7	LMS/User interface	<ul style="list-style-type: none"> • Chapters 7, 12 • Training module analysis due
Week 8	Visuals	<ul style="list-style-type: none"> • Chapters 6, 8, 9
Week 9	Developing content	<ul style="list-style-type: none"> • Chapter 11 • Needs assessment of organization due
Week 10	Working with content	<ul style="list-style-type: none"> • Module proposal due
Week 11	Evaluation strategies	<ul style="list-style-type: none"> • Program evaluation in e-learning • The Kirkpatrick Model
Week 12	Storyboards and prototypes	<ul style="list-style-type: none"> • Prototypes in the design process
Week 13	Peer review and rehearsal	<ul style="list-style-type: none"> • Module storyboard due
Week 14	Meet with instructor	
Week 15	Presentations	<ul style="list-style-type: none"> • Final module design document and module prototype due
Week 16	Presentations	

Assignments

Professional portfolio due (initial site 10 points; final 60 points)

Throughout the semester, you will create and add to a professional portfolio website that will house your work for the semester and will serve as a product you can show potential employers. Starting in Week 2, you will build a first version of your website, which will be a home page with a short bio. You will then add pages to it throughout the course. You are free to use any kind of website builder (such as Google sites, Weebly, etc.), and if you already have a website, feel free to revise it for this class.

Instructional strategies resource collection (20 points)

You will survey existing instructional strategies and their uses for specific kinds of IT environments when working with adult populations. You will research resources to find strategies that enable different kinds of activities and use the template provided in Canvas to supply information about when they could be used.

Instructional technologies resource collection (20 points)

You will survey existing technologies and their uses for specific kinds of instructional strategies when working with adult populations. You will research resources to find various technologies that enable different kinds of activities and use the template provided in Canvas to supply information about when they could be used.

Group needs assessment (30 points)

It is important to understand the training needs of many different types of organizations. Therefore, while working in groups, you will complete a needs assessment from a case study your instructor will provide.

Training module analysis (20 points)

You will examine a current training module and analyze it using what you have learned about effective instructional strategies, technology tools, and accessibility needs.

Needs assessment of organization (30 points)

You will first choose an IT company that has a training need. After approval from your instructor, you will conduct a needs analysis to begin your final project

Module proposal (10 points)

After conducting the needs analysis, you will submit a brief written proposal. In this proposal, you will state the training need and provide a rough outline of the module format you plan on using.

Module storyboard (40 points)

You will submit a storyboard detailing the components of the training module. This storyboard will be peer reviewed and subject to change.

Final module design document and module prototype (150 points)

Using the template provided by your instructor, you will submit a module design document that details your design and why you made the choices you did. You will also submit a module prototype that illustrates what will be in your training.

Presentation (50 points)

You will conduct a presentation to the class as if you were proposing your training module to the IT organization. Your presentation should include a module map, a complete walk-through of your module, and a project delivery timeline.

Other assignments (60 points)

You will be given various small assignments throughout the semester that include discussion questions, outlines, and peer reviews.

Total: 500 points

Course Policies

Submission of Assignments

All assignments should be submitted via Canvas. Prepare and submit all assignments on time. A 10% penalty will be exacted every day the assignment is late if the absence is unexcused. If your absence is excused, see 'excused absences' statement below.

Attendance Policy

This is an online course, which requires asynchronous class discussion via Canvas to facilitate a sense of community. Canvas will also be used for making course announcements, distributing reading materials, submitting assignments and posting grades. Please visit <https://uk.instructure.com> (Canvas) for course homepage.

Course related communications will occur mainly in Canvas (online discussions, questions and answers, etc.). In addition, all announcements will be posted in Canvas. Students thus are required to check the course shell in Canvas on a regular basis. Failure to receive such announcements cannot be used as an excuse for not being informed. I welcome emails sent to my UKY.EDU email account. Please feel free to email me via [insert email address] if you have any questions or concerns. In ordinary circumstances, it is expected that the instructor will respond within 24 hours during weekdays. Please expect a delay during weekends and holidays.

Excused Absences

Students need to notify the professor of absences prior to class when possible. *Senate Rules 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. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained

through the Ombud (859-257-3737,
http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php.

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

Per *Senate Rule 5.2.4.2*, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The professor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

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 when feasible and in no case more than one week after the absence.

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.

Senate Rules 6.3.1 (see <http://www.uky.edu/Faculty/Senate/> for the current set of *Senate Rules*) 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 a question of plagiarism involving their 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 content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution.

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 or information, the student must carefully acknowledge exactly what, where and how he/she has 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.

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

Accommodations due to disability

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University of Kentucky
School of Information Science (SIS)
ICT 420, Section X
Web Development for the Semantic Web

Instructor:

Office Address:

Email:

Office Phone:

Office Hours:

Virtual Office Hours:

Preferred Method of contact:

Course Description

This course introduces students to web development with the goal of designing a website containing structured and semantic data and that adheres to principles of usability, accessibility, and inclusion. By the end of this course, students will acquire skills at planning, developing, organizing, and managing websites in HTML5 and CSS3 and will develop an understanding of basic design principles and project management.

Student Learning Outcomes:

After completing this course, students will be able to:

- explain and implement standard design principles that account for accessibility, usability, and inclusion for audiences of different types;
- identify basic project management and organize work flows;
- create HTML5 and CSS3 code;
- connect to a web server and upload, organize, and manage project files;
- examine and compose structured and semantic data in web sites.

Required Texts

The following textbook is required:

West, Matt. (2013). *HTML5 foundations*. West Sussex, United Kingdom: John Wiley & Sons, Inc. ISBN 978-1-118-35655-5

Readings: Additional required readings are listed in the Reading List at the end of the syllabus following the tentative course schedule.

Required Software

Atom: <https://atom.io/>. Atom is an open-source cross-platform text editor.

Inkscape: <https://inkscape.org/en/>. Inkscape is an open-source cross-platform vector graphics editor.

FileZilla: <https://filezilla-project.org/>. FileZilla is an open-source cross-platform FTP client, used to transfer files between computers.

Course Activities and Assignments

This course is taught as an online/distance education course via Canvas. Course content will be delivered through online lectures based on slides and demonstration videos. It is expected that students will devote at least four hours per week to reading and studying the materials, six hours per week of coding, and three hours per week to participation.

Discussions: Class discussions constitute 10% of the student's grade. Participation includes 3 graded discussion posts. Each is based on a comprehensive summary of topics, lectures, and readings. Students are expected to complete these discussion posts. Additional non-graded forums will be created to allow students to interact with each other and trouble shoot technical issues. Instructions for discussion will be posted in each forum on Canvas.

Assignments: Class assignments constitute 50% of the student's grade. There are five assignments in this course. Each assignment focuses on a key aspect of site design and development. A full description of each assignment will be posted on Canvas at least three weeks before the due date.

Quizzes: Quizzes constitute 25% of the student's grade. The purpose of the quizzes is to encourage students to study the basic concepts related to site design, HTML, CSS, Microdata, and Usability.

Final Project: The final project constitutes 15% of the grade. For the final project, students will independently develop a website that is different from the test sites they developed throughout the semester. The final project will include a site mock-up, the published site, a usability report, and a peer review component.

Activities	Weight	Due Dates
Discussions	10%	
Assignment 1: Site Mock-up	10%	
Assignment 2: HTML	10%	
Assignment 3: CSS	10%	
Assignment 4: Microdata	10%	
Assignment 5: Usability	10%	
Quiz 1: Site Design	5%	
Quiz 2: HTML	5%	
Quiz 3: CSS	5%	
Quiz 4: Microdata	5%	
Quiz 5: Usability	5%	
Final Project	15%	

Summary Description of Course Assignments

This is a short summary of the course assignments. More complete assignment descriptions will be posted on Canvas on the Assignments page at least three weeks before the due date.

Assignment 1: Site Mock-up. Students will be given three weeks to design a mock-up of a single web page using the vector graphics editor, Inkscape, and the design processes discussed in class. The purpose of this assignment is to encourage students to engage in web development planning and apply industry usability principles. The assignment will be evaluated on usability and layout design.

Assignment 2: HTML. Students will be given three weeks to hand-code a one page website based on their mock-up with emphasis only on the structural components (architecture) of the mock-up using HTML5. The purpose of this assignment is to engage students in the process of implementing their design mock-up and acquire the skills necessary to write valid HTML5. The assignment will be evaluated based on how well formed their code is.

Assignment 3: CSS. Students will be given three weeks to use CSS to style their one page website based on their mock-up and the structural elements used in the previous assignment. The purpose of this assignment is to engage students in the process of implementing their design's layout and acquire the skills necessary to write CSS. The assignment will be evaluated based on how well formed their code is and how well their site matches their mock-up.

Assignment 4: Microdata. Students will be given three weeks to encode elements of their site using the schema.org ontology and HTML5 microdata elements. The purpose of this assignment is to engage students in the process of creating semantic web pages. The assignment will be evaluated on how well formed and complete their semantic markup.

Assignment 5: Usability. Students will be given three weeks to conduct a usability review of a peer's website. The purpose of this assignment is to engage students in the evaluation of the user experience. The assignment will be evaluated on principles related to usability, accessibility, and inclusion.

Final Project: Students will be given three weeks to create a mock-up of a two page website, to create and style that website using HTML5 and CSS, and add encoded data using the schema.org ontology and HTML5 microdata elements. The purpose of this project is to engage students in the entire process of website development. The project will also include a usability report of a peer's final project. The final project will be evaluated using a holistic rubric based on usability, HTML5 and CSS code, and semantic markup with a separate evaluation of the peer review report.

Course Grading

Grading Scale (No rounding)

- 90 – 100% = A
- 80 – 89% = B
- 70 – 79% = C
- 60 – 69% = D
- 0 – 59% = E

Mid-term Grade: Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar: <http://www.uky.edu/registrar/content/academic-calendar>

Final Exam Information: There is no final exam in this course.

Tentative Course Schedule

Week	Dates	Topic
Module 1: Introduction		
1		Introduction to Course
		History of the Internet and the Web
2		Accessibility, Usability, and Inclusion
3		Semantic Markup
4		The Website Development Cycle
Module 2: Creating Web Pages with HTML5		
5		Getting Started with HTML5 and CSS
6		Structuring a Web Page
7		Creating the Page Template
8		Creating the Web Pages
Module 3: Dealing with Data		
9		Working with Forms
10		Enhancing and Validating Web Forms with HTML5
11		Using Microdata, part 1
12		Using Microdata, part 2
13		Using Microdata, part 3
14		Ensuring Accessibility
Module 4: Conclusion		
15		Final Project Presentation

Reading List

Module 1: Introduction

Week 1: Introduction to Course; History of the Internet and the Web

- Leiner, B. M., ... Wolff, S. (n.d.). Brief history of the Internet. *Internet Society*. Retrieved from <http://www.internetsociety.org/internet/what-internet/history-internet/brief-history-internet>
- History of the world wide web. (n.d.). In *Wikipedia*. Retrieved from https://en.wikipedia.org/wiki/History_of_the_World_Wide_Web

Week 2: Accessibility, Usability, and Inclusion

- Accessibility, usability, and inclusion: Related aspects of a web for all. (2016, May 06). Retrieved from <https://www.w3.org/WAI/intro/usable>
- Accessibility basics. (n.d.). Retrieved from <https://www.usability.gov/what-and-why/accessibility.html>

Week 3: Semantic Markup

- HTML5 semantic elements. (2016). Retrieved from http://www.w3schools.com/html/html5_semantic_elements.asp
- HTML5. (2016, June 1). Retrieved from <https://developer.mozilla.org/en-US/docs/Web/Guide/HTML/HTML5>
- Using HTML sections and outlines. (2016, June 10). Retrieved from https://developer.mozilla.org/en-US/docs/Web/Guide/HTML/Using_HTML_sections_and_outlines
- Microdata. (2016, August 22). Retrieved from <https://html.spec.whatwg.org/multipage/microdata.html#microdata>
- Getting started with schema.org using microdata. (n.d.). Retrieved from <https://schema.org/docs/gs.html>
- Organization of schemas. (n.d.). Retrieved from <https://schema.org/docs/schemas.html>

Week 4: The Website Development Cycle

- usability.gov, How to & tools, Retrieved from <https://www.usability.gov/how-to-and-tools/index.html>

Module 2: Creating Web Pages with HTML5

Week 5: Getting Started with HTML5 and CSS

- West, Chapter 1
- Wireframing. (n.d.). Retrieved from <https://www.usability.gov/how-to-and-tools/methods/wireframing.html>
- Lynch, P. J., & Horton, S. (n.d.). Information architecture. In *Web Style Guide* (3rd ed.). Retrieved from <http://webstyleguide.com/wsg3/3-information-architecture/index.html>

- CSS Tutorial, Retrieve from <http://www.w3schools.com/css/default.asp>

Week 6: Structuring a Web Page

- West, Chapter 2
- HTML element reference. (2016, June 12). <https://developer.mozilla.org/en-US/docs/Web/HTML/Element>

Week 7: Creating the Page Template

- West, Chapter 3

Week 8: Creating the Web Pages

- West, Chapter 4

Module 3: Dealing with Data

Week 9: Working with Forms

- West, Chapter 5

Week 10: Enhancing and Validating Web Forms with HTML5

- West, Chapter 6
- West, Chapter 7

Week 11: Using Microdata, Part 1

- West, Chapter 8
- Ronallo, J. (2012). HTML5 microdata and schema.org. *Code4lib*, 16. Retrieved from <http://journal.code4lib.org/articles/6400>

Week 12: Using Microdata, Part 2

- Google, *Introduction to Structured Data*, Retrieved from <https://developers.google.com/search/docs/guides/intro-structured-data>
- Google, *Introduction to Structured Data Type*, Retrieved from <https://developers.google.com/search/docs/data-types/data-type-selector>
- Google, *Providing Structured Data*, Retrieved from https://developers.google.com/custom-search/docs/structured_data

Week 13: Using Microdata, Part 3

- Google, *Structured Data Testing Tool*, Retrieved from <https://search.google.com/structured-data/testing-tool?hl=EN>

Week 14: Ensuring Accessibility

- West, Chapter 9

Module 4: Conclusion

Week 15: Final Project Presentation

Course Policies

Submission of Assignments

All assignments should be submitted via Canvas. Prepare and submit all assignments on time. A 10% penalty will be exacted every day the assignment is late if the absence is unexcused. If your absence is excused, see 'excused absences' statement below.

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Excused Absences

Students need to notify the professor of absences prior to class when possible. *Senate Rules 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. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737, http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php).

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

Per *Senate Rule 5.2.4.2*, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The professor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

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 when feasible and in no case more than one week after the absence.

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.

Senate Rules 6.3.1 (see <http://www.uky.edu/Faculty/Senate/> for the current set of *Senate Rules*) 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 a question of plagiarism involving their 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 content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. 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 or information, the student must carefully acknowledge exactly what, where and how he/she has 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.

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 (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at drc@uky.edu. Their web address is <http://www.uky.edu/DisabilityResourceCenter>.

Military Members and Veterans

We recognize the complexities of being a member of the military community and also a student. If you are a member of the military or a military veteran or dependent, please inform your instructor if you are in need of special accommodations. Drill schedules, calls to active duty, mandatory training exercises, complications with GI Bill disbursement, and other unforeseen military and veteran related developments can complicate your academic life. If you are aware of a complication, we will work with you and put you in contact with university staff members who are trained to assist you. Please contact the Coordinator of the University of Kentucky Veterans Resource Center at (859) 257-1148 for additional assistance. Visit <http://www.uky.edu/veterans> for more available resources.

Civility and Professionalism

Students must learn to meet the standards of professional behavior and treat each other with respect. Critical inquiry is important, but attacking other persons, verbally or otherwise, is not accepted. Students must learn to receive and act on constructive criticism, be reliable and responsible, polite and respectable of others, and focus on producing above quality work.

Technology Information & Resources

Distance Learning 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 allow you to view Adobe Reader documents (.pdf). Microsoft Office and other software products are free for students:

<http://download.uky.edu/>.

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

Library Services & Distance Learning Services

<http://www.uky.edu/Libraries/DLLS>

- Carla Cantagallo, DL Librarian

- Local phone number: (859) 257-0500, ext. 2171; long-distance phone #: (800) 828-0439 (option #6)
- Email: dllservice@email.uky.edu
- DL Interlibrary Loan Service:
http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16

For more resources about online classes and student resources, visit
<http://www.uky.edu/ukonline/>

The School of Information Science has a page with a comprehensive list of technology resources here: <http://ci.uky.edu/sis/students/techtips>

Re: Proposed Track for BA/BS ICT Program (11.0401)--Office of Planning and Institutional Effectiveness Response

Kaufmann, Renee

Mon 9/19/2016 12:14 PM

To: Kaufmann, Renee <renee.kaufmann@uky.edu>;

From: **Alexander-Snow, Mia** <mia.alexander-snow@uky.edu>
Date: Mon, Sep 19, 2016 at 11:37 AM
Subject: Proposed Track for BA/BS ICT Program (11.0401)--Office of Planning and Institutional Effectiveness Response
To: "Kaufmann, Renee" <renee.kaufmann@uky.edu>
Cc: Will Buntin <wbuntinuk@gmail.com>, "Huber, Jeffrey T" <jeffrey.huber@uky.edu>

Dear Renee,

Thank you for submitting the updated SACSCOC Checklist and the Senate Undergraduate Degree Change Form for the proposed program change(s) to the Bachelor program in Information Communication and Technology (CIP 11.0401).

My email will serve 2 purposes: 1.) Next steps for SACSCOC, and 2.) Verification and notification that you have contacted PIE-a Senate requirement for proposal approval.

1. Next steps for SACSCOC: No additional information is required at this time.
2. Verification that PIE has reviewed the proposal: The proposed program change(s) (refer to list below) may move forward in accordance with college and university-level approval processes.

List of Proposed Change(s):

- * Adding a track to the existing program.

Should you have questions or concerns about UK's substantive change policy and its procedures, please do not hesitate contacting me.

Regards,
Mia

Mia Alexander-Snow, PhD
Director, Planning and Institutional Effectiveness
Office of Institutional Effectiveness
UKFCU Building, 1080 Export Street, Suite 180
Phone: 859-257-2873D
Fax: 859-323-3999

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From: Alexander-Snow, Mia
Sent: Friday, September 09, 2016 2:33 PM
To: Kaufmann, Renee <renee.kaufmann@uky.edu>
Cc: Will Buntin <wbuntinuk@gmail.com>; Huber, Jeffrey T <jeffrey.huber@uky.edu>
Subject: Contact with IE--Proposed Track for BA/BS ICT Program (11.0401)

Renee,

Thank you for your call and following-up with me about next steps for adding a track to the Bachelor program in Information Communication and Technology (CIP 11.0401). At this time, all I need is the following:

- * Updated Substantive checklist (refer to attachment)
- * Completed Senate Change form for the proposed "track"

Let me know if you have additional questions or how I can assist.

Thanks for your patience,
Mia

Mia Alexander-Snow, PhD
Director, Planning and Institutional Effectiveness
Office of Institutional Effectiveness
UKFCU Building, 1080 Export Street, Suite 180
Phone: 859-257-2873
Fax: 859-323-3999

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From: Kaufmann, Renee
Sent: Wednesday, September 07, 2016 11:19 AM
To: Alexander-Snow, Mia
Subject: Contact with IE

Good morning, Mia:

Per our meeting (i.e., regarding Information Studies with Will Buntin, you and me), we are moving forward with your suggestion to make Information Studies a track in the Information Communication Technology program. I am working on the change to the undergraduate degree program form and it states that I make contact with Institutional Effectiveness. Are there any other steps that I need to include to accomplish this step?

Thank you for all your input and help. We greatly appreciate it.

Take care,

Renee Kaufmann, Ph.D.

Assistant Professor, School of Information Science

University of Kentucky