

Approval Chart for Curriculum Changes

A = Approve I= Information Item¹ R= Advise & Respond²

Course Number ITC 125 or Degree Plan(s) _____

State the requested change and reason. A memo may be attached if more space is necessary.

We propose the creation of a new introductory level course to study the dynamics of human-computer interaction, examining the design and use of technology in today's world.

Because of the wide permeation of technology in modern society and the rippling cultural effects of this use, we will separately propose the inclusion of this course in the Social Sciences menu of the university requirement courses.

Supporting documents are included.

Circle the number that corresponds to the requested change. Degree plan changes are on the second page.

		COUNCIL ³						
		President	Provost	GRAD	UUAC	UGEC	TEC	Deans
Change to a Course		College Academic	Dept./School					
1.	Title (description unchanged)	A	A	A	I			
2.	Description (not affecting content)	A	A	A	I			
3.	Course term(s)	A	I	A	I			
4.	Content (substantive change)	A	A	A	I			
5.	Number of hours (lecture, lab, contact)	A	A	A	A			
6.	Course number within the hundred	A	A	I	I			
7.	Course number beyond the hundred	A	A	A	A			
8.	Prerequisites	A	A	A	I			
9.	Course fee(s)	A	--	A	--			
10.	From U to G or G to U	A	A	A	A			
11.	Cross list with another department: U or G level	A	A	A	A			
12.	Department of record	A	A	A	A			
13.	Open or close a course	A	A	A	A			
14.	New course — See website for application and process. This change includes combining or splitting a course(s).	A	A	A	A			

Note: When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

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		COUNCIL ³										
	Change to a Degree Plan	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	Faculty	President	Board of Trustees
1.	University Requirements — Change in approved course content ⁶	A	A	A	A				A	--	A	--
2.	University Requirements — Add or drop a required course from the University Requirements chart ⁶	A	A	A	A				A	A	A	--
3.	University Requirements — Add or drop a course from a menu within the University Requirements ⁶	A	--	--	A				A	--	A	--
4.	University Requirements — Change hours within a menu on the University Requirements chart ⁶	A	A	A	A				A	A	A	--
5.	Major — Revision of major ^{4,5}	A	A	A	A				A	--	A	--
6.	Major — Adopt or change admission requirements	A	A	A	A				A	--	A	--
7.	Major — Add ^{4,5}	A	A	A	A				A	A	A	I
8.	Major – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
9.	Major – Discontinue (proposed by the Provost)	See below.										
10.	GPA — Revise major or cumulative requirement	A	A	A	A				A	A	A	--
11.	Minor — Revise course selection	A	A	A	I				I	--	I	--
12.	Minor — Add	A	A	A	A				A	--	A	--
13.	Minor – Discontinue (proposed by the department or college)	A	A	A	A				A	--	A	--
14.	Minor – Discontinue (proposed by the Provost)	See below.										
15.	Degree — Add	A	A	A	A				A	A	A	I
16.	Degree – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
17.	Degree – Discontinue (proposed by the Provost)	See below.										
18.	Any change to a graduate degree program	A	A	A	A				A	--	A	--

COUNCIL ³										
	Provost-Proposed Change	Provost	Department	Dean	TEC	UUAC	Graduate	Faculty	President	Board of Trustees
1.	Major/Graduate Program – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I
2.	Minor – Discontinue (proposed by the Provost)	A	R	R	A			--	A	--
3.	Degree – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I

Approval Chart for Curriculum Changes

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COUNCIL³

	Change to the Catalog Information	Dept./School	College Academic	Deans	UGEC	UUAC	GRAD	Provost	Faculty	President
1.	General requirements for graduation including course requirements that are common to all majors for all degrees ⁷	--	--	--		A		A	A	A
2.	Admission requirements	--	--	--		A		A	A	A
3.	Policies governing academic probation and suspension	--	--	--		A		A	A	A
4.	Requirements for graduating with honors	--	--	--		A		A	A	A

¹ Councils may request additional information about “Information” items. These items are approved as “Consent Agenda.”

² The Dean and Department should respond to the Provost’s recommendation to close a program in writing. Advise & Respond (R) requires that the voting body should receive the written responses at least one week prior to the vote.

³ All courses that meet University Requirements for general education must go through UGEC. Courses or degrees offered only to students seeking teacher certification must go through the Teacher Education Council. All undergraduate changes must go before the UUAC. All graduate degree plan changes must go through the Graduate Council.

⁴ A minimum of 30 hours is required for a major. A maximum is specified for each degree (e.g., BA, BS). The university minimum for elective hours is 6, unless the requirements of external accrediting bodies make it impossible.

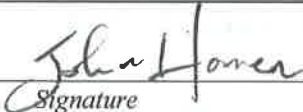
⁵ Program or course changes that apply to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

⁶ Courses that satisfy ACU’s University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and “not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession” (SACS 2.7.3). Departments may request exceptions to the first three criteria.

⁷ The UUAC approved the clarification that “general requirements for graduation” means the enumerated items in the “General Requirements for Bachelor’s Degrees” section of the catalog.

Revised 8-26-19

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
 Signature	11.14.19 Approval date
_____ Signature	_____ Approval date

College Academic Council(s)	
 Signature	11/14/19 Approval date
_____ Signature	_____ Approval date

Dean(s)	
 Signature	11/15/19 Approval date
_____ Signature	_____ Approval date

Teacher Education Council	
_____ Chair's signature	_____ Approval date

General Education Council	
_____ Chair's signature	_____ Approval date

Undergraduate Academic Council	
_____ Chair's signature	_____ Approval date

Graduate Council	
_____ Chair's signature	_____ Approval date

Provost	
_____ Signature	_____ Approval date

Faculty	
_____ Chair of faculty senate	_____ Approval date

President	
_____ Signature	_____ Approval date

Application for a New Course v10.7

Discard instructional pages A-C before submitting application

Course ID (<i>Subject and Number</i>)	ITC 125
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I. Systems and Catalog Information Complete each item.

1	Course Developer	James Prather
2	Course Instructor	James Prather
3	Course Title	Introduction to Human-Computer Interaction
4	Course Abbreviation for Banner if title is more than 30 characters	Intro to Human-Comp. Interaction
5	College	College of Business Administration
6	Department or School	School of Information Technology & Computing
7	Number of Credit Hours	3
8a.	Number of contact hours – lecture	45
8b.	Number of contact hours – lab/activity	
9	Is the course for a fixed or variable number of credit hours?	Fixed
10	Explanation for variable credit	
11	Is the course repeatable for additional credit?	No
12	Maximum total number of credit hours a student can earn for this course	3
13	What type of course is this? (Select one option. Please see Schedule Type definitions on Page C.)	☒ Traditional lecture ☐ Traditional lab ☐ Traditional lecture/lab ☐ Experiential Learning ☐ Seminar ☐ Studio ☐ Thesis ☐ Dissertation
14	Number of faculty workload hours	3

15	Grade Mode	☒ Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	75
17	Catalog Description (50 words or less)	An introduction to human behavior and interaction with technology and our digital environment. Students study how behavioral factors such as cognition, memory, language, perception, personality, and emotion can impact the design of and interaction with our digital world.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	No prerequisites
19	List any corequisites (these <i>must</i> be taken at the same time; note that a single requirement cannot be both a prerequisite <i>and</i> a corequisite)	No co-requisites
20	If the course is cross-listed, specify the Course ID(s)	N/A
21	Does this course require any additional student course fees?	☒ No ☐ Yes If yes, attach a completed "Request to Add or Change Course Fees" form. Describe in section IV-8.
22a	Will the course be offered in fall terms?	☐ No ☒ Yes If yes: all, even, or odd years? All
22b	Will the course be offered in spring terms?	☒ No ☐ Yes If yes: all, even, or odd years?
22c	Will the course be offered in summer terms?	☒ No ☐ Yes If yes: all, even, or odd years?
23	First semester this course will be offered under new Course ID. <i>May not be earlier than the coming fall semester.</i>	Fall 2020
24	Is this course required for a degree/s?	☐ No ☒ Yes If yes, attach a revised degree plan(s) reflecting the placement of the new course.

25	Should the addition of this course be retroactively applied to the degree plan it supports? <i>This is rare, and rationale should explain compelling extenuating circumstances.</i>	☒ No ☐ Yes If yes, provide rationale:
26	Has this course been offered as a Special Topics course? <i>New courses are not required to be taught as Special Topics courses prior to approval.</i>	☒ No ☐ Yes If yes, provide course ID, term, and enrollment:
27	List any courses in which the content overlaps the proposed course. (Course ID and Name) <i>Attach a statement from the instructor/dept chair of the existing course justifying the new offering in Section IV-D.</i>	CS 330 Human-Computer Interaction See attached memo from SITC Director, John Homer.

II. Curriculum

- A. Explain effect on degree plans. If the addition of the course alters degree requirements, submit a separate Approval Chart for Curriculum Change to update the degree plan.

We believe that a basic understand of how people interact with technology is important for all SITC majors and this class will be immediately included in one of our degree plans (DET) and will soon be included in all of our degree plans. For most of our degree plans, where relevant, ITC 125 will replace CS 330 as the required HCI course. CS 330 will add ITC 125 as a prerequisite and will be modified in scope to build on the content presented in this new course (ITC 125) allowing a greater depth in that upper-level course.

- B. Justify the addition of this course to the current curriculum, explaining the gap it meets.

Our existing HCI course (CS 330) regularly attracts other majors (e.g. art and design, journalism, psychology) and has been cross-listed with Marketing as a special topics course. The content has a broad appeal and application across multiple disciplines: computer science, digital entertainment technology, marketing, art and design, journalism, sociology, and psychology. HCI intersects each of these disciplines because it looks at human factors in the design and use of technology and therefore has broad appeal. We believe a new lower-level HCI course, which we are also applying to have added to the general education curriculum in the Social Sciences menu, would better meet the needs of our multi-disciplinary audience by making it easier to fit into their degree requirements.

III. Course Design

A. Audience and Course Goal

1. Describe the intended audience, including prerequisite skills.

The course is geared toward a general audience and can be taken at any level.

2. State the overarching course goal(s) in performance terms.

For students to receive a broad introduction to the discipline of human-computer interaction and be able to carry out rudimentary tasks in the discipline, such as design evaluation and rapid prototyping.

B. Student Learning Outcomes and Measurements

	Student Learning Outcome	Measurement
1	Recall and define core terminology from the discipline, as presented in class lectures and from reading assignments from the textbook.	Quizzes and exams.
2	Recognize and discuss the application of core HCI principles through participation in user testing.	After participating in user testing sessions with students taking CS 330 Human-Computer Interaction, students will reflect on their experiences and the application of course content.
3	Be able to identify where design fails to consider human behavior and describe causes using core HCI terminology.	In-class "bad design" discussions and presentations.
4	Apply concepts learned in class through hands-on practice to work through ideation, prototyping, and testing.	On-site Maker Lab in-class assignments.
5		

3. Text and Resources

Give the full publication information of the textbook/s and other required resources and outside readings.

For **combined undergraduate/graduate** courses, make two lists:

- A. full publication information; label **Undergraduate**.
- B. full publication information; label **Graduate**.

Textbook:

- 1) Norman, Kent. L. *Cyberpsychology: An Introduction to Human-Computer Interaction* (2nd Edition)
 - a. **ISBN-10:** 1107500559
 - b. **ISBN-13:** 978-1107500556

IV. Supporting Documentation

Required of all applications	
1	Approval Chart for Curriculum Changes
2	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
3	Instructional Design — The syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center letter.
4	Library — Submit new course application and syllabus to the Library dean's office. Attach the Library's memo.
Attach if applicable	
5	Content Overlap — Include one document for each course you listed in Section I-27. Attach statement from instructor/dept chair of existing course justifying the new offering.
6	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location/s.
7	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
8	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
9	Justification — Attach any documents to which you refer in Section II-B.

ITC 125 – INTRODUCTION TO HUMAN-COMPUTER INTERACTION

3 CREDIT HOURS

MWF 10:00 – 10:50 AM

DR. JAMES PRATHER, FALL 2020



Instructor: James Prather
Phone: 325-674-2493
Email: jrp09a@acu.edu

Office: Mabee Business Building 258
Office Hours: MTWR 9:00 – 12:00

The mission of Abilene Christian University is to educate students for Christian service and leadership throughout the world. We achieve our mission by providing a supportive, welcoming, Christ-centered community in which we foster academic excellence through innovative education, real-world learning opportunities, and faculty-guided research.

The mission of the College of Business Administration is to educate business and technology professionals for Christian service and leadership throughout the world.

The mission of the School of Information Technology and Computing is to provide students with the *highest quality education* possible in the ever-changing high-tech arena, and to establish within them a *foundation of faith* from which they can lead and serve in world-changing ways.

Course Description

Serving as a broad introduction to the field of Human-Computer Interaction, this course will expose students to a theoretical foundation for human factors in technology design and development, train them to evaluate and analyze design elements in technology, learn how to conduct user testing and observation, and allow them to rapidly create and test their designs. Students will learn key insights from the fields of psychology, neuroscience, sociology, and design and apply those insights to the field of technology and computing.

Intended Audience

This course is intended for any student on campus, specifically focusing on freshmen and sophomores as part of the General Education requirements of the university within the Social Sciences menu.

Course Outcomes

Students who complete this course will have demonstrated the following student learning outcomes:

- Recall material from in-class lectures and reading assignments regarding the basic theoretical foundation of human-computer interaction.
- Apply course material to explain how and why both physical and digital objects are poorly designed and how they could be changed to better reflect human-centered design.
- Learn how to ideate, design, create, and test rapid prototypes.
- Understand the empirical process of user testing and how it impacts technology design and development.
- Learn how good design can help people, including accessibility for disabled people, and how our Christian faith informs this aspect of the discipline.

Course Competencies

	Competency	Measurement
1	Students will be able to recall and define core terminology from the discipline. This information will be presented in class lectures and from	Quizzes and exams.

	reading assignments from the textbook.	
2	Recognize and discuss the application of core HCI principles through participation in user testing.	After participating in user testing sessions with students taking CS 330 Human-Computer Interaction, students will reflect on their experiences and the application of course content.
3	Be able to identify where design fails to consider human behavior and describe causes using core HCI terminology.	In-class “bad design” discussions and presentations.
4	Apply concepts learned in class through hands-on practice to work through ideation, prototyping, and testing.	On-site Maker Lab in-class assignments.

Text

Norman, Kent (2017). *Cyberpsychology: An Introduction to Human-Computer Interaction (2nd Edition)*

Prerequisites

None

Format

Class will mainly consist of lecture, discussion, small group activities, and trips to the ACU Maker Lab in the Brown Library.

Grading

Component	Weight
Reading Quizzes	10%
Participation/Attendance	10%
Maker Lab Rapid Prototypes	20%
Bad Design Presentations	15%
User Testing Participation	10%
Midterm Exam	15%
Final Exam	20%

Quizzes

Reading will be assigned on a weekly basis from the textbook. Quiz questions will come directly from the textbook, so reading should be sufficient to do well. Quizzes will occur every Monday at the beginning of class.

Participation

You are expected to come to class and be ready to engage with the material. Merely being present in class is not considered participation. Participation includes a 1-minute essay after each lecture (Mondays) quickly recapping what you learned that day. As long as students participate in good faith, the 1-minute essay is a completion grade. Participation also includes peer discussions during class.

Peer Discussions

After each lecture, students will take a few minutes to discuss what they learned with those sitting around them. In your group discussions, answer the following:

1. What is the most interesting thing you learned today?
2. What is an example of today's lecture applied to technology you regularly use?

Maker Lab Rapid Prototypes

There will be four trips to the Maker Lab taken as a class. During each of these four trips, you will be challenged to follow the human-centered design process to rapidly create a prototype in just thirty minutes. The class will then discuss these prototypes, their functionality, and ways to improve them if there was to be a second iteration.

Bad Design Presentations

Once per week, each student will work in groups with the people sitting nearby in the classroom to discuss and evaluate a particular piece of technology, as assigned by the professors, and describe its design failings in human factors terminology. Each group will then quickly present to the entire class their findings.

User Testing Participation

Students in CS 330 Human-Computer Interaction are required to create an app and conduct user testing. The students in ITC 125 will be randomly assigned to an upper-level student to serve as their user testing pool. In this way, ITC 125 students are not required to conduct user testing but are exposed to it through participation. All students will gain a better understanding of how user testing works and the benefits it provides to the design and creation of new technology. As a secondary, added benefit, those students who continue on to take CS 330 will then have a better understanding of user testing from the other side of the table. While it is optimal to run ITC 125 and CS 330 in parallel, this is not required to complete this assignment as the professor can simulate this in other ways. After participating in user testing, students will write a 1 page report on their experiences.

Midterm and Final Exams

Two exams will be given during the semester to assess comprehension of topics discussed in lectures and in reading assignments. This will consist of a mixture of questions from weekly quizzes plus new questions directly from the lectures.

Academic Integrity:

Students are expected to abide by the University's policies and principles of academic integrity - <http://www.acu.edu/community/cas/departments-schools/jmc/jmc-resources/academic-integrity-policy.html>

In accordance with this policy, it is expected that any work you submit, as partial or full solution to any homework assignment or exam question, will be work begun and completed by yourself. Any answer or other materials copied at any point from another source is plagiarism and a violation of the academic integrity policy. Similarly, it is expected that you will not provide or make available any work you have done to another student; this, too, is a violation of the academic integrity policy.

A first violation of the policy will result in a zero for the assignment and a 10% reduction of the overall course grade, essentially a one-letter drop in the final grade. A second violation will result in an overall grade of 'F' for the course and a report submitted to the Dean of Students.

Attendance Policy:

I encourage you to be in attendance for every class session. During these times we will discuss issues and examples relevant to current material in the course. Attendance will be recorded and you may miss six (6) classes before your grade drops by one letter grade. Each subsequent absence after these six (6)

will result in a 2% drop to your overall grade. A total of 9 unexcused absences will potentially result in being dropped from the course with a WF. Excused absences are: illness (with doctor's note), death of family, or some other extenuating circumstance. Athletes may be excused when missing a class due to a game or practice, but only if the instructor has been notified prior to that class period.

Students with Disabilities:

Abilene Christian University is committed to providing a learning atmosphere that reasonably accommodates qualified persons with disabilities. If you feel you have a disability that may impair your capacity to successfully complete this course, please contact Student Disability Services (674-2750) in the Learning Enhancement Center. Student Disability Services assists students with disabilities in obtaining appropriate academic accommodations.

Title IX Policy:

At ACU, we strive to comply with all applicable legal requirements prohibiting, preventing, and responding to sexual misconduct against any member of the ACU community. Moreover, as a Christian community, ACU has committed itself, unequivocally, to ensuring a working and learning environment in which the dignity of every individual is respected.

Our Title IX – Sexual Misconduct Policy outlines specific definitions and procedures related **sexual harassment, sexual exploitation, sexual assault, stalking, and relationship violence**. If you experience sexual misconduct in any of these forms, we encourage you to **report it** so that we can help maintain a work and academic environment free of unlawful behavior. You can report it by going here:

<https://www.acu.edu/community/offices/hr-finance/hr/title-ix/file-report.html>

ITC 125: Introduction to Human-Computer Interaction
Fall 2020
(this calendar may be modified by the professor as necessary)

Week	Day	Class Topic	Assignment Due
1	M	Intro: What is Usability?, Syllabus	
	W	Lecture: Affordances, peer discussions	1-minute essay
	F	Chapter 1 Quiz – Introduction Chapter 1 class discussion, short video	Quiz
2	M	Lecture: Signifiers, peer discussions	1-minute essay
	W	Bad Design Discussions	
	F	Chapter 2 Quiz – Biological and Technological Chapter 2 class discussion, short video	Quiz
3	M	Lecture: Mappings, peer discussions	1-minute essay
	W	Maker Lab Rapid Prototyping 1	
	F	Chapter 5 Quiz – Motor Interfaces: Input & Output Chapter 5 class discussion, short video	Quiz
4	M	Lecture: Constraints, peer discussions	1-minute essay
	W	Bad Design Discussions	
	F	Chapter 6 Quiz – Virtual Environments Chapter 6 class discussion, short video	Quiz
5	M	Lecture: Memory, peer discussions	1-minute essay
	W	Bad Design Discussions	
	F	Chapter 7 Quiz – Learning and Memory Chapter 7 class discussion, short video	Quiz
6	M	Lecture: Conceptual Models, peer discussions	1-minute essay
	W	Maker Lab Rapid Prototyping 2	
	F	Chapter 8 Quiz – Thinking and Problem Solving Chapter 8 class discussion, short video	Quiz
7	M	Lecture: Attention, peer discussions	1-minute essay
	W	Mid-term exam	Mid-term exam
	F	Chapter 10 Quiz – People, Performance, Personality Chapter 10 class discussion, short video	Quiz
8	M	Lecture: Emotion, peer discussions	1-minute essay
	W	Bad Design Discussions	
	F	Chapter 11 Quiz – Motivation and Emotion Chapter 11 class discussion, short video	Quiz
9	M	Lecture: Vision Part 1: Color, peer discussions	1-minute essay

	W	Bad Design Discussions	
	F	Chapter 12 Quiz – Social Media Chapter 12 class discussion, short video	Quiz
10	M	Lecture: Vision Part 2: Reading, peer discussions	1-minute essay
	W	Maker Lab Rapid Prototyping 3	
	F	Chapter 13 Quiz – Cyberpathologies and Cybertherapies Chapter 13 class discussion, short video	Quiz
11	M	Lecture: Vision Part 3: Feedback & Discoverability, peer discussions	1-minute essay
	W	Bad Design Discussions	
	F	Chapter 14 Quiz – Automation and Artificial Intelligence Chapter 14 class discussion, short video	Quiz
12	M	Lecture: Vision Part 4: Gaze & Gestalt Theory, peer discussions	1-minute essay
	W	Bad Design Discussions	
	F	Chapter 15 Quiz – Assistive Technologies Chapter 15 class discussion, short video	Quiz
13	M	Lecture: Touch: Intro, peer discussions	1-minute essay
	W	Maker Lab Rapid Prototyping 4	
	F	Chapter 16 Quiz – Video Games and Entertainment Chapter 16 class discussion, short video	Quiz
14	M	Lecture: Hearing, peer discussions	1-minute essay
	W	No class – Thanksgiving Break	
	F		
15	M	Lecture: Bringing it all together/wrap-up, peer discussions	1-minute essay
	W	Bad Design Discussions	
	F	Review for final exam	Report on experience participating in user testing
16		Final exam	

January 31, 2019

Dr. James Prather
Jrp09a@acu.edu

Professor Rich Tanner
rwt07a@acu.edu

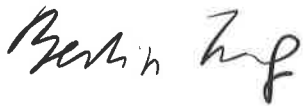
Re: Review of ITC125

Dear Dr. Prather and Professor

Thank you for submitting ITC125: Introduction to Human-Computer Interaction. I have reviewed it based on the ACU Syllabus Guidelines and found the syllabus to be meeting the requirements, except a few items that you might want to add. Could you please review the attached checklist and consider adding them? However there is no need to return the revised syllabus to the Adams Center for further review. Overall, I found the syllabus to be very comprehensive in content and very professional in format.

Please note that the Adams Center review is used as a reference. It should not be considered as approval of the syllabus. Members of the appropriate Academic Council may have suggestions of their own.

If you have any questions, please feel free to let me know. Please also let the instructional design team know if we can be of any help in the design and facilitation of this course.



Director of Instructional Design,
Adams Center for Teaching and Learning

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: November 15, 2019
TO: Dr. James Prather
FROM: Mark McCallon, Associate Dean for Library Services
RE: Course Application for ITC 125 – Introduction to Human-Computer Interaction

After reviewing the course proposal, the library is able to support the proposed course. Thank you for allowing us to review the course proposal.

SCHOOL OF INFORMATION TECHNOLOGY AND COMPUTING

M E M O R A N D U M

DATE: November 15, 2019
FROM: John Homer, Director for SITC
RE: New Course Proposal for ITC 125

The proposed course, ITC 125 – Introduction to Human-Computer Interaction – will make available students an introduction to core design principles for technology that we all use on a daily basis and the growing field of UI/UX (user interface / user experience) and build student experience in creation and evaluation of their own designs.

We propose to create this course and simultaneously add it to the Social Sciences menu in the University Requirements listing. We have already seen some students from different majors enroll in our current CS 330 (Human Computer Interaction) course, even where it does not fulfill major requirements. If this new lower-level course can be applied to already-required hours within any degree plan, we expect to see enrollment from a broad selection of majors across campus.

Part of the content now included in CS 330 can be moved into this introductory class, supplemented with a broader introduction to the human behavioral factors that drive design choices. Building on this foundation (and requiring it as a prerequisite), the scope of CS 330 can expand to provide students in that upper-level course with more applications and experiential learning.

Student Learning Outcomes and Measurements for CS 330, assuming ITC 125 is approved and added as prerequisite

	Student Learning Outcome	Measurement	How expanding on ITC 125
1	Recall and define core terminology from the discipline, as presented in class lectures and from reading assignments from the textbook.	Quizzes and exams.	Lecture content in ITC 125 focuses on basic and core concepts. In CS 330, lectures cover advanced topics or deeper into a specific topic we covered in ITC 125, consisting of more theory and research from major journals and conferences.
2	Be able to identify where design fails to consider human behavior, describe causes using core HCI terminology, and propose a solution rooted in HCI theory.	In-class “bad design” discussions and presentations of items identified by each student	Students in ITC 125 have already practiced identifying bad design. In CS 330, students must find their own items to discuss and are asked to propose solutions to the design problems they raise.
3	Practice user testing fundamentals.	A series of assignments to introduce user observation and analysis of user behavior through self-observation, observation of others, and creation of a model for expected behavior.	In ITC 125, students learned about user testing by being a test participant. In CS 330 they expand on this experience to understand how to conduct their own user test and what concerns they should be watching for.
4	Be able to design an application, plan successive rounds of user testing, and collect the data from it.	Month-long end-of-semester app design project, refined through insights from user testing (using ITC 125 students as a user testing pool).	Building on everything they have learned in both ITC 125 and CS 330, students are finally ready to create and design their own application. Using ITC 125 students as participants brings the two courses full-circle.