

Web Site Design and Development

PLAR Candidate Guide

Prior Learning Assessment and
Recognition (PLAR)



Tomorrow
in the making.

Copyright

Saskatchewan Polytechnic

No part of the work(s) contained herein may be reproduced or copied in any form or by any means – graphic, electronic, or mechanical, including photocopying, recording, taping of information and retrieval systems – without written consent of Saskatchewan Polytechnic.

The Web Site Design and Development applied certificate program is dedicated to removing barriers and broadening the access to programs at Saskatchewan Polytechnic. We believe that adults acquire knowledge and skills through life and work experience that may align with courses within our programs.

Developed by program	June 2004			
Revised	June 2005			
Web ready – PLAR office	November 2005	January 2007	March 2013	
Revised template by RPL program	September 2012	February 2015		

Table of contents

Why consider a PLAR assessment?	4
What are the PLAR options?.....	4
Option A: Individual course challenge.....	4
Fees:.....	4
How many courses can be challenged through PLAR?	4
Which courses are PLAR-ready?	5
Is PLAR available at any time of the year?.....	5
Is it easier to challenge a course through PLAR or take the course?	5
Methods of assessing prior learning	6
If I live out of town, do I have to travel to a main campus to do PLAR?	6
What if I have a disability & need equity accommodations?	6
Are there other methods to gain Saskatchewan Polytechnic course credits for prior learning? ...	6
Contact us.....	7
The PLAR process	8
Guiding principles for developing a PLAR evidence file.....	9
Types of evidence	9
How long will it take to prepare evidence for PLAR?	10
Steps to complete a self-audit	10
Self-audit guide(s)	11
MULT 120 – Web Authoring	11
MULT 125 – Introduction to Flash	17
GRPH 100 – Graphic Elements	24
DSGN 101 – Design Principles.....	29
MULT 124 – Intermediate HTML	31
MULT 126 – Web Development Essentials.....	36

Why consider a PLAR assessment?

PLAR refers to the combination of flexible ways of evaluating people's lifelong learning, both formal and informal against a set of established standards. You can receive academic credit for your relevant lifelong learning. The Web Site Design and Development certificate program recognizes prior learning in a number of ways.

We recognize:

- Previous formal learning from an accredited training institution through transfer of credit.
- Previous informal learning or experiential learning through a comprehensive prior learning and recognition process.

What are the PLAR options?

To be eligible for PLAR, an applicant must first register or already be registered as a Saskatchewan Polytechnic student.

Option A: Individual course challenge

If you have recent (within the last 2-4 years) successful experience in the new media field, and have learned the skills and knowledge for **one or more** of the Web Site Design and Development courses, you may apply to be assessed for each applicable course.

Fees:

- There will be a charge for each individual course assessment.
- For a listing of the specific PLAR fees, check the [PLAR database](#) or call Saskatchewan Polytechnic and ask to speak to the PLAR advisor/counsellor assigned to the Web Site Design and Development applied certificate program at: 1-866-467-4278.

How many courses can be challenged through PLAR in the Web Site Design and Development program?

Currently we have 6 out of 10 applied certificate courses with PLAR challenges available. There is no limit. You may challenge as many of these courses as you are able to prove prior skills and knowledge through assessment.

Which courses are PLAR-ready?

Web Site Design and Development Applied Certificate			
COURSE CODE	COURSE NAME	PLAR Challenge(s) available through program	PLAR Challenge(s) not available
DSGN 101	Design Principles	✓	
DSGN 103	Web Page Design Principles		X
GRPH 100	Graphic Elements	✓	
MULT 114	Introduction to JavaScript		X
MULT 120	Web Authoring	✓	
MULT 124	Intermediate HTML (Elective)	✓	
MULT 125	Introduction to Flash	✓	
MULT 126	Web Developer Essentials	✓	
MULT 127	Intermediate Flash		X
MULT 128	Advanced HTML		X

Note: Some courses common to multiple programs at Saskatchewan Polytechnic (i.e. computers, communications, math, and sciences) are managed by associated studies faculty. To see if these shared courses in your program are PLAR-ready, visit the [PLAR homepage](#) for links to Candidate Guides for Associated Studies/Communications and for Standardized Computers.

For assistance call Saskatchewan Polytechnic and ask to speak to the PLAR advisor/counsellor assigned to the Web Site Design and Development certificate program at: 1-866-467-4278.

Is PLAR available at any time of the year?

PLAR challenges are currently being offered on an ongoing basis.

Is it *easier* to challenge a course through PLAR or take the course?

Neither is easier. By using PLAR you may reduce the repetition of studying information that you already know. The PLAR process allows you to demonstrate knowledge you already have.

PLAR is not an easy way to certification, rather a “different” way to obtain certification. Your personal level of skill and experience will dictate which courses you choose to challenge. The self-audit section found later in this guide will help you decide if you have a good match of skill and knowledge for a specific course.

Methods of assessing prior learning

Assessment methods measure an individual's learning against course learning outcomes. The assessment methods listed below are the ones most commonly used, but other forms of flexible assessment may be considered. These assessments may include one or a combination of the following assessment tools:

- product validation & assessment
- challenge exam
- standardized tests
- performance evaluations (including skill demonstrations, role plays, clinical applications, case studies)
- interviews and oral exams
- equivalency (evaluations of learning from non-credit training providers)
- evidence or personal documentation files (providing evidence of learning from life and work experiences and accomplishments)

If I live out of town, do I have to travel to a main campus to do PLAR?

There will be times that you will need to meet with the program on campus. However, we will try to keep travel to a minimum.

What if I have a disability & need equity accommodations?

At Saskatchewan Polytechnic, we understand that sometimes services must be provided to students in a variety of ways to achieve the goals of fair representation. Therefore, the range of services provided for Education Equity students is as diverse as the needs of those students. We strive for equity (not uniformity) and provide varied services for students with differing needs. If more information is required, please contact a Saskatchewan Polytechnic counsellor at a campus closest to you or refer to the Saskatchewan Polytechnic website: [Saskatchewan Polytechnic – Counselling Services](#).

Are there other methods to gain Saskatchewan Polytechnic course credits for prior learning?

Transfer Credit

Yes, Saskatchewan Polytechnic will grant credit for previous training that is similar in content, objectives, and evaluation standards to Saskatchewan Polytechnic training. Transfer of credit is different from the PLAR process. Transfer Credit guidelines may be found at: <http://saskpolytech.ca/admissions/resources/transfer-credit.aspx>

It is the student's responsibility to check with [Registration Services](#) for specific campus procedures on this policy. For specific information and guidelines regarding transfer of credit, contact a [Saskatchewan Polytechnic educational counsellor](#).

Equivalency Credit

Equivalency credit refers to the application of credit you may have earned in a previously taken Saskatchewan Polytechnic course to your current Saskatchewan Polytechnic course. Apply at registration services for *equivalency credit*. This process should also be completed prior to your PLAR challenge. If these credits cannot be used for *equivalency credit*, you may use these accredited courses as part of your evidence for your PLAR challenge.

Contact us

If more information is required, please contact a designated PLAR counsellor at a campus closest to you.

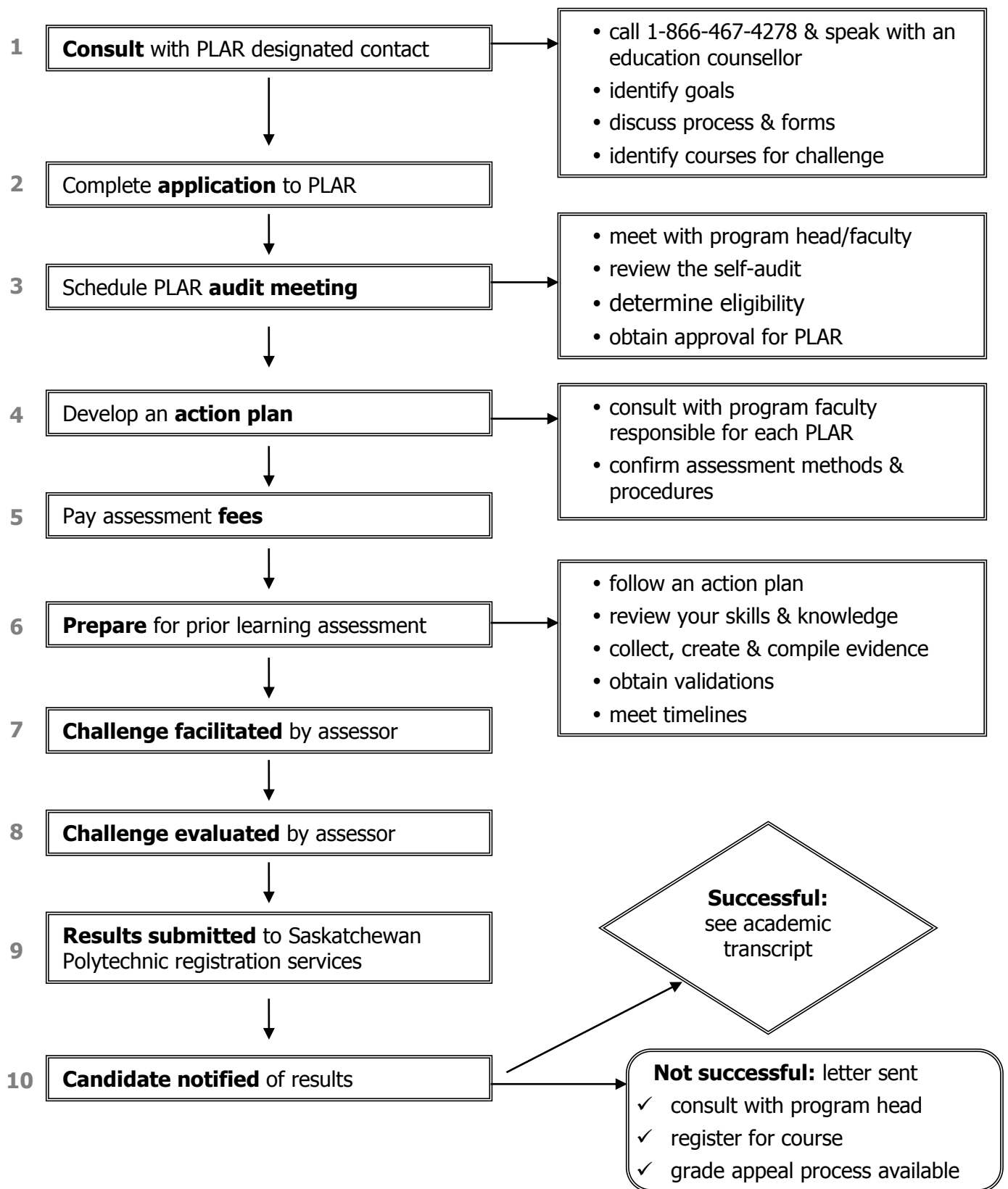
Saskatchewan Polytechnic in Moose Jaw
Counselling Services, Room 2.203
306-691-8311 or 306-691-8310
pallisercounselling@saskpolytech.ca

Saskatchewan Polytechnic in Prince Albert
Counselling Services, Room F203 (Technical Centre)
306-765-1611
woodlandcounselling@saskpolytech.ca

Saskatchewan Polytechnic in Regina
Counselling Services, Room 228
306-775-7436
wascanacounselling@saskpolytech.ca

Saskatchewan Polytechnic in Saskatoon
Counselling Services, Room 114
306-659-4050
kelseycounselling@saskpolytech.ca

Prior Learning Assessment and Recognition process



Guiding principles for developing a PLAR evidence file

1. As you begin the PLAR process you will be advised if any evidence is required. This will be identified in your [action plan](#). Check with the PLAR designated contact **before** you begin to gather evidence.
2. Evidence must be valid and relevant. Your evidence must match the learning outcomes identified for each course.
 - It is your responsibility to create, collect and compile relevant evidence – if required.
3. Learning must be current within the last 2-4 years.
4. The evidence should demonstrate the skills and knowledge from your experiences.
5. The learning must have both a theoretical and practical component.

Types of evidence

There are three types of evidence used to support your PLAR request:

1. Direct evidence – what you can demonstrate for yourself.
2. Indirect evidence – what others say or observe about you.
3. Self-evidence – what you say about your knowledge and experience.

Ensure that you provide full evidence to your PLAR faculty assessor so that your prior learning application is assessed appropriately. Well organized, easy to track evidence will also ensure that none of the evidence is missed or assessed incorrectly.

Here are some examples of evidence that you may be requested to submit as part of your evidence file (if required):

- demo reel
- portfolio materials (audio, video, CD, DVD, website, animation, graphics, presentation materials, etc.)
- experience (activity) outlines
- statement of intent
- workplace validations
- work samples
- software experience list (beginner/intermediate/advanced)

All documents that are submitted to Saskatchewan Polytechnic may be returned to the student after the final results have been given and the grade appeal deadline of seven days has passed. A copy of transcripts and certificates may be included in your evidence file, but be prepared to show original documents at the PLAR audit meeting for validation.

How long will it take to prepare evidence for PLAR?

Since the requirements are different for each course, and each candidate has different experiences, the amount of time it takes to prepare your evidence will vary.

Steps to complete a self-audit

1. Read through the levels of competence as listed below.

Mastery: I am able to demonstrate the learning outcome well enough to teach it to someone else.

Competent: I can work independently to apply the learning outcome.

Functional: I need some assistance in using the outcome.

Learning: I am developing skills and knowledge for this area.

None: I have no experience with the outcome.

Learning outcomes

For each learning outcome listed, please self-evaluate your competency levels and record in the appropriate column for each self-audit.

2. Take a few minutes and read through the following self-audit for each course you are interested in as a PLAR candidate.
3. Check your level of competence as you read through each of the learning outcomes for each course. The information will help you in your decision to continue with your PLAR application.
4. In order to be successful in a PLAR assessment, your abilities must be at the competent or mastery level for the majority of the learning outcomes. Some things to consider when determining your level of competence are:
 - How do I currently use this outcome?
 - What previous training have I had in this outcome: workshops, courses, on-the-job?
 - What personal development or volunteer experience do I have in this area?

Be prepared to explain the reason you chose this level if asked by an assessor.

5. Bring the completed self-audit to a consultation meeting with the program head or faculty member in [step 3 – PLAR process](#) of the candidate process for prior learning assessment.

Self-audit guide(s)

MULT 120 – Web Authoring

You will learn computer application programs used to prepare and edit graphics, text and animation for the web. You will acquire knowledge and technical skills in the use of these programs to develop specific components for the web. You will learn to use basic HTML and Web authoring applications to create basic websites. A basic understanding of computer terminology and operations is necessary for successful course completion.

Credit unit(s): 4.0

PLAR Comments:

The content in MULT 120 deals with 2 major topics:

1. Creating and editing graphics suitable for use in websites on the Internet. In this course Photoshop (standard or elements) is used to create, edit and compress graphics.
2. Creating basic websites. Both hand coding and Netscape Composer (or Dreamweaver) are used to create web sites.

A candidate must successfully:

- Demonstrate basic raster image editing knowledge and skills.
- Demonstrate basic HTML and fundamental web site construction tools and skills.

MULT 120 – Web Authoring					
Mastery: I am able to demonstrate it well enough to teach it to someone else.					
Competent: I can work independently to apply the outcome.					
Functional: I need some assistance in using the outcome.					
Learning: I am developing skills and knowledge for this area.					
None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Describe web pages.					
2. Describe applications used to prepare and edit graphics for the web.					
3. Prepare and edit graphics for the web.					
4. Describe web authoring software.					
5. Use basic HTML.					
6. Use web authoring software.					

PLAR requirements

A PLAR candidate must:

- Provide an adequate portfolio of relevant work.
- Provide validation letters for the portfolio.
- Provide a current, detailed resume.
- Satisfactorily complete an interview with the assessor.

PLAR Assessment Tools: Learning Outcome	Assessment Strategy
Learning Outcome 1: Describe web pages.	Interview
Learning Outcome 2: Describe applications used to prepare and edit graphics for the web.	Interview
Learning Outcome 3: Prepare and edit graphics for the web.	Portfolio, Interview
Learning Outcome 4: Describe web authoring software.	Interview
Learning Outcome 5: Use basic HTML.	Portfolio, Interview
Learning Outcome 6: Use web authoring software.	Portfolio, Interview

Portfolio details

Raster Image Editing – Learning outcomes 1, 2, & 3

By means of a portfolio and interview, the candidate must demonstrate competence in each of the following areas:

1. Knowledge of graphics editing packages.
 - Define raster graphics.
 - Identify common raster graphic editing packages.
2. Compression.
 - Describe common file compression formats.
 - Define lossy compression.
 - Define lossless compression.
 - Select appropriate compression formats.
 - Compress images.
3. Create and edit images.
 - Create new files.
 - Open files.
 - Use basic drawing tools and their options (fill, gradient fill, pencil, brush, color selection palettes, eraser).
 - Use selection tools (marquee, magic wand, shaped marquees).
 - Cut, copy and paste.
 - Use filters and effects.
 - Use layers.
 - Adjust images (brightness, contrast, color).
 - Apply transformations (rotate, skew, scale).
 - Create animated .gif images.

A candidate must supply a portfolio containing samples demonstrating:

1. Properly compressed images.
2. Competence using:
 - Drawing tools.
 - Selection tools.
 - Filters and effects.
 - Layers.
 - Basic photograph editing (rotate, crop, adjust color balance, adjust brightness, adjust contrast).
 - Create composite images (Extract content from multiple sources. Combine into a single image).
 - 4-8 samples of original work, including a logo.
 - A minimum of 2 graphical web site navigation structures.
 - An animated .gif

HTML – Learning outcomes 4, 5 & 6

By means of a portfolio and interview, the candidate must demonstrate competence in each of the following areas:

1. Knowledge of the Internet.
 - How do client server communications work?
 - What are web and ftp servers?
 - What is hypertext?
2. Knowledge of the structure of a basic HTML page.
3. Knowledge of basic HTML tags and their associated options:
 - Body
 - P
 - Heading levels
 - Ordered lists
 - Unordered lists
 - Basic tables (tr, td)
 - Img
 - A (links)
4. Hand coding HTML.
5. Using a WYSIWYG HTML editing program such as Netscape Composer or Dreamweaver.
6. Slicing images.
7. Using tables to control layout.
8. Creating and using graphical navigation structures.

9. Construction of small websites.
10. Organizing small websites.
11. Using FTP to upload and download content.

The candidate must submit a portfolio containing:

- 2 complete websites with graphical navigational structures.
- They must be uploaded to a webserver and must function properly.

Interview preparation guide

The following are examples of the type of question that may be asked on an interview:

- Define the term raster image.
- Describe lossless compression.
- Describe lossy compression.
- What type of compression would be used with a photograph? Why?
- What type of compression would be used with a cartoon? Why?
- What is a pixel?
- What is an aspect ratio?
- What is the difference between absolute and relative referencing?
- Describe the ftp process.
- Describe basic HTML tags.
- Describe how Photoshop layers work. Why would you use them?
- What is the history list?
- Other questions as determined by the Interviewer.

Portfolio evaluation criteria

The graphics will be evaluated according to the following criteria:

Skill	Exceeds Standards	Acceptable	Does Not Meet Standards	Score	
Score Range	10 - 8	7 - 5	4 - 0	Weight	Score
Quality	Professional looking graphics. Demonstrates mastery of required skills. Excellent attention to detail on all images. Layout is perfect. No sloppiness evident. No "Clip art" look. Technically solid. Significant artistic skill evident.	Good looking graphics, student quality work. Demonstrated competence of required skills. Some attention to small details. Technically competent. Some artistic skill evident.	Poor quality graphics. Work has a "hurried" look to it. Messy. Poorly organized. Poor layout. Lack of attention to detail. May look like a collection of clip art. Technically not competent. Little artistic skill evident.	10	
Completeness	All required samples must be included in order for portfolio to be evaluated.				
Total					

The websites will be evaluated according to the following criteria:

Skill	Exceeds Standards	Acceptable	Does Not Meet Standards	Score	
Score Range	10 - 8	7 - 5	4 - 0	Weight	Score
Creative Use of Technology	Innovate use of graphical elements. Immediately catches viewers' attention.	Good use of graphical elements. Keeps viewer's attention.	Poor use of graphical elements. Pages are text heavy.	1	
Mechanics	All links, work properly. Very few grammar and punctuation errors. No spelling mistakes.	All links, graphics work properly. Few grammar and punctuation errors. Few spelling mistakes.	Broken links, Graphics do not load. Many punctuation and grammar errors.	3	
Structure	Content is organized into sections relevant to the specific to the desired career. Section titles are well chosen. Few structure levels.	Content is organized into conventional categories. Section titles are reasonable.	Content is scrambled. Poor data structure. Section titles are not descriptive. "Spaghetti" Structure	1	

Software	Demonstrates mastery of html editing software.	Demonstrates competence of html editing software.	Does not demonstrate proficiency.	1	
Navigation	Can find content quite easily. No backtracking required.	Can find content and work through the portfolio. Occasionally, backtracking is required.	Difficult to find content and work through. User must visit many sections to find desired content.	1	
Look / Design	Excellent design. Clear, high quality graphics. Well-laid out. Professional look.	Good design. Decent graphics. Reasonable look.	Poor design. Low quality graphics. No overall "fit". Unprofessional look.	3	
Total					

Resources

The following resources may be used to assist you in preparation for your PLAR challenge:

1. Websites:
 - HTML

There are many online tutorials available on the Internet. Several good ones are:

- <http://www.davesite.com/webstation/html/>
- <http://www.w3schools.com/>
- <http://www.cwru.edu/help/introHTML/toc.html>
- <http://www.lycos.com/>

2. Books

3. Graphics

- Any entry level Photoshop book. There are many available at any book vendor. Online vendors such as www.amazon.com have a good selection.
- Adobe Press develops a series of books for their products titled "Classroom in a Book". They can be purchased from <http://www.adobe.com>.

4. HTML

- Any entry level HTML book. There are many available at any book vendor. Online vendors such as www.amazon.com have a good selection.

MULT 125 – Introduction to Flash

You will learn how to use the basic components of the Flash software program. Using Flash’s interface, drawing tools, animation and tweening, you will create and present a Flash project.

Credit unit(s): 4.0

MULT 125 – Introduction to Flash Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Describe Flash.					
2. Describe the Flash work environment.					
3. Draw in Flash.					
4. Use objects.					
5. Use type.					
6. Use frame based animation.					
7. Use layers.					
8. Use symbols and instances.					
9. Use animation tweening.					
10. Use additional animation techniques.					
11. Use imported graphics.					
12. Create basic interactivity.					
13. Use sound.					
14. Use digital video.					
15. Use components.					

PLAR requirements

A PLAR candidate must:

- Provide an adequate portfolio of relevant work, and
- Provide validation letters for the portfolio, and
- Provide a current, detailed resume, and
- Satisfactorily complete an interview with the assessor.

PLAR Assessment Tools: Learning Outcome	Assessment Strategy
Learning Outcome 1: Describe Flash	Interview
Learning Outcome 2: Describe the Flash work environment.	Interview
Learning Outcome 3: Draw in Flash	Portfolio, Interview
Learning Outcome 4: Use objects	Portfolio, Interview
Learning Outcome 5: Use type	Portfolio, Interview
Learning Outcome 6: Use frame based animation	Portfolio, Interview
Learning Outcome 7: Use layers	Portfolio, Interview
Learning Outcome 8: Use symbols and instances	Portfolio, Interview
Learning Outcome 9: Use animation tweening	Portfolio, Interview
Learning Outcome 10: Use additional animation techniques	Portfolio, Interview
Learning Outcome 11: Use imported graphics	Portfolio, Interview
Learning Outcome 12: Create basic interactivity	Portfolio, Interview
Learning Outcome 13: Use sound	Portfolio, Interview
Learning Outcome 14: Use digital video	Portfolio, Interview
Learning Outcome 15: Use components	Portfolio, Interview

Portfolio details

The portfolio must demonstrate all of the following concepts:

- Competence using Flash drawing tools
- A motion path
- A layer mask
- Use of symbols
- Frame based animation
- Tweened animation
- Imported graphics
- Sound (on buttons, and sound tracks)
- Imported video
- Linear animation
- Non-linear sequences

The portfolio must contain a minimum of 2 samples:

- A linear animation (much like a cartoon, movie, or banner ad)
- A non-linear animation (containing branching)

You may include in the portfolio any other samples that are necessary to demonstrate required concepts.

Submit the portfolio as a website.

- Create a website on a publicly accessible server of your choice.
- List each learning outcome or concept in a bulleted list.
- In appropriate places in the list, describe and create appropriate links to relevant samples of your work that demonstrate the required content.
- Provide the URL of the portfolio website to the Saskatchewan Polytechnic assessor.

Interview preparation guide

The following are examples of the type of question that may be asked on an interview:

1. Describe and identify an example of use of the following:
 - Motion paths
 - Layer mask
 - Symbols
 - Frame based animation
 - Tweened animation
2. What does the statement "Flash is cross platform" mean?
3. What is "Streaming"?
4. What is an .fla file?
5. What is an .swf file?
6. Why is symbol use important?
7. Describe the 4 button states.
8. What is the timeline?
9. What is the stage?
10. What is a keyframe?
11. What is tweening?
12. What are vector graphics? What advantage do they have that is important on the Internet?
13. Other questions as determined by the interviewer.

Assessment Criteria

The linear animation will be evaluated according to the following criteria:

	Exceeds Standards	Acceptable	Does Not Meet Standards	Score	
Score Range	10 - 8	7 - 5	4 - 0	Weight	Mark
General	Animation plays properly. It is a sufficient length. Good timing. Appropriate frame rate. A story line is evident (if a fictional piece). A natural sequence of events is evident (if an advertising piece). The animation catches and holds the viewers' attention. The work shows significant creativity and thought.	The animation plays properly. It may be a bit too slow or too fast. Reasonable length. There was an attempt to follow a storyline. The animation is interesting to watch.	Problems playing the animation. It is too slow or too fast. Little storyline. No sequence of events. Does not hold viewer's attention.	2	
Graphics Quality	Professional looking graphics. No unintentional overlapping. All elements align properly. Colors well chosen. Demonstrates mastery of required skills. Excellent detail on all images. Layout is perfect. No sloppiness evident. Multiple animated layers. Static elements in front of and behind animation. <ul style="list-style-type: none"> • Detailed characters, props and background. • Technically solid. • Significant artistic skill evident. Unique style has been developed.	Good looking graphics, student quality work. Little unintentional overlapping. Demonstrated competence of required skills. Some lack of organization. Some attention to small details. Animation on a background. <ul style="list-style-type: none"> • Identifiable characters, props and background. • Technically competent. • Some artistic skill evident. 	Poor quality graphics. Work has a "hurried" look to it. Messy. Poorly organized. Poor layout. Lack of attention to detail. <ul style="list-style-type: none"> • Poorly detailed characters, props and background. • Technically not competent. • Little artistic skill evident. 	4	
Animation	Smooth, natural animation.	Animation is generally well done, but may have a "computer generated" look to it. Perhaps a bit too slow or fast.	Poor animation: choppy, does not flow, jerks at start or end. Significant timing problems.	3	
Total					

The non-linear animation will be evaluated according to the following criteria:

Criteria	0	.5	1.0	1.5	2.0	2.5	3.0	4.0	Scores	
										Weight
Technical	Project does not run satisfactorily. There are too many technical problems to view the project.		Project runs minimally. There are many technical problems when viewing the project.		Project runs adequately with minor technical problems.			Project runs perfectly with no technical problems. For example, there are no error messages, all sound, video, or other files are found.	x 1	
Navigation	Buttons or navigational tools are absent or confusing. No buttons and navigational tools work.		Minimal difficulty experienced while navigating through project.		Few difficulties experienced while navigating through project.			Users can progress intuitively throughout entire project in a logical path to find information. All buttons and navigational tools work.	x 1	
Spelling & Grammar	Project has multiple errors in spelling and/or grammar. (Four or more errors)		Project minimally honours rules of spelling and/or grammar. (Three or less errors)		Project adequately honours most rules of spelling and/or grammar. (Two or less errors)			Project honours all rules of spelling and/or grammar.	x 1	
Completion	Project is incomplete and contains many unfinished elements.		Project is incomplete and contains some unfinished elements.		Project is incomplete and contains several unfinished elements.			Project is completely finished.	x 1	
Screen Design	Screens are either barren and stark or confusing and cluttered. Exaggerated emphasis on graphics and special effects weakens the message and interferes with the communication of content and ideas.		Multimedia elements accompany content but there is little sign of mutual reinforcement. There is no attention to visual design criteria such as balance, proportion, harmony and restraint. There is some tendency toward random use of graphical		Multimedia elements and content combine to adequately deliver a high impact message with the elements and words reinforcing each other.			The combination of multimedia elements and content takes communication to a superior level. There is clear attention given to balance, proportion, harmony, and restraint. The synergy reaches the intended audience with style and pizzazz.	x 1	

Criteria	0	.5	1.0	1.5	2.0	2.5	3.0	4.0	Scores	
									Weight	Score
			elements that do not reinforce message.							
Use of Enhancements	No graphics, video, audio, 3-D, or other enhancements are present or use of these tools is inappropriate.	Limited graphics, video, audio, 3-D, or others enhancements are present but do not always enrich the learning experience. In some instances, use of these enhancements is inappropriate.	Most graphics, video, audio, 3-D, or other enhancements are used appropriately to enrich the experience. For example, clips are either too long or too short to be meaningful.	All graphics, video, audio, 3-D, or other enhancements are used effectively to enrich the learning experience. Enhancements contribute significantly to convey the intended meaning.	x 1					
Organization	The sequence of information is not logical. Menus and paths to information are not evident.	The sequence of information is somewhat logical. Menus and paths are confusing and flawed.	The sequence of information is logical. Menus and paths to most information are clear and direct.	The sequence of information is logical and intuitive. Menus and paths to all information are clear and direct.	x 2					
Branching	Project contains few choices. The design is linear.	Project contains few well-designed and age-appropriate choices. The design is primarily linear.	Although project contains some well-designed and age-appropriate choices, some portions are linear.	Project is truly multimedia, rather than linear and contains a significant number of well-designed and age-appropriate choices.	x 2					

Criteria	0	.5	1.0	1.5	2.0	2.5	3.0	4.0	Scores	
									Weight	Score
Permissions Obtained for Resources	No permissions to use text, graphics, audio, video, etc. are available. ***		Few permissions to use text, graphics, audio, video, etc. are available.		Most permissions to use text, graphics, audio, video, etc. are available.		All permissions to use text, graphics, audio, video, etc. are available.		x 1	
Originality	The work is a minimal collection or rehash of other people's ideas, products, images and inventions. There is no evidence of new thought.		The work is an extensive collection and rehash of other people's ideas, products, images and inventions. There is little evidence of new thought or inventiveness.		The project shows some evidence of originality and inventiveness. While based on an extensive collection of other people's ideas, products, images and inventions, the work extends beyond that collection to offer new insights.		The project shows significant evidence of originality and inventiveness. The majority of the content and many of the ideas are fresh, original, and inventive.		x 3	
Depth & Breadth of Project Content	No evidence that higher level thinking skills were used in the creation of this project.		Little evidence that higher level thinking skills were used in the creation of this project.		Some evidence that higher level thinking skills were used in the creation of this project.		Clear evidence that higher level thinking skills were used in the creation of this project.		x 2	
Total										

Resources

The following resources may be used to assist you in preparation for your PLAR challenge:

1. The on-line help and tutorials provided with Flash.
2. On-line resources at <http://www.adobe.com/>
3. Books:
 - Any entry level Flash book. There are many available at any book vendor. Online vendors such as www.amazon.com have a good selection.

GRPH 100 – Graphic Elements

Our studies will focus on the graphic elements of type, format and image. You will analyze how graphic elements are used alone and in combination in design. You will apply these skills to create effective communication solutions.

Credit unit(s): 3.0

PLAR Comments

Candidate must demonstrate their knowledge and skill of graphic elements as they apply to principles of design.

By means of a portfolio and interview, the candidate must demonstrate the following concepts pertaining to their work. These concepts should be fully addressed when developing a written introduction and an interpretation of the submitted work samples.

- Identify goals and objectives
- Identify the key message communicated
- State the needs of the audience or business
- Description of any limitations or challenges faced, such as budget, timeline or other resources and how the challenges were met
- Describe your solution to the limitations in a positive light
- How the design shows imagination, innovation, uniqueness or creativity

GRPH 100 – Graphic Elements					
Mastery: I am able to demonstrate it well enough to teach it to someone else.	Mastery	Competent	Functional	Learning	None
Competent: I can work independently to apply the outcome.					
Functional: I need some assistance in using the outcome.					
Learning: I am developing skills and knowledge for this area.					
None: I have no experience with the outcome.					
1. Describe graphic elements.					
2. Use type in design.					
3. Use visuals in design.					
4. Apply the principles of design in layout.					
5. Use color in design.					
6. Analyze how graphic elements are used in design.					
7. Apply the principles of design.					

PLAR requirements

A PLAR candidate must:

- Provide an adequate portfolio of relevant work, and
- Provide validation letters for the portfolio, and
- Provide a current, detailed resume, and
- Satisfactorily complete an interview with a Saskatchewan Polytechnic assessor.

PLAR Assessment Tools Learning Outcome	Assessment Strategy
Learning Outcome 1: Describe graphic elements.	Interview
Learning Outcome 2: Use type in design.	Portfolio, Interview
Learning Outcome 3: Use visuals in design.	Portfolio, Interview
Learning Outcome 4: Apply the principles of design in layout.	Portfolio, Interview
Learning Outcome 5: Use colour in design.	Portfolio, Interview
Learning Outcome 6: Analyze how graphic elements are used in design.	Portfolio, Interview
Learning Outcome 7: Apply the principles of design.	Portfolio, Interview

Portfolio details

The portfolio should contain:

- A logo
- A stationery package (letterhead, envelope, business card)
- A CD or DVD jewel case cover and disk label

All of the above should form a complete package representing a specific company and one of their products.

Presentation:

- In a binder or folder
- Title on cover
- Well organized
- Typed
- Look of binder or folder matches content
- No spelling mistakes
- Appropriate grammar
- In a word ... "professional"

Introduction:

Candidates should provide a well-organized written introduction that clarifies how the submitted work samples met the client's needs. For example how does the logo and graphic design represent a visual image of the company's/client's industry and services.

Note: The submitted work samples do not have to be for an actual client. A candidate may submit work samples created for an imaginary client. The candidate, however, must still provide a written interpretation of the logo and graphic designs in relation to the client's industry needs.

Interview preparation guide

The following are examples of the type of questions that may be asked on an interview:

- How does the design appear unified? Think about balance, repetition, alignment, and proximity.
- How are things emphasized? Think about focal point, contrast and hierarchy. Briefly summarize your impression of the overall design, considering the goals and purposes of the design.
- What principle are you applying by adjusting the line spacing to group text items that belong together?
- What is using the same logo image in the background of a design an example of?
- What techniques help to draw attention to an element?
- Other questions as determined by the interviewer.

Portfolio evaluation guide

Design specifications for work samples:

- Overall design matches company's desired image
- A discrete logo was created
- The logo matches the company's desired image
- Appropriate fonts chosen
- Appropriate colors chosen
- Desired effect is evident and well executed
- Easy to read
- Pleasing design
- Creative (range: Traditional Design <-----> New, Innovative)

Graphic Quality:

- 300 dpi minimum
- Printed clearly and crisply
- Unified. Does not have a "clip-art look" (used borders and/ or blends)
- No smudging, lines from bad printer cartridges, etc.

Consistency:

- A single design is carried throughout project
- The logo appears on each item
- The same font face is used on each item
- The same color scheme is used on each item
- Used the same paper on the letterhead and business card
- Similar contact information is given on all product (company name, street address, phone and fax numbers, email, website)

Business Card:

- All text and logo are lined up
- Font size is appropriate (about 8 - 12 point)
- Proper margins (about 3/16")
- Appropriate whitespace is provided
- Proper size (2" * 3.5")
- Trimmed neatly (if cut out)
- Border markers cut off (if not part of design)

Letterhead:

- Logo and contact information located correctly
- An appropriate amount of space is taken by graphics and text (where required: about 1" at the top, 3/4" at the bottom, 1" at the side)
- Appropriate whitespace is provided
- Proper size (8.5" * 11")
- Printed on an envelope
- Watermark (if any) is not distracting
- Font size is appropriate (about 8 - 12 point)

Envelope:

- Logo and text located correctly
- Sized appropriately (1"- 1.5" high * 1.5" - 2" wide)
- Printed on an envelope (standard A10: 4.1" high * 9.5" wide)
- Font size is appropriate (about 10 - 12 point)

CD or DVD Cover:

- Contains:
 - front cover,
 - back cover,
 - both splines
- Product is identified
- Is in a jewel case or keep case (if required)
- Company is identified
- Any required text on back cover is identified (brief description, minimum computer specs, credits, instructions, CD/DVD logo, etc. as appropriate)
- Font sizes are appropriate

Resources

The following resources may be used to assist you in preparation for your PLAR challenge:

1. Websites:

- <http://www.andreoni.biz/samples.htm>
- <http://www.tempestdesign.com/portfolio.html>
- http://www.monsterlogo.com/samples1_logo_designers.shtml
- http://www.911logodesigners.com/samples1_logo_designers.shtml
- <http://www.4bizcards.com/samples.html>
- <http://www.edu-care.org/cards.htm>
- http://www.centernet.ws/print_samples_folders.htm
- <http://www.printing.utah.edu/printing/ltrhdsample.html>
- <http://www.will-harris.com/index.html>

2. Books:

- The Non-Designer's Design Book – Robin Williams

Any entry level design book. There are many available at any book vendor. Online vendors such as www.amazon.ca have a good selection.

DSGN 101 – Design Principles

You will study basic design theory in the context of visual communications. You will learn about design tools and materials, and design processes (including critiques and drawing). Using the formal elements of design, you will develop practical design skills. A basic understanding of computer terminology and operations is necessary for successful course completion.

Credit unit(s): 3.0

DSGN 101 – Design Principles Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Describe visual design.					
2. Describe design procedure.					
3. Describe the formal elements of design.					
4. Use the formal elements of design.					
5. Describe the principles of organization.					
6. Use the principles of organization.					

PLAR requirements

The PLAR Candidate should provide to the PLAR Assessor:

1. A portfolio of their original design works that best represents their most accomplished and most recent work. The portfolio must include works which demonstrate a knowledge, skill and understanding of; line, shape, form, function, perspective, balance, colour, contrast, use of text, gradients, and shadow,
2. A detailed analysis/critique (design rationale) of what they consider their best examples (no more than three) that are being presented in their portfolio submission,
3. A current, detailed resume, and
4. Satisfactorily complete an interview with a Saskatchewan Polytechnic assessor.

Resources

1. The Non-Designer's Design Book (Robin Williams) *Available in the library.*

2. Design Definitions

The following pages link to sites that should help you define the following terms:

- Architecture
 - <http://www.architecture.com/go/Architecture/Home.html>
- Industrial Design
 - <http://www.asu.edu/provost/smis/caed/bsd/inddbbsd.html>
- Landscape Design
 - <http://edis.ifas.ufl.edu/mg086>
- Exhibition Design
 - <http://www.si.edu/opa/accessibility/exdesign/start.htm>
- New Media / Multimedia
 - <http://www.computeruser.com/dictionary/new-media>
 - <http://www.webopedia.com/TERM/M/multimedia.html>
- Broadcast Design
 - <http://www.broadcastdesign.com/>
- Advertising
 - <http://sbinfocanada.about.com/cs/marketing/g/advertising.htm>
- Graphic Design
 - <http://www.adigitaldreamer.com/>
- Fashion Design
 - <http://www.bls.gov/oco/ocos090.htm> (lists other types of designers too)
- Commercial Photography
 - <http://www.gostinphoto.com/>
 - <http://www.kc3.co.uk/business/myst/myst2.html>
- Informal Design
 - Sorry, no link, just a question. What is "Formal Design"? Now think, what is the difference between formal and informal?

MULT 124 – Intermediate HTML

You will develop Intermediate HTML skills (such as working with image maps, internal and external links and anchors, tables, frames, audio and video). You will apply these intermediate skills to a web site project.

Credit unit(s): 4.0

PLAR Comments

The content in MULT 124 deals with using WYSIWYG HTML editor, Dreamweaver.

MULT 124 – Intermediate HTML Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Review basic HTML document tags.					
2. Use FTP.					
3. Create image maps.					
4. Create complex tables.					
5. Create frames.					
6. Embed audio.					
7. Embed video.					
8. Create rollover images.					
9. Use Dreamweaver interactive images.					
10. Use Dreamweaver behaviours.					
11. Plan, develop and present a web site.					

PLAR requirements

A candidate must:

- Provide an adequate portfolio of work demonstrating competence in HTML, Dreamweaver, and as prescribed in the learning outcomes, and
- Provide validation letters for the portfolio, and
- Provide a current, detailed resume, and
- Satisfactorily complete an interview with a Saskatchewan Polytechnic assessor.

PLAR Assessment Tools: Learning Outcome	Assessment Strategy
Learning Outcome 1: Review basic HTML document tags.	Portfolio / Interview
Learning Outcome 2: Use FTP.	Portfolio / Interview
Learning Outcome 3: Create image maps.	Portfolio / Interview
Learning Outcome 4: Create complex tables.	Portfolio / Interview
Learning Outcome 5: Create frames.	Portfolio / Interview
Learning Outcome 6: Embed audio.	Portfolio / Interview
Learning Outcome 7: Embed video.	Portfolio / Interview
Learning Outcome 8: Create rollover images.	Portfolio / Interview
Learning Outcome 9: Use Dreamweaver interactive images.	Portfolio / Interview
Learning Outcome 10: Use Dreamweaver behaviours.	Portfolio / Interview
Learning Outcome 11: Plan, develop and present a web site.	Portfolio / Interview

Portfolio details

Provide a portfolio containing samples demonstrating mastery of the items listed below.

1. Review basic HTML document tags.
 - Be able to create a basic web-site according to the PLAR specs for MULT 120 or have credit for MULT 120

2. Use FTP.
 - Be able to use FTP to transfer files to a web server

3. Create image maps.
 - Use Dreamweaver to create image maps.
 - Define active areas: rectangle, circle, polygon
 - Link hotspots to other pages / sites
 - Turn the image border on / off

4. Create complex tables.
 - Use rowspan and colspan
 - Use background image and colour attributes
 - Set cellspacing, cell padding, horizontal and vertical alignment, cell size, border size and colour attributes.
 - Nest tables
 - Embed sliced images in tables.

5. Create frames.

- Create horizontal framesets
- Create vertical framesets
- Create nested framesets
- Create i-frames
- Use frames and sliced images together
- Set margins, padding, spacing and other frame properties
- Name frames
- Create navigation structures that use frames (eg: title on top frame, nav bar in left frame, content changes in right frame)

6. Embed audio.

- Add links to audio files
- Add streaming audio
- Autoplay audio when pages load
- Compress streaming audio

7. Embed video.

- Add links to video files
- Add streaming video
- Compress streaming video
- Display / hide media button bar
- Customize media button bar

8. Create rollover images.

- Create and implement roll-over images

9. Use Dreamweaver interactive images.

- Create and use Flash buttons
- Create and use Flash text

10. Use Dreamweaver behaviours.

- Describe and use null links
- Use the following behaviours:
 - popup messages
 - set text in status bar
 - play sounds
 - swap images
 - create navigation bar

11. Plan, develop and present a web site.

- Create a proposal for a website. Include:
 - Description of the site
 - Goals, subject, scope, audience, etc.
 - Flowchart of site layout / pages / navigation
 - Sketches of individual page layout
 - File naming conventions
 - List of behaviours that you will use

Portfolio submission guidelines

- This portfolio should be submitted in the form of a URL to a webpage.
- This webpage should contain an outline or list of skills, similar to the one above.
- Each skill in the outline should be linked to a sample of your work that demonstrates the skill.
- You may add additional notes to the outline / list for clarification or descriptive purposes.
- Your portfolio should demonstrate graphic and design skill as well as technical competence.

Interview preparation guide

Complete an interview. The interview may include questions regarding all of the above points, as well as questions regarding the following:

- Describe the coordinate system for imagemaps.
- Describe frames.
- Describe uses for frames.
- Describe drawbacks when using frames.
- Identify and describe common audio and video compression formats.
- Identify and describe common audio and video file formats.
- Describe how to ftp files.
- Describe how to set up a site in Dreamweaver.
- Describe why tables and sliced images are used in web pages.
- Describe how to use tables and sliced images.
- Describe common production processes.
- Questions regarding relevant issues as seen appropriate by the interviewer.

Resources

1. Any HTML reference book such as "Sams Teach Yourself HTML in 24 Hours"
2. Quicktime developer resources at <http://www.apple.com>
3. Windows Media developer resources at <http://www.microsoft.com>
4. Real developer resources at <http://www.realnetworks.com>
5. HTML, audio, video tutorials at <http://www.webmonkey.com>
6. Dreamweaver on-line help

7. Dreamweaver tutorials at <http://www.macromedia.com>
8. Any entry-level DreamWeaver book. There are a variety of publishers that produce suitable books:
 - Macromedia Press
 - Against the Clock (series)
9. Essentials of Design (series)

MULT 126 – Web Development Essentials

Your studies will prepare you to set up, configure and administer various types of servers for the Web, develop data integrity and back up plans, and appreciate security considerations for Web sites. You will research and develop and e-commerce implementation plan.

Credit unit(s): 4.0

PLAR Comments

MULT 126 is designed to help you operate independently as a web developer. You need to know how to set up and operate web and ftp servers, develop backup plans, and understand security considerations.

MULT 126 – Web Development Essential Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Describe networking, client/server and TCP-IP fundamentals.					
2. Set up, configure and administer development http servers.					
3. Set up, configure and administer development ftp servers.					
4. Define data integrity and back up procedures.					
5. Create a data integrity and backup plan.					
6. Identify security consideration.					
7. Research and develop an e-commerce implementation plan.					

PLAR requirements

In order to obtain PLAR recognition, a candidate must successfully:

- Provide an adequate portfolio of work demonstrating competence the learning outcomes, and
- Provide validation letters for the portfolio, and
- Provide a current, detailed resume, and
- Satisfactorily complete an interview with a Saskatchewan Polytechnic assessor.

PLAR Assessment Tools: Learning Outcome	Assessment Strategy
Learning Outcome 1: Describe networking, client/server and TCP-IP fundamentals	Interview
Learning Outcome 2: Set up, configure and administer development http servers	Portfolio / Interview
Learning Outcome 3: Set up, configure and administer development ftp servers	Portfolio / Interview
Learning Outcome 4: Define data integrity and backup procedures	Interview
Learning Outcome 5: Create a data integrity and backup plan.	Portfolio / Interview
Learning Outcome 6: Identify security considerations	Interview
Learning Outcome 7: Research and develop an e-commerce implementation plan	Interview

Portfolio details

Provide a portfolio / evidence containing samples demonstrating mastery of the items listed below. This portfolio is essentially links to functioning servers.

- Learning outcome 2: Set up, configure and administer development http servers
 - Provide a link to a webserver that you have installed and configured.
 - We suggest that you install Apache. (<http://www.apache.net>)
 - This webserver must be publicly available for examination.
 - The server must serve out several files of your own creation.

- Learning outcome 3: Set up, configure and administer development ftp servers
 - Provide a link to an ftp server that you have installed and configured on the same physical computer as the web server.
 - You must have at least one userID and password set up. Provide those to the examiner.
 - The directory for the userID provided must map to a valid web path accessible by the web server you installed.
 - You must have uploaded several files to the FTP server, and have those pages served by the webserver.
 - This FTP server must be publicly available for examination.

Interview preparation guide

Complete an interview. The interview may include questions regarding all of the above points, as well as questions regarding the following:

Learning outcome 1: Describe networking, client/server and TCP-IP fundamentals

- Define the following terms:
 - TCP-IP
 - Client
 - Server
 - Router
 - Packet
 - NIC
 - Hub
 - Public IP addresses
 - Private IP addresses
 - Loopback IP address
 - Subnet mask
 - Peer to Peer networking
 - Client server networking
 - Broadband
 - Narrowband
 - Ping
 - TraceRoute
- Break apart and describe the parts of a typical URL
- Describe DNS

Learning outcome 2: Set up, configure and administer development http servers

Learning outcome 3: Set up, configure and administer development ftp servers

- Define and discuss
 - User accounts
 - Passwords
 - Physical paths
 - Virtual paths
 - Path mapping
 - Passive mode (FTP)

Learning outcome 4: Define data integrity and backup procedures

- Identify why backup is required
- Identify types of backup media
- Describe full and differential backups
- Discuss data integrity and backup best practices

Learning outcome 6: Identify security considerations

- Describe and discuss the following:
 - Viruses
 - Denial of service attacks
 - Password hacks
 - CGI misconfiguration issues
 - Common home network configuration problems
 - Social engineering and security
 - Password best (and worst) practices
 - Firewalls and security
 - Routers and security
 - Log file analysis
 - Security policies

Learning outcome 7: Research and develop an e-commerce implementation plan

- Describe and list the pros and cons of the following e-commerce approaches
 - Build-it
 - Buy-it
 - Rent-it
- Discuss how you would implement e-commerce in a variety of situations: For example:
- How would you implement e-commerce as an independent new media developer?

Any other questions regarding relevant issues as seen appropriate by the interviewer.