



The iProfessional PROJECT

LIFE LONG LEARNING PROGRAMME – ERASMUS

[DURATION: October 2013 – September 2015]

D5.2 -Curriculum prototype

WP Number	WP5
WP Title	Model training curriculum and sample modules elaboration
Status	Final
Dissemination	
Publication Date	31 January 2015
Lead Author	Prof. Valentin Kisimov
Contributing Author	Prof. Dimitar Velez, prof. Emil Denchev

For further information related to the iPro Project please visit:

The Project website (www.ipro-project.eu)

This project has been funded with support from the European Commission. This publication reflects the views only of the author and the Commission cannot be held responsible for any use which may be made of the information contained therein.

iPro 540097-LLP-1-2013-1-BG-ERASMUS-EQR



TABLE OF CONTENTS

Acronyms & Vocabulary	4
1. Executive summary	6
2. Terms related to the Curriculum Prototype	6
3. Purpose of the Curriculum Prototype	7
4. Principles of building a Curriculum Prototype	8
5. Organization of the courses in the Curriculum	9
6. Title part of the Curriculum	12
7. Courses in the Curriculum.....	13
8. Expectations of the courses in the Curriculum	14
9. Organization of modules in a course in a Curriculum	15
10. Modules in courses	17
11. Modules expectations.....	17
12. Recommended learning and teaching materials	18
13. Creation of Partner's Curriculum	18
14. Requirements for development of modules.....	21
Structure of a module.....	21
Number of modules for development of each Partner	21
Language for development of a module	22
15. Curriculum Base version	23
Courses in the Curriculum	23



Expectations of the Courses in the Curriculum	25
Modules in courses	42
Modules expectations	45
Recommended learning and teaching materials	55



Acronyms & Vocabulary

ACRONYM/TERM	EXPLANATION
ICT	Information Communication Technology
iPro	iProfessional Project
CSR	Corporate Social Responsibility
VET	Vocational Education Training
DG	Directorate General
HEI	Higher Education Institution
SME's	Small Medium Business
WP	Work Package
M1, M2, etc	Month 1, Month 2
IPS	Institute for Postgraduate Studies at UNWE
ITPIO	Institute for Training of Personnel in International Organisations
ATiT	Audio-visual Technologies Informatics and Telecommunications
TC	Telecentar
IADT	Institute of Art, Design & Technology
AW	ActiveWatch
ULO	University of Lodz



TUCEP	Tiber Umbria Comett Education Programme
VG TU	Vilnius Gediminas Technical University



1. Executive summary

The Curriculum Prototype consists of 2 parts:

- Principles and rules how to make the Curriculum, including its courses and modules for some courses and their explanations;
- Detailed content of the developed Curriculum, called “Curriculum Base version”, according to the requirements of the project and according to the developed Methodology for development of training curriculum (delivery D5.1).

2. Terms related to the Curriculum Prototype

The following terms have been generally accepted during the Kick-off meeting, related to the developed Methodology:

- a) Competence - a Set of knowledge, skills and attitudes
- b) Knowledge - to be familiar with principles, methods, facts and truths. Knowledge is a result from university education
- c) Skill - the ability to carry out a task with pre-determined results within a given amount of time and energy. Skill is a result from a specialized training, technical colleague education and certification programs;
- d) Attitude - a positive or negative evaluation of people, objects, event, activities, ideas. In education (HEIs), the attitude can be presented as best practice;
- e) Curriculum (with terms for plural Curricula / Curriculums) – a related set of courses in a special field of study;



- f) Course (Discipline) in a curriculum consists of modules (in some areas also called “topics”);
- g) Curriculum platform is a synonym of “Curriculum model”;
- h) Curriculum model – a structure (selected subset of courses) of a curriculum, focused on educational purposes, experience and specialization. There are two main types of these models namely, the Tyler model and the Taba model. The Tyler model is influenced by the HEIs management, while that Taba model advocates for a major input from teachers;
- i) Curriculum prototype – a structure of a curriculum, on which base different curriculum variations can be established.

3. Purpose of the Curriculum Prototype

The purpose of the Curriculum Prototype is to establish and define a set of disciplines (courses) with theoretical and with practical aspects, helping the HEI’s professors to achieve the appropriate knowledge and skills, which will satisfy the objects of the project - to build, test and then distribute a research based model framework that will assist the Education sector and especially VET and the Higher Education Institutions to match the curriculum of their students in (digital) Media and Arts Studies with the professional requirements expressed by the (international) community of media and arts businesses.

The Curriculum Prototype will consist of 3 parts:

- a) Principles of building a Curriculum Prototype;
- b) Structure of the Curriculum Prototype;
- c) Content of a Curriculum Prototype.

The Principles of building a Curriculum Prototype will define the philosophy of the creation of the Curriculum Prototype.



The Structure of the Curriculum Prototype will define the necessary elements of a Curriculum – its components and their descriptors.

The Content of the Curriculum Prototype will consist of a detailed set of courses, where some courses will have one or a few modules as their sub-parts.

The Curriculum Prototype will be reviewed and possibly altered by discussion within the institution within all stakeholders (including students, business representatives and authorities).

4. Principles of building a Curriculum Prototype

The development of the Curriculum Prototype is based on the following principles:

- i. The Curriculum Prototype has to be based on the Methodology for development of training curriculum – Deliverable 5.1;
- ii. The Curriculum Prototype should define a set of courses (disciplines) – theoretical and with practical aspects;
- iii. The Curriculum Prototype has to lead to achieve the appropriate knowledge and skills, as described in the outcomes of WP3;
- iv. The Curriculum Prototype should identify the needed tools for the practical experience;
- v. For each course should be defined the necessary hours for lecturing and for practical work;
- vi. Each course (discipline) should be with well-defined aim, expected achieved learning results, best practices for implementation and possible directions for creation of offline and online educational materials, practical exercises, workshops and internships or excursions.



This curriculum should be considered as a result in the scope of the project, as well as a prototype that can be reviewed and altered by discussion within the institution with all stakeholders (including students, business representatives and authorities).

5. Organization of the courses in the Curriculum

The organization of the courses in a Curriculum is presented via figure 1.

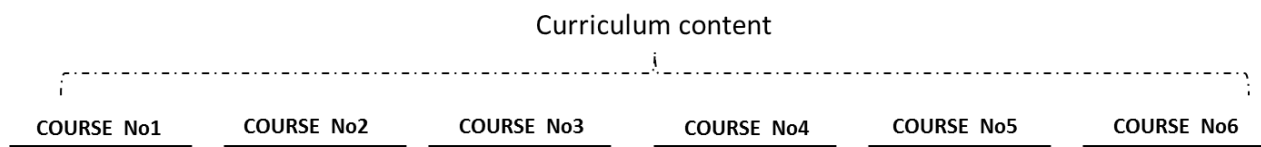


Fig.1

The set of all courses in the Curriculum (Curriculum content) consists of sequence of courses, as is shown in the example in figure 1 – from 6 courses. Except sequentially to teach the courses, it is possible to have some courses to be offered as optional, which means the students / trainees to have the possibility to select from a course from a few options, like is shown in figure 2.

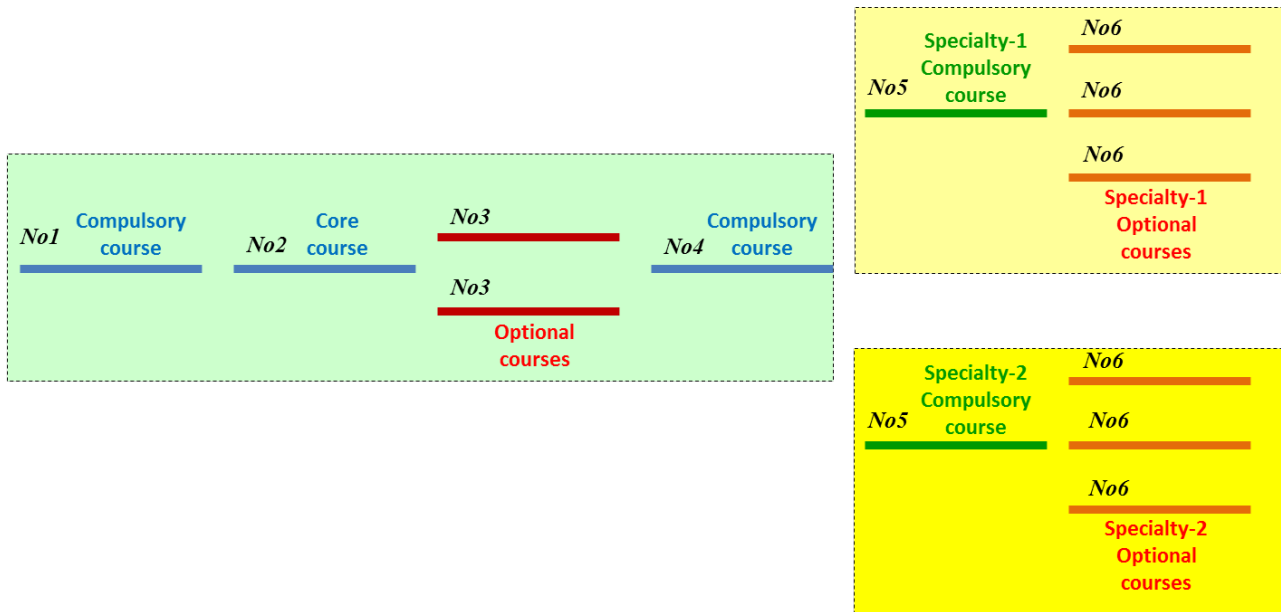


Fig.2

In the figure, the Core courses and the Compulsory courses are those which are without options and they are thought in sequence. In the same figure, for a course No3 the students / trainees have the possibility to select from 2 optional courses. The Curriculum content can have also different specialities, which are thought in parallel. In that figure, Speciality-1 and Speciality-2 are thought as optional, where in each speciality there a compulsory and optional courses. For example, the Curriculum for Business Informatics can have 2 Specialities – “Business analysts” and “Business applications”.

Each course has its number, where if a few courses are thought in parallel, all the parallel optional courses have the same number, like courses No3 in the above figure. In this case, the total number of courses demonstrates how many courses have to teach a student / trainee according to the Curriculum.

In the Curriculum prototype, each course has a code, consisting from course type and course identity, separated by “/”. The course types are:

- Core course – with code type “CORE”;



- Compulsory course – with code type “COMP”;
- Optional course – with code “OPTN”;
- Compulsory course within a Speciality – with code “SCMP”;
- Optional course within a Speciality – with code “SOPT”.

There are no Core courses in a Speciality, because there are only in the main body of the Curriculum.

The course identity is 3 digit number, where the first digit is the Speciality number (when a course does not belong to a Speciality, this digit is “0”), and the rest 2 digits present the sequence number of the course type in the Curriculum.

For example:

- CORE/001 – Core course, first in the sequence of the Core courses;
- COMP/001 – Compulsory course, first in the sequence of the Compulsory courses;
- OPTN/001 – Optional course, first in the sequence of the Optional courses;
- SCMP/201 – Compulsory course for Speciality-2, first in the sequence of the Compulsory courses in that Speciality;
- SOPT/101 – Optional course for Speciality-1, first in the sequence of the Optional courses in that Speciality.

In the figure below – figure 3, is presented a part of a Curriculum, consisting of 5 courses, from which course No1 (Core course – “Digital Media – principles”) and No2 (Compulsory course – “eTools for digital design”) have to be thought in sequence, after that follows course No3, which can be one of the two Optional courses – “Interactive eTools” or “Animated eTools”. Have to be mentioned that the 2 Optional courses have the same number – No3. After the Optional courses, another Compulsory course has to be thought. In this way, from that Curriculum, a student /



trainee should study 4 courses, with selection of the two Optional courses.

No	Course code (type / identity)	Course name
01	CORE/001	Digital Media - principles
02	COMP/001	eTools for digital design
03	OPTN/001	Interactive eTools
03	OPTN/002	Animated eTools
04	COMP/002	Principles of Algorithms

Fig.3

It has to stressed, that the Optional courses have same course number, because the course number in the table specify the sequence of studying.

6. Title part of the Curriculum

The first part of a Curriculum is its title part, consisting of:

CURRICULUM

TITLE:

Educational Institution (University)	
Area of the education	
Diploma/Degree level	
Form of education (full time, part time)	



Duration	
Valid from	

7. Courses in the Curriculum

The content of the Curriculum consists of the courses in the Curriculum, presented according to the specified above Organization, like:

Period (semester) No 1.

No	Course code (type / identity)	Course name	Lect. hrs	Labs hrs	Extra training hrs	Credits
01	CORE/001	Digital Media - principles	30	30	45	6p.
02	COMP/001	eTools for digital design	45	45	60	8p.
03	OPTN/001	Interactive eTools	0	45	30	4p.
03	OPTN/002	Animated eTools	0	45	30	4p.
04	COMP/002	Principles of Algorithms	30	60	75	7p.

Period (semester) No. 2

No	Course code (type	Course name	Lect.	Labs	Extra trai-	Cre-



	/ identity)		hrs	hrs	ning hrs	bits
20	SCMP/101	Programming in C#	60	60	90	9p.
21	SOPT/101	Programming in JavaScript	60	60	90	9p.
21	SOPT/102	Programming in HTML5	60	60	90	9p.
22	SCMP/002	Animated presentations	30	30	45	6p.

Period (semester) No. 3

No	Course code (type / identity)	Course name	Lect. hrs	Labs hrs	Extra trai- ning hrs	Cre- dits
45	CORE/024	Final diploma (degree) exam				10p.
		Summary hours in education	240	360	400	200p.

8. Expectations of the courses in the Curriculum

For each course of the Curriculum, expectations have to be presented in the following way:

COURSE - CODE:....., NAME:



#	Expectations	Explanation
1	Aim	
2	Expected learning results	
3	Best practices for implementation	
4	Possible directions for creation of offline materials	
5	Possible directions for creation of online materials	
6	Practical experiences and workshops	

9. Organization of modules in a course in a Curriculum

One course consists of one or a few modules. When it consists of one module, then the module and the course will be same and there is no need to specify separate module for that course. When a course consists of a few models, then can be applied the following structure – figure 4.

No	Course code	Course name	Lecures hrs	Labs hrs	Extra training hrs	Credits
02	COMP/001	eTools for digital design	45	45	60	8 p.



Fig.4

In this example – the figure above, the course “eTools for digital media” consists of 6 modules, organized in 6 sequence slices (parts). In a slice can be one module or optionally a few modules. In



the figure above, Slice #1 has one module, Slice #2 has 3 optional modules, Slice #3 has 3 optional modules, etc.

In that way, the modules in the mentioned course can be presented via the following table:

No	Course code	Course slice No	Module code	Module Name
1	COMP/001	1	COMP/001 – 01/01	Fundamentals of Digital design
2	COMP/001	2	COMP/001 – 02/01	Digital Design and Computer Architecture
3	COMP/001	2	COMP/001 – 02/02	Digital Principles
4	COMP/001	2	COMP/001 – 02/03	Introduction to Digital Systems
5	COMP/001	3	COMP/001 – 03/01	Web design
6	COMP/001	3	COMP/001 – 03/02	Using HTML5 in web design
7	COMP/001	4	COMP/001 – 04/01	Balanced design (Symmetrical and Asymmetrical)
8	COMP/001	4	COMP/001 – 04/02	Rhythm and Proportional design
9	COMP001	4	COMP/001 – 04/03	Dominance design

For each “Course slice” are specified the modules via their “Module code”. The structure of the Module code consists of:

- Course code (with its type and identity);
- Number of the slice to which the module is dedicated
- Sequence number of the module in that slice.

For example the module with code “COMP/001 – 02/03” (Introduction to Digital Systems) means that for the course COMP/001, for the second slice, the current module is optional and it is 3rd in the presented way (the previous 2 optional modules for the second slice are “Digital Design and Computer Architecture” and “Digital Principles”).



10. Modules in courses

The modules for a course with more than 1 module will be presented in the following way:

MODULE-CODE:....., NAME:

No	Course code	Corse slice No	Module code	Module Name	Lec-tures	Labs
1	COMP/001	1	COMP/001 – 01/01	Fundamentals of Digital design	4	0
2	COMP/001	2	COMP/001 – 02/01	Digital Design and Computer Architecture	4	2
3	COMP/001	2	COMP/001 – 02/02	Digital Principles	4	0
4	COMP/001	2	COMP/001 – 02/03	Introduction to Digital Systems	4	0
5	COMP/001	3	COMP/001 – 03/01	Web design	2	6
6	COMP/001	3	COMP/001 – 03/02	Using HTML5 in web design	6	6
7	COMP/001	4	COMP/001 – 04/01	Balanced design (Symmetrical and Asymmetrical)	4	4
8	COMP/001	4	COMP/001 – 04/02	Rhythm and Proportional design	2	6
9	COMP001	4	COMP/001 – 04/03	Dominance design	3	3

11. Modules expectations

For each module in a course, expectations have to be presented in the following way:



COURSE/MODULE - CODE:....., NAME:

#	Expectations	Explanation
1	Course name to which belong	
2	Aim of the module	
3	Annotation of the module	
4	Expected learning results	
5	Practical experiences and workshops	

12. Recommended learning and teaching materials

For each Curriculum, recommended learning and teaching materials have to be given in the following way:

#	Type of material	Author, title, publishing details
1	Textbook	
2	Internet tutorial	
3	eTool	

Each recommended material has to show which gap(s) from the Survey (Deliverable from WP3) it will cover.

13. Creation of Partner's Curriculum

The process of creation of Curriculum for each partner is presented via figure 5.

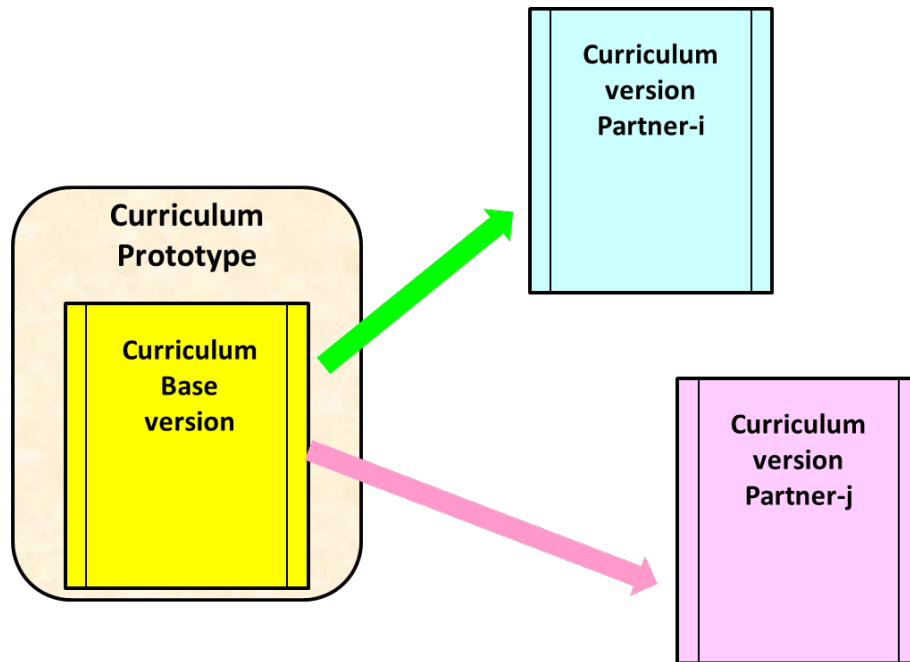


Fig.5

Part of the developed Curriculum Prototype is a Curriculum, which is called “Curriculum Base version”. This Curriculum has many modules for selected courses. Each Partner can use the Curriculum Base version as its Partner’s version, or it can add new courses and/or modules (without removing or with removing of existing ones), to create its own version (the new modules can be for existing courses or for a new added course). The Partner IPS – Partner No.1, which is the leading partner of WP5, selects to use Curriculum Base version as Partner No.1 version. Each partner, when create its module(s), has to specify whether it uses Curriculum Base version or to present its own Curriculum version. The newly created courses and/or modules have to be defined and presented as is specified in the requirements shown above in this document. This explanation has to be part of the documentation following the developed module(s) from the partner.

The Curriculum Base version has been designed according to the presented Methodology for development of training curriculum – Delivery No1 from WP5 – “D5.1 Methodology for



development of training curriculum". This Curriculum base version consists of **25 courses**, from which 8 courses are "core courses", 8 courses are "optional courses" and 9 courses are "compulsory courses" (the numbering of the courses in the Curriculum are from 1 to 21, based on the equal numbers for optional courses). The core courses have been developed applying Step #1, Step #2 and Step #3 from the Methodology. The course from 10 to 21 have been developed according to the identified 3 domains in the delivery from WP4 – "D4.2 Competence framework design procedure: guidelines for developers", where the courses 10 to 14 are based on the first domain from this Competence Framework – "Digital Multimedia Technology", the courses 15 to 18 are based on the second domain from the Competence Framework – "Project Management", and the courses 19 to 21 are based on the third domain from the Competence Framework – "Entrepreneurship". The modules of the Curriculum are developed applying Step #4 and Step #5 from the Methodology. In this Curriculum Base version there are developed **21 modules**. This number of developed modules is enough to have the possibility each partner to select module(s) from the Curriculum Base version, without creating its own modules, but it's up to each Partner to make its choice.

In the Curriculum Base version all modules are presented according to the specified above requirements and explanations.

The Curriculum Base version is developed for duration of training 6 months. It has 380 hours lecture, 380 hours labs, 630 hours Extra training hours and provide 152 points credits. The training will be 5 days a week, 6 hours per day. There are about 40 hours available capacity in the Curriculum Base version for new courses (in the scope of 6 months duration), which the partners can add, to create their own Partner's Curriculum.



14. Requirements for development of modules

In the Curriculum Base version, for each module, are specified how many lectures and labs are dedicated. Based on the specified hour lectures, each module has to be developed as Moodle course.

Structure of a module

There are 2 possible ways for development of a module:

- a) To have 5 to 10 pages (closed to a Word format page with 30 rows/60 symbols per row) per 1 hour lecture in the module. This means, if a module has 4 hour dedicated lecture time, in the Moodle course have to be between 20 and 40 pages for that module.
- b) To have 2 pages summary of the lecture with a set of links. This links have to point to:
 - I. Textbook(s) published in web form, directly related to the topic of the module;
 - II. Online tutorial(s), directly related to the topic of the module;
 - III. Online tutorial(s) for the tools applied in the teaching, directly related to the topic of the module.

At the beginning the module should be list of knowledge and skills which the student /trainee should achieve after the education.

At the end of each module has to be a test (organized with the features of Moodle), having at least 5 questions.

Number of modules for development of each Partner

Each partner has to develop 1 or 2 modules, depending of the hours dedicated to lectures in the modules, where the minimum developed module(s) have to cover 3 hour lecture time in summary.



Language for development of a module

According to the requirements from the project Application form, each module has to be developed in English language (requirement specified in page 68 of the Application form – “DETAILED DESCRIPTION OF THE PROJECT”).



15. Curriculum Base version

TITLE: Digital Media and Art

Courses in the Curriculum

Educational Institution (University)	Valid for all Educational Institutions engaged with the project “iPro”
Area of the education	Education / training in Digital Media and Art matching the professional requirements expressed by the international community of media and arts businesses
Diploma/Degree level	Diploma
Form of education (full time, part time)	Full time; 6 lecture/lab hours per day; 5 days per week
Duration	6 months
Valid from	2016

No	Course code (type / identity)	Course name	Lect. hrs	Labs hrs	Extra training hrs	Credits
01	CORE/001	Foundations of digital media and art	20	20	30	8 p.
02	CORE/002	Computer generated digital media	20	20	30	8 p.
03	CORE/003	Digital Cultures and Development for Creative	20	20	30	8 p.



		Practice				
04	CORE/004	Legal issues, regulation and IPR	20	20	30	8 p.
05	CORE/005	Accountancy	20	10	30	6 p.
06	CORE/006	Marketing competences	20	20	30	8 p.
07	CORE/007	Programming	30	30	45	10 p.
08	OPTN/001	Business competences	20	10	30	6 p.
08	OPTN/002	Management competences	20	10	30	6 p.
09	CORE/008	Digital media competences	10	20	30	7 p.
10	COMP/001	Digital photography and animated graphics	20	20	30	8 p.
11	COMP/002	Audio and video clips and movies	20	20	30	8 p.
12	COMP/003	Television and Radio components	20	20	30	8 p.
13	COMP/004	Web graphic design with 2D and 3D animations	20	20	30	8 p.
14	OPTN/003	Mobile applications	10	20	30	7 p.
14	OPTN/004	Computer games	10	20	30	7 p.
15	COMP/005	Project scope, time and cost management	20	10	30	6 p.
16	OPTN/005	Project resources management	20	10	30	6 p.
16	OPTN/006	Project delivery management	20	10	30	6 p.
17	COMP/006	Project quality and risk management	20	20	30	8 p.
18	COMP/007	Project communication management	20	10	30	6 p.
19	COMP/008	Business entrepreneurship	10	20	25	6 p.
20	COMP/009	Management of growth	10	20	25	6 p.
21	OPTN/007	Entrepreneurship in Small and Medium Enterprises (SMEs)	10	20	25	6 p.
21	OPTN/008	Project management in entrepreneurship	10	20	25	6 p.
		Summary hours in education	380	380	630	152p.



Expectations of the Courses in the Curriculum

COURSE - CODE: **CORE/001**, NAME: **FOUNDATIONS OF DIGITAL MEDIA AN ART**

#	Expectations	Explanation
1	Aim	Introduction to Digital media and art – design and creation
2	Expected learning results	Components of Digital media, relationships between Digital media and Art, usage of those components
3	Best practices for implementation	Directions for creation of each component, value of usage of each component, recommended tools for the development of the core components
4	Possible directions for creation of offline materials	Ppt presentation, client-server tools (where applicable)
5	Possible directions for creation of online materials	In Moodle, as video tutorials
6	Practical experiences and workshops	General usage of the core tools; discussions about the values of each component; discussions about the creation of each components, flexibility for application

COURSE - CODE: **CORE/002**, NAME: **COMPUTER GENERATED DIGITAL MEDIA**

#	Expectations	Explanation
1	Aim	To have both basic hands-on and theoretical knowledge of computing and an understanding of visual design and the history of media.
2	Expected learning results	Computational principles; the representation and manipulation of digital media, including graphics and sound; software design; visual and interactive design; digital arts
3	Best practices for implementation	Demonstration of possible results, simulation of animated digital media
4	Possible directions for creation of offline materials	Ppt presentations, standalone software demos



5	Possible directions for creation of online materials	Embedded digital media in HTML pages
6	Practical experiences and workshops	End-user aspects of digital media components and their effects

COURSE - CODE: **CORE/003**, NAME: **DIGITAL CULTURES AND DEVELOPMENT FOR CREATIVE PRACTICE**

#	Expectations	Explanation
1	Aim	To identify how to interact with digital technology and to create the skills that artists and designers need to exploit the creative possibilities opened up by digital technologies. The Digital Culture degree will make graduates innovative users of technology.
2	Expected learning results	In Digital Culture the students will receive fundamentals of code in an accessible manner alongside visual thinking and creative problem-solving. Skills and confidence are developed through supported exercises, which form the building blocks of knowledge and techniques, which students can quickly apply to the creative problems set in project briefs.
3	Best practices for implementation	The range of teaching styles that will lead to implementation varies from traditional keynote lectures to interactive discussion groups and experiential learning.
4	Possible directions for creation of offline materials	Client-server tools for user interface design, user experience design, data visualization and motion graphics.
5	Possible directions for creation of online materials	Moodle courses
6	Practical experiences and workshops	Advanced skills in presentation or communication of knowledge and understanding of specific topics in media and development, whether defined by theme (health communication, etc) or technology.



COURSE - CODE: **CORE/004**, NAME: **LEGAL ISSUES, REGULATION AND IPR**

#	Expectations	Explanation
1	Aim	To presents the order having the purpose to force of law, including intellectual property law, and to explain the process of issuing regulations by various government departments and agencies to carry out the intent of legislation.
2	Expected learning results	Results from the learning are some of the laws and regulations that apply to large and small corporations, dealing with digital media. The learning process will define the resources that can help to understand the requirements to do the digital bedia business.
3	Best practices for implementation	These Best practices should take a full and comprehensive account of the relevant legislative, interpretative and administrative measures which govern the companies to produce Digital media and Art components.
4	Possible directions for creation of offline materials	Ppt presentations, case studies documents
5	Possible directions for creation of online materials	Moodle courses
6	Practical experiences and workshops	Drawing different experiences, as well as relevant laws (including case-law) and regulations, to share practical, legal and regulatory perspectives on issues related to dealings with digital media and arct development.

COURSE - CODE: **CORE/005**, NAME: **ACCOUNTANCY**

#	Expectations	Explanation
1	Aim	To understand the measurement, processing and communication of financial information about economic entities.



2	Expected learning results	Accounting Concepts, Rules of Accounting, Recording the transactions, Adjusting & Rectifying the books, Preparation of Financial Statements, Analyzing Financial Statements, Reconciling the books, GL.
3	Best practices for implementation	To create a set of guidelines, ethics or ideas that represent the most efficient or prudent course of action in the accountancy. These best practices are often set forth by an authority, such as a governing body or management, depending on the circumstances. While best practices generally dictate the recommended course of action, some situations require that such practices in the accountancy have to be followed.
4	Possible directions for creation of offline materials	Study notes, ppt presentations
5	Possible directions for creation of online materials	Online tutorials, Moodle courses
6	Practical experiences and workshops	To securing the ideal accounting position within the business securing position in accounting public practice, gaining work experience in accounting work environment, and to set up individual accounting practice

COURSE - CODE: **CORE/006**, NAME: **MARKETING COMPETENCES**

#	Expectations	Explanation
1	Aim	To have the contemporary marketing knowledge that allows students to make reasonable and appropriate marketing-related decisions in digital media and art
2	Expected learning results	Marketing and advertising insight, marketing behaviour and research, marketing channels, relationship marketing, global marketing, media and crisis communication, public relations, digital marketing, social media marketing
3	Best practices for implementation	Give a behind-the-scenes glimpse of the company; Provide interviews with pre-defined Q&A; Use different content formats; Get Stakeholder Support; Understand Your Audience; Create an Editorial Calendar; Get Maximum Mileage Out of Your



		Content; Develop a Process for Measuring and Reporting
4	Possible directions for creation of offline materials	Working with Logos, Business Cards, Postcards, Letterhead, Brochures, Flyers, Door Hangers, Large Format Banners, Custom Formats, and Printing Service
5	Possible directions for creation of online materials	Work with free tools: Adobe Color CC, Design-Seeds, Image Color Picker, Paletton, COLOURLovers, Oto255, Google Fonts, WhatTheFont, IcoMoon
6	Practical experiences and workshops	Define and assess the role of marketing activity in your organization; Develop a customer focus for your organization; Use a series of templates to produce a marketing audit; Use a template marketing plan to consider future direction for your organization; Use a template marketing communications plan to integrate traditional and digital communications to deliver effective responses to campaigns; To appreciate what your organisation's brand means to customers; Understand a range of strategic marketing strategies available to your organisation and how to deliver them, using various channel options; Overall to be more confident when contributing to or making marketing decisions

COURSE - CODE: **CORE/007**, NAME: **PROGRAMMING**

#	Expectations	Explanation
1	Aim	To introduce the students to the Foundation of algorithms and Principle of Object-oriented programming on the base of Java language
2	Expected learning results	Algorithms foundation, Object-oriented programming principles, Java programming, Program control structures, Classes, objects and methods
3	Best practices for implementation	Development through Integrated Development Environment tool
4	Possible directions for creation of offline materials	Ppt presentations



5	Possible directions for creation of online materials	Online tutorials, Moodle courses
6	Practical experiences and workshops	To program different algorithms using Java language

COURSE - CODE: **OPTN/001**, NAME: **BUSINESS COMPETENCES**

#	Expectations	Explanation
1	Aim	To get general knowledge and soft skills related to establishment of business, running and business, monitoring of business and management of business
2	Expected learning results	business insight, business processes, business analysis, business administration, business soft skills [negotiation]
3	Best practices for implementation	To provide with tips, techniques, thoughts, and experience that will have a direct impact on day-to-day practice of business analysis, business processes and business administration - Write Business Requirements that solve business problems, Use 10 critical requirements questions to guide the requirements capture process, Translate business needs into well-structured business requirement statements, Apply the four rules for managing a group of requirements, Prioritize requirements based on business and system needs, Describe and note business processes, Model the AS IS and TO BE business processes,
4	Possible directions for creation of offline materials	Ppt presentations
5	Possible directions for creation of online materials	Using Facebook, Twitter, LinkedIn, YouTube. Using Moodle courses
6	Practical experiences and workshops	Concentrate on non-technical competences: Accountability for others, Analysis of data, Empathetic outlook, Personal relationships, Correcting others, Developing Others, Results orientation, Concrete organization, Self esteem and confidence, Job Ethics, Role awareness, Urgency, Desire to lead



COURSE - CODE: **OPTN/002**, NAME: **MANAGEMENT COMPETENCES**

#	Expectations	Explanation
1	Aim	To support the integration of human resources planning with business planning by allowing organizations to assess the current human resource capacity based on their competencies against the capacity needed to achieve the vision, mission and business goals of the organization
2	Expected learning results	change management, HRM [Human Resources Management], international collaboration, project management, knowledge building
3	Best practices for implementation	The best methods for integrating talent management throughout an organization for the purpose of using competency models as the foundation for all aspects of strategic corporate management, including selecting, developing and deploying talent.
4	Possible directions for creation of offline materials	Corporate offline Learning management systems as: Classroom instruction systems, Blended learning, Assessment and testing systems, SaaS
5	Possible directions for creation of online materials	Corporate online Learning management systems as: eLearning systems, Talent management, Communication and Collaboration systems, Virtual classrooms, Mobile learning,
6	Practical experiences and workshops	Focused on: Performance Measurement and Reporting, Assurance, Taxation, Governance, Strategy and Risk Management, Management Decision-Making, Finance

COURSE - CODE: **CORE/008**, NAME: **DIGITAL MEDIA COMPETENCES**

#	Expectations	Explanation
1	Aim	As the most recent concept describing technology-related knowledge and skills, the course will aim to introduce new Approaches to Promoting Digital Media Competence, and familiarizing young people with modern media technology after leaving school and before starting a profession.



2	Expected learning results	Platform and media management, artistry, meeting and presentation skills
3	Best practices for implementation	To map existing community resources in digital and media literacy and offer small grants to promote community partnerships to integrate digital and media literacy competencies into existing programs, as well as to support interdisciplinary bridge building in higher education to integrate core principles of digital and media literacy education into teacher preparation programs
4	Possible directions for creation of offline materials	Desktop tools for Audio files, Animated Graphics, Video clips, HTML files creation, development of PPT presentations, design of Hypermedia and Digitized photographs
5	Possible directions for creation of online materials	Online tutorials, Moodle courses
6	Practical experiences and workshops	Critical use of digital media for leadership and learning within societal and educational contexts. Increases competency and program development through classroom and practical experiences in planning, conducting, and evaluating educational programs. Individual work on assigned research topic. Study of recent researches.

COURSE - CODE: COMP/001, NAME: Digital photography and animated graphics

#	Expectations	Explanation
1	Aim	To capture images and to animate graphics
2	Expected learning results	To use digital cameras, digitalize and store them, process, edit and publish digital images. To animate already created or creating and animating graphics, Design and implement visual campaign, Create brand with images, Create and present a portfolio
3	Best practices for implementation	Tagging, Streamlining, Be redundant, Use standard files,
4	Possible directions for creation of offline materials	Photoshop, Adobe Edge Animate, Animated GIF tools and similar tools
5	Possible directions for creation of	Moodle tools



	online materials	
6	Practical experiences and workshops	Tools image and animate graphics processing, Integration text and music, Adding motion effects, Defining layers

COURSE - CODE: COMP/002, NAME: Audio and video clips and movies

#	Expectations	Explanation
1	Aim	To create and produce sound and video or recording and playing them
2	Expected learning results	Record, mix and finalize simple audio, simple video or complex video and audio.
3	Best practices for implementation	Edit and process recording, sync and add effects
4	Possible directions for creation of offline materials	Digital audio and video processing tools, Wwise
5	Possible directions for creation of online materials	Online tutorials for using the selected tools
6	Practical experiences and workshops	Advanced studio recording, Midi recording, Computer recording, Recording live sound and video, Appreciation of music and video

COURSE - CODE: COMP/003, NAME: Television and Radio components

#	Expectations	Explanation
1	Aim	To design and develop Digital Broadcasting components for Television and Radio
2	Expected learning results	To have capabilities to create Media services such as YouTube, iTunes, Netflix use the Internet increasingly to deliver an online television-like experience that is no longer a broadcast service but personalised and on demand. Television can be transmitted over-the-air, by Cable or air, IP or satellite systems in analogue or (increasingly) digital formats, as well as several types of radio stations such as public, commercial, educational or community radio, student radio or hospital radio, having.



		different programme formats like live broadcasting or pre-recorded material, news casts, reportages, radio plays, music programmes etc.
3	Best practices for implementation	Plan a small AV production, Make personalized components, Communication with engineers – from a studio and remote, Apply techniques for script doctoring, create a cross media program develop and manage a budget.
4	Possible directions for creation of offline materials	TvAnts, SopCast, Live TV for Windows 8, PPLive, Windows Live Movie Maker
5	Possible directions for creation of online materials	Online live, Online TV, Online TV Free edition,
6	Practical experiences and workshops	Radio Broadcast Production, TV Broadcast Production, TV and Radio Presenter

COURSE - CODE: COMP/004, NAME: Web graphical design with 2D and 3D animations

#	Expectations	Explanation
1	Aim	To use various methods to create and combine words, symbols, and images to create a visual representation of ideas and messages. A Web graphic designer may use a combination of typography, visual arts and page layout techniques, together with the Web technologies for animation entirely designed in 2D and/or 3D, to produce a final result. Animation can be used by itself or as part of a multimedia object like a website.
2	Expected learning results	To produce identity (logos and branding), publications (magazines, newspapers and books), print advertisements, posters, billboards, website graphics and elements, signs and product packaging, all of them presented in Web animated forms, Sound track of animation, Creation of 2D and 3D models for animation.
3	Best practices for implementation	Avoid using too many fonts, and use only fonts that work well together. The color selection should match the client's branding, and the colors should complement each other. Make sure the design is appropriate for the business and target audience. Avoid including too much information. Always ask your clients for several examples



		of designs they like. Keep your customer at the forefront of your design strategy. Focus on what you're good at.
4	Possible directions for creation of offline materials	Photoshop, Serif PhotoPlus X6, Aperture, Acorn, GIMP, PaintShop Pro X6, Paint.net,
5	Possible directions for creation of online materials	Pixlr, Photoshop Touch, Camera+, Sumopaint
6	Practical experiences and workshops	HTML5; Timing, offsets, secondary action, and other key animation principles for UI work; Where and how animation can improve; CSS transforms, transitions, and animations; Animating with JavaScript for more complex interactions; Animating SVGs with CSS and JavaScript; Storyboarding, motion mock-ups, motion prototypes, and other helpful workflow techniques; Performance considerations; Designing with progressive enhancement in mind; A look to the future of web animation including the Web Animation API and browser-based tools

COURSE - CODE: OPTN/003, NAME: Mobile applications

#	Expectations	Explanation
1	Aim	To develop mobile applications as computer programs designed to run on smartphones, tablet computers and other mobile devices.
2	Expected learning results	The knowledge and skills for creation of Mobile applications that are usually distributed by platforms of mobile operating system, such as the Apple App Store, Google Play, Windows Phone Store, and BlackBerry App World.
3	Best practices for implementation	Mobility Roadmap, User Work-flow Analysis, Mobile Platform Selection; Back-end Integration, Change Management, Securing mobile applications
4	Possible directions for creation of offline materials	Alpha Anywhere, Oracle ADF Mobile, Windows Mobile
5	Possible directions for creation of online materials	Codiqa, AppArchitect, Form.com, IBuildApp, intuit, IziApps Studio
6	Practical experiences and workshops	Mobile BI software, collaboration tools form natural



	partnership, Corporate Mobile BI usage, Mobile analytics
--	--

COURSE - CODE: OPTN/004, NAME: Computer games

#	Expectations	Explanation
1	Aim	To develop computer-controlled game where players interact with objects displayed on a screen for the sake of entertainment or education.
2	Expected learning results	Design concepts of different types of computer games, Apply computer games in different environments, Design networked, multiplayer games graphics, animation, physics, and simulation programming
3	Best practices for implementation	Balance learning outcomes and a fun gaming experience. Adopt a user--driven approach to create game content, game play and to define valid outcomes. Integrate assessment mechanisms in the game and for the overall project.
4	Possible directions for creation of offline materials	Adventure Game studio, GameSalad, Sploder, Thinking Worlds, Marmalade SDK, Marmalade Quick, Unreal Development Kit, Maya LT, Scaleform Mobile SDK, Unity Pro, Project Anarchy, App Game Kit, Corona SDK, Ludei, Nextpeer, PlayHaven, PowerVR Graphics SDK, Enlighten
5	Possible directions for creation of online materials	Web Marmalade, Moodle courses
6	Practical experiences and workshops	Physics involved in Game Development; Introduction to tools; JavaScript for different tools; Controlling Characters; Developing a game using the tools; Live demonstration and examples

COURSE - CODE: COMP/005, NAME: Project scope, time and cost management

#	Expectations	Explanation
1	Aim	To evaluate the creation of digital media art components from time consuming and cost for the final project results,



		as well as to rank all project tasks according to the average time required to create a digital media and art components
2	Expected learning results	To have knowledge and skill identifying the project scope, the time for execution and budget management
3	Best practices for implementation	Plan the work by utilizing a project definition document, Create a planning horizon, Define project management procedures up front, Manage the workplan and monitor the schedule and budget, Verify the Scope and Get Feedback, Monitor and Control the Scope
4	Possible directions for creation of offline materials	MS Project Management, Intervals, Google Calendar
5	Possible directions for creation of online materials	QuickBooks, Basecamp, Project Kickstart
6	Practical experiences and workshops	Master the art of project planning and organization from start to finish, Succeed in managing a project without omissions and miscalculations. Identify and use indispensable planning and scheduling tools. Estimate time and costs accurately to reduce the risk of costly delays and errors

COURSE - CODE: OPTN/005, NAME: Project resources management

#	Expectations	Explanation
1	Aim	To make efficient and effective deployment of an organization's resources when they are needed
2	Expected learning results	Ration utilisation against the cost of each tool for Digital Media and Art components creation
3	Best practices for implementation	Create a Work Breakdown Structure,
4	Possible directions for creation of offline materials	MS Project Management
5	Possible directions for creation of online materials	Desk.com, Basecamp, Project Kickstart, RationalPlan Multi Project
6	Practical experiences and workshops	Use proven communication skills to increase cooperation and support, and get the resources you need



COURSE - CODE: **OPTN/006**, NAME: **Project delivery management**

#	Expectations	Explanation
1	Aim	To provide efficient and effective project delivery with teamwork ensuring that delivery becomes renowned for excellence and the most respected company in our industry.
2	Expected learning results	To work with the following methods: Traditional (Design/Bid/Build), Integrated Delivery Process (where all stakeholders have a financial incentive to work together to produce the desired results), CM (also called CMc, or Construction Manager), Design-Build, Bridging, Lease/Build and Lease Buy Back.
3	Best practices for implementation	Ensure that the sponsor approves scope-change requests
4	Possible directions for creation of offline materials	MS Project Management, Matchware MindView
5	Possible directions for creation of online materials	Basecamp, Project Kickstart, RationalPlan Multi Project
6	Practical experiences and workshops	Prepare for the unexpected crises and setbacks that can derail your project

COURSE - CODE: **COMP/006**, NAME: **Project quality and risk management**

#	Expectations	Explanation
1	Aim	To ensure that all project activities necessary to design, plan and implement a project are effective and efficient with respect to the purpose of the objective and its performance, with special focus on activities related to creation of digital media and art components.
2	Expected learning results	To use activities of the overall management function that determine the quality policy, objectives, and responsibilities and implements them by means such as quality planning, quality control, quality assurance, and quality improvement, within the quality system
3	Best practices for implementation	Guard against scope creep, Identify risks up front, Continue to assess potential risks throughout the project,



		Resolve issues as quickly as possible
4	Possible directions for creation of offline materials	MS Project Management, Matchware MindView, RationalPlan Multi Project
5	Possible directions for creation of online materials	Basecamp, Project Kickstart
6	Practical experiences and workshops	Root out waste in every stage of the project — remove the wasted time, money and effort that endanger a project's success

COURSE - CODE: COMP/007, NAME: Project communication management

#	Expectations	Explanation
1	Aim	Systematic planning, implementing, monitoring, and revision of all the channels of communication during the project run, within an organization, and between organizations
2	Expected learning results	To manage the answering of: What information needs to flow in and out of the project? Who needs what information? When is the information needed? What is the format of the information? Who will be responsible for transmitting and providing the information?
3	Best practices for implementation	Communicate when necessary; Be concise and to the point; Be consistent; Be accurate and confirm understanding
4	Possible directions for creation of offline materials	MS Project Management, Matchware MindView
5	Possible directions for creation of online materials	Project Kickstart
6	Practical experiences and workshops	



COURSE - CODE: **COMP/008**, NAME: **Business entrepreneurship**

#	Expectations	Explanation
1	Aim	Introduction in business entrepreneurship
2	Expected learning results	Business entrepreneurship - elements, status and trends
3	Best practices for implementation	Implementation of branch business models
4	Possible directions for creation of offline materials	ppt presentations
5	Possible directions for creation of online materials	Cloud materials (Moodle)
6	Practical experiences and workshops	Describe a business idea and create a business plan

COURSE - CODE: **COMP/009**, NAME: **Management of growth**

#	Expectations	Explanation
1	Aim	Introduction in management of growth
2	Expected learning results	Dimensions of business growth, models and assessment of the business environment opportunities
3	Best practices for implementation	Models of firm growth
4	Possible directions for creation of offline materials	ppt presentations
5	Possible directions for creation of online materials	Cloud materials (Moodle)
6	Practical experiences and workshops	Describe business goals and effective management of resources for their achievement



COURSE-CODE: **OPTN/007**, NAME: **Entrepreneurship in Small and Medium Enterprises (SMEs)**

#	Expectations	Explanation
1	Aim	Introduction in entrepreneurship in SMEs
2	Expected learning results	Management of SMEs, problems and solutions in functional areas, models of SMEs growth
3	Best practices for implementation	Growth strategies of SMEs
4	Possible directions for creation of offline materials	ppt presentations
5	Possible directions for creation of online materials	Cloud materials (Moodle)
6	Practical experiences and workshops	Creating an international SMEs company

COURSE - CODE: **OPTN/008**, NAME: **Project management in entrepreneurship**

#	Expectations	Explanation
1	Aim	Introduction in project management in entrepreneurship
2	Expected learning results	Roles of the entrepreneur, life cycle and stages of project management in entrepreneurship
3	Best practices for implementation	Nurturing entrepreneurial team
4	Possible directions for creation of offline materials	ppt presentations
5	Possible directions for creation of online materials	Cloud materials (Moodle)
6	Practical experiences and workshops	Solve problems by creation and protection of intellectual property



Modules in courses

COURSE-CODE: COMP/002, NAME: AUDIO AND VIDEO CLIPS AND MOVIES

No	Course code	Corse slice No	Module code	Module Name	Lec- tures	Labs
1	COMP/002	1	COMP/001 – 01/01	Record, mix, edit and process audio and video files	10	10
2	COMP/002	2	COMP/002 – 02/01	Apply different coding systems	6	6
3	COMP/002	3	OPTN/001 – 03/01	Manipulate motion	4	4
4	COMP/002	3	OPTN/002 – 03/02	Design sound track	4	4

COURSE-CODE: COMP/004, NAME: WEB GRAPHIC DESIGN WITH 2D AND 3D ANIMATIONS

No	Course code	Corse slice No	Module code	Module Name	Lec- tures	Labs
1	COMP/004	1	COMP/001 – 01/01	Create illustrative, interactive, table-based and advertising designs	8	8
2	COMP/004	2	COMP/001 – 02/01	Web technologies for animation designed in 2D and 3D	8	8
3	COMP/004	3	OPTN/001 – 03/01	Design tools for web 2D/3D animated design	4	4
4	COMP/004	3	OPTN/002 – 03/02	Managing a campaign team or design bureau	4	4



COURSE-CODE: COMP/008, NAME: Business entrepreneurship

No	Course code	Corse slice No	Module code	Module Name	Lec-tures	Labs
1	COMP/008	1	COMP/001 – 01/01	Business entrepreneurship - characteristics and solve problems	2	4
2	COMP/008	2	COMP/002 – 02/01	Entrepreneurial roles	2	4
3	COMP/008	3	COMP/003 – 03/01	Entrepreneurial process, characteristics, phases and content	4	8
4	COMP/008	4	COMP/004 – 04/01	Business plan and business idea	2	4

COURSE-CODE: COMP/009, NAME: Management of growth

No	Course code	Corse slice No	Module code	Module Name	Lec-tures	Labs
1	COMP/009	1	COMP/001 – 01/01	Firm growth. Dimensions of business growth	4	8
2	COMP/009	2	OPTN/002 – 02/01	The growth process. Models of firm growth. Resource-based model of business growth	6	12
3	COMP/009	2	OPTN/003 – 03/01	Goals setting and effective management of resources for their achievement	6	12



COURSE-CODE: OPTN/007, NAME: Entrepreneurship in Small and Medium Enterprises (SMEs)

No	Course code	Corse slice No	Module code	Module Name	Lec-tures	Labs
1	OPTN/007	1	COMP/001 – 01/01	Management of SMEs	3	6
2	OPTN/007	2	COMP/002 – 02/01	Growth strategies of SMEs	4	8
3	OPTN/007	3	COMP/003 – 03/01	Internationalization of SMEs	3	6

COURSE-CODE: OPTN/008, NAME: Business entrepreneurship

No	Course code	Corse slice No	Module code	Module Name	Lec-tures	Labs
1	OPTN/008	1	COMP/001 – 01/01	Common and distinctive features of entrepreneurship by industry	4	8
2	OPTN/008	2	COMP/002 – 02/01	Project financing in entrepreneurship	3	6
3	OPTN/008	3	COMP/003 – 03/02	Life cycle and stages of project management	3	6



Modules expectations

COURSE/MODULE - CODE: COMP/002, COMP/001 – 01/01, NAME: Record, mix, edit and process audio and video files

#	Expectations	Explanation
1	Course name to which belong	AUDIO AND VIDEO CLIPS AND MOVIES
2	Aim of the module	Create separate audio / video or integrated video and audio clips, applying capturing, recording, mixing, editing, managing different formats, applying various effects, share the clip
3	Annotation of the module	Record the clip via capturing with different devices, applying different file formats (AVI, VOB, MP4, DVD, WMV, 3GP, MOV, MKV, H.263/H.264 codecs, etc). Trim, cut, split, merge, rotate and mix clips with editors. Use advanced timeline and a storyboard for accurate audio/video files editing. Select between hundreds innovative audio/video effects and transitions. Insert text comments and subtitles. Apply the Stabilization feature. Uploading newly made audio/video files to all popular video hostings such as Facebook, Flickr, MySpace, etc.
4	Expected learning results	Principles of capturing, editing, mixing and adding effects audio/video clips and practical work with selected tools for their production.
5	Practical experiences and workshops	Using selectively: Audacity, Power Sound Editor, mp3DirectCut, Music Editor Free, Wavosaur, Traverso DAW, Ardour, Rosegarden, Hydrogen, WavePad Sound Editor, Sound Engine, Expstudio Audio Editor, DJ Audio Editor, Eisenkraut, FREE WAVE MP3 Editor, Shotcut, Avidemux, MPEG Streamclip, Virtualdub - Video Capture and Editing, ZS4 Video Editor,



COURSE/MODULE - CODE: COMP/002, COMP/002 – 02/01, NAME: APPLY DIFFERENT CODING SYSTEMS

#	Expectations	Explanation
1	Course name to which belong	AUDIO AND VIDEO CLIPS AND MOVIES
2	Aim of the module	To understand the most popular and standardized coding systems with their pros and cons. To convert a file from one to the other coding system.
3	Annotation of the module	Introduction of the most used coding systems today – principles, design and implementation efforts, tools, transformation.
4	Expected learning results	To become familiar with the coding system such as: MPEG-2 Part 2, MPEG-4 Part 2, H.264 (MPEG-4 Part 10), HEVC, Theora, Dirac, RealVideo RV40, VP8, VP9; Vorbis, Opus, MP3, ADPCM, Nellymoser, Speex, AAC, Vorbis, FLAC, RealAudio, Dolby Digital, AMR-NB, AMR-WB, AMR-WB+, AAC-LC, HE-AAC. To have capabilities to transform one file to the other.
5	Practical experiences and workshops	Intra coding, Transform coding, Multi-directional SKIP and DIRECT modes (MDS), Flexible reference picture management scheme, 10-BIT CODING PROFILE, Region-of-Interest (ROI) Locations coding, Remote sensing image compression, Speech and audio coding scheme at low bitrates, “Butterfly-like” fusion strategy for real-time speech and music classification

COURSE/MODULE - CODE: COMP/002, OPTN/001 – 03/01, NAME: Manipulate motion

#	Expectations	Explanation
1	Course name to which belong	AUDIO AND VIDEO CLIPS AND MOVIES
2	Aim of the module	To use the Motion effect to position, scale, or rotate a clip within the video frame
3	Annotation of the module	To study the motion features in different tools, which



		will add additional effects to the video clips
4	Expected learning results	To do Generate effects, Corner Pin, Crop, Garbage Matte, Lighting Effects, Mirror, Transform, Twirl, and more motion features.
5	Practical experiences and workshops	Applying “Fit-to-Fill Motion effect”, “TimeWarp effect”, “Trim to Fill effect”, “Step nesting”, “Step vs Expansion Nesting”.

COURSE/MODULE - CODE: COMP/002, OPTN/002 – 03/02, NAME: Design sound track

#	Expectations	Explanation
1	Course name to which belong	AUDIO AND VIDEO CLIPS AND MOVIES
2	Aim of the module	To create the sound as a separate activity added to a movie, in the form of sound design.
3	Annotation of the module	Creation of sound strategy. Development of timeline for each specific sound effect with markers. Creation of the sound effects. Organizing a sound track. Editing and changing the soundtrack.
4	Expected learning results	Control, focus and building of soundtrack, using separate recording sessions, libraries and downloads
5	Practical experiences and workshops	Comparison between different tools for creation of soundtrack; Comparison between different features of soundtrack components to the effect of education.

COURSE/MODULE - CODE: COMP/004, COMP/001 – 01/01, NAME: Create illustrative, interactive, table-based and advertising designs

#	Expectations	Explanation
1	Course name to which belong	WEB GRAPHIC DESIGN WITH 2D AND 3D ANIMATIONS
2	Aim of the module	To produce and maintain graphical components with animation for the purpose of advertising
3	Annotation of the module	The module includes the design process relating to the front-end (client side) design of a website including writing mark up, partially overlapping web engineering in the broader scope of web development.



		The module is expecting to give answers on usability and the role of designers in creating mark up then they are also expected to be up to date with web accessibility guidelines.
4	Expected learning results	Web graphic design; interface design; authoring, including standardised code and proprietary software; user experience design; and search engine optimization; 2D and 3D design; advertising philosophy incorporated into the design
5	Practical experiences and workshops	Print media design, advertising, logo design, illustration, signage, web design, packaging & security ticketing.

COURSE/MODULE - CODE: COMP/004, COMP/002 – 02/01, NAME: Web technologies for animation designed in 2D and 3D

#	Expectations	Explanation
1	Course name to which belong	WEB GRAPH DESIGN WITH 2D AND 3D ANIMATIONS
2	Aim of the module	Using various artistic techniques, to make education how to design 2D and 3D animations through web access
3	Annotation of the module	To teach how to illustrate books and tabloids (especially electronic ones), how to design graphics in 2D and 3D with a browser access and how to incorporate motion in those graphics.
4	Expected learning results	Fundamentals of design / Web design and drawing, concept of illustration, page layout design, interactive presentation, 2D and 3D animation, the art of digital storyboard, editing animations
5	Practical experiences and workshops	Introduction to 2D/3D Animation; The latest trends 2D/3D world; Animation movies and tools to make 2D/3D animations



COURSE/MODULE - CODE: COMP/004, OPTN/001 – 03/01, NAME: Design tools for web 2D/3D animated design

#	Expectations	Explanation
1	Course name to which belong	WEB GRAPHIC DESIGN WITH 2D AND 3D ANIMATIONS
2	Aim of the module	Creating animations has always been considered as one of the most complex aspects of graphic design that requires specific software and technological expertise, especially with 2D and 3D animations. The module is dedicated to software tools helping this design process.
3	Annotation of the module	To study the process of creating motion and 2D/3D shape change illusion by means of the rapid display of a sequence of static images that minimally differ from each other.
4	Expected learning results	The students will know methods that include the traditional animation and those involving stop motion animation of two and three-dimensional objects, such as paper cutouts, puppets and clay figures. Images will be displayed in a rapid succession, usually 24, 25, 30, or 60 frames per second.
5	Practical experiences and workshops	Implementation and usage of Photoshop, Illustrator, InDesign, PageMaker, Premiere, After Effects, GoLive, LiveMotion, Frontpage, Dreamweaver, Fireworks, Flash, 3D Studio Max

COURSE/MODULE - CODE: COMP/004, OPTN/002 – 03/02, NAME: Managing a campaign team or design bureau

#	Expectations	Explanation
1	Course name to which belong	WEB GRAPHIC DESIGN WITH 2D AND 3D ANIMATIONS
2	Aim of the module	Choosing the right group of people to prepare and run a digital campaign as one of the most crucial strategic decisions in Web graphical design



3	Annotation of the module	Creation of a powerful communication of the graphic design team with the market.
4	Expected learning results	Integration of planning, budgeting, and tracking across all channels, including email, digital, social, and traditional. Collaborate and manage processes and workflows across Digital design team—and across other departments and agencies.
5	Practical experiences and workshops	Conducting an assessment of a virtual marketing organization, including all aspects of people, processes, and current plans. One-on-one coaching. Team workshops to learn how to apply a variety of marketing best practices (including personas, positioning statements, The Message Box, “marketing blueprints”, and campaign maps). Review and analysis of the current plans. Provide organizational planning & design, review roles & responsibilities, problem-solving work sessions.

COURSE/MODULE - CODE: COMP/008, COMP/001 - 01/01, NAME: Business entrepreneurship - characteristics and solve problems

#	Expectations	Explanation
1	Course name to which belong	Business entrepreneurship
2	Aim of the module	Introduction in Entrepreneurship
3	Annotation of the module	What include business entrepreneurship and how to solve a business problem
4	Expected learning results	Business environment of entrepreneurship, elements, status and trends
5	Practical experiences and workshops	Solve practical business problems

COURSE/MODULE - CODE: COMP/008, COMP/002 - 02/01, NAME: Entrepreneurial roles

#	Expectations	Explanation
1	Course name to which belong	Business entrepreneurship



2	Aim of the module	Introduction in Entrepreneurship's roles
3	Annotation of the module	Which are entrepreneurial roles and which are the links with managers
4	Expected learning results	Entrepreneurial roles
5	Practical experiences and workshops	Links "entrepreneur-manager"

COURSE/MODULE - CODE: COMP/008, COMP/003 – 03/01, NAME: Entrepreneurial process, characteristics, phases and content

#	Expectations	Explanation
1	Course name to which belong	Business entrepreneurship
2	Aim of the module	Introduction in Entrepreneurship process
3	Annotation of the module	What include a life cycle of entrepreneurial process and what include entrepreneurial infrastructure
4	Expected learning results	Entrepreneurial process, characteristics, phases and content
5	Practical experiences and workshops	How to describe and create entrepreneurial process

COURSE/MODULE - CODE: COMP/008, COMP/004 – 04/01, , NAME: Business plan and business idea

#	Expectations	Explanation
1	Course name to which belong	Business entrepreneurship
2	Aim of the module	Introduction in a business plan for starting a new business
3	Annotation of the module	What include a business plan and how to make market research
4	Expected learning results	Elements of a business plan. Creating and evaluate a business idea, marketing strategy and plan
5	Practical experiences and workshops	How to describe and create entrepreneurial business plan and formation of marketing strategy and marketing plan



COURSE/MODULE - CODE: COMP/009, COMP/001 – 01/01, NAME: Firm growth.

Dimensions of business growth

#	Expectations	Explanation
1	Course name to which belong	Management of growth
2	Aim of the module	Introduction in firm growth
3	Annotation of the module	Which are elements of firm's growth and how are indicators business growth
4	Expected learning results	Elements of growth. Dimensions of business growth
5	Practical experiences and workshops	How to describe firm's growth and do measure to indicators business growth

COURSE/MODULE - CODE: COMP/009, COMP/002 – 02/01, NAME: The growth process.

Models of firm growth

#	Expectations	Explanation
1	Course name to which belong	Management of growth
2	Aim of the module	Introduction in models of firm growth
3	Annotation of the module	Which are models of firm growth and make a assessment of the growth costs
4	Expected learning results	Models of firm growth, assessment of the growth costs
5	Practical experiences and workshops	How to use a “resource-based” model of business growth

COURSE/MODULE - CODE: COMP/009, COMP/003 – 03/01, NAME: Goals setting and effective management of resources for their achievement

#	Expectations	Explanation
1	Course name to which belong	Management of growth
2	Aim of the module	Introduction in effective management of resources



3	Annotation of the module	How to do building and development of competitive advantage and which are sources of competitive advantage
4	Expected learning results	Goals setting, effective management of resources
5	Practical experiences and workshops	Building and development of competitive advantage

COURSE/MODULE - CODE: OPTN/007, COMP/001 – 01/01, NAME: Management of SMEs

#	Expectations	Explanation
1	Course name to which belong	Entrepreneurship in Small and Medium Enterprises (SMEs)
2	Aim of the module	Introduction in management of SMEs
3	Annotation of the module	How to management of SMEs
4	Expected learning results	Management of SMEs
5	Practical experiences and workshops	Specific approaches, methods and techniques

COURSE/MODULE - CODE: OPTN/007, COMP/002 – 02/01, NAME: Growth strategies of SMEs

#	Expectations	Explanation
1	Course name to which belong	Entrepreneurship in Small and Medium Enterprises (SMEs)
2	Aim of the module	Introduction in strategies of growth of SMEs
3	Annotation of the module	Which are models of SMEs growth and strategies of growth
4	Expected learning results	Growth strategies of SMEs
5	Practical experiences and workshops	Models of SMEs growth



COURSE/MODULE - CODE: OPTN/007, COMP/003 – 03/01, NAME: Internationalization of SMEs

#	Expectations	Explanation
1	Course name to which belong	Entrepreneurship in Small and Medium Enterprises (SMEs)
2	Aim of the module	Introduction in internationalization of SMEs
3	Annotation of the module	Which are factors influencing the internationalization of SMEs and how to create an international SMEs company
4	Expected learning results	Factors influencing the internationalization of SMEs
5	Practical experiences and workshops	Creating an international SMEs company

COURSE/MODULE - CODE: OPTN/008, COMP/001 – 01/01, NAME: Common and distinctive features of entrepreneurship by industry

#	Expectations	Explanation
1	Course name to which belong	Project management in entrepreneurship
2	Aim of the module	To explain the common and distinctive features of entrepreneurship by industry
3	Annotation of the module	Which are features of entrepreneurship by industry and how have been solved problems
4	Expected learning results	Features of entrepreneurship by industry - common and distinctive, nurturing entrepreneurial team and role of the entrepreneur
5	Practical experiences and workshops	How to do nurturing entrepreneurial team

COURSE/MODULE - CODE: OPTN/008, COMP/002 – 02/01, NAME: Project financing in entrepreneurship

#	Expectations	Explanation
1	Course name to which belong	Project management in entrepreneurship



2	Aim of the module	To explain the project financing in entrepreneurship
3	Annotation of the module	Finance projects with attractive investors
4	Expected learning results	How to finance project and how to attracting investors
5	Practical experiences and workshops	Models of finance project

COURSE/MODULE - CODE: OPTN/008, COMP/003 – 03/01, NAME: Life cycle and stages of project management

#	Expectations	Explanation
1	Course name to which belong	Project management in entrepreneurship
2	Aim of the module	To explain life cycle of project management
3	Annotation of the module	Which are the stages of life cycle of project management protection of intellectual property, trends
4	Expected learning results	Stages of life cycle, standards of protection of intellectual property, trends
5	Practical experiences and workshops	Regulations on protection of intellectual property rights

Recommended learning and teaching materials

#	Type of material	Author, title, publishing details
1	Textbooks	-Cristiane Paul, Digital Art, ISBN-13: 978-0500203989, Thames & Hudson; -Susan Tuttle, Photo Craft: Creative Mixed Media and Digital Approaches to Transforming Your Photographs, ISBN 35313-65440-4, North Light Books; - Cat Hope and John Charles Ryan, Digital Arts: An Introduction to New Media, ISBN-10: 1780933231, Bloomsbury Academic; - 3DTotal Team, Digital Art Masters: Volume 6, ISBN-10: 0955153042, 3DTotal Publishing;



		- Edward A. Shanken, Art and Electronic Media, ISBN-10: 0714868582, Phaidon Press
2	Internet tutorial	-Digital Art tutorials: http://www.digitalartsonline.co.uk/tutorials/ -Graphical design tutorials: http://www.tanidareal.com/tutorials.htm ; -Digital Media Resources: http://www.tanidareal.com/tutorials.htm ;
3	eTool	Photoshop, Illustrator, InDesign, PageMaker, Premiere, After Effects, GoLive, LiveMotion, Frontpage, Dreamweaver, Fireworks, Flash, 3D Studio Max, MS Project Management, Matchware MindView, RationalPlan Multi Project, Adventure Game studio, GameSalad, Sploder, Thinking Worlds, Marmalade SDK, Marmalade Quick, Unreal Development Kit, Maya LT, Scaleform Mobile SDK, Unity Pro, Project Anarchy, App Game Kit, Corona SDK, Ludei, Nextpeer, PlayHaven, PowerVR Graphics SDK, Enlighten, Alpha Anywhere, Oracle ADF Mobile, Windows Mobile, Alpha Anywhere, Oracle ADF Mobile, Windows Mobile, TvAnts, SopCast, Live TV for Windows 8, PPLive, Windows Live Movie Maker