CURRICULUM COMMITTEE ▌ AGENDA

Wednesday, December 3, 2014 ▎ 3:00 p.m.
Loft Conference Room – Drescher Hall 300-E

SANTA MONICA COLLEGE
ACADEMIC SENATE
1900 Pico Boulevard
Santa Monica, CA 90405
310.434.4611

Members:

Guido Davis Del Piccolo, *Chair*	Ida Danzey	Helen LeDonne	James Pacchioli
Georgia Lorenz, *Vice Chair*	Ron Furuyama	Karen Legg	Rizwan Rashid (AS)
Terrin Adair-Lynch	Suellen Gauld	Walt Louie	Elaine Roque
Brenda Antrim (non-voting)	Sandra Hutchinson	Jae Lee	David Shirinyan
Sang Chi	Maral Hyeler	Jenny Merlic	Toni Trives
Caitlin Corker (AS)	William Konya	Estela Narrie	Odemaris Valdivia

Interested Parties:

Jamey Anderson	Jonathan Eady (AS)	Steven Myrow	Sal Veas
Maria Bonin	Kiersten Elliott	Katharine Muller	Chris Young
Patricia Burson	Mona Martin	Linda Sinclair	

Ex-Officio Members:

Eve Adler	Ali Khan

A G E N D A
(Items for action are listed alphabetically; items for information are listed numerically)

  Course Updates:
   1. GR DES 65 Web Design 1
   2. JOURN 1 The News
   3. JOURN 16 Producing The Campus Newspaper
   4. JOURN 43 Public Relations And Publicity
   5. LING 1 Introduction to Linguistics

  Course Updates (Program Review):
   13. ACCTG 33 Access For Accounting
   14. BUS 1 Introduction To Business
   15. BUS 11 Introduction To The Hospitality Industry
   16. BUS 15 Introduction To Insurance With Code and Ethics
   17. BUS 16 Personal Insurance
   18. BUS 17 Property And Liability Insurance
   19. BUS 18 Commercial Insurance
   20. BUS 20 Principles Of Marketing
   21. BUS 21 Merchandising Principles
   22. BUS 22 Introduction To Advertising
   23. BUS 25 Advertising Display
   24. BUS 27 Introduction To E-Commerce

Five minutes is allotted to any member of the public who wishes to address the Curriculum Committee on a specific agenda item, for general public comments, or non-agenda items.

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25. BUS 34 Introduction to Social Media Marketing
26. BUS 80 Principles Of Logistics
27. BUS 81 Transportation Management
28. BUS 82 Supply Chain Management
29. BUS 83 Operations Management

VI. Action Items:

Consent Agenda—addition in prerequisite and course update:
   a. ECON 1 Principles Of Microeconomics (establishment of prerequisite of MATH 31)............ 5
   b. ECON 2 Principles Of Macroeconomics (establishment of prerequisite of MATH 31)........ 14

Consent Agenda—changes in prerequisites:
   c. GR DES 66 Web Design 2 (change in prerequisite from GR DES 65 & 64 or ET 37 to GR DES 61 & 64 & 65) 22
   d. GR DES 67 Web Design 3 (change in prerequisite from GR DES 66 & ET 37 to GR DES 61 & 66). 31
   e. GR DES 71 Motion Graphics 1 (prerequisite change from GR DES 64 to GR DES 64 & 33) 38
   f. GR DES 75 Mobile App Design 1   (prerequisite change from GR DES 66 to GR DES 61 & 66; title change from "Mobile Design 1" to "Mobile App Design 1") 48
   g. PHOTO 32 Lighting for People 2 (change in prerequisite from PHOTO 30 to PHOTO 30 and PHOTO 39) 55
   h. PHOTO 43 Portfolio Development Analysis (change in prerequisite from PHOTO 31, PHOTO 33, and PHOTO 39 to (PHOTO 31 or PHOTO 32), PHOTO 33, and PHOTO 39) 61

Consent Agenda—course update and changes in titles:
   i. GEOL 1 Physical Geology without Laboratory (change in title from "Introduction to Physical Geology – Non-Lab" to "Physical Geology without Lab")

Consent Agenda—changes in minimum qualifications
   j. Addition of the discipline of Anthropology as a Minimum Qualification for: AHIS 1, 5, 6, 17, & 18

New Courses:
   k. GR DES 61 User Experience Design 66
   l. GR DES 71B Motion Graphics 2 72
   m. GR DES 76 Mobile App Design 2 78

Course Reinstatement:
   n. JOURN 2 Intermediate Newswriting and Reporting 85

New Programs:
   o. Studio Art Associate of Arts for Transfer (AA-T) 88
   p. Journalism Associate of Arts for Transfer (AA-T) 90
   q. Dance Teacher (Pre K-grade 5)Department Certificate 91

Program Revisions:
   r. Web Design Department Certificate 93
   s. Solar Photovoltaic Installation Associate in Science (AS) Certificate of Achievement 94

Old Business:
   t. SB 850 – Offering a Bachelors Degree at a Community College

VII. Adjournment

Please advise Guido Davis Del Piccolo (x. 3561), Georgia Lorenz (x. 4277) or Rebecca Weiland (x4844) if you are unable to attend this meeting.

CURRICULUM COMMITTEE ▮ MINUTES

Wednesday, November 5, 2014 ▮ 3:00 p.m.
Loft Conference Room – Drescher Hall 300-E

SANTA MONICA COLLEGE
ACADEMIC SENATE
1900 Pico Boulevard
Santa Monica, CA 90405
310.434.4611

Members Present:

Guido Davis Del Piccolo, *Chair*	Ida Danzey	Helen LeDonne	James Pacchioli
Georgia Lorenz, *Vice Chair*	Ron Furuyama	Karen Legg	Rizwan Rashid (AS)
Brenda Antrim (non-voting)	Suellen Gauld	Walt Louie	David Shirinyan
Terrin Adair-Lynch (non-voting)	Sandra Hutchinson	Jenny Merlic	Odemaris Valdivia
Sang Chi	Maral Hyeler	Estela Narrie	
Caitlin Corker (AS)	William Konya	Elaine Roque	

Members Absent:

Toni Trives   Jae Lee

Others Present:

Judith Douglas   Mark Tomasic   Rick Alviso

M I N U T E S
(Items for action are listed alphabetically; items for information are listed numerically)

I. **Call to order:**
The meeting was called to order at 3:08pm.

II. **Public Comments*:**
None.

III. **Approval of Minutes:**
The minutes of November 5, 2014 were approved as presented.

IV. **Chair's report:**
- The Chair announced that all items approved by the Curriculum Committee on October 15, 2014 were approved by the Academic Senate on October 28, 2014. There was a concern raised at the Senate regarding the suggested load factor and compensation for Global Studies 35. The Senate approved the course with the understanding that the Faculty Association would discuss the load factor and compensation with the administration.
- The Chair reported that two members of the ASCCC's subcommittee on "Relations with Local Senates" were present at the Academic Senate meeting of October 28, 2014. They spoke to the Senate regarding some of the concerns SMC has regarding C-ID, AD-Ts, and SB 850.

V. **Information Items:**

Course Updates:
1. BUS 47 / COUNS 47 Personal Finance For Students
2. PSYCH 1 General Psychology
3. PSYCH 2 Physiological Psychology
4. PSYCH 18 / ECE 18 Childhood Culture And Personality

*Five minutes is allotted to any member of the public who wishes to address the Curriculum Committee on a specific agenda item, for general public comments, or non-agenda items.

Course Updates (Program Review and C-ID):
1. BIOL 81 Biobrightstart, Basic Biology
2. BUS 5 Business Law
3. PHILOS 20 / ENVRN 20 Environmental Ethics
4. PHILOS 22 Asian Philosophy
5. PHILOS 23 Philosophy Of Religion

VI. Action Items:

Consent Agenda— Revision of prerequisite:
a. **ET 80** Post Production Project (change in prerequisite from ET 2, ET 41, and ET 59 to ET 41 and ET 31B or FILM 32L and ET 31B) – presented by Walt Louie
(Approved with minor edits to phrasing and spelling)
Motion made by: Ida Danzey   **Seconded by:** Ron Furuyama
The motion passed unanimously.

Distance Education (to be offered as a hybrid):
b. **MUSIC 37 Music in American Culture** – presented by Rick Alviso
Professor Odemaris Valdivia agreed to research recommendations and resources on hybrid teaching. She will report back at a future meeting on her findings.
(Approved with minor edits to course assignments and methods of evaluation.)
Motion made by: Georgia Lorenz   **Seconded by:** Ida Danzey
The motion passed unanimously.

Program Revisions:
c. Dance AA – presented by Judith Douglas and Mark Tomasic
Motion made by: Odemaris Valdivia   **Seconded by:** Helen LeDonne
The motion passed unanimously.

Old Business:
a. SB 850 – Offering a Bachelors Degree at a Community College
Georgia Lorenz presented an update on the development of a proposal for the statewide pilot baccalaureate program. She reported that the Career Technical Education committee met and voted that Santa Monica College submit its proposal for a major in Interaction Design. There was discussion about the pilot program among committee members.

VII. Adjournment
The meeting adjourned at 4:51pm.

Santa Monica College

Course Outline For
ECONOMICS 1, Principles Of Microeconomics

Course Title: Principles Of Microeconomics   Units: 3.00

Total Instructional Hours (usually 18 per unit): 54

Hours per week (full semester equivalent) in Lecture: 3.00   In-Class Lab: 0   Arranged:

Date Submitted:	May 2011
Date Updated:	November 2014
Transferability:	Transfers to UC
	Transfers to CSU
IGETC Area:	• IGETC Area 4: Social and Behavioral Sciences
	o 4B: Economics
CSU GE Area:	• CSU GE Area D: Social, Political, and Economic Institutions and Behavior, Historical
	o D2 - Economics
SMC GE Area:	• GENERAL EDUCATION PATTERN (SMC GE)
	o Area II-B: Social Science (Group B)

Degree Applicability:	Credit - Degree Applicable
Prerequisite(s):	MATH 31
Pre/Corequisite(s):	None
Corequisite(s):	None
Skills Advisory(s):	Eligibility for English 1

I.   Catalog Description

This course introduces students to the supply and demand model, the concept of elasticity, productivity and cost structures. Within the Supply and Demand framework, the class studies the impact of government intervention on markets. The class evaluates alternative market structures in terms of prices, efficiency, and the role of the government.

II.   **Examples of Appropriate Text or Other Required Reading:** (include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. Economics, 10, Arnold, Repo © 2011, ISBN: 0-8400-6951
2. Microeconomics, 19, Mcconnell, McGrawHill © 2012, ISBN: 0-07-733773-5
3. Microeconomics, 6, Sexton , South West © 2013, ISBN: 1-1119-7032-

4. <u>Foundations Of Microeconomics</u> , 12, Bade, Addison Wesley Pearson © 2013, ISBN: 1-2568-3528-
5. <u>Microeconomics: Principles & Policy</u>, 12, Baumol/Blinder, Cengage © 2012, ISBN: 1-2851-1843-X
6. <u>Microeconomics</u>, 9, Colander, McGrawHill © 2013, ISBN: 0-07-750180-2
7. <u>Principles of Micreconomics</u>, 5th, M.G. Mankiw, Southwestern College © 2008

III.   Course Objectives

Upon completion of this course, the student will be able to:

1. Determine the impact of events that affect supply and/or demand on equilibrium price and quantity.
2. Calculate and use elasticity measurements to explain and to predict market behavior.
3. Use the Supply and Demand model to assess the impact of government intervention (taxes and price controls) on market behavior, prices and social welfare.
4. Construct Cost and Product functions from Marginal Product data.
5. Identify the profit maximizing solution for all market structures.
6. Construct Long Run and Short Run supply curves for a perfectly competitive firm in a Constant, Increasing or Decreasing Cost industry.
7. Formulate the strategic decision process of a two firm oligopoly as payoff matrix and calculate Nash equilibrium.
8. Explain three alternative models of oligopoly.
9. Contrast and compare market structures in terms of production levels, prices, efficiency and the need for government intervention

IV.   Methods of Presentation:

Other (Specify) , Group Work , Lecture and Discussion
Other Methods: An integral part of the instruction and delivery of information in this class requires exchange of ideas among students. Student to student communication is facilitated via in class group and individual assignments.

V.   Course Content

<u>% of course</u>	<u>Topic</u>
13%	Markets Demand Supply Definition of a Market

	Price Mechanism
	Producer and Consumer Surplus
10%	Government Intervention
	Taxes
	Price Controls
	Welfare Loss
13%	Elasticity
	Price Elasticity of Demand
	Price Elasticity of Supply
	Income Elasticity of Supply
	Cross Price Elasticity
	Tax Incidence and Elasticity
10%	Production
	Factors of Production

	Production Function
	Marginal Product, Average Product
	Diminishing and Negative Returns to Labor
10%	Costs
	Opportunity Costs
	Implicit vs. Explicit Costs
	Accounting vs. Economic Profit
	Short Run Costs
	Total Costs (Total Cost, Variable Cost, Fixed Cost).
	Per Unit Costs (Average Total Cost, Average Variable Cost, Average Fixed Cost and Marginal Costs)
	Marginal Revenue Product and Demand for Labor
	Optimal Input Proportions
	Long Run Costs
	Economies and Diseconomies of Scale
25%	Market Structures
	Perfect Competition
	Monopoly

	Oligopoly Monopolistic competition
10%	Market Failures
9%	International Trade and Comparative Advantage
100%	Total

VI.   **Methods of Evaluation: (Actual point distribution will vary from instructor to instructor but approximate values are shown.)**

Percentage	Evaluation Method
40 %	Exams/Tests - 2 exams
30 %	Quizzes - approximately 10
5 %	Group Projects
5 %	Class Work
20 %	Final exam
100 %	Total

Additional Assessment Information:
90 – 100% = A
80 – 89% = B
70 – 79% = C
60 – 69% = D
Below 60% = F

VII.   **Sample Assignments:**

Supply and Demand
Students use the Supply and Demand model to predict and explain price and quantity changes.

Elasticity

Using information on price and quantity demanded for different goods at different prices and income levels students calculate the price elasticity of demand, the income elasticity of demand and the cross price elasticity of demand, determine whether demand is elastic, inelastic, unit elastic and whether the goods are complements, substitutes, inferior, normal, necessities or luxuries.

Supply Demand and Elasticity
Use the elasticity measurement and the Supply and Demand Model to predict or explain market behavior.

Taxes
Using a Supply and Demand diagram. Students show graphically and explain verbally the burden of a tax and its effect on prices, production, consumption, Consumer and Producer surplus and social welfare.

Production Function
For different assumptions on Diminishing Returns, students draw the Marginal Product and calculate and graph the Total Product and Average Product functions.

Costs
Using information on Marginal Product, wage and fixed costs students calculate and graph TC, VC, ATC, AVC, AFC and MC.
Using per unit costs, students calculate total costs.
Using total costs, students calculate per unit costs.

Economic Decusions
From a list, students separate explicit from implicit costs and calculate Accounting Profit and Economic Profit to explain or predict economic decisions.

Students show graphically the profit maximizing price and output level for all market structures.

Long Run Costs
Using information on short run costs students build the Long Run Cost Curve and determine the characteristics of the industry in terms of returns to scale.

Long Run Adjustments
Students describe graphically the effect of changes in Market Demand on price and output for a constant/increasing/decreasing cost industry and draw the corresponding Long Run Supply curve.

Oligopoly
Students use the several models to predict or explain prices and output levels under oligopoly.

VIII.   Student Learning Outcomes

1. Demonstrate academic responsibility and integrity.
2. Demonstrate through oral and/or written work knowledge of the course content: Supply and Demand Model, the concept of elasticity, productivity, cost structures, and the implications of alternative market structures including Perfect Competition, Monopoly, Monopolistic Competition and Oligopoly, for prices, efficiency, and the role of government.
3. Demonstrate proficiency in the research, analytical, and communication skills necessary to present compelling and original arguments, orally and/or in writing, that advance reasonable conclusions as to how various government policies affect economic actors in a market economy.

Prerequisite / Corequisite Checklist and Worksheet

Economics 1: Principles of Microeconomics

Prerequisite: Mathematics 31: Elementary Algebra

Other advisories also required for this course: Eligibility for English 1

SECTION 1 - CONTENT REVIEW: If any criterion is not met, the prerequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or advisory.	X	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	X	
3. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	X	
4. Selection of this prerequisite, corequisite or advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.	X	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	X	
6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	X	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	X	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	X	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	X	

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

In addition to the affirmation of content review listed in section I, an additional level of scrutiny is also required. The level of scrutiny depends on which type of prerequisite is involved. There are six types and each is listed below. Please identify which one is being used to justify the proposed prerequisite. The additional level of scrutiny corresponding to each type of prerequisite is identified below.

Type 1: Standard Prerequisite (required prerequisite at UC or CSU) X Identify three UC or CSU campuses that offer the equivalent course with the equivalent prerequisite. **List schools here:** Admission Requirement for CSU **Complete the Prerequisite Worksheet**
Type 3: Course in communication or computational skills as prerequisite for course other than another X skills course (e.g., English 1 prerequisite for Anatomy 1) **Complete the Prerequisite Worksheet** **Complete Data Analysis**

modified 09/26/2012

Prerequisite Worksheet

ENTRANCE SKILLS FOR **ECON 1**
(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)

A)	Graph linear equations and inequalities.
B)	Translate and solve algebraic word problems in a single variable.
C)	Given the description of a line, write an equation of the line.
D)	Apply units of measurements in the solution of algebraic applications as appropriate.
E)	
F)	
G)	
H)	

EXIT SKILLS (objectives) FOR **MATH 31**
(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)

1.	Graph linear equations and inequalities.
2.	Translate and solve algebraic word problems in a single variable.
3.	Given the description of a line, write an equation of the line.
4.	Apply units of measurements in the solution of algebraic applications as appropriate.
5.	
6.	
7.	
8.	

		ENTRANCE SKILLS FOR ECON 1							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR MATH 31	1	X							
	2		X						
	3			X					
	4				X				
	5								
	6								
	7								
	8								

modified 09/26/2012

Santa Monica College

Course Outline For
ECONOMICS 2, Principles Of Macroeconomics

Course Title: Principles Of Macroeconomics   Units: 3.00

Total Instructional Hours (usually 18 per unit): 54

Hours per week (full semester equivalent) in Lecture: 3.00   In-Class Lab: 0   Arranged:

Date Submitted: May 2011
Date Updated: November 2014
Transferability: Transfers to CSU
                          Transfers to UC
IGETC Area: • IGETC Area 4: Social and Behavioral Sciences
                              o 4B: Economics

CSU GE Area: • CSU GE Area D: Social, Political, and Economic
                              Institutions and Behavior, Historical
                              o D2 - Economics

SMC GE Area: • GENERAL EDUCATION PATTERN (SMC GE)
                              o Area II-B: Social Science (Group B)

Degree Applicability: Credit - Degree Applicable
Prerequisite(s):   MATH 31
Pre/Corequisite(s):   None
Corequisite(s):   None
Skills Advisory(s):   Eligibility for English 1

I.   Catalog Description
This course introduces students to measurement of economic aggregates, economic models, and economic policy. Measures of economic aggregates include: GDP, the unemployment rate, the GDP Deflator, and the Consumer Price Index. The Great Depression is used as an introduction to macroeconomic policy. The course covers the tools of fiscal and monetary policy and their impact on aggregate demand, prices, income and interest rates. Additionally, the course introduces students to following models: Classical, Keynesian, Monetarist, and Supply Side with their corresponding policy implications and recommendations.

II.
Examples of Appropriate Text or Other Required Reading: (include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. <u>Macroeconomics</u>, -, Mc Eachern, Cengage Learning © 2009
2. <u>The Macro Economy Today</u>, 11th, Bradley R. Schiller, McGraw Hill © 2007
3. <u>Principles of Macroeconomics</u>, 9th, Karl E. Case and Ray C. Fair, Prentice Hall © 2008
4. <u>Macroeconomics</u>, 3rd, Krugman, Paul and Robin Wells, Worth © 2012, ISBN: 9781429283434

III.   Course Objectives
Upon completion of this course, the student will be able to:

1. Evaluate alternative measurements of production: incomes approach vs. expenditures approach; real vs. nominal; gross vs. net; national vs. domestic.
2. Contrast the Consumer Price Index and the GDP deflator as measures of overall prices.
3. Critically evaluate the method used to calculate the consumer price index as a measure of cost of living and the unemployment rate as a measure of unemployment.
4. Identify and explain the events that contributed to the severity of the Great Depression.
5. Contrast different schools of thought in terms of underlying assumptions and policy recommendations (Classical, Keynesian, Monetarist, and Supply Side).
6. Calculate equilibrium values of income/output from a set of behavioral equations for consumption, investment, government spending, exports and imports.
7. Assess the impact of changes in government spending and taxes on equilibrium output.
8. Analyze the impact of government deficits on equilibrium output, prices and interest rates.
9. Identify and explain the tools of Monetary and Fiscal Policies.
10. Calculate the effect of changes in monetary policy tools (required reserve ratio, discount rate, open market operations) on the money supply using the money multiplier.
11. Compose a step-by-step diagram of the monetary policy process from changes in monetary policy tools to their ultimate impact on aggregate demand, equilibrium output, interest rates and overall prices.

IV.   Methods of Presentation:
Lecture and Discussion , Other (Specify) , Group Work
Other Methods: Lectures supplemented by power point presentations. Instructor web site includes class information, sources of data, reading materials, exercises, solutions and power point presentations for review by students. An integral part of the instruction and delivery of information in this class requires exchange of ideas among students. Student to student communication is facilitated via in class group and individual assignments with practice exercises as application of lecture material.

V.   Course Content

% of course	Topic
25%	Economic Funamentals and how markets operate. Economic Measurements: - GDP, national output and productivity - Price levels and inflation - Unemployment Modeling the business cycle.
30%	The Monetary system: - Money creation and banking - role and function of central banks - Money demand and velocity The Financial system:

	• Saving
	• Investment
	• Interest rates
30%	Role of Government in the economy Fiscal policy and Monetary policy • Taxation • Deficits and Debt Stabilization Policy
15%	Economic growth and development Balance of payments and trade
100%	Total

VI.   Methods of Evaluation: (Actual point distribution will vary from instructor to instructor but approximate values are shown.)

Percentage	Evaluation Method
60 %	Exams/Tests - 3 exams

30 %	Quizzes - 3-4 quizzes
10 %	Class Participation - including group projects
100 %	Total

Additional Assessment Information:
90 – 100% = A
80 – 89% = B
70 – 79% = C
60 – 69% = D
Below 60% = F

VII.   Sample Assignments:

Assignment Set 1: Fiscal Policy and Deficits

Respond to the following questions in complete sentences and with reference to your
text:

1. Identify two primary tools of fiscal policy. How would these tools be
   implemented differently in a business upswing versus a business downswing?
2. In what ways do future generations benefit from this generation's deficit
   spending? Cite three examples.
3. If deficit spending "crowds out" some private investment, could future
   generations be worse off? Explain.

Assignment Set 2: International Trade

Respond to the following questions in complete sentences and with reference to your
text:

1. If a nation exported much of its output, but imported little, would it be better
   or worse off? Explain.
2. Suppose our country refused to sell goods to another country that then, in turn,
   refused to sell goods to our country. Which economic groups would benefit
   and which economic groups would lose from this scenerio?
3. Domestic producers often base their claim for import protection on the fact
   that workers in country X are paid substandard wages. Is this a valid argument
   for protection?

VIII.   Student Learning Outcomes

1. Demonstrate academic responsibility and integrity.
2. Demonstrate through oral and/or written work knowledge of the course content: measures of economic aggregates including GDP, the unemployment rate, the GDP Deflator and the Consumer Price Index, the tools of fiscal and monetary policy and their impact on aggregate demand, prices, income and interest rates, and the Classical, Keynesian, Monetarist and Supply Side models with their corresponding policy implications and recommendations.
3. Demonstrate proficiency in the research, analytical, and communication skills necessary to present compelling and original arguments, orally and/or in writing, that advance reasonable conclusions concerning the different expectations of two or more economic theories and the varying consequences and opportunity costs of each on the macroeconomy in terms of level of employment, output and prices, inflation, and economic growth.

Prerequisite / Corequisite Checklist and Worksheet

Economics 2: Principles of Macroeconomics

Prerequisite: Mathematics 31: Elementary Algebra
Other advisories also required for this course: Eligibility for English 1

SECTION 1 - CONTENT REVIEW: If any criterion is not met, the prerequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or advisory.	X	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	X	
3. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	X	
4. Selection of this prerequisite, corequisite or advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.	X	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	X	
6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	X	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	X	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	X	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	X	

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

In addition to the affirmation of content review listed in section I, an additional level of scrutiny is also required. The level of scrutiny depends on which type of prerequisite is involved. There are six types and each is listed below. Please identify which one is being used to justify the proposed prerequisite. The additional level of scrutiny corresponding to each type of prerequisite is identified below.

Type 1: Standard Prerequisite (required prerequisite at UC or CSU)   X Identify three UC or CSU campuses that offer the equivalent course with the equivalent prerequisite.   **List schools here:** Admission Requirement for CSU   **Complete the Prerequisite Worksheet**
Type 3: Course in communication or computational skills as prerequisite for course other than another   X skills course (e.g., English 1 prerequisite for Anatomy 1)   **Complete the Prerequisite Worksheet**   **Complete Data Analysis**

modified 09/26/2012

Prerequisite Worksheet

ENTRANCE SKILLS FOR **ECON 2**
(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)

A)	Graph linear equations and inequalities.
B)	Translate and solve algebraic word problems in a single variable.
C)	Given the description of a line, write an equation of the line.
D)	Apply units of measurements in the solution of algebraic applications as appropriate.
E)	
F)	
G)	
H)	

EXIT SKILLS (objectives) FOR **MATH 31**
(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)

1.	Graph linear equations and inequalities.
2.	Translate and solve algebraic word problems in a single variable.
3.	Given the description of a line, write an equation of the line.
4.	Apply units of measurements in the solution of algebraic applications as appropriate.
5.	
6.	
7.	
8.	

		ENTRANCE SKILLS FOR ECON 2							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR MATH 31	1	X							
	2		X						
	3			X					
	4				X				
	5								
	6								
	7								
	8								

Santa Monica College

Course Outline For
GRAPHIC DESIGN 66, Web Design 2

Course Title: Web Design 2   Units: 3.00
Total Instructional Hours (usually 18 per unit): 90
Hours per week (full semester equivalent) in Lecture: 2.00   In-Class Lab: 1.00   Arranged: 2.00

Date Submitted: May 2011
Date Updated: November 2014
Transferability: Transfers to CSU
IGETC Area:
CSU GE Area:
SMC GE Area:

Degree Applicability: Credit - Degree Applicable
Prerequisite(s):   GR DES 64 and GR DES 65 and GR DES 61
Pre/Corequisite(s):   None
Corequisite(s):   None
Skills Advisory(s):   None

I.   Catalog Description

This web design course builds on the concepts and fundamentals covered in Graphic Design 65 and focuses on best practices for design and production of responsive websites. Design issues such as design process, understanding the user, web typography and prototyping will be addressed. Technical topics include HTML5, CSS3, responsive web design, jQuery, forms, embedded fonts and media. Students will design and create a website from start to finish, utilizing intermediate to advanced skills learned in this course.

II.   **Examples of Appropriate Text or Other Required Reading:** (include all publication dates; for transferable courses at least one text should have been published within the last five years)

1.   HTML and CSS: Design and Build Websites , 11st Edition, Jon Duckett, Wiley © 2011, ISBN: 978-1118008188

III.   Course Objectives

Upon completion of this course, the student will be able to:

1.   Identify the different issues in delivering content to different screen sizes and devices
2.   Develop a basic understanding of designing for the user.

3. Create effective site maps, sketches, and wireframes.
4. Create visual design of an effective responsive website.
5. Utilize HTML and CSS to build a responsive website and successfully launch it live to a server.
6. Demonstrate an understanding of how to be a self-learner and how to learn from others.
7. Demonstrate ability to effective critique and evaluate own design and other designers? work.

IIIb.   Arranged Hours Objectives:
Upon completion of this course, the student will be able to:

1. Identify and apply an intermediate understanding of HTML and CSS coding.

IV.   Methods of Presentation:
Group Work , Lecture and Discussion , Projects , Critique

IVb.   Arranged Hours Instructional Activities:
Other (Specify)
Other Methods: The student will participate in online video tutorials and recommended resources related to intermediate HTML/CSS.

V.   Course Content

% of course	Topic
10%	Design Process
20%	Responsive Web Design
20%	Visual Design
10%	Web Typography
20%	HTML5 and CSS3
10%	jQuery
10%	Presentation and critique of projects
100%	Total

Vb.   Lab Content:

% of course	Topic
50%	Critiques
50%	Team exercises

Percentage	Evaluation Method
100%	Total

VI.   **Methods of Evaluation: (Actual point distribution will vary from instructor to instructor but approximate values are shown.)**

Percentage	Evaluation Method
60 %	Projects - Midterm Project 30% Final Project 30%
10 %	Class Participation
30 %	Class Work - Assignments
100 %	Total

Additional Assessment Information:

1. 90-100% = A
2. 80-89% = B
3. 70-79% = C
4. 60-69% = D
5. Below 60% = F

VII.   **Sample Assignments:**

Assignment 1: Create sketches for the 3 pages of your midterm project. Taking in consideration that "sketching is where creating the basic concept is done," start sketching the layout for your midterm project. Keeping in mind "mobile first," start sketching the layout. What elements are most important and should be included for the mobile user?

Assignment 2: Keeping in mind "mobile first," and referring to the sketches you made earlier, create wireframes for the 3 pages of your midterm project.

VIII.   **Student Learning Outcomes**

1. Exhibit strong academic behaviors including regular attendance, timeliness, participation in class activities, and adherence to the College Honor Code.
2. Demonstrate intermediate conceptual and technical knowledge of the web design process by producing a commercial-quality website.
3. Using a set of design and technical criteria, effectively critique own website and website projects done by peers.

Prerequisite Checklist and Worksheet

GR DES 66 – Web Design 2

Prerequisite: GR DES 64; Digital Imaging For Design I

Other prerequisites, corequisites, and advisories also required for this course: (Please note that a separate sheet is required for each prerequisite, corequisite, or advisory)
GR DES 65; Web Design 1
GR DES 61; User Experience Design

SECTION 1 - CONTENT REVIEW: If any criterion is not met, the prerequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or advisory.	**X**	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	**X**	
3. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	**X**	
4. Selection of this prerequisite, corequisite or advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.	**X**	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	**X**	
6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	**X**	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	**X**	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	**X**	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	**X**	

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

In addition to the affirmation of content review listed in section I, an additional level of scrutiny is also required. The level of scrutiny depends on which type of prerequisite is involved. There are six types and each is listed below. Please identify which one is being used to justify the proposed prerequisite. The additional level of scrutiny corresponding to each type of prerequisite is identified below.

_X_ Type 2: Sequential within and across disciplines (e.g., Physics 7, 8, 9, …)
Complete the Prerequisite Worksheet

modified 09/26/2012

Prerequisite Worksheet

ENTRANCE SKILLS FOR **(GR DES 66 – Web Design 2)**
(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)

A)	Save files in various formats
B)	Demonstrate use of basic functions of tools in the toolbox
C)	Convert file to various color modes: bitmap, grayscale, RGB, CMYK.
D)	Define/understand image, screen and output resolution basics.
E)	Combine multiple images into one file with copy and paste.
F)	Utilize menu features.
G)	Discuss basic terminology of image processing
H)	

EXIT SKILLS (objectives) FOR **(GR DES 64; Digital Imaging For Design I)**
(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)

1.	Save files in various formats
2.	Demonstrate use of basic functions of tools in the toolbox
3.	Convert file to various color modes: bitmap, grayscale, RGB, CMYK.
4.	Define/understand image, screen and output resolution basics.
5.	Combine multiple images into one file with copy and paste.
6.	Utilize menu features.
7.	Discuss basic terminology of image processing
8.	

EXIT SKILLS FOR GR DES 64		ENTRANCE SKILLS FOR GR DES 66							
		A	B	C	D	E	F	G	H
	1	x							
	2		x						
	3			x					
	4				x				
	5					x			
	6						x		
	7							x	
	8								

Prerequisite Checklist and Worksheet

GR DES 66 – Web Design 2

Prerequisite: GR DES 65; Web Design 1

Other prerequisites, corequisites, and advisories also required for this course:
    (Please note that a separate sheet is required for each prerequisite, corequisite, or advisory)

GR DES 64; Digital Imaging For Design I

GR DES 61; User Experience Design

SECTION 1 - CONTENT REVIEW: If any criterion is not met, the prerequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or advisory.	X	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	X	
3. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	X	
4. Selection of this prerequisite, corequisite or advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.	X	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	X	
6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	X	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	X	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	X	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	X	

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

In addition to the affirmation of content review listed in section I, an additional level of scrutiny is also required. The level of scrutiny depends on which type of prerequisite is involved. There are six types and each is listed below. Please identify which one is being used to justify the proposed prerequisite. The additional level of scrutiny corresponding to each type of prerequisite is identified below.

X Type 2: Sequential within and across disciplines (e.g., Physics 7, 8, 9, …)
    Complete the Prerequisite Worksheet

modified 09/26/2012

Prerequisite Worksheet

ENTRANCE SKILLS FOR **GR DES 66 – Web Design 2**
(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)

A)	Identify and apply basic design concepts and principles for web design.
B)	Apply grid, color, navigation, composition, and typography for contemporary web design effectively.
C)	Demonstrate a basic understanding of the anatomy of a web page.
D)	Demonstrate an understanding of web hosting, file management, and file transfer protocol (FTP).
E)	Develop understanding of the concept of target audience and its importance to design.
F)	Demonstrate understanding of design process and successfully create a site map.
G)	Optimize images and other graphics effectively.
H)	Utilize HTML and CSS to build a working website and successfully launch it live to a server.

EXIT SKILLS (objectives) FOR **GR DES 65 – Web Design 1**
(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)

1.	Identify and apply basic design concepts and principles for web design.
2.	Apply grid, color, navigation, composition, and typography for contemporary web design effectively.
3.	Demonstrate a basic understanding of the anatomy of a web page.
4.	Demonstrate an understanding of web hosting, file management, and file transfer protocol (FTP).
5.	Develop understanding of the concept of target audience and its importance to design.
6.	Demonstrate understanding of design process and successfully create a site map.
7.	Optimize images and other graphics effectively.
8.	Utilize HTML and CSS to build a working website and successfully launch it live to a server.

		ENTRANCE SKILLS FOR GR DES 66							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR GR DES 65	1	x							
	2		x						
	3			x					
	4				x				
	5					x			
	6						x		
	7							x	
	8								x

modified 09/26/2012

Prerequisite Checklist and Worksheet

GR DES 66 – Web Design 2

Prerequisite GR DES 61; User Experience Design

Other prerequisites, corequisites, and advisories also required for this course:
(Please note that a separate sheet is required for each prerequisite, corequisite, or advisory)

GR DES 64; Digital Imaging For Design I

GR DES 65; Web Design 1

SECTION 1 - CONTENT REVIEW: If any criterion is not met, the prerequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or advisory.	X	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	X	
3. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	X	
4. Selection of this prerequisite, corequisite or advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.	X	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	X	
6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	X	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	X	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	X	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	X	

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

In addition to the affirmation of content review listed in section I, an additional level of scrutiny is also required. The level of scrutiny depends on which type of prerequisite is involved. There are six types and each is listed below. Please identify which one is being used to justify the proposed prerequisite. The additional level of scrutiny corresponding to each type of prerequisite is identified below.

X Type 2: Sequential within and across disciplines (e.g., Physics 7, 8, 9, …)
   Complete the Prerequisite Worksheet

modified 09/26/2012

Prerequisite Worksheet

ENTRANCE SKILLS FOR **GR DES 66 – Web Design 2**
(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)

A)	Identify and apply best practices for User Experience Design.
B)	Develop and create multiple user personas and use cases
C)	Conduct successful user-testing sessions to develop an iteration of a project.
D)	Create effective prototype of project based on user research.
E)	Utilize UX methodologies and tools at an intermediate level.
F)	
G)	
H)	

EXIT SKILLS (objectives) FOR **GR DES 61 – User Experience Design**
(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)

1.	Identify and apply best practices for User Experience Design.
2.	Develop and create multiple user personas and use cases
3.	Conduct successful user-testing sessions to develop an iteration of a project.
4.	Create effective prototype of project based on user research.
5.	Utilize UX methodologies and tools at an intermediate level.
6.	
7.	
8.	

EXIT SKILLS FOR GR DES 61		ENTRANCE SKILLS FOR GR DES 66							
		A	B	C	D	E	F	G	H
	1	x							
	2		x						
	3			x					
	4				x				
	5					x			
	6								
	7								
	8								

Santa Monica College

Course Outline For
GRAPHIC DESIGN 67, Web Design 3

Course Title: Web Design 3   Units: 3.00
Total Instructional Hours (usually 18 per unit): 90
Hours per week (full semester equivalent) in
Lecture: 2.00   In-Class Lab: 1.00   Arranged: 2.00

Date Submitted: May 2011
Date Updated: November 2014
Transferability: Transfers to CSU
IGETC Area:
CSU GE Area:
SMC GE Area:

Degree Applicability: Credit - Degree Applicable
Prerequisite(s):   GR DES 66 and GR DES 61
Pre/Corequisite(s):   None
Corequisite(s):   None
Skills Advisory(s):   None

I.   **Catalog Description**
       This advanced project-based web design course builds on the conceptual and technical
       knowledge acquired in Graphic Design 66 and focuses on designing and building a
       commercial-quality website. Working in teams, students will participate in the design
       and production of a medium-sized website. Students will go through the design process
       from research to launch and discuss how to best work with a client. Technical issues
       covered are advanced HTML and CSS, content management systems, responsive
       design, and site maintenance. Students will conceptualize, design, and produce a
       complete commercial-quality website.

       Examples of Appropriate Text or Other Required Reading: (include all publication
II.   dates; for transferable courses at least one text should have been published within the
       last five years)
          1. Responsible Responsive Design, 1st, Jehl, Scott, A Book Apart © 2014, ISBN:
              978-1-937557-16-4

III. **Course Objectives**
       Upon completion of this course, the student will be able to:

          1. Analyze client and user needs and requirements and produce a website that?s
              compatible for different screen sizes.

2. Use effective research, user experience, and design to create a commercial-quality website.
3. Work successfully as a team member and as part of a team.
4. Demonstrate how to effectively communicate with a client.
5. Demonstrate ability to effective critique and evaluate own design and other designers? work.
6. Develop an intermediate understanding of user experience design.
7. Implement audio/video and animation on a website.
8. Build a responsive website and successfully launch it live to a server.

IIIb.   Arranged Hours Objectives:
Upon completion of this course, the student will be able to:

1. Identify and apply an understanding of advanced topics such as content management systems and frameworks.

IV.   Methods of Presentation:
Lecture and Discussion , Observation and Demonstration , Projects , Critique , Group Work

IVb.   Arranged Hours Instructional Activities:
Other (Specify)
Other Methods: The student will participate in online video tutorials and recommended resources related to advanced topics such as content management systems and frameworks.

V.   Course Content

% of course	Topic
20%	Working with clients
10%	Frameworks
30%	Advanced HTML + CSS
20%	Content management systems
10%	Team work and project management
10%	Presentation and critique of projects
100%	Total

Vb.   Lab Content:

% of course	Topic

Percentage	Evaluation Method
50%	Critiques
50%	Team exercises
100%	Total

VI.   **Methods of Evaluation: (Actual point distribution will vary from instructor to instructor but approximate values are shown.)**

Percentage	Evaluation Method
55 %	Projects - Mid-term Project 25% Final Project 30%
20 %	Group Projects
5 %	Class Participation
20 %	Other - Assignments
100 %	Total

Additional Assessment Information:

1. 90-100% = A
2. 80-89% = B
3. 70-79% = C
4. 60-69% = D
5. Below 60% = F

VII.   **Sample Assignments:**

Assignment 1: Create a working prototype of a 3-page responsive website using a framework like Bootstrap.

Assignment 2: As a team, design and build a 12-15 page commercial-quality website utilizing a content management system.

VIII.   **Student Learning Outcomes**

1. Exhibit strong academic behaviors including regular attendance, timeliness, participation in class activities, and adherence to the College Honor Code.
2. Implement advanced conceptual and technical knowledge of the web design process by producing a commercial-quality website.
3. Plan, organize, and collaborate with a team to design and create a commercial'"'
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Prerequisite Checklist and Worksheet

GR DES 67 – Web Design 3

Prerequisite GR DES 61; User Experience Design

Other prerequisites, corequisites, and advisories also required for this course:
(Please note that a separate sheet is required for each prerequisite, corequisite, or advisory)

GR DES 66; Web Design 2

SECTION 1 - CONTENT REVIEW: If any criterion is not met, the prerequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or advisory.	**X**	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	**X**	
3. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	**X**	
4. Selection of this prerequisite, corequisite or advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.	**X**	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	**X**	
6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	**X**	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	**X**	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	**X**	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	**X**	

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

In addition to the affirmation of content review listed in section I, an additional level of scrutiny is also required. The level of scrutiny depends on which type of prerequisite is involved. There are six types and each is listed below. Please identify which one is being used to justify the proposed prerequisite. The additional level of scrutiny corresponding to each type of prerequisite is identified below.

X   Type 2: Sequential within and across disciplines (e.g., Physics 7, 8, 9, …)
   Complete the Prerequisite Worksheet

modified 09/26/2012

Prerequisite Worksheet

ENTRANCE SKILLS FOR **GR DES 67 – Web Design 3**
(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)

A)	Identify and apply best practices for User Experience Design.
B)	Develop and create multiple user personas and use cases
C)	Conduct successful user-testing sessions to develop an iteration of a project.
D)	Create effective prototype of project based on user research.
E)	Utilize UX methodologies and tools at an intermediate level.
F)	
G)	
H)	

EXIT SKILLS (objectives) FOR **GR DES 61 – User Experience Design**
(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)

1.	Identify and apply best practices for User Experience Design.
2.	Develop and create multiple user personas and use cases
3.	Conduct successful user-testing sessions to develop an iteration of a project.
4.	Create effective prototype of project based on user research.
5.	Utilize UX methodologies and tools at an intermediate level.
6.	
7.	
8.	

EXIT SKILLS FOR GR DES 61	ENTRANCE SKILLS FOR GR DES 67							
		A	B	C	D	E	F	G	H
1		x							
2			x						
3				x					
4					x				
5						x			
6									
7									
8									

Prerequisite Checklist and Worksheet

GR DES 67 – Web Design 3

Prerequisite GR DES 66; Web Design 2

Other prerequisites, corequisites, and advisories also required for this course:
(Please note that a separate sheet is required for each prerequisite, corequisite, or advisory)

GR DES 61; User Experience Design

SECTION 1 - CONTENT REVIEW: If any criterion is not met, the prerequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or advisory.	X	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	X	
3. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	X	
4. Selection of this prerequisite, corequisite or advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.	X	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	X	
6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	X	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	X	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	X	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	X	

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

In addition to the affirmation of content review listed in section I, an additional level of scrutiny is also required. The level of scrutiny depends on which type of prerequisite is involved. There are six types and each is listed below. Please identify which one is being used to justify the proposed prerequisite. The additional level of scrutiny corresponding to each type of prerequisite is identified below.

X Type 2: Sequential within and across disciplines (e.g., Physics 7, 8, 9, …)
Complete the Prerequisite Worksheet

modified 09/26/2012

Prerequisite Worksheet

ENTRANCE SKILLS FOR **GR DES 67 – Web Design 3**
(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)

A)	Identify the different issues in delivering content to different screen sizes and devices.
B)	Create visual design of an effective responsive website.
C)	Utilize HTML and CSS to build a responsive website and successfully launch it live to a server.
D)	Demonstrate ability to effective critique and evaluate own design and the work of other designers.
E)	Demonstrate an understanding of how to be a self-learner and how to learn from others.
F)	
G)	
H)	

EXIT SKILLS (objectives) FOR **GR DES 66 – Web Design 2**
(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)

1.	Identify the different issues in delivering content to different screen sizes and devices.
2.	Create visual design of an effective responsive website.
3.	Utilize HTML and CSS to build a responsive website and successfully launch it live to a server.
4.	Demonstrate ability to effective critique and evaluate own design and the work of other designers.
5.	Demonstrate an understanding of how to be a self-learner and how to learn from others.
6.	
7.	
8.	

		ENTRANCE SKILLS FOR GR DES 67							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR GR DES 66	1	x							
	2		x						
	3			x					
	4				x				
	5					x			
	6								
	7								
	8								

Santa Monica College

Course Outline For
GRAPHIC DESIGN 71, Motion Graphics 1

Course Title: Motion Graphics 1 Units: 3.00
Total Instructional Hours (usually 18 per unit): 90
Hours per week (full semester equivalent) in Lecture: 2.00   In-Class Lab: 1.00   Arranged: 2.00

Date Submitted: March 2014
Date Updated: November 2014
Transferability: Transfers to CSU
IGETC Area: Does NOT satisfy any area of IGETC:
CSU GE Area: Does NOT satisfy any area of CSU GE:
SMC GE Area: Does NOT satisfy any area of SMC GE:

Degree Applicability: Credit - Degree Applicable
Prerequisite(s): GR DES 64
Pre/Corequisite(s): GR DES 33
Corequisite(s): None
Skills Advisory(s): None

I. Catalog Description

This hands-on course focuses on communication design for motion. Students will conceptualize, design and produce visual communication solutions using motion. Motion Graphics is a form of communication with a range of applications: film, television, communication design, branding, advertising and web. Projects will cover best practices for animation and visual effects in broadcast design, film titles, and video production by combining narrative storytelling, graphics and typography.

II.
Examples of Appropriate Text or Other Required Reading: (include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. <u>After Effects Apprentice</u>, 3rd, Meyer, Chris, Focal Press © 2012
2. <u>Adobe After Effects CS6 Visual Effects and Compositing Studio Techniques</u>, Christiansen, Mark, Adobe Press © 2012, ISBN: 978-0321834581

III. Course Objectives

Upon completion of this course, the student will be able to:

1. Explore the storytelling possibilities of new media which allow layering of text and images in motion.
2. Apply basic motion graphics processes and design principles.

3. Effectively critique motion graphic projects
4. Create new projects and compositions using appropriate settings.
5. Import files including video clips, still images, and sound files into a project.
6. Add, manipulate, and edit composition layers.
7. Create basic animations using transform properties (anchor point, position, scale, rotation and opacity), and use keyframes to define and control these changes.
8. Apply effects, filters, adjustment layers, blending modes and layer styles to enhance, composite or distort footages.
9. Create, edit and animate text.
10. Create basic 3D layers and use cameras within the software
11. Make a movie from a composition using the render queue panel.

IIIb.   Arranged Hours Objectives:
Upon completion of this course, the student will be able to:

1. Create an effective narrative and storyboard.
2. Identify the leading motion graphic designers in the industry.

IV.   Methods of Presentation:
Critique , Group Work , Lecture and Discussion , Other , Projects , Visiting Lecturers

IVb.   Arranged Hours Instructional Activities:
Lab , Projects , Group Work , Other

V.   Course Content

% of course	Topic
60%	Animation and Motion • Transform properties • Animation techniques • Manipulating keyframes

	- Working with layers - Type animation - Working with sound - Parenting and nesting - Shapes - Creating transparency 3D Space - Track & key - Rendering
10%	Motion Graphic Design Process Project goals and objectives

	• Who is the target audience?
	• Storyboarding
10%	Motion Graphic Design Critique • Criteria for assessing motion graphic design • Principles of typography • Principles of designing for motion • Leading motion graphic designers
10%	Video Editing • Capturing and Importing footage • Basic editing

	• Editing tools
	• Transition effects
	• Render settings and video compression
10%	Presentation and peer critique of projects
100%	Total

Vb.   Lab Content:

VI.   Methods of Evaluation: (Actual point distribution will vary from instructor to instructor but approximate values are shown.)

Percentage	Evaluation Method
30 %	Projects
10 %	Class Participation
30 %	Class Work
20 %	Homework
10 %	Final exam
100 %	Total

VII.   Sample Assignments:

Sample Assignment 1: Typography in Motion:
Animate a set of opposing words. Choose two combinations of words such as
Slow/Fast, Happy/Sad, Harmony/Chaos, Birth/Death. Create two separate animations

of 15 seconds each. Each animation will be based on a contrast. Think about scale, size, position, and orientation to create different kinds of movement.

Sample Assignment 2: Create an End Tag:
Create a five second end tag for a logo of your own design by animating the logo using scale, size, position, and orientation to communicate the characteristics of the brand.

VIII.   Student Learning Outcomes

1. Exhibit strong academic behaviors including regular attendance, timeliness, participation in class activities, and adherence to the College Honor Code.
2. Animate text and still images using the transform properties and utilize keyframes to control various commands and actions.
3. Edit video clips, add transitions, effects, titles and audio and render the final project into a finished video.

Prerequisite / Corequisite Checklist and Worksheet

Graphic Design 71

Prerequisite: Graphic Design 64; Digital Imaging for Design
Other prerequisites, corequisites, and advisories also required for this course: Graphic Design 33 / Typography 1   (Please note that a separate sheet is required for each prerequisite, corequisite, or advisory)
(If applicable, enter Discipline and Course # here) ; (Enter Course Title here)
(If applicable, enter Discipline and Course # here) ; (Enter Course Title here)

SECTION 1 - CONTENT REVIEW: If any criterion is not met, the prerequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or advisory.	X	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	X	
3. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	X	
4. Selection of this prerequisite, corequisite or advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.	X	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	X	
6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	X	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	X	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	X	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	X	

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

In addition to the affirmation of content review listed in section I, an additional level of scrutiny is also required. The level of scrutiny depends on which type of prerequisite is involved. There are six types and each is listed below. Please identify which one is being used to justify the proposed prerequisite. The additional level of scrutiny corresponding to each type of prerequisite is identified below.

_X_ Type 2: Sequential within and across disciplines (e.g., Physics 7, 8, 9, …)
Complete the Prerequisite Worksheet

Prerequisite Worksheet

ENTRANCE SKILLS FOR **Graphic Design 71 / Motion Graphics 1**
(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)

A)	Open and perform basic enhancements and retouching to existing files (such as scans).
B)	Create new files and artwork from scratch.
C)	Demonstrate use of basic functions of tools in Photoshop.
D)	Define/understand image, screen and output resolution basics.
E)	Apply filters to enhance image or apply special effects.
F)	Combine multiple images into one composite file.
G)	
H)	

EXIT SKILLS (objectives) FOR **Graphic Design 64 / Digital Imaging for Design**
(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)

1.	Open and perform basic enhancements and retouching to existing files (such as scans).
2.	Create new files and artwork from scratch.
3.	Demonstrate use of basic functions of tools in Photoshop.
4.	Control and select/mix colors through foreground/background color pickers.
5.	Define/understand image, screen and output resolution basics.
6.	Apply filters to enhance image or apply special effects.
7.	Combine multiple images into one composite file.
8.	

		ENTRANCE SKILLS FOR GRAPHIC DESIGN 71							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR GRAPHIC DESIGN 64	1	X							
	2		X						
	3			X					
	4								
	5				X				
	6					X			
	7						X		
	8								

modified 09/26/2012

Prerequisite / Corequisite Checklist and Worksheet

Graphic Design 71
Corequisite: Graphic Design 33; Typography Design 1
Other prerequisites, corequisites, and advisories also required for this course: Graphic Design 64 / Digital Imaging for Design   (Please note that a separate sheet is required for each prerequisite, corequisite, or advisory)
(If applicable, enter Discipline and Course # here) ; (Enter Course Title here)
(If applicable, enter Discipline and Course # here) ; (Enter Course Title here)

SECTION 1 - CONTENT REVIEW: If any criterion is not met, the prerequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or advisory.	**X**	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	**X**	
3. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	**X**	
4. Selection of this prerequisite, corequisite or advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.	**X**	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	**X**	
6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	**X**	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	**X**	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	**X**	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	**X**	

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

In addition to the affirmation of content review listed in section I, an additional level of scrutiny is also required. The level of scrutiny depends on which type of prerequisite is involved. There are six types and each is listed below. Please identify which one is being used to justify the proposed prerequisite. The additional level of scrutiny corresponding to each type of prerequisite is identified below.

 X Type 2: Sequential within and across disciplines (e.g., Physics 7, 8, 9, …)
   Complete the Prerequisite Worksheet

Prerequisite Worksheet

ENTRANCE SKILLS FOR **Graphic Design 71 / Motion Graphics 1**
(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)

A)	Identify basic families of type.
B)	Collect and organize data for type design.
C)	Propose design solutions.
D)	Define/understand image, screen and output resolution basics.
E)	Revise designs and enhance all projects.
F)	Make final evaluations and critique for designs.
G)	
H)	

EXIT SKILLS (objectives) FOR **Graphic Design 33 / Typography Design 1**
(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)

1.	Outline origin and development of type.
2.	Identify basic families of type.
3.	Collect and organize data for type design.
4.	Propose design solutions.
5.	Revise designs and enhance all projects.
6.	Make final evaluations and critique for designs.
7.	
8.	

		ENTRANCE SKILLS FOR GRAPHIC DESIGN 71							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR GRAPHIC DESIGN 33	1								
	2	X							
	3		X						
	4			X					
	5					X			
	6						X		
	7								
	8								

Santa Monica College

Course Outline For
GRAPHIC DESIGN 75, Mobile App Design 1

Course Title: Mobile App Design 1   Units: 3.00

Total Instructional Hours (usually 18 per unit): 90

Hours per week (full semester equivalent) in Lecture: 2.00   In-Class Lab: 1.00   Arranged: 2.00

Date Submitted: March 2012
Date Updated: November 2014
Transferability: Transfers to CSU
IGETC Area:
CSU GE Area:
SMC GE Area:

Degree Applicability: Credit - Degree Applicable
Prerequisite(s):   GR DES 61 and GR DES 66
Pre/Corequisite(s):   None
Corequisite(s):   None
Skills Advisory(s):   None

I.   **Catalog Description**

This course focuses on designing for mobile touchscreen interfaces including smartphones and tablets. Mobile design requires the skill of designing for smaller, hand-held devices and has its own set of characteristics and constraints. Students will conceptualize, design, and implement low-fidelity prototypes of apps for mobile devices. Projects will cover best practices for designing for mobile devices and will cover the basics of mobile app prototyping including design process, interface design, and interaction design patterns.

II.   **Examples of Appropriate Text or Other Required Reading:** (include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. <u>Mobile Design and Development: Practical Concepts and Techniques for Creating Mobile Sites and Web Apps</u>, 1st, Fling, Brian, O'Reilly Media © 2009
2. <u>Mobile First. A Book Apart</u>, Wroblewski, Luke, - © 2011, ISBN: 978-1-937557-

III.   **Course Objectives**

Upon completion of this course, the student will be able to:

1. Explain the constraints presented by hand-held devices that differentiate mobile

as a distinct medium.

2. Identify the differences between types of mobile applications such as mobile Web apps versus native applications.
3. Create a concept and strategy for implementing a mobile design.
4. Complete information architecture deliverables such as flow charts, wireframes, and prototyping.
5. Integrate mobile design best practices.
6. Apply effective visual design to the mobile environment.
7. Identify the variety of mobile design tools and technologies.

IIIb. **Arranged Hours Objectives:**

Upon completion of this course, the student will be able to:

1. Students will demonstrate an understanding of how to prototype a mobile app.

IV. **Methods of Presentation:**

Lab , Lecture and Discussion , Observation and Demonstration , Projects , Critique , Group Work

IVb. **Arranged Hours Instructional Activities:**

Other , Other (Specify)

Other Methods: The student will participate in online video tutorials and recommended resources related to prototyping.

V. **Course Content**

% of course	Topic
5%	Defining the project
15%	Concept and strategy
15%	Information Architecture: flow charts and wireframes
10%	Mobile app design best practices
10%	Visual design for mobile
10%	Mobile design patterns
10%	Mobile design tools and technologies
10%	Prototyping
5%	Final project review and revise
10%	Presentation and critique of projects
100%	Total

Vb. **Lab Content:**

% of course	**Topic**
50%	Critiques
50%	Team exercises
100%	Total

VI. **Methods of Evaluation: (Actual point distribution will vary from instructor to instructor but approximate values are shown.)**

Percentage	Evaluation Method
30 %	Projects - Midterm Project
10 %	Class Participation
30 %	Class Work - Weekly Assignments
30 %	Final exam - Final Project
100 %	Total

VII. **Sample Assignments:**

1. Assignment 1: Select a mobile app and critique it based on the criteria discussed in the course. Create a flow chart and wireframe for a re-design of the mobile app.
2. Assignment 2: Complete design comps for a mobile app. Present design comps to class. Make design revisions based on class feedback and implement a low-fidelity prototype of the mobile app.

VIII. **Student Learning Outcomes**

1. Exhibit strong academic behaviors including regular attendance, timeliness, participation in class activities, and adherence to the College Honor Code.
2. Successfully create a concept and strategy for implementing a mobile app.
3. Demonstrate knowledge and ability to create an effective visual design for the mobile environment.

Prerequisite Checklist and Worksheet

GR DES 75 – Mobile App Design 1

Prerequisite GR DES 61; User Experience Design

Other prerequisites, corequisites, and advisories also required for this course:
        (Please note that a separate sheet is required for each prerequisite, corequisite, or advisory)

SECTION 1 - CONTENT REVIEW: If any criterion is not met, the prerequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or advisory.	X	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	X	
3. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	X	
4. Selection of this prerequisite, corequisite or advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.	X	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	X	
6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	X	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	X	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	X	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	X	

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

In addition to the affirmation of content review listed in section I, an additional level of scrutiny is also required. The level of scrutiny depends on which type of prerequisite is involved. There are six types and each is listed below. Please identify which one is being used to justify the proposed prerequisite. The additional level of scrutiny corresponding to each type of prerequisite is identified below.

 X Type 2: Sequential within and across disciplines (e.g., Physics 7, 8, 9, …)
    Complete the Prerequisite Worksheet

modified 09/26/2012

Prerequisite Worksheet

ENTRANCE SKILLS FOR **GR DES 75 – Mobile App Design 1**
(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)

A)	Identify and apply best practices for User Experience Design.
B)	Develop and create multiple user personas and use cases
C)	Conduct successful user-testing sessions to develop an iteration of a project.
D)	Create effective prototype of project based on user research.
E)	Successfully manage and present a design process and solution as a group presentation.
F)	Work successfully as part of a team.
G)	Utilize UX methodologies and tools at an intermediate level.
H)	

EXIT SKILLS (objectives) FOR **GR DES 61 – User Experience Design**
(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)

1.	Identify and apply best practices for User Experience Design.
2.	Develop and create multiple user personas and use cases
3.	Conduct successful user-testing sessions to develop an iteration of a project..
4.	Create effective prototype of project based on user research..
5.	Successfully manage and present a design process and solution as a group presentation.
6.	Work successfully as part of a team.
7.	Utilize UX methodologies and tools at an intermediate level.
8.	

		ENTRANCE SKILLS FOR GR DES 75							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR GR DES 61	1	x							
	2		x						
	3			x					
	4				x				
	5					x			
	6						x		
	7							x	
	8								

Prerequisite Checklist and Worksheet

GR DES 75 – Mobile App Design 1

Prerequisite GR DES 66; Web Design 2

Other prerequisites, corequisites, and advisories also required for this course:
(Please note that a separate sheet is required for each prerequisite, corequisite, or advisory)

SECTION 1 - CONTENT REVIEW: If any criterion is not met, the prerequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or advisory.	X	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	X	
3. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	X	
4. Selection of this prerequisite, corequisite or advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.	X	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	X	
6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	X	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	X	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	X	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	X	

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

In addition to the affirmation of content review listed in section I, an additional level of scrutiny is also required. The level of scrutiny depends on which type of prerequisite is involved. There are six types and each is listed below. Please identify which one is being used to justify the proposed prerequisite. The additional level of scrutiny corresponding to each type of prerequisite is identified below.

X Type 2: Sequential within and across disciplines (e.g., Physics 7, 8, 9, …)
   Complete the Prerequisite Worksheet

modified 09/26/2012

Prerequisite Worksheet

ENTRANCE SKILLS FOR **GR DES 75 – Mobile App Design 1**
(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)

A)	Identify the different issues in delivering content to different screen sizes and devices.
B)	Develop a basic understanding of designing for the user.
C)	Create effective site maps, sketches, and wireframes.
D)	Demonstrate ability to effective critique and evaluate own design and the work of other designers.
E)	Demonstrate an understanding of how to be a self-learner and how to learn from others.
F)	
G)	
H)	

EXIT SKILLS (objectives) FOR **GR DES 66 – Web Design 2**
(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)

1.	Identify the different issues in delivering content to different screen sizes and devices.
2.	Develop a basic understanding of designing for the user.
3.	Create effective site maps, sketches, and wireframes.
4.	Demonstrate ability to effective critique and evaluate own design and the work of other designers.
5.	Demonstrate an understanding of how to be a self-learner and how to learn from others.
6.	
7.	
8.	

		ENTRANCE SKILLS FOR GR DES 75							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR GR DES 66	1	x							
	2		x						
	3			x					
	4				x				
	5					x			
	6								
	7								
	8								

Santa Monica College

Course Outline For
PHOTOGRAPHY 32, Lighting for People 2

Course Title: Lighting for People 2   Units: 4.00
Total Instructional Hours (usually 18 per unit): 108
Hours per week (full semester equivalent) in Lecture: 3.00   In-Class Lab: 3.00   Arranged:

Date Submitted: July 2012
Date Updated: November 2014
Transferability: Transfers to CSU
IGETC Area:
CSU GE Area:
SMC GE Area:

Degree Applicability: Credit - Degree Applicable
Prerequisite(s):   PHOTO 30
Pre/Corequisite(s):   PHOTO 39
Corequisite(s):   None
Skills Advisory(s):   None

I.   Catalog Description

Photo 32 is an advanced course that builds on skills learned in Photo 30 and focuses on techniques for photographing people in commercial settings. Assignments are designed to enhance creativity while utilizing advanced commercial lighting techniques for photographing people. Lectures and demonstrations will take place both in and out of the studio, and are geared toward commercial considerations for photographing people. Commercial genres discussed will include magazine/editorial portraits, advertising, fashion, and glamour/beauty.

II.   **Examples of Appropriate Text or Other Required Reading:** (include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. ASMP Professional Business Practices in Photography, 7th, ASMP, Allworth Press © 2008, ISBN: 1581154976

III.   Course Objectives

Upon completion of this course, the student will be able to:

1. Demonstrate refined lighting technique for photographing people.
2. Demonstrate ability to illustrate ideas and concepts photographically.
3. Demonstrate an employable/professional level of competence in controlling

artificial light.
4. Demonstrate the ability to put difficult subjects at ease in front of the camera.
5. Choose the appropriate type of lighting pattern and quality for any given subject, mood, and intended message.

IV.   Methods of Presentation:
Critique , Field Experience , Group Work , Lab , Lecture and Discussion , Observation and Demonstration , Projects , Visiting Lecturers

V.   Course Content

% of course	Topic
40%	Lighting in the studio and outdoors for different genres of people photography in commercial contexts including, but not limited to, environmental/editorial portraiture, beauty, people with products, and fashion.
30%	Use of photographic materials and methods to effectively communicate and articulate stories/ideas while photographing people.
10%	Professional quality file/print/job delivery
10%	Pre-production planning for big budget advertising campaigns
10%	Casting, posing, make up, and wardrobe considerations
100%	Total

Vb.   Lab Content:

% of course	Topic
25%	Application of traditional lighting patterns to create mood, direction, and intrigue
25%	Using multiple lights and modifiers to achieve a professional standard of light quality.
25%	Compositional and posing considerations for effective story telling as it pertains to individual genres (advertising, editorial, beauty, fashion, etc.)
10%	Commercial workflow standards and file delivery
15%	Wardrobe, make up, hair styling for commercial people photography
100%	Total

VI. **Methods of Evaluation: (Actual point distribution will vary from instructor to instructor but approximate values are shown.)**

Percentage	Evaluation Method
80 %	Projects
10 %	Class Participation
10 %	Final exam
100 %	Total

VII. **Sample Assignments:**

Objective:

The purpose of this assignment is to create a fashion editorial spread similar to those you see in the back of magazines like Vogue or Esquire. You will be photographing multiple models in several scenarios that work together to tell one specific story. Since this is a fashion assignment, the clothing and accessories MUST play a significant role in the narrative. You will work with models in various locations as a group as well as individually. You will also create two still life product images that complement the narrative.

Requirements:

• 35mm-equivalent HDSLR

• Artificial Lighting (strobes)

• One male model

• One female model

• Appropriate location (no studio)

• Various wardrobe and props

• The series will include five total prints:

    1. Photograph with both models interacting

2. Photograph with male by himself
3. Photograph with female by herself
4. One still life/product image of an accessory worn by the models (one picture, two items). The models should be included in these photographs, though it should be clear that the heroes of the images are the accessories.
5. Photograph of your choice

• At least one of the images MUST be shot using the overpowering the sun technique

• At least one of the images MUST be shot using the dragging the shutter technique

• At least one of the images MUST be photographed indoors.

• All of the images MUST be part of ONE cohesive story.

Turn in:

- 5 retouched prints (8.5X11 paper)
- Model Releases
- Un-flattened, layered PSD files

VIII.   Student Learning Outcomes

1. Make creative decisions that optimize conceptual impact, critical thinking and memorability of created images for fashion, editorial portraiture and magazine photography.
2. Integrate key conceptual elements with technical elements to suggest a story, an emotion or sell a product in the fashion industry.
3. Solve creative and technical problems that include project requirements and creative solutions to satisfy client expectations.

Prerequisite / Corequisite Checklist and Worksheet

Photography 32 : Lighting for People

Prerequisite: Photography 39: Beginning Photoshop

Other prerequisites, corequisites, and advisories also required for this course:
PHOTO 30

SECTION 1 - CONTENT REVIEW: If any criterion is not met, the prerequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or advisory.	X	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	X	
3. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	X	
4. Selection of this prerequisite, corequisite or advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.	X	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	X	
6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	X	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	X	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	X	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	X	

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

In addition to the affirmation of content review listed in section I, an additional level of scrutiny is also required. The level of scrutiny depends on which type of prerequisite is involved. There are six types and each is listed below. Please identify which one is being used to justify the proposed prerequisite. The additional level of scrutiny corresponding to each type of prerequisite is identified below.

x   Type 2: Sequential within and across disciplines (e.g., Physics 7, 8, 9, …)
   Complete the Prerequisite Worksheet

modified 09/26/2012

Prerequisite Worksheet

ENTRANCE SKILLS FOR **PHOTO 32**
(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)

A)	To understand how to accurately process a raw file, apply correct key wording and digital workflow through image processing and management software during and after a photographic shoot.
B)	Students will have a comprehensive understanding of the methods and importance of input and output calibration
C)	Students need to have the basic skills in using the clone stamp, spot healing, patch tools for retouching.
D)	Students need to have the basic skills for high quality printing and digital output
E)	Students need to have the basic skills for retouching and color correcting skin and skin tone
F)	Students need to have the basic skills of work with layers, layer groups, layer masks and masking principles.
G)	Students need to have skills in accurately drawing and controlling selection lines in Photoshop. This includes the use of the marquee, lasso, quick select, magic wand tools, refine edge and the quick mask mode.
H)	

EXIT SKILLS (objectives) FOR **PHOTO 39**
(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)

1.	Students will have the ability to accurately draw and control selection lines in Photoshop. This includes the use of the marquee, lasso, quick select, magic wand tools, refine edge and the quick mask mode.
2.	Students will have the ability in the basic skills of controlling hue, saturation, brightness, contrast, sharpness in an image.
3.	Students will have the ability to accurately processing a raw file.
4.	Students will have the ability in using the clone stamp, spot healing, patch tools for retouching.
5.	Students will have the ability to retouch and color correct for accurate skin tones
6.	Students will have the ability of working with layers, layer groups, layer masks and masking principles.
7.	
8.	

		ENTRANCE SKILLS FOR (Photo 32)							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR (Photo 39)	1			X				X	
	2	X	X	X		X			
	3	X	X	X	X				
	4			X					
	5		X	X	X	X			
	6			X			X	X	
	7								
	8								

modified 09/26/2012

Santa Monica College

Course Outline For
PHOTOGRAPHY 43, Portfolio Development

Course Title: Portfolio Development   Units: 3.00
Total Instructional Hours (usually 18 per unit): 54
Hours per week (full semester equivalent) in Lecture: 3.00   In-Class Lab: 0   Arranged:

Date Submitted: May 2011
Date Updated: November 2014
Transferability: Transfers to CSU
IGETC Area:
CSU GE Area:
SMC GE Area:

Degree Applicability: Credit - Degree Applicable
Prerequisite(s):   PHOTO 31
                         or PHOTO 32
                         PHOTO 33
                         PHOTO 39
Pre/Corequisite(s):   None
Corequisite(s):   None
Skills Advisory(s):   None

I.   Catalog Description

This course addresses the process of building a photographic portfolio that meets the current professional industry standards for presenting work to potential employers and clients. Emphasis is placed on developing a personal style that displays a comprehensive understanding of photographic methods, genres, and presentation.

II.
Examples of Appropriate Text or Other Required Reading: (include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. The ASMP Guide to New Markets in Photography, Susan Carr, Allworth Press © 2012, ISBN: 1581159218
2. ASMP Professional Business Practices in Photography, 7th, American Society of Media Photographers, Allworth Press © 2008, ISBN: 1581154976
3. No Plastic Sleeves: The Complete Portfolio Guide for Photographers and Designers, Larry Volk, Focal Press © 2010, ISBN: 0240810902

III.   Course Objectives

Upon completion of this course, the student will be able to:

1. Produce and present a professional portfolio that meets department expectations and industry standards.
2. Create marketing materials and promotional strategies to support print portfolio.
3. Demonstrate knowledge of industry trends and professional practices related to professional photography
4. Communicate professionally using visual and verbal presentation skills.

IV.   Methods of Presentation:
Critique , Lecture and Discussion , Visiting Lecturers

V.   Course Content

% of course	**Topic**
25%	Explore and apply professional level of lighting techniques
15%	Develop and produce invoices, promotional marketing pieces, and business cards
25%	Discuss maturing visual awareness in students' work
35%	Produce a cohesive series of portfolio images that reflect current trends in commercial photography, while reflecting the student's personal artistic vision
100%	Total

VI.   Methods of Evaluation: (Actual point distribution will vary from instructor to instructor but approximate values are shown.)

Percentage	Evaluation Method
15 %	Research Projects - Research current trends in commercial photography
65 %	Portfolios - Produce a portfolio meeting professional standards to be used as as a tool for securing employment
10 %	Projects - Produce marketing materials
10 %	Class Participation - Critiques and discussions
100 %	Total

VII.   Sample Assignments:

The 5+5 Journal

Every week of the semester, you are to document a list of 5 things you did outside this class, and its assignments, to make yourself a better photographer. Things such as read a book on creativity, went to a gallery show, read a biography on a photographer, took a workshop, tried a new photographic technique, called up a photographer and set up a studio visit, went to an APA or ASMP meeting, etc.

The second 5 are a list of places you researched where you can market your work. It could be a gallery, a magazine, an Ad Agency, client direct, etc. **These must be potential clients** who could actually use your style of work. The more thorough you are the better this information will be for you to use in the future. Vehicles such as Facebook or sourcebooks are NOT potential clients. Research places that have a potential use for your images rather than advertising methods.

This assignment is to be neatly typed, printed, and organized in a 3-ring binder. Hand written submissions will NOT be accepted. DO NOT wait until the last minute. The information going into this journal should be on the forefront of your mind.

VIII.   **Student Learning Outcomes**

1. Produce and present a professional portfolio that meets department expectations and industry standards.
2. Create marketing materials and promotional strategies to support print portfolio.
3. Demonstrate knowledge of industry trends and professional practices related to professional photography.
4. Communicate professionally using visual and verbal presentation skills.

Prerequisite / Corequisite Checklist and Worksheet

Photography 43: Portfolio Development

Prerequisite: Photo 31: Lighting for People 1 or Photo 32: Lighting for People 2; **AND Photo 33**: Techniques of Lighting: Product

SECTION 1 - CONTENT REVIEW: If any criterion is not met, the prerequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or advisory.	X	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	X	
3. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	X	
4. Selection of this prerequisite, corequisite or advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.	X	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	X	
6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	X	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	X	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	X	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	X	

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

In addition to the affirmation of content review listed in section I, an additional level of scrutiny is also required. The level of scrutiny depends on which type of prerequisite is involved. There are six types and each is listed below. Please identify which one is being used to justify the proposed prerequisite. The additional level of scrutiny corresponding to each type of prerequisite is identified below.

<u>x</u> Type 2: Sequential within and across disciplines (e.g., Physics 7, 8, 9, …)
Complete the Prerequisite Worksheet

Type 5: Health and Safety
Students who lack the prerequisite might endanger themselves, other students or staff. Explain:

<u>X</u> Students in Photo 43 essentially have access to any of the school's equipment that is available for check out. Students are trained on that equipment a little bit at a time beginning in **Photo 30**, then **Photo 31 or 32** and **Photo 33** (all of which have Photo 30 as a prerequisite). It's imperative that they complete those courses and receive the proper technical/safety training on expensive, college-owned studio equipment prior to having privileged access that is afforded the students in Photo 43 for the purposes of building their portfolios. Without these prerequisites in place, a student who has never taken a photo class at SMC could check out $20,000 worth of equipment without ever receiving the proper training.

modified 09/26/2012

Prerequisite Worksheet

ENTRANCE SKILLS FOR **Photo 43**
(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)

A)	Demonstrate skills in lighting technique for individuals and groups, both in the studio and on location.
B)	Demonstrate the proper handling of high powered studio equipment while safely utilizing college-owned studio strobes outdoors.
C)	Ability to safely use college-owned, costly medium format digital camera back systems.
D)	Ability to perform professional methods of digital workflow using latest capture software and camera hardware.

EXIT SKILLS FOR **Photo 30, 31, 32 and 33**
(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)

1.	Demonstrate the ability to safely utilize high powered, studio strobes outdoors.
2.	Students will demonstrate the ability to safely use college-owned, professional level medium format digital camera backs
3.	Students will demonstrate the ability to effectively utilize professional standards for a digital workflow using current image capture software

		ENTRANCE SKILLS FOR (Photo 43)							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR (Photo 30, 31, 33)	1	x	x						
	2			x					
	3				x				
	4								
	5								
	6								
	7								
	8								

modified 09/26/2012

Santa Monica College
New SMC Course
Expanded Course Outline for GR DES 61 - User Experience Design

Course Cover	
Discipline	GR DES-GRAPHIC DESIGN
Course Number	61
Full Course Title	User Experience Design
Catalog Course Description	User Experience Design (UX) focuses on the quality of experience a person has when interacting with a specific design. A UX Designer focuses on the needs and wants of the user, as well as ease-of-use, and designs for the best possible user experience. This course will cover the design process, documentation, and tools used within the UX field. Topics include user research, information architecture, interaction design, prototyping, and usability testing. Following a design process, students will collaborate to research, critique, and design a project that includes prototyping and user-testing.
Rationale	This course is necessary for students who are completing a Department Certificate in Web Design or who are interested in pursuing a career in UX.
Proposed Start	Year: 2015 Semester: Fall

Course Unit/Hours	
Credit Hours	Min: 3.00
Weekly Lecture Hours	Min: 2.00 (Sem: 36)
Weekly Laboratory Hours	Min: 1.00 (Sem: 18)
Weekly Arranged Hours	Min: 2.00 (Sem: 36)
Total Semester Instructional Hours	90.00
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP

Transfer/General Ed
Transferability
Transfers to CSU
IGETC Area:
Does NOT satisfy any area of IGETC:
CSU GE Area:
Does NOT satisfy any area of CSU GE:
SMC GE Area:
Does NOT satisfy any area of SMC GE:

Program Applicability	
Designation	Credit - Degree Applicable

Proposed For	**AA Degree** -Graphic Design **Department Certificate** -Web Design

Pre/Corequisites & Advisories	
Pre/Corequisite GR DES 65	

Course Objectives
Upon satisfactory completion of the course, students will be able to:
1. Identify and apply best practices for User Experience Design.
2. Develop and create multiple user personas and use cases
3. Conduct successful user-testing sessions to develop an iteration of a project.
4. Create effective prototype of project based on user research.
5. Successfully manage and present a design process and solution as a group presentation.
6. Work successfully as part of a team.
7. Utilize UX methodologies and tools at an intermediate level.

Arranged Hours Objectives
Upon satisfactory completion of the course, students will be able to:
1. Demonstrate an understanding of how to conduct a user-testing session.

Course Content	
10%	Defining User Experience (UX) Design and understanding the design process.
10%	User-centered design techniques including research and developing personas.
20%	Understanding Information Architecture, content strategy, card sorts, sitemaps, and user flows.
20%	Interaction and interface design
20%	Sketching, wireframing and prototyping
10%	Usability and user-testing
10%	Presentation and critique of projects
Total: 100%	

Lab Content	
50%	Critiques
50%	Team Exercises
Total: 100%	

Arranged Hours Instructional Activities	
Other Methods	The student will participate in online video tutorials and recommended resources related to basic UX.

Methods of Presentation	
Methods	Critique Group Work

	Lecture and Discussion Projects

Methods of Evaluation	

Methods	• 10% - Class Participation
	• 30% - Class Work
	  Assignments
	• 60% - Projects
	  Midterm 30% Final 30%
	• 100% - Total

Appropriate Textbooks
Textbooks such as the following are appropriate:
1. Krug, Steve . *Don't Make Me Think, Revisited: A Common Sense Approach to Web Usability*, 3rd ed. Voices That Matter, 2014, ISBN: 978-0321965516.
2. Bowles Cennydd and Box, James. *Undercover User Experience Design*, ed. Voices That Matter, 2010, ISBN: 978-0321719904.

Assignments
Sample Assignment

Assignment 1: Develop Personas.
Interview 3 or more potential users for your project concept. Interview the people using the questions below and develop 3 fictitious personas based on these interviews.

Ask the following questions as it relates to your concept:

Demographic info (age, location, job etc.)
The user's goals
The user's needs
The user's technical abilities

Create a "day in the life" narrative for each user.

Assignment 2: Conduct a User-Testing Session.
Identify five things that you want a user to understand or do. Create the minimal prototype needed in order to test these tasks. Write a testing script to guide a user through the 5 issues or tasks you've identified.

Perform user testing sessions with at least 3 people who are a part of your target audience. While testing, take photos of particular tasks or screens that are problematic for the user so you have a record of needed changes for the next iteration.

Student Learning Outcomes
1. Exhibit strong academic behaviors including regular attendance, timeliness, participation in class activities, and adherence to the College Honor Code.
2. Identify and apply User Experience (UX) concepts, documentation, and conduct a successful user-testing session.

Minimum Qualification	
Minimum Qualifications:	Graphic Arts
Library has adequate materials to support course?	Yes

Prerequisite/Corequisite Checklist and Worksheet

GR DES 61 – User Experience Design

Prerequisite/Co-requisite: GR DES 65; Web Design 1

Other prerequisites, corequisites, and advisories also required for this course:
(Please note that a separate sheet is required for each prerequisite, corequisite, or advisory)
(If applicable, enter Discipline and Course # here) ; (Enter Course Title here)
(If applicable, enter Discipline and Course # here) ; (Enter Course Title here)

SECTION 1 - CONTENT REVIEW: If any criterion is not met, the prerequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or advisory.	X	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	X	
3. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	X	
4. Selection of this prerequisite, corequisite or advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.	X	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	X	
6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	X	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	X	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	X	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	X	

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

In addition to the affirmation of content review listed in section I, an additional level of scrutiny is also required. The level of scrutiny depends on which type of prerequisite is involved. There are six types and each is listed below. Please identify which one is being used to justify the proposed prerequisite. The additional level of scrutiny corresponding to each type of prerequisite is identified below.

X Type 2: Sequential within and across disciplines (e.g., Physics 7, 8, 9, …) **Complete the Prerequisite Worksheet**

modified 09/26/2012

Prerequisite Worksheet

ENTRANCE SKILLS FOR **(GR DES 61)**
(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)

A)	Identify and apply basic design concepts and principles for web design.
B)	Demonstrate a basic understanding of the anatomy of a web page.
C)	Develop understanding of the concept of target audience and its importance to design.
D)	Demonstrate understanding of design process and successfully create a site map.
E)	
F)	
G)	
H)	

EXIT SKILLS (objectives) FOR **(GR DES 65)**
(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)

1.	Identify and apply basic design concepts and principles for web design.
2.	Demonstrate a basic understanding of the anatomy of a web page.
3.	Develop understanding of the concept of target audience and its importance to design.
4.	Demonstrate understanding of design process and successfully create a site map.
5.	
6.	
7.	
8.	

		ENTRANCE SKILLS FOR (GR DES 61)							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR (GR DES 65)	1	X							
	2		X						
	3			X					
	4				X				
	5								
	6								
	7								
	8								

Santa Monica College
New SMC Course
Expanded Course Outline for GR DES 71B - Motion Graphics 2

Course Cover	
Discipline	GR DES-GRAPHIC DESIGN
Course Number	71B
Full Course Title	Motion Graphics 2
Catalog Course Description	This hands-on course focuses on communication design and common professional uses of advanced motion graphics. Students will conceptualize, design and produce innovative time-based visual communication solutions using motion design theory and techniques. Exploring a wide range of applications (film, web, television, communication design, branding and advertising), students will create projects with advanced techniques for animation and visual effects in broadcast design, film titles and video production by combining typography, graphics and narrative storytelling.
Proposal Information	
Proposed Start	Year: 2015 Semester: Fall

Course Unit/Hours	
Credit Hours	Min: 3.00
Weekly Lecture Hours	Min: 2.00 (Sem: 36)
Weekly Laboratory Hours	Min: 1.00 (Sem: 18)
Weekly Arranged Hours	Min: 2.00 (Sem: 36)
Total Semester Instructional Hours	90.00
Load Factor	0.88
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP

Transfer/General Ed
Transferability
Transfers to CSU
IGETC Area:
Does NOT satisfy any area of IGETC:
CSU GE Area:
Does NOT satisfy any area of CSU GE:
SMC GE Area:
Does NOT satisfy any area of SMC GE:

Program Applicability	
Designation	Credit - Degree Applicable

Proposed For	**AA Degree** -Graphic Design **Department Certificate** -Graphic Design

Pre/Corequisites & Advisories
Prerequisite GR DES 71

Course Objectives
Upon satisfactory completion of the course, students will be able to:
1. Apply advanced motion graphics processes and design principles.
2. Create an effective narrative and storyboard
3. Understand the role of pacing, continuity and dramatic structure in visual storytelling.
4. Utilize principles of typography with motion design.
5. Effectively critique motion graphic work.
6. Apply motion graphics concepts to progressively more difficult visual problems.
7. Increase professional presentation skills.
8. Create new projects and compositions using the appropriate software settings.
9. Import files including video clips, still images, and sound files into a project.
10. Create work using leading animation and motion software, while conforming to international digital standards of settings and compression while completing the animations.
11. Add, manipulate, and edit composition layers
12. Create animations using transform properties (anchor point, position, scale, rotation and opacity), and use keyframes to define and control these changes.
13. Apply effects, filters, adjustment layers, blending modes and layer styles to enhance, composite or distort footages.
14. Create, edit, and animate text
15. Create basic 3D layers.

Arranged Hours Objectives
Upon satisfactory completion of the course, students will be able to:
1. Create an effective narrative and storyboard.
2. Review and evaluate contemporary motion title designs.

Course Content	
60%	Motion Graphic Projects • Successful execution; timely submission; quality and presentation of creative assignments; completed readings; evidence of substantial/productive time in lab doing work. • Project meets rubric criteria. • Demonstrated development of form, content, technique, and process over course of semester; neatness in presentation; attention to detail.
20%	Motion Graphic Design Process

	• Project goals and objectives • Identifying the target audience • Advanced Storyboarding techniques
20%	Motion Graphic Design Critique • Criteria for assessing motion graphic design • Principles of storytelling and designing for motion • Presentation and critique of projects
Total: 100%	

Arranged Hours Instructional Activities	
Methods	Critique Lab Projects Visiting Lecturers

Methods of Presentation	
Methods	Critique Lecture and Discussion Projects

Methods of Evaluation	
Methods	• 10% - Class Participation • 30% - Class Work • 10% - Final exam • 20% - Homework • 30% - Projects • 100% - Total

Appropriate Textbooks
Textbooks
1. Krasner, Jon. *Motion Graphic Design: Applied History and Aestetics*, ed. Focal Press, 2013, ISBN: 978-0-240-82113-9.
2. Byrne, Bill. *3D Motion Graphics for 2D Artists*, ed. Focal Press, 2011, ISBN: 978-0-240-81533-6.

Assignments
Sample Assignment
Sample Assignment 1: Create an animated infographic. Using data and references create a storyboard and then a 15-second motion graphics video with appropriate charts and/or graphs. **Sample Assignment 2:** Create a cinematic trailer. Create a script and storyboard. Utilize special effects and consider resolution, composition, style, tone, and environment to create a 10-second trailer for an animated feature or television show.

Student Learning Outcomes

1. Exhibit strong academic behaviors including regular attendance, timeliness, participation in class activities, and adherence to the College Honor Code.	
2. Apply principles of design and typography to create motion graphics projects.	
3. Be able to create 2D motion graphics: frame-by-frame and tweened animations and integration of sound.	
4. Create computer projects that convey a client?s point of view to an intended audience.	

Minimum Qualification	
Minimum Qualifications:	Graphic Arts

Library	
List of suggested materials has been given to librarian?	Yes
Library has adequate materials to support course?	No

Prerequisite / Corequisite Checklist and Worksheet

Graphic Design 71B / Motion Graphics 2

Prerequisite: Graphic Design 71; Motion Graphics 1

Other prerequisites, corequisites, and advisories also required for this course: none   (Please note that a separate sheet is required for each prerequisite, corequisite, or advisory)
(If applicable, enter Discipline and Course # here) ; (Enter Course Title here)
(If applicable, enter Discipline and Course # here) ; (Enter Course Title here)

SECTION 1 - CONTENT REVIEW: If any criterion is not met, the prerequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or advisory.	**X**	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	**X**	
3. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	**X**	
4. Selection of this prerequisite, corequisite or advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.	**X**	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	**X**	
6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	**X**	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	**X**	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	**X**	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	**X**	

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

In addition to the affirmation of content review listed in section I, an additional level of scrutiny is also required. The level of scrutiny depends on which type of prerequisite is involved. There are six types and each is listed below. Please identify which one is being used to justify the proposed prerequisite. The additional level of scrutiny corresponding to each type of prerequisite is identified below.

 X Type 2: Sequential within and across disciplines (e.g., Physics 7, 8, 9, …)
   Complete the Prerequisite Worksheet

modified 09/26/2012

Prerequisite Worksheet

ENTRANCE SKILLS FOR **Graphic Design 71B / Motion Graphics 2**
(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)

A)	Able to create a motion graphic projects or composition from the beginning.
B)	Able to assemble the components for a finished motion graphics project.
C)	Able to work with layers to create a motion project.
D)	Able to manipulate type in Adobe After Effects.
E)	Able to output a final movie in After Effects.
F)	
G)	
H)	

EXIT SKILLS (objectives) FOR **Graphic Design 71 / Motion Graphics 1**
(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)

1.	Able to create new projects and compositions using appropriate settings.
2.	Able to import files including video clips, still images, and sound files into a project.
3.	Able to add, manipulate, and edit composition layers.
4.	Able to create basic animations using transform properties (anchor point, position, scale, rotation and opacity.
5.	Able to create, edit and animate text.
6.	Able to create basic 3D layers and use cameras within the software.
7.	Able to make a movie from a composition using the render queue panel.
8.	

EXIT SKILLS FOR GRAPHIC DESIGN 64		ENTRANCE SKILLS FOR GRAPHIC DESIGN 71							
		A	B	C	D	E	F	G	H
	1	X							
	2		X						
	3			X					
	4								
	5				X				
	6								
	7					X			
	8								

Santa Monica College
New SMC Course
Expanded Course Outline for GR DES 76 - Mobile App Design 2

Course Cover	
Discipline	GR DES-GRAPHIC DESIGN
Course Number	76
Full Course Title	Mobile App Design 2
Catalog Course Description	This course focuses on designing apps for mobile touchscreen devices including smartphones and tablets. This class will use knowledge acquired in Mobile App Design 1 to conceptualize, design, and implement interactive prototypes for mobile devices at an intermediate level. Projects will include designing, user testing, and creating high-fidelity mobile app prototypes.
Rationale	This is an intermediate prototyping course that builds on what is covered in GR DES 75.
Proposed Start	Year: 2015 Semester: Fall
Course Unit/Hours	
Credit Hours	Min: 3.00
Weekly Lecture Hours	Min: 2.00 (Sem: 36)
Weekly Laboratory Hours	Min: 1.00 (Sem: 18)
Weekly Arranged Hours	Min: 2.00 (Sem: 36)
Total Semester Instructional Hours	90.00
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
Transferability	
Transfers to CSU	
IGETC Area:	
Does NOT satisfy any area of IGETC:	
CSU GE Area:	
Does NOT satisfy any area of CSU GE:	
SMC GE Area:	
Does NOT satisfy any area of SMC GE:	
Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	**AA Degree** -Graphic Design **Department Certificate**

GR DES 76 - Mobile App Design 2

	-Web Design
Pre/Corequisites & Advisories	

Prerequisite
GR DES 61 and **Prerequisite** GR DES 75

Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Create a concept and strategy for a mobile app.	
2. Complete process deliverables such as flow charts, wireframes and prototypes.	
3. Design effective touch-based interactions.	
4. Integrate prototyping best practices.	
5. Apply effective visual design to the mobile environment.	
6. Demonstrate ability to create high fidelity prototypes using mobile app tools and/or technologies.	
7. Conduct and effectively analyze a user-testing session.	
8. Describe the basics of releasing a mobile app.	

Arranged Hours Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Identify and apply an understanding of how to conduct a basic user-testing session.	

Course Content	
10%	Concept and strategy
10%	Information Architecture: flow charts and wireframes
20%	Mobile design prototyping best practices
20%	Mobile design prototyping tools and technologies
10%	Conducting a user-testing session
10%	Analyzing a user-testing session
10%	Creating iterations
5%	Releasing an app
5%	Presentation and critique of projects
Total: 100%	

Lab Content	
50%	Critiques
50%	Team exercises
Total: 100%	

Arranged Hours Instructional Activities	
Other Methods	The student will participate in online video tutorials and recommended resources related to user-testing.

Methods of Presentation	
Methods	Critique Group Work

GR DES 76 - Mobile App Design 2

	Lecture and Discussion Projects

Methods of Evaluation	

Methods	• 10% - Class Participation
	• 30% - Class Work
	  Assignments
	• 60% - Projects
	  Midterm 30% Final 30%
	• 100% - Total

Appropriate Textbooks
Textbooks
1. Neil, Theresa. *Mobile Design Pattern Gallery: UI Patterns for Smartphone Apps*, 2nd Edition ed. O'Reilly Media, 2014, ISBN: 978-1449363635.
2. Wroblewski, Luke. *Mobile First*, ed. A Book Apart, 2011, ISBN: 978-1-937557-02-7.

Assignments
Sample Assignment
Assignment 1: Conduct a user-testing session for a mobile app. Based on best practices outlined in course, conduct and analyze a user-testing session. **Assignment 2**: Create a high-fidelity prototype. Based on user-testing observations and prototyping tool and technologies, create a successful high-fidelity prototype of a mobile app.

Student Learning Outcomes
1. Exhibit strong academic behaviors including regular attendance, timeliness, participation in class activities, and adherence to the College Honor Code.
2. Conduct a user-testing session and utilize design iterations to create a successful prototype for a mobile app.

Minimum Qualification	
Minimum Qualifications:	Graphic Arts

Library	
List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	Yes

Prerequisite Checklist and Worksheet

GR DES 76 – Mobile App Design 2

Prerequisite GR DES 61; User Experience Design

Other prerequisites, corequisites, and advisories also required for this course:
(Please note that a separate sheet is required for each prerequisite, corequisite, or advisory)

SECTION 1 - CONTENT REVIEW: If any criterion is not met, the prerequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or advisory.	X	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	X	
3. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	X	
4. Selection of this prerequisite, corequisite or advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.	X	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	X	
6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	X	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	X	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	X	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	X	

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

In addition to the affirmation of content review listed in section I, an additional level of scrutiny is also required. The level of scrutiny depends on which type of prerequisite is involved. There are six types and each is listed below. Please identify which one is being used to justify the proposed prerequisite. The additional level of scrutiny corresponding to each type of prerequisite is identified below.

X Type 2: Sequential within and across disciplines (e.g., Physics 7, 8, 9, …)
Complete the Prerequisite Worksheet

modified 09/26/2012

Prerequisite Worksheet

ENTRANCE SKILLS FOR **GR DES 76 – Mobile App Design 2**
(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)

A)	Identify and apply best practices for User Experience Design.
B)	Develop and create multiple user personas and use cases
C)	Conduct successful user-testing sessions to develop an iteration of a project.
D)	Create effective prototype of project based on user research.
E)	Successfully manage and present a design process and solution as a group presentation.
F)	Work successfully as part of a team.
G)	Utilize UX methodologies and tools at an intermediate level.
H)	

EXIT SKILLS (objectives) FOR **GR DES 61 – User Experience Design**
(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)

1.	Identify and apply best practices for User Experience Design.
2.	Develop and create multiple user personas and use cases
3.	Conduct successful user-testing sessions to develop an iteration of a project..
4.	Create effective prototype of project based on user research..
5.	Successfully manage and present a design process and solution as a group presentation.
6.	Work successfully as part of a team.
7.	Utilize UX methodologies and tools at an intermediate level.
8.	

		ENTRANCE SKILLS FOR GR DES 75							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR GR DES 61	1	x							
	2		x						
	3			x					
	4				x				
	5					x			
	6						x		
	7							x	
	8								

Prerequisite Checklist and Worksheet

GR DES 76 – Mobile App Design 2

Prerequisite GR DES 75; Mobile App Design 1

Other prerequisites, corequisites, and advisories also required for this course:
(Please note that a separate sheet is required for each prerequisite, corequisite, or advisory)

SECTION 1 - CONTENT REVIEW: If any criterion is not met, the prerequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or advisory.	X	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	X	
3. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	X	
4. Selection of this prerequisite, corequisite or advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.	X	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	X	
6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	X	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	X	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	X	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	X	

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

In addition to the affirmation of content review listed in section I, an additional level of scrutiny is also required. The level of scrutiny depends on which type of prerequisite is involved. There are six types and each is listed below. Please identify which one is being used to justify the proposed prerequisite. The additional level of scrutiny corresponding to each type of prerequisite is identified below.

X Type 2: Sequential within and across disciplines (e.g., Physics 7, 8, 9, …)
Complete the Prerequisite Worksheet

modified 09/26/2012

Prerequisite Worksheet

ENTRANCE SKILLS FOR **GR DES 76 – Mobile App Design 2**
(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)

A)	Explain the constraints presented by hand-held devices that differentiate mobile as a distinct medium.
B)	Identify the differences between types of mobile applications such as mobile Web apps versus native applications.
C)	Create a concept and strategy for implementing a mobile design.
D)	Complete information architecture deliverables such as flow charts, wireframes, and prototyping.
E)	Integrate mobile design best practices.
F)	Apply effective visual design to the mobile environment.
G)	Identify the variety of mobile design tools and technologies.
H)	

EXIT SKILLS (objectives) FOR **GR DES 75 – Mobile App Design 1**
(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)

1.	Explain the constraints presented by hand-held devices that differentiate mobile as a distinct medium.
2.	Identify the differences between types of mobile applications such as mobile Web apps versus native applications.
3.	Create a concept and strategy for implementing a mobile design.
4.	Complete information architecture deliverables such as flow charts, wireframes, and prototyping.
5.	Integrate mobile design best practices.
6.	Apply effective visual design to the mobile environment.
7.	Identify the variety of mobile design tools and technologies.
8.	

		ENTRANCE SKILLS FOR GR DES 76							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR GR DES 75	1	x							
	2		x						
	3			x					
	4				x				
	5					x			
	6								
	7								
	8								

Santa Monica College
Revision (SUBSTANTIAL Changes)
Expanded Course Outline for JOURN 2 - Intermediate Newswriting and Reporting

Course Cover	
Discipline	JOURN-JOURNALISM
Course Number	2
Full Course Title	Intermediate Newswriting and Reporting
Catalog Course Description	An intermediate news writing and reporting class with a focus on public affairs beats, including local and regional governments, police, schools, courts and other civic agencies. Legal and ethical aspects of the profession are covered. Students will cover both on- and off-campus assignments and topics and explore reporting across multiple platforms
Rationale	to align with C-ID
Proposed Start	Year: 2015 Semester: Fall
Course Unit/Hours	
Credit Hours	Min: 3.00
Weekly Lecture Hours	Min: 3.00 (Sem: 54)
Total Semester Instructional Hours	54.00
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
Transferability	
Transfers to CSU	
IGETC Area:	
Does NOT satisfy any area of IGETC:	
CSU GE Area:	
Does NOT satisfy any area of CSU GE:	
SMC GE Area:	
Does NOT satisfy any area of SMC GE:	
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. demonstrate an understanding of how to cover local courts and the judicial process and produce stories on this beat across multiple platforms	
2. demonstrate an understanding of how to cover local government agencies, on and off campus, and develop stories related to this beat across multiple platforms	
3. Demonstrate an understanding of how to cover public meetings and to write and develop	

stories across multiple platforms related to these assignments	
4. Demonstrate an understanding of legal and ethical considerations related to the journalism profession	
5. Develop story ideas with a local and regional focus across several publication platforms, including print, online, visual and emerging multimedia platforms and formats	
6. Conduct an interview with a relevant source and utilizes information and quotes from that interview in a story published across many platforms, including video, print and audio stories.	
7. Utilize social media to develop and produce public affairs stories with a local and regional focus across multiple platforms	
8. Demonstrate an understanding of AP Style in written stories and photo captioning	

Arranged Hours Objectives	
Upon satisfactory completion of the course, students will be able to:	

Course Content	
12.5%	Covering courts and the judical system
12.5%	Meeting coverage and coverage of local and regional government agencies
6.25%	Public records and relevant access laws in public affairs reporting
6.25%	Covering police agencies and local crime stories
6.25%	Covering local schools and education boards
12.5%	Developing story ideas and media content across all publication platforms, including print, online, video, audio, visual and other emerging digital platforms
6.25%	Legal and ethical issues related to the journalism profession
6.25%	Using social media as a reporting tool and as a means for story development
12.5%	Interviewing techniques and how to get the most out of speaking with sources and using quotes and information in stories across multiple platforms
6.25%	AP style and its important in journalism
12.5%	Enterprise reporting and more advanced forms of story development
Total: 100%	

Methods of Presentation	
Methods	Lecture and Discussion
Other Methods	Lecture combined with workshop methods and periodic critique of performance. Group projects, field trips and guest lectures

Methods of Evaluation	
Methods	25% - Exams/Tests Quizzes on topics related to AP style and also legal topics related to journalism such as libel law and privacy torts 25% - Group Projects Students pick a public affairs story and prepare stories about this topic across multiple platforms 50% - Written assignments Approximately 8 written assignments and multimedia projects

	• 100% - Total

Appropriate Textbooks
Textbooks
1. Mcguire, Miles. *Advanced Reporting: Essential Skills*, 1st ed. Routledge , 2014, ISBN: 978-0415824286.
2. Bender, John . *Reporting for Media*, 10th edition ed. Oxford University Press, 2011, ISBN: 9780195337433.
3. William Zinsser. *On Writing Well*, 30th ed. Harper Collins, 2006, ISBN: 9780060891541.

Assignments
Sample Assignment
#1: Prepare for and attend a meeting of a local government agency such as a city council and then write up a story based on the meeting that demonstrates an understanding of good reporting techniques and use of interviewing. Meeting coverage may also include producing digital coverage including video, audio, or blog post. #2: Group Project: Students may work in groups of 3-4 to produce multimedia coverage of a story of local interest based on government, police or court beats. Produced media may include blog posts, print stories, video and audio reports, and other emerging digital formats.

Student Learning Outcomes
1. Conceive, report and produce multimedia stories across different platforms covering public affairs beats such as courts, governments, police and other local agencies.
2. Demonstrate an understanding of legal and ethical aspects related to the journalism field.

Minimum Qualification	
Minimum Qualifications:	Journalism (Masters Required)

Library	
List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	No

Studio Arts
Associate in Arts for Transfer (AA-T)

Artists express their thoughts and feelings by creating fine art works that are primarily intended for aesthetic enjoyment. Related career titles include advertising artist or designer, art administrator, furniture designer, illustrator, courtroom sketcher, medical illustrator, animator and toy designer. Some organizations that typically employ art majors include: studios, museums, auction houses, art councils, educational institutions, hospitals, interior design departments, advertising agencies, and film and media production companies. Upon completion of the Associate in Arts in Studio Arts for Transfer (AA-T), students will have a strong academic foundation in the field and be prepared for upper division baccalaureate study. Completion of the degree indicates that the student will have satisfied the lower division requirements for transfer into Studio Arts or similar majors for many campuses in the California State University system.

Program Learning Outcome:
Upon completion of the program, students will demonstrate an appreciation and understanding of Art and Art History in order to develop creative and critical thinking solutions to various Art and Art History issues. Students will look at an artistic situation, whether in implementation or analysis, in order to develop and create a strategy for its solution.

Area of Emphasis

Required Core: (12 units) — **Units**

AHIS 2	Western Art History II	3
ART 10A	Design I	3
ART 13	3-D Design	3
ART 20A	Drawing 1	3

List A: Select one course from the following (3 units) — **Units**

AHIS 1	Western Art History I	3
AHIS 17	Arts Of Asia - Prehistory To 1900	3

List B: Select three courses from the following (9 units) — **Units**

ART 10B	Design 2	3
ART 10C	Computer Design	3
ART 15	Lettering	3
ART 17A	3-D Jewelry Design 1	3
ART 17B	3-D Jewelry Design 2	3
ART 20A	Drawing 1	3
ART 20B	Drawing 2	3
ART 20C	Digital Drawing	3
ART 21A	Drawing 3	3
ART 21B	Drawing 4	3
ART 30A	Beginning Water Color Painting I	3
ART 30B	Watercolor Painting II	3
ART 30C	Acrylic Painting Techniques	3
ART 31	Beginning Painting	3
ART 32	Intermediate Painting	3
ART 33	Advanced Painting	3
ART 35	Airbrush Techniques	3

ART 40A	Sculpture 1	3
ART 40B	Sculpture 2	3
ART 40C	Sculpture 3	3
ART 41A	Figure Sculpture I	3
ART 41B	Figure Modeling Sculpture II	3
ART 43A	Glass Sculpture 1	3
ART 52A	Ceramics I	3
ART 52B	Ceramics II	3
ART 60	Introduction To Printmaking	3
ART 61A	Etching I	3
ART 61B	Advanced Etching	3
ART 62	Serigraphy (Silkscreen)	3
ART 63	Lithography	3

Total Units for Area of Emphasis: 24

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Journalism
Associate in Arts for Transfer (AA-T)

The Associate in Arts in Journalism for Transfer (AA-T) involves the methods and techniques for gathering, processing and delivering news, and prepares students to be professional print and multimedia journalists. Included is instruction in news writing and editing, reporting and multimedia story production, professional standards and ethics and journalism history and research. Careers in this field include book editor, copywriter, film critic, foreign correspondent, freelance writer, online editor, multimedia story producer, journalist, magazine editor, news anchor, newspaper editor, publicist, sportswriter and technical writer.

Upon completion of the Associate in Arts in Journalism for Transfer (AA-T), students will have a strong academic foundation in the field and be prepared for upper division baccalaureate study. Completion of the degree indicates that the student will have satisfied the lower division requirements for transfer into journalism or similar majors for many campuses in the California State University system.

Program Learning Outcome:
Upon completion of the program, students will demonstrate an understanding of essential nonfiction storytelling techniques in print and multimedia formats, demonstrate the ability to work as a team member to collaborate on media production across several formats, and demonstrate an understanding of the ethical and legal issues affecting journalists.

Area of Emphasis

Required Core Courses:		Units
MEDIA 1	Survey of Mass Media Communications	3
JOURN 1	The News	3
JOURN 16	Producing The Campus Newspaper	4

List A: Choose 1 course from the list below (3 units required):		Units
JOURN 2	Intermediate Newswriting and Reporting	3
JOURN 15	Introduction To Multimedia Storytelling	3
JOURN 17	Editing The Campus Newspaper	2
JOURN 21 *(same as PHOTO 13)*	News Photography	3
JOURN 43 *(same as BUS 29)*	Public Relations And Publicity	3

List B: Choose 2 courses from the list below (6 units required):		Units
Any course from List A not used above.		3
Any course from CSUGE Areas A through D or any course from IGETC Areas 1A-5C. (If 2 courses are selected here, those courses must be from two different Areas.)		3
PHOTO 1	Introduction To Photography	3

Total Units for Area of Emphasis: 19

Dance Teacher (Pre K-grade 5)
Department Certificate

This program is specifically designed for students seeking to expand their dance and pedagogical experience as a dance educator in the Pre K-grade 5 setting. The curriculum is designed to be completed in two semesters of study. Students complete course work through the Dance, Early Childhood Education and Psychology Departments. Coursework includes hands-on experience teaching in a Pre K-grade 5 classroom under the supervision of an experienced dance educator. Upon completion, the student is familiar with the planning, implementation and assessment of dance education in the Pre K-grade 5 setting.

The Santa Monica College Dance Teacher Department Certificate provides practical experience for:

- Instructors in dance programs in Pre K-grade 5 schools
- Classroom teachers in Pre K-grade 5 schools
- Instructors and studio directors in private schools of dance
- Instructors and directors for community-based dance programs
- Instructors for dance-company residencies in Pre K-grade 5 schools
- Teaching-artists for nonprofit arts organizations
- Teaching-artists for professional schools associated with dance companies

Program Learning Outcomes:
Upon completion of the program, students will demonstrate coherent and comprehensive knowledge in developing, implementing and assessing sequential dance programs in Pre K-grade 5 public and independent school settings. Students will identify the role of dance education within these settings and apply creative movement experiences to reinforce understanding of curriculum concepts including science, history, literature and math.

Area of Emphasis

Core Courses:		**Units**
DANCE 75	Dance for Children: Creative Dance in the Pre-K and Elementary Classroom	3
ECE 2	Principles And Practices Of Teaching Young Children	3
PSYCH 11	Child Growth And Development	3
DANCE 90B	Internship In Dance	2

Ballet Electives: Select 1 of the following:		**Units**
DANCE 33	Ballet 3	2
DANCE 34	Ballet 4	2
DANCE 35	Ballet 5	2
DANCE 36	Ballet 6	2

Modern Dance Electives: Select 1 of the following:		**Units**
DANCE 43	Contemporary Modern Dance 3	2
DANCE 44	Contemporary Modern Dance 4	2
DANCE 45	Modern Dance 5	2
DANCE 46	Modern Dance 6	2

World Dance Electives: Select 1 of the following:		**Units**
DANCE 20	World Dance Survey	2
DANCE 21	Asian Pacific Dance Survey	2
DANCE 22	Beginning Mexican Dance	2
DANCE 23	Intermediate Mexican Dance	2
DANCE 24	Flamenco Dance 1	2

DANCE 25	African Dance	2
DANCE 27	Brazilian Dance	2
DANCE 27B	Intermediate Brazilian Dance	2
DANCE 29	Middle Eastern/North African Dance	2

Total Units for Area of Emphasis: **17**

WEB DESIGN (revised 11/2014)
Department Certificate

The Web Design Department Certificate provides a thorough study of the design and production of websites at an advanced level. Focusing on design process, user experience, and visual design, students will learn how to design and develop commercial-quality websites. A Department Certificate in Web Design will prepare the students for entry-level positions such as Web Designer, Web Developer, User Experience Designer, Interface Designer, and Interaction Designer.

This Department Certificate involves satisfactory completion of the semester units of the area of emphasis (articulated below). At least 50% of the area of emphasis units must be completed at Santa Monica College. Each course in the area of emphasis must be completed with a grade of C or higher. Additional information for the Certificate is available at the Transfer/Counseling Center and online at www.smc.edu/articulation.

Catalog rights dictate that a student may satisfy the requirements of a degree or certificate by completing the general education and area of emphasis requirements in effect at any time of the student's continuous enrollment. Continuous enrollment is defined as enrollment in consecutive Fall and Spring semesters until completion.

Area of Emphasis

Required Courses:		Units
CIS 54	Web Page Development And Scripting I	3
~~ET 34~~	~~Web Animation I~~ (removed)	~~3~~
GR DES 61	User Experience Design (NEW COURSE; added)	3
GR DES 64	Digital Imaging For Design I	3
GR DES 65	Web Design 1	2
GR DES 66	Web Design 2	3
GR DES 67	Web Design 3	3

Total Units for Area of Emphasis: 17

SOLAR PHOTOVOLTAIC INSTALLATION <mark>(revised 11/2014)</mark>
Associate in Science (AS) / Certificate of Achievement

Solar energy systems are being installed in growing numbers at businesses and private residences. This growing demand is expected to increase the need for many new jobs for Photovoltaic System Installers and Solar Thermal System Installers. The Photovoltaic Installation Associate degree/Certificate in Solar Energy Technologies will provide students with both the hands-on skills and the broader
contextual knowledge necessary to gain successful employment in the burgeoning solar industry. Students who complete this program will be qualified for jobs in a variety of different capacities, including installation repairs, entry-level solar installer, mid-upper level solar design positions, sales, and potentially even start their own solar installation company. With additional education or experience, students could pursue employment with one of the many public institutions working on alternative energy policy.

This program in Solar Photovoltaic Installation prepares the student to take the NABCEP (North American Board of Certified Energy Practitioners) Entry Level Exam.

Program Learning Outcomes:
Upon completion of the program, students will demonstrate proficiency in basic terminology (solar radiation, solar irradiance, solar insolation, solar constant, solstice, equinox, solar altitude angle, solar azimuth angle, solar incidence angle) Students will be able to explain how a solar cell converts sunlight into electrical power and distinguish between PV cells, modules, panels and arrays. Students will be able to identify the five key electrical output parameters for PV modules using manufacturers' literature (Voc, Isc, Vmp, Imp, and Pmp) and label points on a current-voltage (I-V) curve, as well as identify and apply regulatory codes when conducting energy assessments and/or site visits. Students will be able to recognize and identify local and state energy efficiency requirements/incentives for new and existing buildings; conduct Energy Utilization Analysis; and recognize mechanics and engineering of energy systems, including HVAC, lighting, and renewable energy systems.

Area of Emphasis

Required Courses:		**Units**
ENERGY 1	Introduction to Energy Efficiency	3
INTARC 35	2D Digital Drafting	3
	or	
GEOG 20 *(same as GIS 20, CIS 20)*	Introduction To Geographic Information Systems	3
PV 1	Introduction To Solar Energy Systems	3
PV 2	Intermediate PV System Installation	3
PV 3	Advanced Solar Photovoltaic Systems	4
~~ENVRN 7 *(same as GEOG 7)*~~	~~Introduction To Environmental Studies~~ <mark>(moved to "elective")</mark>	3

Required Support Course: choose one of the following (3 units): <mark>(new section added)</mark>		**Units**
ENVRN 7 *(same as GEOG 7)*	Introduction To Environmental Studies	3
ENVRN 20 *(same as PHILOS 20)*	Environmental Ethics	3
ENVRN 22 *(same as POL SC 22)*	Environmental Politics And Policies	3
ENVRN 40 *(same as PSYCH 40)*	Environmental Psychology	3

Recommended Course:		**Units**
BUS 63	Principles Of Entrepreneurship	3

Total Units for Area of Emphasis: 19