



# CURRICULUM COMMITTEE | AGENDA

Wednesday, November 4, 2015 | 3:00 p.m.  
Loft Conference Room – Drescher Hall 300-E

**Members:**

- |                                       |                      |                    |                   |
|---------------------------------------|----------------------|--------------------|-------------------|
| Guido Davis Del Piccolo, <i>Chair</i> | Helen LeDonne        | Emin Menachekanian | David Shirinyan   |
| Jennifer Merlic, <i>Vice Chair</i>    | Karen Legg           | Estela Narrie      | Mark Tomasic      |
| Brenda Antrim (non-voting)            | Emily Lodmer         | Darryl-Keith Ogata | Odemaris Valdivia |
| Ida Danzey                            | Georgia Lorenz       | James Pacchioli    |                   |
| Sandra Hutchinson                     | Walt Louie           | Rachel Petrocelli  |                   |
| Maral Hyeler                          | Kymia Mahjouri (AS)  | Elaine Roque       |                   |
| William Konya                         | Steve Maldonado (AS) | Gita Runkle        |                   |

**Interested Parties:**

- |                 |                    |               |                |
|-----------------|--------------------|---------------|----------------|
| Maria Bonin     | Jonathan Eady (AS) | Pete Morris   | Linda Sinclair |
| Patricia Burson | Kiersten Elliott   | Steven Myrow  | Esau Tovar     |
| Vicki Drake     | Erica LeBlanc      | Estela Ruezga |                |

**Ex-Officio Members:**

- |               |              |
|---------------|--------------|
| Fran Chandler | Jesse Randel |
|---------------|--------------|

## AGENDA

*(Items for action are listed alphabetically; items for information are listed numerically)*

- I. Call to order
- II. Public Comments\*
- III. Approval of Minutes .....3
- IV. Chair’s report:
- V. Information Items:
  - (Course Updates)
    - a. PSYCH 19 Lifespan Human Development
- VI. Action Items:
  - (New Courses)
    - a. COSM 50E Written Preparation For Esthetician State Board Exam (prerequisite: 400 hours of Esthetician coursework).....5
    - b. COSM 50N Written Preparation For Nail Care State Board Exam (prerequisite: 300 hours of Nail Care coursework) .....7
    - c. KIN PE 34B Intermediate Karate (prerequisite: KIN PE 34A) .....9
  - (New Courses; Upper Division)
    - d. PSYCH 320 Cognitive Psychology (prerequisite: PSYCH I, MATH 54, and ENGL I)..... 14
    - e. IXD 350 Interactive Storytelling .....27
    - f. IXD 360 Product Design (prerequisite: IXD 350).....30
    - g. IXD 370 Design for Community Change (prerequisite: IXD 330) .....35
    - h. IXD 460 Tangible Interaction (prerequisite: IXD 360) .....40

\*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. 1

*(Program Revisions)*

- i. Cosmetology Associate in Science (AS) / Certificate of Achievement (restructuring and reduction in units) .....45
- j. Esthetician Department Certificate (restructuring and reduction in units) .....47
- k. Nail Care Department Certificate (restructuring and reduction in units) .....48

VII. Adjournment

*Please advise Guido Davis Del Piccolo (x. 3561), Jennifer Merlic (x. 4616) or Irena Zugic (x. 4403) if you are unable to attend this meeting.*



# CURRICULUM COMMITTEE I MINUTES

Wednesday, October 21, 2015 / 3:00 p.m.

Loft Conference Room – Drescher Hall 300-E

## Members Present:

Guido Davis Del Piccolo, <i>Chair</i>	Maral Hyeler	Walt Louie	Rachel Petrocelli
Jennifer Merlic, <i>Vice Chair</i>	William Konya	Steve Maldonado (AS)	Elaine Roque
Brenda Antrim (non-voting)	Helen LeDonne	Emin Menachekanian	Gita Runkle
Ida Danzey	Karen Legg	Estela Narrie	David Shirinyan
Sandra Hutchinson	Emily Lodmer	Darryl-Keith Ogata	Mark Tomasic
	Georgia Lorenz	James Pacchioli	

## Members Absent:

Odemaris Valdivia

## Others Present:

Jamie Cavanaugh

## MINUTES

*(Items for action are listed alphabetically; items for information are listed numerically)*

### I. Call to order:

The meeting was called to order at 3:12pm.

### II. Public Comments\*:

None.

### III. Approval of Minutes:

The minutes of October 7, 2015 were approved as presented.

### IV. Chair's report:

- Guido reported that all approved action items from the previous meeting, including Bachelor's degree General Education requirements and Admissions criteria, were approved by the Academic Senate on October 20, 2015.
- Guido reviewed the ASCCC Resolutions related to Curriculum that will be voted on at the Fall Plenary.
- ENGL 2 will be submitted for IGETC area 3B to mirror CSU GE Humanities.

### V. Information Items:

*(Course Updates)*

- I. MATH 13 Linear Algebra

### VI. Action Items:

*(Course Revisions)*

- a. GR DES 50 (course update, addition of prerequisites (GR DES 33 and GR DES 66), and title change from Graphic Design Portfolio Preparation to Graphic Design Portfolio and Professional Practices) – presented by Jamie Cavanaugh

**Motion made by:** Karen Legg

**Seconded by:** James Pacchioli

The motion passed unanimously.

*(New Courses; Upper Division)*

- b. IXD 310 Interaction Design Studio I – presented by Jamie Cavanaugh

(Approved with minor edits to course description.)

**Motion made by:** Elaine Roque

**Seconded by:** David Shirinyan

The motion passed unanimously.

- c. IxD 330 Interaction Design Studio 2 (Prerequisite: IxD 310) – presented by Jamie Cavanaugh  
(Approved with minor edits to course description, course objectives, and assignments.)  
**Motion made by:** Mark Tomasic      **Seconded by:** Estela Narrie  
The motion passed unanimously.  
Prerequisite IxD 310:  
**Motion made by:** Maral Hyeler      **Seconded by:** Helen LeDonne  
The motion passed unanimously.
- d. IxD 430 Interaction Design Studio 3 (Prerequisite: IxD 330) – presented by Jamie Cavanaugh  
(Approved with minor edits to course description.)  
**Motion made by:** Walt Louie      **Seconded by:** David Shirinyan  
The motion passed unanimously.  
Prerequisite IxD 330:  
**Motion made by:** Estela Narrie      **Seconded by:** Emily Lodmer  
The motion passed unanimously.
- (New Program)*
- e. User Experience Design Department Certificate – presented by Jamie Cavanaugh  
**Motion made by:** William Konya      **Seconded by:** Elaine Roque  
The motion passed unanimously.

## VII. Adjournment

The meeting adjourned at 4:20pm.

**Expanded Course Outline for COSM 50E - Written Preparation For Esthetician State Board Exam**

Course Cover	
Discipline	COSM-COSMETOLOGY
Course Number	50E
Full Course Title	Written Preparation For Esthetician State Board Exam
Catalog Course Description	This theory course is designed to successfully prepare the student to take the written portion of the National-Interstate Council of State Boards of Cosmetology (NIC) exam required to obtain a esthetician license. Written testing includes: disinfection, sanitation health and safety, rules and regulations, bacteriology, anatomy and physiology, manual facials, chemical facials, electrical facials, advanced techniques of skin care, eyebrow tweezing, waxing and makeup procedures.
Rationale	For Skin Care Exam
Proposal Information	
Proposed Start	Year: 2015 Semester: Fall
Course Unit/Hours	
Credit Hours	Min: 1.00
Weekly Lecture Hours	Min: 1.50 (Sem: 27)
Total Semester Instructional Hours	27.00
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
Transferability	
Does NOT transfer to CSU or UC	
Program Applicability	
Designation	Credit - Degree Applicable
Pre/Corequisites & Advisories	
<b>Prerequisite</b> Completion of at least 400 hours of Esthetician coursework.	
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Demonstrate the ability to pass the California State exam by understanding the theory and passing the class assessments.	
2. Integrate proper State Board theory procedures in written form of the following subjects: disinfectant and sanitation, health and safety, bacteriology, anatomy and physiology, manual facials, chemical facials, electrical facials, hair removal and makeup procedure.	
3. Demonstrate the proper use of esthetician tools and equipment.	
Course Content	
10%	Disinfectant and sanitation procedure
10%	California Cosmetology Rules and Regulations
50%	Facials (electrical, chemical and manual)
20%	Hair removal (tweezers and wax)

10%	Makeup
Total: 100%	
<b>Methods of Presentation</b>	
Methods	Lecture and Discussion Observation and Demonstration
Other Methods	Power Point, Video/DVD, Information Sheets
<b>Methods of Evaluation</b>	
Methods	<ul style="list-style-type: none"> <li>• 20% - Class Participation</li> <li>• 20% - Class Work</li> <li>• 20% - Exams/Tests</li> <li>• 20% - Final Performance</li> <li>• 20% - Final exam</li> <li>• 100% - Total</li> </ul>
<b>Appropriate Textbooks</b>	
Textbooks such as the following are appropriate:	
1. Milady. <i>Milady Standard Esthetics Fundamentals</i> , ed. Milady Publishing Company, 2013, ISBN: 978-1-111-30689-2.	
2. Milady. , ed.. <i>Milady Standard Esthetics Fundamentals Student Workbook</i> , ed. Milady Publishing Company, 2013, ISBN: 978-1-1113-0691-5.	
<b>Assignments</b>	
Sample Assignment	
1. Research steps for the draping, safety and procedure for electrical facial using blue, red and white dermal lights to assist you in the understanding of the theory related to the procedure, and be ready to demonstrate in class.	
2. Write a paper on the steps of sanitation and its importance in each service in cosmetology.	
<b>Student Learning Outcomes</b>	
1. Analyze and follow all State board procedures mandate by the NIC in its written forms	
2. Demonstrate and utilize techniques that lessen anxiety that are commonly associated with test taking	
3. Compare and contrast the distinction between the correct and incorrect writing the procedures	
4. Given the NIC test, will be able to demonstrate and understand the theory of the proper procedures to: Disinfectant and sanitize Administer facials (plain, scrub, dermal light) Demonstrate hair removal (tweezers and wax) Demonstrate the application of Makeup	
5. Exhibit strong academic behavior as assessed by the College Honor Code of Conduct on all assignments and tests both written and practical	
<b>Minimum Qualification</b>	
Minimum Qualifications:	Cosmetology - Cosmetology License
<b>Library</b>	
List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	Yes

**Expanded Course Outline for COSM 50N - Written Preparation For Nail Care State Board Exam**

Course Cover	
Discipline	COSM-COSMETOLOGY
Course Number	50N
Full Course Title	Written Preparation For Nail Care State Board Exam
Catalog Course Description	This theory course is designed to successfully prepare the student to take the written portion of the National-Interstate Council of State Boards of Cosmetology (NIC) exam required to obtain a Manicuring license. Written testing includes: disinfection, sanitation, health and safety, rules and regulations, bacteriology, anatomy and physiology, manicuring, pedicuring, nail tips, acrylic and nails.
Rationale	This course will help the students to pass the NIC Exam for the State of California.
Proposal Information	
Proposed Start	Year: 2016 Semester: Spring
Course Unit/Hours	
Credit Hours	Min: 1.00
Weekly Lecture Hours	Min: 1.50 (Sem: 27)
Weekly Laboratory Hours	Min:
Total Semester Instructional Hours	27.00
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
Transferability	
Does NOT transfer to CSU or UC	
Program Applicability	
Designation	Credit - Degree Applicable
Pre/Corequisites & Advisories	
<b>Prerequisite</b>	
Completion of at least 300 hours of Nail Care coursework.	
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Demonstrate the ability to pass the NIC WRITTEN EXAM by understanding the theory and passing the class assessments (Cosmetology state Board Rules and Regulations).	
2. Describe State Board procedures by written assessment.	
3. Integrate proper State Board theory procedures in written form of the following subjects: Disinfectant and sanitation, health and safety, bacteriology, anatomy and physiology of the hands and feet.	
Course Content	
15%	Disinfectant and sanitation procedure
15%	Rules and regulations of the NIC

70%	Manicures, pedicures, acrylic nails, artificial nail tips, nail wraps and repairs.
Total: 100%	
<b>Methods of Presentation</b>	
Methods	Lecture and Discussion Observation and Demonstration
Other Methods	Power Point, Video/DVD, Information Sheets
<b>Methods of Evaluation</b>	
Methods	<ul style="list-style-type: none"> <li>• 20% - Class Participation</li> <li>• 20% - Class Work</li> <li>• 20% - Exams/Tests</li> <li>• 20% - Final Performance</li> <li>• 20% - Final exam</li> <li>• 100% - Total</li> </ul>
<b>Appropriate Textbooks</b>	
Textbooks such as the following are appropriate:	
Textbooks	
1. Milady. <i>Milady Standard Cosmetology Text</i> , 15 ed. Cengage Learning, 2016, ISBN: 978-1-285-76941-7.	
<b>Assignments</b>	
Sample Assignment	
1. Research steps for a procedure and be ready to demonstrate the procedure in class.	
2. Write a paper on the steps of sanitation and its importance in each service in manicuring.	
<b>Student Learning Outcomes</b>	
1. Analyze and follow all NIC procedures mandated inclusive for all forms of manicuring in its written form.	
2. Demonstrate and utilize techniques that lessen anxiety that are commonly associated with test taking.	
3. Understand the theory of and demonstrate the proper procedures to disinfect and sanitize all manicuring equipment and tools.	
4. Exhibit strong academic behavior as assessed by the SMC Code of Conduct on all assignments and written tests.	
<b>Minimum Qualification</b>	
Minimum Qualifications:	Cosmetology - cosmetology License
<b>Library</b>	
List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	Yes



**Expanded Course Outline for KIN PE 34B - Intermediate Karate**

Course Cover	
Discipline	KIN PE-KINESIOLOGY PHYSICAL EDUCATION
Course Number	34B
Full Course Title	Intermediate Karate
Catalog Course Description	This is an intermediate level course in traditional karate. Multi-step techniques, movement fluidity, and controlled one-on-one combat scenarios are emphasized. Power generation through breathing techniques and meditation is introduced at this level. Students learn traditional kata forms of "Seisan" and "Ananku". In addition to the Okinawan history of karate, global scale history of the martial arts is discussed.
Rationale	Study of karate and martial arts in general require multiple years of training. Multilevel classes are fundamentally necessary to help students continue their studies of this art.
Proposal Information	
Proposed Start	Year: 2016 Semester: Spring
Course Unit/Hours	
Credit Hours	Min: 1.00
Weekly Lecture Hours	Min: 0
Weekly Laboratory Hours	Min: 3.00 (Sem: 54)
Total Semester Instructional Hours	54.00
Load Factor	0.88
Load Factor Rationale	Standard load factor for similar courses.
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
Transferability	
Transfers to UC (pending review)	
Transfers to CSU	
Does NOT satisfy any area of IGETC:	
Does NOT satisfy any area of CSU GE:	
Does NOT satisfy any area of SMC GE:	
Program Applicability	
Designation	Credit - Degree Applicable
Pre/Corequisites & Advisories	
<b>Prerequisite</b> KIN PE 34A or equivalent experience	
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Analyze and effectively demonstrate intermediate and multi-step karate techniques.	
2. Apply effective "real world" self defense techniques, including but not limited to grappling scenarios, as well as multiple opponent cases.	
3. Demonstrate the traditional katas "Seisan" and "Ananku".	

4. Demonstrate a basic understanding of global history of the martial arts.	
<b>Course Content</b>	
10%	History, philosophy, and etiquette of karate.
25%	Traditional karate moves.
25%	Traditional kata
20%	Self defense partner interaction
10%	Grapling and other "real world" scenarios
10%	Physical conditioning for karate
Total: 100%	
<b>Lab Content</b>	
100%	Entire course is lab based.
Total: 100%	
<b>Methods of Presentation</b>	
Methods	Group Work Lab Lecture and Discussion Observation and Demonstration Visiting Lecturers
<b>Methods of Evaluation</b>	
Methods	<ul style="list-style-type: none"> <li>• 75% - Class Participation continued assessment of classroom work and participation throughout the semester</li> <li>• 10% - Exams/Tests Exams/Tests - Written and/or multiple choice exam</li> <li>• 8% - Final Performance Physical demonstration of kata and one on one forms</li> <li>• 8% - Final exam Written exam and/or research paper</li> <li>• 101% - Total</li> </ul>
<b>Appropriate Textbooks</b>	
Textbooks	
1. Kane, L.A., Wilder, K., . <i>The Way of Kata, A Comprehensive Guide to Deciphering Martial Applications</i> , ed. YMAA Publication Center , 2005, ISBN: 1-59439-058-4.	
<b>Assignments</b>	
Sample Assignment	
<ol style="list-style-type: none"> <li>1. Perform new katas learned during the semester</li> <li>2. Perform intermediate multi-step defensive/offensive techniques</li> <li>3. Study effective power generation through body movement and breathing as it relates to karate.</li> <li>4. Study and demonstrate basic knowledge of the history of martial arts, both in Okinawa and elsewhere.</li> </ol>	
<b>Student Learning Outcomes</b>	
1. Demonstrate understanding of the history of martial arts in different parts of the world.	
2. Effectively demonstrate intermediate multi-step karate moves individually and with a partner.	

3. Perform and interpret intermediate traditional Okinawan kata such as "Seisan" and/or "Ananku".	
<b>Minimum Qualification</b>	
Minimum Qualifications:	Physical Education (Masters Required)
<b>Library</b>	
List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	Yes

## Prerequisite / Corequisite Checklist and Worksheet

### Kinesiology 34B

**Prerequisite:** Kinesiology 34A

**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.	<b>X</b>	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	<b>X</b>	
3. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	<b>X</b>	
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.	<b>X</b>	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	<b>X</b>	
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.	<b>X</b>	
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.	<b>X</b>	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	<b>X</b>	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	<b>X</b>	

**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 KIN PE 34B

*(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)*

A)	Basic punching technique.
B)	Basic upper, middle, and lower blocking techniques.
C)	Basic kicking techniques.
D)	Most of "Tuite no kata". Grappling techniques' form.
E)	Half of Seisan Kata. The first of a series of nine forms common to Shorinji ryu karate.
F)	Basic self-defense techniques
G)	
H)	

## EXIT SKILLS (objectives) FOR KIN PE 34A

*(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)*

1.	Basic punching technique.
2.	Basic upper, middle, and lower blocking techniques.
3.	Basic kicking techniques.
4.	Most of "Tuite no kata". Grappling techniques' form.
5.	Half of Seisan Kata. The first of a series of nine forms common to Shorinji ryu karate.
6.	Basic self-defense techniques
7.	
8.	

		ENTRANCE SKILLS FOR KIN PE 34B							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR KIN PE 34A	1	X				X	X		
	2		X			X			
	3			X					
	4				X				
	5					X			
	6						X		
	7								
	8								

**Expanded Course Outline for PSYCH 320 - Cognitive Psychology**

Course Cover	
Discipline	PSYCH-PSYCHOLOGY
Course Number	320
Full Course Title	Cognitive Psychology
Catalog Course Description	This upper division Cognitive Psychology course addresses how humans learn to process information in their environment as well as how they decide how and when to act on their environment. This course includes a survey of cognitive psychology, specifically, the science and study of how people acquire, represent, transform and use verbal and nonverbal information. In this context we will explore sensation and perception of objects, surfaces, space, and motion. Additionally, key cognitive functions are explored including imagery, memory, representations of knowledge, language, decision making, thinking and reasoning, attention and vigilance. Finally, we will review developmental considerations in cognitive psychology from early infant cognition to maturation and cognition as we age.
Rationale	This course is being offered as part of our Bachelors program in Interaction Design. It is an advanced course that covers important concepts for the Interaction Designer as they conceptualize how their designs will be perceived, experienced, used, learned, adjusted to, and evaluated by the human mind. This course will help students to understand human cognitive capabilities and limitations in order to evaluate their designs and design patterns more meaningfully. The course outline is intentionally designed to give the instructor flexibility to teach the concepts of cognitive psychology within the appropriate context. This flexibility and the specifics of the instructors' approach will be key in the context of the Interaction Design program. Instructors are strongly encouraged to work with the Interaction Design faculty in order to coordinate assignments and content presentation. For a couple of important reasons, our department felt it important to design a general psychology course foremost, but one that can be tailored to a specific student population. First, we want to make sure this course will articulate when that becomes necessary. Second, we want to leave open the possibility of the BA program developing down the line to include additional programs which may benefit from a Cognitive Psychology course, but one more suited to the specific program. Upper Division Qualification: This course is an upper division course across the country. We consider this course as upper division because of the significant depth of the course as well as the advanced nature of the topic, requiring significant prior knowledge both in psychology and general education. The assignments and activities of the course are very applied and require high-level synthesis of the material in order to succeed.
Proposal Information	
Proposed Start	Year: 2016 Semester: Fall
Proposed for Distance Ed	No
Proposed for Global Citizenship	No

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	
IGETC Area:	
(pending review)	
<ul style="list-style-type: none"> <li>• IGETC Area 4: Social and Behavioral Sciences                             <ul style="list-style-type: none"> <li>○ 4I: Psychology</li> </ul> </li> </ul>	
CSU GE Area:	
(pending review)	
<ul style="list-style-type: none"> <li>• CSU GE Area D: Social, Political, and Economic Institutions and Behavior, Historical                             <ul style="list-style-type: none"> <li>○ D9 - Psychology</li> </ul> </li> </ul>	
SMC GE Area:	
Does NOT satisfy any area of SMC GE:	
Program Applicability	
Designation	Credit - Degree Applicable
Pre/Corequisites & Advisories	
<b>Prerequisite</b>	
PSYCH 1 and MATH 54 and ENGL 1 and Admittance to the baccalaureate degree program	
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Demonstrate a high level of understanding of cognitive domains including perception, attention, memory, language, problem-solving, reasoning, executive processes, emotion and cognition, and decision making.	
2. Explain, critique, compare, and contrast, the established theories in cognitive psychology domains.	
3. Apply and incorporate key concepts in the domain of cognitive psychology to explain and predict psychological phenomena in a wide variety of situations.	
4. Demonstrate their understanding of how the key findings and theories in cognitive psychology relate to how we interact with our external world.	
5. Outline and conceptualize the relationship between key findings and theories in cognitive psychology and the function and development of the brain.	
6. Engage critically with research methods in cognitive psychology is conducted and how findings can be applied to real world problems or challenges.	
7. Apply, critique, and operationalize current empirical research on how humans process incoming information and formulate an action.	
8. Critically analyze the limits of human cognitive capacities.	
Course Content	
10%	Introduction <ul style="list-style-type: none"> <li>• Why study Cognitive Psychology?</li> <li>• History and origins of cognitive psychology.</li> </ul>

	<ul style="list-style-type: none"> <li>• Development of cognitive psychology over time</li> <li>• Current state of cognitive psychology research and knowledge</li> </ul>
10%	<p>Perceptual Processing: Visual and Auditory systems</p> <ul style="list-style-type: none"> <li>• top-down vs. bottom up processing</li> <li>• the visual system</li> <li>• representation and organization of visual percepts</li> <li>• theories of visual processing</li> <li>• speech perception and processing</li> <li>• music perception and processing</li> </ul>
5%	<p>Attention</p> <ul style="list-style-type: none"> <li>• levels of attention</li> <li>• limits of attention</li> <li>• theories of attention</li> </ul>
5%	<p>Consciousness and metacognition</p> <ul style="list-style-type: none"> <li>• what is consciousness and what it is not</li> <li>• metacognition</li> <li>• sense of the self</li> <li>• theories of consciousness and metacognition</li> <li>• limits of consciousness</li> </ul>
10%	<p>Working Memory</p> <ul style="list-style-type: none"> <li>• theories of working memory</li> <li>• limits of working memory</li> <li>• components and types of working memory</li> <li>• working memory in our day to day experience of the world</li> </ul>
10%	<p>Long Term Memory</p> <ul style="list-style-type: none"> <li>• what is and isn't considered long term memory</li> <li>• encoding into long term memory</li> <li>• storage of the memory</li> <li>• retrieval of long term memories</li> <li>• consolidation and reconsolidation, "forgetting"</li> <li>• factors that increase remembering and those that block it</li> <li>• mnemonic techniques</li> </ul>
5%	<p>Mental Imagery</p> <ul style="list-style-type: none"> <li>• visual imagery and mental rotation/transformation</li> <li>• auditory imagery</li> <li>• relationship to working memory</li> <li>• mental representation of spatial representations (maps)</li> <li>• limits of mental imagery</li> </ul>
5%	<p>Semantic Knowledge</p> <ul style="list-style-type: none"> <li>• acquisition of semantic knowledge</li> <li>• nature of semantic knowledge</li> <li>• theories of semantic knowledge (prototype, networks, exemplar)</li> <li>• schemas</li> <li>• scripts</li> </ul>
10%	<p>Language</p>



	<ul style="list-style-type: none"> <li>• parts of language</li> <li>• linguistics and psycholinguistics</li> <li>• limits of comprehension</li> <li>• auditory vs. reading language processing</li> <li>• language processing disorders</li> <li>• language production</li> <li>• speech</li> <li>• multilingualism</li> <li>• speech disorders</li> <li>• writing</li> </ul>
5%	<b>Creativity</b> <ul style="list-style-type: none"> <li>• What is creativity?</li> <li>• Motivational states and creativity</li> <li>• Origins of creativity</li> <li>• Theories of creativity</li> <li>• Limits of creativity (writers block)</li> </ul>
5%	<b>Problem Solving</b> <ul style="list-style-type: none"> <li>• identification and representation of the problem</li> <li>• problem solving strategies and theories</li> <li>• influences of problem solving strategies and success</li> <li>• challenges and limits of problem solving</li> </ul>
10%	<b>Reasoning and Decision Making</b> <ul style="list-style-type: none"> <li>• Deductive reasoning</li> <li>• Strategies in reasoning</li> <li>• Pitfalls, shortcuts, and limits of reasoning</li> <li>• How we make decisions</li> <li>• Influences on our decision making</li> <li>• Pitfalls, shortcuts and limits of decision making</li> </ul>
10%	<b>Developmental Considerations in Cognition</b> <ul style="list-style-type: none"> <li>• Infant Cognition</li> <li>• Childhood cognition</li> <li>• Giftedness and cognitive deficits</li> <li>• Cognition in the elderly</li> <li>• Normal vs. pathological cognitive decline</li> </ul>
Total: 100%	
<b>Methods of Presentation</b>	
Methods	Group Work Lecture and Discussion Observation and Demonstration Projects Visiting Lecturers
<b>Methods of Evaluation</b>	
Methods	<ul style="list-style-type: none"> <li>• 20% - Exams/Tests</li> </ul> There will be 2 midterms each worth 10% of the total grade

	<ul style="list-style-type: none"> <li>• 15% - Final exam There will be a cumulative Final Exam worth 15% of the final grade</li> <li>• 10% - Group Projects Groups will meet in and outside of class to work on their project/presentation</li> <li>• 20% - Homework report of in class demonstrations. See Assignments.</li> <li>• 5% - In Class Writing short answers to prompts/thought questions</li> <li>• 10% - Oral Presentation presentation of group project</li> <li>• 20% - Papers see assignments</li> <li>• 100% - Total</li> </ul>
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**Appropriate Textbooks**

Textbooks such as the following are appropriate:

1. Eysenck, M.W. & Keane, M.T.. *Cognitive Psychology: A Students Handbook*, 7 ed. Psychology Press, 2015, ISBN: 1848724160.
2. Johnson, J.. *Designing With The Mind In Mind*, ed. Elsevier, 2010, ISBN: 9780123760303.

**Assignments**

**Sample Assignment**

**Popular Article Evaluation**

Identify a report on cognition from the science section of a newspaper or an online article. Briefly describe the main idea of the article. Then, explain what evidence they present to support their main idea. Compare this evidence to relevant cognitive theories, as described in your textbook. Note any points of agreement or disagreement between your article and your textbook, as well as any questions you have that are not answered in the article. Conclude with an evaluation of the article, explaining both how accurate you think the article is, as well as whether or not you think the article is likely to be helpful to the average person (i.e., someone who has not taken cognitive psychology), and why. Turn this in with your article.

**The Perfect Crime**

Imagine you are a thief—the kind who only steals for good reasons. You are planning a heist at a well-guarded mansion, where the owner employs a number of security guards who regularly patrol the halls. Explain how you would use what you’ve learned about the science of perception and attention to evade detection by these security guards. Make sure you have a number of backup plans, in case something goes wrong. You can be as creative as you want, but make sure to explain how your plans are supported by cognitive theory.

**Group assignment**

Take a website (from the list given, or come to the teacher and suggest your own). Your group has to apply at least two of the cognitive psychology theories you learned so far to this website. Your aim is to evaluate the usability of the website with the theories in hand, and explain why certain things may work very well and why other things may be harder to use. You should also give some recommendations for improvements, again based on the theories.

Your group should give a ten minute presentation which introduces us to the website and its users, and then discusses your outcomes.

One mark is given to the group, where necessary adjusted for individual contributions.

Individual final assignment:

Target user groups: Choose one of these three target user groups with specific cognitive disabilities:

- visual comprehension difficulties,
- dyslexia,
- attention deficit hyperactivity disorder (ADHD).

Topic: Find a well-known and popular website to investigate and select a small part of that site that takes care of one specific interaction (login, submitting something, contacting the site, making a payment, etc). This can be one page or a short sequence of web pages.

Before you proceed, you have to get the approval of the teacher to work on this topic, to ensure you do not choose something too simple or too complex.

Task: Evaluate and critique the topic from the perspective of the specific target user group you have chosen. Then redesign the page(s) to make them maximally useable for the target group. Explain your design choices and present them in a graphically attractive way. Finally, discuss how your design affects the other two groups mentioned above: Which choices benefitted all groups and which choices were actually at the detriment of the other groups?

Depending upon wishes we could have them use wireframes / invision (invisionapp.com), sketches or actual webpages.

**Student Learning Outcomes**

1. Apply approaches and methods utilized by cognitive psychologists to critically analyze the strengths and limitations of these methods to tap into human cognition.
2. Evaluate, measure, and inter-relate the various capacities and domains of cognition, as they are expressed in day-to-day life, with an appreciation for their natural limitations.
3. Apply cognitive psychology ideas, theories, and findings in numerous contexts (such as interaction design, human factors, cognitive disorders, etc.).

**Minimum Qualification**

Minimum Qualifications:	Psychology (Masters Required)
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**Library**

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

**Additional Comments/Information**

Aside from textbooks on the topic, there are dozens of periodicals/journals that can be utilized by students in this class. Most psychology journals will be appropriate.

## Prerequisite / Corequisite Checklist and Worksheet

### Psychology 320

**Prerequisite:** Psychology 1: General Psychology

Math 54; Elementary Statistics

English 1: Reading and Composition

**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.	<b>X</b>	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	<b>X</b>	
3. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	<b>X</b>	
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.	<b>X</b>	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	<b>X</b>	
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.	<b>X</b>	
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.	<b>X</b>	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	<b>X</b>	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	<b>X</b>	

### 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 Psych 320

*(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)*

A)	Have an introduction level understanding of the theories relevant to cognitive psychology
B)	Have an introduction level understanding of the domain of cognitive psychology
C)	Have an introduction level understanding of how basic psychological principles can be applied to higher level psychology domains and to non-psychology domains
D)	Demonstrate and be able to use critical thinking skills in evaluating and understanding psychological processes and theories.

## EXIT SKILLS (objectives) FOR Psych 1

*(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)*

1.	Identify and explain major theoretical/philosophical perspectives in psychology and it's sub-disciplines, (e.g., behavioral, biological, cognitive, evolutionary, humanistic, socio-cultural).
2.	Demonstrate knowledge and understanding of the following general domains: (1) biological bases of behavior and mental processes, (2) sensation and perception, (3) learning and memory (4) cognition, consciousness, (5) individual differences, psychometrics, personality, (6) social processes (including those related to socio-cultural and international dimensions), (7) developmental changes in behavior and mental processes that occur across the lifespan, (8) psychological disorders, and (9) emotion and motivation;
3.	Describe and demonstrate an understanding of applied areas of psychology (e.g., clinical, counseling, forensic, community, organizational, school, health)
4.	Demonstrate the many ways psychology can and is applied to current social issues and problems on a national and global basis
5.	Understand and apply psychological principles to personal experience and social and organizational settings.
6.	Demonstrate critical thinking skills and information competence as applied to psychological topics.

		ENTRANCE SKILLS FOR Psych 320							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR Psych 1	1	x							
	2		x						
	3			x					
	4			x					
	5			x					
	6				x				
	7								
	8								

## Prerequisite / Corequisite Checklist and Worksheet

### Psych 320 Cognitive Psychology

**Prerequisite:** Math 54: Elementary Statistics

Psychology 1: General Psychology

English 1: Reading and Composition

**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.	<b>X</b>	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	<b>X</b>	
3. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	<b>X</b>	
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.	<b>X</b>	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	<b>X</b>	
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.	<b>X</b>	
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.	<b>X</b>	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	<b>X</b>	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	<b>X</b>	

**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:**

**Complete the Prerequisite Worksheet**

Type 3: Course in communication or computational skills as prerequisite for course other than another skills course (e.g., English 1 prerequisite for Anatomy 1)

   x

**Complete the Prerequisite Worksheet**

**Complete Data Analysis**

## Prerequisite Worksheet

### ENTRANCE SKILLS FOR Psych 320

*(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)*

A)	Summarize and interpret data.
B)	Identify the standard methods of obtaining data and identify advantages and disadvantages of each.
C)	Analyze and interpret graphical presentations of data.
D)	Formulate and interpret the statistical significance of a hypothesis made about one-population parameters including the p-value and type I and type II errors.
E)	Formulate and interpret the statistical significance of a hypothesis made about the difference between the means and proportions of two populations, including the p-value and type I and type II errors.
F)	Formulate and interpret a hypothesis of independence between two variables.
G)	Formulate and interpret for equality of three or more population means using ANOVA.
H)	Find and interpret the correlation between two variables.

### EXIT SKILLS (objectives) FOR Math 54

*(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)*

1.	Summarize and interpret data.
2.	Identify the standard methods of obtaining data and identify advantages and disadvantages of each.
3.	Analyze and interpret graphical presentations of data.
4.	Find and interpret measures of central tendency and dispersion
5.	Solve basic probability problems
6.	Analyze and interpret probability distributions including the discrete binomial distribution and the continuous normal distribution. Calculate the mean and variance for both discrete and continuous distributions
7.	Distinguish the difference between sample and population distributions and analyze the role played by the Central Limit Theorem.
8.	Formulate, test, and interpret the statistical significance of a hypothesis made about one-population parameters including the p-value and type I and type II errors.
9.	Formulate, test, and interpret the statistical significance of a hypothesis made about the difference between the means and proportions of two populations, including the p-value and type I and type II errors.
10.	Formulate and analyze point and confidence interval estimates for the difference between the means and proportions of two populations.
11.	Formulate, test, and interpret a hypothesis of independence between two variables.
12.	Formulate, test, and interpret for equality of three or more population means using ANOVA.
13.	Find and interpret the correlation between two variables.
14.	Find the regression line, interpret associated values in context, and evaluate the goodness of fit of the regression model.
15.	Use the calculator and/or statistical analysis software to effectively implement the above objectives.
16.	Use appropriate statistical techniques to analyze and interpret applications based on data from disciplines including business, social sciences, psychology, life sciences, health science, and education.

		ENTRANCE SKILLS FOR Psych 320							
EXIT SKILLS FOR Math 54		A	B	C	D	E	F	G	H
		1	X						
2			X						
3				X					
4									
5									
6									
7									
8					x				
9						X			
10									
11							X		
12								x	
13									x
14									
15									
16									



## Prerequisite / Corequisite Checklist and Worksheet

### Psych 320 Cognitive Psychology

**Prerequisite:** English 1: Reading and Composition

Math 54: Elementary Statistics

Psych 1: General Psychology

**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.	<b>X</b>	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	<b>X</b>	
3. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	<b>X</b>	
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.	<b>X</b>	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	<b>X</b>	
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.	<b>X</b>	
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.	<b>X</b>	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	<b>X</b>	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	<b>X</b>	

### 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 3: Course in communication or computational skills as prerequisite for course other than another skills course (e.g., English 1 prerequisite for Anatomy 1)

**Complete the Prerequisite Worksheet**

**Complete Data Analysis**

   Type 4: Program prerequisites

**Prerequisite must be required for at least one of the courses in the program. Explain:**

Successful completion of English 1 is required for admittance to the baccalaureate program.

## Prerequisite Worksheet

### ENTRANCE SKILLS FOR Psych 320

*(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)*

A)	Write highly fluent reports based on complex literature in cognitive psychology including primary literature.
B)	Read and synthesize complex information from multiple sources.
C)	Formulate a focused research topic
D)	Use MLA and or APA formatting in written reports
E)	Take detailed and effective notes
F)	Integrate quotations and source material effectively into papers

### EXIT SKILLS (objectives) FOR English 1

*(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)*

	<ol style="list-style-type: none"> <li>1. Identify the thesis, major supporting points (both stated and implied), and the logical argument of an essay they have read.</li> <li>2. Analyze intent, style, logic, tone, and rhetorical devices in source materials.</li> <li>3. Synthesize information from multiple sources in order to generate a clear and coherent thesis from their reading.</li> <li>4. Employ the conventions of written English to produce essays that are free from major errors in syntax, grammar, punctuation, diction, and spelling.</li> <li>5. Write essays that employ a variety of rhetorical modes appropriate to the audience and the purpose of the essay.</li> <li>6. Revise essays for clarity of ideas, logic, and grammatical correctness, recognizing that writing is a process that requires multiple drafts.</li> <li>7. Write a well-developed, analytical essay that is thesis-driven, using evidence to support and develop the thesis.</li> <li>8. Develop strategies of organization (including effective introductions and conclusions, topic sentences, and transitions) for guiding readers through an analysis.</li> <li>9. Formulate a focused research topic, gather appropriate information effectively from both traditional and electronic sources, and evaluate that information.</li> <li>10. Provide documentation of research and references, correctly using internal citations and a Works Cited page, employing MLA guidelines.</li> <li>11. Demonstrate note-taking strategies, including summarizing, paraphrasing, organizing, and synthesizing information.</li> <li>12. Integrate quotations and source material effectively into their essays.</li> </ol>
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		ENTRANCE SKILLS FOR Psych320							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR English 1	1	x							
	2		x						
	3	x							
	4	x							
	5	x							
	6	x							
	7	x							
	8	x							
	9			x					
	10				x				
	11					x			
	12						x		

**Expanded Course Outline for IXD 350 - Interactive Storytelling**

<b>Course Cover</b>	
Discipline	IXD-INTERACTION DESIGN
Course Number	350
Full Course Title	Interactive Storytelling
Catalog Course Description	This design course focuses on the storytelling component of interaction design with a special focus on prototyping and motion graphics. Exploring different types of prototyping, from paper prototypes to digital, screen-based prototypes (e.g. web-based tools, video prototypes), students will use storytelling to describe experiences in interaction design. Students will learn to think by using their hands to make a design a better experience for end users by sketching, storytelling, experimenting, making and testing. The student will be able to create prototypes at different levels of fidelity using appropriate tools and technologies.
Proposed Start	Year: 2016 Semester: Fall
<b>Course Unit/Hours</b>	
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
<b>Transfer/General Ed</b>	
Transferability	
Transfers to CSU	
Does NOT satisfy any area of IGETC:	
Does NOT satisfy any area of CSU GE:	
Does NOT satisfy any area of SMC GE:	
<b>Program Applicability</b>	
Designation	Credit - Degree Applicable
<b>Course Objectives</b>	
Upon satisfactory completion of the course, students will be able to:	
1. Evaluate different types of low-fidelity and high-fidelity prototypes as part of a design process.	
2. Determine suitable types of prototypes depending on time, constraints, and the needs and goals to be tested.	
3. Understand the role of storytelling in communicating end-to-end user experiences.	
4. Create user interface designs using industry standard prototyping methodologies and tools.	
5. Demonstrate ability to create simple three-dimensional sketches and prototypes.	
6. Successfully build interactive prototypes using motion graphics and video.	
7. Effectively contribute to class brainstorms, discussions, and critique.	
8. Effectively produce and give presentations that clearly communicate to a range of audiences.	
<b>Arranged Hours Objectives</b>	
Upon satisfactory completion of the course, students will be able to:	
1. Understand how to work with motion graphics and video editing software.	
<b>Course Content</b>	
20%	Principles of Storytelling

10%	Paper Prototyping
40%	Digital Prototyping
10%	Video Prototyping
20%	Presentation and critique of projects
Total: 100%	
<b>Lab Content</b>	
50%	Critiques
50%	Team Exercises
Total: 100%	
<b>Arranged Hours Instructional Activities</b>	
Methods	Online instructor provided resources
Other Methods	Build skill set in motion graphics and video editing software through video materials and instructor online resources.
<b>Methods of Presentation</b>	
Methods	Critique Group Work Lab Lecture and Discussion Projects
<b>Methods of Evaluation</b>	
Methods	<ul style="list-style-type: none"> <li>• 10% - Class Participation</li> <li>• 30% - Class Work Assignments</li> <li>• 30% - Oral Presentation Final Presentation</li> <li>• 30% - Projects</li> <li>• 100% - Total</li> </ul>
<b>Appropriate Textbooks</b>	
Textbooks such as the following are appropriate:	
1. Zaki Warfel, Todd. <i>Prototyping: A Practitioner's Guide</i> , ed. Rosenfeld Media , 2009, ISBN: 978-1933820217.	
2. Quesenbery, Whitney, Brooks, Kevin. <i>Storytelling for User Experience: Crafting Stories for Better Design</i> , ed. Rosenfeld Media , 2010, ISBN: 978-1933820477.	
3. Greenberg, Saul, Carpendale, Sheelagh, Marquardt, Nicola and Buxton, Bill. <i>Sketching User Experiences: The Workbook</i> , ed. Morgan Kaufmann, 2011, ISBN: 978-0123819598.	
<b>Assignments</b>	
Sample Assignment	
<b>Assignment 1:</b> Create a paper prototype.	
Identify a problem you deal with everyday and develop a concept, strategy, and story for solving this simple problem. Create a quick paper prototype of your concept and present your idea to the class focusing on the storytelling component of your concept.	
<b>Assignment 2:</b> Demonstrate an interaction using motion graphics and/or video.	
Focusing on a specific interaction and using a paper prototype developed earlier, use motion graphics and/or video to demonstrate how a user interacts with the device or system.	
<b>Student Learning Outcomes</b>	

1. Demonstrate an understanding of the role of storytelling and prototyping to communicate end-to-end experiences.	
2. Create interactive prototypes using motion graphics and video to communicate experiences and to help develop better outcomes for the end user.	
Minimum Qualification	
Minimum Qualifications:	Other - A Master degree in Graphic Design, Interaction Design, New Media, Design, or related design or media field; plus 2 years professional experience in UX/Interaction design. OR, A Bachelor degree in Graphic Design, Interaction Design, or related design or media field, and 6 years of professional experience in UX/Interaction Design.
Library	
List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	Yes

**Expanded Course Outline for IXD 360 - Product Design**

Course Cover	
Discipline	IXD-INTERACTION DESIGN
Course Number	360
Full Course Title	Product Design
Catalog Course Description	Today's designers are multidisciplinary, with the ability to create, collaborate, and communicate concepts across physical and digital product areas. This course provides a hands-on introductory experience to the history, contemporary methodologies, and emerging practices of Product Design. This studio teaches students to think through making and includes in-class workshops on 3D modeling and rapid-prototyping. Students will cross design disciplines and toolsets, using 3D forms to solve problems, act out new capabilities, and connect to other devices, objects, and people. The projects in this course are fast-paced, collaborative, and experimental.
Rationale	This is a new course for the Interaction Design Bachelor of Science Degree.
Proposed Start	Year: 2016 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 Only (upper div major)
Transfer/General Ed	
Transferability	
Transfers to CSU	
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
Pre/Corequisites & Advisories	
<b>Prerequisite</b> IXD 350	
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Demonstrate an understanding of key historical and contemporary Product Design examples.	
2. Identify and research a user's problem and need.	
3. Translate design research into 3D form and visually communicate to a user.	

4. Utilize Product Design methodologies, such as sketching and physical prototyping to develop product concepts and forms that solve user's needs.	
5. Construct 3D models using digital software.	
6. Produce multiple iterations of 3D objects using rapid prototyping tools such as 3D printing and laser cutting.	
7. Employ 3D models for design research and user testing.	
8. Synthesize previously acquired skills in UX design, interaction design, and prototyping to illustrate an object's intended behavior.	
9. Create user experiences that blend digital and physical interactions and connect multiple devices, people, and environments.	
10. Incorporate 3D modeling and rapid prototyping into their Interaction Design practice.	
<b>Arranged Hours Objectives</b>	
Upon satisfactory completion of the course, students will be able to:	
1. Understand how to print a design using a 3D printer.	
<b>Course Content</b>	
40%	Product Design history, contemporary practices, and product design methodologies.
50%	3D modeling and rapid prototyping.
10%	Presentation and critique of examples, assignments, and projects.
Total: 100%	
<b>Lab Content</b>	
50%	Critiques
50%	Team Exercises
Total: 100%	
<b>Arranged Hours Instructional Activities</b>	
Methods	Online instructor provided resources
Other Methods	Build understanding of how to use a 3D printer through video materials and instructor online resources.
<b>Methods of Presentation</b>	
Methods	Critique Group Work Lecture and Discussion Observation and Demonstration Projects
<b>Methods of Evaluation</b>	
Methods	<ul style="list-style-type: none"> <li>• 10% - Class Participation</li> <li>• 20% - Class Work Process Documentation</li> <li>• 40% - Homework Assignments</li> <li>• 30% - Projects Final Project</li> <li>• 100% - Total</li> </ul>
<b>Appropriate Textbooks</b>	
Textbooks such as the following are appropriate:	

1. Levin, Michal. <i>Designing Multi-Device Experiences: An Ecosystem Approach to User Experience across Devices</i> , ed. O'Reilly Media, 2014, ISBN: 978-1449340384.	
2. King, Simon; Chang, Kuen. <i>Understanding Industrial Design: Principles for UX and Interaction Design</i> , ed. O'Reilly Media, 2015, ISBN: 978-1491920398.	
3. Norman, Donald. <i>The Design of Everyday Things: Revised and Expanded Edition</i> , ed. MIT Press, 2013, ISBN: 978-0465050659.	
Assignments	
Sample Assignment	
<p><b>Assignment 1:</b> Design a vessel.</p> <p>Design a vessel that is made to hold, contain, or protect something very specific. Start by sketching concepts and form explorations. While sketching think about things that are delicate or messy. Consider your user and what problem would the vessel would be solving? Is the vessel smart? Does it know when something is placed within it? How does it communicate its function to the user?</p> <p>Draw a front and side view of the vessel. Using your sketches as a guide, scan them in, trace in illustrator, and export the file to a 3D modeling program. Use the illustrator lines to forming your final design vessel but in three dimensions.</p> <p><b>Assignment 2:</b> Design a family of smart objects.</p> <p>Design a family of 3D objects, for example, a collection of smart objects that are always listening. Start with 3D sketching to quickly generate concepts and explore form.</p> <p>How does the form communicate its function? Who is your user? Where are these objects located? Are they in different locations or the same? Think through the user's experience with these objects. Do each of the objects listen for different audio or words? Do the objects collect audio? Do they provide the user with feedback? What is the interface? How does it turn on and off? How do they work together or not work together, both visually and behaviorally?</p> <p>Based on your sketches and early prototypes, use 3D modeling software to create your family of objects. Complete the project by sending your completed files to the 3D printer.</p>	
Student Learning Outcomes	
1. Exhibit knowledge of Product Design history, contemporary methodologies, and emerging practices.	
2. Utilize 3D tools and processes to solve user needs and inform their interaction design practice.	
Minimum Qualification	
Minimum Qualifications:	Other - A Master degree in Graphic Design, Interaction Design, New Media, Design, or related design or media field; plus 2 years professional experience in UX/Interaction design. OR, A Bachelor degree in Graphic Design, Interaction Design, or related design or media field, and 6 years of professional experience in UX/Interaction Design.
Library	
List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	Yes



# Prerequisite / Corequisite Checklist and Worksheet

## Interaction Design 360, Product Design

**Prerequisite:** Interaction Design 350, Interactive Storytelling

**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.	<b>X</b>	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	<b>X</b>	
3. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	<b>X</b>	
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.	<b>X</b>	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	<b>X</b>	
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.	<b>X</b>	
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.	<b>X</b>	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	<b>X</b>	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	<b>X</b>	

**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 Interaction Design 360, Product Design

*(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)*

A)	Understand the role of storytelling in communicating end-to-end user experiences.
B)	Create user interface designs using industry standard prototyping methodologies and tools.
C)	Demonstrate ability to create simple three-dimensional sketches and prototypes.

## EXIT SKILLS (objectives) FOR Interaction Design 350, Interactive Storytelling

*(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)*

1.	Understand the role of storytelling in communicating end-to-end user experiences.
2.	Create user interface designs using industry standard prototyping methodologies and tools.
3.	Demonstrate ability to create simple three-dimensional sketches and prototypes.

		ENTRANCE SKILLS FOR IxD 360							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR IXD 350	1	x							
	2		x						
	3			x					
	4								
	5								
	6								
	7								
	8								

**Expanded Course Outline for IXD 370 - Design for Community Change**

Course Cover	
Discipline	IXD-INTERACTION DESIGN
Course Number	370
Full Course Title	Design for Community Change
Catalog Course Description	When designing for community change, innovation can play a large role in helping to solve complex problems with educational, environmental, political, economic, or other origins. In this course, students will apply a variety of user experience and interaction design skill sets to work collaboratively with community stakeholders in identifying and helping to solve a need. Students will work with a variety of organizations addressing a community need to design and develop a project with social impact. Through this experience, students will recognize and demonstrate many interaction design practices related to research, analysis, concept, design and prototyping to work on a project designed to serve a community need.
Rationale	This is a new course for the Interaction Design Bachelor Degree.
Proposal Information	
Proposed Start	Year: 2016 Semester: Fall
Course Unit/Hours	
Variable Hour Exist	NO
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 Only (upper div major)
Transfer/General Ed	
Transferability	
Transfers to CSU	
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
Pre/Corequisites & Advisories	
<b>Prerequisite</b> IXD 330	
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Collaborate with community stakeholders to identify needs and outcomes.	
2. Effectively conduct field research to formalize an analysis and develop solutions through	

creative concepts.	
3. Identify the challenges at hand, brainstorm, and quickly prototype solutions.	
4. Successfully integrate storytelling in concept development and to communicate possible solutions.	
5. Successfully demonstrate the value of the approach.	
6. Narrow scope to allow team to develop depth in specific areas where the project can create the most impact.	
7. Design end-to-end user experiences and detailed interaction flows.	
8. Conduct user-testing sessions to develop further iterations of a project.	
9. Recognize the challenges around implementation and deliver comprehensive prototypes with clear implementation plans.	
10. Continue beyond design to ensure the concepts move forward. Create an ecosystem to ensure implementation.	
11. When presenting, speak the language of community sector clients and communicate a clear understanding and passion for the work.	
<b>Arranged Hours Objectives</b>	
Upon satisfactory completion of the course, students will be able to:	
1. Understand how to conduct successful field research.	
<b>Course Content</b>	
10%	Field research and analysis.
20%	Designing for community change and impact: Concept development.
20%	Create information architectures, user narratives, mental models, network maps, and system flows.
30%	Create multiple paper and digital prototypes for a system flow analysis.
20%	Presentation and critique of projects.
Total: 100%	
<b>Lab Content</b>	
50%	Critiques
50%	Team Exercises
Total: 100%	
<b>Arranged Hours Instructional Activities</b>	
Methods	Online instructor provided resources
Other Methods	Build skill set in field research through video materials and instructor online resources.
<b>Methods of Presentation</b>	
Methods	Critique Group Work Lecture and Discussion Projects Service Learning
<b>Methods of Evaluation</b>	
Methods	<ul style="list-style-type: none"> <li>• 10% - Class Participation</li> <li>• 20% - Group Projects</li> <li>• 40% - Homework Assignments</li> </ul>

	<ul style="list-style-type: none"> <li>• 30% - Projects Final Project 30%</li> <li>• 100% - Total</li> </ul>
<b>Appropriate Textbooks</b>	
Textbooks such as the following are appropriate:	
1. Wendel, Stephen. <i>Designing for Behavior Change: Applying Psychology and Behavioral Economics</i> , ed. O'Reilly Media, 2013, ISBN: 978-1449367626.	
2. Shea, Andrew. <i>Designing For Social Change: Strategies for Community-Based Graphic Design</i> , ed. Design Briefs, Princeton Architectural Press, 2012, ISBN: 978-1616890476.	
Other	
1. Design for Social Impact Workbook and Toolkit for The Rockefeller Foundation.	
Read more at <a href="https://www.ideo.com/work/design-for-social-impact-workbook-and-toolkit">https://www.ideo.com/work/design-for-social-impact-workbook-and-toolkit</a>	
<b>Assignments</b>	
Sample Assignment	
<b>Assignment 1:</b> Conduct field research	
Working in teams, conduct exploratory research to form strategies, concepts, experience maps, and user narratives to facilitate the identification, clarification, and analysis of a proposed problem or issue.	
Working with the community stakeholder, lead a discussion on the team's research findings and analysis.	
<b>Assignment 2:</b> Create a detailed task flow analysis	
Based on the team's research work, analysis, and collaborative design, create end-to-end user experiences and detailed task and interaction flows that communicate possible outcomes for the project.	
<b>Student Learning Outcomes</b>	
1. Successfully design end-to-end user experiences, detailed interaction flows, and user-testing to develop comprehensive prototypes, and deliver clear plans that support recognition of the challenges around the project.	
2. As part of a team, speak the language of community sector stakeholders to successfully communicate and demonstrate the value of the proposed design solutions.	
<b>Minimum Qualification</b>	
Minimum Qualifications:	Other - A Master degree in Graphic Design, Interaction Design, New Media, Design, or related design or media field; plus 2 years professional experience in UX/Interaction design. OR, A Bachelor degree in Graphic Design, Interaction Design, or related design or media field, and 6 years of professional experience in UX/Interaction Design.
<b>Library</b>	
List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	Yes

## Prerequisite / Corequisite Checklist and Worksheet

### IxD 370, Design for Community Change

**Prerequisite:** IxD 330 Interaction Design Studio 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.	<b>X</b>	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	<b>X</b>	
3. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	<b>X</b>	
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.	<b>X</b>	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	<b>X</b>	
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.	<b>X</b>	
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.	<b>X</b>	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	<b>X</b>	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	<b>X</b>	

### 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 IxD 370, Design for Community Change

*(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)*

A)	Demonstrate a thorough understanding of platforms, paradigms, and design details.
B)	Design end-to-end user experiences and detailed interaction flows.
C)	Create multiple paper and digital prototypes for a specific feature task-flow analysis.
D)	Effectively produce and give presentations that clearly communicate to a range of audiences.

## EXIT SKILLS (objectives) FOR IxD 330, Interaction Design Studio 2

*(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)*

1.	Demonstrate a thorough understanding of platforms, paradigms, and design details.
2.	Design end-to-end user experiences and detailed interaction flows.
3.	Create multiple paper and digital prototypes for a specific feature task-flow analysis.
4.	Effectively produce and give presentations that clearly communicate to a range of audiences.

		ENTRANCE SKILLS FOR IxD 370							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR IxD 330	1	x							
	2		x						
	3			x					
	4				x				
	5								
	6								
	7								
	8								

**Expanded Course Outline for IXD 460 - Tangible Interaction**

Course Cover	
Discipline	IXD-INTERACTION DESIGN
Course Number	460
Full Course Title	Tangible Interaction
Catalog Course Description	Networked environments, people, and objects are enabling new user experiences beyond the conventional screen. Designers must be able to design for this evolving ecosystem of connected-devices and immersive interactions. Students will explore the design of user interfaces that blend digital and physical interactions. Working with creative technologies such as microcontrollers, sensors, and actuators, students will create functional prototypes that explore new interaction techniques, principles, and strategies. This course immerses students into prototyping through hands-on class workshops and research into contemporary examples such as the Internet of Things, Smart Objects, and Voice user interface (VUI). Students will explore the expressive capabilities of technology through user observations, affordances, and converting physical action into digital information.
Rationale	This is a new course for the Interaction Design Bachelor of Science Degree.
Proposed Start	Year: 2016 Semester: Fall
Course Unit/Hours	
Variable Hour Exist	NO
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 Only (upper div major)
Transfer/General Ed	
Transferability	
Transfers to CSU	
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
Pre/Corequisites & Advisories	
<b>Prerequisite</b> IXD 360	
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Use creative technologies to make interactive physical and spatial prototypes, and concepts that	



use non screen-based gestures, behaviors, and affordances.	
2. Develop user experiences that utilize multiple interactive devices.	
3. Think systematically, utilizing diagrams and various prototyping platforms to develop and communicate complex concepts.	
4. Demonstrate an understanding of creative technology techniques.	
5. Successfully design and build working physical prototypes that have easy ways for users to engage and provide clear feedback, and affordances.	
6. Explore the emotional values of interactive user experiences.	
7. Take a hands on approach to designing, utilizing experiential prototypes as physical interventions or in user testing scenarios.	
<b>Arranged Hours Objectives</b>	
Upon satisfactory completion of the course, students will be able to:	
1. Understand how to work with Arduino and other creative technology materials.	
<b>Course Content</b>	
40%	What is tangible interaction along with contemporary examples of connected-devices, immersive interactions, smart objects and The Internet of Things.
30%	Working with creative technologies such as microcontrollers, sensors, and actuators: new interaction techniques, principles, and strategies.
20%	Observing the user interact, converting physical action into digital information.
10%	Presentation and critique of projects.
Total: 100%	
<b>Lab Content</b>	
50%	Critiques
50%	Team Exercises
Total: 100%	
<b>Arranged Hours Instructional Activities</b>	
Methods	Online instructor provided resources
Other Methods	Build understanding of how to work with Arduino and other creative technology through video materials and instructor online resources.
<b>Methods of Presentation</b>	
Methods	Critique Experiments Group Work Lab Lecture and Discussion Observation and Demonstration
<b>Methods of Evaluation</b>	
Methods	<ul style="list-style-type: none"> <li>• 20% - Class Participation</li> <li>• 40% - Class Work Assignments</li> <li>• 40% - Projects Final Project 40%</li> <li>• 100% - Total</li> </ul>
<b>Appropriate Textbooks</b>	

Textbooks such as the following are appropriate:	
1. Greengard, Samuel. <i>The Internet of Things</i> , ed. MIT Press, 2015, ISBN: 978-0262527736.	
2. Rowland, Claire; Goodmand, Elizabeth; Charlier, Martin; Lui, Alfred. <i>Designing Connected Products: UX for the Consumer Internet of Things</i> , ed. O'Reilly Media, 2015, ISBN: 978-1449372569.	
Assignments	
Sample Assignment	
<p><b>Assignment 1:</b> Complete a series of Arduino basic sketches.</p> <p>Blink: Turn an LED on and off.          DigitalReadSerial: Read a switch, print the state out to the Arduino Serial Monitor.          AnalogReadSerial: Read a potentiometer, print its state out to the Arduino Serial Monitor.          Fade: Demonstrates the use of analog output to fade an LED.          Button: use a pushbutton to control an LED.</p> <p><b>Assignment 2:</b> Gestures and smart objects.</p> <p>In contrast to screen-based design, tangible interaction and smart objects work with physical gestures.</p> <p>Design a small device that lights up in response to a hand gesture. Create the device so its behavior expresses some attitude or emotion. Develop a scenario and story in which this object would exist and interact with a user.</p>	
Student Learning Outcomes	
1. Exhibit knowledge of tangible interaction techniques, principles, and strategies.	
2. Use creative technologies to design interactive concepts and prototypes.	
Minimum Qualification	
Minimum Qualifications:	Other - A Master degree in Graphic Design, Interaction Design, New Media, Design, or related design or media field; plus 2 years professional experience in UX/Interaction design. OR, A Bachelor degree in Graphic Design, Interaction Design, or related design or media field, and 6 years of professional experience in UX/Interaction Design.
Library	
List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	Yes
Additional Comments/Information	

## Prerequisite / Corequisite Checklist and Worksheet

### Interaction Design 460, Tangible Interaction

**Prerequisite:** Interaction Design 360, Product 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.	<b>X</b>	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	<b>X</b>	
3. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	<b>X</b>	
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.	<b>X</b>	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	<b>X</b>	
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.	<b>X</b>	
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.	<b>X</b>	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	<b>X</b>	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	<b>X</b>	

### 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 Interaction Design 460, Tangible Interaction

*(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)*

A)	Translate design research into 3D form and visually communicate to a user.
B)	Utilize Product Design methodologies, such as sketching and physical prototyping to develop product concepts and forms that solve user's needs.
C)	Employ 3D models for design research and user testing.
D)	Create user experiences that blend digital and physical interactions and connect multiple devices, people, and environments.

## EXIT SKILLS (objectives) FOR Interaction Design 360, Product Design

*(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)*

1.	Translate design research into 3D form and visually communicate to a user.
2.	Utilize Product Design methodologies, such as sketching and physical prototyping to develop product concepts and forms that solve user's needs.
3.	Employ 3D models for design research and user testing.
4.	Create user experiences that blend digital and physical interactions and connect multiple devices, people, and environments.

		ENTRANCE SKILLS FOR IXD 460							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR IXD 360	1	x							
	2		x						
	3			x					
	4				x				
	5								
	6								
	7								
	8								

# SANTA MONICA COLLEGE PROGRAM OF STUDY

## Cosmetology

### Associate in Science (AS) / Certificate of Achievement

(effective Not Specified, Not Specified)

The Cosmetology Department is an exciting place of color, shape and beauty. We welcome you to join our program where you can obtain the education you need to succeed in the cosmetology, skin care, and nail care industries. These well-established programs will prepare you for a career as a platform artist, educator, stylist, colorist, salon owner, sales representative, and makeup artist, as well as offer you the opportunity to work in the television and movie industries, or on cruise ships. Our program prepares you to take the state board examination for a cosmetology license.

Information regarding the cosmetology program is available in the Cosmetology Department, (310) 434-4294, and through the SMC website ([www.smc.edu](http://www.smc.edu)).

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This Certificate of Achievement involves satisfactory completion of the area of emphasis (articulated below). This Associate degree involves satisfactory completion of a minimum of 60 semester units with a C average or higher, including the semester units of the area of emphasis (articulated below), fulfillment of the Global Citizenship requirement, and fulfillment of all Santa Monica College general education requirements, CSU GE, or IGETC. 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 graduation requirements for the Associate degree are available at the Transfer/Counseling Center and online at [www.smc.edu/articulation](http://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.

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#### **Program Learning Outcomes:**

Upon completion of the program, the student will be able to demonstrate professional level skill in hair cutting, hair coloring, hair styling, nail care and skin care. Additionally, the student will be proficient in health and safety procedures in common use in salons. Upon completion, the student will be eligible to take the state Board of Cosmetology and Barbering licensure exam.

## Area of Emphasis

#### **Required Related Science Courses:**

		<b>Units</b>
COSM 10A	Related Science 1A	1
COSM 10B	Related Science 1B	1
COSM 20	Related Science 2	1
COSM 30	Related Science 3	1
COSM 40	Related Science 4	1
COSM 50A	Related Science 5	2
COSM 50B	Practical Preparation For State Board Exam	1.5
COSM 50C *	Written Preparation For State Board Exam	1

\*Only required if 50B was completed Fall 2010 or later

#### **Required Hair Cutting Courses:**

		<b>Units</b>
COSM 11A	Hair Cutting 1	0.5
COSM 21A	Hair Cutting 2	0.5
COSM 31A	Hair Cutting 3	0.5
COSM 42	Men's Hair Styling	0.5

#### **Required Hair Styling Courses:**

		<b>Units</b>
COSM 11B	Hair Styling 1	0.5
COSM 21B	Hair Styling 2	0.5
COSM 31B	Hair Styling 3	0.5

<b>Required Hair Coloring Courses:</b>		<b>Units</b>
COSM 11C	Hair Coloring 1	0.5
COSM 21C	Hair Coloring 2	0.5
COSM 31C	Hair Coloring 3	0.5

<b>Required Permanent Wave Courses:</b>		<b>Units</b>
COSM 11D	Permanent Wave 1	0.5
COSM 21D	Permanent Waving 2	0.5

<b>Required Curly Hair Technique Courses:</b>		<b>Units</b>
COSM 11E	Curly Hair Techniques 1	0.5
COSM 21E	Curly Hair Techniques 2	0.5
COSM 31E	Curly Hair Techniques 3	0.5

<b>Required Nail Care Courses:</b>		<b>Units</b>
COSM 16	Nail Care 1	0.5
COSM 26	Nail Care 2	0.5
COSM 36	Nail Care 3	0.5

<b>Required Esthetician Courses:</b>		<b>Units</b>
COSM 18	Skin Care 1	0.5
COSM 28A	Skin Care 2A	0.5
COSM 28B	Skin Care 2B	0.5
COSM 38	Skin Care 3	0.5
COSM 48	Skin Care 4	0.5
COSM 48B	Advanced Make-Up	0.5

<b>Required Salon Management Course:</b>		<b>Units</b>
COSM 64	Salon Management	2

<b>Advanced Courses for Career Success: Select at least two of the courses below (1 unit minimum):</b>		<b>Units</b>
COSM 41A	Hair Cutting 4	0.5
COSM 41B	Hair Styling 4	0.5
COSM 41C	Hair Coloring 4	0.5
COSM 46	Nail Care 4	0.5

**1600 Required Hours of Theory and Practical Activity:** In order to fulfill any outstanding required hours, students must enroll in one or more of the following Salon courses (1 unit minimum). **NOTE: Students may NOT enroll in any of the courses below until they have completed at least 300 hours of practical activity AND have completed all of the following COSM courses above: 10A, 10B, 11A, 11B, 11C, 11D, 11E, 16, and 18.**

		<b>Units</b>
COSM 95A	Salon Experience	1
COSM 95B	Salon Experience	2
COSM 95C	Salon Experience	3
COSM 95D	Salon Experience	4

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**Total Units for Area of Emphasis: 25.5**

# SANTA MONICA COLLEGE PROGRAM OF STUDY

## Esthetician Department Certificate (effective Not Specified, Not Specified)

The esthetician program provides students with professional level skill in client consultation, skin analysis, manual, chemical, and electrical facials as well as eyebrow shaping, waxing, the application of strip and individual eyelashes, and makeup application. Additionally, students will become proficient in health and safety procedures in common use in salons and spas. Upon completion, the student will be eligible to take the State Board of Cosmetology and Barbering/NIC Esthetician licensure exam.

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](http://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.

### **Program Learning Outcomes:**

Upon completion of the Esthetician program, students will demonstrate professional level skill in client consultation, skin analysis, manual, chemical, and electrical facials as well as eyebrow shaping, waxing, the application of strip and individual eyelashes, and makeup application. Additionally, the student will be proficient in health and safety procedures in common use in salons and spas.

## Area of Emphasis

<b>Required Related Science Courses:</b>		<b>Units</b>
COSM 10A	Related Science 1A	1
COSM 10B	Related Science 1B	1
COSM 20	Related Science 2	1
COSM 30	Related Science 3	1
COSM 50E	Written Preparation For Esthetician State Board Exam	1
<b>Required Esthetician Courses:</b>		<b>Units</b>
COSM 18	Skin Care 1	0.5
COSM 28A	Skin Care 2A	0.5
COSM 28B	Skin Care 2B	0.5
COSM 38	Skin Care 3	0.5
COSM 48	Skin Care 4	0.5
COSM 48B	Advanced Make-Up	0.5
<b>Required Salon Management Course:</b>		<b>Units</b>
COSM 64	Salon Management	2
<b>600 Required Hours of Theory and Practical Activity: In order to fulfill any outstanding required hours, students must enroll in one or more of the following Salon courses (1 unit minimum). NOTE: Students may NOT enroll in any of the courses below until they have completed at least 90 hours of practical activity AND have completed all of the following COSM courses above: 10A, 10B, and 18.</b>		<b>Units</b>
COSM 95A	Salon Experience	1
COSM 95B	Salon Experience	2
COSM 95C	Salon Experience	3
COSM 95D	Salon Experience	4
<b>Total Units for Area of Emphasis:</b>		<b>11</b>

# SANTA MONICA COLLEGE PROGRAM OF STUDY

## Nail Care

### Department Certificate

(effective Not Specified, Not Specified)

The Nail Care program provides students with professional level skill in manicures, pedicures, nail tips, acrylics, gel nails, and 3-D nail art. Additionally, students will become proficient in health and safety procedures in common use in salons and spas. Upon completion, the student will be eligible to take the State Board of Cosmetology and Barbering/NIC Manicure licensure exam.

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](http://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.

#### **Program Learning Outcomes:**

Upon completion of the Nail Care program, students will demonstrate professional level skill in manicures, pedicures, nail tips, acrylics, gel nails, and 3-D nail art. Additionally, the student will be proficient in health and safety procedures in common use in salons and spas.

## Area of Emphasis

#### **Required Related Science Courses:**

		<b>Units</b>
COSM 10A	Related Science 1A	1
COSM 10B	Related Science 1B	1
COSM 20	Related Science 2	1
COSM 50N	Written Preparation For Nail Care State Board Exam	1

#### **Required Nail Care Courses:**

		<b>Units</b>
COSM 16	Nail Care 1	0.5
COSM 26	Nail Care 2	0.5
COSM 36	Nail Care 3	0.5
COSM 46	Nail Care 4	0.5

#### **Required Salon Management Course:**

		<b>Units</b>
COSM 64	Salon Management	2

**400 Required Hours of Theory and Practical Activity:** In order to fulfill any outstanding required hours, students must enroll in one or more of the following Salon courses (1 unit minimum). **NOTE: Students may NOT enroll in any of the courses below until they have completed at least 80 hours of practical activity AND have completed all of the following COSM courses above: 10A, 10B, and 16.**

		<b>Units</b>
COSM 95A	Salon Experience	1
COSM 95B	Salon Experience	2
COSM 95C	Salon Experience	3
COSM 95D	Salon Experience	4

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**Total Units for Area of Emphasis:**

**9**

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