



# CURRICULUM COMMITTEE | AGENDA

Wednesday, November 2, 2016 | 3:00 p.m.

Loft Conference Room – Drescher Hall 300-E

## Members:

Guido Davis Del Piccolo, <i>Chair</i>	Maral Hyeler	Emin Menachekanian	Gita Runkle
Jennifer Merlic, <i>Vice Chair</i>	Sasha King	Estela Narrie	David Shirinyan
Eve Adler	William Konya	Darryl-Keith Ogata	Mark Tomasic
Brenda Antrim (non-voting)	Jing Liu	James Pacchioli	Odemaris Valdivia
Christina Gabler/Dianne Berman	Emily Lodmer	Adrian Restrepo (AS)	Audra Wells
Saori Gurung (AS)	Georgia Lorenz	Elaine Roque	Joshua Withers

## Interested Parties:

Maria Bonin	Vicki Drake	Steven Myrow	Estela Ruezga
Patricia Burson	Kiersten Elliott	Stacy Neal	Linda Sinclair
Dione Carter	Pete Morris	Patricia Ramos	Esau Tovar
			Julie Yarrish

## Ex-Officio Members:

Fran Chandler	Terrance Ware Jr. (AS)
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## AGENDA

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

- I. Call to order
- II. Public Comments\*
- III. Approval of Minutes..... 3
- IV. Chair’s report:
- V. Information Items:
  - (Course Updates)*
    - 1. GR DES 34 Publication And Page Design 1
    - 2. GR DES 44 Publication and Page Design 2
    - 3. GR DES 51 Graphic Design Studio 3
  - (SLO Update Only)*
    - 4. NUTR 7 Food And Culture In America
- VI. Action Items
  - (New Courses; Upper Division)*
    - a. COM ST 310 Organizational and Small Group Communication (prerequisite: ENGL I and Admission to SMC baccalaureate degree program)..... 6
  - (Global Citizenship)*
    - b. COM ST 310 Organizational and Small Group Communication ..... 6
  - (Distance Education)*
    - c. GR DES 50 Graphic Design Portfolio and Professional Practices..... 17
    - d. GR DES 61 User Experience Design 1 ..... 22
    - e. GR DES 62 User Experience Design 2..... 27
    - f. GR DES 75 Mobile Design 1 ..... 33
    - g. GR DES 76 Mobile Design 2 ..... 39

\*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.

*(Program Revisions)*

- h. Interaction Design Bachelor of Science (increase in units; addition of MEDIA 4 as an option to COM ST 16; addition of COM ST 310) ..... 44

*(Policy Revisions)*

- i. AR 5110 Curriculum Committee Structure, Functions, Responsibilities, Meetings..... 46

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 19, 2016 | 3:00 p.m.

Loft Conference Room – Drescher Hall 300-E

## Members Present:

Guido Davis Del Piccolo, <i>Chair</i>	Sasha King	Emin Menachekanian	David Shirinyan
Jennifer Merlic, <i>Vice Chair</i>	William Konya	Darryl-Keith Ogata	Mark Tomasic
Eve Adler	Jing Liu	James Pacchioli	Odemaris Valdivia
Saori Gurung (AS)	Emily Lodmer	Adrian Restrepo (AS)	Audra Wells
Maral Hyeler	Georgia Lorenz	Gita Runkle	Joshua Withers

## Members Absent:

Brenda Antrim (non-voting)	Christina Gabler/Dianne Berman	Estela Narrie	Elaine Roque
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## Others Present:

Fariba Bolandhemat	Frank Dawson	Howard Stahl	Laura Zwicker
Dione Carter	Peter Morse	Sal Veas	

## MINUTES

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

### I. Call to order:

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

### II. Public Comments:

- Mark Tomasic encouraged everyone to attend Synapse on November 19 and 20.
- Adrian Restrepo announced the upcoming events sponsored by Associated Students.

### III. Approval of Minutes:

The minutes of October 5, 2016 were approved as presented.

### IV. Chair's report:

- Guido welcomed Student Trustee, Laura Zwicker.
- Guido reported that all approved action items from the previous meeting were approved by the Academic Senate on October 18, 2016.

### V. Information Items:

*(Course Updates)*

1. KIN PE 13 Beginning Spinning
2. WOM ST 10 Introduction to Women's Studies
3. WOM ST 20 Women, Feminisms, and Social Movements: A Global Approach
4. WOM ST 30 Women and Popular Culture

### VI. Action Items:

*(New Courses)*

- a. CS 79A Introduction to Cloud Computing (prerequisite: CS 3) – presented by Howard Stahl and Frank Dawson  
(Approved with minor edits)

**Motion made by:** David Shirinyan      **Seconded by:** Maral Hyeler

The motion passed unanimously. (Adrian Restrepo not present for vote)

Prerequisite: CS 3

**Motion made by:** Georgia Lorenz      **Seconded by:** Mark Tomasic  
The motion passed unanimously. (Adrian Restrepo not present for vote)

- b. CS 79B Database Essentials in Amazon Web Services (prerequisite: CS 79A) – presented by Howard Stahl and Frank Dawson  
(Approved with minor edits and new title)

**Motion made by:** David Shirinyan      **Seconded by:** Maral Hyeler  
The motion passed unanimously. (Adrian Restrepo not present for vote)

Prerequisite: CS 79A

**Motion made by:** Georgia Lorenz      **Seconded by:** Mark Tomasic  
The motion passed unanimously. (Adrian Restrepo not present for vote)

- c. CS 79C Compute Engines in Amazon Web Services (prerequisite: CS 79A; and (CS 55 or CS 87A or CS 83R or CS 85)) – presented by Howard Stahl and Frank Dawson

(Approved with minor edits and new title)

**Motion made by:** David Shirinyan      **Seconded by:** Maral Hyeler  
The motion passed unanimously. (Adrian Restrepo not present for vote)

Prerequisite: CS 79A; and (CS 55 or CS 87A or CS 83R or CS 85)

**Motion made by:** Georgia Lorenz      **Seconded by:** Mark Tomasic  
The motion passed unanimously. (Adrian Restrepo not present for vote)

- d. CS 79D Security in Amazon Web Services (prerequisite: CS 79A) – presented by Howard Stahl and Frank Dawson

(Approved with minor edits and new title)

**Motion made by:** David Shirinyan      **Seconded by:** Maral Hyeler  
The motion passed unanimously. (Adrian Restrepo not present for vote)

Prerequisite: CS 79A

**Motion made by:** Georgia Lorenz      **Seconded by:** Mark Tomasic  
The motion passed unanimously. (Adrian Restrepo not present for vote)

*(Distance Education)*

- e. CS 79A Introduction to Cloud Computing – presented by Howard Stahl and Frank Dawson

**Motion made by:** Emily Lodmer      **Seconded by:** James Pacchioli  
The motion passed unanimously. (Adrian Restrepo not present for vote)

- f. CS 79B Database Essentials in Amazon Web Services

**Motion made by:** Emily Lodmer      **Seconded by:** James Pacchioli  
The motion passed unanimously. (Adrian Restrepo not present for vote)

- g. CS 79C Compute Engines in Amazon Web Services

**Motion made by:** Emily Lodmer      **Seconded by:** James Pacchioli  
The motion passed unanimously. (Adrian Restrepo not present for vote)

- h. CS 79D Security in Amazon Web Services

**Motion made by:** Emily Lodmer      **Seconded by:** James Pacchioli  
The motion passed unanimously. (Adrian Restrepo not present for vote)

*(Global Citizenship)*

- i. WOM ST 20 Women, Feminisms, and Social Movements: A Global Approach – presented by Guido

**Motion made by:** Gita Runkle      **Seconded by:** Odemaris Valdivia  
The motion passed unanimously. (Adrian Restrepo not present for vote)

*(New Programs)*

- j. Business Information Worker I Associate in Science (AS) / Certificate of Achievement Theatre – presented by Fariba Bolandhemat  
**Motion made by:** David Shirinyan      **Seconded by:** Maral Hyeler  
The motion passed unanimously. (Adrian Restrepo not present for vote)
  
- k. Cloud Computing Department Certificate – presented by Howard Stahl and Frank Dawson  
**Motion made by:** Audra Wells      **Seconded by:** Emily Lodmer  
The motion passed unanimously. (Adrian Restrepo not present for vote)

*(Policy Revisions)*

- l. AR 5150: Continuing Education – presented by Fariba Bolandhemat and Guido Concern was raised regarding the recent revision to AR 5110 which inadvertently removed the fact that departmental faculty must approve new course proposals. It was suggested that AR 5150 be tabled until revisions are made to AR 5110.  
**Motion to table made by:** James Pacchioli      **Seconded by:** William Konya  
The motion passed unanimously. (Adrian Restrepo not present for vote)

**VII. Adjournment**

The meeting adjourned at 5:15pm.

## Santa Monica College

### New SMC Course

#### Expanded Course Outline for COM ST 310 - Organizational and Small Group Communication

Course Cover	
Discipline	COM ST-COMMUNICATION STUDIES
Course Number	310
Full Course Title	Organizational and Small Group Communication
Catalog Course Description	This course is an introduction to organizational communication theories-foundational, contemporary, and critical-with an emphasis on small group dynamics in diverse workplace environments. Students will investigate numerous theories about organizational communication and case studies to explore the experiences of diverse groups in different workplace environments in history and in contemporary society. Students will identify the problems that diverse groups may face in organizational settings and design programmatic solutions to such problems. The readings and course materials will be used to enhance students' intercultural awareness and understanding of organizational communication theory in practice.
Rationale	Upper Division General Education course
Proposal Information	
Proposed Start	Year: 2017 Semester: Spring
Proposed for Distance Ed	No
Proposed for Global Citizenship	Yes
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 0
Weekly Lecture Hours	Min: 3.00 (Sem: 54)
Total Semester Instructional Hours	54.00
Load Factor	1.00
Load Factor Rationale	Standard lecture course
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade Only (upper div major)
Transfer/General Ed	
Transferability	
Transfers to UC (pending review)	
Transfers to CSU	
IGETC Area:	
(pending review)	
<ul style="list-style-type: none"> <li>• IGETC Area 1: English Communication</li> </ul>	

<ul style="list-style-type: none"> <li>○ 1C: Oral Communication</li> </ul>	
CSU GE Area:	
(pending review)	
<ul style="list-style-type: none"> <li>• CSU GE Area A: Communication in the English Language and Critical Thinking <ul style="list-style-type: none"> <li>○ A1 - Oral Communication</li> </ul> </li> </ul>	
SMC GE Area:	
<ul style="list-style-type: none"> <li>• GENERAL EDUCATION PATTERN (SMC GE) <ul style="list-style-type: none"> <li>○ Area V: Global Citizenship</li> </ul> </li> </ul>	
<b>Comparable Transfer Courses:</b>	
<b>Program Applicability</b>	
Designation	Credit - Degree Applicable
Proposed For	<b>BS Degree</b> -Interaction Design
<b>Pre/Corequisites &amp; Advisories</b>	
<b>Prerequisite</b>	
ENGL 1 and	
<hr/>	
<b>Prerequisite</b>	
Admission to the SMC baccalaureate degree program	
<b>Course Objectives</b>	
Upon satisfactory completion of the course, students will be able to:	
1. Analyze foundational, contemporary, and critical theories related to organizational and small group communication.	
2. Identify elements of effective group communication, particularly in small group contexts.	
3. Assess sources of small group conflict in workplace and everyday life situations and manage such conflicts effectively.	
4. Collaborate in small groups to analyze problems in local diverse organizations and design creative solutions to such problems using systematic and thorough approaches.	
5. Demonstrate the ability to express a supported message effectively in a small group communication setting.	
6. Demonstrate the ability to listen empathically, actively and critically to messages in the small group setting.	
7. Prepare small group presentations to showcase the application of theory and solutions to specific issues in organizations and small groups.	
8. Survey case studies to understand the experiences of diverse American cultures and/or groups in historical and contemporary organizations, including, but not limited to, the experiences of African Americans, Latin Americans, Asian Americans, Native Americans, and LGBTQIA communities.	

9. Consider and apply differences in norms, values, and verbal and nonverbal behaviors of males and females and of distinctive cultures as they relate to small group interaction.	
<b>Course Content</b>	
10%	Introduction, Communication Studies, and Organizational and Small Group Communication
15%	Foundational Perspectives of Organizations and Small Group Communication
15%	Cultural and Critical Studies of Organizations and Small Group Communication (The importance of culture in organizations, Culture as emergent, ambiguous, and changing, Postmodern theory, Feminist, critical race theory, and other critical perspectives of organizations)
40%	Collaboration in Small Groups <ul style="list-style-type: none"> <li>• Working in teams and understanding group dynamics</li> <li>• Conflict in small groups, effective listening, and empathy</li> <li>• Group problem-solving styles and techniques</li> <li>• Expressing a supported message effectively in a small group setting</li> </ul>
20%	Case Study Approaches to the Study of Diverse Cultures in Organizations (Race, Class/Socioeconomic Status, Gender and sexuality, Age, Disability, and Other cultural variations)
Total: 100%	
<b>Methods of Presentation</b>	
Methods	Critique Field Experience Field Trips Group Work Lecture and Discussion Observation and Demonstration Projects
Other Methods	Directed class discussion; Group collaborative projects; In-class activities
<b>Methods of Evaluation</b>	
Methods	<ul style="list-style-type: none"> <li>• 10% - Class Participation</li> <li>• 20% - Exams/Tests</li> <li>• 30% - Oral Presentation Individual and Groups</li> <li>• 15% - Papers Theory, Content, and Groups</li> <li>• 5% - Simulation Role-playing activities</li> <li>• 20% - Additional Assessment</li> <li>• 100% - Total</li> </ul>
Additional Assessment Information (Optional)	Case Studies



Appropriate Textbooks	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	
1. Burtis, John O., and Paul D. Turman. <i>Group Communication Pitfalls: Overcoming Barriers to an Effective Group Experience</i> , ed. Sage Publications, 2005	
2. Miller, K.. <i>Organizational communication: Approaches and processes</i> , ed. Nelson Education, 2014, ISBN: 1285164202.	
3. Beebe, S. A, & Masterson, J. T. . <i>Communicating in Small Groups: Principles and Practices</i> , ed. Pearson Higher Education, 2014, ISBN: 0073523860.	
4. Eisenberg, E. M., Goodall Jr, H. L., & Trethewey, A. . <i>Organizational communication: Balancing creativity and constraint</i> , ed. Macmillan Higher Education, 2013, ISBN: 1457601923.	
5. Rothwell, J. D.. <i>In mixed company: Small group communication</i> , 8 ed. Harcourt College Publishers, 2012, ISBN: 1111346852.	
6. Mumby, D. K.. <i>Organizational communication: A critical approach</i> , ed. Sage Publications, 2013, ISBN: 9781412963152.	
Other	
1. Academic, peer-reviewed journal articles illustrating key concepts and developments in organizational communication in small and diverse workplace environments	
2. Case study articles illustrating the experiences of diverse groups in diverse workplace environments	
Assignments	
Sample Assignment	
<p><b>Sample Assignment #1:</b></p> <p>In self-directed teams, you will be charged with leading a 30-45 minute discussion of a case study. All class members will have read your case study, so the team's presentation should focus on generating discussion about the controversies, problems, and solutions discussed in the text. The case studies will be in the textbook or in peer reviewed articles. Each team will have the responsibility of completing various tasks (e.g., generating a discussion, preparing questions for class, creating creative presentations, and applying theories/concepts to the case studies). Every person in the team must participate substantially to the overall presentation.</p> <p>Generating Discussion</p> <p>For this part of the assignment, the team must:</p> <ol style="list-style-type: none"> <li>1. Foster a productive discussion about the facts and circumstances of the case study. Try your best not to make this a lecture.</li> <li>2. Report on additional journal articles, news stories, and research that provide a fuller understanding of the case study to enrich the class discussion. You may use qualitative and quantitative research.</li> </ol>	

### Preparing Questions

1. Make a list of five questions related to the case study.
2. Share the questions with the class at least one week before the discussion.
3. Submit the questions with the pre-prepared responses to the questions to me on the day of the presentation. The responses to the questions must be typed.
4. Be prepared to answer additional questions by the audience.

### The Presentation

1. You may use advanced technological mediums for this presentation (e.g. Prezi, video, PowerPoint).
2. This is not a lecture, so your presentation should not rely on technology. Technology should function as visual aid and not the presentation itself.
3. The presentations should not be a summary of the case study. Focus on generating discussion about the details of the case study beyond what is found in the text.
4. At some point during the discussion, you should apply an organizational theory or concept that we have discussed to the case study.
5. All group members must be active in guiding the discussion.

### Sample Assignment #2:

You will apply an organizational theory and several concepts from the text to your own personal work experiences or the experiences of diverse American cultures and/or groups in different organizations. This is a term paper that will be submitted at the end of the semester; by then, you will be familiar with countless key theories and concepts from the text and articles. The purpose of this assignment is for you to demonstrate the relationships between theory and practice. In addition, this assignment will require a literature review beyond what is available in the text. To complete this term paper:

#### Part I

1. Select an organizational orientation within the traditional, contemporary, or critical orientations that you think is useful in explaining your experience or the experience of diverse American cultures and/or groups in different organizations.
2. Conduct a literature review that explains the important assumptions and qualities of the theories. You must include at least five sources from academic journals for this literature review. The literature review should provide a very strong and detailed foundation for the theory. [2 pages minimum]
3. Refer to several examples or events from your work experience or the experiences of American cultures and/or groups to illustrate how the theory is relevant. You must make a clear connection between the key assumptions of the theory to explain or enhance our understanding of the examples or events. Be specific in your connection. [2 pages minimum]

#### Part II

1. Select a concept from the text that is relevant to your work experience or the

- experiences of diverse American cultures and/or groups.
2. Conduct a literature review that explains the important assumptions and qualities of the concept. You must include at least five sources from academic journals for this literature review. The literature review should provide a very strong and detailed foundation for the concept. [2 pages minimum]
  3. Refer to several examples or events from your work experience or the experiences of American cultures and/or groups to illustrate how the concept is relevant. You must make a clear connection between the key assumptions of the concept to explain or enhance our understanding of the examples or events. Be specific in your connection. [2 pages minimum]

### Conclusion

Conclude the paper with a brief summary that shows the connection between theory and practice and the applicability of organizational communication concepts to real world organizations.

### Sample Assignment #3:

Understanding and developing effective problem-solving teams is an important part of this class. Hence, the purpose of this assignment is to visit a diverse local organization and speak to leaders in the organization to identify and describe a problem in their group. You must visit the organization for at least 2 hours (interviews, volunteer work, etc).

### Part I

For Part I, you must work as a team to provide a comprehensive survey and report about the problem. A comprehensive survey is a discussion of the current situation, causes, effects, and other relevant information about the problem. In each group, members should be assigned the following tasks. View each task as different sections in an extensive report:

1. Introduce the organization, its makeup, history, purpose, and mission. This section should provide an introductory thesis statement and preview of the major parts of the report.
2. Introduce, define and describe the problem in the organization.
3. Identify and describe the multiple causes for the problem.
4. Identify and describe the multiple effects for the problem. Describe why the problem may present barriers to the outputs and goal of the organization. Keep in mind that Part II of this project will propose solutions that may address the failures of these past policies and/or organizations.
5. Apply a concept or theory from the text that may help explain the problem.
6. Provide a conclusion that summarizes the main parts of the report. This should not be longer than 1 page and I highly recommend that the person(s) in charge of task A write the conclusion.

Each section should be 2 pages in length. Provide a minimum of 3 sources that are current, relevant, representative, and sufficient for each section, except the conclusion (a

total of 15 sources for the entire report). Provide a references page that includes all of the sources.

**Part II**

The purpose of Part II is to identify solutions to the organizational problem you described in Part I. The solution should discuss practical ideas, strategies, or recommendations to address the problem you outlined in Part I. Moreover, make sure you present realistic, workable, and cohesive strategies that can help the organization and its mission. Additionally, your team will present this solution to a leader in the organization.

Please work cooperatively to create the solution to the problem. In each group, members should be assigned the following tasks to describe Solution I. View each task as different sections in an extensive report:

1. Provide a preview of your proposed solution to the problem. You may present a list with the intended goals/outcomes of the solution.
2. Explain how the solution may be implemented by the leaders, managers, and members.
3. Explain how your solution may create cooperation in the organization.
4. Explain how the solution may diversify the use of skills within the organization.
5. Explain the use of time and necessary resources to implement the solution.
6. Apply a concept or theory from the text that may help explain the solution.

Each task for should be a maximum of 1 page in length. Your team should include qualified external references to have fully credible explanations to the solutions. Provide a references page that includes all of the sources.

**The Presentation**

Every team will be required to create an engaging presentation for the class based on Part I and Part II of the project. Each group will have 30 minutes for the presentation. You may use PowerPoint for this presentation. The presentation will require that all members be familiar with the information and entire report. The goal of the presentation is to highlight the important parts and findings for each task and present a cohesive final product. Be creative! Your class peers should leave with a deep understanding of the problem you describe.

**Student Learning Outcomes**

1. Analyze, explain, and compare organizational and small group communication theories and their applicability to small and diverse workplace environments.
2. Cooperate in teams to identify problems and solutions in diverse organizations and small groups.
3. Identify the problems that diverse American cultures and/or groups experience in different organizational settings and develop programmatic solutions for those problems.
4. Plan, prepare, and present well organized, clear, and creative presentations in groups.

**Minimum Qualification**

Minimum Qualifications: Communication Studies (Masters Required)

**Library**

List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	Yes
Additional Comments/Information	
<b>Global Citizenship Application</b>	
Global Citizenship Category	American Cultures
Global Citizenship Sub-Categories	Utilizes a comparative framework to explore how the American identity and experience have been shaped?and will continue to be shaped?by a diverse array of cultural influences and traditions Compares and contrasts at least three American cultures including Latino American, African American, Asian American, Native American and European American.
Citizenship Rationale	This course is designed to meet the criteria for the American Culture's category of Global Citizenship. It seeks to immerse students in recognizing and understanding the experiences of diverse cultures/groups in the United States, including, but not limited to, the experiences of African Americans, Latin Americans, Asian Americans, Native Americans, and LGBTQIA groups. Inherent to the course is an exploration of diversity, particularly as it relates to organizations and the impact of diversity on small group communication. Through the exploration of case studies, collaborative group projects, and observation of problems related to diversity in local organizations, students will enhance their intercultural awareness and understanding of what it means to be a global citizen in today's workforce.

# Prerequisite / Corequisite Checklist and Worksheet

## COM ST 310 Organizational and Small Group Communication

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

- Admission to the SMC baccalaureate degree program

**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 COM ST 310

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

A)	Identify the thesis, major supporting points (both stated and implied), and the logical argument of an essay.
B)	Analyze intent, style, logic, tone, and rhetorical devices in source materials.
C)	Synthesize information from multiple sources in order to generate a clear and coherent thesis.
D)	Employ the conventions of written English to produce essays that are free from major errors in syntax, grammar, punctuation, diction, and spelling.
E)	Write essays that employ a variety of rhetorical modes appropriate to the audience and the purpose of the essay.
F)	Revise essays for clarity of ideas, logic, and grammatical correctness, recognizing that writing is a process that requires multiple drafts.
G)	Write a well-developed, analytical essay that is thesis-driven, using evidence to support and develop the thesis.
H)	Develop strategies of organization (including effective introductions and conclusions, topic sentences, and transitions) for guiding readers through an analysis.
I)	Formulate a focused research topic, gather appropriate information effectively from both traditional and electronic sources, and evaluate that information.
J)	Provide documentation of research and references, correctly using internal citations and a Works Cited page, employing MLA guidelines.
K)	Demonstrate note-taking strategies, including summarizing, paraphrasing, organizing, and synthesizing information.
L)	Integrate quotations and source material effectively into essays.

## EXIT SKILLS (objectives) FOR ENGLISH 1

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

1)	Identify the thesis, major supporting points (both stated and implied), and the logical argument of an essay.
2)	Analyze intent, style, logic, tone, and rhetorical devices in source materials.
3)	Synthesize information from multiple sources in order to generate a clear and coherent thesis.
4)	Employ the conventions of written English to produce essays that are free from major errors in syntax, grammar, punctuation, diction, and spelling.
5)	Write essays that employ a variety of rhetorical modes appropriate to the audience and the purpose of the essay.
6)	Revise essays for clarity of ideas, logic, and grammatical correctness, recognizing that writing is a process that requires multiple drafts.
7)	Write a well-developed, analytical essay that is thesis-driven, using evidence to support and develop the thesis.
8)	Develop strategies of organization (including effective introductions and conclusions, topic sentences, and transitions) for guiding readers through an analysis.
9)	Formulate a focused research topic, gather appropriate information effectively from both traditional and electronic sources, and evaluate that information.
10)	Provide documentation of research and references, correctly using internal citations and a Works Cited page, employing MLA guidelines.
11)	Demonstrate note-taking strategies, including summarizing, paraphrasing, organizing, and synthesizing information.
12)	Integrate quotations and source material effectively into essays.

		ENTRANCE SKILLS FOR COM ST 310											
EXIT SKILLS FOR ENGLISH 1		A	B	C	D	E	F	G	H	I	J	K	L
	1	x											
	2		x										
	3			x									
	4				x								
	5					x							
	6						x						
	7							x					
	8								x				
	9									x			
	10										x		
	11											x	
	12												x



**DE for EXISTING courses**

**Expanded Course Outline for GR DES 50 - Graphic Design Portfolio and Professional Practices**

Course Cover	
Discipline	GR DES-GRAPHIC DESIGN
Course Number	50
Full Course Title	Graphic Design Portfolio and Professional Practices
Catalog Course Description	This studio course focuses on the development of an effective communication design portfolio and addresses the process of building a portfolio that meets the current professional industry standards for presenting work to potential employers and clients. Emphasis is placed on developing a portfolio that displays a comprehensive understanding of what industry is looking for in a designer or what is needed to transfer. This course also covers professional practices for designers including information regarding freelancing and working with clients.
Proposed for Distance Ed	Yes
Course Unit/Hours	
Credit Hours	Min: 2.00
Weekly Lecture Hours	Min: 1.00 (Sem: 18)
Weekly Laboratory Hours	Min: 3.00 (Sem: 54)
Total Semester Instructional Hours	72.00
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
Transfers to CSU	
Program Applicability	
Designation	Credit - Degree Applicable
Pre/Corequisites & Advisories	
<b>Prerequisite</b> GR DES 33 and GR DES 66	
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Demonstrate knowledge of graphic design professional practices.	

2. Create a design brief, estimate, and schedule for a project.	
3. Understand the components of a successful graphic design portfolio.	
4. Write a professional resume, and design and incorporate a personal identity or brand for portfolio of work.	
5. Create a website portfolio.	
6. Develop and present PDF (2 pages) visual presentation of sample of work.	
7. Demonstrate knowledge of promotional practices within the graphic design field.	
<b>Arranged Hours Objectives</b>	
Upon satisfactory completion of the course, students will be able to:	
<b>Course Content</b>	
45%	Professional Practices: freelancing, client relations, design brief, estimate and schedules, project management, interviews.
45%	Portfolio Development: resume, personal branding, website, promotion to graphic design job market.
10%	Presentation and critique of projects
Total: 100%	
<b>Lab Content</b>	
50%	Critiques
50%	Team Exercises
Total: 100%	
<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>• 30% - Class Work Assignments</li> <li>• 60% - Projects Midterm Project 30% Final Project 30%</li> <li>• 100% - Total</li> </ul>
<b>Appropriate Textbooks</b>	
Textbooks	
1. Janda, Michael. <i>Burn Your Portfolio: Stuff they don't teach you in design school, but should</i> , ed. New Riders Press, 2013, ISBN: 978-0321918680.	
2. Graphic Artist's Guild. <i>Graphic Artist's Guild Handbook of Pricing and Ethical Guidelines</i> , 14th ed. Graphic Artists Guild, 2013, ISBN: 978-0932102164.	
<b>Assignments</b>	
Sample Assignment	

<p><b>Assignment 1:</b> Create a design brief, estimate and schedule.</p> <p>Students will create a design brief, estimate, and schedule for a proposed design project. The student will also role-play a client presentation and presenting the information to a small group.</p> <p><b>Assignment 2:</b> Create a 2-page PDF of work.</p> <p>Student will create a 2-page document summarizing two projects from their portfolio. The focus of this assignment is to successfully communicate the process and outcome of these projects in a concise meaningful way.</p>	
<p><b>Student Learning Outcomes</b></p>	
<p>1. Exhibit strong academic behaviors including regular attendance, timeliness, participation in class activities, and adherence to the College Honor Code.</p>	
<p>2. Demonstrate an understanding of business and professional practices. As assessed by assignments.</p>	
<p>3. Build an online portfolio of work. As assessed by final project.</p>	
<p><b>Minimum Qualification</b></p>	
<p>Minimum Qualifications:</p>	<p>Graphic Arts - Bachelor's or Master's degree in Graphic Design or equivalent.</p>
<p><b>Distance Education Application</b></p>	
<p>Delivery Methods</p>	<p>Online Hybrid (51% or more of course is held on-campus) Online/Web-based</p>
<p><b>Distance Education Quality</b></p>	
<p>Quality Assurance</p>	<ul style="list-style-type: none"> <li>✓ Course objectives have not changed</li> <li>✓ Course content has not changed</li> <li>✓ Method of instruction meets the same standard of course quality</li> <li>✓ Outside assignments meet the same standard of course quality</li> <li>✓ Serves comparable number of students per section as a traditional course in the same department</li> <li>✓ Required texts meet the same standard of course quality</li> </ul>
<p>Additional Considerations</p>	<ul style="list-style-type: none"> <li>✓ Evaluation methods are in place to produce an annual report to the Board of Trustee on activity in offering this course or section following the guidelines to Title 5 Section 55317 (see attachment) and to review the impact of distance education on this program through the program review process specified in accreditation standard 2B.2.</li> <li>✓ Determination and judgments about the equality of the distance education course were made with the full involvement of the faculty as defined by Administrative Regulation 5420 and college curriculum approval procedures.</li> <li>✓ Adequate technology resources exist to support this course/section</li> <li>✓ Library resources are accessible to students</li> <li>✓ Specific expectations are set for students with respect to a minimum amount of time per week for student and homework assignments</li> <li>✓ Adequately fulfills “effective contact between faculty member and student” required by Title 5.</li> <li>✓ Will not affect existing or potential articulation with other colleges</li> <li>✓ Special needs (i.e., texts, materials, etc.) are reasonable</li> <li>✓ Complies with current access guidelines for students with disabilities</li> </ul>

Guidelines and Questions for Curriculum Approval of a Distance Education Course		
Student Interactions		
Student-Instructor Interaction	Weekly: Lectures and videos, Discussions, Critiques.	
Student-Student Interaction	Weekly: Discussions, Critiques One to two Team Exercises and/or Projects.	
Student-Content Interaction	Weekly posting of class lecture notes, discussions.	
Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Online Lecture	Lecture notes, videos and additional resources for students. Students can post questions about notes and resources to Discussion section.	20%
Videos	Video presentations of student work.	10%
Discussion	Threaded discussion for class discussion on weekly lecture topic, readings and critique.	20%
Project Presentation	Students present projects and assignments on their class blog so students can see classmates' work.	20%
Peer Feedback	Students critique classmates' work.	30%
Describe how content will be organized and delivered in the interest of achieving course outcomes/objectives (e.g. what are the methods of instruction being used, technologies used, approximate time schedule, necessary instructional materials.)		
The methods of instruction will be weekly lecture notes, exercises and assignments, discussion, and critique. The lecture notes will be presented on the site along with a threaded discussion regarding the notes and readings, weekly projects and assignments posted to students' class blog for review, critique, and grading.		
Describe the technical qualifications an instructor would need and the support that might be necessary for this course to be delivered at a distance (e.g. the college's existing technology, CCCConfer certification, other specialized instructor training, support personnel, materials and resources, technical support, etc.)		
Students will have access to Canvas and smconline.org support services. Students will also have access to information regarding library resources and counseling.		
Describe any student support services one might want or need to integrate into the online classroom for this course (e.g. links to counseling, financial aid, bookstore, library, etc.)		
Students will have access to Canvas and smconline.org support services. Students will also have access to information regarding library resources and counseling.		
Describe how the design of the course will ensure access for students with disabilities including compliance with the regulations of Section 508 of the Rehabilitation Act.		
Online lectures are provided through Canvas and meet basic Web standards for accessibility. Any new videos created for this course can be captioned through the Media		

Services department. Written content and other online resources are provided for all video content.

Using one of the course objectives, describe an online lesson/activity that might be used in the course to facilitate student learning of that objective. Be sure the sample lesson/activity includes reference to the use of online teaching tools (such as drop box or threaded discussion, or multimedia such as Articulate, Flash, Jing, etc.).

Objective: Create a design brief, estimate, and schedule for a project.

Online Lesson: The class notes, resources, and videos provide information and examples on how to create a design brief, estimate, and schedule. A threaded discussion poses a question to facilitate a discussion about the differences between these three deliverables. An assignment or project requires the student to create a design brief, estimate, and schedule for a project. The assignment or project is posted to the student's class blog for review and critique.

### Assessment Best Practices

20%-**Discussion** - Weekly questions regarding lecture, readings, or exercises, posted to discussion thread. Students must answer thoroughly, thoughtfully, and comment on classmates' posts.

5%-**Participation** - Assessed by completion of student "introduction" in Discussion section and giving feedback on other students' work, completion of online orientation survey, creation of class blog to post work.

30%-**Final Project** - Students complete a final project. Assessment criteria based on the objectives for the project.

15%-**Critique** - Completion of weekly critiques based on project or assignment.

30%-**Assignments** - Completion of weekly assignments and assessment based on objectives for the assignment.

**DE for EXISTING courses****Expanded Course Outline for GR DES 61 - User Experience Design 1**

<b>Course Cover</b>	
Discipline	GR DES-GRAPHIC DESIGN
Course Number	61
Full Course Title	User Experience Design 1
Catalog Course Description	User Experience Design (UX) focuses on the quality of experience a person has when interacting with a specific design. A UX Designer focuses on the needs and wants of the user, as well as ease-of-use, and designs for the best possible user experience. This course will cover the design process, documentation, and tools used within the UX field. Topics include user research, information architecture, interaction design, prototyping, and usability testing. Following a design process, students will collaborate to research, critique, and design a project that includes prototyping and user-testing.
Proposed for Distance Ed	Yes
<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>	
Transfers to CSU	
<b>Program Applicability</b>	
Designation	Credit - Degree Applicable
<b>Pre/Corequisites &amp; Advisories</b>	
<b>Pre/Corequisite</b> GR DES 65	
<b>Course Objectives</b>	
Upon satisfactory completion of the course, students will be able to:	
1. Identify and apply best practices for User Experience Design.	

2. Develop and create multiple user personas and use cases	
3. Conduct successful user-testing sessions to develop an iteration of a project.	
4. Create effective prototype of project based on user research.	
5. Successfully manage and present a design process and solution as a group presentation.	
6. Work successfully as part of a team.	
7. Utilize UX methodologies and tools at an intermediate level.	
<b>Arranged Hours Objectives</b>	
Upon satisfactory completion of the course, students will be able to:	
1. Demonstrate an understanding of how to conduct a user-testing session.	
<b>Course Content</b>	
10%	Defining User Experience (UX) Design and understanding the design process.
10%	User-centered design techniques including research and developing personas.
20%	Understanding Information Architecture, content strategy, card sorts, sitemaps, and user flows.
20%	Interaction and interface design
20%	Sketching, wireframing and prototyping
10%	Usability and user-testing
10%	Presentation and critique of projects
Total: 100%	
<b>Lab Content</b>	
50%	Critiques
50%	Team Exercises
Total: 100%	
<b>Arranged Hours Instructional Activities</b>	
Other Methods	The student will participate in online video tutorials and recommended resources related to basic UX.
<b>Methods of Presentation</b>	
Methods	Critique Group Work 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>• 60% - Projects Midterm Project 30% Final Project 30%</li> <li>• 100% - Total</li> </ul>
<b>Appropriate Textbooks</b>	

Textbooks	
1. Krug, Steve . <i>Don't Make Me Think, Revisited: A Common Sense Approach to Web Usability</i> , 3rd ed. Voices That Matter, 2014, ISBN: 978-0321965516.	
2. Bowles Cennydd and Box, James. <i>Undercover User Experience Design</i> , ed. Voices That Matter, 2010, ISBN: 978-0321719904.	
<b>Assignments</b>	
Sample Assignment	
<p><b>Assignment 1:</b> Develop Personas. Interview 3 or more potential users for your project concept. Interview the people using the questions below and develop 3 fictitious personas based on these interviews.</p> <p>Ask the following questions as it relates to your concept:</p> <p>Demographic info (age, location, job etc.) The user's goals The user's needs The user's technical abilities</p> <p>Create a "day in the life" narrative for each user.</p> <p><b>Assignment 2:</b> Conduct a User-Testing Session. Identify five things that you want a user to understand or do. Create the minimal prototype needed in order to test these tasks. Write a testing script to guide a user through the 5 issues or tasks you've identified.</p> <p>Perform user testing sessions with at least 3 people who are a part of your target audience. While testing, take photos of particular tasks or screens that are problematic for the user so you have a record of needed changes for the next iteration.</p>	
<b>Student Learning Outcomes</b>	
1. Exhibit strong academic behaviors including regular attendance, timeliness, participation in class activities, and adherence to the College Honor Code.	
2. Identify and apply User Experience (UX) concepts, documentation, and conduct a successful user-testing session.	
<b>Minimum Qualification</b>	
Minimum Qualifications:	Graphic Arts
<b>Distance Ed</b>	
<b>Distance Education Application</b>	
Delivery Methods	Online/Web-based Online Hybrid (51% or more of course is held on-campus)
<b>Distance Education Quality</b>	
Quality Assurance	<ul style="list-style-type: none"> <li>✓ Course objectives have not changed</li> <li>✓ Course content has not changed</li> </ul>



	<ul style="list-style-type: none"> <li>✓ Method of instruction meets the same standard of course quality</li> <li>✓ Outside assignments meet the same standard of course quality</li> <li>✓ Serves comparable number of students per section as a traditional course in the same department</li> <li>✓ Required texts meet the same standard of course quality</li> </ul>
Additional Considerations	<ul style="list-style-type: none"> <li>✓ Evaluation methods are in place to produce an annual report to the Board of Trustee on activity in offering this course or section following the guidelines to Title 5 Section 55317 (see attachment) and to review the impact of distance education on this program through the program review process specified in accreditation standard 2B.2.</li> <li>✓ Determination and judgments about the equality of the distance education course were made with the full involvement of the faculty as defined by Administrative Regulation 5420 and college curriculum approval procedures.</li> <li>✓ Adequate technology resources exist to support this course/section</li> <li>✓ Library resources are accessible to students</li> <li>✓ Specific expectations are set for students with respect to a minimum amount of time per week for student and homework assignments</li> <li>✓ Adequately fulfills “effective contact between faculty member and student” required by Title 5.</li> <li>✓ Will not affect existing or potential articulation with other colleges</li> <li>✓ Special needs (i.e., texts, materials, etc.) are reasonable</li> <li>✓ Complies with current access guidelines for students with disabilities</li> </ul>

### Guidelines and Questions for Curriculum Approval of a Distance Education Course

#### Student Interactions

Student-Instructor Interaction	Weekly: Lectures and videos, Discussions, Quizzes, Critiques	
Student-Student Interaction	Weekly: Discussions, Critiques One to two Team Exercises and/or Projects	
Student-Content Interaction	Weekly posting of class lecture notes, quizzes, discussions.	
<b>Online class activities that promote class interaction and engagement</b>	<b>Brief Description</b>	<b>Percentage of Online Course Hours</b>
Online Lecture	Lecture notes, videos and additional resources for students. Students can post questions about notes and resources to Discussion section.	20%
Discussion	Threaded discussion for class discussion on weekly lecture topic, readings and critique.	20%
Project Presentation	Students present projects and assignments on their class blog so students can see classmates' work.	30%
Exams	Weekly quizzes based on weekly lecture notes.	15%
Peer Feedback	Students critique classmates' work.	15%
Describe how content will be organized and delivered in the interest of achieving course outcomes/objectives (e.g. what are the methods of instruction being used, technologies used, approximate time schedule, necessary instructional materials.)		

The methods of instruction will be weekly lecture notes, exercises and assignments, quizzes, discussion, and critique. The lecture notes will be presented on the site along with a threaded discussion regarding the notes and readings, a weekly quiz and projects and assignments posted to students' class blog for review, critique, and grading.
Describe the technical qualifications an instructor would need and the support that might be necessary for this course to be delivered at a distance (e.g. the college's existing technology, CCCConfer certification, other specialized instructor training, support personnel, materials and resources, technical support, etc.)
Instructor needs to have skills in delivering content online - both written and visual content. Ability to create online environments using Canvas.
Describe any student support services one might want or need to integrate into the online classroom for this course (e.g. links to counseling, financial aid, bookstore, library, etc.)
Students will have access to Canvas and smconline.org support services. Students will also have access to information regarding library resources and counseling.
Describe how the design of the course will ensure access for students with disabilities including compliance with the regulations of Section 508 of the Rehabilitation Act.
Online lectures are provided through Canvas and meet basic Web standards for accessibility. Any new videos created for this course can be captioned through the Media Services department. Written content and other online resources are provided for all video content.
Using one of the course objectives, describe an online lesson/activity that might be used in the course to facilitate student learning of that objective. Be sure the sample lesson/activity includes reference to the use of online teaching tools (such as drop box or threaded discussion, or multimedia such as Articulate, Flash, Jing, etc.).
Objective: Develop and create multiple user personas and use cases.  Online Lesson: The class notes, resources, and videos provide information and examples on methodologies for creating user personas and use cases. A threaded discussion poses a question to facilitate a discussion about personas and use cases. An assignment or project requires the student to create personas and/or use cases. The assignment or project is posted to the student's class blog for review and critique.
<b>Assessment Best Practices</b>
15%- <b>Quizzes</b> - Completion of weekly multiple choice quizzes based on lecture notes and readings. 5%- <b>Participation</b> - Assessed by completion of student "introduction" in Discussion section and giving feedback on other students' work, completion of online orientation survey, creation of class blog to post work. 30%- <b>Final Project</b> - Students complete a final project. Assessment criteria based on the objectives for the project. 30%- <b>Assignments</b> - Completion of weekly assignments and assessment based on objectives for the assignment. 20%- <b>Discussion</b> - Weekly questions regarding lecture, readings, or exercises, posted to discussion thread. Students must answer thoroughly, thoughtfully, and comment on classmates' posts.

**DE for EXISTING courses****Expanded Course Outline for GR DES 62 - User Experience Design 2**

<b>Course Cover</b>	
Discipline	GR DES-GRAPHIC DESIGN
Course Number	62
Full Course Title	User Experience Design 2
Catalog Course Description	This course will use knowledge acquired in User Experience Design 1 to research, critique, and design a project using UX methodologies at an advanced level. This class will cover the process, techniques and artifacts used within the UX field. Topics include qualitative versus quantitative research, interface design, interaction design, prototyping, and usability testing. Following a design process, students will collaborate to research, critique, and design a project using techniques such as storyboards, personas, experience/journey maps, card sorting, mental models, and collaborative design to prototype and test with users.
Proposed for Distance Ed	Yes
<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>	
Transfers to CSU	
<b>Program Applicability</b>	
Designation	Credit - Degree Applicable
<b>Pre/Corequisites &amp; Advisories</b>	
<b>Prerequisite</b> GR DES 61	
<b>Course Objectives</b>	
Upon satisfactory completion of the course, students will be able to:	

1. Implement several UX methodologies at an intermediate/advanced level.	
2. Create storyboards, personas, experience/journey maps, card sorting, mental models, and collaborative design exercises.	
3. Describe qualitative insight and how it differs from quantitative information	
4. Conduct successful user-testing sessions to develop an iteration of a project.	
5. Synthesize information from testing session	
6. Create effective prototype of project based on user research.	
7. Manage and present a design process and solution as a group presentation.	
8. Work successfully as part of a team	
<b>Arranged Hours Objectives</b>	
Upon satisfactory completion of the course, students will be able to:	
1. Demonstrate how to conduct a user-testing session	
2. Collaborate and coordinate individual and team efforts towards the final team presentation	
<b>Course Content</b>	
40%	UX techniques: storyboards, personas, experience/journey maps, card sorting, mental models, and collaborative design. Qualitative vs. Quantitative research.
20%	Interaction and interface design patterns
20%	Sketching, prototyping and collaborative design
10%	Usability and user-testing
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	Other
Other Methods	The student will participate in online video tutorials and recommended resources related to intermediate UX. The student will also conduct user-testing sessions and produce final team presentation.
<b>Methods of Presentation</b>	
Methods	Critique Group Work 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</li> </ul>

	<p>Assignments</p> <ul style="list-style-type: none"> <li>• 60% - Projects Midterm Project; 30% Final Project 30%</li> <li>• 100% - Total</li> </ul>
<b>Appropriate Textbooks</b>	
<b>Textbooks</b>	
1. McKay, Everett N.. <i>UI is Communication: How to Design Intuitive, User Centered Interfaces by Focusing on Effective Communication</i> , ed. Morgan Kaufmann, 2013, ISBN: 978-0123969804.	
2. Buley, Leah. <i>The User Experience Team of One: A Research and Design Survival Guide</i> , ed. Rosenfeld Media, 2013, ISBN: 978-1933820187.	
3. Unger, Russ. Chandler, Carolyn. <i>A Project Guide to UX Design: For user experience designers in the field or in the making</i> , ed. Voices That Matter. New Riders., 2012, ISBN: 978-0321815385.	
<b>Assignments</b>	
<b>Sample Assignment</b>	
<p>Assignment 1: Conduct a Storyboarding session.</p> <p>Identify the core research goals for the project. Create a storyboarding exercise for your participants. Test your storyboarding exercise with other students in the class before administering it. Perform storyboarding sessions with at least 3 people who are a part of your target audience.</p> <ul style="list-style-type: none"> <li>• What lessons did you learn from your storyboarding testing session that will help you administer more effective research?</li> <li>• What did you learn about your project from the storyboarding session with your participants?</li> </ul> <p>Assignment 2: Create an Experience Map.</p> <p>Prepare a short presentation regarding the discovery and research for your project so far. In teams of 4-5 people, figure out the customer journey by arranging the key insights into a story. The team should group duplicate stickies and begin finding relationships among them.</p> <p>What are your takeaways from this exercise? The takeaways summarize key findings from the experience mapping process. The takeaways signal which way you are recommending the organization head next. Your takeaways could include: strategic insights, recommendations, and design principles.</p>	
<b>Student Learning Outcomes</b>	
1. Exhibit strong academic behaviors including regular attendance, timeliness, participation in class activities, and adherence to the College Honor Code.	

2. Demonstrate an understanding of UX techniques, such as storyboards, experience maps, card sorting, mental models, and collaborative design.	
<b>Minimum Qualification</b>	
Minimum Qualifications:	Graphic Arts - Bachelor's or Master's degree in Graphic Design or equivalent.
<b>Distance Ed</b>	
<b>Distance Education Application</b>	
Delivery Methods	Online Hybrid (51% or more of course is held on-campus) Online/Web-based
<b>Distance Education Quality</b>	
Quality Assurance	<ul style="list-style-type: none"> <li>✓ Course objectives have not changed</li> <li>✓ Course content has not changed</li> <li>✓ Method of instruction meets the same standard of course quality</li> <li>✓ Outside assignments meet the same standard of course quality</li> <li>✓ Serves comparable number of students per section as a traditional course in the same department</li> <li>✓ Required texts meet the same standard of course quality</li> </ul>
Additional Considerations	<ul style="list-style-type: none"> <li>✓ Evaluation methods are in place to produce an annual report to the Board of Trustee on activity in offering this course or section following the guidelines to Title 5 Section 55317 (see attachment) and to review the impact of distance education on this program through the program review process specified in accreditation standard 2B.2.</li> <li>✓ Determination and judgments about the equality of the distance education course were made with the full involvement of the faculty as defined by Administrative Regulation 5420 and college curriculum approval procedures.</li> <li>✓ Adequate technology resources exist to support this course/section</li> <li>✓ Library resources are accessible to students</li> <li>✓ Specific expectations are set for students with respect to a minimum amount of time per week for student and homework assignments</li> <li>✓ Adequately fulfills “effective contact between faculty member and student” required by Title 5.</li> <li>✓ Will not affect existing or potential articulation with other colleges</li> <li>✓ Special needs (i.e., texts, materials, etc.) are reasonable</li> <li>✓ Complies with current access guidelines for students with disabilities</li> </ul>
<b>Guidelines and Questions for Curriculum Approval of a Distance Education Course</b>	
<b>Student Interactions</b>	
Student-Instructor Interaction	Weekly: Lectures and videos, Discussions, Quizzes, Critiques
Student-Student Interaction	Weekly: Discussions, Critiques One to two Team Exercises and/or Projects
Student-Content Interaction	Weekly posting of class lecture notes, quizzes, discussions.
<b>Online class activities that promote class interaction and engagement</b>	<b>Brief Description</b>
	<b>Percentage of Online Course Hours</b>

Online Lecture	Lecture notes, videos and additional resources for students. Students can post questions about notes and resources to Discussion section	20%
Discussion	Threaded discussion for class discussion on weekly lecture topic, readings and critique.	20%
Project Presentation	Students present projects and assignments on their class blog so students can see classmates' work.	30%
Exams	Weekly quizzes based on weekly lecture notes.	15%
Peer Feedback	Students critique classmates' work.	15%

Describe how content will be organized and delivered in the interest of achieving course outcomes/objectives (e.g. what are the methods of instruction being used, technologies used, approximate time schedule, necessary instructional materials.)

The methods of instruction will be weekly lecture notes, exercises and assignments, quizzes, discussion, and critique. The lecture notes will be presented on the site along with a threaded discussion regarding the notes and readings, a weekly quiz and projects and assignments posted to students' class blog for review, critique, and grading.

Describe the technical qualifications an instructor would need and the support that might be necessary for this course to be delivered at a distance (e.g. the college's existing technology, CCCConfer certification, other specialized instructor training, support personnel, materials and resources, technical support, etc.)

Students will have access to Canvas and smconline.org support services. Students will also have access to information regarding library resources and counseling.

Describe any student support services one might want or need to integrate into the online classroom for this course (e.g. links to counseling, financial aid, bookstore, library, etc.)

Students will have access to Canvas and smconline.org support services. Students will also have access to information regarding library resources and counseling.

Describe how the design of the course will ensure access for students with disabilities including compliance with the regulations of Section 508 of the Rehabilitation Act.

Online lectures are provided through Canvas and meet basic Web standards for accessibility. Any new videos created for this course can be captioned through the Media Services department. Written content and other online resources are provided for all video content.

Using one of the course objectives, describe an online lesson/activity that might be used in the course to facilitate student learning of that objective. Be sure the sample lesson/activity includes reference to the use of online teaching tools (such as drop box or threaded discussion, or multimedia such as Articulate, Flash, Jing, etc.).

Objective: Describe qualitative insight and how it differs from quantitative information.

Online Lesson: The class notes, resources, and videos provide information and examples on qualitative and quantitative research and insights. A threaded discussion poses a question to facilitate a discussion about qualitative versus quantitative research. An assignment or project requires the student to find examples of qualitative and quantitative research and to describe in detail how the two differ. The assignment or project is posted

to the student's class blog for review and critique.

### Assessment Best Practices

15%-**Quizzes** - Completion of weekly multiple choice quizzes based on lecture notes and readings.

5%-**Participation** - Assessed by completion of student "introduction" in Discussion section and giving feedback on other students' work, completion of online orientation survey, creation of class blog to post work.

30%-**Final Project** - Students complete a final project. Assessment criteria based on the objectives for the project.

30%-**Assignments** - Completion of weekly assignments and assessment based on objectives for the assignment.

20%-**Discussion** - Weekly questions regarding lecture, readings, or exercises, posted to discussion thread. Students must answer thoroughly, thoughtfully, and comment on classmates' posts.



**DE for EXISTING courses****Expanded Course Outline for GR DES 75 - Mobile Design 1**

<b>Course Cover</b>	
Discipline	GR DES-GRAPHIC DESIGN
Course Number	75
Full Course Title	Mobile Design 1
Catalog Course Description	This design course focuses on designing for mobile touchscreen interfaces including smartphones and tablets. Mobile design requires the skill of designing for smaller, hand-held devices and has its own set of characteristics and constraints. Students will conceptualize, design, and implement low-fidelity design prototypes of apps for mobile devices. Projects will cover best practices for designing for mobile devices and will cover the basics of mobile app prototyping including design process, interface design, and interaction design patterns. NOTE: This course is not a mobile app development or programming course. For such courses, please see our Computer Science course offerings.
Proposed for Distance Ed	Yes
<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>	
Transfers to CSU	
<b>Program Applicability</b>	
Designation	Credit - Degree Applicable
<b>Pre/Corequisites &amp; Advisories</b>	
<b>Prerequisite</b> GR DES 61 and GR DES 66	

<b>Course Objectives</b>	
Upon satisfactory completion of the course, students will be able to:	
1. Explain the constraints presented by hand-held devices that differentiate mobile as a distinct medium.	
2. Identify the differences between types of mobile applications such as mobile Web apps versus native applications.	
3. Create a concept and strategy for implementing a mobile design.	
4. Complete information architecture deliverables such as flow charts, wireframes, and prototyping.	
5. Integrate mobile design best practices.	
6. Apply effective visual design to the mobile environment.	
7. Identify the variety of mobile design tools and technologies.	
<b>Arranged Hours Objectives</b>	
Upon satisfactory completion of the course, students will be able to:	
1. Students will demonstrate an understanding of how to prototype design for a mobile app.	
<b>Course Content</b>	
5%	Defining the project
15%	Concept and strategy
15%	Information Architecture: flow charts and wireframes
10%	Mobile app design best practices
10%	Visual design for mobile
10%	Mobile design patterns
10%	Mobile design tools and technologies
10%	Design Prototyping
5%	Final project review and revise
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	Other
Other Methods	The student will participate in online video tutorials and recommended resources related to prototyping.
<b>Methods of Presentation</b>	
Methods	Critique Group Work Lab 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>• 30% - Class Work Weekly Assignments</li> <li>• 30% - Final exam Final Project</li> <li>• 30% - Projects Midterm Project</li> <li>• 100% - Total</li> </ul>
<b>Appropriate Textbooks</b>	
Textbooks	
1. Fling, Brian. <i>Mobile Design and Development: Practical Concepts and Techniques for Creating Mobile Sites and Web Apps</i> , 1st ed. O'Reilly Media, 2009	
2. Wroblewski, Luke. <i>Mobile First. A Book Apart</i> , ed. -, 2011, ISBN: 978-1-937557-.	
<b>Assignments</b>	
Sample Assignment	
<ol style="list-style-type: none"> <li>1. Assignment 1: Select a mobile app and critique it based on the criteria discussed in the course. Create a flow chart and wireframe for a re-design of the mobile app.</li> <li>2. Assignment 2: Complete design comps for a mobile app. Present design comps to class. Make design revisions based on class feedback and implement a low-fidelity prototype of the mobile app.</li> </ol>	
<b>Student Learning Outcomes</b>	
1. Exhibit strong academic behaviors including regular attendance, timeliness, participation in class activities, and adherence to the College Honor Code.	
2. Successfully create a concept and strategy for implementing a mobile app.	
3. Demonstrate knowledge and ability to create an effective visual design for the mobile environment.	
<b>Minimum Qualification</b>	
Minimum Qualifications:	Graphic Arts
Additional Comments/Information	
<b>Distance Ed</b>	
<b>Distance Education Application</b>	
Delivery Methods	Online Hybrid (51% or more of course is held on-campus) Online/Web-based
<b>Distance Education Quality</b>	
Quality Assurance	<ul style="list-style-type: none"> <li>✓ Course objectives have not changed</li> <li>✓ Course content has not changed</li> <li>✓ Method of instruction meets the same standard of course quality</li> </ul>

	<ul style="list-style-type: none"> <li>✓ Outside assignments meet the same standard of course quality</li> <li>✓ Serves comparable number of students per section as a traditional course in the same department</li> <li>✓ Required texts meet the same standard of course quality</li> </ul>
Additional Considerations	<ul style="list-style-type: none"> <li>✓ Evaluation methods are in place to produce an annual report to the Board of Trustee on activity in offering this course or section following the guidelines to Title 5 Section 55317 (see attachment) and to review the impact of distance education on this program through the program review process specified in accreditation standard 2B.2.</li> <li>✓ Determination and judgments about the equality of the distance education course were made with the full involvement of the faculty as defined by Administrative Regulation 5420 and college curriculum approval procedures.</li> <li>✓ Adequate technology resources exist to support this course/section</li> <li>✓ Library resources are accessible to students</li> <li>✓ Specific expectations are set for students with respect to a minimum amount of time per week for student and homework assignments</li> <li>✓ Adequately fulfills “effective contact between faculty member and student” required by Title 5.</li> <li>✓ Will not affect existing or potential articulation with other colleges</li> <li>✓ Special needs (i.e., texts, materials, etc.) are reasonable</li> <li>✓ Complies with current access guidelines for students with disabilities</li> </ul>

**Guidelines and Questions for Curriculum Approval of a Distance Education Course**  
**Student Interactions**

Student-Instructor Interaction	Weekly: Lectures and videos, Discussions, Quizzes, Critiques
Student-Student Interaction	Weekly: Discussions, Critiques One to two Team Exercises and/or Projects
Student-Content Interaction	Weekly posting of class lecture notes, quizzes, discussions.

<b>Online class activities that promote class interaction and engagement</b>	<b>Brief Description</b>	<b>Percentage of Online Course Hours</b>
Online Lecture	Lecture notes, videos and additional resources for students. Students can post questions about notes and resources to Discussion section.	20%
Project Presentation	Students present projects and assignments on their class blog so students can see classmates' work.	30%
Exams	Weekly quizzes based on weekly lecture notes.	15%
Peer Feedback	Students critique classmates' work	15%
Threaded Discussions	Threaded discussion for class discussion on weekly lecture topic, readings and critique	20%

Describe how content will be organized and delivered in the interest of achieving course outcomes/objectives (e.g. what are the methods of instruction being used, technologies used, approximate time schedule, necessary instructional materials.)

The methods of instruction will be weekly lecture notes, exercises and assignments,

quizzes, discussion, and critique. The lecture notes will be presented on the site along with a threaded discussion regarding the notes and readings, a weekly quiz and projects and assignments posted to students' class blog for review, critique, and grading.
Describe the technical qualifications an instructor would need and the support that might be necessary for this course to be delivered at a distance (e.g. the college's existing technology, CCCConfer certification, other specialized instructor training, support personnel, materials and resources, technical support, etc.)
Instructor needs to have skills in delivering content online - both written and visual content. Ability to create online environments using Canvas.
Describe any student support services one might want or need to integrate into the online classroom for this course (e.g. links to counseling, financial aid, bookstore, library, etc.)
Students will have access to Canvas and smconline.org support services. Students will also have access to information regarding library resources and counseling.
Describe how the design of the course will ensure access for students with disabilities including compliance with the regulations of Section 508 of the Rehabilitation Act.
Online lectures are provided through Canvas and meet basic Web standards for accessibility. Any new videos created for this course can be captioned through the Media Services department. Written content and other online resources are provided for all video content.
Using one of the course objectives, describe an online lesson/activity that might be used in the course to facilitate student learning of that objective. Be sure the sample lesson/activity includes reference to the use of online teaching tools (such as drop box or threaded discussion, or multimedia such as Articulate, Flash, Jing, etc.).
Objective: Complete information architecture deliverables such as flow charts, wireframes, and prototyping.  Online Lesson: The class notes, resources, and videos provide information and examples on methodologies such as flow charts, wireframes and prototyping. A threaded discussion poses a question about the methodology to promote student discussion about the tool. An assignment or project requires the student to create a deliverable using the tool and/or methodology. The assignment or project is posted to the student's class Blog for review and critique.
<b>Assessment Best Practices</b>
20%- <b>Projects</b> - Students complete multiple projects. Assessment criteria based on the objectives for the project. 15%- <b>Quizzes</b> - Completion of weekly multiple choice questions based on lecture notes and readings. 15%- <b>Discussion</b> - Weekly questions regarding lecture, readings, or exercises, posted to discussion thread. Students must answer thoroughly, thoughtfully and comment on other students' posts. 25%- <b>Final Project</b> - Students complete a final project. Assessment criteria based on the objectives for the project. 20%- <b>Assignments</b> - Completion of weekly assignments and assessment based on objectives for the assignment. 5%- <b>Participation</b> - Assessed by completion of student "introduction" in Discussion

section and giving feedback on other students' work, completion of online orientation survey, creation of class blog to post work.

**DE for EXISTING courses****Expanded Course Outline for GR DES 76 - Mobile Design 2**

<b>Course Cover</b>	
Discipline	GR DES-GRAPHIC DESIGN
Course Number	76
Full Course Title	Mobile Design 2
Catalog Course Description	This design course focuses on designing apps for mobile touchscreen devices including smartphones and tablets. This class will use knowledge acquired in Mobile Design 1 to conceptualize, design, and implement interactive design prototypes for mobile devices at an intermediate level. Projects will include designing, user testing, and creating mobile app design prototypes. NOTE: This course is not a mobile app development or programming course. For such courses, please see our Computer Science course offerings.
Proposed for Distance Ed	Yes
<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>	
Transfers to CSU	
<b>Program Applicability</b>	
Designation	Credit - Degree Applicable
<b>Pre/Corequisites &amp; Advisories</b>	
<b>Prerequisite</b> GR DES 61 and GR DES 75	
<b>Course Objectives</b>	
Upon satisfactory completion of the course, students will be able to:	

1. Create a concept and strategy for a mobile app.	
2. Complete process deliverables such as flow charts, wireframes and prototypes.	
3. Design effective touch-based interactions.	
4. Integrate design prototyping best practices.	
5. Apply effective visual design to the mobile environment.	
6. Demonstrate ability to create design prototypes using mobile app tools and/or technologies.	
7. Conduct and effectively analyze a user-testing session.	
8. Describe the basics of releasing a mobile app.	
<b>Arranged Hours Objectives</b>	
Upon satisfactory completion of the course, students will be able to:	
1. Identify and apply an understanding of how to conduct a basic user-testing session.	
<b>Course Content</b>	
10%	Concept and strategy
10%	Information Architecture: flow charts and wireframes
20%	Mobile design prototyping best practices
20%	Mobile design prototyping tools and technologies
10%	Conducting a user-testing session
10%	Analyzing a user-testing session
10%	Creating design iterations
5%	Releasing an app: understanding the process
5%	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	
Other Methods	The student will participate in online video tutorials and recommended resources related to user-testing.
<b>Methods of Presentation</b>	
Methods	Critique Group Work 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>• 60% - Projects</li> </ul>



	<p>Midterm 30% Final 30%</p> <ul style="list-style-type: none"> <li>• 100% - Total</li> </ul>
<b>Appropriate Textbooks</b>	
Textbooks	
1. Neil, Theresa. <i>Mobile Design Pattern Gallery: UI Patterns for Smartphone Apps</i> , 2nd Edition ed. O'Reilly Media, 2014, ISBN: 978-1449363635.	
2. Wroblewski, Luke. <i>Mobile First</i> , ed. A Book Apart, 2011, ISBN: 978-1-937557-02-7.	
<b>Assignments</b>	
Sample Assignment	
<p><b>Assignment 1:</b> Conduct a user-testing session for a mobile app.</p> <p>Based on best practices outlined in course, conduct and analyze a user-testing session.</p> <p><b>Assignment 2:</b> Create a design prototype.</p> <p>Based on user-testing observations and prototyping tool and technologies, create a successful design prototype of a mobile app.</p>	
<b>Student Learning Outcomes</b>	
1. Exhibit strong academic behaviors including regular attendance, timeliness, participation in class activities, and adherence to the College Honor Code.	
2. Conduct a user-testing session and utilize design iterations to create a successful design prototype for a mobile app.	
<b>Minimum Qualification</b>	
Minimum Qualifications:	Graphic Arts
<b>Distance Ed</b>	
<b>Distance Education Application</b>	
Delivery Methods	Online Hybrid (51% or more of course is held on-campus) Online/Web-based
<b>Distance Education Quality</b>	
Quality Assurance	<ul style="list-style-type: none"> <li>✓ Course objectives have not changed</li> <li>✓ Course content has not changed</li> <li>✓ Method of instruction meets the same standard of course quality</li> <li>✓ Outside assignments meet the same standard of course quality</li> <li>✓ Serves comparable number of students per section as a traditional course in the same department</li> <li>✓ Required texts meet the same standard of course quality</li> </ul>
Additional Considerations	<ul style="list-style-type: none"> <li>✓ Evaluation methods are in place to produce an annual report to the Board of Trustee on activity in offering this course or section following the guidelines to Title 5 Section 55317 (see attachment) and to review the impact of distance education on this program through the program review process specified in accreditation standard 2B.2.</li> <li>✓ Determination and judgments about the equality of the distance education course were made with the full involvement of the faculty as defined by Administrative Regulation 5420 and college curriculum approval procedures.</li> </ul>

	<ul style="list-style-type: none"> <li>✓ Adequate technology resources exist to support this course/section</li> <li>✓ Library resources are accessible to students</li> <li>✓ Specific expectations are set for students with respect to a minimum amount of time per week for student and homework assignments</li> <li>✓ Adequately fulfills “effective contact between faculty member and student” required by Title 5.</li> <li>✓ Will not affect existing or potential articulation with other colleges</li> <li>✓ Special needs (i.e., texts, materials, etc.) are reasonable</li> <li>✓ Complies with current access guidelines for students with disabilities</li> </ul>
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**Guidelines and Questions for Curriculum Approval of a Distance Education Course**  
**Student Interactions**

Student-Instructor Interaction	Weekly: Lectures and videos, Discussions, Quizzes, Critiques
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Exams	Weekly quizzes based on weekly lecture notes.	15%
Peer Feedback	Students critique classmates' work.	15%
Threaded Discussions	Threaded discussion for class discussion on weekly lecture topic, readings and critique.	20%

Describe how content will be organized and delivered in the interest of achieving course outcomes/objectives (e.g. what are the methods of instruction being used, technologies used, approximate time schedule, necessary instructional materials.)

The methods of instruction will be weekly lecture notes, exercises and assignments, quizzes, discussion, and critique. The lecture notes will be presented on the site along with a threaded discussion regarding the notes and readings, a weekly quiz and projects and assignments posted to students' class blog for review, critique, and grading.

Describe the technical qualifications an instructor would need and the support that might be necessary for this course to be delivered at a distance (e.g. the college's existing technology, CCCConfer certification, other specialized instructor training, support personnel, materials and resources, technical support, etc.)

Instructor needs to have skills in delivering content online - both written and visual content. Ability to create online environments using Canvas.

Describe any student support services one might want or need to integrate into the online

classroom for this course (e.g. links to counseling, financial aid, bookstore, library, etc.)
Students will have access to Canvas and smconline.org support services. Students will also have access to information regarding library resources and counseling.
Describe how the design of the course will ensure access for students with disabilities including compliance with the regulations of Section 508 of the Rehabilitation Act.
Online lectures are provided through Canvas and meet basic Web standards for accessibility. Any new videos created for this course can be captioned through the Media Services department. Written content and other online resources are provided for all video content.
Using one of the course objectives, describe an online lesson/activity that might be used in the course to facilitate student learning of that objective. Be sure the sample lesson/activity includes reference to the use of online teaching tools (such as drop box or threaded discussion, or multimedia such as Articulate, Flash, Jing, etc.).
Objective: Conduct and effectively analyze an user-testing session.  Online Lesson: The class notes, resources, and videos provide information and examples on best practices and tools used to effectively user-test. To facilitate a discussion about performing an user-testing session, a threaded discussion poses a question about best practices for user-testing. An assignment or project requires the student to create a script and to perform a user-testing session. The outcomes of this assignment or project are posted to the student's class blog for review and critique.
<b>Assessment Best Practices</b>
30%- <b>Assignments</b> - Completion of weekly assignments and assessment based on objectives for the assignment. 5%- <b>Participation</b> - Assessed by completion of student "introduction" in Discussion section and giving feedback on other students' work, completion of online orientation survey, creation of class blog to post work. 10%- <b>Quizzes</b> - Completion of weekly multiple choice quizzes based on lecture notes and readings. 20%- <b>Discussion</b> - Weekly questions regarding lecture, readings, or exercises, posted to discussion thread. Students must answer thoroughly, thoughtfully, and comment on other students' posts. 35%- <b>Final Project</b> - Students complete a final project. Assessment criteria based on the objectives for the project.

# Interaction Design **REVISED 10/27/16 v2**

## Bachelor of Science (BS)

(effective Not Specified, Not Specified)

The Interaction Design Bachelor of Science degree program blends the fields of design, user experience (UX), and technology. The proliferation of innovations such as e-commerce, mobile apps, smartphones, medical devices, wearable technology, connected appliances, and self-driving cars is creating strong demand for a new breed of designer who understands the user and employs a user-centered approach. The success of a new product or service in the competitive, fast-paced world of high technology hinges upon the quality of the user's first experience with the product. Interaction Designers ensure that products and services are appealing, effective and intuitive for their users by designing the behavior, organization, and aesthetics of the system to create successful end-to-end experiences. This is a four-year program with the lower division Graphic Design courses providing students with the skills necessary to enter the upper division courses in this exciting field.

### BACCALAUREATE DEGREE REQUIREMENTS:

- completion of at least 120 semester units including:
  - the Area of Emphasis with a grade of C or higher in each course
  - at least 50% of Area of Emphasis units at SMC
  - one of the following general education patterns: CSU GE or IGETC (see [www.smc.edu/articulation](http://www.smc.edu/articulation) or visit the Transfer/Counseling Center)
  - nine (9) semester units of upper division general education coursework
  - the SMC Global Citizenship graduation requirement
- overall GPA of 2.0 or higher

CATALOG RIGHTS: A student may satisfy the requirements of a Degree or Certificate that were 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 program, students will demonstrate knowledge of Interaction Design/User Experience Design history, practices, methodologies, tools, and project-based processes in designing for the user. Graduates will utilize human-centered design principles, user-testing outcomes, and ethnographic research insights, and will employ critical thinking, sketching, and iterative processes to define, develop, conceptualize, and solve problems. They will design and prototype correct affordances, interaction paradigms, and patterns for a range of platforms including web, mobile, and tangible systems. They will also collaborate effectively with customers and clients, and in team projects, brainstorming sessions, and in-class critiques. They will exhibit proficient visual, verbal, and written communication skills, particularly presentation skills necessary in the design industry.

## Area of Emphasis

**Lower Division Preparation for the IxD Major. (These courses (40 units), or equivalent, are required prior to enrollment in the IxD courses.)**

		Units
GR DES 31	Graphic Design Studio 1	2
GR DES 33	Typography Design 1	2
GR DES 35	Sketching For Graphic Design	2
GR DES 41	Graphic Design Studio 2	2
GR DES 43	Typography Design 2	2
GR DES 50	Graphic Design Portfolio and Professional Practices	2
GR DES 60	Design Research	2
GR DES 61	User Experience Design 1	3
GR DES 62	User Experience Design 2	3
GR DES 64	Digital Imaging For Design I	3
GR DES 65	Web Design 1	2
GR DES 66	Web Design 2	3
GR DES 67	Web Design 3	3
GR DES 71	Motion Graphics 1	3
GR DES 75	Mobile Design 1	3
GR DES 76	Mobile Design 2	3

<b>Required Lower Division Courses (25 units):</b>		<b>Units</b>
AHIS 3	Western Art History III	3
<b>or</b>		
AHIS (any AHIS course satisfies requirement; AHIS 3 highly recommended)		3
-----		
BUS 20	Principles Of Marketing	3
<b>or</b>		
BUS 63	Principles Of Entrepreneurship	3
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<b>COM ST 16 (if taken Fall 2016 or prior)</b>	<b>Fundamentals Of Small Group Discussion</b>	<b>3</b>
<b>or</b>		
<b>MEDIA 4 (added)</b>	<b>Introduction to Game Studies</b>	<b>3</b>
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CIS 54	Web Development And Scripting	3
ENGL 1	Reading and Composition 1	3
ENGL 2	Critical Analysis And Intermediate Composition	3
MATH 54	Elementary Statistics	4
PSYCH 1	General Psychology	3
 <b>Upper Division Major Requirements (28 units):</b>		 <b>Units</b>
IXD 310	Interaction Design Studio 1	3
IXD 330	Interaction Design Studio 2	3
IXD 350	Interactive Storytelling	3
IXD 360	Product Design	3
IXD 370	Design for Community Change	3
IXD 410	Project Management for Design	2
IXD 430	Interaction Design Studio 3	3
IXD 450	Interaction Design Portfolio	2
IXD 460	Tangible Interaction	3
IXD 470	Interaction Design Senior Studio	3
 <b>IXD Internship (select a minimum of 3 units from the courses below):</b>		 <b>Units</b>
IXD 491	Interaction Design Internship	1
IXD 492	Interaction Design Internship	2
IXD 493	Interaction Design Internship	3
 <b>Upper Division General Education (<del>6 units</del>) (9 units):</b>		 <b>Units</b>
<b>COM ST 310 (added)</b>	<b>Organizational and Small Group Communication</b>	<b>3</b>
ENGL 300	Advanced Writing and Critical Thinking in the Disciplines	3
PSYCH 320	Cognitive Psychology	3

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**Total Units for Area of Emphasis: **62 65****

PID 254



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### I. ARTICLE 5100: CURRICULUM

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ARTICLE 5100: CURRICULUM

AR 5110 CURRICULUM COMMITTEE STRUCTURE, FUNCTIONS, RESPONSIBILITIES, MEETINGS

Per Title 5 § 55002, the Academic Senate Joint Curriculum Committee shall be established by the mutual agreement of the Academic Senate and college and/or district administration..

#### 1. Committee Structure

A. The Curriculum Committee is a joint Academic Senate/administration committee in accordance with Board Policy 2210 and the Bylaws of the SMC Academic Senate to include five (5) administrators, seventeen (17) regular or contract faculty members, and two (2) students. Each member has one vote with the exception of the non-voting Library faculty member, and the committee chair, who votes only in the event of a tie vote.

(1) Five administrators, including those most directly concerned with curriculum are appointed by the Superintendent/President or designee. One of the administrators will be designated to serve as vice-chair to the Committee.

(2) Two students are selected according to the Bylaws of the SMC Associated Student Government.

(3) Seventeen regular or contract faculty members are selected to serve on the Committee as specified below:

a) Thirteen regular or contract faculty members are elected by the following department(s) to staggered three-year terms according to the guidelines of elections specified in Academic Senate Bylaws:

- (1) ESL, Modern Language and Culture
- (2) History, Social Science
- (3) ECE, Psychology
- (4) Art, Dance, Music, Theatre Arts
- (5) Design Technology, Communication and Media Studies
- (6) Counseling
- (7) English
- (8) Mathematics
- (9) Business/CSIS



- (10) Physical Science, Life Science, Earth Science (Seat 1)
  - (11) Physical Science, Life Science, Earth Science (Seat 2)
  - (12) Health Science, Kinesiology/PE
  - (13) Cosmetology, Photo/Fashion
- b) Two faculty members appointed by the Academic Senate President to one-year terms as specified below:
    - (1) One Articulation Officer if said position is a faculty position.
    - (2) One At-Large member or Two At-Large members if Articulation Officer is not a faculty position.
  - c) One faculty Librarian appointed by the Academic Senate President to a one-year term as a non-voting member of the committee.
  - d) One additional faculty member is appointed by the Academic Senate President to a one-year term as chair of the committee (and votes only in the event of a tie.) The committee chair represents the Senate in all committee deliberations.
  - e) If any seat cannot be filled with a member from the appropriate department(s), a faculty member from another department will be appointed by the Academic Senate President as an additional At-Large member.
- (4) Reconfiguration of the committee will be considered every three years (commencing Fall 2013) or anytime there is a reconfiguration of current departments.

## 2. Committee Functions

The functions of the Curriculum Committee, as detailed in the Academic Senate Constitution and Bylaws and in compliance with Title 5 (Section 51022a) and the Education Code Section 78016, include the following:

- A. to review and recommend to the Academic Senate action on existing and proposed curricula, courses, prerequisites, corequisites, advisories and programs;
- B. to encourage and recommend development of new curricula;
- C. to assist faculty in preparing curricular proposals to meet Title 5, other relevant regulations and district goals and objectives as stated in the college's mission;
- D. to disseminate curricular information and recommendations to the department chairs and the Academic Senate;
- E. to implement appropriate state-mandated regulations or policies that affect curriculum;
- F. to recommend to the Academic Senate additions, deletions, and modifications in general education patterns for degrees, the Intersegmental General Education Transfer Curriculum (IGETC), and the California State University (CSU) General Education Certification Requirements;
- G. to recommend to the Academic Senate proposals to implement curriculum transformation;
- H. to ensure that the Santa Monica College catalog contains only those courses offered on a regular basis;



- I. to request, consider, and respond to reports from various Academic Senate committees and college groups that have a direct bearing on matters of curriculum;
- J. to help ensure that the curriculum at Santa Monica College supports the college's mission, supports its goals, and meets the needs of its students;
- K. to approve alternative delivery methods;
- L. and to perform other duties assigned by the Academic Senate president with the advice and consent of the Senate.

### **3. What the Curriculum Committee Handles**

The following items come before the Curriculum Committee for review and approval:

- A. credit and noncredit courses;
- B. changes in courses, which may include but are not limited to:
  - (1) prerequisites, corequisites and skills advisories,
  - (2) catalog description,
  - (3) content,
  - (4) objectives
  - (5) student learning outcomes
  - (6) lecture/lab/arranged hours,
  - (7) number of units;
  - (8) alternative delivery methods (e.g. distance education);
- C. credit and noncredit programs (i.e., degrees, certificates of achievement, and department certificates);
- D. changes in programs, which may include but are not limited to:
  - (1) prerequisite requirements (including admission criteria to a particular program),
  - (2) catalog description
  - (3) program learning outcomes
  - (4) requirements (units, structure, electives)
- E. deletion of courses;
- F. courses to be included in or deleted from local general education, IGETC, , and CSU GE patterns;
- G. changes to or inclusion on the Disciplines List;
- H. repeatability of courses according to Title 5 standards;
- I. not-for-credit Community Services courses (review only; see AR 5150).

### **4. Committee Meetings**





- A. A quorum must be present to conduct official committee business. A quorum consists of eight voting faculty members and three administrators. Student attendance is not necessary to achieve a quorum.
- B. The committee usually meets the first, third, and (when necessary) the fifth Wednesday of each month during the fall and spring semesters in the afternoon.
  - (1) Meetings are open to all who wish to attend.
  - (2) If extraordinary circumstances require it, special meetings may be called by the chair during the winter and summer sessions.
- C. Agendas are prepared by the Curriculum Committee chair and/or vice-chair.
  - (1) Agendas are distributed to committee members and are posted electronically and in the Academic Senate office (visible from the outside) at least seventy-two hours prior to each scheduled meeting.
  - (2) Included with the agenda sent to members of the Committee are the minutes of the previous meeting, the information for any courses and/or programs to be considered at the meeting, and any documents that will be discussed.

## **5. Curriculum Committee Members: Responsibilities and Participation Guidelines**

### **A. Responsibilities**

- 1. Preparation for the meetings by reading beforehand all materials distributed with the agenda.
- B. Attendance at all meetings. In case of time conflict or illness, the member should notify the Curriculum Committee chair, vice chair, and/or the individual who serves as committee secretary.
- C. Familiarization with the documents most often referred to in committee work, especially:
  - (1) the SMC catalog and the SMC Vision and Mission Statement
  - (2) relevant Title 5 and Education Code regulations,
  - (3) general educational patterns for SMC, IGETC, and CSU,,
  - (4) the Disciplines List,
  - (5) all relevant Board of Trustees policies and Administrative Regulations.
- D. Careful review of submitted Course Outlines of Record to determine (a) if they meet the criteria for any prerequisites, corequisites or advisories and (b) if they detail sufficiently the rationale for the course, the course materials, and the methods of presentation and evaluation.
- E. Report regularly to the constituency from which the member was elected.

### **2. Participation Guidelines**



To assure positive, open, and effective discussions both between the committee and a proposer and within the committee itself, the Curriculum Committee member should:

- A. keep an open mind; listen to and carefully consider a proposer's or a committee member's responses;
- B. ask positive questions that elicit clarification and discussion; ask follow-up questions when appropriate.

## **6. Curriculum ~~Committee~~ Approval Process**

A. Faculty originate and submit a proposal for new courses or programs or for changes to existing courses or programs via SMC's curriculum management system. The specific steps involved in the various approval processes are found on the Curriculum Committee website.

B. The proposal is reviewed for approval and applicable feedback is given to the originator by the:

- (1) Department Chair of the sponsoring department and, if applicable, the Department Chairs of other impacted departments;
- (2) Departmental Curriculum Representative;
- (3) Curriculum Chair, Vice Chair, and Articulation Officer;
- (4) 508 Compliance Officer (if the proposal involves DE delivery);
- (5) Institutional Effectiveness Chair;
- (6) Librarian member of the Curriculum Committee; and
- (7) Departmental Faculty

C. Departmental faculty must vote in support of the proposal in order for the approval process to continue. Votes are required and recorded for the following:

- (1) New courses or programs or substantial changes to existing courses or programs;
- (2) New prerequisites, corequisites, and/or advisories or changes to existing prerequisites, corequisites, and/or advisories (if applicable);
- (3) Distance Education delivery (if applicable);
- (4) Global Citizenship (if applicable)

~~B. The Curriculum Committee chair and/or vice chair determines that the proposal is complete and edits it for compliance with relevant regulations before putting it on the agenda. If necessary, the item should be returned to the department for substantive changes.~~

D. The Curriculum Chair and/or Vice Chair, determine that a proposal is complete and in compliance with relevant regulations before placing the proposal on the Curriculum Committee agenda.

~~C. All department chairs receive notification of electronic access to the agenda at least 72 hours in advance of a scheduled meeting.~~

~~The proposer(s) and the department chair or designee should attend the meeting at which the proposal is presented. Although the proposal should be complete and self-explanatory, the proposer should be prepared to give a brief overview of the proposal and answer any questions about the proposed course or program in detail, including the need for such a course or program change and/or addition, materials used, objectives, and methods of instruction and evaluation. (move to website)~~



~~Any relevant texts and supporting information may be presented to the committee to augment the details contained in the proposal. [\(move to website\)](#)~~

E. All department chairs receive notification of electronic access to the agenda at least 72 hours in advance of a scheduled meeting. If the proposal is an Action Item on the agenda, the originator(s) and the department chair or designee should attend the meeting at which the proposal is presented.

~~D. After the presentation of the proposal, the Curriculum Committee discusses the proposal and votes to either (1) recommend approval to the Academic Senate, (2) recommend approval contingent upon completion of specific requested changes by a designated deadline, (3) return the proposal to the department with recommendations for further development or revision, (4) return it to the department with notification that the proposal has not been approved. If changes are requested and/or the proposal is returned to the department, the Curriculum Committee chair will notify the department chair within two days of the Committee's decision.~~

F. After the presentation of the proposal, the Curriculum Committee discusses the proposal and votes to either (1) recommend approval to the Academic Senate, (2) recommend approval contingent upon completion of specific requested changes by a designated deadline, (3) return the proposal to the department with recommendations for further development or revision, (4) return it to the department with notification that the proposal has not been approved. If changes are requested and/or the proposal is returned to the department, the Curriculum Chair will notify the department chair within two days of the Committee's decision.

(1) Committee votes are required and recorded for the following:

- i. New courses or programs or substantial changes to existing courses or programs;
- ii. Prerequisites, corequisites, and/or advisories (if applicable).
- iii. Distance Education delivery (if applicable);
- iv. Global Citizenship (if applicable)

~~If the course is returned to the department without approval, the proposer(s) may request a meeting with the committee chair to discuss the reason(s) for non-approval. The proposal may be resubmitted to the Curriculum Committee.~~

(2) If the course is returned to the department without approval, the proposer(s) may request a meeting with the Curriculum Chair to discuss the reason(s) for non-approval. The proposal may be resubmitted to the Curriculum Committee.

~~E. The Curriculum Committee chair recommends acceptance of any proposal the committee has approved to the Academic Senate. REWRITTEN~~

G. Any proposal approved by the Curriculum Committee is recommended by the Curriculum Chair for approval by the Academic Senate.

~~F.~~H. Proposals approved by the Academic Senate are presented to the Board of Trustees for inclusion in the Santa Monica College curriculum pending Chancellor's Office approval (if required).

CLEAN VERSION OF 6. CURRICULUM APPROVAL PROCESS BELOW:



## **6. Curriculum Approval Process**

- A. Faculty originate and submit a proposal for new courses or programs or for changes to existing courses or programs via SMC's curriculum management system. The specific steps involved in the various approval processes are found on the Curriculum Committee website.
- B. The proposal is reviewed for approval and applicable feedback is given to the originator by the:
- (1) Department Chair of the sponsoring department and, if applicable, the Department Chairs of other impacted departments;
  - (2) Departmental Curriculum Representative;
  - (3) Curriculum Chair, Vice Chair, and Articulation Officer;
  - (4) 508 Compliance Officer (if the proposal involves DE delivery);
  - (5) Institutional Effectiveness Chair;
  - (6) Librarian member of the Curriculum Committee; and
  - (7) Departmental Faculty
- C. Departmental faculty must vote in support of the proposal in order for the approval process to continue. Votes are required and recorded for the following:
- (1) New courses or programs or substantial changes to existing courses or programs;
  - (2) New prerequisites, corequisites, and/or advisories or changes to existing prerequisites, corequisites, and/or advisories (if applicable).
  - (3) Distance Education delivery (if applicable);
  - (4) Global Citizenship (if applicable)
- D. The Curriculum Chair and/or Vice Chair, determine that a proposal is complete and in compliance with relevant regulations before placing the proposal on the Curriculum Committee agenda.
- E. (move to website) (move to website) All department chairs receive notification of electronic access to the agenda at least 72 hours in advance of a scheduled meeting. If the proposal is an Action Item on the agenda, the originator(s) and the department chair or designee should attend the meeting at which the proposal is presented.
- F. After the presentation of the proposal, the Curriculum Committee discusses the proposal and votes to either (1) recommend approval to the Academic Senate, (2) recommend approval contingent upon completion of specific requested changes by a designated deadline, (3) return the proposal to the department with recommendations for further development or revision, (4) return it to the department with notification that the proposal has not been approved. If changes are requested and/or the proposal is returned to the department, the Curriculum Chair will notify the department chair within two days of the Committee's decision.
- (1) Committee votes are required and recorded for the following:
    - i. New courses or programs or substantial changes to existing courses or programs;
    - ii. Prerequisites, corequisites, and/or advisories (if applicable).
    - iii. Distance Education delivery (if applicable);
    - iv. Global Citizenship (if applicable)
  - (2) If the course is returned to the department without approval, the proposer(s) may request a meeting with the Curriculum Chair to discuss the reason(s) for non-approval. The proposal may be resubmitted to the Curriculum Committee.



- G. Any proposal approved by the Curriculum Committee is recommended by the Curriculum Chair for approval by the Academic Senate.
- H. Proposals approved by the Academic Senate are presented to the Board of Trustees for inclusion in the Santa Monica College curriculum pending Chancellor's Office approval (if required).