



1900 Pico Boulevard Santa Monica, CA 90405
310.434.4611

Curriculum Committee Agenda

Wednesday, September 15, 2021, 3:00 p.m.
Zoom Meeting:

Join from PC, Mac, Linux, iOS or Android: <https://cccconfer.zoom.us/j/93520754825>

Or iPhone one-tap (US Toll): +16699006833,93520754825# or +13462487799,93520754825#

Or Telephone:

Dial:

- +1 669 900 6833 (US Toll)
- +1 346 248 7799 (US Toll)
- +1 253 215 8782 (US Toll)
- +1 312 626 6799 (US Toll)
- +1 646 876 9923 (US Toll)
- +1 301 715 8592 (US Toll)

Meeting ID: 935 2075 4825

International numbers available: <https://cccconfer.zoom.us/u/at7P4XBs>

Or Skype for Business (Lync):

[SIP:93520754825@lync.zoom.us](https://cccconfer.zoom.us/j/93520754825)

Members:

Sheila Cordova, <i>Chair</i>	Walker Griffy	Jacqueline Monge	Briana Simmons
Jason Beardsley, <i>Vice Chair</i>	Hafedh Herichi	Maria Muñoz	Lydia Strong
Bren Antrim	Alex Ibaraki	Estela Narrie	Esau Tovar
Fariba Bolandhemat	Sharlene Joachim	Patricia Ramos	Audra Wells
Susan Caggiano	Bradley Lane	Brandon Reilly	A.S. Representative
Lisa Collins	Emin Menachekanian	Redelia Shaw	A.S. Representative

Interested Parties:

Joelle Adams	Rachel Demski	Tracie Hunter	Estela Ruezga
Stephanie Amerian	Nathaniel Donahue	Maral Hyeler	Scott Silverman
Maria Bonin	Joshua Elizondo (A.S.)	Laura Manson	Tammara Whitaker
Dione Carter	Kiersten Elliott	Stacy Neal	

Ex-Officio Members:

Jamar London

(Information items are listed numerically; action items are listed alphabetically)

- I. Call to Order and Approval of Agenda
- II. Public Comments *(Two minutes is allotted to any member of the public who wishes to address the Committee.)*
- III. Announcements
- IV. Approval of Minutes3
- V. Chair’s Report

VI. Information Items

1. Redesign of the Student Experience

VII. Action Items

(Courses: New)

a. DESIGN 21, Design Methods (Advisory: DESIGN 11)	6
b. DESIGN 31, Interactive Advertising (Advisory: DESIGN 11)	11
c. DESIGN 32, Communication Design (Advisory: DESIGN 11).....	17
d. DESIGN 41, Industry Project (Advisory: DESIGN 11)	22
e. DESIGN 42, Information Design (Advisory: DESIGN 11)	28

(Courses: Substantial Changes)

f. DESIGN 11, Design Foundations (formerly GR DES 31)	33
g. DESIGN 12, Typography 1 (formerly GR DES 33)	37
h. DESIGN 13, Digital Design Tools (formerly GR DES 18, 38, 54, 64).....	41
i. DESIGN 22, Typography 2 (formerly GR DES 43, 34, 44) (Advisory: DESIGN 12)	45
j. DESIGN 23, User Experience Design 1 (formerly GR DES 61, 60).....	50
k. DESIGN 33, User Experience Design 2 (formerly GR DES 62) (Advisory: DESIGN 23).....	54
l. DESIGN 43, Design Portfolio (formerly GR DES 50) (Advisory: DESIGN 11).....	60

(Courses: Distance Education)

m. DESIGN 11, Design Foundations	34
n. DESIGN 12, Typography 1	38
o. DESIGN 13, Digital Design Tools	43
p. DESIGN 21, Design Methods	8
q. DESIGN 22, Typography 2	46
r. DESIGN 23, User Experience Design 1	52
s. DESIGN 31, Interactive Advertising	13
t. DESIGN 32, Communication Design	19
u. DESIGN 33, User Experience Design 2	56
v. DESIGN 41, Industry Project	24
w. DESIGN 42, Information Design	30
x. DESIGN 43, Design Portfolio	61

(Programs: Revisions)

- y. Changes to degrees and certificates as a result of courses considered on this agenda

VIII. New Business

IX. Old Business

- Goals and Objectives

X. Adjournment

Please notify Sheila Cordova or Jason Beardsley by email if you are unable to attend this meeting.



1900 Pico Boulevard Santa Monica, CA 90405
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Curriculum Committee Minutes

Wednesday, September 1, 2021, 3:00 p.m.

Zoom Meeting

Members Present:

Sheila Cordova, <i>Chair</i>	Hafedh Herichi	Maria Muñoz	Redelia Shaw
Jason Beardsley, <i>Vice Chair</i>	Walker Griffy	Jacqueline Monge	Briana Simmons
Bren Antrim	Alex Ibaraki	Estela Narrie	Lydia Strong
Fariba Bolandhemat	Sharlene Joachim	Patricia Ramos	Esau Tovar
Susan Caggiano	Bradley Lane	Brandon Reilly	Audra Wells
Lisa Collins	Emin Menachekanian		

Members Absent:

A.S. Representative A.S. Representative

Others Present:

Guido Davis Del Piccolo Rachel Demski

(Information items are listed numerically; action items are listed alphabetically)

I. Call to Order and Approval of Agenda

The meeting was called to order at 3:04 pm. Motion to approve the agenda with no revisions.

Motion made by: Jason Beardsley; **Seconded by:** Lisa Collins

The motion passed unanimously. *(Maria Muñoz and Lydia Strong not present for vote)*

II. Public Comments

None

III. Announcements

None

IV. Approval of Minutes

Motion to approve the minutes of June 2 with no revisions.

Motion made by: Susan Caggiano; **Seconded by:** Jason Beardsley

The motion passed with 15 aye votes and 3 abstentions (Fariba Bolandhemat, Walker Griffy, Redelia Shaw) *(Maria Muñoz and Lydia Strong not present for vote)*

V. Chair’s Report

Everyone at the meeting introduced themselves.

VI. Information Items

1. Updates
 - Distance Education
 - CSUGE Area F
 - UC Approvals
2. Training

3. Redesign of the Student Experience

VII. New Business

- Goals and Objectives

VIII. Old Business

None

IX. Adjournment

The meeting was adjourned at 4:55 pm.

Current #	Current Title	New #	New Title	
GR DES 31	Graphic Design Studio 1	DESIGN 11	Design Foundations	SEMESTER 1
GR DES 33	Typography Design 1	DESIGN 12	Typography Design 1	
GR DES 18	Intro to Graphic Design Apps	DESIGN 13	Digital Design Tools	
<i>GR DES 38</i>	<i>Digital Illustration 1</i>		<i>ELIMINATE (covered with D13)</i>	
<i>GR DES 54</i>	<i>Digital Illustration II</i>		<i>ELIMINATE (covered with D13)</i>	
<i>GR DES 64</i>	<i>Digital Imaging for Design</i>		<i>ELIMINATE (covered with D13)</i>	
NEW		DESIGN 21	Design Methodologies	SEMESTER 2
<i>GR DES 35</i>	<i>Sketching for Graphic Design</i>		<i>ELIMINATE (covered with D21)</i>	
GR DES 43	Typography Design 2	DESIGN 22	Typography Design 2	
<i>GR DES 34</i>	<i>Publication and Page Design</i>		<i>ELIMINATE (covered with D22)</i>	
<i>GR DES 44</i>	<i>Publication and Page Design 2</i>		<i>ELIMINATE (covered with D22)</i>	
GR DES 61	User Experience Design 1	DESIGN 23	User Experience Design 1	
<i>GR DES 60</i>	<i>Design Research</i>		<i>ELIMINATE (covered with D23)</i>	
NEW		DESIGN 31	Interactive Advertising	SEMESTER 3
<i>GR DES 51</i>	<i>Graphic Design Studio III</i>		<i>ELIMINATE (covered with D31)</i>	
NEW		DESIGN 32	Communication Design	
<i>GR DES 41</i>	<i>Graphic Design Studio II</i>		<i>ELIMINATE (covered with D32)</i>	
GR DES62	User Experience Design 2	DESIGN 33	User Experience Design 2	
NEW		DESIGN 41	Industry Project	SEMESTER 4
NEW		DESIGN 42	Information Design	
GR DES 50	Graphic Design Portfolio and Professional Practices	DESIGN 43	Design Portfolio	

New Course: DESIGN 21, Design Methods

Units:	3.00
Total Instructional Hours (usually 18 per unit):	90.00
Hours per week (full semester equivalent) in Lecture:	2.00
In-Class Lab:	1.00
Arranged:	2.00
Outside-of-Class Hours:	72.00
Date Submitted:	November 2020
Transferability:	Transfers to CSU
Degree Applicability:	Credit - Degree Applicable
Skills Advisory(s):	DESIGN 11
Proposed Start:	Fall 2022
TOP/SAM Code:	103000 - Graphic Art and Design / C - Clearly Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualification:	Graphic Arts
Program Impact:	Proposed for inclusion in an existing degree or certificate <ul style="list-style-type: none"> • Graphic Design AS/Certificate of Achievement

Rationale

The course is proposed based on the feedback from the advisory board and the demands from the industry partners to see students exhibit skills and competencies in foundational design methods and techniques.

I. Catalog Description

This course supplies students with a toolbox of techniques to build visual problem-solving and communication skills. Students will explore different methodologies used to kick-start the creative process: how to formulate design problems, establish constraints, ideate, and prototype solutions. A variety of different techniques are explored that designers use to conceptualize and visualize their ideas and present them in different mediums. Concepts covered include sketching, brainstorming, visual research, Interviewing, field research, moodboards, brand books, co-designing, mind mapping, and concept presentations.

II. Examples of Appropriate Text or Other Required Reading:

(include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. Powered by Design: An Introduction to Problem Solving with Graphic Design, Renee Stevens, Rocky Nook © 2020, ISBN: 978-1681985985
2. The Design Studio Method: Creative Problem Solving with UX Sketching, Sullivan, Brian K , Focal Press © 2015, ISBN: 978-1138022560

III. Course Objectives

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

1. Demonstrate the working knowledge of common design methods and processes
2. Demonstrate the ability to formulate a design problem.
3. Demonstrate an understanding of and apply core strategies for design ideation and conceptualization.
4. Demonstrate an understanding of and apply the principles and the methods of iterative design
5. Demonstrate the working knowledge of prototyping principles and goals in the context of the design process.
6. Demonstrate the ability to visualize and communicate their ideas.
7. Demonstrate an understanding of the limits and opportunities presented by different mediums of expression.
8. Analyze and discuss their own work - its concept, purpose, and methods involved - as well as that of others.

IIIb. Arranged Hours Objectives:

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

1. Select and use appropriate software tools for the design methods covered in the class

IV. Methods of Presentation:

Lecture and Discussion, Critique, Projects, Group Work

IVb. Arranged Hours Instructional Activities:

Observation and Demonstration, Projects

V. Course Content

<u>% of Course</u>	<u>Topic</u>
20.000%	Overview of Design Methodologies: The importance of practicing and implementing a design process that helps designers approach design problems, ideate, and prototype.
25.000%	Defining Problems: - How to brainstorm - Making a Mind Map - Interviewing - Field research - Conducting visual research - Mood boards - Refining a Creative Brief
25.000%	Ideation methods: - Sketching - Visual Diaries - Co-Design - Storyboarding
30.000%	Prototyping methods: - Design Sprints - Brand Language - Mock-Ups - Rapid Prototyping Techniques - Physical thinking - Concept Presentations
100.000%	Total

Vb. Lab Content

<u>% of Course</u>	<u>Topic</u>
50.00%	Critiques
50.00%	Team projects
100.00%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
30%	Final Project
30%	Projects
20%	Homework
20%	Class Participation: Participation in discussions, providing well-formulated constructive critique to peers, presenting homework in class to articulate design decisions.
100%	Total

VII. Sample Assignments:

Moodboard: The designer chooses their favorite city to create two variations of mood boards. Using a selection of colors, shapes, textures, photographs, words and photos designers will set a mood inviting the viewer to imagine the context of a lifestyle or human narrative.

Content presentation: Create a screen-based format of a concise, direct and consistent presentation to develop and explain concepts. Included is the project title, overview, challenge, concept, examples of prototypes, benefits and drawbacks. Create a presentation that would solicit the maximum amount of feedback.

VIII. Student Learning Outcomes:

1. Exhibit strong academic behaviors including regular attendance, timeliness, participation in class activities, and adherence to the College Honor Code.

2. Demonstrate an understanding of how different methodologies fit into the design process and affect the outcomes.
3. Demonstrate the ability to apply design methodologies to a variety of projects.
4. Successfully communicate concepts visually and verbally to peers and non-specialists.

DESIGN 21 Distance Education Application

- Online/Classroom Hybrid
- Fully Online

1a. Instructor - Student Interaction:

The course will begin with a detailed welcome letter which includes pertinent details regarding the course and how the instructor will be in contact with the students. Each week the instructor will post announcements, reminders, or notes regarding assignments. Additionally, content pages will begin each module and will include key information and suggestions for how to approach content. Regular discussion boards will be posted and the instructor will provide comments, input, and feedback just as in a traditional classroom setting. Additionally, constructive feedback will be provided on the homework in a time-frame adequate for students to adjust for the next assignment. The instructor will promptly respond to communication from students via email, the "General Questions" discussion board, and any other communication media used.

1b. Student - Student Interaction:

Students will engage in weekly discussion board groups where they will be required to reply to at least two students in the class. In the first module, for example, students are asked to introduce themselves and reply to at least two other students in class. From the beginning, a sense of belonging and community is established in the online classroom. Throughout the course of the semester, students can help each other out by posting replies and engage in a discussion in the "General Questions" discussion board. Students will post and discuss projects and research in the discussion boards. Presentations will be recorded and posted on the discussion boards with feedback from students and the instructor for developmental feedback and final presentation feedback. The presentations will be within a specific time limit and are given parameters for what should be seen in the video. The instructor will use the online course system to record and transcribe for posting. Students will be required to give qualitative responses to a minimum of 4 other students (when a student already has 4 responses the student will look for another project to comment on, so every student gets feedback). This is for the presentation and collaborative portion of class.

1c. Student - Content Interaction:

The classroom is organized into weekly course modules. Each weekly module consists of: learning objectives for each module, lectures (handouts or transcribed recordings), weekly discussion boards which reinforce the weekly concepts, and a reminder on what is due or what progress should be made during the week on the student work or projects.

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Discussion Boards	This is a critical component and will comprise discussions on topics and student projects. Discussion boards will be where projects are posted for feedback, a board for general questions for class communication, and instructor feedback.	30.00%
Online Lecture	Lecture Topics will be done in either (or both) written files which are compliant for accessibility or video presentations which are captioned or a combination of both.	30.00%
Videos	Demonstrations of specific modeling of sketching or other skills for class. Videos shall be captioned.	30.00%
Project Presentation	Students are required to present all projects for grading. This will be done with video presentations which are provided to the class for review, questions, and feedbacks. Students will be required to provide qualitative feedback or questions and the presenter is required to respond as part of the presentation grade.	10.00%

2. Organization of Content:

The instructor will lecture, demonstrate and give inspirational images or videos for students to use for project development. Rubrics are used to clarify instructor requirements for assignments. The online course system is sufficient

in providing for these. Content is organized according to major content headings in the syllabus. Each module clearly states what the objectives are, and the assignments are consistent with the topic for that week.

3. Assessments:

% of grade	Activity	Assessment Method
15.00%	Presentations	Using a rubric to establish project parameters, students present projects by the due date. Instructor and class feedback is done within a week. Students' grades shall be posted within a week of presentations.
10.00%	Discussion Boards	Weekly discussions will be posted. Students are required to post and reply to a specified number of student posts. Posts are due by one date and responses are due a few days later. Instructors are to grade and post this category each week.
15.00%	Class exercises	Students will work together or individually on small skill building exercises such as sketching, prototyping or research. These exercises directly relate to the class topics and projects. Images and write ups of the work are submitted by each student. Instructor shall review and grade the submissions within a week.
60.00%	Projects	Students shall submit final portfolio pages for each project. The submission is digital and ready for inclusion in a digital portfolio at the end of class.

4. Instructor's Technical Qualifications:

The instructor should receive training or be familiar with the college's learning management system. This includes all the required technology for online delivery such as building the course and communication tools such as discussion boards. They should also be aware of the technical support available for faculty and the knowledge to ensure the material and course content is accessible.

5. Student Support Services:

Links to the following should be provided: online tutoring, tutorials for online classes, and technical support.

6. Accessibility Requirements:

All content will be reviewed to ensure compliance is met. Videos shall be close captioned, files and slideshows shall be reviewed for accessibility through the software and through a compliance review.

7. Representative Online Lesson or Activity:

Course Objective:

Utilize rapid visualization skills to illustrate concepts and ideas.

Sample Assignment:

Attend a lecture and create a graphic representation of the lecture.

Students will attend a lecture, listen carefully to the presented ideas and main points, consider their meanings and, using pen and paper or working digitally, create a visual or graphic map of the lecture

Online Process:

Students will read or listen to lectures, reading assignments and demonstrations that are posted in the online course—the handouts shall be accessible, and the videos shall have transcripts. Students will use their computer and mobile phones to complete the homework and the class projects utilizing the techniques demonstrated and discussed in lectures. Pin ups or discussions with the instructor and other students will be done periodically to assure understanding and mastery of the skill. This is accomplished through discussion boards or conferencing tools. In addition, the final project is to be documented by uploading it to a video streaming service and submitting to the online course. Instructors will give feedback within a week and grades will be posted shortly thereafter.

Advisory Checklist and Worksheet: DESIGN 21

Proposed Advisory: DESIGN 11

SECTION 1 - CONTENT REVIEW:

Criterion	N/A	Yes	No
1. Faculty with appropriate expertise have been involved in the determination of the advisory.		X	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.		X	
3. Selection of this advisory is based on tests, the type and number of examinations, and grading criteria.		X	
4. Selection of this advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.		X	
5. The body of knowledge and/or skills which are recommended for success before enrollment have been specified in writing (see below).		X	
6. The course materials presented in this advisory have been reviewed and determined to teach knowledge or skills recommended for success in the course requiring this advisory.		X	
7. The body of knowledge and/or skills recommended for success in this course have been matched with the knowledge and skills developed by the advisory course.		X	
8. The body of knowledge and/or skills taught in the advisor are not an instructional unit of this course.		X	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.		X	

ENTRANCE SKILLS RECOMMENDED FOR SUCCESS IN: DESIGN 21

(It is recommended that the student to be able to do or understand the following BEFORE entering the course)

A)	Understand the process of visual communications design, consider relevant historic and aesthetic topics, and develop basic graphic design studio skills and techniques.
B)	Identify graphic identity types: geometric, pictorial, typographic.
C)	Successfully demonstrate an understanding of the nuances of typography from a semantic and visual perspective.
D)	Implement a visual communication design process from thumbnails to comprehensives.

EXIT SKILLS (objectives) FROM: DESIGN 11

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

1.	Understand the process of visual communications design, consider relevant historic and aesthetic topics, and develop basic graphic design studio skills and techniques.
2.	Identify graphic identity types: geometric, pictorial, typographic.
3.	Successfully demonstrate an understanding of the nuances of typography from a semantic and visual perspective.
4.	Implement a visual communication design process from thumbnails to comprehensives.

		ENTRANCE SKILLS FOR: DESIGN 21							
		A	B	C	D	E	F	G	H
EXIT SKILLS From: DESIGN 11	1	X							
	2		X						
	3			X					
	4				X				
	5								
	6								
	7								
	8								

New Course: DESIGN 31, Interactive Advertising

Units:	3.00
Total Instructional Hours (usually 18 per unit):	90.00
Hours per week (full semester equivalent) in Lecture:	2.00
In-Class Lab:	2.00
Arranged:	1.00
Outside-of-Class Hours:	72.00
Date Submitted:	October 2020
Transferability:	Transfers to CSU
Degree Applicability:	Credit - Degree Applicable
Skills Advisory(s):	DESIGN 11 Advisory for students seeking AS in Graphic Design degree
Proposed Start:	Fall 2022
TOP/SAM Code:	103000 - Graphic Art and Design / C - Clearly Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualification:	Graphic Arts
Program Impact:	Proposed for inclusion in an existing degree or certificate <ul style="list-style-type: none"> • Graphic Design AS/Certificate of Achievement

Rationale

Course advised by the Graphic Design advisory board and reflects the needs of industry.

I. Catalog Description

In this project-based course, students will apply graphic design skills to interactive advertising and social media platforms. Using appropriate tools, frameworks, and technologies, students will create interactive campaigns to promote, engage, and drive user behaviors as well as identify and apply various methods for measuring a project's success. Students will use a hands-on approach to campaign creation through social media advertising, marketing strategies, and performance indicators to tell the story of a business or user—and the goals they want to achieve.

II. Examples of Appropriate Text or Other Required Reading:

(include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. Join or Die: Digital Advertising in the Age of Automation, Patrick Gilbert, Mill City Press, Inc. © 2020, ISBN: ISBN-13 : 978-1632217684

III. Course Objectives

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

1. Collaborate with stakeholders to identify needs and outcomes.
2. Research and assess various design tools, methodologies and practices.
3. Conduct project-specific secondary research, which may include a visit to SMC main library, competitive analysis, and heuristic evaluations
4. Effectively conduct field research using a variety of design research methodologies such as stakeholder interviews and customer interviews.
5. Identify, evaluate, and prototype design concepts and alternatives.
6. Employ qualitative and quantitative methodologies to measure the success for each iteration of the project.
7. Integrate storytelling methods within various stages of the design process, from concept development to the communication of design solutions.
8. Design end-to-end user experiences, using such tactics as storyboarding, scenario development, customer journeys, and/or interaction flows.
9. Conduct user-centered testing sessions to further project iterations.
10. Recognize and identify challenges around implementation to deliver comprehensive handover documentation and/or prototypes with clear implementation plans.
11. Demonstrate competency with deadline driven projects in a team setting.

12. Solve project management issues, such as teamwork, project scheduling, individual and group time management.
13. Communicate a clear understand and passion for the work using stakeholder language during presentations.

IIIb. Arranged Hours Objectives:

Upon completion of this course, the student 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

IV. Methods of Presentation:

Lecture and Discussion, Critique, Projects, Group Work

IVb. Arranged Hours Instructional Activities:

Other, Field Experience, Lecture and Discussion, Observation and Demonstration, Projects, Experiments, Online instructor-provided resources

Other Methods: Students will read and listen to lectures/demonstrations. Handouts shall be accessible and the videos shall have transcripts. Students will complete assignment from their computers using techniques in these lectures/demonstrations. Feedback from the instructor and other students will be done periodically to assure understanding and mastery of the skill. This will be done through discussion boards, written/audio/video feedback on assignments from the professor, peer review, and conferencing tools. In addition, final projects will be documented. Instructors will aim to provide feedback within a week and grades will be posted shortly thereafter.

V. Course Content

<u>% of Course</u>	<u>Topic</u>
25.000%	Foundations of Intearctive Advertising What Interactive Advertising Research Tools and Methodologies Objective First Framework // SMART OBJECTIVES Conversion Funnels + Customer Journeys Personas and Empathy Maps Channels (Paid, Owned, Earned, Organic Search) Adwords Campaign Structures Creating Your First Campaign with Adwords Bidding Strategy Analysis and Optimization Paid Social vs. Paid Search Facebook Ads UTM Codes SEO What is SEO Keywords Keyword Planner Competitor Analysis On-Page vs. Off-Page SEO Search Objectives
25.000%	Creating Interactive Content + Strategy Social Media Channels and Best Practices Influencer Outreach TALKING model Email & Engagement Email in the customer journey Types: Triggered, Promotional, Life Cycle Email Best Practices Email Metrics Managing Email Lists Platforms Landing Pages Role of UX Homepage vs. Landingpage Creating User Flows Retention and Referrals Retrageting Lists Referrals Win-Back Programs and Metrics
25.000%	Measuring Results What are KPIs Budget & Planning Creating a Budgets to View Results Definitions Data Visualization A/B Testing (developoing a hypothesis aboutwhat to test) Offer Phrasing Layout Image Data-Centered Analtics Set-up Navigation Customer Analysis Market Analysis Channel Analysis Attribution Analysis Product Analysis Website Analysis
25.000%	Presentation and Delivery Elevator Pitches and Business Canvas Storytelling Frameworks Story Spine PUMA SCQA
100.000%	Total

Vb. Lab Content

<u>% of Course</u>	<u>Topic</u>
50.00%	Critiques
50.00%	Team Projects
100.00%	Total

VI. Methods of Evaluation

% of Course	Topic
10%	Class Work: This is weekly class work.
30%	Class Work
30%	Projects
30%	Final Project
100%	Total

VII. Sample Assignments:

Project #1: Create a Social Media Campaign with and for Santa Monica College (Recommended Group Project): Part One: Students will investigate ways to tell stories by exploring various media like photography, text, video etc. or a combination. This is an opportunity for students to experiment with various formats, with a focus on storytelling to “sell” ideas. Final work in this section will include a constructing an “image” based narrative on a Social Media platform and create a hashtag unique to your story. Part Two: Using the unique #hashtag from the story created, students will start to encourage and promote its use on a social media platform. Students will select a number of users of the hashtag and create a giveaway as a way to promote spread the story. Part Three: In this last phase of the project, we will create experiences for the audience that encourage a two-way communication. The prototyping for this experience will place emphasis on research, digital tools and a creative use of technology to implement the idea.

Project #2: Create a Self-Promotion Campaign (Recommended Individual Project): Identify a personal side project that you want to promote externally. This could be your own business, a side-hustle that you’ve always wanted to try to implement (or are already doing), a passion project, or something else. Each project should include the following: Clear value proposition including elevator pitch Identifiable customer base Customer personas including pain points. Customer journey Marketing Objective Define 1 KPI (You may have other KPIs, but should have 1 PRIMARY) Create 2-3 advertising tactics Execute, try out, measure, and optimize at least one tactic.

VIII. Student Learning Outcomes:

1. Students will exhibit strong academic behaviors including regular attendance, timeliness, participation in class activities and adherence to the College Honor Code.
2. Successfully conceptualize, research, analyze, design, prototype, and iterate a design solution from beginning to end.

DESIGN 31 Distance Education Application

- Online/Classroom Hybrid
- Fully Online

1a. Instructor - Student Interaction:

The course will begin with a detailed welcome letter which includes pertinent details regarding the course and how the instructor will be in contact with the students. Each week the instructor will post announcements, reminders, or notes regarding assignments. Additionally, content pages will begin each module and will include key information and suggestions for how to approach content. Regular discussion boards will be posted and the instructor will provide comments, input, and feedback just as in a traditional classroom setting. Additionally, constructive feedback will be provided on the homework in a time-frame adequate for students to adjust for the next assignment. The instructor will promptly respond to communication from students via email, the "General Questions" discussion board, and any other communication media used.

1b. Student - Student Interaction:

Students will engage in weekly discussion board groups where they will be required to reply to at least two students in the class. In the first module, for example, students are asked to introduce themselves and reply to at least two other students in class. From the beginning, a sense of belonging and community is established in the online classroom. Throughout the course of the semester, students can help each other out by posting replies and engage in a discussion in the "General Questions" discussion board. Students will post and discuss projects and research in the discussion boards. Presentations will be recorded and posted on the discussion boards with feedback from students and the instructor for developmental feedback and final presentation feedback. The presentations will be within a specific time limit and are given parameters for what should be seen in the video. The instructor will use the online course system to

record and transcribe for posting. Students will be required to give qualitative responses to a minimum of 4 other students (when a student already has 4 responses the student will look for another project to comment on, so every student gets feedback). This is for the presentation and collaborative portion of class.

1c. Student - Content Interaction:

The classroom is organized into weekly course modules. Each weekly module consists of: learning objectives for each module, lectures (handouts or transcribed recordings), weekly discussion boards which reinforce the weekly concepts, and a reminder on what is due or what progress should be made during the week on the student work or projects.

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Discussion Boards	This is a critical component and will comprise discussions on topics and student projects. Discussion boards will be where projects are posted for feedback, a board for general questions for class communication, and instructor feedback.	10.00%
Online Lecture	Lecture Topics will be done in either (or both) written files which are compliant for accessibility or video presentations which are captioned or a combination of both.	30.00%
Videos	Demonstrations of specific modeling of sketching or other skills for class. Videos shall be captioned.	30.00%
Class Debate	This is a class-led project where students will form affinity groups based on specific topics. Collaboration—via groups or breakout rooms—will be central as all teams work towards a shared goal of designing an experience.	20.00%
Project Presentation	Students are required to present all projects for grading. This will be done with video presentations which are provided to the class for review, questions, and feedbacks. Students will be required to provide qualitative feedback or questions and the presenter is required to respond as part of the presentation grade.	10.00%

2. Organization of Content:

The instructor will lecture, demonstrate and give inspirational images or videos for students to use for project development. Rubrics are used to clarify instructor requirements for assignments. The online course system is sufficient in providing for these. Content is organized according to major content headings in the syllabus. Each module clearly states what the objectives are, and the assignments are consistent with the topic for that week.

3. Assessments:

% of grade	Activity	Assessment Method
10.00%	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.
30.00%	Assignments	Completion of weekly assignments and assessment based on objectives for the assignment.
30.00%	Projects	Students shall submit a summary for each project. The submission is digital and designed for inclusion in a digital portfolio at the end of class.
30.00%	Final Project	Students complete a final project. Assessment criteria based on the objectives for the project.

4. Instructor's Technical Qualifications:

The instructor should receive training or be familiar with the college's learning management system. This includes all the required technology for online delivery such as building the course and communication tools such as discussion boards. They should also be aware of the technical support available for faculty and the knowledge to ensure the material and course content is accessible.

5. Student Support Services:

Links to the following should be provided: online tutoring, tutorials for online classes, and technical support.

6. Accessibility Requirements:

All content will be reviewed to ensure compliance is met. Videos shall be close captioned, files and slideshows shall be reviewed for accessibility through the software and through a compliance review.

7. Representative Online Lesson or Activity:

Course Objective:

Complete a design brief created by an internal partner

Sample Assignment:

Following a series of exercises to define the design brief, students are responsible for delivery in an app or web-based product.

Online Process:

Students will read or listen to lectures and demonstrations, which are posted in the online course - the handouts shall be accessible and the videos shall have transcripts.

Then they will draft their work from their computers using the techniques demonstrated and discussed in lectures. Pin ups or discussions with the instructor and other students will be done periodically to assure understanding and mastery of the skill. This is accomplished through discussion boards or conferencing tools such as ConferNow. In addition, the final project plan is to be documented by scanning and submitting to the online course. Instructors will give feedback within a week and grades will be posted shortly thereafter.

Advisory Checklist and Worksheet: DESIGN 31

Proposed Advisory: DESIGN 11

SECTION 1 - CONTENT REVIEW:

Criterion	N/A	Yes	No
1. Faculty with appropriate expertise have been involved in the determination of the advisory.		X	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.		X	
3. Selection of this advisory is based on tests, the type and number of examinations, and grading criteria.		X	
4. Selection of this advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.		X	
5. The body of knowledge and/or skills which are recommended for success before enrollment have been specified in writing (see below).		X	
6. The course materials presented in this advisory have been reviewed and determined to teach knowledge or skills recommended for success in the course requiring this advisory.		X	
7. The body of knowledge and/or skills recommended for success in this course have been matched with the knowledge and skills developed by the advisory course.		X	
8. The body of knowledge and/or skills taught in the advisor are not an instructional unit of this course.		X	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.		X	

ENTRANCE SKILLS RECOMMENDED FOR SUCCESS IN: DESIGN 31

(It is recommended that the student to be able to do or understand the following BEFORE entering the course)

A)	Understand the process of visual communications design, consider relevant historic and aesthetic topics, and develop basic graphic design studio skills and techniques.
B)	Identify graphic identity types: geometric, pictorial, typographic.
C)	Successfully demonstrate an understanding of the nuances of typography from a semantic and visual perspective.
D)	Implement a visual communication design process from thumbnails to comprehensives.

EXIT SKILLS (objectives) FROM: DESIGN 11

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

1.	Understand the process of visual communications design, consider relevant historic and aesthetic topics, and develop basic graphic design studio skills and techniques.
2.	Identify graphic identity types: geometric, pictorial, typographic.
3.	Successfully demonstrate an understanding of the nuances of typography from a semantic and visual perspective.
4.	Implement a visual communication design process from thumbnails to comprehensives.

		ENTRANCE SKILLS FOR: DESIGN 31							
		A	B	C	D	E	F	G	H
EXIT SKILLS From: DESIGN 11	1	X							
	2		X						
	3			X					
	4				X				
	5								
	6								
	7								
	8								

New Course: DESIGN 32, Communication Design

Units:	3.00
Total Instructional Hours (usually 18 per unit):	90.00
Hours per week (full semester equivalent) in Lecture:	2.00
In-Class Lab:	2.00
Arranged:	1.00
Outside-of-Class Hours:	72.00
Date Submitted:	November 2020
Transferability:	Transfers to CSU
Degree Applicability:	Credit - Degree Applicable
Skills Advisory(s):	DESIGN 11
Proposed Start:	Fall 2022
TOP/SAM Code:	103000 - Graphic Art and Design / C - Clearly Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualification:	Graphic Arts
Program Impact:	Proposed for inclusion in an existing degree or certificate <ul style="list-style-type: none"> • Graphic Design AS/Certificate of Achievement

Rationale

The course is proposed based on the feedback from the advisory board and the demands from the industry partners to see students exhibit skills and competencies in communication design.

I. Catalog Description

The class prepares students to participate in a visual communication campaign delivered across various media. The coursework focuses on the application of a consistent visual language to different platforms preserving branding and messaging cohesion. Supplied with a design brief for a single large campaign students will practice conceptualization, prototyping, pre-production and content delivery within the constraints of working towards a set goal and target audience.

II. Examples of Appropriate Text or Other Required Reading:

(include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. Visual Communication Design: An Introduction to Design Concepts in Everyday Experience, Meredith Davis, Jamer Hunt, Bloomsbury Publishing © 2017, ISBN: 9781350031838

III. Course Objectives

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

1. Demonstrate an understanding of the goals and the strategy behind multimedia communication campaigns
2. Identify a target audience of a communication campaign and design towards that audience
3. Demonstrate a working command of iterative design methodologies and the ability to correctly apply research, conceptualisation, prototyping and testing tools in their design process
4. Demonstrate the ability to design with the constraints of a particular brand and visual language and the ability to adapt this language to different forms of print and electronic media
5. Demonstrate an understanding of the particular demands of different channels of content and message delivery and facilitate these demands in their design work
6. Demonstrate an understanding of and apply basic principles of visual comprehension, visual metaphor, iconography, and visual semiotics
7. Demonstrate the ability to apply different visual media (illustration, photography, typography, etc.) in a single communication campaign

IIIb. Arranged Hours Objectives:

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

1. Select and use appropriate software tools to create work in various visual media in a course of a communication campaign

IV. Methods of Presentation:

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

IVb. Arranged Hours Instructional Activities:

Projects, Observation and Demonstration

V. Course Content

<u>% of Course</u>	<u>Topic</u>
25.000%	Developing a campaign: - Brand research - Target audience research - Developing a concept, a message and their visual implementation - Developing goals and methods for the visual communication campaign
25.000%	Web and Social media: - Developing strategy for visual engagement on the web and the social platforms - Preparing assets for common web and social platforms - Delivering prototypes for the collateral materials
20.000%	Digital production - Developing strategy for visual engagement for digital publications - Preparing assets for e-books or e-brochures - Delivering prototypes for the collateral materials
30.000%	Printed production: - Developing strategy for visual communication via printed publication - Preparing assets for posters and brochures - Preparing assets for large scale graphics: posters, billboards, environmental graphics - Delivering prototypes for the collateral materials
100.000%	Total

Vb. Lab Content

<u>% of Course</u>	<u>Topic</u>
50.00%	Presentations and critiques
50.00%	Team projects
100.00%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
30%	Final Project
30%	Projects
20%	Homework
20%	Class Participation: Participation in discussions, providing well-formulated constructive critique to peers, presenting homework in class to articulate design decisions.
100%	Total

VII. Sample Assignments:

Creating website advertisement banners: Students are asked to prepare branding assets: images, photographs, text, etc. and compile them into 2 formats, vertical and horizontal, to create banners that would be used to advertise on the Web.

Create a promotional brochure: Students are asked to prepare content and create a brochure to promote the goals of their campaign. They will create 3 design directions, and then select and refine one of them based on the feedback and deliver a printed prototype.

VIII. Student Learning Outcomes:

1. Demonstrate the understanding of the core principles, methods and theories of visual communication and their applications.
2. Demonstrate the ability to create consistent visual communication language and apply it to various media in the context of a promotional campaign.

DESIGN 32 Distance Education Application

- Online/Classroom Hybrid
- Fully Online

1a. Instructor - Student Interaction:

The course will begin with a detailed welcome letter which includes pertinent details regarding the course and how the instructor will be in contact with the students. Each week the instructor will post announcements, reminders, or notes regarding assignments. Additionally, content pages will begin each module and will include key information and suggestions for how to approach content. Regular discussion boards will be posted and the instructor will provide comments, input, and feedback just as in a traditional classroom setting. Additionally, constructive feedback will be provided on the homework in a time-frame adequate for students to adjust for the next assignment. The instructor will promptly respond to communication from students via email, the "General Questions" discussion board, and any other communication media used.

1b. Student - Student Interaction:

Students will engage in weekly discussion board groups where they will be required to reply to at least two students in the class. In the first module, for example, students are asked to introduce themselves and reply to at least two other students in class. From the beginning, a sense of belonging and community is established in the online classroom. Throughout the course of the semester, students can help each other out by posting replies and engage in a discussion in the "General Questions" discussion board. Students will post and discuss projects and research in the discussion boards. Presentations will be recorded and posted on the discussion boards with feedback from students and the instructor for developmental feedback and final presentation feedback. The presentations will be within a specific time limit and are given parameters for what should be seen in the video. The instructor will use the online course system to record and transcribe for posting. Students will be required to give qualitative responses to a minimum of 4 other students (when a student already has 4 responses the student will look for another project to comment on, so every student gets feedback). This is for the presentation and collaborative portion of class.

1c. Student - Content Interaction:

The classroom is organized into weekly course modules. Each weekly module consists of: learning objectives for each module, lectures (handouts or transcribed recordings), weekly discussion boards which reinforce the weekly concepts, and a reminder on what is due or what progress should be made during the week on the student work or projects.

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Discussion Boards	This is a critical component and will comprise discussions on topics and student projects. Discussion boards will be where projects are posted for feedback, a board for general questions for class communication, and instructor feedback.	30.00%
Online Lecture	Lecture Topics will be done in either (or both) written files which are compliant for accessibility or video presentations which are captioned or a combination of both.	30.00%
Videos	Demonstrations of specific modeling of sketching or other skills for class. Videos shall be captioned.	30.00%
Project Presentation	Students are required to present all projects for grading. This will be done with video presentations which are provided to the class for review, questions, and feedbacks. Students will be required to provide qualitative feedback or questions and the presenter is required to respond as part of the presentation grade.	10.00%

2. Organization of Content:

The instructor will lecture, demonstrate and give inspirational images or videos for students to use for project development. Rubrics are used to clarify instructor requirements for assignments. The online course system is sufficient in providing for these. Content is organized according to major content headings in the syllabus. Each module clearly states what the objectives are, and the assignments are consistent with the topic for that week.

3. Assessments:

% of grade	Activity	Assessment Method
15.00%	Presentations	Using a rubric to establish project parameters, students present projects by the due date. Instructor and class feedback is done within a week. Students' grades shall be posted within a week of presentations.
10.00%	Discussion Boards	Weekly discussions will be posted. Students are required to post and reply to a specified number of student posts. Posts are due by one date and responses are due a few days later. Instructors are to grade and post this category each week.
15.00%	Class exercises	Students will work together or individually on small skill building exercises such as sketching, prototyping or research. These exercises directly relate to the class topics and projects. Images and write ups of the work are submitted by each student. Instructor shall review and grade the submissions within a week.
60.00%	Projects	Students shall submit final portfolio pages for each project. The submission is digital and ready for inclusion in a digital portfolio at the end of class.

4. Instructor's Technical Qualifications:

The instructor should receive training or be familiar with the college's learning management system. This includes all the required technology for online delivery such as building the course and communication tools such as discussion boards. They should also be aware of the technical support available for faculty and the knowledge to ensure the material and course content is accessible.

5. Student Support Services:

Links to the following should be provided: online tutoring, tutorials for online classes, and technical support.

6. Accessibility Requirements:

All content will be reviewed to ensure compliance is met. Videos shall be close captioned, files and slideshows shall be reviewed for accessibility through the software and through a compliance review.

7. Representative Online Lesson or Activity:

Course Objective:

Understand the particular demands of different channels of content and message delivery and facilitate these demands in their design work

Sample Assignment:

Creating website advertisement banners. Students are asked to prepare branding assets: images, photographs, text, etc. and compile them into 2 formats, vertical and horizontal, to create banners that would be used to advertise on the Web.

Online Process:

Students will read or listen to lectures and demonstrations which are posted in the online course - the handouts shall be accessible, and the videos shall have transcripts. They will follow along the software skill demonstrations available in the videos from their own computer. Discussions with the instructor and other students will be done periodically to assure understanding and mastery of the skill. Students will be able to initiate their own discussion to allow them to ask pertinent questions. This is accomplished through discussion boards or conferencing tools. The project deliverables will be posted online to a publicly available URL. Instructors will give feedback within a week and grades will be posted shortly thereafter.

Advisory Checklist and Worksheet: DESIGN 32

Proposed Advisory: DESIGN 11

SECTION 1 - CONTENT REVIEW:

Criterion	N/A	Yes	No
1. Faculty with appropriate expertise have been involved in the determination of the advisory.		X	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.		X	
3. Selection of this advisory is based on tests, the type and number of examinations, and grading criteria.		X	
4. Selection of this advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.		X	
5. The body of knowledge and/or skills which are recommended for success before enrollment have been specified in writing (see below).		X	
6. The course materials presented in this advisory have been reviewed and determined to teach knowledge or skills recommended for success in the course requiring this advisory.		X	
7. The body of knowledge and/or skills recommended for success in this course have been matched with the knowledge and skills developed by the advisory course.		X	
8. The body of knowledge and/or skills taught in the advisor are not an instructional unit of this course.		X	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.		X	

ENTRANCE SKILLS RECOMMENDED FOR SUCCESS IN: DESIGN 32

(It is recommended that the student to be able to do or understand the following BEFORE entering the course)

A)	Understand the process of visual communications design, consider relevant historic and aesthetic topics, and develop basic graphic design studio skills and techniques.
B)	Identify graphic identity types: geometric, pictorial, typographic.
C)	Successfully demonstrate an understanding of the nuances of typography from a semantic and visual perspective.
D)	Implement a visual communication design process from thumbnails to comprehensives.

EXIT SKILLS (objectives) FROM: DESIGN 11

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

1.	Understand the process of visual communications design, consider relevant historic and aesthetic topics, and develop basic graphic design studio skills and techniques.
2.	Identify graphic identity types: geometric, pictorial, typographic.
3.	Successfully demonstrate an understanding of the nuances of typography from a semantic and visual perspective.
4.	Implement a visual communication design process from thumbnails to comprehensives.

		ENTRANCE SKILLS FOR: DESIGN 32							
		A	B	C	D	E	F	G	H
EXIT SKILLS From: DESIGN 11	1	X							
	2		X						
	3			X					
	4				X				
	5								
	6								
	7								
	8								

New Course: DESIGN 41, Industry Project

Units:	3.00
Total Instructional Hours (usually 18 per unit):	90.00
Hours per week (full semester equivalent) in Lecture:	2.00
In-Class Lab:	2.00
Arranged:	1.00
Outside-of-Class Hours:	72.00
Date Submitted:	October 2020
Transferability:	Transfers to CSU
Degree Applicability:	Credit - Degree Applicable
Skills Advisory(s):	DESIGN 11 Advisory for students seeking AS in Graphic Design degree
Proposed Start:	Fall 2022
TOP/SAM Code:	103000 - Graphic Art and Design / C – Clearly Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualification:	Graphic Arts
Program Impact:	Proposed for inclusion in an existing degree or certificate <ul style="list-style-type: none"> • Graphic Design AS/Certificate of Achievement

Rationale

Course advised by the Graphic Design advisory board and reflects the needs of industry.

I. Catalog Description

This course focuses on an industry-sponsored project driven by a real-world brief. As a capstone class, students will build on the knowledge and skills they acquired in earlier course work. Students in this course will work independently or in small teams to research, prototype, and present design concepts in collaboration with the industry partner.

II. Examples of Appropriate Text or Other Required Reading:

(include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. The Design Thinking Toolbox: A Guide to Mastering the Most Popular and Valuable Innovation Methods, 1st, Michael Lewrick , Wiley © 2020, ISBN: ISBN-13: 978-111962919

III. Course Objectives

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

1. Collaborate with community stakeholders to identify needs and outcomes.
2. Research and assess various design tools, methodologies and practices.
3. Conduct project-specific secondary research, which may include a visit to SMC main library, competitive analysis, and heuristic evaluations.
4. Effectively conduct field research using a variety of design research methodologies such as stakeholder interviews, customer interviews and observation.
5. Identify, evaluate, and prototype design concepts and alternatives.
6. Employ qualitative and quantitative methodologies to measure the success for each iteration of the project.
7. Integrate storytelling methods within various stages of the design process, from concept development to the communication of design solutions.
8. Design end-to-end user experiences, using such tactics as storyboarding, scenario development, customer journeys, and/or interaction flows.
9. Conduct user-centered testing sessions to further project iterations.
10. Recognize and identify challenges around implementation to deliver comprehensive handover documentation and/or prototypes with clear implementation plans.
11. Demonstrate competency with deadline driven projects in a team setting.
12. Solve project management issues, such as teamwork, project scheduling, individual and group time management.

13. Communicate a clear understand and passion for the work using stakeholder language during presentations.

IIIb. Arranged Hours Objectives:

Upon completion of this course, the student 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

IV. Methods of Presentation:

Lecture and Discussion, Critique, Projects, Group Work

IVb. Arranged Hours Instructional Activities:

Other, Lecture and Discussion, Observation and Demonstration, Online instructor-provided resources, Field Experience, Projects, Experiments

Other Methods: Students will read and listen to lectures/demonstrations. Handouts shall be accessible and the videos shall have transcripts. Students will complete assignment from their computers using techniques in these lectures/demonstrations. Feedback from the instructor and other students will be done periodically to assure understanding and mastery of the skill. This will be done through discussion boards, written/audio/video feedback on assignments from the professor, peer review, and conferencing tools. In addition, final projects will be documented. Instructors will aim to provide feedback within a week and grades will be posted shortly thereafter.

V. Course Content

<u>% of Course</u>	<u>Topic</u>
25.000%	Foundations Collaborate with stakeholders to identify needs and outcomes. Research and assess various design tools, methodologies and practices. Integrate storytelling methods within various stages of the design process, from concept development to the communication of design solutions. Design end-to-end user experiences, using such tactics as storyboarding, scenario development, customer journeys, and/or interaction flows. Recognize and identify challenges around implementation to deliver comprehensive handover documentation and/or prototypes with clear implementation plans. Demonstrate competency with deadline driven projects in a team setting. Solve project management issues, such as teamwork, project scheduling, individual and group time management.
25.000%	Research Conduct project-specific secondary research, which may include a visit to SMC main library, competitive analysis, and heuristic evaluations Effectively conduct field research using a variety of design research methodologies such as stakeholder interviews, customer interviews and observation.
25.000%	Making and Testing Digital and paper prototyping methods and iteration. Identify, evaluate, and prototype design concepts and alternatives. Employ qualitative and quantitative methodologies to measure the success for each iteration of the project. Conduct user-centered testing sessions to further project iterations.
25.000%	Presentation and Delivery Manage and document a project from end-to-end. Organizing insights and findings into client-ready actionable deliverables Deriving and communicating business value from design research Delivering key insights and recommended actions to stakeholders Presentation and critique of research findings When presenting, speak the language of the stakeholder, communicating a clear understanding and passion for the work.
100.000%	Total

Vb. Lab Content

<u>% of Course</u>	<u>Topic</u>
50.00%	Critiques
50.00%	Team Projects

100.00%	Total
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VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
10%	Class Work This is weekly class work.
30%	Class Work
30%	Projects
30%	Final Project
100%	Total

VII. Sample Assignments:

Assignment 1: Research Phase : Based on the brief provided by the industry partner, employ various design research methodologies to facilitate an understanding of the problem as well as a potential concept(s). At the end of this phase, create a document that summarizes the research work-to-date as well as milestones for prototyping potential concepts.

Assignment 2: Prototype Phase : Based on this concept or concepts, create a physical prototype to share with the industry partner. Identify an effective storytelling methodology to share this prototype(s) as well as the documentation of its creation including: research insights, user experience documentation, design concept, prototyping outcomes, etc.

Assignment 3: Presentation Phase : Present a final prototype to the industry partner (preferably at the industry partner's place of work). Employ appropriate storytelling methods to concisely and memorable tell the story of its development. In addition, create documentation that summarize the work, such as a website, case study, and/or handover documents.

VIII. Student Learning Outcomes:

1. Students will exhibit strong academic behaviors including regular attendance, timeliness, participation in class activities and adherence to the College Honor Code.
2. Successfully conceptualize, research, analyze, design, prototype, and iterate a design solution from beginning to end.
3. As part of a team, solve a complex design problem and justify a design solution to a group.

DESIGN 41 Distance Education Application

- Online/Classroom Hybrid
- Fully Online

1a. Instructor - Student Interaction:

The course will begin with a detailed welcome letter which includes pertinent details regarding the course and how the instructor will be in contact with the students. Each week the instructor will post announcements, reminders, or notes regarding assignments. Additionally, content pages will begin each module and will include key information and suggestions for how to approach content. Regular discussion boards will be posted and the instructor will provide comments, input, and feedback just as in a traditional classroom setting. Additionally, constructive feedback will be provided on the homework in a time-frame adequate for students to adjust for the next assignment. The instructor will promptly respond to communication from students via email, the "General Questions" discussion board, and any other communication media used.

1b. Student - Student Interaction:

Students will engage in weekly discussion board groups where they will be required to reply to at least two students in the class. In the first module, for example, students are asked to introduce themselves and reply to at least two other students in class. From the beginning, a sense of belonging and community is established in the online classroom. Throughout the course of the semester, students can help each other out by posting replies and engage in a discussion in the "General Questions" discussion board. Students will post and discuss projects and research in the discussion boards. Presentations will be recorded and posted on the discussion boards with feedback from students and the instructor for developmental feedback and final presentation feedback. The presentations will be within a specific time limit and are given parameters for what should be seen in the video. The instructor will use the online course system to record and transcribe for posting. Students will be required to give qualitative responses to a minimum of 4 other

students (when a student already has 4 responses the student will look for another project to comment on, so every student gets feedback). This is for the presentation and collaborative portion of class.

1c. Student - Content Interaction:

The classroom is organized into weekly course modules. Each weekly module consists of: learning objectives for each module, lectures (handouts or transcribed recordings), weekly discussion boards which reinforce the weekly concepts, and a reminder on what is due or what progress should be made during the week on the student work or projects.

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Discussion Boards	This is a critical component and will comprise discussions on topics and student projects. Discussion boards will be where projects are posted for feedback, a board for general questions for class communication, and instructor feedback.	10.00%
Online Lecture	Lecture Topics will be done in either (or both) written files which are compliant for accessibility or video presentations which are captioned or a combination of both.	30.00%
Videos	Demonstrations of specific modeling of sketching or other skills for class. Videos shall be captioned.	30.00%
Class Debate	This is a class-led project where students will form affinity groups based on specific topics. Collaboration—via groups or breakout rooms—will be central as all teams work towards a shared goal of designing an experience.	20.00%
Project Presentation	Students are required to present all projects for grading. This will be done with video presentations which are provided to the class for review, questions, and feedbacks. Students will be required to provide qualitative feedback or questions and the presenter is required to respond as part of the presentation grade.	10.00%

2. Organization of Content:

The instructor will lecture, demonstrate and give inspirational images or videos for students to use for project development. Rubrics are used to clarify instructor requirements for assignments. The online course system is sufficient in providing for these. Content is organized according to major content headings in the syllabus. Each module clearly states what the objectives are, and the assignments are consistent with the topic for that week.

3. Assessments:

% of grade	Activity	Assessment Method
10.00%	Class Discussion	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.
30.00%	Assignments	Completion of weekly assignments and assessment based on objectives for the assignment.
30.00%	Projects	Students shall submit a summary for each project. The submission is digital and designed for inclusion in a digital portfolio at the end of class.
30.00%	Final Project	Students complete a final project. Assessment criteria based on the objectives for the project.

4. Instructor's Technical Qualifications:

The instructor should receive training or be familiar with the college's learning management system. This includes all the required technology for online delivery such as building the course and communication tools such as discussion boards. They should also be aware of the technical support available for faculty and the knowledge to ensure the material and course content is accessible.

5. Student Support Services:

Links to the following should be provided: online tutoring, tutorials for online classes, and technical support.

6. Accessibility Requirements:

All content will be reviewed to ensure compliance is met. Videos shall be close captioned, files and slideshows shall be reviewed for accessibility through the software and through a compliance review.

7. Representative Online Lesson or Activity:

Course Objective:

Complete a design brief created by an internal partner

Sample Assignment:

Following a series of exercises to define the design brief, students are responsible for delivery in an app or web-based product.

Online Process:

Students will read or listen to lectures and demonstrations, which are posted in the online course - the handouts shall be accessible and the videos shall have transcripts.

Then they will draft their work from their computers using the techniques demonstrated and discussed in lectures. Pin ups or discussions with the instructor and other students will be done periodically to assure understanding and mastery of the skill. This is accomplished through discussion boards or conferencing tools such as ConferNow. In addition, the final project plan is to be documented by scanning and submitting to the online course. Instructors will give feedback within a week and grades will be posted shortly thereafter.

Advisory Checklist and Worksheet: DESIGN 41

Proposed Advisory: DESIGN 11

SECTION 1 - CONTENT REVIEW:

Criterion	N/A	Yes	No
1. Faculty with appropriate expertise have been involved in the determination of the advisory.		X	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.		X	
3. Selection of this advisory is based on tests, the type and number of examinations, and grading criteria.		X	
4. Selection of this advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.		X	
5. The body of knowledge and/or skills which are recommended for success before enrollment have been specified in writing (see below).		X	
6. The course materials presented in this advisory have been reviewed and determined to teach knowledge or skills recommended for success in the course requiring this advisory.		X	
7. The body of knowledge and/or skills recommended for success in this course have been matched with the knowledge and skills developed by the advisory course.		X	
8. The body of knowledge and/or skills taught in the advisor are not an instructional unit of this course.		X	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.		X	

ENTRANCE SKILLS RECOMMENDED FOR SUCCESS IN: DESIGN 41

(It is recommended that the student to be able to do or understand the following BEFORE entering the course)

A)	Understand the process of visual communications design, consider relevant historic and aesthetic topics, and develop basic graphic design studio skills and techniques.
B)	Identify graphic identity types: geometric, pictorial, typographic.
C)	Successfully demonstrate an understanding of the nuances of typography from a semantic and visual perspective.
D)	Implement a visual communication design process from thumbnails to comprehensives.

EXIT SKILLS (objectives) FROM: DESIGN 11

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

1.	Understand the process of visual communications design, consider relevant historic and aesthetic topics, and develop basic graphic design studio skills and techniques.
2.	Identify graphic identity types: geometric, pictorial, typographic.
3.	Successfully demonstrate an understanding of the nuances of typography from a semantic and visual perspective.
4.	Implement a visual communication design process from thumbnails to comprehensives.

		ENTRANCE SKILLS FOR: DESIGN 41							
		A	B	C	D	E	F	G	H
EXIT SKILLS From: DESIGN 11	1	X							
	2		X						
	3			X					
	4				X				
	5								
	6								
	7								
	8								

New Course: DESIGN 42, Information Design

Units:	3.00
Total Instructional Hours (usually 18 per unit):	90.00
Hours per week (full semester equivalent) in Lecture:	2.00
In-Class Lab:	1.00
Arranged:	2.00
Outside-of-Class Hours:	72.00
Date Submitted:	November 2020
Transferability:	Transfers to CSU
Degree Applicability:	Credit - Degree Applicable
Skills Advisory(s):	DESIGN 11
Proposed Start:	Fall 2022
TOP/SAM Code:	103000 - Graphic Art and Design / C - Clearly Occupational
Grading:	Letter Grade or P/NP
Repeatability:	Yes
Library:	Library has adequate materials to support course
Minimum Qualification:	Graphic Arts Bachelor's or Master's degree in Graphic Design or equivalent.
Program Impact:	Proposed for inclusion in an existing degree or certificate <ul style="list-style-type: none"> • Graphic Design AS/Certificate of Achievement

Rationale

The course is proposed based on the feedback from the advisory board and the demands from the industry partners to see students exhibit information design skills and competencies.

I. Catalog Description

Design and presentation of information is integral to all human cultures - from pictographs to alphabet to complex data visualizations. This course presents students with the opportunity to explore visual expressions of data and information, wayfinding systems and information-based narratives. Students will learn to create visual systems, data visualizations in print and on the Web, and effective and engaging presentations.

II. Examples of Appropriate Text or Other Required Reading:

(include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. [An Introduction to Information Design](#), Kathryn Coates, Andy Ellison, Laurence King Publishing © 2014, ISBN: 978-1780673387

III. Course Objectives

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

1. Understand the core concepts, methods and principles of information design
2. Demonstrate the ability to apply concepts, methods and principles of information design in their own design process
3. Research and assemble a comprehensive set of information and data
4. Transform this research into clear and persuasive information/data graphics
5. Create unique, consistent and comprehensive visual language
6. Organize information/data graphics (and text) into an engaging story
7. Discuss, analyze and evaluate effective and ineffective information design

IIIb. Arranged Hours Objectives:

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

1. Identify and use appropriate digital software to create data visualisations

IV. Methods of Presentation:

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

IVb. Arranged Hours Instructional Activities:

V. **Course Content**

<u>% of Course</u>	<u>Topic</u>
25.000%	History and Theory of Information Design - Historical systems of information presentation - Analogies, metaphors, symbols - semiotic systems - Intelligence, perception and sense-making - Systems of communication and organization
25.000%	Wayfinding - Signage systems - Environmental navigation systems - Digital wayfinding
25.000%	Data visualisation - Diagrams, maps, schematics - Displaying trends and projections - Complex data, visual mapping of data parameters - Digital dynamic data displays
25.000%	Narrative presentation of information - Narrative strategies in information design - Crafting visual message - Combining spatial and temporal presentation of information
100.000%	Total

Vb. **Lab Content**

<u>% of Course</u>	<u>Topic</u>
50.00%	Design critiques
50.00%	Team exercises
100.00%	Total

VI. **Methods of Evaluation**

<u>% of Course</u>	<u>Topic</u>
20%	Class Participation: Participation in discussions, providing well-formulated constructive critique to peers, presenting homework in class to articulate design decisions.
30%	Final Project
30%	Projects
20%	Homework
100%	Total

VII. **Sample Assignments:**

Data visualisation poster.: Students are asked to create a single poster to visually represent a historic development of a technology of their choosing (e.g. printing press, photography, personal computing, cell phones, etc..) They are asked to research the sources of information, come up with a consistent and comprehensive visual language, appropriate layout and evaluate the necessary information density.

Create a client-facing pitch deck for a web-design project: Students are asked to create a deck of slides describing a design proposal to design and build a website for a small biochemical research institute. They are expected to prepare the information content, create a narrative strategy, come up with a consistent and comprehensive visual language, and balance the special and the temporal presentation strategy to deliver effective and engaging messaging.

VIII. **Student Learning Outcomes:**

1. Understand of the core concepts, methods and principles of information design and their applications.
2. Demonstrate the ability to create consistent visual and narrative systems and apply it to various media to display information effectively.

- Online/Classroom Hybrid
- Fully Online

1a. Instructor - Student Interaction:

The course will begin with a detailed welcome letter which includes pertinent details regarding the course and how the instructor will be in contact with the students. Each week the instructor will post announcements, reminders, or notes regarding assignments. Additionally, content pages will begin each module and will include key information and suggestions for how to approach content. Regular discussion boards will be posted, and the instructor will provide comments, input, and feedback just as in a traditional classroom setting. Additionally, constructive feedback will be provided on the homework in a time-frame adequate for students to adjust for the next assignment. The instructor will promptly respond to communication from students via email, the "General Questions" discussion board, and any other communication media used.

1b. Student - Student Interaction:

Students will engage in weekly discussion board groups where they will be required to reply to at least two students in the class. In the first module, for example, students are asked to introduce themselves and reply to at least two other students in class. From the beginning, a sense of belonging and community is established in the online classroom. Throughout the course of the semester, students can help each other out by posting replies and engage in a discussion in the "General Questions" discussion board. Students will post and discuss projects and research in the discussion boards. Presentations will be recorded and posted on the discussion boards with feedback from students and the instructor for developmental feedback and final presentation feedback. The presentations will be within a specific time limit and are given parameters for what should be seen in the video. The instructor will use the online course system to record and transcribe for posting. Students will be required to give qualitative responses to a minimum of 4 other students (when a student already has 4 responses the student will look for another project to comment on, so every student gets feedback). This is for the presentation and collaborative portion of class.

1c. Student - Content Interaction:

The classroom is organized into weekly course modules. Each weekly module consists of: learning objectives for each module, lectures (handouts or transcribed recordings), weekly discussion boards which reinforce the weekly concepts, and a reminder on what is due or what progress should be made during the week on the student work or projects.

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Discussion Boards	This is a critical component and will comprise discussions on topics and student projects. Discussion boards will be where projects are posted for feedback, a board for general questions for class communication, and instructor feedback.	10.00%
Online Lecture	Lecture Topics will be done in either (or both) written files which are compliant for accessibility or video presentations which are captioned or a combination of both.	50.00%
Videos	Videos will demonstrate the critical processes and interactions which require illustration in a time-based medium. Videos will be captioned.	10.00%
Project Presentation	Students are required to present all projects for grading. This will be done with video presentations which are provided to the class for review, questions, and feedbacks. Students will be required to provide qualitative feedback or questions and the presenter is required to respond as part of the presentation grade.	30.00%

2. Organization of Content:

The instructor will lecture, demonstrate and give inspirational images or videos for students to use for project development. Rubrics are used to clarify instructor requirements for assignments. The online course system is sufficient in providing for these. Content is organized according to major content headings in the syllabus. Each module clearly states what the objectives are, and the assignments are consistent with the topic for that week.

3. Assessments:

% of grade	Activity	Assessment Method
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30.00%	Presentations	Using a rubric students will present their work to the instructor and the other students for feedback and discussion. Feedback will be provided within a week of a publication date.
20.00%	Discussion boards	Weekly discussions will be posted. Students are required to post and reply to a specified number of student posts. Posts are due by one date and responses are due a few days later. Instructors are to grade and post this category each week.
50.00%	Projects	Using a rubric students will prepare and submit their midterm and final projects on a publicly accessible URL.

4. Instructor's Technical Qualifications:

The instructor should receive training or be familiar with the college's learning management system. This includes all the required technology for online delivery such as building the course and communication tools such as discussion boards. They should also be aware of the technical support available for faculty and the knowledge to ensure the material and course content is accessible.

5. Student Support Services:

Links to the following should be provided: online tutoring, tutorials for online classes, and technical support.

6. Accessibility Requirements:

All content will be reviewed to ensure compliance is met. Videos shall be close captioned, files and slideshows shall be reviewed for accessibility through the software and through a compliance review.

7. Representative Online Lesson or Activity:

Course Objective:

Organize information/data graphics (and text) into an engaging story

Sample Assignment:

Create a client-facing pitch deck for a web-design project. Students are asked to create a deck of slides describing a design proposal to design and build a website for a small biochemical research institute. They are expected to prepare the information content, create a narrative strategy, come up with a consistent and comprehensive visual language, and balance the special and the temporal presentation strategy to deliver effective and engaging messaging.

Online Process:

Students will read or listen to lectures and demonstrations which are posted in the online course - the handouts shall be accessible, and the videos shall have transcripts. They will follow along the skill-oriented demonstrations available in the videos from their own computer. Discussions with the instructor and other students will be done periodically to assure understanding and mastery of the skill. Students will be able to initiate their own discussion to allow them to ask pertinent questions. This is accomplished through discussion boards or conferencing tools. Midterm and final projects will be posted online to a publicly available URL. Instructors will give feedback within a week and grades will be posted shortly thereafter.

Advisory Checklist and Worksheet: DESIGN 42

Proposed Advisory: DESIGN 11

SECTION 1 - CONTENT REVIEW:

Criterion	N/A	Yes	No
1. Faculty with appropriate expertise have been involved in the determination of the advisory.		X	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.		X	
3. Selection of this advisory is based on tests, the type and number of examinations, and grading criteria.		X	
4. Selection of this advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.		X	
5. The body of knowledge and/or skills which are recommended for success before enrollment have been specified in writing (see below).		X	
6. The course materials presented in this advisory have been reviewed and determined to teach knowledge or skills recommended for success in the course requiring this advisory.		X	
7. The body of knowledge and/or skills recommended for success in this course have been matched with the knowledge and skills developed by the advisory course.		X	
8. The body of knowledge and/or skills taught in the advisor are not an instructional unit of this course.		X	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.		X	

ENTRANCE SKILLS RECOMMENDED FOR SUCCESS IN: DESIGN 42

(It is recommended that the student to be able to do or understand the following BEFORE entering the course)

A)	Understand the process of visual communications design, consider relevant historic and aesthetic topics, and develop basic graphic design studio skills and techniques.
B)	Identify graphic identity types: geometric, pictorial, typographic.
C)	Successfully demonstrate an understanding of the nuances of typography from a semantic and visual perspective.
D)	Implement a visual communication design process from thumbnails to comprehensives.

EXIT SKILLS (objectives) FROM: DESIGN 11

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

1.	Understand the process of visual communications design, consider relevant historic and aesthetic topics, and develop basic graphic design studio skills and techniques.
2.	Identify graphic identity types: geometric, pictorial, typographic.
3.	Successfully demonstrate an understanding of the nuances of typography from a semantic and visual perspective.
4.	Implement a visual communication design process from thumbnails to comprehensives.

		ENTRANCE SKILLS FOR: DESIGN 42							
		A	B	C	D	E	F	G	H
EXIT SKILLS From: DESIGN 11	1	X							
	2		X						
	3			X					
	4				X				
	5								
	6								
	7								
	8								

Substantial Change: DESIGN 11, Design Foundations

Units:	3.00
Total Instructional Hours (usually 18 per unit):	72.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	1.00
Arranged:	0.00
Outside-of-Class Hours:	108.00
Date Submitted:	October 2020
Transferability:	Transfers to CSU
Degree Applicability:	Credit - Degree Applicable
Proposed Start:	Fall 2022
TOP/SAM Code:	103000 - Graphic Art and Design / C - Clearly Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualification:	Graphic Arts Bachelor's or Master's degree in Graphic Design or equivalent.
Program Impact:	Proposed for inclusion in a forthcoming degree or certificate <ul style="list-style-type: none"> • Graphic Design (Associate in Science (AS) / Certificate of Achievement)

Rationale

Substantial changes includes updated units/hours, objectives, methods of presentation, and methods of evaluation for current industry standards. This is part of the Graphic Design A.S. program degree update. Course is currently approved for DE but updated section included.

I. Catalog Description

This studio course introduces the graphic design process—concept, visualization, documentation, and professional presentation. With an emphasis on visual communication strategies, students will explore the fundamental text/image interaction and develop various types of graphic identity designs including symbolic, pictorial or typographic.

II. Examples of Appropriate Text or Other Required Reading:

(include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. Graphic Design: The New Basics, 2nd Edition, Lupton, Ellen, Princeton Architectural Press © 2015, ISBN: 978-1616893323
2. 100 Ideas that Changed Graphic Design, Reissue Edition (January 22, 2019), Steven Heller (Author), Veronique Vienne (Author), Laurence King Publishing © 2019, ISBN: 978-1786273895

III. Course Objectives

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

1. Demonstrate an understanding formal concerns: Color theory, Shape, Image, Type, Material, Composition, Design vocabulary
2. Demonstrate the knowledge of main epochs in Graphic Design history.
3. Demonstrate the ability to incorporate the Design Thinking methods into the design process.
4. Implement a visual communication design process from thumbnails to comprehensives.

IV. Methods of Presentation:

Observation and Demonstration, Projects, Other (Specify), Critique, Lecture and Discussion, Group Work
 Other Methods: Class sessions will generally consist of a presentation from the instructor, and a brief review of the course schedule, as well as recommended readings, slide presentations, and viewing of online resources.

V. Course Content

<u>% of Course</u>	<u>Topic</u>
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25.000%	Basics 1: Shape: Point, Line, Plane, Form, Scale Color: Texture, Color Theory
25.000%	Basics 2: Composition: Figure/Ground, Framing, Hierarchy Image: Placement, Scale, Interaction
25.000%	History: Printing Press, Bauhaus, Gestalt, Posters, Mass Media
25.000%	Process: Empathize, Define, Ideate, Test Design Thinking
100.000%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
40%	Projects: Multiple Projects. No one project is worth more than 30%.
30%	Final exam
20%	Class Participation
10%	Written assignments
100%	Total

VII. Sample Assignments:

Assignment 1: Experiment with a composition of a limited number of shapes and colors. Using traditional and contemporary media (i.e. photography, photo-copying, computer graphics, etc.) create an image representing an emotion.

Assignment 2: Build a poster using color, shape, image and typography based on a historical reference. Use period-appropriate images and graphic styles.

Assignment 3: Write an essay on an influential graphic designer and their impact on the discipline.

VIII. Student Learning Outcomes:

1. Demonstrate conceptual and practical understanding of fundamental principles of visual communication.
2. Demonstrate knowledge of historical design tendencies and the resulting principles of contemporary graphic design.
3. Exhibit the ability to consistently apply design processes in their project implementations.

DESIGN 11 Distance Education Application

- Online/Classroom Hybrid
- Fully Online

1a. Instructor - Student Interaction:

The course will begin with a detailed welcome letter which includes pertinent details regarding the course and how the instructor will be in contact with the students. Each week the instructor will post announcements, reminders, or notes regarding assignments. Additionally, content pages will begin each module and will include key information and suggestions for how to approach content. Regular discussion boards will be posted and the instructor will provide comments, input, and feedback just as in a traditional classroom setting. Additionally, constructive feedback will be provided on the homework in a time-frame adequate for students to adjust for the next assignment. The instructor will promptly respond to communication from students via email, the "General Questions" discussion board, and any other communication media used.

1b. Student - Student Interaction:

Students will engage in weekly discussion board groups where they will be required to reply to at least two students in the class. In the first module, for example, students are asked to introduce themselves and reply to at least two other students in class. From the beginning, a sense of belonging and community is established in the online classroom. Throughout the course of the semester, students can help each other by posting replies and engage in a discussion in the "General Questions" discussion board. Instructors will respond in a timely manner which should be made clear in the course.

1c. Student - Content Interaction:

The classroom is organized into weekly course modules. Each weekly module consists of: learning objectives for each module, lectures (handouts or transcribed recordings), weekly discussion boards which reinforce the weekly concepts, and a reminder on what is due or what progress should be made during the week on the student work or projects.

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Online Lecture	Lecture Topics will be done in either (or both) written files which are compliant for accessibility or video presentations which are captioned or a combination of both.	30.00%
Study and/or Review Sessions	Group discussions and critiques shall be required for some of the projects. The class shall be divided into small groups and they will be provided a discussion subject and/or article/and or image(s) to discussions and critiques online through a tool such as Groups, or Google Drive, or Teams. The small groups shall add notes and ideas into the small group forum and then develop a write up and visual presentation to post for the class. Each member of the group will be given a specific part, such as conceptual write up, research notes, or sketches. The group shall post their research and visual presentation with the inclusion of what each person was in charge of. Students will be mostly graded on their individual contribution but also for the collaborative effort.	10.00%
Project Presentation	Students are required to present all projects for grading. This will be done with video presentations which are provided to the class for review, questions, and feedback. Students will be required to provide qualitative feedback or questions and the presenter is required to respond as part of the presentation grade.	30.00%
Discussion Boards	This is a critical component and will comprise discussions on topics and student projects. Discussion boards will be where projects are posted for feedback, a board for general questions for class communication, and instructor feedback.	20.00%
Videos	Demonstrations of specific design practices or other skills for class. Videos shall be captioned.	10.00%

2. Organization of Content:

The instructor will lecture, demonstrate and give inspirational images or videos for students to use for project development. Rubrics are used to clarify instructor requirements for assignments. The online course system is sufficient in providing for these. Content is organized according to major content headings in the syllabus. Each module clearly states what the objectives are, and the assignments are consistent with the topic for that week. Students will explore Graphic Design Concepts on paper and digitally. The first half of the semester will focus on exercises created to develop an understanding and application of Graphic Design Principles and the Design Process. In addition, the History of Graphic Design will be explored. The second half will consist of Projects that rely on this understanding for successful completion. The final projects will be a culmination of all learned. Projects will be created both on paper with pen or pencil and translated to a digital presentation using applicable software programs such as Adobe Illustrator.

3. Assessments:

% of grade	Activity	Assessment Method
20.00%	Discussion Boards	Weekly discussions will be posted. Students are required to post and reply to a specified number of student posts. Posts are due by one date and responses are due a few days later. Instructors are to grade and post this category each week.
20.00%	Presentations	Using a rubric to establish project parameters, students present projects by the due date. Instructor and class feedback is done within a week. Students grades shall be posted within a week of presentations.
30.00%	Class Exercises	Students will work individually on small skill building exercises such as creating type textures and compositions using Point, Line, Plane that communicate an emotion. These exercises directly relate to the class topics and project. Images and write ups of the work are submitted by each student. Instructor shall review and grade the submissions within a week.

30.00%	Projects	Students shall submit final portfolio pages for each project. The submission is digital and ready for inclusion in a digital portfolio at the end of class.
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4. Instructor's Technical Qualifications:

Instructor should receive training or be familiar with the college's learning management system. This includes all the required technology for online delivery such as building the course and communication tools such as discussion boards. They should also be aware of the technical support available for faculty and the knowledge to ensure the material and course content is accessible.

5. Student Support Services:

Links to the following should be provided: online tutoring, tutorials for online classes, and technical support.

6. Accessibility Requirements:

All content will be reviewed to ensure compliance is met. Videos shall be close captioned, files and slideshows shall be reviewed for accessibility through the software and through a compliance review.

7. Representative Online Lesson or Activity:

Course Objectives: Understand the process of visual communications design, consider relevant historic and aesthetic topics and develop basic graphic design studio skills and techniques.

Assignment: Magazine Article Layout: Subject Graphic Designer or Graphic Design Movement

Weeks 1-8: In the Weekly Modules, complete all tasks outlined in the Objective Page. Watch the captioned video lectures on Graphic Design History and refer to provided PDFs for reference. Then watch the captioned video demonstrations for the exercises and complete exercises using provided templates and support materials. Submit your completed exercises and short presentations of your assignments with support images.

Week 9-11: With these acquired concepts, skills, knowledge, and applying the Design Process demonstrated in captioned recorded Video and support PDF (accessible) create a 3-page (minimum) Magazine Article Layout (option to do more) about a designer or design movement from the provided list. Document your entire process as Final Design will be presented as a Process Book with Final Layout Design and reflective conclusion.

The Magazine Article Layout must include and employ:

- Imagery/photos (3)
- Written copy (you do not have to write but you do have to credit the source)
- Geometric and Typographic Elements
- Hierarchy
- Grid

Concepts and principles discussed in the previous exercises, online lectures, and presentations must be applied. Emphasis is on using the grid and the viewer's experience from beginning to end as well as capturing and visually communicating the passion/identity/nuances of the chosen topic.

Online process:

Students will first present their research, explorations, inspirations, type-studies, color-studies, and thumbnail layouts in a PDF which will be reviewed via One-on-One critiques with Instructor via conferring tool (such as ConferNow). Revisions can be made and then this research will be presented for class discussions (or pin ups) through the discussion boards. Classmates are to respond to a minimum of 4 student projects - and if a student already has 4 comments then they are to choose another student so all students receive feedback. This will be the Classmate Discussion Response Protocol.

Final Submission of Magazine Article Layout Project will be a Process Book documenting the stages of their designs including the research, explorations, inspirations, type-studies, color-studies, and thumbnail layouts, roughs, and final layout design as well as a reflective conclusion in a document submitted via Canvas. A separate document of the Final Magazine Article Layout will also be submitted.

In addition, Final presentations will be done via video with the student narrating their process and showcasing their final design and reflective conclusion. The video will be done at a time the students sign up for and the instructor will provide a forum in the online course to record the presentation (such as ConferNow). The video will be posted with transcripts. The corresponding Final Magazine Article Layout will be posted for comment by class and instructor following the previous established Student Discussion Response Protocol.

Substantial Change: DESIGN 12, Typography 1

Units:	3.00
Total Instructional Hours (usually 18 per unit):	72.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	1.00
Arranged:	0.00
Outside-of-Class Hours:	108.00
Date Submitted:	October 2020
Transferability:	Transfers to CSU
Degree Applicability:	Credit - Degree Applicable
Proposed Start:	Fall 2022
TOP/SAM Code:	103000 - Graphic Art and Design / C - Clearly Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualification:	Graphic Arts Bachelor's or Master's degree in Graphic Design or equivalent.
Program Impact:	Proposed for inclusion in an existing degree or certificate <ul style="list-style-type: none"> • Graphic Design AS/Certificate of Achievement

Rationale

Substantial change includes updated units/hours, objectives, methods of presentation, and methods of evaluation.

I. Catalog Description

The course serves as an introduction to the fundamentals of typography. Students learn about the history of the letterform and type development, the core concepts and the professional vocabulary, as well as the technologies and their applications in the typographic practice. The primary focus of the course is on developing the basic skills necessary to understand and apply typography in visual communication.

II. Examples of Appropriate Text or Other Required Reading:

(include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. Thinking with Type, 2nd Revised Expanded Edition, Ellen Lupton, Princeton Architectural Press © 2010, ISBN: 978-1568989693

III. Course Objectives

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

1. Outline origin and development of type.
2. Identify basic elements of letterforms and fonts.
3. Identify families of type.
4. Understand and apply basic modern typesetting techniques.
5. Understand basic methods of selection and application of typography in the context of graphic design.
6. Distinguish between connotative and denotative uses of type.

IV. Methods of Presentation:

Projects, Other (Specify), Critique, Lecture and Discussion, Lab

V. Course Content

<u>% of Course</u>	<u>Topic</u>
25.000%	History: Type and Language: - Pictographs, Hieroglyphs and Alphabets - Pre-printing lettering - Early printing - Modern (20th century) typography - Contemporary typography
25.000%	Typography basics: - Typefaces and fonts - Anatomy of a typeface - Type families - Systems of measurements

25.000%	Letterforms: - Anatomy of a letter - Numerals - Punctuation - Sub- and superscript - Types of capitals - Ligatures, diphthongs, digraphs - Ornaments
25.000%	Letters into words and paragraphs: - Line-heights and leading - Kerning - Tracking, hyphenation, justification - Introduction to grids - Alignment - Introduction to texture - Denotative vs. connotative uses of type
100.000%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
30%	Final Project
20%	Class Participation
20%	Homework: Assignments
30%	Projects
100%	Total

VII. Sample Assignments:

Type journal: A journal of typographic inquiries listing discoveries and observations of typography students encounter on a weekly basis.

Typeface comparison: Students are asked to compare 2 existing typefaces paying special attention to shape, contrast, thicks and thins, the personality and the history of a typeface, the glyph palette, and the possible applications. Deliverable is a slideshow presentation of highlights.

Type specimen poster.: Students create a poster visualizing creative application of their chosen typeface to highlight its features.

VIII Student Learning Outcomes:

1. Demonstrate practical understanding of fundamental principles of typography, as assessed by homework assignments, in-class participation, midterm and final projects.
2. Demonstrate the knowledge of historical development of principles of typography, as assessed by homework assignments and the midterm project.
3. Exhibit the ability to correctly apply typography in graphic communication, as assessed by homework assignments, in-class participation, midterm and final projects.

DESIGN 12 Distance Education Application

- Online/Classroom Hybrid
- Fully Online

1a. Instructor - Student Interaction:

The course will begin with a detailed welcome letter which includes pertinent details regarding the course and how the instructor will be in contact with the students. Each week the instructor will post announcements, reminders, or notes regarding assignments. Additionally, content pages will begin each module and will include key information and suggestions for how to approach content. Regular discussion boards will be posted, and the instructor will provide comments, input, and feedback just as in a traditional classroom setting. Additionally, constructive feedback will be provided on the homework in a time-frame adequate for students to adjust for the next assignment. The instructor will respond to communication from students via email within the designated time frame as indicted per each assignment, and within 24 hrs. in the "General Questions" discussion board, and any other communication media used.

1b. Student - Student Interaction:

Students will engage in weekly discussion board groups where they will be required to reply to at least two students in the class. In the first module, for example, students are asked to introduce themselves and reply to at least two other students in class. From the beginning, a sense of belonging and community is established in the online classroom. Throughout the course of the semester, students can help each other by posting replies and engage in a discussion in the "General Questions" discussion board. Instructors will respond in a timely manner which should be made clear in the course.

1c. Student - Content Interaction:

The classroom is organized into weekly course modules. Each weekly module consists of: learning objectives for each module, lectures (handouts or transcribed recordings), weekly discussion boards which reinforce the weekly concepts, and a reminder on what is due or what progress should be made during the week on the student work or projects.

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Online Lecture	Lecture Topics will be done in either (or both) written files which are compliant for accessibility or video presentations which are captioned or a combination of both.	50.00%
Project Presentation	Students are required to present all project assignments for grading. This will be done with video presentations or google slides which are provided to the class for review, questions, and feedback. Students will be required to provide qualitative feedback or questions and the presenter is required to respond as part of the presentation grade.	25.00%
Discussion Boards	This is a critical component and will comprise discussions on topics and student projects. Discussion boards will be where project links are posted for feedback, a board for general questions for class communication, and instructor feedback. The majority of assignments /exercise projects will be uploaded to the online storage system (Google Drive or similar) folder and to individual student google folder. All assignments / exercises will be organized within weekly modules..	15.00%
Videos	Demonstrations of expectations for assignments and additional skills needed to produce the assignment for class. Along with additional examples of previous student work indicating expectations in regard to design and production quality. Videos shall be captioned.	10.00%

2. Organization of Content:

The instructor will lecture, demonstrate and give inspirational images or videos for students to use for project development. Rubrics are used to clarify instructor requirements for assignments. The online course system is sufficient in providing for these. Content is organized according to major content headings in the syllabus. Each weekly module clearly states what the objectives are, and the assignments and exercises are consistent with the topic for that week. This studio course introduces classical typography—tradition, terminology, specification, and production. With an emphasis on legibility and craftsmanship, students will develop rectilinear typographic compositions while learning type indication, comping, layout and hierarchy. This is the first in a sequence of two courses. In addition, the purpose of this course is to examine the architecture of type from the single letter form to an entire page layout while examining basic typography as a compositional tool. Students will engage in skill-building exercises and assignments throughout the course. Students will develop functional and visually engaging compositions using any volume of type within any given space. The objective of this course is to help each student develop a clear understanding of hierarchy and Typographic formalism. This course will also cover a brief history of the origins of the alphabet, typesetting technology and the roles of the graphic designer. This Class is organized around lecture presentations and class assignments. Students are expected to have read or viewed the required reading or videos before coming to class. Participation in discussions are essential and required. The assignments reflect what is covered in the weekly module video presentations and material. During the first assignment and exercise typography will be taught in the traditional manner, with the drawing of letter forms. Students will move into utilizing the computer on all class assignments but will be expected to upload their initial thumbnail sketches for all assignments. By the end of this course each student should have a common lexicon, structure for critiquing and an understanding and love and appreciation of typography!

3. Assessments:

% of grade	Activity	Assessment Method
10.00%	Discussion Boards	Weekly discussions will be posted. Students are required to post and reply to a specified number of student posts. Posts are due by one date and responses are due a few days later. Instructors are to grade and post this category each week.

20.00%	Presentations	Using a rubric to establish project parameters, students present projects by the due date. Instructor and class feedback is done within a week. Students grades shall be posted within a week of presentations.
40.00%	Class Exercises	Students will work individually on exercises such as drawing of basic letterforms and designing of historic typographic posters. These exercises directly relate to the weekly class topics. Image files and write ups of the work are submitted by each student. Instructor shall review and grade the submissions within a week. (No one exercise is worth more than 30%).
30.00%	Projects	Students shall submit final PDF's for each project assignment and exercise. The submission is digital and ready for inclusion in their online storage system (Google drive or similar) folder.

4. Instructor's Technical Qualifications:

Instructor should receive training or be familiar with the college's learning management system. This includes all the required technology for online delivery such as building the course and communication tools such as discussion boards. They should also be aware of the technical support available for faculty and the knowledge to ensure the material and course content is accessible.

5. Student Support Services:

Links to the following should be provided: online tutoring, tutorials for online classes, and technical support.

6. Accessibility Requirements:

All content will be reviewed to ensure compliance is met. Videos shall be close captioned; files and slideshows shall be reviewed for accessibility through the software and through a compliance review.

7. Representative Online Lesson or Activity:

Course Objective: Understand the principles of hierarchy and typographic formalism.

Students will develop the ability to apply the fundamentals of typeface classification, typographic hierarchy and formalism through this assignment brief _Mix and Match.

Process:

1_ In the weekly module, read or listen to the lecture on typeface classification and the principles of mixing and matching typefaces.

2_ In the weekly module, read or listen to the lecture on typographic hierarchy.

Study the principles presented in both of these lectures and apply them to the specific assignment brief.

Assignment brief:

Step 1_ Concept and hand draw on tracing paper five to ten initial designs with your first and last name using two different typeface combinations or two different family members within the same typeface. Students will reference the demonstration video provided in the module. This video will show tools, materials, process and size.

Each design needs to utilize a different typeface combination.

Step 2_ Bring five of your best design concepts into a digital format. Students will use software such as Adobe Illustrator or InDesign. Make sure to list all the typefaces that you are using.

Each design should fit comfortably within an 8.5 x 11 inch spatial ground.

Step 3_ Select three designs to explore to finish.

Step 4_ Choose one final design to complete.

Online process:

This project assignment will be completed in two weeks. Students will turn in weekly progress images for "discussion" with the class at specified time and date. Instructor will provide mid review feedback. Students will turn in their final projects for review and comments at the end of two weeks at specified time and date. The instructor will provide each student with a comment video uploaded as an mp4 to a shared folder such as Google Drive for the final submission. Classmates are to respond to a minimum of 4 student projects - and if a student already has 4 comments then they are to choose another student, so all students receive feedback. Final presentations will be done similarly except the final presentation will be a video of the student work. The video will be done at a time the students sign up for and the instructor will provide a forum in the online course to record the presentation (such as ConferNow). The instructor will give detailed feedback in a video format.

Substantial Change: DESIGN 13, Digital Design Tools

Units:	3.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	108.00
Date Submitted:	October 2020
Transferability:	Transfers to CSU
Degree Applicability:	Credit - Degree Applicable
Proposed Start:	Fall 2022
TOP/SAM Code:	103000 - Graphic Art and Design / C - Clearly Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualification:	Graphic Arts Bachelor's or Master's degree in Graphic Design or equivalent.
Program Impact:	Proposed for inclusion in an existing degree or certificate <ul style="list-style-type: none"> • Graphic Design AS/Certificate of Achievement

Rationale

Substantial change includes updated units/hours, objectives, methods of presentation, and methods of evaluation for current industry standards. This is all part of the AS Graphic Design degree and certificate update.

I. Catalog Description

This course provides an overview of digital applications used in the field of Graphic Design for the purposes of image manipulation, vector graphics, and publication design. Also covered: Operation Systems, file management, and computer navigation basics.

II. Examples of Appropriate Text or Other Required Reading:

(include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. The Graphic Designer's Digital Toolkit: A Project-Based Introduction to Adobe Photoshop Creative Cloud, Illustrator Creative Cloud & InDesign Creative Cloud, 7th, Wood, Alan B., Delmar Learning © 2014, ISBN: 978-1305263659

III. Course Objectives

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

1. Recognize the differences between computer platforms and operating systems.
2. Use basic file management techniques to help organize workflow.
3. Use software for basic digital image editing and correcting.
4. Adjust images size, resolution and determine color modes for print and web media.
5. Create basic shapes and images with software.
6. Utilize type and image tools to create pre-press documents.
7. Identify the strengths and capabilities of digital tools and learn how to integrate the different applications in graphic design projects.

IV. Methods of Presentation:

Other (Specify), Lecture and Discussion, Observation and Demonstration, Projects, Critique
 Other Methods: Review of internet sites for Adobe and other illustrator programs and for practitioners of computer illustrators.

V. Course Content

<u>% of Course</u>	<u>Topic</u>

25.000%	Fundamentals of Computer File Management, Workflow Organization, and documentation: Review and discuss elements of design, principles of design, typography basics, and imagery. Introduction of file hygiene; backup and sharing strategies. Review and discuss image manipulation environments, scanning procedures, and digital file formats.
25.000%	Image Manipulation and Editing: Review selection and editing tools. Discuss Layers, the Layers palette, and the Layers menu. Review Layers. Discuss creating Layer Style Effects and placing type on images on separate layers. Demonstrate Layer Comps. Demonstrate using filters as image correction tools. Discuss the History palette. Restoring and Retouching Photographs. Applying color to a black-and-white image.
25.000%	Creating Illustrations and Vector-based Graphics: Compare vector and bitmap images. Demonstrate Fill and Stroke colors and the use of the Align and Stroke palettes. Discuss creating paths with anchor points, line segments, and direction lines. Demonstrate using the Selection and Shape tools. Discuss combining shapes to create composite shapes. Demonstrate the difference between Preview View displaying artwork with its colors and Outline View for shape outlines to check for precise alignment. Demonstrate using the Pencil tool for freeform drawing. Discuss template layers and how they can be used with various tools to trace imported images. Demonstrate using the Place command to import bitmap images. Working with Brushes, Symbols, and Layers. Discussion of Pen tools to create straight lines, corners, and Bézier curves. Discuss applying color using the Transparency palette, and combining paths created by the Pencil and Pen tools. Demonstrate using the Path Type tool. Discuss gradients in vector-based environments. Discuss graphic file formats and their purpose. Demonstrate the use of text on paths in Illustrator with stroke and fill effects and creating clipping masks. Integrating bitmap and vector-based files.
25.000%	Using software to Create Publication and Print Materials: Discuss and demonstrate publication software environments, tools, and palettes. Desktop publishing terminology. Importing text into text boxes and importing images into picture boxes. Measurements palette, Page Layout palette, and use of master pages. Review page layout fundamentals. Discuss requirements for getting project ready for the service provider for print and digital publishing. Demonstrate Utilities menu function, and Packaging and Publishing.
100.000%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
20%	Quizzes
20%	Projects
30%	Final Project
30%	Homework
100%	Total

VII. Sample Assignments:

Flyer: Students are given access to a variety of bitmap and vector images to manipulate and create a one-page flyer in order to learn the differences between software platforms and when best to use them.

Brochure: Students create a brochure for a non-profit organization of their choice announcing a fund-raising event. They are to use original content and utilize a variety of tools and techniques learned in the class to create the project deliverables

VIII. Student Learning Outcomes:

1. Students will exhibit strong academic behaviors including regular attendance, timeliness, participation in class activities and adherence to the College Honor Code.
2. Students will identify the strengths and capabilities of graphic design digital applications and how to integrate the applications in graphic design projects. As assessed by completion of a series of projects.
3. Students will design and create a publication. Assessed by successful completion of the final project.

DESIGN 13 Distance Education Application

- Online/Classroom Hybrid
- Fully Online

1a. Instructor - Student Interaction:

The course will begin with a detailed welcome letter which includes pertinent details regarding the course and how the instructor will be in contact with the students. Each week the instructor will post announcements, reminders, or notes regarding assignments. Additionally, content pages will begin each module and will include key information and suggestions for how to approach content. Regular discussion boards will be posted and the instructor will provide comments, input, and feedback just as in a traditional classroom setting. Additionally, constructive feedback will be provided on the homework in a time-frame adequate for students to adjust for the next assignment. The instructor will promptly respond to communication from students via email, the "General Questions" discussion board, and any other communication media used.

1b. Student - Student Interaction:

Students will engage in weekly discussion board groups where they will be required to reply to at least two students in the class. In the first module, for example, students are asked to introduce themselves and reply to at least two other students in class. From the beginning, a sense of belonging and community is established in the online classroom. Throughout the course of the semester, students can help each other out by posting replies and engage in a discussion in the "General Questions" discussion board. Students will post and discuss projects and research in the discussion boards. Presentations will be recorded and posted on the discussion boards with feedback from students and the instructor for developmental feedback and final presentation feedback. The presentations will be within a specific time limit and are given parameters for what should be seen in the video. The instructor will use the online course system to record and transcribe for posting. Students will be required to give qualitative responses to a minimum of 4 other students (when a student already has 4 responses the student will look for another project to comment on, so every student gets feedback). This is for the presentation and collaborative portion of class.

1c. Student - Content Interaction:

The classroom is organized into weekly course modules. Each weekly module consists of: learning objectives for each module, lectures (handouts or transcribed recordings), weekly discussion boards which reinforce the weekly concepts, and a reminder on what is due or what progress should be made during the week on the student work or projects.

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Discussion Boards	This is a critical component and will comprise discussions on topics and student projects. Discussion boards will be where projects are posted for feedback, a board for general questions for class communication, and instructor feedback.	20.00%
Online Lecture	Lecture Topics will be done in either (or both) written files which are compliant for accessibility or video presentations which are captioned or a combination of both.	60.00%
Videos	Demonstrations of special techniques in vector drawing. Videos shall be captioned.	5.00%
Project Presentation	Students are required to present all projects for grading. This will be done with video presentations which are provided to the class for review, questions, and feedbacks. Students will be required to provide qualitative feedback or questions and the presenter is required to respond as part of the presentation grade.	10.00%
Exams	There will be a final exam at the end of the semester.	5.00%

2. Organization of Content:

The instructor will lecture, demonstrate and give inspirational images or videos for students to use for project development. Rubrics are used to clarify instructor requirements for assignments. The online course system is sufficient in providing for these. Content is organized according to major content headings in the syllabus. Each module clearly states what the objectives are, and the assignments are consistent with the topic for that week. Due dates are given at the beginning of class to allow time for scheduling to complete the project. Assignments are given spaced through the

semester. Materials needed for all projects are given at the beginning of the semester, so students have ample time to purchase what is needed and to be transparent on the cost. Low cost alternative solutions are given or considered.

3. Assessments:

% of grade	Activity	Assessment Method
10.00%	Presentations	Students are required to present their projects by the due date. For grading, a rubric is set to establish parameters of the project. Instructor and class feedback are done within a week. Grades shall be posted within a week or two of presentations.
10.00%	Discussion Boards	Weekly discussions will be posted. Students are required to post and reply to a specified number of student posts. Posts are due by one date and responses are due a few days later. Instructors are to grade and post this category each week.
10.00%	Class Exercises	Students will work individually on a variety of exercises to hone in on their vector drawing skills. The techniques learned in these exercises are project-based. The exercises will be due within a week. Instructor shall review and grade the digital submissions within a week or two.
60.00%	Projects	Students will execute and submit all projects within the due date. The submission is digital and ready for inclusion in an e-portfolio platform, or similar, at the end of the semester. No single assignment shall be worth more than 30% of the course grade.
10.00%	Exam	Timed online exam to demonstrate proficiency in a vector drawing program.

4. Instructor's Technical Qualifications:

The instructor should receive training or be familiar with the college's learning management system. This includes all the required technology for online delivery such as building the course and communication tools such as discussion boards. They should also be aware of the technical support available for faculty and the knowledge to ensure the material and course content is accessible.

5. Student Support Services:

Links to the following should be provided: online tutoring, tutorials for online classes, and technical support.

6. Accessibility Requirements:

All content will be reviewed to ensure compliance is met. Videos shall be close captioned, files and slideshows shall be reviewed for accessibility through the software and through a compliance review.

7. Representative Online Lesson or Activity:

Course Objective:

Create and design a variety of illustrations, beginning with line art to photorealistic illustrations.

Sample Assignment:

Project: A Photorealistic Illustration of an Object

Objective: To draw a photorealistic object based on an original image taken by the student

Online Process:

The project begins with the student sharing several original photos, in digital form, of possible objects to draw. In consultation with the instructor, the object is chosen. For visual context, past students' projects on photorealistic drawing are shown, and the instructor provides feedback on the strength and weaknesses of each project. It is followed by an open discussion, allowing students to ask questions on how a particular technique was accomplished. At this point in the semester, the students are already proficient with the basic tools of Illustrator, or similar program, but to achieve photorealistic effects, the use of more advanced tools is required. A comprehensive demonstration of these advanced tools follows; in addition, a series of exercises is given to demonstrate competency with the tools before they execute the project. To assist the students further, the demonstrations on photorealistic effects and techniques are recorded and uploaded to the online class with transcriptions. There are also handouts posted online to reinforce and clarify the technical requirements of the project. For students who need extra assistance, a one on one video conferencing consultation is available. The student presents the final project in a video and shares the techniques employed to accomplish the photorealistic requirement of the work. It is followed by feedback from the instructor and students through discussion boards, or similar, on the quality of the work.

Substantial Change: DESIGN 22, Typography 2

Units:	3.00
Total Instructional Hours (usually 18 per unit):	72.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	1.00
Arranged:	0.00
Outside-of-Class Hours:	108.00
Date Submitted:	October 2020
Transferability:	Transfers to CSU

Degree Applicability:	Credit - Degree Applicable
Skills Advisory(s):	DESIGN 12
Proposed Start:	Fall 2022
TOP/SAM Code:	103000 - Graphic Art and Design / C - Clearly Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualification:	Graphic Arts Bachelor's or Master's degree in Graphic Design or equivalent.
Program Impact:	Proposed for inclusion in an existing degree or certificate <ul style="list-style-type: none"> • Graphic Design AS/Certificate of Achievement

Rationale

Substantial change includes updated units/hours, objectives, methods of presentation, and methods of evaluation.

I. Catalog Description

The course builds on the fundamental principles covered in Typography 1 to continue the exploration of type as a visual communication tool. Students learn to understand the context and the meaning behind the typographic strategies and apply advanced techniques and methods to increasingly complex design projects. The course emphasizes the use of grids and the systematic approach to visual communication.

II Examples of Appropriate Text or Other Required Reading:

(include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. Grid systems in graphic design: A visual communication manual for graphic designers, typographers and three dimensional designers, Bilingual edition, Josef Müller-Brockmann, Niggli Verlag Publishers © 1996, ISBN: 978-3721201451

III. Course Objectives

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

1. Understand and apply advanced typesetting techniques
2. Recognize and construct typographic hierarchies
3. Identify and apply compositional strategies in typography
4. Demonstrate practical understanding of the use of grids in typography
5. Recognize typographic context and apply context-appropriate methods and techniques
6. Demonstrate the ability to recognize and utilize connotative and denotative applications of typography
7. Demonstrate the ability to produce type-oriented graphic design materials compliant with the techniques and strategies of modern visual communications.

IV. Methods of Presentation:

Critique, Lecture and Discussion, Observation and Demonstration, Projects

V. Course Content

<u>% of Course</u>	<u>Topic</u>

30.000%	Typesetting - Columns, gutters - Column width, line length - Widows, orphans - Rags, rivers - Texture - Examples from history - Hierarchy of text
20.000%	Single-page compositional strategies - Bilateral - Axial - Random
50.000%	Multi-page compositional strategies - Grid construction - Grid structures - Modular grid - Textual hierarchy, textual relationships, composition
100.000%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
20%	Class Participation
20%	Homework
30%	Final Project
30%	Projects
100%	Total

VII. Sample Assignments:

Typesetting: Students are asked to set type in a book format on a two-page spread. The goal is to make it legible. The project focuses on detailed application of typesetting without drawing attention to style.

Record cover: Students are asked to experiment with compositional strategies: bilateral, axial and grid on a single page square format. The project focuses on the concepts of the denotative and connotative applications of typography, hierarchy, relationships and composition.

A short publication: Students will focus on implementing modular and baseline grids to set a print-ready publication. They will continue to explore the connotative and denotative uses of typography. The project requires students to demonstrate their ability to realise a specific concept in an appropriate typographic style.

VIII. Student Learning Outcomes:

1. Demonstrate practical understanding of typographic methods and strategies, as assessed by homework assignments, in-class participation, midterm and final projects
2. Demonstrate the knowledge of typesetting principles, as assessed by homework assignments and the midterm project.
3. Exhibit the ability to apply typographic techniques to page layout and composition, as assessed by homework assignments and the final project.

DESIGN 22 Distance Education Application

- Online/Classroom Hybrid
- Fully Online

1a. Instructor - Student Interaction:

The course will begin with a detailed welcome letter which includes pertinent details regarding the course and how the instructor will be in contact with the students. Each week the instructor will post announcements, reminders, or notes regarding assignments. Additionally, content pages will begin each module and will include key information and suggestions for how to approach content. Regular discussion boards will be posted, and the instructor will provide comments, input, and feedback just as in a traditional classroom setting. Additionally, constructive feedback will be provided on the homework in a time-frame adequate for students to adjust for the next assignment. The instructor will respond to communication from students via email within the designated time frame as indicted per each assignment, and within 24 hrs. in the "General Questions" discussion board, and any other communication media used.

1b. Student - Student Interaction:

Students will engage in weekly discussion board groups where they will be required to reply to at least two students in the class. In the first module, for example, students are asked to introduce themselves and reply to at least two other students in class. From the beginning, a sense of belonging and community is established in the online classroom.

Throughout the course of the semester, students can help each other by posting replies and engage in a discussion in the "General Questions" discussion board. Instructors will respond in a timely manner which should be made clear in the course.

1c. Student - Content Interaction:

The classroom is organized into weekly course modules. Each weekly module consists of: learning objectives for each module, lectures (handouts or transcribed recordings), weekly discussion boards which reinforce the weekly concepts, and a reminder on what is due or what progress should be made during the week on the student work or projects.

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Online Lecture	Lecture Topics will be done in either (or both) written files which are compliant for accessibility or video presentations which are captioned or a combination of both.	50.00%
Project Presentation	Students are required to present all project assignments for grading. This will be done with video presentations or google slides which are provided to the class for review, questions, and feedback. Students will be required to provide qualitative feedback or questions and the presenter is required to respond as part of the presentation grade.	25.00%
Discussion Boards	This is a critical component and will comprise discussions on topics and student projects. Discussion boards will be where project links are posted for feedback, a board for general questions for class communication, and instructor feedback.	15.00%
Videos	Demonstrations of expectations for assignments and additional skills needed to produce the assignment for class. Along with additional examples of previous student work indicating expectations in regard to design and production quality. Videos shall be captioned.	10.00%

2. Organization of Content:

The instructor will lecture, demonstrate and give inspirational images or videos for students to use for project development. Rubrics are used to clarify instructor requirements for assignments. The online course system is sufficient in providing for these. Content is organized according to major content headings in the syllabus. Each weekly module clearly states what the objectives are, and the assignments and exercises are consistent with the topic for that week. Students will learn and grow through the varied and extensive assignments. This course begins where Type 1 left off with the continued study and practice of baseline grids. Assignments will focus on shaping the page through type, grid structures and type tools for setting headline and body copy in print, web and mobile. Experimentation with type setting and image is encouraged along with a survey of typefaces.

3. Assessments:

% of grade	Activity	Assessment Method
10.00%	Discussion Boards	Weekly discussions will be posted. Students are required to post and reply to a specified number of student posts. Posts are due by one date and responses are due a few days later. Instructors are to grade and post this category each week.
20.00%	Presentations	Using a rubric to establish project parameters, students present projects by the due date. Instructor and class feedback is done within a week. Students grades shall be posted within a week of presentations.
40.00%	Class Exercises	Students will work together or individually on small skill building exercises such as baseline grids and how they apply to print, web and mobile. These exercises directly relate to the class topics and project. Image files and write ups of the work are submitted by each student. Instructor shall review and grade the submissions within a week.
30.00%	Projects	Students shall submit final files for each project assignment and exercise. The submission is digital and ready for inclusion in their online file-sharing platform.

4. Instructor's Technical Qualifications:

Instructor should receive training or be familiar with the college's learning management system. This includes all the required technology for online delivery such as building the course and communication tools such as discussion boards.

They should also be aware of the technical support available for faculty and the knowledge to ensure the material and course content is accessible.

5. Student Support Services:

Links to the following should be provided: online tutoring, tutorials for online classes, and technical support.

6. Accessibility Requirements:

All content will be reviewed to ensure compliance is met. Videos shall be close captioned; files and slideshows shall be reviewed for accessibility through the software and through a compliance review.

7. Representative Online Lesson or Activity:

Course Objective:

Understanding of the metaphoric and stylistic refinement of text type.

Develop the ability to improve meaning and impact of a message.

Brief:

Combine the understanding of grid structure, body copy, and image through meaningful visual message. Design a total of three magazine spreads. The subject of each spread is an interview of a typeface. A combination of researched facts and your own creative writing will make up the headline, subhead and body copy. Use type as design elements and additional imagery that compliments the typeface "story".

Choose three different typefaces that speak to you in a personal manner and or you feel are important historic typefaces. These typefaces should be very different from each other. choose from different classifications /style /time periods).

Ex: Mrs. Eaves _ Exo _ Benguiat Caslon.

Imagine that you are this particular typeface. You have a personality with likes and dislikes, you have political opinions and even fashion preferences and a personal history. Who designed you /what was the purpose /where is your best usage /do you like to live in print /web /mobile or do you prefer one over the other and why? etc. etc.

Process: Research typefaces. Choose several typeface possibilities. Concept and Design at least ten to fifteen hand drawn comps/sketches. Choose three different directions for your initial digital comps. Upload your sketches/comps (hand drawn) along with your digital comps. Students will use software such as Adobe Illustrator or InDesign.

This project assignment will be completed in three weeks. Students will turn in weekly progress images for "discussion" with the class at specified time and date. Instructor will provide mid review feedback. Students will turn in their final projects for review and comments at the end of three weeks at specified time and date. The instructor will provide each student with a comment video uploaded as an mp4 to a shared folder such as Google Drive for the final submission.

Students will practice and develop their creative writing skills.

Classmates are to respond to a minimum of 4 student projects - and if a student already has 4 comments then they are to choose another student, so all students receive feedback. Final presentations will be done similarly except the final presentation will be a video of the student work. The video will be done at a time the students sign up for and the instructor will provide a forum in the online course to record the presentation (such as ConferNow). The instructor will give detailed feedback in video format.

Advisory Checklist and Worksheet: DESIGN 22

Proposed Advisory: DESIGN 12

SECTION 1 - CONTENT REVIEW:

Criterion	N/A	Yes	No
1. Faculty with appropriate expertise have been involved in the determination of the advisory.		X	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.		X	
3. Selection of this advisory is based on tests, the type and number of examinations, and grading criteria.		X	
4. Selection of this advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.		X	
5. The body of knowledge and/or skills which are recommended for success before enrollment have been specified in writing (see below).		X	
6. The course materials presented in this advisory have been reviewed and determined to teach knowledge or skills recommended for success in the course requiring this advisory.		X	
7. The body of knowledge and/or skills recommended for success in this course have been matched with the knowledge and skills developed by the advisory course.		X	
8. The body of knowledge and/or skills taught in the advisor are not an instructional unit of this course.		X	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.		X	

ENTRANCE SKILLS RECOMMENDED FOR SUCCESS IN: DESIGN 22

(It is recommended that the student to be able to do or understand the following BEFORE entering the course)

A)	Outline origin and development of type.
B)	Identify basic elements of letterforms and fonts.
C)	Identify families of type.
D)	Understand and apply basic modern typesetting techniques.
E)	Understand basic methods of selection and application of typography in the context of graphic design.
F)	Distinguish between connotative and denotative uses of type.

EXIT SKILLS (objectives) FROM: DESIGN 12

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

1.	Outline origin and development of type.
2.	Identify basic elements of letterforms and fonts.
3.	Identify families of type.
4.	Understand and apply basic modern typesetting techniques.
5.	Understand basic methods of selection and application of typography in the context of graphic design.
6.	Distinguish between connotative and denotative uses of type.

		ENTRANCE SKILLS FOR: DESIGN 22							
		A	B	C	D	E	F	G	H
EXIT SKILLS From: DESIGN 12	1	x							
	2		x						
	3			x					
	4				x				
	5					x			
	6						x		
	7								
	8								

Substantial Change: DESIGN 23, User Experience Design 1

Units:	3.00
Total Instructional Hours (usually 18 per unit):	90.00
Hours per week (full semester equivalent) in Lecture:	2.00
In-Class Lab:	2.00
Arranged:	1.00
Outside-of-Class Hours:	72.00
Date Submitted:	October 2020
Transferability:	Transfers to CSU
Degree Applicability:	Credit - Degree Applicable
Proposed Start:	Fall 2022
TOP/SAM Code:	103000 - Graphic Art and Design / C - Clearly Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualification:	Graphic Arts
Program Impact:	•

Rationale

Substantial change includes updated units/hours, objectives, methods of presentation, and methods of evaluation for current industry standards. This is all part of the AS Graphic Design degree and certificate update. Currently approved for DE but updated section included.

I. Catalog Description

User Experience (UX) Design prioritizes the needs and wants of the user. The goal: create useful, meaningful, and ethical/sustainable interactions with a product, service or design. This introductory course will provide an overview of the design process and tools used within the UX field with a specific focus on mobile or web-based solutions. Students will collaborate to research, critique, and design a real-world project or projects to present to stakeholders.

II. Examples of Appropriate Text or Other Required Reading:

(include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. Don't Make Me Think, Revisited: A Common Sense Approach to Web Usability, 3rd, Krug, Steve , Voices That Matter © 2014, ISBN: 978-0321965516
2. Undercover User Experience Design, Bowles Cennydd and Box, James, Voices That Matter © 2010, ISBN: 978-0321719904
3. Ruined by Design: How Designers Destroyed the World, and What We Can Do to Fix It, Mike Monteiro, Mule Design © 2019, ISBN: 978-1090532084
4. Future Ethics, Cennydd Bowles, NowNext Press © 2018, ISBN: 978-1999601911

III. Course Objectives

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

1. Identify and apply best practices for User Experience Design with a focus on mobile and web-based solutions
2. Discuss the role ethical and sustainability within the larger field of design
3. Apply UX research methodologies such as interviewing (stakeholder and customer), heuristic review, competitive analysis, and site mapping/application mapping
4. Develop and create user personas and journey maps
5. Apply appropriate prototyping strategies such as sketching and wireframing based on user research
6. Apply competitive analysis and best-of-breed analysis to push solutions beyond "table stakes" and beyond what has already been done as a tactic for innovation.
7. Conduct testing sessions, such as usability testing and card sorting/participatory design, to develop and iterate a project(s).
8. Manage and present a design process and solution as a group presentation.
9. Demonstrate effective collaboration skills.

IIIb. Arranged Hours Objectives:

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

1. Demonstrate an understanding of how to conduct a user-testing session.

IV. Methods of Presentation:

Critique, Group Work, Lecture and Discussion, Projects

IVb. Arranged Hours Instructional Activities:

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

V. Course Content

<u>% of Course</u>	<u>Topic</u>
25.000%	UX Foundations <p></p> Defining User Experience (UX) Design and understanding the design process. Discuss (and implement where appropriate) Ethics and Sustainability solutions within Design. UX for multiple screens with a focus on mobile and web-based design.
25.000%	Research for UX <p></p> User-centered research methods including interviewing (stakeholder/customers), heuristic review, and competitive analysis. Creation of personas and user journeys
25.000%	Making and Testing for UX <p></p> Understanding Information Architecture, content strategy, card sorts, sitemaps, and user flows. Interaction and interface design. Sketching, wireframing and prototyping. Testing methods such as usability, concept testing, and user-testing
25.000%	Presentation and Delivery: Manage and document a project from end-to-end. Information prioritization and storytelling. Presentation and critique of projects.
100.000%	Total

Vb. Lab Content

<u>% of Course</u>	<u>Topic</u>
50.00%	Critiques
50.00%	Team Exercises
100.00%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
10%	Class Participation
30%	Class Work
30%	Projects
30%	Final Project
100%	Total

VII. Sample Assignments:**Project One:**

A bank is installing a pop-branch on campus with a touch screen interface for its customers to make a financial transaction. In teams, design a prototype interface that fulfills at least one of the following scenarios: Make Transfers Contact a Virtual Assistant Create a Budget Schedule an Appointment As a final deliverable, students create a case study documenting their design process from research to concept. This could include: Interviews (Stakeholder and User Interviews) Persona Hueristica Evaluation Competitive Analysis User flows Scenario

creation Creative Brief Prototypes Testing Process documentation Reflection (defining results, ethical implications and sustainability considerations of the topic—in this case, financial institutions)

Project Two:

Identify a partner within Santa Monica College with a UX Design Challenge. For example, redesign the SMC Go app to increase engagement by personalizing the user experience. This could include: Stakeholder interview with the SMC partner Interviewing students via methods such as feedback, surveys, or think-along protocol. Create new app "personas" to reflect content unique to each SMC campus Explore the need/feasibility of redesigning the SMC GO interface (the "look and feel") Identify potential thematic content to feature on a rotating basis, perhaps with themed months (e.g., mental health month) Develop and prototype a potential user flow for a new module such as Career Services module, Food and Housing Security module, Transportation module, etc.

VIII. Student Learning Outcomes:

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

DESIGN 23 Distance Education Application

- Online/Classroom Hybrid
- Fully Online

1a. Instructor - Student Interaction:

The course will begin with a detailed welcome letter which includes pertinent details regarding the course and how the instructor will be in contact with the students. Each week the instructor will post announcements, reminders, or notes regarding assignments. Additionally, content pages will begin each module and will include key information and suggestions for how to approach content. Regular discussion boards will be posted and the instructor will provide comments, input, and feedback just as in a traditional classroom setting. Additionally, constructive feedback will be provided on the homework in a time-frame adequate for students to adjust for the next assignment. The instructor will promptly respond to communication from students via email, the "General Questions" discussion board, and any other communication media used.

1b. Student - Student Interaction:

Students will engage in weekly discussion board groups where they will be required to reply to at least two students in the class. In the first module, for example, students are asked to introduce themselves and reply to at least two other students in class. From the beginning, a sense of belonging and community is established in the online classroom. Throughout the course of the semester, students can help each other out by posting replies and engage in a discussion in the "General Questions" discussion board. Students will post and discuss projects and research in the discussion boards. Presentations will be recorded and posted on the discussion boards with feedback from students and the instructor for developmental feedback and final presentation feedback. The presentations will be within a specific time limit and are given parameters for what should be seen in the video. The instructor will use the online course system to record and transcribe for posting. Students will be required to give qualitative responses to a minimum of 4 other students (when a student already has 4 responses the student will look for another class project to comment on, so every student gets feedback). This is for the presentation and collaborative portion of class.

1c. Student - Content Interaction:

The classroom is organized into weekly course modules. Each weekly module consists of: learning objectives for each module, lectures (handouts or transcribed recordings), weekly discussion boards which reinforce the weekly concepts, and a reminder on what is due or what progress should be made during the week on the student work or projects.

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Discussion Boards	This is a critical component and will comprise discussions on topics and student projects. Discussion boards will be where projects are posted for feedback, a board for general questions for class communication, and instructor feedback.	20.00%
Online Lecture	Lecture Topics will be done in either (or both) written files which are compliant for accessibility or video presentations which are captioned or a combination of both.	30.00%

Videos	Demonstrations of specific modeling of sketching or other skills for class. Videos shall be captioned.	20.00%
Class Debate	This is a class-led project where students will form affinity groups based on specific topics. Collaboration—via groups or breakout rooms—will be central as all teams work towards a shared goal of designing an experience.	20.00%
Project Presentation	Students are required to present all projects for grading. This will be done with video presentations which are provided to the class for review, questions, and feedbacks. Students will be required to provide qualitative feedback or questions and the presenter is required to respond as part of the presentation grade.	10.00%

2. Organization of Content:

The instructor will lecture, demonstrate and give inspirational images or videos for students to use for project development. Rubrics are used to clarify instructor requirements for assignments. The online course system is sufficient in providing for these. Content is organized according to major content headings in the syllabus. Each module clearly states what the objectives are, and the assignments are consistent with the topic for that week.

3. Assessments:

% of grade	Activity	Assessment Method
10.00%	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.
30.00%	Final Project	Students complete a final project. Assessment criteria based on the objectives for the project.
30.00%	Assignments	Completion of weekly assignments and assessment based on objectives for the assignment.
30.00%	Projects	Students shall submit a summary for each project. The submission is digital and designed for inclusion in a digital portfolio at the end of class.

4. Instructor's Technical Qualifications:

The instructor should receive training or be familiar with the college's learning management system. This includes all the required technology for online delivery such as building the course and communication tools such as discussion boards. They should also be aware of the technical support available for faculty and the knowledge to ensure the material and course content is accessible.

5. Student Support Services:

Links to the following should be provided: online tutoring, tutorials for online classes, and technical support.

6. Accessibility Requirements:

All content will be reviewed to ensure compliance is met. Videos shall be close captioned, files and slideshows shall be reviewed for accessibility through the software and through a compliance review.

7. Representative Online Lesson or Activity:

Course Objective: Complete a design brief created by an internal partner

Sample Assignment: Following a series of exercises to define the design brief, students are responsible for delivery in an app or web-based product.

Online Process: Students will read or listen to lectures and demonstrations, which are posted in the online course - the handouts shall be accessible and the videos shall have transcripts.

Then they will draft their work from their computers using the techniques demonstrated and discussed in lectures. Pin ups or discussions with the instructor and other students will be done periodically to assure understanding and mastery of the skill. This is accomplished through discussion boards or conferencing tools such as ConferNow. In addition, the final project plan is to be documented by scanning and submitting to the online course. Instructors will give feedback within a week and grades will be posted shortly thereafter.

Substantial Change: DESIGN 33, User Experience Design 2

Units:	3.00
Total Instructional Hours (usually 18 per unit):	90.00
Hours per week (full semester equivalent) in Lecture:	2.00
In-Class Lab:	2.00
Arranged:	1.00
Outside-of-Class Hours:	72.00
Date Submitted:	October 2020
Transferability:	Transfers to CSU
Degree Applicability:	Credit - Degree Applicable
Skills Advisory(s):	DESIGN 23
Proposed Start:	Fall 2022
TOP/SAM Code:	103000 - Graphic Art and Design / C - Clearly Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualification:	Graphic Arts Bachelor's or Master's degree in Graphic Design or equivalent.
Program Impact:	•

Rationale

Substantial change includes updated units/hours, objectives, methods of presentation, and methods of evaluation for current industry standards. This is all part of the AS Graphic Design degree and certificate update. Currently approved for DE but updated section included.

I. Catalog Description

User Experience (UX) 2 builds on the knowledge acquired in UX 1. If projects in UX 1 focus primarily on mobile and web-based solutions, UX 2 embraces a more holistic view of the user experience. This may include looking at other interfaces (voice activation, wearables, etc.) and design types (service, interventions)—and even those we have not yet considered. Project outcomes may also be equally diverse with projects ranging from interactive campaigns to speculative prototypes. Students will collaborate to research, critique, and design real-world, theme-based project(s) to a group of a stakeholders.

II. Examples of Appropriate Text or Other Required Reading:

(include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. UI is Communication: How to Design Intuitive, User Centered Interfaces by Focusing on Effective Communication, McKay, Everett N., Morgan Kaufmann © 2013, ISBN: 978-0123969804
2. A Project Guide to UX Design: For user experience designers in the field or in the making, Unger, Russ. Chandler, Carolyn, Voices That Matter. New Riders. © 2012, ISBN: 978-0321815385
3. Design for How People Think: Using Brain Science to Build Better Products, John Whalen Ph.D, O'Reilly Meida, Inc. © 2019, ISBN: 978-1491985458

III. Course Objectives

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

1. Identify and apply best practices for User Experience Design at an intermediate/advanced level.
2. Discuss the the value/differences between qualitative versus quantitative research, primary versus secondary research, and lo versus high fidelity prototypes.
3. Apply UX research methodologies such as participatory/co-creative design, the use of cultural probes, focus groups and surveys.
4. Apply a variety of creative methodologies to kick-start the creative process such as concept posters, mind maps, how might we statement, etc.
5. Creation and execution of a research plan.
6. Develop and create user personas, storyboards, and experience maps in the context of a physical space.
7. Apply appropriate prototyping strategies
8. Conduct testing sessions, such as bodystorms, to develop and iterate a project.
9. Successfully manage and present a design process and solution as a group presentation.

10. Work successfully as part of a team.

IIIb. **Arranged Hours Objectives:**

Upon completion of this course, the student 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

IV. **Methods of Presentation:**

Critique, Group Work, Lecture and Discussion, Projects

IVb. **Arranged Hours Instructional Activities:**

Other (Specify), Other, Online instructor-provided resources, Observation and Demonstration, Field Experience, Projects, Experiments

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.

V. **Course Content**

<u>% of Course</u>	<u>Topic</u>
25.000%	UX2 Foundations Approaching the User Experience (UX) Design through a holistic and future-facing lens. Empathizing with both users and stakeholders. Fieldwork best practices and how-tos. Qualitative versus quantitative research. Primary versus secondary research. Lo-fidelity vs. high-fidelity prototypes. UX for a variety of interfaces and design types.
25.000%	Research for UX User-centered research methods such as participator/co-creative design, the use of cultural probes, focus groups and surveys. Creation of a design research plan.
25.000%	Making and Testing for UX Apply strategies to kick-start the creative process such as concept posters, mind maps, how might we statements, etc. Creation of user personas, storyboards, and experience maps in the context of a physical space. Apply appropriate prototyping strategies. Conduct testing sessions, such as bodystorms, to develop and iterate a project.
25.000%	Presentation and Delivery Manage and document a project from end-to-end. Organizing insights and findings into client-ready actionable deliverables. Deriving and communicating business value from design research. Delivering key insights and recommended actions to stakeholders. Presentation and critique of research findings.
100.000%	Total

Vb. **Lab Content**

<u>% of Course</u>	<u>Topic</u>
50.00%	Critiques
50.00%	Team Exercises
100.00%	Total

VI. **Methods of Evaluation**

<u>% of Course</u>	<u>Topic</u>

10%	Class Participation
30%	Class Work Assignments
30%	Projects
30%	Final Project
100%	Total

VII. **Sample Assignments:**

Assignment One:

Design a semi-permanent pop-up banking experience that is high-tech, high-touch and can live on a college campus and serve as a place for everyday banking, travel, auto, and/or student loan support, credit card advice, financial education and ATM transaction. Each team will be assigned a specific program with the goal of understanding of how these individual program work together as an experience. These programs include: ATM Service Desk Teller Experience Private Meeting Room Video Conference Room Open Seating Area As a final deliverable, students create a case study documenting their design process from research to concept. This could include: Observation Interviews (Stakeholder and User Interviews) Persona Script Storyboard Prototype Bodystorm Results Process documentation Reflection (defining results, ethical implications and sustainability considerations of the topic—in this case, financial institutions)

Assignment Two:

Working in teams, identify an issue and offer a solution of what can be designed to create community at an assigned, satellite campus such Bundy, PAC, or Emeritust. Based on the research you conduct, identify and find an example of a system that suffers from a severe design issue that your team will help solve. This project should build upon your practice and understanding of the different research methods practiced in class: observation, interviews, personas, prototypes, etc. It also requires a strong concept as well as thoughtfully proposed design solution based off of research, and must address an entire system “end to end” (from the beginning of the experience you are going to design for a user to the end). This final project is not only about technology. It's also about creating an experience and/or interaction within a space that will solve, serve, and even delight the user, that creates community at Santa Monica College. Project Requirements The final solution must be site-specific (i.e. your team will assigned a location that you will be designing for) Design research involves field research: observation, interviews, and a design intervention (participatory/co-creative design). This research will engage the public in the chosen site to determine possible issues, larger questions, and design outcomes. Collaboration with team members, in person and remotely. We will have class time to work in teams. You will be graded individually and as a team. Final Deliverable (5 minute presentation to the “Sharks”) Show evidence from your research in your presentation including: specific observations and insights, interviews quotes/personas, project documentation, and images of your low-fidelity prototypes and concepts that you will be testing in your location Construct a scenario. Remember to "tell a story" during your presentation. Stories provide empathy! Include answers to the questions (below). Please don't answer every answer and don't go through the list one by one, weave these into your scenario and story.

VIII. **Student Learning Outcomes:**

1. Exhibit strong academic behaviors including regular attendance, timeliness, participation in class activities, and adherence to the College Honor Code.
2. Demonstrate an overall understanding of the design process and how design research fits into that process.
3. Build a variety of research methods and examples that they can utilize on design projects.

DESIGN 33 Distance Education Application

- Online/Classroom Hybrid
- Fully Online

1a. Instructor - Student Interaction:

The course will begin with a detailed welcome letter which includes pertinent details regarding the course and how the instructor will be in contact with the students. Each week the instructor will post announcements, reminders, or notes regarding assignments. Additionally, content pages will begin each module and will include key information and suggestions for how to approach content. Regular discussion boards will be posted and the instructor will provide comments, input, and feedback just as in a traditional classroom setting. Additionally, constructive feedback will be provided on the homework in a time-frame adequate for students to adjust for the next assignment. The instructor will

promptly respond to communication from students via email, the "General Questions" discussion board, and any other communication media used.

1b. Student - Student Interaction:

Students will engage in weekly discussion board groups where they will be required to reply to at least two students in the class. In the first module, for example, students are asked to introduce themselves and reply to at least two other students in class. From the beginning, a sense of belonging and community is established in the online classroom. Throughout the course of the semester, students can help each other out by posting replies and engage in a discussion in the "General Questions" discussion board.

1c. Student - Content Interaction:

The classroom is organized into weekly course modules. Each weekly module consists of: learning objectives for each module, lectures (handouts or transcribed recordings), weekly discussion boards which reinforce the weekly concepts, and a reminder on what is due or what progress should be made during the week on the student work or projects.

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Discussion Boards	This is a critical component and will comprise discussions on topics and student projects. Discussion boards will be where projects are posted for feedback, a board for general questions for class communication, and instructor feedback.	20.00%
Online Lecture	Lecture Topics will be done in either (or both) written files which are compliant for accessibility or video presentations which are captioned or a combination of both.	30.00%
Videos	Demonstrations of specific modeling of sketching or other skills for class. Videos shall be captioned.	20.00%
Class Debate	This is a class-led project where students will form affinity groups based on specific topics. Collaboration—via groups or breakout rooms—will be central as all teams work towards a shared goal of designing an experience.	20.00%
Project Presentation	Students are required to present all projects for grading. This will be done with video presentations which are provided to the class for review, questions, and feedbacks. Students will be required to provide qualitative feedback or questions and the presenter is required to respond as part of the presentation grade.	10.00%

2. Organization of Content:

The instructor will lecture, demonstrate and give inspirational images or videos for students to use for project development. Rubrics are used to clarify instructor requirements for assignments. The online course system is sufficient in providing for these. Content is organized according to major content headings in the syllabus. Each module clearly states what the objectives are, and the assignments are consistent with the topic for that week.

3. Assessments:

% of grade	Activity	Assessment Method
10.00%	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.
30.00%	Final Project	Students complete a final project. Assessment criteria based on the objectives for the project.
30.00%	Assignments	Completion of weekly assignments and assessment based on objectives for the assignment.
30.00%	Projects	Students shall submit a summary for each project. The submission is digital and designed for inclusion in a digital portfolio at the end of class.

4. Instructor's Technical Qualifications:

The instructor should receive training or be familiar with the college's learning management system. This includes all the required technology for online delivery such as building the course and communication tools such as discussion boards.

They should also be aware of the technical support available for faculty and the knowledge to ensure the material and course content is accessible.

5. Student Support Services:

Links to the following should be provided: online tutoring, tutorials for online classes, and technical support.

6. Accessibility Requirements:

All content will be reviewed to ensure compliance is met. Videos shall be close captioned, files and slideshows shall be reviewed for accessibility through the software and through a compliance review.

7. Representative Online Lesson or Activity:

Course Objective:

Complete a design brief created by an internal partner

Sample Assignment:

Following a series of exercises to define the design brief, students are responsible for delivery in an app or web-based product.

Online Process:

Students will read or listen to lectures and demonstrations, which are posted in the online course - the handouts shall be accessible and the videos shall have transcripts.

Then they will draft their work from their computers using the techniques demonstrated and discussed in lectures. Pin ups or discussions with the instructor and other students will be done periodically to assure understanding and mastery of the skill. This is accomplished through discussion boards or conferencing tools such as ConferNow. In addition, the final project plan is to be documented by scanning and submitting to the online course. Instructors will give feedback within a week and grades will be posted shortly thereafter.

Advisory Checklist and Worksheet: DESIGN 33

Proposed Advisory: DESIGN 23

SECTION 1 - CONTENT REVIEW:

Criterion	N/A	Yes	No
1. Faculty with appropriate expertise have been involved in the determination of the advisory.		X	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.		X	
3. Selection of this advisory is based on tests, the type and number of examinations, and grading criteria.		X	
4. Selection of this advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.		X	
5. The body of knowledge and/or skills which are recommended for success before enrollment have been specified in writing (see below).		X	
6. The course materials presented in this advisory have been reviewed and determined to teach knowledge or skills recommended for success in the course requiring this advisory.		X	
7. The body of knowledge and/or skills recommended for success in this course have been matched with the knowledge and skills developed by the advisory course.		X	
8. The body of knowledge and/or skills taught in the advisor are not an instructional unit of this course.		X	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.		X	

ENTRANCE SKILLS RECOMMENDED FOR SUCCESS IN: DESIGN 33

(It is recommended that the student to be able to do or understand the following BEFORE entering the course)

A)	Identify and apply best practices for User Experience Design with a focus on mobile and web-based solutions.
B)	Discuss the role ethical and sustainability within the larger field of design.
C)	Apply UX research methodologies such as interviewing (stakeholder and customer), heuristic review, competitive analysis, and site mapping/application mapping.
D)	Develop and create user personas and journey maps.
E)	Apply appropriate prototyping strategies such as sketching and wireframing based on user research.
F)	Apply competitive analysis and best-of-breed analysis to push solutions beyond "table stakes" and beyond what has already been done as a tactic for innovation.

EXIT SKILLS (objectives) FROM: DESIGN 23

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

1.	Identify and apply best practices for User Experience Design with a focus on mobile and web-based solutions.
2.	Discuss the role ethical and sustainability within the larger field of design.
3.	Apply UX research methodologies such as interviewing (stakeholder and customer), heuristic review, competitive analysis, and site mapping/application mapping.
4.	Develop and create user personas and journey maps.
5.	Apply appropriate prototyping strategies such as sketching and wireframing based on user research.
6.	Apply competitive analysis and best-of-breed analysis to push solutions beyond "table stakes" and beyond what has already been done as a tactic for innovation.

		ENTRANCE SKILLS FOR: DESIGN 33							
		A	B	C	D	E	F	G	H
EXIT SKILLS From: DESIGN 23	1	X							
	2		X						
	3			X					
	4				X				
	5					X			
	6						X		
	7							X	
	8								

Substantial Change: DESIGN 43, Design Portfolio

Units:	3.00
Total Instructional Hours (usually 18 per unit):	72.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	1.00
Arranged:	0.00
Outside-of-Class Hours:	108.00
Date Submitted:	February 2020
Transferability:	Transfers to CSU
Degree Applicability:	Credit - Degree Applicable
Skills Advisory(s):	DESIGN 11
Proposed Start:	Fall 2022
TOP/SAM Code:	103000 - Graphic Art and Design / C - Clearly Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualification:	Graphic Arts Bachelor's or Master's degree in Graphic Design or equivalent.
Program Impact:	Proposed for inclusion in an existing degree or certificate <ul style="list-style-type: none"> • Graphic Design AS/Certificate of Achievement

Rationale

Substantial change includes updated units/hours, objectives, methods of presentation, and methods of evaluation for current industry standards. This is all part of the AS Graphic Design degree and certificate update.

I. Catalog Description

This course provides the opportunity to focus on the development of an effective design portfolio and addresses the process of developing project documentation that meets the current industry standards. Students learn how to write case studies, and present and exhibit their work in a professional setting. Students prepare promotional materials, including a design statement, resume, digital portfolio, online professional presence, cover letters, and references. Emphasis is placed on cultivating a professional voice in design.

II. Examples of Appropriate Text or Other Required Reading:

(include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. Burn Your Portfolio: Stuff they don't teach you in design school, but should, Janda, Michael, New Riders Press © 2013, ISBN: 978-0321918680
2. Graphic Artist's Guild Handbook of Pricing and Ethical Guidelines, 14th, Graphic Artist's Guild, Graphic Artists Guild © 2013, ISBN: 978-0932102164

III. Course Objectives

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

1. Demonstrate knowledge of design professional practices.
2. Demonstrate understanding and planning for a project.
3. Demonstrate understanding of the components of a successful design portfolio.
4. Write a professional resume, design and incorporate a professional identity for a portfolio of work.
5. Create and present a portfolio of original work that reflects an understanding of visual communication and design principles.
6. Develop and present a visual presentation of a sample of work showing process, decision making, feedback and outcomes.
7. Demonstrate knowledge of promotional practices within design.

IV. Methods of Presentation:

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

V. Course Content

<u>% of Course</u>	<u>Topic</u>
30.000%	Professional Practices: professional relations, design brief, estimate and schedules, project management, interviews and networking.
60.000%	Portfolio Development: resume, personal branding, cover letters, design statement, digital portfolio, references.
10.000%	Presentation and critique of projects
100.000%	Total

VI. **Methods of Evaluation**

<u>% of Course</u>	<u>Topic</u>
30%	Final Project
30%	Projects
10%	Class Participation
30%	Homework
100%	Total

VII. **Sample Assignments:**

Write and design a professional resume:

Using a page-layout tool, design three different resumes using your personal branding. Print your resumes for critique. Be intentional about how you group your resume information education. Organizing categories chronologically and by responsibility. List any content you think will be relevant to your audience.

Create an example of work documentation:

Design a document highlighting the intentional process of projects from your portfolio. The focus of this assignment is to successfully communicate the design process and outcome of these projects in a concise meaningful way.

VIII. **Student Learning Outcomes:**

1. Demonstrate an understanding of professional practices in design.
2. Demonstrate an ability to build a digital portfolio of work.

DESIGN 43 Distance Education Application

- Online/Classroom Hybrid
- Fully Online

1a. Instructor - Student Interaction:

The course will begin with a detailed welcome letter which includes pertinent details regarding the course and how the instructor will be in contact with the students. Each week the instructor will post announcements, reminders, or notes regarding assignments. Additionally, content pages will begin each module and will include key information and suggestions for how to approach content. Regular discussion boards will be posted and the instructor will provide comments, input, and feedback just as in a traditional classroom setting. Additionally, constructive feedback will be provided on the homework in a time-frame adequate for students to adjust for the next assignment. The instructor will promptly respond to communication from students via email, the "General Questions" discussion board, and any other communication media used.

1b. Student - Student Interaction:

Students will engage in weekly discussion board groups where they will be required to reply to at least two students in the class. In the first module, for example, students are asked to introduce themselves and reply to at least two other students in class. From the beginning, a sense of belonging and community is established in the online classroom. Throughout the course of the semester, students can help each other out by posting replies and engage in a discussion in the "General Questions" discussion board. Students will post and discuss projects and research in the discussion

boards. Presentations will be recorded and posted on the discussion boards with feedback from students and the instructor for developmental feedback and final presentation feedback. The presentations will be within a specific time limit and are given parameters for what should be seen in the video. The instructor will use the online course system to record and transcribe for posting. Students will be required to give qualitative responses to a minimum of 4 other students (when a student already has 4 responses the student will look for another project to comment on, so every student gets feedback). This is for the presentation and collaborative portion of class.

1c. Student - Content Interaction:

The classroom is organized into weekly course modules. Each weekly module consists of: learning objectives for each module, lectures (handouts or transcribed recordings), weekly discussion boards which reinforce the weekly concepts, and a reminder on what is due or what progress should be made during the week on the student work or projects.

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Discussion Boards	This is a critical component and will comprise discussions on topics and student projects. Discussion boards will be where projects are posted for feedback, a board for general questions for class communication, and instructor feedback.	40.00%
Online Lecture	Lecture Topics will be done in either (or both) written files which are compliant for accessibility or video presentations which are captioned or a combination of both.	30.00%
Videos	Demonstrations of specific presentation materials and promotional strategies or other skills specific for class. Videos shall be captioned.	10.00%
Project Presentation	Students are required to present all projects for grading. This will be done with video presentations which are provided to the class for review, questions, and feedbacks. Students will be required to provide qualitative feedback or questions and the presenter is required to respond as part of the presentation grade.	20.00%

2. Organization of Content:

The instructor will lecture, demonstrate and give inspirational images or videos for students to use for project development. Rubrics are used to clarify instructor requirements for assignments. The online course system is sufficient in providing for these. Content is organized according to major content headings in the syllabus. Each module clearly states what the objectives are, and the assignments are consistent with the topic for that week. Due dates are given at the beginning of class to allow time for scheduling to complete the project. Assignments are given spaced through the semester. Materials needed for all projects are given at the beginning of the semester, so students have ample time to purchase what is needed and to be transparent on the cost. Low cost alternative solutions are given or considered.

3. Assessments:

% of grade	Activity	Assessment Method
20.00%	Presentations	Using a rubric to establish project parameters, students present projects by the due date. Instructor and class feedback is done within a week. Students grades shall be posted within a week of presentations.
20.00%	Discussion Boards	Weekly discussions will be posted. Students are required to post and reply to a specified number of student posts. Posts are due by one date and responses are due a few days later. Instructors are to grade and post this category each week.
20.00%	Class Exercises	Students will work together or individually on small skill building exercises such as mock interviews and elevator pitch. Research/ mood boards and design of personal branding. These exercises directly relate to the class topics and project. Images and write ups of the work are submitted by each student. Instructor shall review and grade the submissions within a week.
40.00%	Projects	Students shall submit final files for each project. The submission is digital and ready for inclusion in a digital portfolio at the end of class.

4. Instructor's Technical Qualifications:

The instructor should receive training or be familiar with the college's learning management system. This includes all the required technology for online delivery such as building the course and communication tools such as discussion boards.

They should also be aware of the technical support available for faculty and the knowledge to ensure the material and course content is accessible.

5. Student Support Services:

Links to the following should be provided: online tutoring, tutorials for online classes, and technical support.

6. Accessibility Requirements:

All content will be reviewed to ensure compliance is met. Videos shall be close captioned, files and slideshows shall be reviewed for accessibility through the software and through a compliance review.

7. Representative Online Lesson or Activity:

Course Objective:

Write a professional resume, and design and incorporate a personal identity or brand for portfolio of work.

Sample Assignment:

Professional Bio

A professional bio is simply a story-based version of the information you would typically include in a résumé. The format is less formal, and it gives you an opportunity to highlight some interesting facts about yourself while injecting a little of your personality.

The main goals of a bio are to give the reader an accurate sense of who you are and what you do, to establish expertise and credibility, and to qualify your experience and background. All of these elements combine to develop trust in you and your brand.

Online Process:

Students will read or listen to lectures and demonstrations which are posted in the online course - the handouts shall be accessible and the videos shall have transcripts. Then they will draft from their computers using the techniques demonstrated and discussed in lectures. Pin ups or discussions with the instructor and other students will be done periodically to assure understanding and mastery of the skill. This is accomplished through discussion boards or conferencing tools such as ConferNow. In addition, the final project is to be documented by scanning and submitting to the online course. Instructors will give feedback within a week and grades will be posted shortly thereafter.

Advisory Checklist and Worksheet: DESIGN 43

Proposed Advisory: DESIGN 11

SECTION 1 - CONTENT REVIEW:

Criterion	N/A	Yes	No
1. Faculty with appropriate expertise have been involved in the determination of the advisory.		X	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.		X	
3. Selection of this advisory is based on tests, the type and number of examinations, and grading criteria.		X	
4. Selection of this advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.		X	
5. The body of knowledge and/or skills which are recommended for success before enrollment have been specified in writing (see below).		X	
6. The course materials presented in this advisory have been reviewed and determined to teach knowledge or skills recommended for success in the course requiring this advisory.		X	
7. The body of knowledge and/or skills recommended for success in this course have been matched with the knowledge and skills developed by the advisory course.		X	
8. The body of knowledge and/or skills taught in the advisor are not an instructional unit of this course.		X	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.		X	

ENTRANCE SKILLS RECOMMENDED FOR SUCCESS IN: DESIGN 43

(It is recommended that the student to be able to do or understand the following BEFORE entering the course)

A)	Understand the process of visual communications design, consider relevant historic and aesthetic topics, and develop basic graphic design studio skills and techniques.
B)	Identify graphic identity types: geometric, pictorial, typographic.
C)	Successfully demonstrate an understanding of the nuances of typography from a semantic and visual perspective.
D)	Implement a visual communication design process from thumbnails to comprehensives.

EXIT SKILLS (objectives) FROM: DESIGN 11

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

1.	Understand the process of visual communications design, consider relevant historic and aesthetic topics, and develop basic graphic design studio skills and techniques.
2.	Identify graphic identity types: geometric, pictorial, typographic.
3.	Successfully demonstrate an understanding of the nuances of typography from a semantic and visual perspective.
4.	Implement a visual communication design process from thumbnails to comprehensives.

		ENTRANCE SKILLS FOR: DESIGN 43							
		A	B	C	D	E	F	G	H
EXIT SKILLS From: DESIGN 11	1	x							
	2		x						
	3			x					
	4				x				
	5								
	6								
	7								
	8								