



# CURRICULUM COMMITTEE | AGENDA

Wednesday, October 21, 2015 | 3:00 p.m.  
Loft Conference Room – Drescher Hall 300-E

**Members:**

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

**Interested Parties:**

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

**Ex-Officio Members:**

Fran Chandler	Jesse Randel
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## AGENDA

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

- I. Call to order
- II. Public Comments\*
- III. Approval of Minutes ..... 2
- IV. Chair’s report:
- V. Information Items:
  - (Course Updates)
    - I. MATH 13 Linear Algebra
- VI. Action Items:
  - (Course Revisions)
    - a. GR DES 50 (course update, addition of prerequisites (GR DES 33 and GR DES 66), and title change from Graphic Design Portfolio Preparation to Graphic Design Portfolio and Professional Practices).....5
  - (New Courses; Upper Division)
    - b. IXD 310 Interaction Design Studio 1 ..... 12
    - c. IXD 330 Interaction Design Studio 2 (Prerequisite: IXD 310) .....16
    - d. IXD 430 Interaction Design Studio 3 (Prerequisite: IXD 330).....22
  - (New Program)
    - e. User Experience Design Department Certificate.....28
- VII. Adjournment

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

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



# CURRICULUM COMMITTEE I MINUTES

Wednesday, October 7, 2015 / 3:00 p.m.

Loft Conference Room – Drescher Hall 300-E

## Members Present:

Guido Davis Del Piccolo, <i>Chair</i>	William Konya	Walt Louie	Elaine Roque
Jennifer Merlic, <i>Vice Chair</i>	Helen LeDonne	Emin Menachekanian	Gita Runkle
Ida Danzey	Karen Legg	Estela Narrie	David Shirinyan
Sandra Hutchinson	Emily Lodmer	Darryl-Keith Ogata	Mark Tomasic
Maral Hyeler	Georgia Lorenz	James Pacchioli	Odemaris Valdivia

## Members Absent:

Brenda Antrim (non-voting) Rachel Petrocelli

## Others Present:

Jamie Cavanaugh Toni Trives

## MINUTES

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

### I. Call to order:

The meeting was called to order at 3:15pm.

### II. Public Comments\*:

None.

### III. Approval of Minutes:

The minutes of September 16, 2015 were approved as presented.

### IV. Chair's report:

- Guido reported that all approved action items from the previous meeting were approved by the Academic Senate on September 22, 2015.

### V. Information Items:

*(SLO Update Only)*

1. ANATMY I Human Anatomy

*(Course Updates)*

2. PSYCH 5 The Psychology Of Communication
3. PSYCH 6 Marriage Family And Human Intimacy
4. PSYCH 13 Social Psychology
5. PSYCH 14 Abnormal Psychology

### VI. Action Items:

*(Consent Agenda)*

- a. GR DES 35 (Course Update and Title Change from "Drawing For Graphic Design" to "Sketching For Graphic Design") – presented by Guido Davis Del Piccolo
- b. Revisions to History AA-T (addition of HIST 28 to List C), Global Studies AA/CoA (addition of HIST 28 to "History/Area Studies"), Liberal Arts - Social & Behavioral Science AA (addition to HIST 28 to Area A, Group 3) – presented by Guido Davis Del Piccolo

**Motion made by:** Karen Legg  
The motion passed unanimously.

**Seconded by:** Helen LeDonne

*(New Courses)*

- c. GR DES 60 Design Research – presented by Jamie Cavanaugh  
(Approved with minor edits to arranged hours instructional activities.)  
**Motion made by:** Maral Hyeler      **Seconded by:** Walt Louie  
The motion passed unanimously.
- d. GR DES 62 User Experience Design 2 (prerequisite: GR DES 61) – presented by Jamie Cavanaugh  
(Approved with minor edits to course objectives and arranged hours instructional activities.)  
**Motion made by:** Maral Hyeler      **Seconded by:** Walt Louie  
The motion passed unanimously.  
Prerequisite GR DES 61:  
**Motion made by:** David Shirinyan      **Seconded by:** Mark Tomasic  
The motion passed unanimously.

*(Course Reinstatement)*

- e. HEBREW3 Intermediate Hebrew I (prerequisite HEBREW 2) – presented by Toni Trives  
(Approved with minor edits to course description, course content, and sample assignment.)  
**Motion made by:** Helen LeDonne      **Seconded by:** Emily Lodmer  
The motion passed unanimously.  
Prerequisite HEBREW 2:  
**Motion made by:** David Shirinyan      **Seconded by:** Estela Narrie  
The motion passed unanimously.
- f. HEBREW4 Intermediate Hebrew 2 (prerequisite HEBREW 3) – presented by Toni Trives  
**Motion made by:** Helen LeDonne      **Seconded by:** Emily Lodmer  
The motion passed unanimously.  
Prerequisite HEBREW 3:  
**Motion made by:** David Shirinyan      **Seconded by:** Estela Narrie  
The motion passed unanimously.

*(Program Revisions)*

- g. Graphic Design Associate in Science (AS) (two new concentrations) – presented by Jamie Cavanaugh  
**Motion made by:** Estela Narrie      **Seconded by:** William Konya  
The motion passed unanimously.
- h. Website Software Specialist Associate in Science (AS) / Certificate of Achievement (addition of CIS 67 and CIS 70; removal of CIS 62A, CIS 62B and CIS 66; decrease in units) – presented by Odemaris Valdivia  
**Motion made by:** James Pacchioli      **Seconded by:** Karen Legg  
The motion passed unanimously.
- i. Website Development Management Department Certificate (removal of CIS 62A; decrease in units) – presented by Odemaris Valdivia  
**Motion made by:** James Pacchioli      **Seconded by:** Karen Legg  
The motion passed unanimously.
- j. Spanish Associate in Arts for Transfer (AA-T) (Removal of Spanish I) – presented by Guido Davis Del Piccolo  
**Motion made by:** Mark Tomasic      **Seconded by:** Emily Lodmer  
The motion passed unanimously.
- k. African and Middle Eastern Studies Department Certificate (replace Hebrew 2 with Hebrew 4) – presented by Guido Davis Del Piccolo  
**Motion made by:** Elaine Roque      **Seconded by:** Estela Narrie  
The motion passed unanimously.
- l. Changes to degrees and certificates as a result of courses considered on this agenda: Revision to Liberal Arts - Arts & Humanities AA (addition of Hebrew 3 and Hebrew 4)  
**Motion made by:** Karen Legg      **Seconded by:** Maral Hyeler

The motion passed unanimously.

*(General Education)*

- m. Santa Monica College Baccalaureate Degree General Education Requirements: 39 minimum semester units including 6 units of upper division coursework, inclusive of SMC Baccalaureate graduation requirement coursework that can be double-counted - presented by Guido Davis Del Piccolo

**Motion made by:** Odemaris Valdivia    **Seconded by:** Mark Tomasic  
The motion passed unanimously.

**VII. New Business:**

- The committee discussed the general criteria by which upper division coursework will be evaluated and approved.

**VIII. Adjournment**

The meeting adjourned at 4:55pm.

## GRAPHIC DESIGN 50, Graphic Design Portfolio and Professional Practices

Course Title: Graphic Design Portfolio and Professional Practices Units: 2.00

Total Instructional Hours (usually 18 per unit): 72

Hours per week (full semester equivalent) in      1.00      In-Class Lab: 3.00      Arranged:  
Lecture:

Date Submitted:              May 2011  
Date Updated:                October 2015  
Transferability:              Transfers to CSU  
IGETC Area:                 Does NOT satisfy any area of IGETC:  
CSU GE Area:                Does NOT satisfy any area of CSU GE:  
SMC GE Area:                Does NOT satisfy any area of SMC GE:

Degree Applicability:      Credit - Degree Applicable  
Prerequisite(s):             GR DES 33  
                                      GR DES 66

### I.      **Catalog Description**

This studio course focuses on the development of an effective communication design portfolio and addresses the process of building a portfolio that meets the current professional industry standards for presenting work to potential employers and clients. Emphasis is placed on developing a portfolio that displays a comprehensive understanding of what industry is looking for in a designer or what is needed to transfer. This course also covers professional practices for designers including information regarding freelancing and working with clients.

**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 graphic design professional practices.
2. Create a design brief, estimate, and schedule for a project.
3. Understand the components of a successful graphic design portfolio.
4. Write a professional resume, and design and incorporate a personal identity or brand for portfolio of work.
5. Create a website portfolio.
6. Develop and present PDF (2 pages) visual presentation of sample of work.
7. Demonstrate knowledge of promotional practices within the graphic design field.

**IV. Methods of Presentation:**

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

**V. Course Content**

<u>% of course</u>	<u>Topic</u>
45%	Professional Practices: freelancing, client relations, design brief, estimate and schedules, project management, interviews.
45%	Portfolio Development: resume, personal branding, website, promotion to graphic design job market.
10%	Presentation and critique of projects
100%	Total

**Vb. Lab Content:**

<u>% of course</u>	<u>Topic</u>
50%	Critiques
50%	Team Exercises
100%	Total

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

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

**VII. Sample Assignments:**

**Assignment 1:** Create a design brief, estimate and schedule.

Students will create a design brief, estimate, and schedule for a proposed design project. The student will also role-play a client presentation and presenting the information to a small group.

**Assignment 2:** Create a 2-page PDF of work.

Student will create a 2-page document summarizing two projects from their portfolio. The focus of this assignment is to successfully communicate the process and outcome of these projects in a concise meaningful way.

**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 business and professional practices.
3. Build an online portfolio of work.

## Prerequisite / Corequisite Checklist and Worksheet

### GR DES 50 – Portfolio and Professional Practices

**Prerequisite:** GR DES 33; Typography Design 1

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

GR DES 66; Web Design 2

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

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

**SECTION II - ADDITIONAL LEVEL OF SCRUTINY:**

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

X Type 2: Sequential within and across disciplines (e.g., Physics 7, 8, 9, ...)

**Complete the Prerequisite Worksheet**



# Prerequisite Worksheet

## ENTRANCE SKILLS FOR GR DES 50

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

A)	Demonstrate ability to propose design solutions.
B)	Successfully revise designs and enhance all projects.
C)	Demonstrate ability to effectively make final evaluations and critique for designs.

## EXIT SKILLS (objectives) FOR GR DES 33

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

1.	Propose design solutions.
2.	Revise designs and enhance all projects.
3.	Make final evaluations and critique for designs.

		ENTRANCE SKILLS FOR GR DES 50							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR GR DES 33	1	x							
	2		x						
	3			x					
	4								
	5								
	6								
	7								
	8								

## Prerequisite / Corequisite Checklist and Worksheet

### GR DES 50 – Portfolio and Professional Practices

**Prerequisite:** GR DES 66; Web Design 2

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

GR DES 33; Typography Design 1

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

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

**SECTION II - ADDITIONAL LEVEL OF SCRUTINY:**

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

X Type 2: Sequential within and across disciplines (e.g., Physics 7, 8, 9, ...)

**Complete the Prerequisite Worksheet**

# Prerequisite Worksheet

## ENTRANCE SKILLS FOR GR DES 50

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

A)	Demonstrate ability to design an effective responsive website.
B)	Successfully launch a website live to a server.
C)	Demonstrate ability to effective critique and evaluate own design and other designers' work.

## EXIT SKILLS (objectives) FOR GR DES 66

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

1.	Create visual design of an effective responsive website.
2.	Build a responsive website and successfully launch it live to a server.
3.	Demonstrate ability to effective critique and evaluate own design and other designers' work.

		ENTRANCE SKILLS FOR GR DES 50							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR GR DES 66	1	x							
	2		x						
	3			x					
	4								
	5								
	6								
	7								
	8								

## Santa Monica College New SMC Course

### Expanded Course Outline for IXD 310 - Interaction Design Studio 1

Course Cover	
Discipline	IXD-INTERACTION DESIGN
Course Number	310
Full Course Title	Interaction Design Studio 1
Catalog Course Description	With the prevalence of the computer in contemporary culture, Interaction Design has emerged as a practice that determines how people engage with technology. This course provides an overview of Interaction Design's history, human-centered design principles, and screen-based interaction patterns. In this course, students will learn how to design the behavior of interactive digital interfaces and gain an understanding of how design decisions impact a user's experience and the overall success of a product. Students will analyze historical examples, contemporary user interfaces, and their own designs. In this course, students will learn how to design, justify, and articulate using human-centered design principles and screen-based interaction patterns.
Rationale	This is a new course for the Interaction Design Bachelor of Science Degree.
Proposal Information	
Proposed Start	Year: 2016 Semester: Fall
Proposed for Distance Ed	No
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 3.00
Weekly Lecture Hours	Min: 2.00 (Sem: 36)
Weekly Laboratory Hours	Min: 1.00 (Sem: 18)
Weekly Arranged Hours	Min: 2.00 (Sem: 36)
Total Semester Instructional Hours	90.00
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
Transferability	

Transfers to CSU	
IGETC Area:	
Does NOT satisfy any area of IGETC:	
CSU GE Area:	
Does NOT satisfy any area of CSU GE:	
SMC GE Area:	
Does NOT satisfy any area of SMC GE:	
<b>Program Applicability</b>	
Designation	Credit - Degree Applicable
Proposed For	
<b>Pre/Corequisites &amp; Advisories</b>	
<b>Content Review</b>	
<b>Course Objectives</b>	
Upon satisfactory completion of the course, students will be able to:	
1. Identify key historical and contemporary Interaction Design examples.	
2. Utilize human-centered design principles and screen-based interaction design patterns to design a user interface in support of a user's needs, goals, and desires.	
3. Assess the quality of a design using human-centered design principles.	
4. Effectively contribute to class brainstorms, discussions, and critiques.	
5. Demonstrate competency with deadline driven assignments in team settings.	
6. Create visual techniques to effectively organize and articulate user experience (UX) processes for a range of audiences.	
7. Synthesize knowledge in graphic design, UX design, and human-centered design principles to design effective user experiences.	
8. Employ user testing and iterative design methodologies to develop interface concepts that explore, compare, and contrast how to best meet a user's needs.	
9. Justify design decisions through human-centered design principles, appropriate interaction design pattern development, and user testing.	
10. Effectively produce and give presentations that clearly communicate to a range of audiences.	
<b>Arranged Hours Objectives</b>	
Upon satisfactory completion of the course, students will be able to:	
1. Understand how to conduct a user testing session to evaluate a user interface.	
<b>Course Content</b>	
40%	Interaction design history, human-centered design principles, and screen-based interaction design patterns.
30%	Analyze and critique interaction design based on human-centered design principles and screen-based patterns.
20%	The application of human-centered design principles in user interface concepts.

10%	Presentations, critique, and in-class discussion of examples, assignments, and projects.
Total: 100%	
<b>Lab Content</b>	
50%	Critiques
50%	Team Exercises
Total: 100%	
<b>Arranged Hours Instructional Activities</b>	
Methods	Online instructor provided resources
Other Methods	Build skill set in user testing through video materials and instructor online resources.
<b>Methods of Presentation</b>	
Methods	Critique Group Work Lecture and Discussion Projects
<b>Methods of Evaluation</b>	
Methods	<ul style="list-style-type: none"> <li>• 10% - Class Participation</li> <li>• 40% - Homework Design and Research Assignments</li> <li>• 10% - Oral Presentation</li> <li>• 40% - Projects Midterm Project 20% Final Project 20%</li> <li>• 100% - Total</li> </ul>
<b>Appropriate Textbooks</b>	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	
1. Moggridge, Bill. <i>Designing Interactions</i> , ed. MIT, 2007, ISBN: 978-0262134743.	
2. Cooper, Alan; Cronin, David; and Reiman, Robert. <i>About Face 4: The Essentials of Interaction Design</i> , 4th ed. Wiley, 2014, ISBN: 978-1118766576.	
<b>Assignments</b>	
Sample Assignment	
<p><b>Assignment 1:</b> Research one human-centered design principle.</p> <p>Using historical and contemporary user interface examples, find 5 interfaces that follow the chosen principle and 5 interfaces that do not.</p> <p>Create a presentation for your fellow classmates that introduces the principle, what is it, and the user interfaces selected. Give an overview of each user interface, how it used or did not use the principle appropriately. For each of the 5 that did not utilize the principle,</p>	

provide your opinion on how it could be improved.

**Assignment 2:** Design a user interface based on provided user research.

Utilize an existing set of user research insights to design 3 or more user interface concepts. Use iterative sketching to explore variations in mental models, information architecture, wireframes, and an interaction flow for each.

In groups, analyze each individual concept based on the provided design research insights and human-centered design principles. Summarize the insights and create a pro and con list for each concept. Based on the analysis, conclude your presentation with your best design concept and your hypothetical next steps.

### Student Learning Outcomes

1. Exhibit an understanding of interaction design history, human-centered design principles, and screen-based interaction design patterns.
2. Design, analyze, and justify using human-centered design principles and screen-based interaction design patterns.

### Minimum Qualification

Minimum Qualifications:	Other - A Master's degree in Graphic Design, Interaction Design, New Media, Design, or related design or media field; plus 2 years professional experience in UX/Interaction design. OR, A Bachelor's degree in Graphic Design, Interaction Design, or related design or media field, and 6 years of professional experience in UX/Interaction Design.
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## Santa Monica College New SMC Course

### Expanded Course Outline for IXD 330 - Interaction Design Studio 2

Course Cover	
Discipline	IXD-INTERACTION DESIGN
Course Number	330
Full Course Title	Interaction Design Studio 2
Catalog Course Description	<p>Found in every user interface are microinteractions. Microinteractions are designed moments (e.g. log in, copy and paste, on or off) that are an integral part of every interface. This course reveals these seemingly invisible interactive controls, providing an overview of specific platforms, paradigms, and affordances. The studio prepares students to create task oriented end-to-end user experiences and interaction flows. Students will learn how to design at the micro scale, exploring appropriate forms, states, feedback, and loops based on different contexts and user goals. Through iterative methodologies, students will learn to refine the details of a specific feature interaction. Collaborating directly with users and fellow classmates, students will prototype, critique, and test existing interaction examples and their own microinteraction designs. Students will develop a critical understanding of how interactive forms communicate and influence a user's behavior.</p>
Rationale	
Rationale	This is a new course for the Interaction Design Bachelor of Science Degree.
Proposal Information	
Proposed Start	Year: 2016 Semester: Fall
Proposed for Distance Ed	No
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 0
Weekly Lecture Hours	Min: 2.00 (Sem: 36)
Weekly Laboratory Hours	Min: 1.00 (Sem: 18)
Weekly Arranged Hours	Min: 2.00 (Sem: 36)
Total Semester Instructional Hours	90.00
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
Transferability	



Transfers to CSU	
IGETC Area:	
Does NOT satisfy any area of IGETC:	
CSU GE Area:	
Does NOT satisfy any area of CSU GE:	
SMC GE Area:	
Does NOT satisfy any area of SMC GE:	
<b>Program Applicability</b>	
Designation	Credit - Degree Applicable
<b>Pre/Corequisites &amp; Advisories</b>	
<b>Prerequisite</b> IXD 310	
<b>Content Review</b>	
IXD 310 - Prerequisite (Content to Objective)	
<b>Course Objectives</b>	
Upon satisfactory completion of the course, students will be able to:	
1. Research and demonstrate a thorough understanding of platforms, paradigms, and design details.	
2. Design effective microinteractions for a range of use cases.	
3. Design end-to-end user experiences and detailed interaction flows.	
4. Identify and apply appropriate interaction paradigms and forms based on screen and software context.	
5. Conduct user-testing sessions to develop further iterations of a project.	
6. Create multiple paper and digital prototypes for a specific feature task-flow analysis.	
7. Contribute to group critiques and in-class discussions.	
8. Effectively produce and give presentations that clearly communicate to a range of audiences.	
<b>Arranged Hours Objectives</b>	
Upon satisfactory completion of the course, students will be able to:	
1. Demonstrate an understanding of how to user-test a specific feature interaction.	
<b>Course Content</b>	
40%	Historical and contemporary interaction design patterns, forms, paradigms for screen based systems and microinteractions.
30%	Digital and paper prototyping methods for microinteractions.
20%	System audits, task-flow analysis, flow diagrams.
10%	Presentations of examples, assignments, and projects.
Total: 100%	
<b>Lab Content</b>	
50%	Critiques
50%	Team Exercises
Total: 100%	

Arranged Hours Instructional Activities	
Methods	Online instructor provided resources
Other Methods	Build skill set in user testing for a specific interaction through video materials and instructor online resources.
Methods of Presentation	
Methods	Critique Group Work Lecture and Discussion Projects
Methods of Evaluation	
Methods	<ul style="list-style-type: none"> <li>• 10% - Class Participation</li> <li>• 40% - Class Work Assignments</li> <li>• 10% - Oral Presentation</li> <li>• 40% - Projects Midterm Project 20% Final Project 20%</li> <li>• 100% - Total</li> </ul>
Appropriate Textbooks	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	
1. Alan; Cronin, David; and Reiman, Robert. <i>About Face 4: The Essentials of Interaction Design</i> , ed. Wiley, 2014, ISBN: 978-1118766576.	
2. Buxton, Bill. <i>Sketching User Experiences: Getting the Design Right and the Right Design</i> , ed. Morgan Kaufmann, 2007, ISBN: 978-0123740373.	
3. Saffer, Dan. <i>Microinteractions: Designing with Details</i> , 4th ed. O'Reilly Media, 2013, ISBN: 978-1491945926.	
4. Norman, Donald. <i>The Design of Everyday Things: Revised and Expanded Edition</i> , ed. MIT Press, 2013, ISBN: 978-0465050659.	
Assignments	
Sample Assignment	
<p><b>Assignment 1:</b> Audit an existing software system feature and complete a task analysis.</p> <p>Select an existing software system and user task (example: sign in). Collect a screen-shot of every possible interaction and state. Layout the screens and interaction as a flow diagram, providing an overview of the task within the context of the larger software system.</p> <p>Based on the task and how it was designed, analyze the flow looking for possible user experience improvements such as:</p> <p>Efficiency, transparency, consistency, intuitiveness, and affordances.</p>	

**Assignment 2:** Research a design detail.

Select one design detail, such as sidebars. Find historical and contemporary example. Create a presentation that explains the design detail's use cases. Conclude with a list of its' pros and cons, using specific examples as reference.

**Assignment 3:** Design and prototype an end-to-end interaction flow for desktop and mobile.

Select a specific task and outline the user goals (example: setting an alarm). Develop one desktop and one mobile concept based on the interaction goals. Create a series of paper or digital prototypes for both concepts to test with at least 3 or more people.

Observe your user and discuss the prototypes in a tone of collaboration and exploration in order to openly assess their goals, expectations, and results. Take notes and photographs to document the test. Read between the lines of what the user said versus how they behaved. Interpret and summarize the results, outlining how they will impact your next design iteration and what your next steps would be for the desktop and mobile flow.

### Student Learning Outcomes

1. Demonstrate knowledge of historical and contemporary interaction patterns, forms, and paradigms for screen-based systems.
2. Design with appropriate screen interaction paradigms and forms, creating detailed flow diagrams and digital prototypes.

### Minimum Qualification

Minimum Qualifications:	Other - A Master's degree in Graphic Design, Interaction Design, New Media, Design, or related design or media field; plus 2 years professional experience in UX/Interaction design. OR, A Bachelor's degree in Graphic Design, Interaction Design, or related design or media field, and 6 years of professional experience in UX/Interaction Design.
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### Library

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

### Additional Comments/Information

Yes, met with Brenda Antrim and the library is purchasing UX and IxD textbooks from list of resources.

### Attached Files

[IXD 310 for 330](#)

## Prerequisite Checklist and Worksheet

IxD 330 – Interaction Design Studio 2

**Prerequisite:** IxD 310: Interaction Design Studio 1

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

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

### SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

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

X Type 2: Sequential within and across disciplines (e.g., Physics 7, 8, 9, ...)

**Complete the Prerequisite Worksheet**

# Prerequisite Worksheet

## ENTRANCE SKILLS FOR IXD 330 - Interaction Design Studio 2

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

A)	Identify key historical and contemporary Interaction Design examples.
B)	Utilize human-centered design principles and screen-based interaction design patterns to design a user interface in support of a user's needs, goals, and desires.
C)	Assess the quality of a design using human-centered design principles.
D)	Ability to create visual techniques to effectively organize and articulate User Experience (UX) processes for a range of audiences.

## EXIT SKILLS (objectives) FOR IXD 310 – Interaction Design Studio 1

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

1.	Identify key historical and contemporary Interaction Design examples.
2.	Utilize human-centered design principles and screen-based interaction design patterns to design a user interface in support of a user's needs, goals, and desires.
3.	Assess the quality of a design using human-centered design principles.
4.	Create visual techniques to effectively organize and articulate User Experience (UX) processes for a range of audiences.

		ENTRANCE SKILLS FOR IXD 330							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR IXD 310	1	x							
	2		x						
	3			x					
	4				x				
	5								
	6								
	7								
	8								

## Santa Monica College New SMC Course

### Expanded Course Outline for IXD 430 - Interaction Design Studio 3

Course Cover	
Discipline	IXD-INTERACTION DESIGN
Course Number	430
Full Course Title	Interaction Design Studio 3
Catalog Course Description	<p>This course prepares students to design for the complexities of large scale systems, services, and digital networks. The course provides a survey of current system design, information architecture, and topics in interaction design such as The Internet of Things. Working in teams modeled after professional studios, students conduct exploratory ethnographic research to form novel strategies, concepts, maps, user narratives, and models for our increasingly complex world of networked objects, spaces, and people. This course encourages students to leverage team brainstorms and critiques in order to develop consistency through an entire ecosystem.</p>
Rationale	This is a new course for the Interaction Design Bachelor of Science Degree.
Proposal Information	
Proposed Start	Year: 2016 Semester: Fall
Proposed for Distance Ed	No
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 3.00
Weekly Lecture Hours	Min: 2.00 (Sem: 36)
Weekly Laboratory Hours	Min: 1.00 (Sem: 18)
Weekly Arranged Hours	Min: 2.00 (Sem: 36)
Total Semester Instructional Hours	90.00
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
Transferability	
Transfers to CSU	
IGETC Area:	

Does NOT satisfy any area of IGETC:	
CSU GE Area:	
Does NOT satisfy any area of CSU GE:	
SMC GE Area:	
Does NOT satisfy any area of SMC GE:	
<b>Program Applicability</b>	
Designation	Credit - Degree Applicable
<b>Pre/Corequisites &amp; Advisories</b>	
<b>Prerequisite</b> IXD 330	
<b>Content Review</b>	
IXD 330 - Prerequisite (Content to Objective)	
<b>Course Objectives</b>	
Upon satisfactory completion of the course, students will be able to:	
1. Design large scale systems, services, and digital networks.	
2. Conduct ethnographic research through site visits and shadowing to discover new user needs and product opportunities.	
3. Document, summarize, and translate user research into actionable design insights using photography and video.	
4. Understand current interaction design topics such as new digital services, social networking, and The Internet of Things.	
5. Create information architectures, user narratives, mental models, network maps, and system flows.	
6. Design network systems to solve a user's need or want.	
7. Effectively contribute to class brainstorms, discussions, and critique.	
8. Collaborate effectively and efficiently on a large scale, team project.	
9. Effectively produce and give presentations that clearly communicate to a range of audiences.	
<b>Arranged Hours Objectives</b>	
Upon satisfactory completion of the course, students will be able to:	
1. Understand how to conduct an ethnographic research session to uncover a user's need or new product opportunity.	
<b>Course Content</b>	
30%	System design, service design, and information architecture.
30%	Digital services, social networking, and The Internet of Things.
20%	Ethnographic research, documentation, summary of observations and insights, concept development.
10%	Drawing systems or services through information architectures, user narratives, mental models, network maps, and system flows.
10%	Presentation and critique of projects.

Total: 100%	
<b>Lab Content</b>	
50%	Critiques
50%	Team Exercises
Total: 100%	
<b>Arranged Hours Instructional Activities</b>	
Methods	Online instructor provided resources
Other Methods	Build skill set in ethnographic research through video materials and instructor online resources.
<b>Methods of Presentation</b>	
Methods	Critique Field Trips Group Work Lecture and Discussion Projects Visiting Lecturers
<b>Methods of Evaluation</b>	
Methods	<ul style="list-style-type: none"> <li>• 10% - Class Participation</li> <li>• 30% - Class Work Team-based Assignments</li> <li>• 10% - Oral Presentation Team Presentation</li> <li>• 50% - Projects Midterm Project 25% Final Project 25%</li> <li>• 100% - Total</li> </ul>
<b>Appropriate Textbooks</b>	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	
1. Meadows, Donnella H. <i>Thinking in Systems: A Primer</i> , ed. Chelsea Green Publishing , 2008, ISBN: 978-1603580557.	
2. Hinton, Andrew. <i>Understanding Context: Environment, Language, and Information Architecture</i> , ed. O'Reilly Media, 2014, ISBN: 978-1449323172.	
3. Stickdorn, Marc; Schneider, Jakob. <i>This is Service Design Thinking: Basics, Tools, Cases</i> , ed. Wiley, 2012, ISBN: 978-1118156308.	
4. Levin, Michal. <i>Designing Multi-Device Experiences: An Ecosystem Approach to User Experience across Devices</i> , ed. O'Reilly Media, 2014, ISBN: 978-1449340384.	
<b>Assignments</b>	
Sample Assignment	
<b>Assignment 1:</b> Model an existing large scale interactive system.	



Select an existing large scale interactive system and reverse engineer the design. Complete a system audit, modeling the existing information architecture. Use the information architecture map to conduct a card sort with a user. Use the outcomes of the card sort activity to propose improvements to the information architecture. Map the re-designed information architecture.

**Assignment 2:** Identify a possible problem area or site that includes a series of tasks.

Develop a series of open-ended, "why" questions (do not lead to a yes or no reply) about the task and the context surrounding it. Explore and observe the task first hand. Participate and complete the task yourself. Talk to at least 3 people. Take notes and photographs.

Consolidate notes from observations, interviews, and photographs. In a group, create an affinity diagram, grouping similar observation or notes together. Create a framework that summarizes potential problem areas/areas of opportunity using key photographs, quotes, and observations.

### Student Learning Outcomes

1. Exhibit knowledge of current interaction design topics such as new digital services, social networking, and The Internet of Things.
2. Ability to design large scale systems, services, and digital networks collaboratively.

### Minimum Qualification

Minimum Qualifications:

Other  
- A Master's degree in Graphic Design, Interaction Design, New Media, Design, or related design or media field; plus 2 years professional experience in UX/Interaction design. OR, A Bachelor's degree in Graphic Design, Interaction Design, or related design or media field, and 6 years of professional experience in UX/Interaction Design.

### Library

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

### Additional Comments/Information

Yes, met with Brenda Antrim and the library is purchasing UX and IxD textbooks from list of resources.

### Attached Files

[IxD 330 for 430](#)

## Prerequisite Checklist and Worksheet

### IXD 430 – Interaction Design Studio 3

**Prerequisite:** IXD 330: Interaction Design Studio 2

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

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

### SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

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

x Type 2: Sequential within and across disciplines (e.g., Physics 7, 8, 9, ...)

**Complete the Prerequisite Worksheet**

# Prerequisite Worksheet

## ENTRANCE SKILLS FOR IXD 430 – Interaction Design Studio 3

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

A)	Demonstrate a thorough understanding of platforms, paradigms, and design details.
B)	Design effective microinteractions for a range of use cases.
C)	Design end-to-end user experiences and detailed interaction flows.
D)	Identify and apply appropriate interaction paradigms and forms based on screen and software context.

## EXIT SKILLS (objectives) FOR IXD 330; Interaction Design Studio 2

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

1.	Research and demonstrate a thorough understanding of platforms, paradigms, and design details.
2.	Design effective microinteractions for a range of use cases.
3.	Design end-to-end user experiences and detailed interaction flows.
4.	Identify and apply appropriate interaction paradigms and forms based on screen and software context.

		ENTRANCE SKILLS FOR IXD 430							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR IXD 330	1	x							
	2		x						
	3			x					
	4				x				
	5								
	6								
	7								
	8								

# USER EXPERIENCE DESIGN

## Department Certificate

(effective Not Specified, Not Specified)

The User Experience Design Department Certificate provides a thorough study of user experience design and interaction design. Focusing on designing for the user, research, user experience design, interface design, prototyping, and user-testing, students will learn the methodologies and tools for UX and to design and prototype for multiple platforms. A Department Certificate in User Experience Design will prepare the students for entry-level positions such as User Experience Designer, Interface Designer, Interaction Designer, Mobile App Designer and Web Designer.

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

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

### **Program Learning Outcomes:**

Upon completion of the program, students will demonstrate the ability to research, utilize best practices for user experience design, user-test, and apply these to the iterative prototyping process. Students will be able to analyze user needs and stakeholder requirements to research, design, prototype and conduct effective user-testing. Additionally, students will have the skills to effectively communicate with a client and collaborate as a team member.

## Area of Emphasis

### **Required Courses (17 units):**

		<b>Units</b>
GR DES 61	User Experience Design	3
GR DES 62	User Experience Design 2	3
GR DES 65	Web Design 1	2
GR DES 66	Web Design 2	3
GR DES 75	Mobile Design 1	3
GR DES 67	Web Design 3	3
	<b>or</b>	
GR DES 76	Mobile Design 2	3

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

**17**

PID 215