



CEP-965: PRINCIPLES OF DIGITAL COMMUNICATION 1

Effective Term

Fall 2026

BOT Approval Date

06/12/2025

Discipline

CEP - Career Enhancement Program

Course Number

965

Course Title

Principles of Digital Communication 1

Short Title

Principles of Digital Comm 1

Credit Status (CB 04)

N - Noncredit

Non-Credit Hours**Minimum Contact Hours**

24

Maximum Contact Hours

54

Distance Education

Yes

Distance Education**Distance Education Type**

Both Fully Online and Hybrid Online

Fully Online Delivery Requirements:

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional
- c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools



(such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.

- **Timely Feedback** - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- **Scheduled Meetings** – Hybrid and synchronous courses will meet at regularly scheduled times. ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Catalog Description

In this course, students will learn the foundational computer related skills involved in Digital Media such as successfully navigating files and using Photoshop. Instruction will include how to structure, transfer, and navigate basic image files. Topics also include employability and job searching skills as well as career and post-secondary education planning.

Requisites

Recommended Preparation

Recommended Preparation (note that students can enroll in the class even if they haven't take the recommended course)

CASAS score of 213 or above or initial interview with instructor.

Codes

TOP Code (CB 03)

0614.00* - *Digital Media

CIP Code

50.0102 - Digital Arts.

Repeatability Code

Yes

Number of times course can be repeated

Unlimited

Reason for Repeatable

Non-credit

Minimum Qualifications

Minimum Qualifications	And/Or
Media Production	Or
Multimedia	End

Learning Objectives

Learning Objectives

Learning Objective
1. Analyze career opportunities and pathways within the field of Digital Media to make informed professional decisions.
2. Formulate strategies for navigating post-secondary education and career development in Digital Media.
3. Evaluate the role of computer-based technology and software applications in the creation, editing, and distribution of Digital Media.
4. Demonstrate technical skills to effectively structure, transfer, and navigate basic image files in various formats.
5. Evaluate the ways in which digital media can influence representation, amplify diverse voices, and contribute to equitable and inclusive communication practices.
6. Construct digital content using foundational tools and techniques in Photoshop, demonstrating an understanding of basic design principles.
7. Differentiate standard copyright regulations and ethical considerations in the use and distribution of Digital Media.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

1. Students will explore career opportunities in the field of Digital Media and assess the skills and qualifications necessary for employment.
2. Students will apply appropriate file management techniques, including organizing, navigating, and securing digital files.
3. Students will evaluate the ethical and legal considerations related to intellectual property, copyright, and fair use in Digital Media.
4. Students will create a professional resume and prepare for digital media job interviews, showcasing an understanding of industry expectations.
5. Students will investigate the impact of diversity, equity, and inclusion on digital media creation, representation, and audience engagement.
6. Students will apply culturally responsive practices when creating and editing digital content to ensure inclusive and respectful representation.

Content

Non-Credit Content

1. Employment In Digital Media
 - a. Organization Types
 - i. Media Production Companies
 - ii. Advertising Agencies
 - iii. Nonprofits
 - iv. Freelance Opportunities
 - b. Skills and Qualifications
 - i. Technical Skills
 1. Software Proficiency
 2. Editing Techniques
 - ii. Soft Skills
 1. Communication
 2. Collaboration
 3. Cultural Competency
 - c. Application Procedure and Skills
 - i. Cover Letters
 1. Diversity of Audience
 - d. Resume Constuction
 - i. Experience
 - ii. Transferable Skills
 - e. Interview Preparation
 - i. Interview Questions
2. File Management
 - a. Understanding how Windows stores files
 - b. Terminology and File Systems
 - c. Folder Navigation
 - d. Creating, Copying, and moving files/folders
 - e. Deleting, renaming, and creating shortcuts
 - f. Searching for files and understanding file types
 - g. Ethical Considerations
 - i. Privacy and Data Security
 - ii. Considering Marginalized Communities
3. Photoshop Basics
 - a. Tool options bar and other palettes
 - b. Customizing workspace to meet accessibility needs
 - c. Basic photo corrections
 - i. Avoiding biased editing practices
 - d. Retouching and repairing images

- i. Respecting authentic representation
- e. Representation in Digital Media
 - i. Recognizing Stereotypes
 - ii. Promoting Inclusivity
- f. Working with selections, layer basics, masks, and channels
- g. Recognizing and respecting cultural symbols and images
- 4. Safety and Legal Issues
 - a. Intellectual property, copyright, and trademark
 - b. Fair use and Creative Commons
 - c. Plagiarism and ethical considerations
 - i. Use of Cultural significant Imagery or Languages
 - d. Recognizing bias in copyrighted material
 - e. Understanding Role of digital communication in amplifying marginalized voices
 - f. The role of diversity, equity and inclusion in copyright law and protecting underrepresented creators

Methods of Instruction

Method

Lab Activities

Integration

Lab Activities can be used as an interactive, hands-on approach to reinforce theoretical knowledge covered in the curriculum. An example of this is exploring Photoshop by completing guided tutorials that focus on editing techniques, retouching and respecting authentic representation while emphasizing ethical considerations and cultural competency. Lab activities will adhere to all accessibility standards.

DE Adaptations for MOI

Lab activities can be conducted synchronously or asynchronously using CMS tools or accessible video conferencing software. Students can access step-by-step instructions, watch accessible tutorial videos, or participate in a live demonstration during the lab session. After completing the activity, they can submit their work through the CMS for feedback.

Method

Lecture

Integration

Lecture can be used to provide foundational knowledge, introducing concepts and framing discussions around industry practices. An example of this could be the discussion of various organization types like media production companies, advertising agencies, nonprofits and freelance opportunities in the digital medial industry. Lecture will adhere to all accessibility standards.

DE Adaptations for MOI

Students can access recorded lectures through the CMS once they are posted by the instructor. They can use CMS tools to ask questions and seek clarification as needed. In a synchronous online class, lectures can be delivered via accessible video conferencing software, allowing students to ask questions in real-time for immediate feedback and deeper understanding.

Method

Observation and Demonstration

Integration

Observation and Demonstration can be used for students to see the practical applications of skills and techniques. This will help bridge the gap between theory and practice helping the students understand the concept more effectively. An example of this would be a step by step process of how to create, organize and navigate folders. Observation and Demonstration will adhere to all accessibility standards.

DE Adaptations for MOI

Students can access accessible demonstration videos through the CMS to learn specific skills. In a synchronous class, they can view live demonstrations using accessible video conferencing software.

Methods of Evaluation

Method

Class Work

Integration

Classwork can be used to assess the students' understanding, application and integration of the concepts taught. For example a student is assigned to use Photoshop to create or edit an image, apply basic corrections and avoid biased editing practices. This evaluated the students ability to use the software tool, their attention to ethical considerations and their technical skills in photo editing. Instructors can provide feedback within a week of submission or live. Classwork will adhere to all accessibility standards.

DE Adaptations for MOE

Students can access classwork through the CMS once it is posted by the instructor. They can complete the classwork and submit them via CMS tools for the instructor to review and provide feedback. In synchronous classes, the instructor can monitor students' progress using screen-sharing tools and offer real-time feedback. Feedback can be provided within a week of submission.

Method

Exams/Tests

Integration

Exams/Tests can be used to evaluate the students knowledge and understanding of key concepts, technical skills and ethical considerations. An example would be questions on file management terminology, file systems and operations. This would evaluate the students understanding of file systems and their ability to navigate and manage digital files effectively. Exams/Tests will adhere to all accessibility standards.

DE Adaptations for MOE

Exams and tests can be accessed and submitted through the CMS. Feedback can be provided either during the exam/test or after completion, depending on how it is set up using CMS tools. Any individualized feedback will be given by the instructor within a week of submission, either privately or through CMS tools. Feedback can be provided within a week of submission.

Method

Projects

Integration

Projects can be used to evaluate the students understanding of legal issues surrounding digital media, including their use of copyrighted material, adherence to fair use and overall compliance with legal standards. For example a student can create a digital project, ensuring all content respects intellectual property rights, appropriate licensing and attribution. Feedback can be provided within a week of submission. Project will adhere to all accessibility standards.

DE Adaptations for MOE

Projects can be posted by the instructor to the CMS and students can access and submit their project through the CMS or using CMS tools. Feedback can be provided within a week of submission.

Assignments

Assignment Type

Writing

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Summative

Assignment

Careers and Ethical Practice in Digital Media

Select a specific career path in digital media (e.g., working for a media production company, advertising agency, nonprofit, or freelancing) and write a detailed analysis. The assignment will address the required skills, application procedures, and ethical considerations relevant to the chosen path.

Instructions:

Career Path Selection:

Choose one of the following career paths in digital media: Media Production Company, Advertising Agency, Nonprofit Organization or Freelance Work.

Part 1: Career Analysis-

- Employment Opportunities: Describe the typical roles within the chosen career path and discuss the variety of organizations that hire for these roles.
- Skills and Qualifications: Identify essential technical and soft skills required, including software proficiency, editing techniques, communication, collaboration, and cultural competency.
- Application Procedures: Explain the application process, including resume construction, cover letters, transferable skills, and interview preparation. Provide examples of typical interview questions and strategies to showcase experience.
- File Management: Discuss the importance of effective file management (e.g., navigating folders, understanding file types) and its relevance to the career path.

Part 2: Ethical Considerations-

- Ethical Issues: Explore the role of privacy, data security, and intellectual property in the chosen career path.
- Cultural Sensitivity: Discuss the importance of avoiding biased editing practices, respecting authentic representation, and considering marginalized communities in media production.
- Representation in Digital Media: Analyze the potential for digital media to perpetuate stereotypes and strategies to promote inclusivity. Address the significance of diversity, equity, and inclusion in protecting underrepresented creators.
- Photoshop Basics: Reflect on how skills like retouching, repairing images, and using selections, layers, and masks can be applied ethically to ensure fair and respectful representation.

Evaluation Criteria:

- Understanding of Career Path: Demonstrates knowledge of roles, skills, and application processes in the chosen field.
- Ethical Awareness: Shows a nuanced understanding of ethical considerations in digital media practice.
- Application of Course Content: Applies course concepts accurately and thoughtfully.
- Clarity and Organization: Organized structure, clear writing, and proper formatting.
- Critical Thinking: Insightful analysis of digital media's impact on marginalized communities and representation.

How assignment will be adapted in online format

Students can access the assignment posted by the instructor and submit their assignment through the CMS or using CMS tools. Instructor feedback will be provided through one of the CMS tools within a week of submission.

Assignment Type

Reading

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

Read the Article: Carefully read the article titled " Revolutionizing Pedagogy: The Role Of Digital Media In Modern Teaching Practices" <https://elearningindustry.com/revolutionizing-pedagogy-the-role-of-digital-media-in-modern-teaching-practices>

Answer the Following Questions:

Comprehension Questions (Please provide detailed answers):

1. What are the main digital tools mentioned in the article that are changing modern education?
2. How does digital media enhance student engagement in the classroom? Provide at least two examples from the article.
3. According to the article, how does digital media support personalized learning for students?
4. What challenges are associated with the use of digital media in education? Describe at least two challenges discussed in the article.
5. How does digital media foster collaboration and communication among students and between students and teachers?
6. What does the article suggest as solutions to the challenges of digital media integration in education?

Reflection Questions:

1. In your opinion, which digital tool mentioned in the article would be most beneficial for your learning, and why?
2. What do you think are the potential benefits or drawbacks of replacing traditional teaching methods with digital media in the classroom?
3. How would you approach addressing the digital divide if you were a teacher in a community with limited access to technology?

How assignment will be adapted in online format

Students can access the assignment posted by the instructor through the CMS. The student can also post their completed assignment through the CMS using CMS tools. Instructor feedback will be provided within a week of submission.

Assignment Type

Other

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Summative

Assignment

Screen Recording Demonstration

Create a screen recording that demonstrates your understanding and application of a key topic from our digital media course. This assignment aims to assess your technical proficiency, ability to communicate clearly, and understanding of ethical considerations in digital media.

Instructions:

Choose a Topic: Select one of the following areas to focus on for your screen recording:

- Creating a sample cover letter or resume for a digital media position, explaining how your transferable skills apply.
- Demonstrating a Photoshop skill, such as basic photo correction or retouching, while discussing ethical considerations like avoiding biased editing practices.
- Navigating file management techniques in Windows, explaining terminology and file systems.
- Presenting an example of an advertising campaign that considers cultural competency and respects authentic representation.
- Discussing privacy, data security, and ethical considerations in digital media, especially regarding marginalized communities.
- Explaining the concept of fair use, copyright, and respecting intellectual property, including the use of culturally significant imagery or language.

Plan Your Recording:

- Outline what you will demonstrate and the steps you'll take.
- Include a brief explanation of the topic's relevance and its application in a real-world digital media setting.
- If applicable, address any ethical considerations related to your topic.

Record Your Screen:

- Use screen recording software to capture your demonstration.
- Ensure your voice is clear and that the visuals are visible.

-Aim for a recording length of 4–6 minutes.

Assessment Criteria:

- Content Knowledge: Demonstrates a deep understanding of the chosen topic.
- Technical Skills: Effective use of screen recording tools and clear presentation.
- Communication: Clear, concise, and professional explanations.
- Ethical Considerations: Awareness and understanding of ethical issues in digital media.
- Reflection: Thoughtful analysis of the chosen topic and its application.

How assignment will be adapted in online format

Students can access the assignment through the CMS posted per the instructor. The student can complete the assignment and submit it through the CMS or using one of the CMS tools. The instructor can provide feedback within a week of submission to the students through the CMS or one of the CMS tools.

Course Materials

Textbooks

Chavez, C. (2025) Adobe Photoshop Classroom in a Book Adobe Press ISBN: 978-0135376324

Chavez, C. and Faulkner, A. (2020). Adobe Photoshop Classroom in a Book Adobe Press. ISBN 9780136904731

Class Size Information

Class Size

35

Class Size Category

B - Facilitated learning 35

Diversity and Inclusion

Course Design and Materials: Course will incorporate diverse perspectives, authors, and examples that reflect a variety of cultures, identities, and lived experiences. Instructional materials will be reviewed regularly to ensure representation, inclusivity, and alignment with equity-minded practices across disciplines.

Inclusive Learning Environment: Instructors will establish classroom norms and policies that promote respect, civil discourse, and belonging in both online and face-to-face classes. Clear expectations for communication and engagement will support a learning space where all students feel valued and heard.

Accessible Instruction: Course content will be delivered using accessible design. Materials will follow accessibility guidelines within the CMS, including captioned media, readable document formats, and multiple means of engagement to support diverse learning.

Equitable Teaching Practices: Instructors will use transparent and grading criteria, varied assessment methods, and timely feedback to promote fairness and student success. Opportunities for revision, reflection, and multiple demonstrations of learning may be incorporated when appropriate to the discipline.

Culturally Responsive Pedagogies: Instructional strategies will encourage critical thinking about diverse perspectives and systems of power relevant to the course content. Faculty will foster opportunities for students to connect course material to real-world contexts.

Ongoing Reflection and Improvement: Faculty will engage in continuous professional development related to IDEAA principles and reflect on course practices using metacognition to identify opportunities for increased equity, inclusion, and accessibility.

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

This course ensuring that students develop not only technical skills but also cultural awareness, sensitivity, and ethical considerations. Throughout the course, students explore various aspects of employment in digital media, such as media production companies, advertising agencies, nonprofits, and freelance opportunities. These discussions emphasize the value of diverse voices and perspectives, especially in freelance work, where underrepresented creators can have a more direct platform. The curriculum also focuses on the development of essential skills and qualifications, highlighting the importance of cultural competency, effective

communication, and collaboration across diverse cultural and social contexts. When learning editing techniques, students are taught to avoid biased editing and maintain authentic representation, recognizing the impact of their work on different communities.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

This digital communications course is designed to create an equitable learning environment that considers the diverse backgrounds, perspectives, and needs of all students. Assignments are created to accommodate various learning styles, offering flexibility for students to demonstrate their knowledge through screen recordings, written reflections, and accessible multimedia projects. By allowing students to select topics that resonate with their personal experiences, cultural backgrounds, and career goals, assignments become more engaging and relevant. Real-world tasks, such as crafting cover letters, resumes, and media projects, prompt students to consider diverse audiences and accurately represent marginalized communities. Instructional methods incorporate culturally responsive teaching by fostering an understanding of and respect for cultural differences. Lessons emphasize recognizing and avoiding stereotypes, practicing unbiased editing techniques, and promoting authentic representation in media. To support diverse learning preferences, instructional materials are offered in multiple formats, including videos, readings, discussions, and demonstrations. Accessibility is a priority, with accommodations like captions on videos, lecture transcripts, and guidance on customizing digital workspaces to accommodate various abilities. Evaluation strategies prioritize fairness by using varied assessment methods, such as peer feedback, reflections, self-assessments, and summative assessments like projects and presentations. Reflective components encourage students to examine their own perspectives, biases, and growth throughout the course. Course content covers diverse organization types—media companies, nonprofits, and freelance opportunities—to expose students to a variety of career paths. Ethical considerations are a core focus, exploring topics like intellectual property, cultural appropriation, and respecting marginalized voices. Lessons on Photoshop and editing techniques teach students to avoid biased editing, respect cultural symbols, and customize workspaces for accessibility. This helps students understand the broader implications of their work in media production. Interactions in the course are designed to build a supportive, inclusive learning community. Collaborative projects encourage students to engage with peers from different backgrounds, promoting cultural exchange and perspective-taking. Structured discussions provide a respectful space to share experiences related to identity, culture, and media representation, with clear ground rules for maintaining inclusive and productive dialogue. Peer feedback activities further allow students to learn from each other's diverse perspectives.

Interactions

Explain how the course will incorporate student-to-student interaction.

Student-to-student interaction is incorporated into this course by students participation in group projects, discussions, and peer feedback activities that encourage meaningful exchanges of ideas and perspectives. Collaborative projects provide opportunities for students to work together on creating media content, analyzing case studies, or solving real-world digital media challenges. These experiences promote teamwork, communication skills, and an appreciation for diverse viewpoints. Discussion activities are structured to create a respectful and inclusive environment, where students can share their experiences related to identity, culture, and media representation. Clear guidelines for respectful dialogue are established to ensure constructive, open-minded conversations. Additionally, peer feedback is a valuable aspect of the course, allowing students to review and critique each other's work, helping them learn to provide and receive feedback thoughtfully. These interactions not only deepen students' understanding of course content but also build a supportive learning community where all voices are valued.

Explain how the course will incorporate instructor-to-student interaction.

Instructor-to-student interaction in this course is designed to provide guidance, support, and personalized feedback to enhance student learning and engagement. The instructor actively participates in discussions, offering insights that connect course content to real-world applications while fostering a respectful and inclusive environment. Regular check-ins, whether through virtual office hours, discussion boards, or email, give students the opportunity to seek clarification, share concerns, and receive individualized support. Detailed, constructive feedback is provided on assignments, helping students understand their strengths, identify areas for improvement, and deepen their critical thinking about diversity, equity, and representation in digital media. The instructor also facilitates peer feedback sessions, modeling effective communication techniques and guiding students in providing thoughtful, respectful critiques. By being approachable, responsive, and encouraging, the instructor helps students build confidence in their skills while reinforcing the importance of cultural competency, ethical media practices, and inclusive representation.

Explain how the course will incorporate student-to-content interaction.

Student-to-content interaction in this course is designed to foster deep engagement with the material, ensuring that students not only absorb the knowledge but also apply it critically and creatively. The course content is delivered through a variety of accessible multimedia formats, including accessible videos, readings, and tutorials, allowing students to engage with the material in ways that suit different learning styles. Interactive elements, such as quizzes, reflection prompts, and hands-on projects, encourage students to actively apply the concepts they learn in real-world scenarios. For instance, when studying Photoshop basics or ethical considerations in media, students will practice their skills by working on assignments that require them to edit images or develop media content, taking into account cultural sensitivity and inclusivity. The content is designed to be dynamic, allowing students to revisit key concepts and deepen their understanding as they progress through the course. This interaction not only helps students internalize the material but also encourages them to critically analyze the ways in which digital media can reflect and shape diverse cultural perspectives.

Explain how the course will incorporate student-to-self interaction (metacognitive).

Student-to-self interaction, or metacognitive engagement encouraging students to reflect on their own learning processes, strengths, and areas for growth. Throughout the course, students are prompted to regularly assess their understanding of the material, set personal learning goals, and track their progress. For example, after completing assignments such as editing projects or media analyses, students are asked to write reflective journals or self-assessments where they evaluate their work, the decisions they made during the creative process, and how they addressed diversity, inclusion, and ethical considerations. These reflections provide an opportunity for students to think critically about their approach to problem-solving, identify their learning strategies, and recognize areas where they may need further development. Additionally, through regular feedback from peers and the instructor, students can compare their self-assessments with external perspectives, refining their understanding and approach to media production.

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