

# 2014-2015 Catalog



**WOODBURY**  
UNIVERSITY

*founded in 1884*

---

Graduate Bulletin

# Graduate Bulletin

## Woodbury University 2014-2015

### Woodbury University's Graduate Bulletin

Woodbury University's Graduate Bulletin serves as a supplement to the Woodbury University Course Catalog. Institution-wide policies and procedures may be found in that publication and policies covering student conduct may be found in the current Woodbury University Student Handbook.

### Accreditation

Woodbury University is accredited by the Senior Commission of the Western Association of Schools and Colleges (WASC: 985 Atlantic Avenue, Suite 100; Alameda, CA 94501; 510-748-9001) and is approved by the Postsecondary Commission, California Department of Education. WASC granted Woodbury its original regional accreditation in 1961. In 1994 the National Architectural Accrediting Board (NAAB) accredited the Bachelor of Architecture program. The Master of Architecture program received its NAAB accreditation in the spring of 2012. The NAAB 2009 Conditions for Accreditation may be found at the NAAB website: <http://www.naab.org/accreditation/home> The School of Business received its accreditation from the Association to Advance Collegiate Schools of Business (AACSB) in the spring of 2014 and the Association of Collegiate Business Schools and Programs (ACBSP) spring 1998. In 1991, FIDER (now known as the Council for Interior Design Accreditation) accredited the Interior Architecture Program. In 2008, the university's programs in Animation, Fashion Design, Graphic Design, and Interior Architecture received accreditation from the National Association of Schools of Art and Design (NASAD).

### Veteran's Administration

Woodbury University degree programs are approved for Veterans Administration educational funding benefits under Title Number 38 of the

U.S. Code. Veterans and dependents are required to comply with Veterans Administration regulations under sections 21.4135, 21.4235 and 21.4277 regarding to required class attendance and acceptable academic progress.

### Nondiscrimination Policy

Woodbury University is committed to providing an environment which is free of any form of discrimination and harassment based upon an individual's race, color, religion, sex, gender identity, pregnancy, national origin, ancestry, citizenship status, age, marital status, physical disability, mental disability, medical condition, sexual orientation, military or veteran status, genetic information, or any other characteristic protected by applicable state or federal law, so that all members of the community are treated at all times with dignity and respect. It is the university's policy, therefore, to prohibit all forms of such discrimination or harassment among university faculty, students, staff, and administration.

### Disclaimer Statement

Woodbury University reserves the right to modify locations and policy, and adjust requirements and standards as described in this publication at any time and without prior written notice.

### Effective Catalog Dates

This catalog is in effect from Fall semester 2014 through Summer session 2015.

### Curricular Changes

Courses listed in this catalog are subject to changes initiated by departments or programs approved by the Curriculum Committee, the Faculty Association and the Associate Vice President. Changes in curriculum for the ensuing year are published in the catalog supplement or in the next academic year's catalog.

## Table Of Contents

MASTER OF ARCHITECTURE (MArch) .....	3
MASTER OF SCIENCE IN ARCHITECTURE (MS Arch) .....	18
MASTER OF INTERIOR ARCHITECTURE (MIA) .....	24
MASTER OF SCIENCE IN ARCHITECTURE, REAL ESTATE DEVELOPMENT (MS Arch RED) .....	35
MASTER OF BUSINESS ADMINISTRATION (MBA) .....	43
MASTER OF ARTS IN MEDIA FOR SOCIAL JUSTICE (MSJ) .....	56
MASTERS OF ARTS IN LEADERSHIP (MA) .....	66
ACADEMIC AND ADMINISTRATIVE CALENDARS .....	73

# Master of Architecture (MArch)

## First Professional Degree (Two-Year and Three-Year)

**Norman R. Millar, MArch, AIA**  
Dean, School of Architecture

**Ingalill Wahlroos-Ritter, MArch, AIA**  
Associate Dean, School of Architecture

**Marc Neveu, MArch, PhD**  
Chair, Architecture Programs

The professional graduate program in architecture embodies a fresh approach to architecture, Southern California, and global urban conditions. Within an intimate and immersive program, our innovative coursework trains students to engage in the architectural discourse of the city, making clear-eyed connections between their work, new technologies in both representation and realization, and built and natural environments. We believe that there is no craft without knowledge, no technology without theory, no how without why.

Our dedicated and dynamic faculty works in close partnership with our students. Together we forge a program that augments critical architectural discourse with research into the current modes of production that blurring the distinctions between thinkers and makers. We strive for an architecture that combines ingenuity, intelligence, meaning, craft, and beauty.

### Overview of The Program

Woodbury School of Architecture's Master of Architecture degree takes advantage of the many research opportunities in Southern California to produce critically effective and inventive designers who can address the architectural, environmental and urban challenges of the contemporary world. Based in the urban landscape of Los Angeles, our diverse student body is engaged in transformative learning in a highly collaborative and experimental environment. Graduate students play a key role in setting the course of this exploration. An emphasis on *Fieldwork* identifies the ethos of the graduate program, which in addition to its Southern California immersion also funds summer travel opportunities at our distant learning locations.

The first professional Master of Architecture degree prepares architects to effect positive change in the built environment while remaining responsive to shifting design practices and theoretical debate. The two-year MArch is designed for individuals who have successfully completed the first four years of a NAAB-accredited 4+2 program, although we also consider candidates who possess pre-professional architectural studies degrees or other types of design education on a case-by-case basis. The three-year MArch is designed for individuals who have successfully completed four-year undergraduate degrees in other areas of study.

Los Angeles, the center of contemporary architecture in the U.S., boasts two Pritzker Prize-winning architects, a long list of important experimental buildings and practitioners, and myriad opportunities to engage in its architectural and urban cultures. L.A.'s 20th-century colonization of Southern California, from Santa Barbara to Tijuana, has served as *the* study guide for the rapid transformation facing similar global cities. L.A. has exported significant urban morphologies, the addressing and redressing of which is a focus for much of our faculty. The School of Architecture approaches subjects such as L.A.'s explosive population growth, unchecked sprawl and aging infrastructure as opportunities to learn, design, build, and effect positive change in cities around the world through a progressive lens that examines how beautiful and thoughtful built environments may also engender social engagement.

### Fieldwork: A New Way To Study Architecture

*Fieldwork* defines Woodbury's ethos of investigation and experimentation. Students in the professional MArch program spend one summer completing six units of directed research about a specific geography or topic that they later develop into a design thesis. Students are encouraged to use their summer *Fieldwork* semester for travel and research outside of the city, and are offered studios and workshops in China, Europe, Central and South America, and the American Southwest. They can also remain in Southern California pursuing experimental research with other institutions or organizations together with a Woodbury faculty advisor. This exposure to alternative ways of living and making architecture adds depth and focus to the fieldwork and gives students new tools for understanding and contributing to the built environment.

The emphasis on *fieldwork* in the professional MArch program encourages students to mine the physical terrain of Los Angeles, Southern California and more distant sites to collect data, *work in situ*, and develop observational skills about the physical environment that can be translated into thinking about critical spatial practices. Woodbury believes that *fieldwork* trains architects to contribute toward shaping a more sustainable environment.

A student may choose to focus their *fieldwork* agenda and the final year of their studies through our research and practice centers. These faculty-based initiatives expand academic and professional possibilities and include the Architecture and Civic Engagement Center, the Rome Center for Architecture and Culture, the Woodbury University Hollywood Gallery, the Arid Lands Institute, and the Julius Shulman Institute.

#### ACCREDITATION

In the United States, most state registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit U.S. professional degree programs in architecture, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted a six-year, three-year, or two-year term of accreditation, depending on the extent of its conformance with established educational standards.

Doctor of Architecture and Master of Architecture degree programs may consist of a pre-professional undergraduate degree and a professional graduate degree that, when earned sequentially, constitute an accredited professional education. However, the pre-professional degree is not, by itself, recognized as an accredited degree.

Woodbury University School of Architecture offers the following NAAB-accredited degree programs in both the Los Angeles and San Diego locations:

- BArch (160 undergraduate credits)
- MArch, 2-year (63 graduate credits)
- MArch, 3-year (93 graduate credits)

Next accreditation visit for BArch and MArch programs: 2015

#### FACULTY

The Woodbury faculty is comprised of critical, inventive, accomplished, passionate, practice-based, and exceptionally dedicated educators who represent diverse interests and strengths. We train our students to be articulate, critical thinkers and highly capable practitioners, confident in local as well as global discourse.

##### Dean

Norman Millar, AIA  
MArch, University of Pennsylvania  
*Professor, Dean of the School of Architecture*

##### Associate Dean

Ingalill Wahlroos-Ritter, AIA  
MArch, University of California, Los Angeles  
*Professor*

##### Chair, Los Angeles

Marc Neveu  
PhD, McGill University, Montreal

##### Graduate Programs Coordinator, Los Angeles Campus

Mark Ericson  
March, Southern California Institute of Architecture

##### Graduate Programs Coordinator, San Diego Campus

Héctor M. Pérez  
MS Arch, Massachusetts Institute of Technology

#### FULL-TIME FACULTY

Stan Bertheaud  
MArch, North Carolina State University  
*Professor*

Ewan Branda  
PhD, University of California, Los Angeles  
*Associate Professor*

Jeanine Centuori  
MArch, Cranbrook Academy of Art  
*Professor, Chair BArch LA*

Annie Chu  
MS Arch & Building Design, Columbia University  
*Professor*

Mark Ericson  
MArch, Southern California Institute of Architecture  
*Associate Professor*

Anthony Fontenot  
PhD, Princeton University  
*Associate Professor*

Catherine Herbst, AIA  
MArch, Montana State University  
*Associate Professor, Chair BArch SD*

Kristin King, ASID  
BA Kent State University  
*Lecturer, Chair BFA Interior Architecture*

Edward Ogosta, AIA, NCARB, LEED AP  
MArch, Harvard University  
*Visiting Assistant Professor*

Eric W. Olsen  
MArch, Harvard University  
*Associate Professor*

Jose Parral  
MA Landscape Urbanism, Architectural Association,  
London  
*Associate Professor*

Heather Scott Peterson  
MArch, Southern California Institute of Architecture  
*Assistant Professor*

Marcel Sanchez-Prieto  
MArch, University of California, Los Angeles  
*Associate Professor*

Paulette Singley  
PhD, Princeton University  
*Professor*

Gerard Smulevich  
MArch, University of California, Los Angeles  
*Professor*

Maximiliano Spina  
MArch, Princeton University  
*Associate Professor*

Joshua Stein  
MArch, University of California, Los Angeles  
*Associate Professor*

Linda Taalman  
BArch, The Cooper Union  
*Associate Professor*

Barbara Bestor, AIA  
MArch, Southern California Institute of Architecture  
*Julius Shulman Distinguished Professor of Practice*

#### **PARTICIPATING ADJUNCT FACULTY**

Berenika Boberska  
MFA, Royal College of Art

Philipp Bosshart  
MArch, Southern California Institute of Architecture  
MRed, Woodbury University

Casey Mahon  
BArch, New Jersey Institute of Technology

Louis Molina  
MArch, Southern California Institute of Architecture  
Assistant Chair BArch LA

Jay W. Nickels, AIA  
BArch, University of Southern California

Mark Owen  
MArch, University of California, Los Angeles

Patrick Shields  
BArch, Southern California Institute of Architecture

#### **ADJUNCT FACULTY IN LA**

Hadley H.S. Arnold  
MArch, Southern California Institute of Architecture

Peter Arnold  
MArch, Southern California Institute of Architecture  
Arid Lands Institute Co-Directors

Emily Bills  
PhD, New York University  
*Urban Studies Coordinator,  
College of Transdisciplinarity*

Biayna Bogosian  
MSAAD, Columbia University

John Brockway  
MSAAD, Columbia University

James Bucknam  
BArch, Woodbury University

Jacob Chan  
DMS, Polytechnic of Central London

Frank Clementi  
BArch, California State Polytechnic University,  
Pomona

Peter Culley  
MSc Bartlett, University College London

Matthew Gillis  
MArch, University of California, Los Angeles

Thurman Grant  
BArch, University of Southern California

April Greiman  
BFA, Kansas City Art Institute

Guillermo Honles  
MArch, University of California, Los Angeles

Helena L. Jubany  
MArch, California State Polytechnic University,  
Pomona

Robert E. Kerr  
MArch, Georgia Institute of Technology

Jason F. King  
BArch, Woodbury University

Norman Klein  
MFA, University of Southern California

Christoph Korner  
MArch, University of California, Los Angeles

Alan Loomis  
MArch, Southern California Institute of Architecture

Elizabeth Mahlow  
BS, California Polytechnic State University,  
San Luis Obispo

Martin Paull  
BArch, Southern California Institute of Architecture

Michael Pinto  
MArch, Southern California Institute of Architecture

Philip Ra  
MArch, Harvard University

Deborah Richmond  
MArch, University of Minnesota

William Roschen  
MS, Columbia University

Catherine Roussel  
MA, International Policy Studies,  
Monterey Institute of International Studies  
MA, Liberal Arts, St. Johns College, New Mexico

Koje Shoraka  
MS, Michigan State University

Peter Simmonds  
PhD, Delft University of Technology

Clark Stevens  
MArch, Harvard University

Christi Van Cleve  
MArch, Harvard University

Jay Vanos  
MArch, Southern California Institute of Architecture

Charles L. Ward, III  
MArch, University of California, Los Angeles

Amit Wolf  
PhD, University of California, Los Angeles

### **MArch, MS Arch, and MS Arch RED MISSION** **Woodbury : Architecture : Transforms**

Consistent with the university's mission, the School of Architecture is committed to the training and education of articulate and innovative design professionals. The curriculum prepares our students to balance the need to work competitively in the marketplace, with the equally important concerns of ethical conduct and social responsibility.

Woodbury's faculty, students, and graduates are committed to architecture that is:

- Intelligent: *It articulates a critical position.*  
*We are architects and critical thinkers who*

*produce other architects and critical thinkers.*

- *Effective: It addresses the challenges of contemporary life. We believe in the radical possibilities of architecture's social, environmental, and formal relevance.*
- *Transformative: It effects change through the power of beauty and the potentiality of education.*

### **MArch, MS Arch, and MS Arch RED STUDENT LEARNING OUTCOMES**

The learning outcomes of the MArch program arise from and are aligned with a curriculum that jointly addresses the five tracks of mastery that the School of Architecture has identified as pertinent to all architecture and the thirty-four student performance criteria of the National Architectural Accrediting Board (NAAB).

#### **SCHOOL OF ARCHITECTURE'S FIVE TRACKS OF MASTERY**

All graduates of the School of Architecture are expected to master:

- 1. Critical Thinking** – the ability to build abstract relationships and understand the impact of ideas based on research and analysis of multiple cultural and theoretical contexts;
- 2. Design** – the inventive and reflective conception, development, and production of architecture;
- 3. Building** – the technical aspects, systems, and materials and their role in the implementation of design;
- 4. Representation** – the wide range of media used to communicate design ideas including writing, speaking, drawing, and model-making;
- 5. Professionalism** – the ability to manage, argue, and act legally, ethically, and critically in society and the environment.

#### **NAAB STUDENT PERFORMANCE CRITERIA**

The complete 2009 NAAB Student Performance Criteria may be found as a pdf at <http://my.woodbury.edu/Architecture/Student%20Documents/Forms/AllItems.aspx>

### **MArch CURRICULUM SUMMARY**

Students in the two-year MArch program study for five semesters; students in the three-year MArch

study for seven semesters. Each semester has at its core a six-unit studio. The Summer semester before the final year is devoted to Fieldwork; this studio requires both research and design. Students take professional and elective courses in addition to the studio in Fall and Spring semesters. The final Spring semester centers on a graduate thesis studio, culminating in a public thesis review.

A professional Master of Architecture degree requires a minimum of 168 units, of which at least ninety-six for the two-year program and ninety for the three-year are satisfied through the undergraduate degree. Graduates demonstrate completion of at least forty-five general study units satisfied through the undergraduate degree. Two-year MArch students also demonstrate completion of at least forty professional units satisfied through the undergraduate degree. Two-year MArch students take a minimum of 63 units in their graduate studies, and three-year students take a minimum of 93 units in their graduate studies; for both programs, at least twelve of the units are elective.

#### **SUGGESTED SEQUENCE OF COURSES**

##### **3-year MArch Fall 1**

ARCH 583	Graduate Design Studio 1: Spaces Within Spaces	6 units
ARCH 562	Visualization 1: Making Technique	3 units
ARCH 544	Building 1: Matter and Making	3 units
ARCH 554	Criticism 1: Fieldwork Los Angeles	3 units
_____	Optional elective	(3 units)

##### **3-year MArch Spring 1**

ARCH 584	Graduate Design Studio 2: Living Organizations	6 units
ARCH 563	Visualization 2: Analytical Constructions	3 units
ARCH 545	Building 2: Structural Concepts	3 units
ARCH 555	Criticism 2: Architecture to Modern (0-1945)	3 units
_____	Elective	(3 units)

**3-year MArch Fall 2 / 2-yr MArch Fall 1**

ARCH 587	Grad Design Studio 3: Infrastructures & Territories	6 units
ARCH 564	Visualization 3: Advanced Drawing & Making	3 units
ARCH 546	Building 3: Advanced Structures	3 units
_____	Elective	3 units (3- yr MArch)
ARCH 554	Criticism 1: Fieldwork Los Angeles	3 units (2-yr MArch)
_____	Optional elective	(3 units)

**3-year MArch Spring 2 / 2-yr MArch Spring 1**

ARCH 589	Grad Design Studio 4: The Total Building	6 units
ARCH 547	Building 4: Environmental SYSTEMS Integration	3 units
ARCH 556	Criticism 3: Architecture from Modern (1945-now)	3 units
_____	Elective (Vis. 4: Evolving Media)	3 units
_____	Optional elective	(3 units)

**MArch Fieldwork Summer**

ARCH 575	Fieldwork: Research and Design Studio	6 units
----------	--	---------

**3-year MArch Fall 3 / 2-yr MArch Fall 2**

ARCH 691	Graduate Design Studio 5: Focuses & Topics	6 units
ARCH 620	Practice 1: Architecture Professionalism	3 units
ARCH 648	Criticism 4: Research Salon & Thesis Prep	3 units
_____	Elective	3 units

**3-year MArch Spring 3 / 2-yr MArch Spring 2**

ARCH 692	Graduate Thesis Studio	6 units
_____	Elective	3 units
_____	Elective	3 units
_____	Optional elective	(3 units)



## MArch ASSESSMENT PROCESS

### *General Plan*

Faculty members in the professional Master of Architecture program assess individual student learning in each project and for each course, following grading guidelines established across the university and adapted to standards the Architecture faculty sets for achievement. The faculty also engage in continual assessment of the effectiveness of the program, the curriculum, and its sequence. As we strive for ever higher teaching and learning goals and demonstrate our commitment to national architectural education standards, we identify key points at which we can measure the effectiveness of the curriculum through student progress toward the five tracks of mastery.

The MArch curriculum has two major points for assessing summative student learning: a formal portfolio review immediately after the Graduate Studio 4, and review of the capstone graduate thesis. While these projects provide summative measures of student learning, a review allows the faculty to gauge the effectiveness of the curriculum and the extent to which the studio work builds on and integrates the supporting seminars in theory and building technology. In addition, a review of the products of the thesis preparation seminar serves as both summative and formative assessment: the thesis prep book demonstrates mastery of the critical thinking track while proposing a direction for the capstone project demonstrating mastery and integration of all five tracks.

### *Portfolio Review*

MArch students submit a portfolio of their coursework following the successful completion of ARCH 589 Graduate Studio 4 (The Total Building) and ARCH 547, Environmental Systems Integration. A faculty committee reviews the portfolios to ensure that each student meets all of the learning outcomes required for these two courses. Students who pass this review may take any ARCH 691, Focuses and Topics Studio class in the following Fall semester. Students who do not demonstrate mastery of the learning outcomes for Grad Studio 4 and Environmental Systems Integration in their portfolio review are required to enroll in an ARCH 691 studio class that includes comprehensive design among its course-specific outcomes.

Formative assessment occurs within each studio and is the foundation of Woodbury Architecture's studio

education. As they develop their projects students receive regular, rigorous and critical feedback, in small groups, larger groups, and individual desk critiques; they also learn to provide rigorous and critical feedback to their peers as well as to their own progress and process.

Formative assessment processes for student learning include:

### *Studio or Seminar Small Group Critiques*

Students present their work to a group including other students and the instructor for feedback on (1) research and analysis (2) development of an idea or belief (3) process rigor and intermediate step completion (4) movement toward clarity of idea or resolve of issue and (5) the skill and craft with which all media – two-dimensional, three-dimensional, writing, speaking, etc. – are used. Students are expected to manifest a response to this feedback in the next iteration of the project.

### *Studio or Seminar Peer Critiques*

Students present their work to each other for feedback on the same five points. In addition to developing these points in their own projects, students develop critical thinking and communication skills by providing relevant and cogent responses to other solutions and ways of working.

### *Studio Individual Desk Critiques*

Student and instructor meet one-on-one at the student's desk to review progress in the project and to discuss direction for continued development. Students learn to work quickly to test new ideas, to manifest their ideas in multiple media, and to evaluate the content of criticism.

### *Lecture/Seminar Multi-Step Projects*

Many lectures and seminars require iterative processes to develop a final product, whether a written paper, a presentation, a multimedia analysis, or a construction. The iterations provide the instructor with a gauge of student progress and provide students with intermediate feedback that contributes to product development.

### *Public Project Reviews With Jury*

Students present their work publicly to their peers, instructor(s) and invited guests (often architects, allied professionals, and other design educators) at the end of a project or semester. The jury's comments are both summative and formative; they

evaluate the work before them for research and analysis, development of idea or belief, rigor and completion, clarity and resolve, and skill and craft, but they also suggest other approaches to the solution or additional work that might be done in any of the five areas noted. The jury's remarks are intended to influence the student in future work, not merely as judgment of the current work.

#### *Public Gallery Reviews*

Students present their work in a group gallery. Peers, instructors and invited guests make a passive first pass through the gallery, observing the overall output of the group, then engage individual students in active conversation about their work and how it contributes to the body of work on display. Students learn that their design ideas exist in and affect a context that has physical, intellectual, aesthetic, social and historical value.

#### **MArch, MS Arch and MIA RESULTS OF LEARNING**

- Portfolios
- Public Studio Reviews
- ARCH 648 ARCH 6481, or INAR 6XX Thesis Preparation book
- ARCH 692, ARCH 6921, or INAR 6XX Graduate Thesis reviews
- Architecture archives

**Portfolio:** Portfolios are required for admission to the MArch program. The initial portfolio review evaluates the extent to which students demonstrate achievement in the five tracks of mastery: critical thinking, design, building, representation, and professionalism, and the extent to which their undergraduate degrees have prepared them to demonstrate competence in the NAAB student performance criteria. This also helps establish placement in the two-year or three-year program. Woodbury MArch students are required to maintain an updated portfolio that presents their work from each design studio completed at Woodbury. Students are encouraged to include work from supporting courses in the emphasis they have chosen. The portfolio demonstrates progress and achievement in the five tracks of mastery presents the depth of understanding in one's chosen emphasis, and it prepares graduates to present their strongest work when seeking professional positions after they complete their Master's degree.

**Public Studio Reviews:** The review of studio projects is always public. This serves two purposes: it

asks students to model presentations (visual, verbal, written) for their professional development, and it asks the program to set and maintain high standards for student outcomes, as the displayed work reveals the program's, instructor's, and student's achievements to professionals, educators, and the greater Woodbury community.

**ARCH 648, ARCH 6481, or INAR 6XX, Thesis Preparation book:** The intense, sustained research and analysis of ARCH 648: Criticism 4 is manifested by each student in a self-published book. The books are displayed at the end of the semester in a gallery review, during which students present their thesis proposals. The best books from each fall are duplicated and catalogued in the library.

**ARCH 692, ARCH 6921, or INAR 6XX Graduate Thesis reviews:** The thesis serves as a capstone of graduate student learning and achievement of the five tracks of mastery. Students demonstrate the application of theoretical research and positioning, and their ability to integrate site, program and other design issues in a self-initiated architectural design project through a rigorous level of highly resolved work. The thesis reviews are our most public display of learning outcomes; guest critics are highly recognized in professional and academic realms. The debates generated in the review of graduate student work stimulate our faculty, graduating students, and continuing students in both the BArch and MArch programs to imagine greater levels of achievement, both architecturally and academically. Graduate thesis reviews promote the quality of Woodbury's School of Architecture regionally, nationally and internationally.

**Architecture Archives:** The university reserves the right to retain student work for archival purposes. The School of Architecture is required by the National Architectural Accrediting Board (NAAB) to maintain a current archive of student work demonstrating that the curriculum engages the student performance criteria established by the NAAB and its collateral organizations. Archived student work may be used for assessment and accreditation purposes and for the support of teaching/learning.

#### **MArch, MS Arch and MIA ACADEMIC STANDARDS**

Graduate students in the School of Architecture are evaluated within a system of Credit, Credit with Distinction, Conditional Credit, and No Credit.

Students are required to pass all courses with CR or CR+; two consecutive grades of CC within in a course sequence (for example: Studio 2 and Studio 3) requires the student to retake one of the courses in order to receive credit for both. The grade of NC requires the student to retake the course in order to receive credit and to return to the status of making satisfactory academic progress.

Graduate Credit (CR) is understood to mean that the graduate student has successfully demonstrated mastery of the learning outcomes for the course and fully understands the discourse or area of knowledge investigated in the course.

Graduate Credit with Distinction (CR+) is understood to mean that the graduate student has mastered the learning outcomes for the course at a level exceeding departmental expectations and has made a significant contribution to the discourse or area of knowledge investigated in the course.

Graduate Conditional Credit (CC) is understood to mean that the graduate student has demonstrated mastery of the learning outcomes for the course at a minimal level to pass the course but without demonstrating full understanding of the discourse or area of knowledge investigated in the course.

No Graduate Credit (NC) is understood to mean that the graduate student has not demonstrated adequate mastery of the learning outcomes for the course.

MArch, MS Arch and MIA students are expected to demonstrate engagement with and progress in the curriculum throughout their course of study. A robust academic advising plan headed by the chairs of the graduate programs support the evaluation of each student's engagement and progress. Students who cannot maintain this level of academic achievement are placed on probation for a semester, and must demonstrate adequate progress toward re-attainment of this academic standard or be subject to loss of scholarships and assistantships, a leave of absence, or dismissal.

Students who receive a No Graduate Credit (NC) for any course are required to retake that course or substitute an equivalent course as determined by the department chair.

Upon receipt of a second NC grade a student is placed on academic probation and subject to loss of

scholarships and teaching assistantships. A student on academic probation who receives a grade of NC in any course is subject to dismissal. A student who does not pass a course after enrolling in it two times is subject to dismissal from the program.

#### **SCHOOL OF ARCHITECTURE STUDIO CULTURE POLICY**

The Studio Culture Policy describes norms and expectations for student and faculty conduct in the architecture program; it is distributed to students at the beginning of each semester. Students and faculty agree each semester to abide by the policy. The policy is reviewed and revised at the close of each Spring semester.

For studio policy see the student handbook at [http://www.thezonelive.com/SchoolStructure/CA\\_WoodburyUniversityOfcfStudentDevelopm/handbook.pdf](http://www.thezonelive.com/SchoolStructure/CA_WoodburyUniversityOfcfStudentDevelopm/handbook.pdf).

#### **MArch, MS Arch, and MIA SPECIAL LEARNING OPPORTUNITIES/REQUIREMENTS**

##### **FIELDWORK: AS PHILOSOPHY**

*Fieldwork* is a state of mind, a consideration of the world as a laboratory, of lived experience, as archaeology. As the conceptual foundation upon which Woodbury's MArch program builds, faculty and students alike are encouraged to explore both ideas and terrains, freely juxtaposing observations toward innovation. This messy practice, pursued rigorously, engenders discovery from the mixing of disciplines and scales of study. Through fieldwork, the boundaries of building composition, of geographical surfaces, and of organizational systems blur; familiar conditions reveal unfamiliar character and vice versa; and (mis)readings of both anomalous and everyday opportunities and protocol offer models for operation.

##### **FIELDWORK: AS CONCENTRATION**

While the fieldwork agenda permeates the MArch curriculum, it culminates in an intensive investigation in which graduate students spend the summer completing six units of directed research about a specific geography or topic that they develop into a design thesis. Students are funded to travel with one of the established study-away programs, work with a faculty member to set up a directed study, or find an overseas program to attend. They can also remain in Southern California pursuing experimental research with other institutions or organizations with a Woodbury faculty advisor.

### MARCH, MS ARCH, AND MIA COMPUTER LITERACY REQUIREMENTS

The School of Architecture requires its graduates to be literate in the current media of representation and communication. It specifically requires of its students:

1. proficiency in email, as demonstrated through regular communication with school administration and course instructors;
2. proficiency in internet research, as practiced and demonstrated in all design studios and in all Criticism courses through bibliographic documentation of database use and citation of Web-based sources;
3. proficiency in word processing, as demonstrated through research assignments and essays that are submitted as .doc or .pdf files;
4. proficiency in computer-aided design, as demonstrated through successful admittance portfolio review or completion of Vis 1 and 2, and studio-specific presentation requirements;
5. proficiency in graphic composition and desktop publishing, as demonstrated through the Thesis Preparation book.

Media literacy is embedded in the curriculum at all levels, and MArch students are expected to demonstrate these proficiencies through successful completion of their coursework.

### MARCH, MS ARCH, AND MIA STUDENT COMPUTER AND OTHER EQUIPMENT REQUIREMENTS

The study of architecture requires investments in technologies -- from basic analog tools to cutting-edge computational devices. Upon admission, students will be provided with a recommended purchase list that outlines the incoming resource expectations; students should expect additions to those lists each semester. These purchases constitute a substantial, but cumulative, investment toward becoming an architect. Students should, in turn, anticipate spending a minimum of \$1500 in initial set-up and at least \$500 each additional term.

Student computer and email accounts are set up through the IT department.

### MARCH, MS ARCH, AND MIA ADMISSION REQUIREMENTS

The following factors are considered in determining admission to the program:

- **A completed application form**

All applicants are required to submit a completed application form together with their supporting documents and the application fee. Application forms may be downloaded from the School of Architecture web site. (<http://architecture.woodbury.edu>) or you may submit an online application at [www.woodbury.edu](http://www.woodbury.edu)

- **Previous Degree Requirements:**

**MArch: An accredited pre-professional architecture degree** (for admission to the two-year program) Individuals holding a pre-professional degree in architectural studies from a NAAB-accredited 4+2 program are eligible to apply. Individuals holding other pre-professional design degrees in architectural studies are evaluated based upon a careful review of transcript and portfolio for equivalency.

**MS Arch: An accredited professional architecture degree** (for admission to the two-year program) Individuals holding a professional degree in architecture (BArch, MArch, DArch or international equivalent) are eligible for the program.

**MIA: An accredited professional architecture degree** (for admission to the two-year program) Individuals holding a pre-professional degree in architectural studies from a CIDA and/or NASAD-accredited program, or a NAAB-accredited 4+2 program are eligible to apply for the two-year program. Individuals holding other pre-professional design degrees in architectural studies are evaluated based upon a careful review of transcript and portfolio for equivalency. Students applying to the 2-year MIA program must demonstrate through their undergraduate transcripts, that they have satisfied the equivalent coursework offered in year 1 of the 3-year MIA program as determined by the chair, the graduate admissions committee, and the registrar.

- **Academic transcripts**

Official transcripts from all schools attended are required, regardless of credit received or courses completed. These records should confirm that an undergraduate degree (a pre-professional degree in architectural studies for the two-year program) has been granted. International students must submit certified and/or official copies of their international academic records with English translations. These items must be submitted sealed [unopened] to the Office of Admissions or mailed directly from the school.

• **A statement of purpose**

This one-to-two page essay should describe the applicant's educational and/or professional background and his/her reason for pursuing a graduate architectural education at Woodbury University School of Architecture. Applicants to the MS Arch program should articulate and outline a research agenda(s) which they wish to pursue in the program.

• **Three letters of recommendation**

Three letters of recommendation written by academic or professional personnel, counselors, supervisors, or teachers, attesting to the applicant's academic achievements or professional experience, are required for all graduate applicants. The letters should be submitted on the sender's letterhead and signed into a sealed envelope.

• **A portfolio**

All graduate applicants are required to submit a portfolio of creative work conveying the scope of their design sensibilities. The work can be both educational and professional. Portfolios should be no larger than 9x12 inches and no smaller than 5x7 inches. Although bound and printed submissions are preferred, CDs or DVDs will be accepted. We will not accept work submitted on slides. If you would like your portfolio returned, include a self-addressed envelope with sufficient postage affixed. Unclaimed portfolios will be discarded. Refer to <http://architecture.woodbury.edu> for portfolio details.

• **An interview**

An interview, in-person or by phone, is required. Once all application materials are submitted, contact the School of Architecture or Graduate Admissions to make arrangements.

• **A résumé**

All graduate applicants are required to submit a résumé or curriculum vitae. This information should list the applicant's academic research, professional experience, and/or published works.

• **Test scores**

Applicants to the professional Master of Architecture programs with an undergraduate GPA of less than 3.0 are required to submit test results from the Graduate Record Exam General Test [GRE].

For more information on the GRE, go to [www.ets.org/gre](http://www.ets.org/gre). Students should take exams no later than January of the application year.

**INTERNATIONAL STUDENTS**

• **Certified bank affidavit**

The International applicants must provide a certified bank affidavit for each source of funds, including personal funds. This requirement is set by the United States Citizenship and Immigration Services [USCIS] and must be met before any university is permitted to issue an I-20. The bank affidavit may be submitted in the form of an ORIGINAL bank statement [checking and/or savings account] issued within the last six months. Photocopies of original documents cannot be accepted. All documents must be original and translated into \$ [USD].

• **English language proficiency**

Demonstration of proficiency in the English language is required for admission to Woodbury graduate programs. Applicants should request that an official copy of their TOEFL [Test of English as a Foreign Language] or IELTS [International English Language Testing System] scores be sent by the affiliated organization to Woodbury University's Office of Admissions. The minimum TOEFL score for admission is 550 [paper-based] | 220 [computer-based] | 83 [internet-based]. The minimum IELTS score for admission is 6.5. For more information on these two testing systems, please visit [www.toefl.org](http://www.toefl.org) or [www.ielts.org](http://www.ielts.org).

• **Credential evaluation report**

Include an official Credential Evaluation Report from a NACES approved agency. For a list of NACES approved agencies, please visit [www.naces.org](http://www.naces.org).

• **Passport and/or current visa**

*Include a copy of the student's passport and visa in the application submittal.* The application and supporting materials should be received by Woodbury University no later than the appropriate published deadlines.

**MArch, MS Arch and MIA CALENDAR**

Application deadline: ..... March 1, 2015  
 Notice of admission decision: ..... April 15, 2015  
 First day of Fall 2014 classes: ..... August 25, 2014  
*See end of catalog for detailed annual academic calendar*

## **MArch REQUIRED COURSES**

### **STUDIO**

Studio is the vital core of architecture study. It is a cohort, a culture, a place, and a practice; it epitomizes application and engagement in design learning and pedagogy. It both challenges and mirrors the profession, inculcating the student into disciplinary methodologies and operations. Within the semester, it is a node, drawing in and integrating all other realms of architecture study, providing a dynamic platform for the collision, realization, and testing of ideas, knowledge, and technique. The built is emphasized as the conduit for environmental management, for conceptual and societal expression, for experiential welfare from interior to global scales, and for formal, material, and tectonic exploration. The studio sequence promotes an evolution in the student's architectural understanding from the spatial, to the organizational, to the networked, to the compositional, to the innovative.

#### **ARCH 583 Graduate Design Studio 1:**

##### **Spaces within Spaces**

6 UNITS

The foundation graduate design studio prompts a phenomenological understanding of architectural space through an introduction to design methodologies across multiple media and within nested scales. Students explore the manipulation of two and three dimensions through skills development in drawing, material exploration, and modeling. No prerequisite.

#### **ARCH 584 Graduate Design Studio 2:**

##### **Living Organizations**

6 UNITS

Students expose increasing complexity in architectural space through mining the conceptual organizing logics of design through the cumulative exploration of modules and units. Programming, contextual and environmental prompts, regulating principles, circulation and urban networks, and systems of assembly become formative drivers through an investigation of housing (habits, habitats, and inhabitations). Prerequisite: Grad Studio 1.

#### **ARCH 587 Graduate Design Studio 3:**

##### **Infrastructures & Territories**

6 UNITS

The systemic understanding of architecture is broadened through examination of the architectural object as a microcosm of an ever-expanding context, of a community or city as re-cycled. Building is

introduced as infrastructure and infrastructure as intervention within ecology, land- and urban-scape, site, and territory. Prerequisite: Grad Studio 2 or admittance to two-year program.

#### **ARCH 589 Graduate Design Studio 4:**

##### **The Total Building**

6 UNITS

Students are challenged to synthesize architectural considerations, from the conceptual to the tangible, in the comprehensive design of a building. The studio project grows from a strong theoretical base into a response to the complexities of program and site. Accessibility, environmental performance, and life safety are addressed. Emphasis is placed on the integration of building systems with envelope and structure. Material selection is guided by climate and context and is sensitive to resource conservation. Prerequisite: Grad Studio 3.

#### **ARCH 575 Fieldwork: Research & Design Studio**

6 UNITS

Students elect a fieldwork station from among regional concentrations and study-away exposures as a platform for thesis research. Their research bridges the analytical work of the core sequence with the synthetic work of the final year. Students initiate a design project and an extended investigation proposal. Prerequisite: Grad Studio 4

#### **ARCH 691 Graduate Design Studio 5:**

##### **Focuses & Topics**

6 UNITS

Students study a contemporary architectural design topic through a vertical option studio or specialize through the selection of a focus studio. Topics vary and focuses correspond to the three emphases and post-professional tracks. Prerequisite: Fieldwork Studio.

#### **ARCH 692 Graduate Thesis Studio**

6 UNITS

The culmination of the graduate professional program, students pursue a self-directed thesis in collaboration with a faculty advisor. Prerequisite: Grad Studio 5 and ARCH 648, Criticism 4.

### **BUILDING**

Knowledge of building construction enables architecture; it is the transformer of imagination into reality. Familiarity with the technicalities and techniques of building assembly and composition promotes the elevation of human comfort and sus-

tenance, encourages material and tectonic harmony, and insures structural existence, resistance, and longevity. Flexibility within such expertise manifests habitats that surpass functionality, that progress environment. Build-ability is, in turn, a measure of architectural success. The realm builds students' appreciation of the workings of the world toward confidence with increasingly complex applications of abstract, physical, and performative considerations in the making of architecture.

#### **ARCH 544 Building 1: Matter and Making**

3 UNITS

Students engage in hands-on examination of the major material types through application considerations, historical evolution, and physical properties of building composition. No prerequisite.

#### **ARCH 545 Building 2: Structural Concepts**

3 UNITS

An understanding of the relationships between gravity and structure is facilitated through the informed and intuitive testing of building units and formal typologies. Prerequisite: Building 1.

#### **ARCH 546 Building 3: Advanced Structures**

3 UNITS

Architectural concepts and their structural implications are advanced through case study analysis and performative modeling. A body of research grows through consideration of the unique contributions of concrete and masonry, metal and steel, skin and tensile, and timber and wood composite systems. Prerequisite: Building 2.

#### **ARCH 547 Building 4: Environmental Systems Integration**

3 UNITS

Students learn an integrated approach to managing structural and environmental performance, human comfort and life safety. The approach to ambient control includes active and passive options, vernacular models, and considerations of climate and materiality. Discussion integrates the functionality, phenomenological effect, and resource impact of system selection. Prerequisite: Building 3.

#### **CRITICISM**

The content of history and theory constructs and situates the relevance and scope of architectural decision-making and envisioning. Mining past and current models reveals the implications of the interdependencies between making and thinking,

between architecture and philosophy as translators of context. Cultural ideologies, political positioning, social movements, and varied commentaries on human existence are interpreted through comparative inhabitation practices. Students develop an appreciation for conceptual intelligence and a liberal education of critical design ingredients. In response to multi-source precedents, students acquire independence of positioning through awareness of past contrarians and sympathizers. Thoughtful production of architecture incorporates an understanding of interdisciplinary reflections and repercussions across space and time.

#### **ARCH 554 Criticism 1: Fieldwork Los Angeles**

3 UNITS

Using Los Angeles as a living laboratory, students connect making to thinking in an investigation of the relationship between architecture, landscape architecture, and urban planning. Major ideas in urban design theory are introduced experientially. No prerequisite.

#### **ARCH 555 Criticism 2: Architecture to Modern (0-1945)**

3 UNITS

Students embark on a historical exploration of cultural, societal, and philosophical traditions as filtered through architectural theory and manifest in the built environment. The interdependencies of ideology and inhabitation are revealed through global architectural and written case studies from pre-history through 1945. Prerequisite: Criticism 1.

#### **ARCH 556 Criticism 3: Architecture from Modern (1945-present)**

3 UNITS

Students delve into contemporary cultural, societal, and philosophical trends as filtered through architectural theory and manifest in the built environment. The interdependencies of ideology and inhabitation are revealed through global architectural and written case studies between 1945 and the present-day. Prerequisite: Criticism 1 and 2 or equivalent.

#### **ARCH 648 Criticism 4: Architecture Research Salon and Thesis Preparation**

3 UNITS

A research seminar treated as a design ideas salon introduces contemporary architectural questions and establishes the practical and theoretical context of the thesis project. Students incorporate the issues

presented into a research platform and methodology, and prepare a thesis proposal. Prerequisite: Fieldwork Studio and Criticism 3 or equivalent.

### **VISUALIZATION**

Visualization as a realm builds skills to facilitate design thinking, but it exceeds mechanics and technique. Visualization is both architecture's intermediary and architecture itself. Architectural representations are simultaneously finished objects of design and communicative vessels embedded with the prompts for the emergence of yet another object of design. Through analog and digital practices and variations in hardware and software, experiments in visualization reveal the interdependencies of humanity and technology. Spatial interpretation and the tools of expression share a catalytic role in the nature of advancements within the built environment. As the scopes of perception and representation evolve, students, individually and as a cohort, realize the intrinsic relevance of visualization decisions to process and outcome, from idea conception, to iterative modeling, to exhibition and presentation, to full-scale manifestation.

#### **ARCH 562 Visualization 1: Making Technique**

3 UNITS

Students are inducted into the cultural and traditional conventions of architectural representation. The course operates as a workshop providing the analog and digital communication standards and making techniques for documenting, drawing, and modeling design ideas. No prerequisite.

#### **ARCH 563 Visualization 2: Analytical Constructions**

3 UNITS

Architectural representation is composed as a spatial enabler and interpreter that establishes and conveys perspective. Engagement occurs through two- and three-dimensional analog and digital hardware and software. Prerequisite: Visualization 1.

#### **ARCH 564 Visualization 3: Advanced Drawing and Modeling**

3 UNITS

Students are exposed to the aesthetic and philosophical objectives of drawing and modeling. The complexities of dependency between architectural conceptualization and representation are analyzed through a study of changing techniques within mixed media. Prerequisite: Visualization 2 or equivalent.

#### **ARCH 565 Visualization 4: Evolving Media**

3 UNITS, ELECTIVE

Students advance visualization skills through experimentation with shifting representation technologies, including and surpassing digital fabrication tools and innovative softwares (not limited to BIM, Catia, GIS, Grasshopper/Rhino, rendering engines, and/or website production). Prerequisite: Visualization 3.

### **PRACTICE**

Practice is both noun and verb, process-based and perfected, experimental and tried. Immersion in practice provides familiarity with the regulatory base of building and the profession's power of influence. Study of practice incorporates issues within the concentrations of economics and development, history and theory, industry and manufacturing, governance and policy, and social action and commentary.

#### **ARCH 620 Practice 1: Contemporary Architecture: Practice & Profession**

3 UNITS

The roles of administration, code, contracts, documents, licensure, management, and policy in alternative and standard practices are delineated as an elaboration of the ethical, financial, and legal responsibilities of the architect.

# Master of Science in Architecture (MS Arch)

## Post-Professional Degree

**Norman R. Millar, MArch, AIA**  
Dean, School of Architecture

**Ingalill Wahlroos-Ritter, MArch, AIA**  
Associate Dean, School of Architecture

**Marc Neveu, PhD**  
Chair, Architecture programs in Los Angeles

The MS Arch degrees embody a fresh approach to architecture, Los Angeles, and global urban conditions. Within an intimate and immersive program, our innovative coursework trains students to engage in the architectural discourse of the city, making clear-eyed connections between their work, new technologies in both representation and realization, and built and natural environments. Fieldwork, our extensive study-away program, gives students the opportunity to use the world as a research laboratory for their thesis.

Over three semesters, students can craft expertise in various disciplinary realms, including building technology, film and media, landscape and urbanism, and real estate and development by accumulating coursework from the multiple campuses and schools. Students and faculty come together to discuss new models of architectural practice, to expand the role of the architect in society, and to question disciplinary boundaries.

### Overview of The Program

Woodbury School of Architecture offers a one-year post-professional Master of Science in Architecture (MS Arch) for those students with a professional degree in architecture.

Woodbury School of Architecture is a practices lab, bridging the gap between theory and practice, in which acclaimed faculty and their research interests provide frameworks for study.

### Students may work within faculty-led initiatives, including:

- Arid Lands Institute (ALI)
- Architecture+Civic Engagement (ACE) Center
- Julius Shulman Institute (JSI)
- Urban Policy Center (UP)
- Rome Center for Architecture and Culture (RCAC)
- Independent Study

In the post-professional program, a student may choose to focus their Fieldwork agenda and the three semesters of their studies through our research and practice centers. These faculty-based initiatives expand academic and professional possibilities and include the Architecture and Civic Engagement Center (ACE), the Rome Center for Architecture and Culture (RCAC), the Woodbury University Hollywood Gallery (WUHO), the Arid Lands Institute (ALI), and the Julius Shulman Institute (JSI). Students may also develop their own year-long investigation working with faculty in other University departments such as Animation, Film, Business or Policy.

The three-semester, thirty-six-unit intensive curriculum requires students to enroll in a topic studio of their focus in the Fall semester and in a graduate architecture seminar in both Fall and Spring. Students take between six and nine electives units in both the Fall and Spring semesters. The Spring thesis studio is followed by a Summer or Fall semester developing the thesis project and demonstrating advanced inquiry in the student's selected focus as evidenced through the five tracks of mastery (Critical Thinking, Design, Building, Representation, Professionalism).

Beginning in the Fall semester, students are expected to satisfy the requirement of having a clearly written statement of intent based upon a well-researched position in each studio project. Highly developed digital and analog drawing and model-making skills are emphasized in design studio as a means to express design intent.

### ACCREDITATION

The post-professional Master of Science in Architecture is not a NAAB-accredited professional architecture degree.

## CURRICULUM SUMMARY

### Fall (First Semester)

- ARCH 691, Graduate Focus/Topic Studio
- ARCH 648, Criticism 4
- Two to Three Electives

In the fall graduate focus/topic studio, MS Arch students engage in critical design inquiry through the lens of their chosen focus. The studio projects articulate the emphasis and use it to test design responses to contemporary issues in architecture and urbanism, broadly construed.

In Criticism 4, the thesis preparation seminar, MS Arch students study theory and techniques for analyzing and integrating design methodologies, client or user needs, and site conditions into criteria for preparing a design thesis. The theoretical and practical context for the thesis project is researched and developed. Each student produces a substantiated written position of intent and articulates a design methodology.

Concurrently, MS Arch students explore and define the terrain of their chosen focus through the fall graduate focus/topic seminar. This seminar surveys historical and current debates in the field, and identifies mainstream and alternative forms of response to the issues.

MS Arch students work with the graduate chair to identify appropriate electives in support of their focus.

### Spring (Second Semester)

- ARCH 692, Graduate Thesis Studio
- Graduate Focus/Topic Seminar
- Two to Three Electives

In the graduate thesis studio, students must demonstrate the application of theoretical research and critical positioning, plus the ability to integrate site, program and other design issues of architecture, including space, time, aesthetics, context, inhabitation, and systems in a self-initiated architectural design project that arises from and makes a critical contribution to the student's chosen focus. The finished thesis project must demonstrate an advanced degree of critical thinking, technical skill, and knowledge of the craft of building through a rigorous and highly resolved level of work.

In the Spring semester MS Arch students continue to build an understanding of their focus through the choice of appropriate electives in consultation with the graduate chair.

### Summer or Fall (Final Semester)

- ARCH 681 Focus and Topic Studio 2 (Thesis 2)

The final semester of the three-semester post-professional program can be completed in the Summer or Fall semester. In the culmination of the post-professional graduate Master of Science in Architecture program, students develop their focused and self-directed thesis from the preceding term into a public product (exhibition, event, installation, publication)

Generally, MS Arch students will not take electives during the semester of their thesis.

### SUGGESTED SEQUENCE OF COURSES

#### 1 year (3 semesters) MS Arch

##### Fall

ARCH 6911	Graduate Design Studio 1: Focuses & Topics 1	6 units
ARCH 6481	Criticism 4	3 units
_____	Elective	3 units
_____	Elective	3 units
_____	Optional elective	(3 units)

##### Spring

ARCH 6921	Graduate Thesis Studio	6 units
ARCH 633	Focus Seminar	3 units
_____	Elective	3 units
_____	Elective	3 units
_____	Optional elective	(3 units)

##### Summer or Fall

ARCH 681	Graduate Thesis Studio	6 units
----------	------------------------	---------

## CURRICULUM MAP

### Master of Science in Architecture MSArch (1-yr)

	INTRODUCED		DEVELOPED		PRACTICED		MASTERED	
	Highest Importance		Highest Importance		Highest Importance		Highest Importance	
	Background Presence		Background Presence		Background Presence		Background Presence	
<b>UNIVERSITY PILLARS</b>	1	Design Thinking	2	Transdisciplinarity	3	Civic Engagement	4	Entrepreneurship

<b>Assuring Academic Quality in Science in Architecture (MSArch)</b>  <b>5 TRACKS</b>	<b>REQUIRED COURSES</b>	<b>University Pillars</b>					
		ARCH 680 Fall Focus / Topic Studio 1					
		ARCH 648 Criticism 4					
		ARCH 633 Focus Seminar					
		ARCH 692 Thesis Studio 1					
		ARCH 681 Thesis Studio 2					
	<b>University Pillars</b>						
	<b>Critical Thinking</b>						
	<b>Design</b>						
	<b>Building</b>						
	<b>Representation</b>						
	<b>Professionalism</b>						

<b>Critical Thinking</b> <i>The ability to build abstract relationships and understand the impact of ideas based on research and analysis of multiple cultural and theoretical contexts.</i>
<b>Design</b> <i>The inventive and reflective conception, development, and production of architecture; appropriate competence in design principles.</i>
<b>Building</b> <i>The technical aspects, systems, and materials and their role in the implementation of design.</i>
<b>Representation</b> <i>The wide range of media used to communicate design ideas including writing, speaking, drawing, and model making.</i>
<b>Professionalism</b> <i>The ability to manage, argue, and act legally, ethically, and critically in society and the environment.</i>

## ASSESSMENT PROCESS

### *General Plan*

Faculty in the post-professional Master of Science in Architecture program assess individual student learning in each project and for each course, following grading guidelines established across the university and adapted to standards the Architecture faculty set for achievement. The faculty also engage in continual assessment of the effectiveness of the program, the curriculum, and its sequence.

The MS Arch curriculum provides intensive immersion into a focused area of study. Each student is expected to develop expertise in this area over the course of a year. The MS Arch program has one major point for assessing summative student learning: review of the capstone graduate thesis. All studio reviews, however, allow the faculty to gauge the effectiveness of the curriculum and the extent to which the studio work builds on and integrates the supporting focus seminars. In addition, a review of the products of the thesis preparation seminar serves as both summative and formative assessment.

Formative assessment occurs within each studio and is the foundation of Woodbury Architecture's studio education. As they develop their projects students receive regular, rigorous and critical feedback in small groups, larger groups, and individual desk critiques; they also learn to provide rigorous and critical feedback to their peers as well as to their own progress and process.

Formative assessment processes for student learning include:

### *Studio or Seminar Small Group Critiques*

Students present their work to a group including other students and the instructor for feedback on (1) research and analysis, (2) development of an idea or belief, (3) process rigor and intermediate step completion, (4) movement toward clarity of idea or resolution of issue, and (5) the skill and craft with which all media – two-dimensional, three-dimensional, writing, speaking, etc. – are used. Students are expected to manifest a responses to this feedback in the next iteration of the project.

### *Studio or Seminar Peer Critiques*

Students present their work to each other for feedback on the same five points. In addition to devel-

oping these points in their own projects, students develop critical thinking and communication skills by providing relevant and cogent responses to other solutions and ways of working.

### *Studio Individual Desk Critiques*

Student and instructor meet one-on-one at the student's desk to review progress in the project and to discuss direction for continued development. Students learn to work quickly to test new ideas, to manifest their ideas in multiple media, and to evaluate the content of criticism.

### *Lecture/Seminar Multi-Step Projects*

Many lectures and seminars require iterative processes to develop a final product, whether a written paper, a presentation, a multimedia analysis, or a construction. The iterations provide the instructor with a gauge of student progress and provide students with intermediate feedback that contributes to product development.

### *Public Project Reviews With Jury*

Students present their work publicly to their peers, instructor(s) and invited guests – often architects, allied professionals, and other design educators – at the end of a project or semester. The jury's comments are both summative and formative; they evaluate the work before them for research and analysis, development of idea or belief, rigor and completion, clarity and resolve, and skill and craft, but they also suggest other approaches to the solution or additional work that might be done in any of the five areas noted. The jury's remarks are intended to influence the student in future work, not merely as judgment of the current work.

### *Public Gallery Reviews*

Students present their work in a group gallery. Peers, instructors, and invited guests make a passive first pass through the gallery, observing the overall output of the group, and then engage individual students in active conversation about their work and how it contributes to the body of work on display. Students learn that their design ideas exist in and affect a context that has physical, intellectual, aesthetic, social, and historical value.

## EXPECTATIONS OF INCOMING MS ARCH STUDENTS

Woodbury Architecture considers our students to be our most important asset. The diversity of our students, from many socioeconomic backgrounds

and a full range of academic preparation levels, creates a multivalent identity for our school, and we are committed to supporting multiple points of view and alternative perspectives and practices. We seek to encourage in our community an understanding of individual identity and the construction of shared community identities, predicated on a passion for improving our own lives and the lives of others. MS Arch students will have this in common as they enter our program: a professional architectural education, an achieved general academic preparation at the bachelor's level, and a passion to pursue their architectural studies in a focused and rigorous three-semester curriculum. Their interests will play a strong role in their selection, as the post-professional MS Arch program requires the identification of a focused course of study.

Students admitted to the MS Arch program must demonstrate that they have been granted a NAAB-accredited professional architecture degree or its international equivalent. They will submit portfolios that evidence proficiency in the five tracks of mastery, with the goal of developing greater mastery in all five through the lens of one of the three focuses. They will constitute a community of diverse, accomplished individuals from a professional architectural education background who demonstrate the potential to engage in concentrated study to become leaders who are citizen architects – competent in the contemporary practice of the discipline, who understand the place of building in the environment, who have the intelligence to conceptualize in a way that has impact, and who have the moral ethics to ensure that that impact is for the greater common good.

They will demonstrate competence in research methods, intensive expository writing, description, and narration, and the abilities to discuss ways to solve problems, evaluate arguments, make decisions, and reason soundly using different methods of inquiry. They will demonstrate an understanding of contemporary communication theory with their abilities in the practices of interpersonal communication, oral presentation of ideas, and methods of listening and hearing.

## MS Arch REQUIRED COURSES

### ARCH 691 Graduate Studio: Focuses & Topics

6 UNITS

Students engage in critical design inquiry through the lens of the specific focus. Research and design projects articulate the focus and use it to test design responses to contemporary issues in architecture and urbanism. Critical Thinking, Design, Building, Representation and Professionalism are practiced and developed at a high level.

The studio content explores and debates one of the MS Arch focuses: Alternative Practice and Entrepreneurship, Landscape Design and Urbanism, or Architecture and Technology.

### ARCH 633 Focus Seminar

3 UNITS

Students explore and define the terrain of the specific focus. This seminar surveys historical and current debates in the field, and identifies mainstream and alternative forms of response to the issues. Students develop high levels of achievement in Critical Thinking, Design, Building, Representation and Professionalism through research, analysis and synthesis of the focus issues, expressed in multiple media including writing, speaking, visual media, and exhibition/presentation.

### ARCH 6481 Graduate Thesis Preparation

3 UNITS

Theory and techniques for analyzing and integrating design methodologies, client or user needs, and site conditions into criteria for preparing a design thesis. The theoretical and practical context for the thesis project is researched and developed. Along with the completion of a substantiated written position of intent, a project site is selected, program written and design methodology articulated. The thesis proposal demonstrates mastery in School of Architecture tracks in Critical Thinking, Design, Building, Representation and Professionalism through multiple media, including but not limited to writing, oral presentation, and graphic presentation.

**ARCH 6921 Graduate Thesis Studio**

6 UNITS

The student demonstrates the application of theoretical research and critical positioning, plus the ability to integrate site, program and other design issues of architecture including space, time, aesthetics, context, inhabitation, and systems in a self-initiated design project that arises from and makes a critical contribution to the student's chosen focus. The finished thesis project must demonstrate an advanced degree of critical thinking, technical skill, and knowledge of the craft of building through a rigorous and highly resolved level of work. The thesis project demonstrates the student's mastery in all School of Architecture tracks – Critical Thinking, Design, Building, Representation and Professionalism – through multiple media including but not limited to oral presentation, writing, two-dimensional and three-dimensional representation, and a rigorous public defense of the thesis.

**ARCH 681 Graduate Thesis 2**

6 UNITS

In the culmination of the post-professional graduate Master of Science in Architecture program, students develop their focused and self-directed thesis from the preceding term in to a public product (exhibition, event, installation, publication, etc.) in collaboration with a primary faculty advisor and a committee of secondary advisors.

# Master of Interior Architecture (MIA)

## First Professional Degree (Two-Year and Three-Year)

**Norman R. Millar, MArch, AIA**  
Dean, School of Architecture

**Ingalill Wahlroos-Ritter, MArch, AIA**  
Associate Dean, School of Architecture

**Christoph Korner, MArch,**  
Chair, Interior Architecture

### Department of Interior Architecture Mission

Interior architecture critically engages design as a progressive craft of form-making which transforms the individual and social ways we inhabit space. Design creatively orchestrates conflicting constraints creating meaningful solutions that fit into larger social and cultural contexts. Through the stories of our students, faculty and envisioned characters, the ephemeral and structured qualities of interior environments illuminate the human condition and its culturally rich spatial narratives.

In order to develop new ways of seeing, building, and designing, students explore real and imagined geographies to critically produce space that demonstrates technique and effect. The program explores how the physical and social join to create interior spaces infused with aesthetic and cultural relevance. Physical constructs of the visual arts, product design, furniture design, and architecture commingle with the social sciences, and the humanities. Using three-dimensional models, computer rendering, and drawing, students explore various disciplines that collectively are Interior Architecture. Students gain expertise in developing the essential elements of interior design, such as form, color, lighting, finishes and furnishings, along with appropriate building technology, material science, and behavioral factors to create spatial compositions. In a field of rapidly changing technology and ideas, the program provides students with both the professional and intellectual tools necessary to negotiate this exciting cultural landscape.

### Overview of The Program

The Master of Interior Architecture program offers an education in critical spatial inquiry that elevates and reinvents the discipline of Interior Architecture by mining and imagining human conditions in our built environment. In doing so, the program adds criticality to the profession, cultivating scholars, academics, and critics, while generating emerging and alternative professions.

The MIA argues for Interior Architecture as a unique body of knowledge, with a distinct discourse, canon, and set of methodologies, filtered through the lens of art and architectural criticism and theory. As contemporary architectural practice continues to focus on issues of technology, technique, urbanism, and other aspects of exteriority, the MIA program looks to advance the role of the human condition in the discourse, and to argue for the social, cultural, material, sensorial, and communicative realms of design. Woodbury University's MIA program provides students with a curriculum that is critical and relevant. This agile program allows students to actively participate in the crafting of their education, to inflect each course with their own critical approach, and to specialize in their own professional pursuits. Student involvement fosters methodological diversity, and ensures that the program will evolve and adapt with each new cohort.

### Fieldwork: A New Way To Study Architecture

*Fieldwork* defines Woodbury's ethos of investigation and experimentation. Students in the professional MArch program spend one summer completing six units of directed research about a specific geography or topic that they later develop into a design thesis. Students are encouraged to use their summer *Fieldwork* semester in travel and research outside of the city, and are offered studios and workshops in China, Europe, Central and South America, and the American Southwest. They can also remain in Southern California pursuing experimental research with other institutions or organizations together with a Woodbury faculty advisor. This exposure to alternative ways of living and making architecture adds depth and focus to the fieldwork and gives students new tools for understanding and contributing to the built environment.

The emphasis on *Fieldwork* in the professional MArch program encourages students to mine the physical terrain of Los Angeles, Southern California and more distant sites to collect data, work *in situ*, and develop observational skills about the physical environment that can be translated into thinking about critical spatial practices. Woodbury believes that *Fieldwork* trains architects who then contribute toward shaping a more sustainable environment.

### Emerging Ideas

The Emerging Ideas curriculum supports every area of learning within the interior architecture education: Criticism, Studio, Visualization, Figuring Space, and Practice. The Emerging Ideas seminars provide an active relationship between knowledge acquisition and knowledge content. Through faculty-facilitated seminars, students will develop a consensus of the scope of research their cohort will explore. Students declare their interests and intentions, as well as research relevant issues in the study of Interior Architecture and other contemporary design disciplines.

### ACCREDITATION

Woodbury School of Architecture offers two Master of Interior Architecture programs:

- 3-year professional MIA for students with no prior degree in Interior Architecture, Interior Design, Environmental Arts, or the equivalent.
- 2-year professional MIA for students with a pre-professional degree in Interior Architecture, Interior Design, Environmental Arts, or the equivalent.

The 3-year program will be considered a first professional degree. It will apply for CIDA (Council for Interior Design Accreditation) accreditation after the program has graduated 2 cohorts. Both the 2-year and the 3-year degrees will be considered terminal degrees.

### FACULTY

The Woodbury faculty is comprised of critical, inventive, accomplished, passionate, practice-based, and exceptionally dedicated educators who represent diverse interests and strengths. We train our students to be articulate, critical thinkers and highly capable practitioners, confident in local as well as global discourse.

### Dean

Norman Millar, AIA  
MArch, University of Pennsylvania  
*Professor*

### Associate Dean

Ingaliil Wahlroos-Ritter, AIA  
MArch, University of California, Los Angeles  
*Professor*

### Chair

Christoph Korner  
MArch, University of California, Los Angeles

### FULL-TIME FACULTY

Annie Chu  
MS Arch & Building Design, Columbia University  
*Professor*

Heather Scott Peterson  
MArch, Southern California Institute of Architecture  
*Assistant Professor*

Matthew Gillis  
MArch, University of California, Los Angeles  
*Visiting Professor*

Joshua Stein  
MArch, University of California, Los Angeles  
*Associate Professor*

Kristin King, ASID  
BA Kent State University  
*Lecturer, Chair BFA Interior Architecture*

### ASSOCIATED AND ADJUNCT FACULTY

Bojána Bányász  
MArch, Southern California Institute of Architecture

Leigh Christy  
MArch, University of California, Berkeley

Donatella Cusma  
MArch, Università Mediterranea di Reggio Calabria

Gregory Van Grunsven  
MArch, Southern California Institute of Architecture

Thurman Grant  
BArch, University of Southern California

April Greiman  
BFA, Kansas City Art Institute

Lara Hoad  
MArch, Royal College of Art, London

Robert E. Kerr  
MArch, Georgia Institute of Technology

Tracy Stone  
MArch, University of Texas, Austin

Paolo Vezzulli  
MDesR, Southern California Institute of Architecture  
MArch, Università Degli Studi di Firenze

## MISSION

### Woodbury : Architecture : Transforms

Consistent with the university's mission, the School of Architecture is committed to the training and education of articulate, collaborative and innovative design professionals. The curriculum prepares our students to balance the need to work competitively in the marketplace with the equally important concerns of ethical conduct, civic engagement, and social responsibility.

Woodbury's faculty, students and graduates are committed to architecture that is:

- **Intelligent:** *It articulates a critical position. We are architects and critical thinkers who produce other architects and critical thinkers.*
- **Effective:** *It addresses the challenges of contemporary life. We believe in the radical possibilities of architecture's social, environmental and formal relevance.*
- **Transformative:** *It effects change through the power of beauty and the potentiality of education.*

## STUDENT LEARNING OUTCOMES

**1. Methodological Initiative** – Students develop work processes that engender self-initiative, directed curiosity, and techniques for seeking knowledge beyond the given problem. They establish methodologies of research through direct input into the curricular development established collaboratively as a cohort and transformed into individual learning and professional goals.

**2. Critical Inquiry into the Design, Building, and Inhabitation of the Interior Environment** – Students gain the ability to engage in the analysis, understanding and development of

the built interior environment as a viable object of critical inquiry evidenced through design and research processes, written communication, proficient and multivalent visual communication, quantitative analysis and historical research.

### 3. Social and Cultural Considerations of Space

– Students gain the ability to analyze, understand, critique and develop space as a social and cultural construction as evidenced in the development of programmatic, behavioral, ethical, and collaborative strategies for the built environment within different scalar contexts, and variant human conditions.

### 4. Physical Conditions of Space that Communicate and Elicit Human Response Through Sensual Interaction

– Students gain the ability to analyze, understand, critique, and develop interior spaces that elicit human response through the manipulation and enhancement of the sensual as evidenced through the design of environments that illustrate and elicit experiential responses.

**5. Technical Considerations of Space** – Students gain the ability to analyze, understand, critique, and develop interior spaces through the techniques of innovative building processes as evidenced through quantitative reasoning, systems integration, and production expertise.

## CURRICULUM SUMMARY

Students in the 2-year MIA program study for five semesters; students in the 3-year MIA study for seven semesters. Each semester has at its core a 5-unit studio. The Summer semester before the final year is devoted to Fieldwork; this studio requires both research and design.

Students take professional and elective courses in addition to the studio in fall and spring semesters. The final spring semester centers on a graduate thesis studio, culminating in a public thesis review.

2-yr MIA students take a minimum of 60 units in their graduate studies, and 3-yr take a minimum of 90 units in their graduate studies; for both programs, at least 12 of the units are elective.

## CURRICULUM REALMS

**Figuring Space** – This area of concentration focuses on the making of space through material construction and invention, detailing, fabrication, and tectonics, as well as building understanding through the social content of codes, behavior, and planning practices. Students will be versed in the practical, functional, phenomenological, and performative aspects of transforming design work into physical form.

**Practice** – The practice realm consists of two perspectives: teaching normative standards of the interior design profession, as well as encouraging students to explore emerging and alternative ways of practicing a discipline that strongly reflects their area of research and their practice agenda.

**Criticism** – As the linchpin of the program, the criticism track is invested in the creation of disciplinary content, which reflects the historical and theoretical frameworks within, and outside of, the terrain of interior architecture, striving to develop a strong body of literature that reflects the specific theoretical concerns of the interior environment and human habitation.

**Visualization** – Design representation is not only a collection of techniques and skills that yield objects and artifacts, but a particular form of thinking through which design is brought into being. It is both a process and a thing. Design methodology is the means by which we move through the complex and nuanced world from thinking to making; from idea to artifact, communicating through the conventions of design representation, mapping, modeling, and analysis to synthesize and promote design agendas.

**Studio** – Studio is the vital core of design study. It is a cohort, a culture, a place, and a practice; it epitomizes application and engagement in design learning and pedagogy. It both challenges and mirrors the profession, inculcating the student into disciplinary methodologies and operations. Within the semester, it is a node, drawing in and integrating all other realms of study, providing a dynamic platform for the collision, realization, and testing of ideas, knowledge, and technique.

**Emerging Ideas** – The Emerging Ideas seminars provide students with an active engagement of their

study of Interior Architecture. Through faculty facilitated seminars students will develop a consensus on the scope of research their cohort will explore. These seminars will provide an active relationship between knowledge acquisition and knowledge content. They will also provide opportunities for student's to declare their interests and intentions, as well as research of relevant issues in the study of Interior Architecture and other contemporary design disciplines.

### SUGGESTED SEQUENCE OF COURSES

#### FALL YEAR 1 (3-year students)

INAR 5XX	Emerging Ideas 1	1 unit
INAR 5XX	Criticism 1	3 units
INAR 5XX	Studio 1	5 units
INAR 5XX	Visualization 1	3 units
INAR 5XX	Figuring Space 1	3 units

#### SPRING YEAR 1 (3-year students)

INAR 5XX	Emerging Ideas 2	1 unit
INAR 5XX	Criticism 2	3 units
INAR 5XX	Studio 2	5 units
INAR 5XX	Visualization 2	3 units
INAR 5XX	Figuring Space 2	3 units

#### FALL YEAR 2 (2-year & 3-year students)

INAR 6XX	Emerging Ideas 3	1 unit
INAR 6XX	Criticism 3	3 units
INAR 6XX	Studio 3	5 units
INAR 6XX	Visualization 3	3 units
INAR 6XX	Figuring Space 3	3 units

#### SPRING YEAR 2 (2-year & 3-year students)

INAR 6XX	Emerging Ideas 4	3 units
INAR 6XX	Criticism Elective	3 units
INAR 6XX	Visualization Elective	3 units
INAR 6XX	Practice 1	3 units

#### SUMMER YEAR 2 (2-year & 3-year students)

INAR 6XX	Studio 4	6 units
----------	----------	---------

**FALL YEAR 3 (2-year & 3-year students)**

INAR 6XX	Emerging Ideas 5	1 unit
INAR 6XX	Criticism 4	3 units
INAR 6XX	Studio 5	5 units
_____	Elective	3 units
INAR 6XX	Practice 2	3 units

**SPRING YEAR 3 (2-year & 3-year students)**

INAR 6XX	Emerging Ideas 6	1 unit
_____	Elective	3 units
_____	Elective (Optional)	3 units
INAR 6XX	Studio 6	5 units
INAR 6XX	Practice 3 Collaboration	3 units

Students in the 2-year and 3-year programs are required to take 12 elective units, and have the option (in their terminal semester) to take an additional 3 unit elective, making their potential elective count 15 units overall.



## ASSESSMENT PLAN

### *Learning Outcomes Assessment*

Faculty members in all of our graduate and undergraduate programs assess individual student learning in each project and for each course, following grading guidelines established across the university and adapted to standards the Interior Architecture faculty has set for achievement. The faculty engages in continual assessment of the effectiveness of the program, the curriculum, and its sequence. As the program strives for ever higher teaching and learning goals and demonstrates its commitment to national education standards, the faculty identify key points at which they can measure the effectiveness of the curriculum through student achievement in the five program learning outcomes, as well as the CIDA Accreditation Standards and the University Four Pillars. The 2-year and 3-year curricula have two points for assessing summative student learning: review of the thesis proposal at the end of the thesis preparation seminar (Criticism 4), and review of the capstone graduate thesis (Studio 6). While these projects provide summative measures of student learning, a review allows the faculty to gauge the effectiveness of the curriculum and the extent to which the core MIA curriculum builds on and integrates the supporting electives in a student's chosen focus. Formative assessment occurs within each studio and is the foundation of the Woodbury School of Architecture studio education. As they develop their projects students receive regular, rigorous and critical feedback, in small groups, larger groups, and via individual desk critiques; they also provide rigorous and critical feedback to their peers as well as to their own progress and process.

### *Institutional Requirements for Self-Assessment*

Institutional assessment at Woodbury means the Academic Program Review. Each program is reviewed on a 5-year cycle, unless it has an external program review process, in which case the internal and external cycles are synchronized. The CIDA and NASAD self-study serves as the School of Architecture's basis for these reviews and requires supplementary information. The Academic Program Review makes its way through several levels of approval: the Educational Planning Committee, the chief academic officer, the president, and the board of trustees must all endorse it. All plans for new programs or major program adjustment go through a similar review, prior to review by WASC's substantive change committee. The School of Architecture uses its CIDA

and NASAD self-studies to inform and interrogate its academic plan within the university.

### *Faculty Assessment*

The faculty in Interior Architecture is not assigned exclusively to either the Master's or the Bachelor's program. The Interior Architecture faculty as a whole will be able to provide assessment of the graduate curriculum and learning context. Internal review of the curriculum is a cornerstone of self-assessment. Faculty members who teach graduate courses in a professional program have meet and discuss expectations for graduate student learning outcomes in both professional and post-professional curricula. At the end of each semester they meet to discuss how the graduate students engaged the learning context. The faculty retreat held every semester will devote either the morning or afternoon session to curriculum assessment, with distinct time devoted to the MIA program. This venue provides adequate time for in-depth discussion among the fulltime, visiting, and participating adjunct faculty, and the associate dean for assessment and accreditation can then provide an outline of action items and work to take place between retreats. The graduate studio finals each semester offer familiar access to curriculum assessment, but do not provide a complete picture. Here, too, the associate dean gathers examples of graduate student work from across their semester's courses, and convenes a subcommittee of faculty to evaluate both student progress and curriculum alignment with the school's mission and program learning outcomes. A semester review of student work from both studios and seminars/lectures provides a more holistic view of how the MIA curriculum promotes student learning and achievement, and it will allow for quick adjustments to syllabi and assignments in response to identified strengths and weaknesses in the curriculum and/or the cohort.

### *Student Assessment*

All incoming graduate cohorts, 2-year and 3-year MIA students, complete an entrance survey on their first day of studio. Using these baselines, the faculty assess whether expectations are being met, and whether graduate student expectations change as they move through the program. MIA cohorts will conduct pre-thesis and post-thesis surveys. Repeating this three-survey pattern with subsequent cohorts, provides valuable input to program improvement. Students assess the curriculum and learning

context through indirect assessment with their participation in the Interior Architecture Student Forum and their representation at faculty meetings.

#### *Alumni and External Assessment*

1. Constitute a board of advisors to include graduate architectural educators, practicing professionals, and eventually at least one MIA alumnus. The board should undertake a biennial review of the MIA curriculum and learning context with respect to the School of Architecture's mission.
2. Convene monthly meetings of faculty teaching the graduate students. Align expectations and evaluation standards.
3. At the end of each semester, the associate dean should gather evidence of graduate student learning from graduate studios, seminars and lecture courses, and convene a faculty subcommittee to evaluate student progress and curriculum alignment with the school's mission and program learning outcomes. This information will be used to feed into direct changes in following semester's curriculum, and to set the agenda for that semester's curricular assessment session at the faculty retreat.
4. Following the faculty retreat, the associate dean circulates among faculty the action items and continuing work on curricular development established at the faculty retreat. This outline provides the basis for discussions and actions at the monthly faculty meetings.
5. Get the graduate students involved in curricular assessment. Include assignments and activities in core courses that require student reflection on how the curriculum aligns with and manifests the school's mission and the program learning outcomes. This activity might fit most naturally in the student's thesis preparation seminar, as the student identifies his/her area of interest and research and places that in the context of the chosen MIA emphasis.
6. Continue to develop the graduate student survey, and administer it at entry, at the end of thesis preparation seminar, and at the end of thesis.
7. Establish a systematic way of staying in communication with MIA alumni. Offer alumni opportunities to be involved in School of Architecture reviews and support their efforts to achieve licensure. Determine an appropriate and effective means of surveying the alumni every three years.

8. Use the information gathered from all the sources to effect progressive change in the Master of Interior Architecture curriculum and the learning context of the School of Architecture.

## **MIA COURSE DESCRIPTIONS**

### **INAR 5XX Visualization 1: Making Technique**

3 UNITS

Students are inducted into the cultural and traditional conventions of architectural representation. This course operates as a workshop providing analog and digital communication standards and making techniques for documenting, drawing, and modeling design ideas. Prerequisites: None

### **INAR 5XX Emerging Ideas 1: Navigation and Orienting**

1 UNIT

Through a series of short lectures, panel discussions and class forums, students learn about current trends and issues affecting the design of the built environment. The issues are presented topically and generally, allowing a cohort to articulate and aggregate the current body of knowledge in Interior Architecture into a general scope of investigation explored in Emerging Ideas 2. Prerequisites: None

### **INAR 5XX Criticism 1: Fieldwork Los Angeles**

3 UNITS

Using Los Angeles as a realm of empirical study, students will engage in a range of historical, political, cultural, material, and sociological issues from the scale of the interior to the city. Observational research and analysis, mapping, and experiential case studies will be used to explore contemporary issues of interiority and human occupation in relationship to the urban condition of Los Angeles. Prerequisites: None

### **INAR 5XX Figuring Space 1: Materiality and Making**

3 UNITS

This course provides an exploration of the impact of materiality and fabrication in both the generation and reading of form and space. An intuitive knowledge of material properties and processes will be gained through Detailing, construction and fabrication methods, with a concentration on the application of materials in custom elements relating to the body in scale or use. Formal, conceptual, and programmatic solutions are studied through a specific design strategy with an emphasis on new or hybrid programs. Prerequisites: None

**INAR 5XX Studio 1: New Frontier of Space**

5 UNITS

The foundation graduate design studio prompts a fundamental understanding of the multi-valent aspects of interior architectural spaces through an introduction to design methodologies across multiple media. Students explore designs in two and three dimensions through skill development in drawing, material exploration, modeling, and critical thinking. Prerequisites: None

**INAR 5XX Visualization 2: Analytical Constructions**

3 UNITS

Building upon the empirical and analytical fieldwork of Criticism 1, this course will expand expository capacities through diagramming, mapping, and other forms of representational analysis in both two- and three-dimensional analog and digital hardware and software. Prerequisite: INAR 6XX Visualization 1: Making Technique

**INAR 5XX Emerging Ideas 2: Investigation and Steering**

1 UNIT

With a stronger emphasis on collaborative research and the integration of disparate interests, this course offers the cohort of students the opportunity to investigate individual interests, combine those interests with the survey of issues presented in Emerging Ideas 1, and transform the two into a general issue the students will explore throughout the remaining two years of their study. Prerequisites: INAR 6XX Emerging Ideas 1: Navigating & Orientating

**INAR 5XX Criticism 2: Declaring The Canon**

3 UNITS

Interior Architecture is still an emerging discipline, working to triangulate a unique body of knowledge among the areas of architecture, the humanities and social sciences, and the applied arts, and as such, its historical canon has not yet been declared. Students will navigate through a global, historical narrative of cultural, societal, and philosophical traditions filtered through theory and manifestations of the interior from pre-history through the present. Prerequisites: None

**INAR 5XX Figuring Space 2: Codes Analysis and Construction**

3 UNITS

This course studies materials and methods of detailing, fabrication, documentation, and specification,

and analyzes construction materials and building systems including structural, mechanical, electrical, plumbing, lighting and acoustics. In conjunction with the building systems this course examines building codes related to interior architecture through research, observation and architectural documentation of non-structural elements of contemporary or modern design. Materials and their integration, application, and/or connections are emphasized. Prerequisites: INAR 611 Visualization 1: Making Technique

**INAR 5XX Studio 2: Synthesizing Complexity**

5 UNITS

Students uncover increasing complexity in architectural spaces through mining the design potentials of planning logic, systems integration, and program development. Modules of exploration will include identification, evaluation and application of the design brief, synthesis of research to generate multiple design concepts, iterative development including accommodation of human scale and program of use. Prerequisites: INAR 6XX Studio 1: New Frontier of Space, INAR 6XX Visualization 1: Making Technique

**INAR 6XX Visualization 3: Advanced Drawing and Modeling**

3 UNITS

Students will develop advanced visualization skills through experimentation, and are exposed to the aesthetic and philosophical objectives of drawing and modeling. The complexities which exist between conceptualization and representation are analyzed through a study of changing techniques within mixed and evolving media.

**INAR 6XX Figuring Space 3: Impact and Implication**

3 UNITS

This course explores material logics and their implications through case study analysis and performative modeling. A body of research grows through consideration of the unique contributions of materials and building systems. Students learn an integrated approach to managing environmental performance, human comfort and life safety. Discussion integrates the functionality, phenomenological effect, and resource impact of materials and systems selection.

**INAR 6XX Emerging Ideas 3: Acquisition and Directing**

1 UNIT

This third course provides the opportunity to unify the research interests of the 2-year cohort with the development of a research agenda developed in Emerging Ideas 2. Transformation of knowledge augmented by negotiation and argument informs the full cohort's areas of research. INAR 6XX Emerging Ideas 2: Investigation and Steering or Acceptance into the 2-year program.

**INAR 6XX Criticism 3: Rewriting The Canon**

3 UNITS

This course builds on and blends the content of Criticism 2 with interests arising from Emerging Ideas 1-3, using history, theory and criticism to reinterpret and expand the discipline. Students will work to culminate their efforts via research salon, symposium, and publication. Prerequisite: INAR 6XX Criticism 2: Declaring the Cannon or Acceptance into the 2-year program.

**INAR 6XX Studio 3: Pathways and Modalities**

5 UNITS

Students explore relevant aspects of the design problem to situate their operative strategies towards design solutions. Methodologies will be introduced and explored with the goal to stimulate authentic and creative responses for spatial development. Prerequisite: INAR 6XX Studio 2: Synthesizing Complexity, or Acceptance into the 2-year Program.

**INAR 6XX Emerging Ideas 4: Methodological Slant**

3 UNITS

The fourth Emerging Ideas course provides a three-unit seminar focusing on methodological approaches to research including theoretical, historical, and design knowledge. It is in this seminar that students transform the overall research interests of the cohort into individual methods of creating knowledge. Methodologies explored include those used with various disciplinary emphases in architecture and design, ranging from professional to academic, normative to exploratory, all with a strong critical lens. This seminar provides grounding for the students research interests in their study away fieldwork studio the following summer. Prerequisites: INAR 6XX Emerging Ideas 3: Acquisition and Directing and INAR 6XX Criticism 3: Rewriting the Canon.

**INAR 6XX Studio 4: Study-Away Fieldwork**

6 UNITS

Students match up their methodological bias developed in Emerging Ideas Studio 4 with a destination for exploration in an immediate environment apart from the classroom. Collaborative exchanges between faculty, student cohort and fieldwork contingents will maximize the provocation of design ideas. The studio will assist the student in negotiating the terrain across academia, practice and the evolving inhabited environment in preparation for a focus subject for Studios 5 and 6. Prerequisites: INAR 6XX Emerging Ideas 4: Methodological Slant and INAR 6XX Studio 3: Pathways and Modalities

**INAR 6XX Practice 1: Ethics and the Profession**

2 UNITS

Students gain an understanding of basic business concepts, codes, contracts, procedures, documents, licensure, management, and policy in alternative and standard practices relative to interior architecture with an emphasis on ethical and legal issues. Co-requisites: INAR 6XX Emerging Ideas 4: Methodological Slant

**INAR 6XX Emerging Ideas 5: Aggregation and Realizing**

1 UNIT

Working in conjunction with Criticism 4, this course provides a forum for continued cohort involvement with individual students' research/design projects. Formatted as a workshop, the seminar provides intentional and directed critique of the students' projects so that they align with the general research agenda of the cohort. Prerequisites: INAR 6XX Studio 4: Study-Away Fieldwork.

**INAR 6XX Criticism 4: Thesis Preparation**

3 UNITS

Students will leverage their experiences from the Fieldwork Studio and Emerging Ideas 4-5 through self-directed study and research to develop and articulate the practical, theoretical, and methodological context for a thesis project culminating in a substantiated written position of intent. Prerequisites: INAR 6XX Studio 4: Study-Away Fieldwork, INAR 6XX Emerging Ideas: Methodological Slant.

**INAR 6XX Studio 5: Convergence**

5 UNITS

Through a collaboration with small group cohort with similar methodological or subject focus, directed study and research, and support by selected

expert resources, students engage with the development of their thesis focus. Continual clarification of conceptual framework, contextual scenario and program development will define an advanced situated set of criteria for each student's self-selected subject. Prerequisite: INAR 6XX Studio 4: Study-Away Fieldwork.

### **INAR 6XX Practice 2: Commentary On Interior Architecture**

2 UNITS

This second Practice course provides a forum for continued discussion with individual students on the alternatives of practice, research, focused study and the profession in Interior Architecture. INAR 7CC Practice 1: Ethics and the Profession.

### **INAR 6XX Emerging Ideas 6: Conclusion And Assessing**

1 UNIT

The last seminar provides a structured environment for the cohort to organize and determine the final outcome of the body of research. Prerequisites: INAR 7XX Emerging Ideas 5 and 7XX Criticism 4: Thesis Preparation.

### **INAR 6XX Practice 3: Collaboration**

3 UNITS

The third course of the Practice courses asks students to merge the research developed in the Emerging Ideas seminars with real-world experience. Students research and select the work of a professional and engage in a mentoring relationship. This relationship provides the opportunity for students to take their thesis research and "test" it with a professional or scholar who has been working on similar research. Co-requisite: INAR 7XX Studio 6: Thesis

### **INAR 6XX Studio 6: Thesis**

5 UNITS

The culmination of the graduate interior architecture program, students pursue their self-directed thesis in collaboration with a faculty advisor and a selected expert resource.

Continual self-assessment and synthesis of the knowledge and skills developed in the program is exercised as part of the thesis development process in order to demonstrate mastery of the critical focus and practice of the discipline. Prerequisite: INAR 7XX Criticism 4: Thesis Preparation, INAR 7XX Studio 5: Convergence.

# Master of Science in Architecture, Real Estate Development (MS Arch RED)

**Woodbury University**  
2212 Main Street, San Diego, CA 92113  
619.235.2900

**Norman R. Millar, MArch, AIA**  
Dean, School of Architecture

**Ingalill Wahlroos-Ritter, MArch, AIA**  
Associate Dean, School of Architecture

**Ted Smith and Brett Farrow,**  
Co-Chairs, MS Arch RED Program

**Jonathan Segal, FAIA**  
Advising Director, MS Arch RED Program

Sprawling urban development continues throughout the United States and the rest of the world with few indications that the momentum will change. But a parallel city exists, one of ecological responsibility, new markets, and opportunity for small business.

Woodbury University offers a graduate program designed to teach the art and practice of real estate development to architects and graduates of professional programs in architecture. The MS Arch RED program seeks to build upon the unique perspective and ethos of the architect. While architects design the way a building looks and works, they are seldom involved in the decision of exactly what to build. In most developments, the architect is considered only one among numerous players, and is often relegated to carrying out a pre-established vision for the development, rather than playing a leadership role in its determination from the start.

The MS Arch RED program is unlike a typical real estate development program in which the curriculum is offered in a traditional classroom or lecture setting. Instead, the entire curriculum of the twelve-month, three-semester program is delivered through a hands-on studio-based format.

This course of study introduces more than the typical elements of development; in addition to

learning from a broad array of building industry professionals, MS Arch RED students work with architects who have been successful as developers through innovation and the invention of specific strategies to overcome financial shortcomings and policy roadblocks. These strategies are shared and studied in the studios.

In the first semester case study design studio, architect-developers present their successful developments. Students consider alternative designs for these existing developments while they become familiar with and manipulate the specific business plans or pro formas of the projects. Industry professionals, including bankers, contractors, building officials, lawyers, market analysts and sales representatives, teach a parallel professional studio. Their presentations are tied to a series of sketch problems that integrate specific learning outcomes and real-world examples.

In the second semester, with the direction and advice of industry professionals who continuously participate in the learning process, the model of parallel professional studio and design studio continues. In the design studio, students survey possible alternatives for new developments and are directed toward a specific project proposal for their thesis, one with the potential to be successfully pursued after graduation.

For the final thesis semester, students develop and prepare finished presentation packages for the project including market analyses, partnership agreements, funding proposals, architectural designs, and sales and leasing strategies.

**San Diego Facility**  
2212 Main Street, San Diego, CA 92113  
619.235.2900

The social, political, and environmental issues of the San Diego area affect architectural context at a transnational level. The San Diego facility takes full advantage of the opportunities present in this rapidly growing, complex, and diverse region. The school draws from and responds to the urgent and conflicting demands of the region. The San Diego facility houses an architecture-only curriculum in a complex composed of design studios with twenty-four hour access, a library focused on architecture, urbanism and development, lecture hall and gallery space, classrooms, wood/metal shop, digital fabrication lab, and computing facilities.

**ACCREDITATION**

The post-professional Master of Science in Architecture, Real Estate Development is not a NAAB-accredited professional architecture degree.

**FACULTY**

The MS Arch RED program is under the direction of and taught by architect-developers, and industry professionals. Faculty members include the following:

**PARTICIPATING ADJUNCT FACULTY**

Akore Berliner, CPA, AB CPA  
MS, San Diego State University

Mike Burnett  
MArch RED, Woodbury University

James Churchill  
MS, University of Massachusetts

Brett Farrow  
MArch, New School of Architecture

Jeffery Haile  
JD, University of San Diego

Tyler Hanson  
MArch RED, Woodbury University

Nathan Moeder,  
MSRE, University of San Diego

Lloyd Russell, AIA  
BArch, California Polytechnic, San Luis Obispo

David Saborio  
MArch RED, Woodbury University

Jonathan Segal, FAIA  
BArch, University of Idaho

Ted Smith  
BArch, University of Virginia

Carl Spiteri, NMLS, IAR, CLA

**CURRICULUM SUMMARY**

The MS Arch RED curriculum requires students to engage in six areas of study pertinent to all real estate development by architects:

- **Finance** – financial analysis and economic factors affecting real estate business plans, the components of a development proposal including financing, scheduling, project management, property management, sales, leasing, and marketing.
- **Cost Estimating** – conceptual and preliminary methods for cost estimating.
- **Topics and Trends in Real Estate Development** – the history of the architect’s role in real estate development, theories of development and their place in urban planning, macroeconomics, analysis of economic factors affecting real estate supply and demand, market cycles, theory of land markets, and the impact of demographics and technological advances on markets.
- **The Political Environment for Real Estate Development** – micro and macro political environments and their roles in the success or failure of development, local, national and international issues impacting real estate development, and development as a political activity.
- **Partnering and Legal Issues** – the roles played by different kinds of partners – financial, governmental, non-profit, community, technological, construction, design – legal agreements, appropriate opportunities and resources in the public and private sectors including the establishment of mutually beneficial partnerships.
- **Ethics** – ethical issues of development including real estate law, contracts, immediate and long-term environmental and planning issues, and ethical and legal responsibilities of the architect/developer.

**REQUIRED SEQUENCE OF COURSES**

The 36-unit degree is an intensive program of study meeting twice weekly and completed in twelve months.

**FALL Curriculum (15 weeks)  
DESIGN STUDIO**

ARCH 580	Case Study Studio	6 units
----------	-------------------	---------

**PROFESSIONAL STUDIO (9 units total)**

The professional studio integrates the following courses:

ARCH 510	Finance and Market Analysis 1	1.5 units
ARCH 520	Thesis Preparation: Topics and Trends	3 units
ARCH 530	Construction Cost Estimating 1	1.5 units
ARCH 540	Accounting and Management	1.5 units
ARCH 560	Construction Ethics	1.5 units

**SPRING Curriculum (15 weeks)**

**DESIGN STUDIO**

ARCH 585	Thesis Project Research Studio	6 units
----------	--------------------------------	---------

**PROFESSIONAL STUDIO (9 units total)**

The professional studio integrates the following courses:

ARCH 511	Finance and Market Analysis 2	1.5 units
ARCH 521	Ethics, Legal Issues, Insurance	1.5 units
ARCH 531	Construction Cost Estimating 2	1.5 units
ARCH 541	Banking and Management	1.5 units
ARCH 551	Opportunities and Partnering	1.5 units
ARCH 561	Construction Ethics 2	1.5 units

**SUMMER Curriculum (15 weeks)**

ARCH 590	Thesis Project Development Studio	6 units
----------	-----------------------------------	---------

# CURRICULUM MAP

## Master of Science in Architecture, Real Estate Development MS Arch RED

IN THIS COURSE THIS TRACK HAS				IN THIS COURSE STUDENTS DEVELOP							
Background Presence	Importance	High Importance		A	Ability	U	Understanding				
<b>UNIVERSITY PILLARS</b>				1	Design Thinking	2	Transdisciplinarity	3	Civic Engagement	4	Entrepreneurship

RED LEARNING OUTCOMES	REQUIRED COURSES															
	University Pillars															
University Pillars	ARCH 580 Case Study Studio	ARCH 510 Finance 1	ARCH 520 Topics & Trends in RED 1	ARCH 530 Cost Estimating 1	ARCH 540 Political Environment of Dev. 1	ARCH 550 Partnering & Legal Issues 1	ARCH 560 Ethics 1	ARCH 585 Thesis Proj. Research Studio	ARCH 511 Finance 2	ARCH 521 Topics & Trends in RED 2	ARCH 531 Cost Estimating 2	ARCH 541 Political Environment of Dev. 2	ARCH 551 Partnering & Legal Issues 2	ARCH 561 Ethics 2	ARCH 590 Thesis Proj. Development Studio	
Critical Thinking																
Speaking / Writing Skills	A							A	A						A	A
Criticality	A	A	U				U	A	A	U			U		A	A
Research Skills	U		A		A					A		A				
Collaborative Skills				A							A					
Design																
Accessibility	U											A				
Sustainable Design															U	U
Concept. Cost Estimating	A			A				A								A
Prelimin. Cost Estimating											A					A
Building																
Legal Responsibility		U				U			U				U			
Code Understanding	A				U			A				U				A
Planning Process					A							A				
Representation																
Presentation Skills	A							A								A
Construction Management				U							U				U	
Option Comparison	A							A								A
Professionalism																
Business Planning	A	A						A	A							A
Deal Making	A							U	A						U	A
Insurance Requirements	U	U						U								U
Ethical Impacts	U				U			U	U			U			U	U
Partnership Agreements	U					A		U	U				A		U	U
Prototypes	A								A							A
Taxation		A								A				U	U	
Maintenance & Operation		U							U							
Finance	A	A						A	A							A
Market Impacts	U		A					U		A						U

Master of Science in Architecture,  
Real Estate Development

## ASSESSMENT PROCESS

The MS Arch RED studio-based curriculum models a working office. Students and faculty work together on projects, through lectures, discussions, and working sessions. At the end of each semester, the faculty, as a group, evaluates each student's progress.

At the end of each year, faculty members review the work produced by the cohort to summatively evaluate learning outcomes and formatively assess curriculum development.

## CAPSTONE

The MS Arch RED program culminates in the production and public presentation of a real-world real estate development proposal. A public review of the projects brings together the students, the faculty, and Southern California architects and real estate and development professionals for a discussion of project viability within the current context.

## RESULTS OF LEARNING

Student thesis projects are based on real-world proposals. They are evaluated by the full faculty of the MS Arch RED program as well as development professionals from around the Southern California region. Some graduates have gone on to bring their thesis projects to fruition.

## SPECIAL LEARNING OPPORTUNITIES/REQUIREMENTS

**Working studio model**—The MS Arch RED program is an innovative immersion in the study of real estate development for architects. The student cohort meets and works within a professional developer's studio as well as on the San Diego campus, enriching the learning experience by modeling closely the professional working environment.

## COMPUTER LITERACY REQUIREMENTS

As holders of professional architecture degrees, MS Arch RED students are expected to be literate in electronic media for writing, representation, design, and data management when they enter the program. Students must be familiar with Microsoft Office applications including Excel. MS Arch RED students are required to submit research, analysis and design proposals in electronic format. Student/faculty communication is by email. Research is supported by the library's electronic databases. Real estate development requires its participants to regularly access the internet for news, information, and communication.

## STUDENT COMPUTER AND OTHER EQUIPMENT REQUIREMENTS

Students must have regular access to a computer and the Internet in order to succeed in the Ms Arch RED program.

## MS Arch RED DEGREE REQUIREMENTS

The MS Arch RED program is a three-semester studio-based program for individuals holding a professional degree in architecture (BArch, MArch, DArch, or international equivalent). The twelve-month, thirty-nine unit program provides hands-on professional experience in real estate project development for architects.

## MS Arch RED ADMISSION REQUIREMENTS

The following factors are considered in determining admission to the program:

- **A completed application form**  
All applicants are required to submit a completed application form together with their supporting documents and the application fee. Application forms may be downloaded from the School of Architecture web site (<http://architecture.woodbury.edu>) or you may submit an online application at [www.woodbury.edu](http://www.woodbury.edu).
- **An accredited professional architecture degree**  
Individuals holding a professional degree in architecture (BArch, MArch, DArch or international equivalent) are eligible for the program.
- **Academic transcripts**  
Official transcripts from all schools attended are required, regardless of credit received or courses completed. These records should confirm that a professional degree in architecture has been granted International transcripts: International students must submit certified and/or official copies of their academic records with English translations.
- **A statement of purpose**  
This one-to-two page essay should describe the applicant's educational and/or professional background and his/her reason for pursuing the Master of Real Estate Development for Architects program at Woodbury University.
- **Three letters of recommendation**  
Three letters of recommendation, attesting to the applicant's academic achievements or

professional experience, written by academic or professional personnel, counselors, supervisors, or teachers, are required for all graduate applicants. The letters should be submitted on the sender's letterhead and signed in a sealed envelope.

• **Portfolio**

All applicants are required to submit a portfolio of work. The work submitted can be both educational and professional. Portfolios should be no larger than 9x12 inches and no smaller than 5x7 inches. Although reproduced printed submissions are preferred, CDs or DVDs will be accepted. We will not accept work submitted on slides. If you would like your portfolio returned, include a self-addressed envelope with sufficient postage affixed. Unclaimed portfolios will be discarded. Refer to <http://architecture.woodbury.edu> for portfolio details.

• **An interview**

An interview, in-person or by phone, is required. Once all application material is submitted, contact the School of Architecture or Graduate Admissions to make arrangements.

• **A résumé**

All graduate applicants are required to submit a résumé or curriculum vitae. This information should list the applicant's academic research, professional experience, and/or published works.

• **Test scores**

Applicants to the professional Master of Architecture programs with an undergraduate GPA of less than 3.0 are required to submit test results from the Graduate Record Exam General Test [GRE]. For more information on the GRE, go to [www.ets.org/gre](http://www.ets.org/gre). Students should take exams no later than January of the application year.

**INTERNATIONAL STUDENTS**

• **Certified bank affidavit**

The international applicant must provide a certified bank affidavit for each source of funds, including personal funds. This requirement is set by the United States Citizenship and Immigration Services [USCIS] and must be met before any university is permitted to issue an I-20. The

bank affidavit may be submitted in the form of an ORIGINAL bank statement [checking and/or savings account] issued within the last six months. Photocopies of original documents cannot be accepted. All documents must be original and translated into \$ [USD].

• **English language proficiency**

Demonstration of proficiency in the English language is required for admission to Woodbury graduate programs. Applicants should request that an official copy of their TOEFL [Test of English as a Foreign Language] or IELTS [International English Language Testing System] scores be sent by the affiliated organization to Woodbury University's Office of Admissions. The minimum TOEFL score for admission is 550 [paper-based] | 220 [computer-based] | 83 [internet-based]. The minimum IELTS score for admission is 6.5. For more information on these two testing systems, please visit [www.toefl.org](http://www.toefl.org) or [www.ielts.org](http://www.ielts.org).

• **Credential evaluation report**

Include an official Credential Evaluation Report from a NACES approved agency. For a list of NACES approved agencies, please visit [www.naces.org](http://www.naces.org).

• **Passport and/or current visa**

Include a copy of the student's passport and visa in the application submittal. The application and supporting materials should be received at Woodbury University no later than the appropriate published deadlines.

The application and supporting materials should be received at Woodbury University, SAN DIEGO no later than the appropriate published deadlines.

Applications should be submitted by March 1, 2015 for priority reviewing; priority decisions are announced by April 15, 2015.

Please see the end of this bulletin for MRED tuition, fees, policies and the calendar.

Our **Withdrawal and Refund Policy** can be found at the end of the bulletin.

See end of catalog for detailed annual academic calendar.

## MRED COURSE DESCRIPTIONS

### ARCH 510 Finance and Market Analysis 1

1.5 UNITS

Financial analysis and economic factors affecting real estate business plans are introduced. The components of a development proposal are studied, including financing, scheduling, project management, property management, sales, leasing, and marketing. Students develop a business plan to accompany the design studio project.

### ARCH 511 Finance and Market Analysis 2

1.5 UNITS

The study of financial analysis and economic factors affecting real estate business plans is continued, along with the components of development proposals including financing, scheduling, project management, property management, sales, leasing, and marketing. Students develop a business plan to accompany their thesis proposal.

### ARCH 520 Thesis Preparation: Topics and Trends

3 UNITS

A research seminar introduces contemporary architectural questions and establishes the practical and theoretical context of the thesis project. Students incorporate the issues presented into a research platform and methodology, and prepare a thesis proposal. The history of the architect's role in real estate development and theories of development and their place in urban planning are studied. Macroeconomics, analysis of economic factors affecting real estate supply and demand, market cycles, theory of land markets, and the impact of demographics and technological advances on markets are introduced. A series of lectures and one-day workshops with leaders in real estate development, economics, architecture, and urban planning is included.

### ARCH 521 Ethics and Legal Issues

1.5 UNITS

The study of the architect's role in real estate development and their place in urban planning are continued along with the study of macroeconomics, analysis of economic factors affecting real estate supply and demand, market cycles, theory of land markets, and the impact of demographics and technological advances on markets. The series of lectures and one-day workshops with leaders in real estate development, economics, architecture, and urban planning is continued.

### ARCH 530 Cost Estimating 1

1.5 UNITS

Conceptual and preliminary methods for cost estimating are introduced.

### ARCH 531 Cost Estimating 2

1.5 UNITS

The study of the conceptual and preliminary methods for cost estimating is continued.

### ARCH 540 Political Environment of Development 1

1.5 UNITS

Micro and macro political environments and their roles in the success or failure of development are studied and assessed. Local, national and international issues impacting real estate development, and development as a political activity, are introduced.

### ARCH 551 Partnering and Legal Issues

1.5 UNITS

Appropriate opportunities and resources in the public and private sectors are identified and pursued, including the establishment of mutually-beneficial partnerships. The roles played by different kinds of partners – financial, governmental, non-profit, community, technological, construction, design, etc. – are clarified and studied.

### ARCH 560 Ethics 1

1.5 UNITS

Ethical issues of development are introduced and studied, including real estate law, contracts, immediate and long-term environmental and planning issues, and ethical and legal responsibilities of the architect/developer.

### ARCH 561 Ethics 2

1.5 UNITS

The study of ethical issues of development is continued, including real estate law, contracts, immediate and long-term environmental and planning issues, and ethical and legal responsibilities of the architect/developer.

### ARCH 580 Case Study Studio

6 UNITS

Current and past developments are studied and analyzed leading to proposals for appropriate in-kind replacements. Students are introduced to cost estimating, financing, and *pro forma* (line by line) and test their understanding on the design studio proposal.

**ARCH 585 Thesis Project Research Studio**

6 UNITS

Alternative proposals for the appropriate development of an identified site are explored and developed. *Pro formas* are prepared for each proposal to establish a means by which to evaluate and identify the proposal to develop further.

**ARCH 590 Thesis Project Development Studio**

6 UNITS

The best of the Spring semester alternatives is designed and developed into a full-fledged, professional prospectus for real estate development on the identified site. Participation in two mid-term weekend reviews with the thesis advisory panel is mandatory. Completion of thesis is on the acceptance of the prospectus.

# Master of Business Administration (MBA)

**Andr  B. van Niekerk, Dean**

**Satinder Dhiman, Associate Dean;  
Chair and Director, MBA Program**

## Chair Statement

### *Why Get an MBA?*

Our lives, our society, and our planet have been experiencing an unprecedented change explosion. Even change has changed in terms of its complexity, unpredictability, and uncertainty. What has not changed, however, is our need to deal with this complex phenomenon of change and our ability to lead ourselves to greater excellence and fulfillment. Therefore, as we transition to a world where change is the only constant, our ability to lead change successfully must become a core survival competency. There seems to be no nobler goal than to lead oneself and others to excellence, fulfillment, and collaborative achievement. The MBA degree provides an excellent opportunity to nurture and master these skills that are essential for organizational excellence and success.

Leadership has been hailed as the key determinant of success for any organization, large or small, public or private. Research has shown that effective leadership helps meet the expectations of all stakeholders and ensures the long-term survival of an organization. Woodbury University's MBA degree is designed to prepare the next generation of effective leaders. It welcomes those having a non-business undergraduate background as well as those possessing an undergraduate business degree.

### *What Students Learn*

Woodbury's MBA program prepares business graduates to compete in a dynamic, global environment marked by rapid technological and social change. Our MBA curriculum is comprised of a sound foundation of functional skills in the areas of accounting, finance, economics, marketing, and IT. This knowledge-base is further enhanced by a heavy dose of organizational behavior skills, including emotional intelligence, ethical leadership, and strategy. We believe that a well-rounded business education should involve a happy amalgam of functional areas and soft skills. Our goal is to prepare leaders who are

effective, ethical, and responsible.

It would be nice if the business challenges our students face in real life came neatly bundled according to their areas of expertise. The reality is that they do not. Our goal, therefore, is to engender a holistic view so our graduates can interface with people from a variety of disciplines. That way, they have the skill set to deal with business challenges that are not so clearly defined.

### *How Students Learn*

Woodbury's intensive MBA program is designed to get you the advanced business skills you need to be nimble and tough in the business world and work with the realities of your full-time career goals. We practice a team learning approach. As a Woodbury MBA student, you will study alongside hard-charging CEOs, non-profit administrators, small business owners and international students. Woodbury's mix of talented MBA students provides a unique study team model that prepares you to engage and listen to a broad spectrum of ideas and perspectives.

Through case analysis approach and simulation games, students master the real-world scenarios in accounting, finance, marketing, strategy, and leadership. The experiential learning approach is enhanced by student role-plays, presentations, and research projects.

The Woodbury MBA program is as sensitive to the pace of modern business as you are. So we've made it possible for you to complete your degree in a single year without compromising your professional obligations. You can have your Masters in time for (and to bolster) your next promotion.

### *What the Results of the Course of Study Are (By What Tangible Results Students and Others Will Be Able to Know That a Student Has Learned)*

Students leave the MBA program having mastered the change management, strategy, and leadership skills. Having successfully completed the capstone course, they demonstrate the ability to integrate various functional areas in the execution of a well-crafted strategy.

More tangible results come by way of promotions received at work, acceptance into other graduate programs, and success in entrepreneurial ventures launched.

**FACULTY**

MBA faculty provides an ideal blend of teaching scholars and working professionals. Each faculty member brings a significant knowledge-base validated by professional acumen and practical experience to the classroom. Each faculty member is dedicated to creating a rigorous but nurturing learning environment, both inside and outside the classroom. MBA faculty members respect and celebrate the diverse gifts that each MBA student brings to the class. In addition, all MBA faculty members actively participate in the development and assessment of the curriculum. MBA faculty members teach, consult, research, publish, and regularly present their work at various conferences and venues.

Every MBA student is advised by a participating faculty member for classes and for career choices. Helping students to make sound career choices is a given. Faculty members routinely encourage students to continue their education beyond the MBA, professionally and academically.

**Chair**

Satinder Dhiman  
PhD, Tilburg University; EdD, Pepperdine University  
*Professor, Management, Organizational Behavior, Leadership*

**FULL-TIME FACULTY**

Tahmoures A. Afshar  
PhD, Indiana University  
*Professor, Finance*

Robert L. Bjorklund  
PhD, University of Massachusetts Amherst  
*Professor, Management*

Angelo Camillo  
PhD, Oklahoma State University  
*Associate Professor, Strategic Management, International Business*

Nathan Garrett  
PhD, Claremont Graduate School  
*Assistant Professor, Information Technology*

Svetlana Holt  
EdD, Pepperdine University  
*Associate Professor, Management, Organizational Behavior*

John Karayan  
JD, University of Southern California;  
PhD, Claremont Graduate School  
*Professor, Accounting*

Joan Marques  
PhD, Tilburg University; EdD, Pepperdine University  
*Associate Professor, Management, Organizational Behavior, Leadership*

Yasuo Nishiyama  
PhD, University of California, Berkeley  
*Associate Professor, Economics, Quantitative Methods*

Mine Üçok Hughes  
PhD, University of Southern Denmark  
*Associate Professor, Marketing*

Danielle Way-Ramirez  
PhD, University of Texas at Austin  
*Assistant Professor, Marketing*

Kristen Schiele  
PhD, University of California, Irvine  
*Assistant Professor, Marketing*

**ADJUNCT FACULTY**

Arthur Baghdasarian  
JD, Whittier College of Law;  
MBA, Woodbury University  
*CPA Accounting*

Chris Banescu  
JD, Southern School of Law  
*Business Law, CIS*

Michael Cook  
DPA, University of La Verne  
*Management, Quantitative Methods*

Majed Muhtaseb  
PhD, The University of Tennessee  
*Finance*

Paul Sabolic  
EdD, Nova Southeastern University  
*Marketing*

Anwar Y. Salimi  
PhD, University of California, Los Angeles  
*Accounting*

Farhana Siddiqi  
PhD, Claremont Graduate School  
*Management*

## MISSION

The Woodbury University's Master of Business Administration degree is designed to prepare future leaders of organizations who communicate effectively, act ethically, and think globally in a strategic manner.

## STUDENT LEARNING OUTCOMES

- Ability to demonstrate leadership competencies
- Ability to communicate effectively
- Ability to act in an ethical manner
- Ability to act effectively in a global business environment
- Ability to integrate strategies within overall organizational context
- Mastery of domain-specific knowledge and skills

*Stated below are learning objectives corresponding to each learning goal, with Bloom's Taxonomy related to different levels of learning shown in parentheses.*

### 1. **Learning Goal:** *Ability to demonstrate leadership competencies*

#### **Learning Objectives – MBA Program**

- To develop and enhance existing leadership strengths in oneself and others and to acquire relevant, new leadership skills (Application, Synthesis, Evaluation)
- To determine and select the most effective leadership approach after examining the context, the people, and the organization (Synthesis, Evaluation)
- To assess the ability to lead a team towards the successful completion of goals (Evaluation)

### 2. **Learning Goal:** *Ability to act in an ethical manner*

#### **Learning Objectives – MBA Program**

- To analyze specific examples of moral challenges faced by business leaders and to show the ethical implications of decisions (Application and Analysis)

- To develop personal core values and to apply them in carrying out the mission of various types of business organizations (Application, Analysis, Synthesis)
- To identify potential moral dilemmas, apply moral reasoning, select the best course of action, and assess the ethical implications of alternative(s) selected (Analysis, Synthesis, Evaluation)

### 3. **Learning Goal:** *Ability to communicate effectively*

#### **Learning Objectives – MBA Program**

- To demonstrate the application of effective communication skills in speaking, writing, and using electronic media. (Application, Analysis)
- To express one's position succinctly, logically, and persuasively (Synthesis)
- To apply communication strategies toward improving team effectiveness (Application, Analysis)
- To apply communication skills across diverse contexts and environments (Application, Analysis, Synthesis)

### 4. **Learning Goal:** *Ability to act effectively in a global business environment*

#### **Learning Objectives – MBA Program**

- To demonstrate the ability to apply management strategies to global business decisions (Application, Analysis, Synthesis)
- To assess the effectiveness of global leadership strategies in terms of international best practices. (Evaluation)

### 5. **Learning Goal:** *Ability to integrate strategies within overall organizational context*

#### **Learning Objectives – MBA Program**

- To identify salient features of complex situations and organizations and be able to recommend an effective change strategy (Synthesis)
- To adapt strategic thinking creatively to address unpredictable situations and contexts (Analysis, Synthesis)
- To demonstrate the ability to integrate and synthesize various functional areas and to assess their effectiveness in terms of achieving overall organizational goals/success (Synthesis, Evaluation)

## CURRICULUM SUMMARY

### SUGGESTED SEQUENCE OF COURSES

Business Administration core (ten courses)	30 units
Electives (two courses)	6 units
Minimum semester units required	36 units

#### Required Business Administration core courses

WMBA 501	Managerial Accounting	3 units
WMBA 503	Quantitative Methods	3 units
WMBA 504	Managerial Economics	3 units
WMBA 505	Management and Organizational Behavior	3 units
WMBA 506	Marketing Concepts and Strategies	3 units
WMBA 507	Managerial Finance	3 units
WMBA 509	Management of Information Technology	3 units
WMBA 510	Management of Global Enterprise	3 units
WMBA 560	Ethical Leadership	3 units
WMBA 562	Management Policy and Strategy	3 units

Total required core courses	30 units now 24 required
-----------------------------	-----------------------------

#### Elective Courses

Select two courses from the areas of accounting, finance, information technology, international business, management and marketing.

Minimum semester units required	6 units 36 units
---------------------------------	---------------------

ments. The following PMBA Bridge Courses are specifically designed to meet these requirements:

PMBA 501	Accounting Practices
PMBA 502	Financial Economics
PMBA 503	Legal and Ethical Issues in Business
PMBA 504	Global Marketing
PMBA 505	Production, Operation, and Systems Management
PMBA 506	Organizational Behavior and Strategy

**Note:** These courses will not count toward the thirty-six unit core and elective requirement for the MBA degree. There are no prerequisites to these courses. For course descriptions, please see below under the heading MBA Preparation Courses (PC). PC courses are only open to those students who need them, per their PC evaluation sheet.

MBA candidates with a BA or BS undergraduate business degree in accounting, business administration, finance, international business, management, management information systems or marketing, from an AACSB or ACBSP accredited four-year college or university and with a minimum cumulative grade point average of 2.50 may be waived from taking the MBA Preparation Courses.

#### Professional Track Admits Only:

### MBA PREPARATION COURSES

WMBA 502	Essentials of Case Analysis	3 units
----------	-----------------------------	---------

In an effort to ensure that all MBA students have similar academic preparedness, Common Professional Component (CPC) topics need to be satisfied by those without sufficient academic business background. The Common Professional Component (CPC) subject(s) may be satisfied in several ways: by taking one of the preparation courses listed below; by undergraduate course work with grade 'B' or better; or by passing a College Level Examination Program (CLEP) or DANTES test, if applicable. Experience will not be accepted to satisfy CPC require-

now 12 units of electives, 6 of which can go toward a concentration

## CURRICULUM MAP

### Master of Business Administration MBA

	INTRODUCED		DEVELOPED		PRACTICED		MASTERED		COURSES
	Introduced/Assessed		Developed/Assessed		Practiced/Assessed		Mastered/Assessed		MBA Core
	Introduced		Developed		Practiced		Mastered		MBA Elective
<b>UNIVERSITY PILLARS</b>	1	Design Thinking	2	Transdisciplinarity	3	Civic Engagement	4	Entrepreneurship	PMBA Courses (optional)
									Entry Courses (optional)

Assuring Academic Quality in Business Administration (MBA)	MAJOR COURSES	LEARNING OUTCOMES																								
		University Pillars	PMBA 501 Accounting Practice	PMBA 502 Financial Economics	PMBA 503 Legal and Ethical Environment	PMBA 504 Global Marketing	PMBA 505 Production & Operations Mgmt.	PMBA 506 Organization Behavior & Strategy	WMBA 5707 Elements of Case Analysis	WMBA 505 Mgmt. & Organizational Behavior	WMBA 501 Managerial Accounting	WMBA 503 Quantitative Methods for Business	WMBA 504 Managerial Economics	WMBA 506 Marketing concepts & Strategies	WMBA 507 Managerial Finance	WMBA 509 Mgmt. of Information Technology	WMBA 510 Management of Global Enterprise	WMBA 560 Ethical Leadership	WMBA 562 Management of Policy & Strategy	WMBA 5xx Accounting Elective	WMBA 5xx Global Enterprise Elective	WMBA 558 Global Enterprise	WMBA 5xx Management Elective	WMBA 5xx Marketing Elective		
	University Pillars																									
	Demonstrate leadership competencies																									
	Communicate effectively																									
	Act in an ethical manner																									
	Act effectively in global environment																									
	Integrate strategies cross-functionally																									
	Domain-specific knowledge and skills																									

## OUTCOME ASSESSMENT

The MBA program emphasizes the learning outcomes of leadership, ethics, global dimension, strategy, and effective communication. The faculty has designed a comprehensive direct assessment program to map and assess these outcomes throughout the curriculum in a focused and integral manner. Each faculty member ensures the achievement of knowledge and sets of skills and behaviors in a system of continuous improvement through initial, milestone, and summative assessments that are reviewed and analyzed by a team of faculty at the end of each semester. Through a rigorous gap analysis, areas for improvement are identified and changes are implemented to close the loop. This ongoing process ensures the currency and relevance of our mission-critical curriculum. Feedback from employers who critique student work in our outreach program and our MBA students' performances in capstone simulations provides objective evidence of the high quality of learning in our MBA program.

The purpose of the MBA Outreach Project is to provide students with a real-world consulting experience with entrepreneurs and business owners and the opportunity to create a research project while being solution providers, problem solvers and critical thinkers. Student teams are assigned to a local Burbank business identified for this project by Burbank Chamber of Commerce members.

## ASSESSMENT PROCESS

- Learning outcomes and goals: collaboratively developed.
- Curriculum mapped to learning goals (at the program level) and student learning outcomes (at the course level): please refer to the MBA curriculum map above.
- Syllabi: standardized format emphasizing learning objectives, grading rubrics, and course activities built around student learning outcomes.
- Mid-way data capture points: created to track student learning progress and provide feedback to improve the curriculum.
- Faculty training: university- and school-level faculty development workshops and professional conferences in the science and art of outcomes assessment.
- Capstone course evaluation: see below.
- Direct assessment: embedded into courses using clear rubrics.
- Indirect assessment: alumni surveys and exit exams, etc.

## CAPSTONE

The capstone course at the MBA level demands a high degree of interaction and critical thinking through the CAPSIM and Comp XM projects, requiring the inclusion of finance, accounting, marketing, management, human resource, legal and ethical, and international business skills, in order to prepare students for improved multi-level performance in their current and future work environments. The CAPSIM project, for instance, develops the use of several skills learned throughout the program, and helps students better understand better what the need and applicability is of the courses they have taken thus far. Over the last five years, our MBA students have done consistently well on a host of measures such as return on investment, profitability, and stock prices.

### The CAPSIM Contribution to the Woodbury University MBA Learning Experience

The CAPSIM is a sophisticated, widely adopted internet-based simulation of the Electronic Sensor Industry, with our students organized into company teams. These teams make eight years of decisions for product research and development, demand forecasting, product pricing, expenditures for promotion strategies, budgets for sales management, inventory control, production planning, automation investment, financial planning, human resources development, and total quality management investment. Teams start out with five products, one in each of five separate market segments, and end with up to eight products in their choice of the five market segments. Basically, they are running \$100 million companies. It is a big challenge that forces all students to encounter a wide range of strategic management practices.

After completing each set of (about 150) decisions, the simulation is run and the teams learn how they did in Annual Profit, Cumulative Profit, Stock Price, ROS, ROA, ROE, and Asset turnover as well as their market shares in each of five market segments. Then, a plug-in process is used to evaluate the team's decisions on several ethical questions. Those outcomes affect the results of the simulation.

The Capsim is very competitive within the classroom, but the Capsim also maintains a database of teams around the world who are competing concurrently, and provides comparisons between these teams. At any time, as many as two-hundred

to more than three-thousand-two-hundred MBA teams may be active at the same round as the Woodbury University teams and their results are available for comparison with ours. Though very challenging, our teams often end up in the top ten teams, worldwide, in various results categories.

We also use an individual program called Comp-XM. It is part of the same MSI program, and is very similar to the CAPSIM except that the decisions are made by individuals (each is different) and there are forty very challenging board queries that the students are required to answer. The Comp-XM has only four market segments, but is every bit as challenging as the CAPSIM.

Our goal is for students to see the decision-making process involving finance, accounting, marketing, human resources, and production holistically, and experience that individual choices cannot be made without considering the entire enterprise system. We are very pleased with the outcome of the Cap-sim part of the overall MBA program.

### RESULTS OF LEARNING

Some examples of tangible student products of learning include graded student research papers (APA), case analyses, students' presentation videos, and nationally normed performance on the CAPSIM and COMP-XM simulation.

### ACADEMIC STANDARDS

In order to remain in good standing and to graduate, MBA students are required to achieve and maintain a minimum GPA of 3.0.

### COMPUTER LITERACY REQUIREMENTS

The School of Business requires graduates of its MBA program to be literate in the current electronic media of communication and fundamental software required to function as a manager in a business environment.

Specifically, it requires of its students

1. proficiency in email, as demonstrated through regular communication with school administration and course instructors;
2. proficiency in internet research, as demonstrated in all courses in the program; and
3. proficiency in word-processing and spreadsheets, as demonstrated by their successfully completing

the required courses WMBA 501, WMBA 505, WMBA 560, and WMBA 562. These courses cover word processing and spreadsheets.

### CURRICULUM SUMMARY

The MBA program requires a minimum of twelve three-unit graduate courses. There are ten required core courses and two elective courses. Electives are available in the areas of accounting, finance, information technology, international business, management, and marketing. Electives are scheduled based upon student interest and demand.

Applicants whose undergraduate studies do not include the requisite foundational business subjects will be required to do some preparatory work. Foundational subject areas include the study of accounting, business strategy, economics, business ethics, finance, international business, law, management, marketing, and statistics. Preparatory work may be satisfied in several ways: by certain graduate course work (see under the heading MBA Preparation Courses), by undergraduate course work (with a grade of "B" or higher) or by tests such as the College Level Examination Program (CLEP) or DANTES test, if applicable. A plan by which the preparatory work may be satisfied will be determined in consultation with your advisor and approval by the appropriate chairperson of the discipline(s) involved.

Graduate students in Woodbury University's MBA program, who typically enroll in two courses per semester, may complete the MBA degree in two calendar years exclusive of preparatory courses. Classes may be taken on weekends, evenings, or a combination of both. Students proactively engage in the learning process and share education, work and life experiences in the classroom. The evening and weekend format is offered over two sessions per semester and consists of seven class meetings per session. The program admits students every eight weeks. Given the intensive nature of the MBA courses, there is substantial work that needs to be completed before the class begins by way of pre-class assignments and students are regularly expected to complete team work assignments outside of class. All MBA classes require "graded" pre-class assignments. No absences are allowed. There is no exception to this policy.

## ADMISSION REQUIREMENTS

### ELIGIBILITY

Bachelor's Degree from a regionally accredited institution

### DOMESTIC APPLICANTS

**Direct Admit Track** - Applicants must submit official test scores and meet minimum requirements.

- Completed Application for Admission
- Official transcripts from ALL Colleges and Universities attended
- Official GMAT or GRE Score Reports
- Professional Résumé
- Letters of Recommendation (Academic and/or Professional)
- Statement of Purpose: two-to-three page essay describing your qualifications for acceptance into the MBA program. Address your leadership potential, motivational aptitude, and career goals. Discuss how Woodbury's MBA will assist you in accomplishing your goals.

**Professional Admit Track** -Applicants must have minimum three-to-five years of supervisory and/or management-level professional work experience and meet minimum requirements.

- Completed Application for Admission
- Official transcripts from ALL Colleges and Universities attended
- Extended Professional Resume (three-to-five years of supervisory and/or management level work experience)
- Letters of Recommendation (Academic and/or Professional)
- Statement of Purpose: two-to-three page essay describing your qualifications for acceptance into the MBA program. Address your leadership potential, motivational aptitude, and career goals. Discuss how Woodbury's MBA will assist you in accomplishing your goals.

Students who have qualified for admission for the professional admit track, will take a "qualifying course" called "Essentials of Case Analysis" during their first semester. This course is required to be taken as a "single" course. Passing this course successfully with a grade of B or better is required for professional admit students to begin the MBA program. Once successfully completed, this course also counts as one of their two electives. This course is only open to professional track students.

### INTERNATIONAL APPLICANTS

In addition to above admissions requirements, international students must submit the following:

- English translations of all academic records
- Official TOEFL, IELTS, iTep or the equivalent score reports:
  - Minimum TOEFL iBT – 83
  - Minimum IELTS – 6.5
  - Minimum iTep – 5.0
- Copy of Passport and/or current VISA
- Official Credential Evaluation Report from a NACES approved agency ([www.naces.org](http://www.naces.org))
- Financial Statement – Official bank statement with minimum balance to cover cost of Tuition and Room & Board. The bank affidavit may be submitted in the form of an ORIGINAL bank statement [checking and/or savings account] issued within the last six months. Photocopies of original documents cannot be accepted. All documents must be original and translated into \$ [US Dollars].

### READMISSION AFTER ABSENCE FROM THE UNIVERSITY

Graduate students who are absent from degree studies remain in active status for three semesters (excluding summer). If not enrolled by the fourth semester, a student must re-apply for admission to the university to re-establish degree status. Official transcripts of all college or university work must be submitted for evaluation upon reapplying. Transcripts will be assessed based on the catalog prerequisites and degree requirements in effect at the time of readmission and matriculation. See the end of this bulletin for MBA tuition, fees, and policies.

### TUITION CREDIT

*Intensive Degree Program:*

Within Week One	100%
(less \$100 Administrative Withdrawal Fee)	
Within Week Two	25%
(less \$100 Administrative Withdrawal Fee)	
After the second week of classes	no refund

Whether any refund will result from the tuition credit received as stated above will depend on the payments that have been made on the student's account less any pro-rata refunds to Federal Student Aid programs used to pay tuition for students receiving aid.

See end of this bulletin for detailed annual academic calendar.

See end of this bulletin for detailed transfer credit policy.

## MBA COURSE DESCRIPTIONS

### MBA PREPARATION COURSES

#### PMBA 501 Accounting Practices

3 UNITS

This is an accelerated course in principles and applications of financial and managerial accounting. Topics include the study of generally accepted accounting principles necessary for financial reporting, and current techniques used by management for costing, pricing, and performance measurement. (Satisfies the CPC requirements for the subject area of Accounting.)

#### PMBA 502 Financial Economics

3 UNITS

This course examines the managerial applications of the principles of economics and finance. Topics include financial institutions, credit instruments, investment and financing decisions, business cycles, and the theoretical analysis of economic behavior of the firm in the marketplace. (Satisfies the CPC requirements for the subject areas of Business Finance and Economics.)

#### PMBA 503 Legal and Ethical Issues in Business

3 UNITS

This course explores the social and legal issues of business. The course addresses common legal issues faced by business managers. It also addresses certain ethical dilemmas that arise when balancing a manager's individual values with those implicit in discharging management's obligations to various stakeholders. (Satisfies the CPC requirements for the subject areas of Business Ethics and Legal Environment of Business.)

#### PMBA 504 Global Marketing

3 UNITS

This course explores the global dimensions of business and marketing strategy. In addition to introducing students to the fundamentals of marketing (such as product pricing and development), this course identifies and analyzes the global market environment in terms of the impact of culture on business practices. (Satisfies the CPC requirements

for the subject areas of Marketing and Global Dimensions of business.)

#### PMBA 505 Production, Operation, and Systems Management

3 UNITS

This course studies the areas of industrial management and the management of information systems. Topics include quantitative techniques used in production planning and control, the role of information as a strategic resource, and implementation and administration of management information systems. (Satisfies the CPC requirements for the subject areas of Production & Operations Management, Quantitative Techniques, and MIS.)

#### PMBA 506 Organizational Behavior and Strategy

3 UNITS

This is a comprehensive course providing an overview of management strategy, Human Resources Management (HRM) and organizational behavior. Topics include: management process of planning, staffing, organizing, directing and controlling; group and individual behavior models; motivation and leadership; and strategic management process. (Satisfies the CPC requirements for the subject areas of Management, HRM, Organizational Behavior, and Business Strategy.)

### GRADUATE ACCOUNTING

#### WMBA 501 Managerial Accounting

3 UNITS

This course studies managers' effective use of accounting information in decision-making. Includes cost-volume-profit relationships; the use of standard cost and flexible budget systems; cost reports; managerial control and performance evaluation. Lecture. Prerequisite: PMBA 501 or its equivalent and graduate standing.

#### WMBA 531 Governmental and Nonprofit Accounting

3 UNITS

This course studies managers' effective use of accounting information in decision-making. Includes cost-volume-profit relationships; the use of standard cost and flexible budget systems; cost reports; managerial control and performance evaluation. Lecture. Prerequisite: PMBA 501 or its equivalent and graduate standing.

**WMBA 548 Tax Theory and Application**

3 UNITS

This course provides an analysis of the laws of taxation at the federal level, relative to corporations and their shareholders, capital assets, natural resources, real estate, and other topics of timely interest. Lecture. Prerequisite: PMBA 501 or its equivalent and graduate standing.

**WMBA 550 Controllership Accounting**

3 UNITS

This course provides a comprehensive study of the development and application of accounting data for the purpose of planning and controlling business activities. Topics include various product costing systems, cost allocation methods, standard cost variances, operating budgets, capital investment budgets, pricing, internal audit and control. Lecture. Prerequisite: WMBA 501 or its equivalent and graduate standing.

**GRADUATE INFORMATION TECHNOLOGY****WMBA 509 Management of Information Technology**

3 UNITS

This course focuses on the role of information as a corporate resource, and its use in providing strategic advantage. Students will also study about the problems of aligning corporate IT and corporate goals, creating IT architectures and using IT to enable change in organization. The case study method is used. This course is appropriate for both users of systems and providers of system support. Prerequisite: Computer literacy and graduate standing.

**GRADUATE ECONOMICS****WMBA 503 Quantitative Methods for Business Decisions**

3 UNITS

An introduction to quantitative methods used in solving problems in accounting, economics, finance, management and marketing. Includes the fundamentals of business mathematics, operations research modeling and statistical analysis. Lecture. Prerequisites: PMBA 502 and PMBA 505 or their equivalents and graduate standing.

**WMBA 504 Managerial Economics**

3 UNITS

This course focuses on basic economic theory with applications to business and policy issues. Special attention to the major concepts and methods of analysis applied to aggregate micro- and macroeco-

omic activity is given. Lecture. Prerequisite: PMBA 502 or its equivalent and graduate standing.

**GRADUATE FINANCE****WMBA 507 Managerial Finance**

3 UNITS

This course explores the principles of finance and their application to typical financial problems of business enterprises. Emphasis is placed on the methods used by business managers to make investment, dividend and financing decisions. Lecture. Prerequisite: PMBA 501 and PMBA 502 or their equivalents and graduate standing.

**WMBA 519 Financial Institutions**

3 UNITS

This course studies financial policies and practices of commercial banks, savings and loan associations, pension funds, insurance companies and other major financial institutions. Students will also examine the roles of these institutions in providing corporate funding through direct placement and as market intermediaries. Special emphasis is placed on the continuing impact of deregulation and reregulation on the financial services industry. Lecture. Prerequisite: WMBA 507 or its equivalent and graduate standing.

**WMBA 511 International Finance**

3 UNITS

This course explores the international financing and investment decisions of multinational business organizations and the international financial environment. Theories and techniques of international investment and financing are viewed within the context of different currencies, shifting exchange rates, and different tax, legal and political environments. Lecture. Prerequisite: WMBA 507 or its equivalent and graduate standing.

**WMBA 512 Corporate Finance**

3 UNITS

This is an intensive course in corporate finance. Emphasis is placed on the development of objectives and standards that lead to the effective allocation and use of a business entity's resources. Topics covered include financial statement analysis, cash budgeting, working capital management, capital budgeting, capital structure, and asset valuation. Students will also examine the interaction of investment and financing decisions and dividend policy. Lecture. Prerequisite: WMBA 507 or its equivalent and graduate standing.

**WMBA 514 Investment Analysis and Portfolio Management**

3 UNITS

This course focuses on the analytical methods and theory underlying the appraisal of stocks, bonds and other investment assets. Special attention is given to techniques of securities analysis and valuation based on financial statements, earnings projections, and the value of capital of the firm. Topics also include general theories of portfolio composition and performance. Lecture. Prerequisite: WMBA 507 or its equivalent and graduate standing.

**WMBA 515 Money and Capital Markets**

3 UNITS

This course provides an analysis of the markets for financial assets, including the money market and various bond and stock markets. Topics include the level and structure of interest rates, the regulatory structure of financial markets, and the role of the Federal Reserve Board and financial institutions in determining and implementing monetary policy. Lecture. Prerequisite: WMBA 507 or its equivalent and graduate standing.

**GRADUATE INTERNATIONAL BUSINESS****WMBA 510 Management of Global Enterprise**

3 UNITS

This course provides an exploration of the international business management issues providing a broad, multidisciplinary awareness of global business management trends and practices, especially the impact of culture on business. Topics include global economic institutions, cross-cultural management, international managerial negotiations, and business management practices in the emerging global markets. Prerequisite: PMBA 504 or its equivalent and graduate standing.

**WMBA 518 International Marketing**

3 UNITS

This course examines the development of international marketing programs from determining objectives and evaluating international market opportunities to coordinating strategies in the world market. Lecture. Prerequisite: WMBA 506 or its equivalent and graduate standing.

**WMBA 541 Comparative International Management**

3 UNITS

This course provides a comparative study of management practices in selected foreign countries.

Students will analyze social and cultural variables that affect the management process and solutions to managerial issues of policy and action. Lecture. Prerequisite: WMBA 505 or its equivalent and graduate standing.

**WMBA 542 International Business Strategy**

3 UNITS

This course takes a managerial approach to selected international operations issues. Topics includes global strategies; long-range planning, preparation and evaluation of direct investment proposals; entry and ownership strategies; supply strategies; and organization and human resource management. Lecture. Prerequisites: WMBA 506 or its equivalent and graduate standing.

**GRADUATE MANAGEMENT****WMBA 502 Essentials of Case Analysis**

3 UNITS

The course utilizes a comprehensive set of quantitative, writing, and analytical skills to analyze a series of business management case studies. Students successfully completing this course will demonstrate their potential to undertake the core MBA curriculum since case analysis methodology is used throughout the entire MBA program. When successfully completed, this course will count as an MBA elective. As a result, students entering via the Professional Admit path will still only need to take twelve courses (they will only have one free elective instead of two free electives options). Prerequisites: graduate standing. Only open to 'professional admit' track students.

**WMBA 505 Management and Organizational Behavior\***

3 UNITS

This course provides an in-depth examination of behavioral issues in organizations. Topics include individual and group behavior, communication issues, human resources management and organizational analysis, including administrative processes under conditions of uncertainty. Lecture. Prerequisite: PMBA 506 or its equivalent and graduate standing. \*This is a "foundational" course and must be taken during the first semester for "direct admit" students and during the first or second semester for the "professional admit" students.

**WMBA 513 Management Communications**

3 UNITS

This course focuses on business communication as a

primary tool available to management for accomplishing organizational objectives. The principles of effective listening, writing and speaking in the business environment are stressed. Managerial and organizational theories are compared with communication principles. Lecture. Prerequisite: graduate standing.

### **WMBA 562 Management Policy and Strategy**

3 UNITS

This is an integrative course which explores the formulation and implementation of competitive strategy, emphasizing the synthesis of various functional areas of management process under a rapidly changing business environment. Special attention is paid to forging linkages between management theory and practice. Case study method is used to develop a total enterprise perspective. Being the capstone course, it must be taken within twelve units of graduation and after the completion of all CPC requirements.

### **WMBA 555 Human Resources Management**

3 UNITS

This course provides an introduction to the major functions and issues which exist in effective identification, hiring and upgrading personnel in organizations. Emphasis is placed on the major functions of human manpower planning, recruitment, selection, appraisal, training and development, wage and salary administration, career development and counseling. Lecture. Prerequisite: WMBA 505 or its equivalent and graduate standing.

### **WMBA 556 Strategic Planning in Management**

3 UNITS

This course focuses on the study and application of the means for achieving organizational renewal and growth. Topics include goal formulation; strategy formulation and evaluation; the design of appropriate organizational structures and programs; and the control process, including information systems. Lecture. Prerequisites: WMBA 505, WMBA 509, or their equivalents, and graduate standing.

### **WMBA 557 Spirituality in the Workplace**

3 UNITS

This course focuses on the implications of spirituality in the workplace. It draws upon the common themes underlying various spiritual traditions to search for meaning in the workplace. The holistic approach to work will be extended to arrive at a

new vision of livelihood for our times, evidenced by managing for common good and corporate stewardship. The practical aspects of the course will include writing a personal mission statement, and designing an organization based on spiritual values such as integrity, authenticity, compassion, trust, and service. Lecture. Prerequisite: graduate standing.

### **WMBA 558 Entrepreneurship**

3 UNITS

This is a course requiring the integration of management functions for a new business venture. Students must devise a feasibility study and an organizational structure. Consideration is given to legal and tax issues; marketing strategy; financing needs and sources; cash flow forecasts; and pro forma financial statements. A team approach will be utilized, with members preparing and presenting written and oral reports. Lecture. Prerequisite: Satisfaction of CPC requirements and graduate standing.

### **WMBA 560 Ethical Leadership**

3 UNITS

This multi-disciplinary leadership survey course explores the ethical dimension of leadership by tapping into the collective wisdom found in disparate fields such as literature, philosophy, history, biography, politics, arts, sports, and business, and applies it to the leadership challenges and dilemmas faced by modern organizations. The basic premise of this course stems from our belief that fundamental challenges of leadership are of universal nature, and that the insights culled from disciplines such as literature, humanities, arts, and history can provide us with a matchless treasure trove for understanding the elusive art and practice of leadership. Prerequisite: WMBA 505 and graduate standing.

### **WMBA 562 Management Policy and Strategy**

3 UNITS

This is an integrative course that explores the formulation and implementation of competitive strategy, emphasizing the synthesis of various functional areas of management process under a rapidly changing business environment. Special attention is paid to forging links between management theory and practice. Case study method is used to develop a total enterprise perspective. Being the capstone course, it must be taken within twelve units of graduation and after the completion of all CPC requirements.

**WMBA 565 Emotional Intelligence at Work**

3 UNITS

This is a survey course that introduces students to the key emotional intelligence issues related to organizational performance, such as the role of emotions in decision-making and thinking strategically about information contained in emotions. We will examine and evaluate existing scientific views on EI and its measuring options. Learning objectives include assimilating Emotional Intelligence theory components; self-assessing to recognize areas for professional and organizational growth; reporting on the use and validity of Emotional Intelligence as a means for enhancing professional and organizational success; and gaining skills to apply Emotional Intelligence strategies to daily workplace situations, relationships, and challenges. These skills can be applied in leadership positions pursued by graduate students. While the Emotional Intelligence development focus of this course is the use of skills in a place of employment, students are encouraged to apply these skills in addressing all aspects of their lives – at home, in the community, and in the classroom. As a result of this course, students will have an enhanced skill set with which they can perform professional duties at work and in life. Prerequisites: WMBA 505, Management and Organizational Behavior.

**WMBA 566 Managing Change**

3 UNITS

Contemporary organizations exist in social, political, and economic environments that change rapidly and unpredictably. This course deals with how to manage changes by looking at strategy, organization design and processes, and multi-organizational systems. Theories and practice of change management related to the individual, group, inter-group, and at the organizational level are discussed. Methods of diagnosing organizations and designing interventions to increase an organization's effectiveness are explored. The course examines the complexity of developing a culture of change within the organization, as well as in determining the organization's readiness for change. Through a series of experiential lessons, case studies, and activities students will uncover the reasons for resistance to change and tactics for coping with this resistance and for strategically managing organizational change. Prerequisite: WMBA 505, Management and Organizational Behavior.

**WMBA 570 Topics in Management**

3 UNITS

Topics focus on current issues in management. Lecture. Prerequisite: PMBA 505 or its equivalent and graduate standing.

**GRADUATE MARKETING****WMBA 506 Marketing Concepts and Strategies**

3 UNITS

This course provides an orientation to the applications of marketing theories as used by managers. The elements of the marketing mix and the promotional mix are reviewed with an emphasis on the development of sound strategic planning, implementation and control. Case studies are used to simulate management decision-making processes, characteristic of the business environment. Lecture. Prerequisite: PMBA 504 or its equivalent and graduate standing.

**WMBA 520 Promotional Strategies**

3 UNITS

This course provides an introduction to the major functions and issues which exist in effective identification, hiring and upgrading personnel in organizations. Emphasis is placed on the major functions of human manpower planning, recruitment, selection, appraisal, training and development, wage and salary administration, career development and counseling. Lecture. Prerequisite: WMBA 505 or its equivalent and graduate standing.

**WMBA 521 Theories of Consumer Behavior**

3 UNITS

This course explores the role of the consumer in the marketplace. Topics include an analysis of the consumer's decision-making process with emphasis on the influences of social, economic, and market environments. Lecture. Prerequisite: WMBA 506 or its equivalent and graduate standing.

**WMBA 544 Seminar in Marketing of Services**

3 UNITS

This course focuses on the study of the framework for understanding, marketing problems unique to service organizations and nonprofit and non-traditional business organizations. These include universities and hospitals, events in entertainment and the arts, political campaigns, and governmental agencies. Lecture. Prerequisite: WMBA 506 or its equivalent and graduate standing.

# Master of Arts in Media for Social Justice (MSJ)

**Edward M. Clift, Ph.D.**

**Dean, School of Media, Culture and Design**

**Nicole M. Keating, Ph.D., Chair**

**Associate Dean for Graduate and Professional Studies, School of Media, Culture and Design**

## OVERVIEW OF THE PROGRAM

The Communication department is a vital part of the School of Media, Culture & Design at Woodbury and benefits from its strategic location in Burbank, California, widely known as the media capital of the world. The curriculum offered spans the full range of communication studies, including broadcasting, media analysis, popular culture, and social justice media. Students have abundant opportunities to develop a personalized education plan that includes additional cross-disciplinary coursework from other areas of the school, including animation, graphic design, fashion, and psychology.

Communication is a hybrid discipline that bridges the humanities and social sciences. Many people are drawn to the study of communication because they find that it helps them understand the underlying symbolic processes found in the modern world. As such, it is a perfect gateway degree for entry into careers and graduate programs related to media, entertainment, and culture. Business leaders regularly cite communication as one of the top critical skills needed for employment in the 21st century.

The education provided in our department builds the self-awareness needed to make reflective choices from an ever-expanding array of communication possibilities. During their course of study, students become active critical thinkers with unique and well-developed perspectives on communication practices. They develop the ability to communicate effectively with diverse others and to examine the nature of communication from multiple theoretical perspectives. In short, they acquire all the attributes of a communication scholar.

Creative inquiry is a hallmark of our program. In addition to a solid foundation in traditional communication research, students explore the boundaries of their thought using all the modern media available

to them in the present day. They are given the necessary tools to become proficient public speakers, digital communicators and academic researchers. Assignments have been carefully tailored to meet the learning outcomes for each class. Courses, too, are clearly aligned to program outcomes, so that students can direct their own progress as they move through the curriculum.

The major culminates in a four-year Bachelor of Arts degree in Communication, and we also offer a two-year Master of Arts degree in Media for Social Justice. For further information about the Communication major, contact Nicole Keating, Chair of Communication, at [nicole.keating@woodbury.edu](mailto:nicole.keating@woodbury.edu).

### *Program Mission*

The M.A. program in Media for Social Justice produces social change agents who integrate entrepreneurial expertise with a command of transmedia production. Our students and graduates engage in a wide array of media-making that responds to social issues. The M.A. in MSJ is a hands-on, apprenticeship-based graduate program grounded in the humanities and social sciences. Students in the program learn how to make creative connections across society and leverage traditional and emerging transmedia formats to create greater social justice.

### *Program Description*

The M.A. in Media for Social Justice at Woodbury University is a two-year advanced degree program in which students learn how to create and leverage media for social change. Throughout the program, students explore their commitment to social justice, develop skills in transmedia production and creative entrepreneurship, and work closely with award-winning producers Harry Wiland and Dale Bell of the Media Policy Center (MPC) in Santa Monica, CA. The M.A. curriculum combines stimulating coursework with an innovative, hands-on apprenticeship program that runs the entire course of the graduate degree. The program's transmedia approach provides an immersive experience shaped by processes of co-creation and collaboration as students work together to advance the cause of social justice across multiple media formats and platforms. Students emerge from Woodbury's M.A. in Media for Social Justice program as media entrepreneurs, with the knowledge, tools, and networking skills necessary to produce and distribute media promoting greater social justice.

Students learn about the MPC media model that advocates a transmedia approach. Transmedia production goes way beyond the simple broadcasting to encompass varied, yet related component parts that work together to advance the cause of social justice. These component parts include but are not limited to documentaries, print-based projects, graphic design, games, websites, social media, animation, etc. It is important to note that all students will be taught advanced skills in documentary production, and some skills in web-based technologies. Students will then choose a primary medium and a secondary medium (similar to a major and a minor) for their capstone projects, and must then identify advisors from the faculty and/or associated faculty to supervise their major and minor choices. The default primary medium will be documentary production since that is the skill that will be taught in our courses, but this is not required. For example, a student might choose game design as a primary medium and social media as a secondary medium, or print-based research as a primary medium and web design as a secondary medium. The possibilities are flexible and open-ended, but both the major and the minor advisors must sign-off on capstone proposals and final projects, and may require supplemental coursework as necessary.

#### *Apprenticeship Program*

The apprenticeship program provides an opportunity for learners to make significant contributions to social justice entrepreneurship before they graduate. The apprenticeship complements the classroom environment by providing a less artificial experience for these emerging producers. By working alongside MPC's world-class media producers, Harry Wiland and Dale Bell, students are immersed in the day-to-day operations of a successful media production company. A series of practicums are designed to provide skill-based experience in a structured way, combining the best of both worlds.

#### **FACULTY**

The Woodbury faculty is made up of critical, inventive, accomplished, passionate, practice-based, and exceptionally dedicated people who represent diverse interests and strengths. We train our students to be articulate, critical thinkers and highly capable practitioners, confident in local as well as global discourse.

#### **Dean**

Edward M. Clift  
PhD, University of Utah

#### **Chair**

Nicole M. Keating  
PhD, University of Pennsylvania

#### **Apprenticeship Co-Directors**

Harry Wiland  
MFA, Columbia University

Dale Bell  
BA, Princeton University

#### **FULL-TIME FACULTY**

Kristen Fuhs  
PhD, University of Southern California

Barbara Bowley  
MS, Columbia University

#### **ASSOCIATED FACULTY**

Wendy K. Bendoni  
MA, California State University, Los Angeles  
*Assistant Professor, School of Business*

Ewan Branda  
PhD, University of California, Los Angeles  
*Associate Professor of Architecture*

David Collins  
MFA, University of Southern California  
*Chair of Filmmaking*

Will McConnell,  
PhD, McMaster University  
*Associate Professor of Interdisciplinary Studies*  
*Assistant Dean of the College of Transdisciplinarity*

William Novak,  
MFA, Mills College  
*Chair and Assistant Professor of Game Art and Design*

## **OVERALL STUDENT LEARNING OUTCOMES**

### **SOCIAL**

Demonstrate the ability to work in a team towards a common goal within the field of social justice media entrepreneurship.

**JUSTICE**

Develop an in-depth understanding of the links between media and social change, illuminated by a strong theoretical foundation and an informed transdisciplinary sensibility.

**MEDIA**

Gain transmedia production skills and dexterity concerning the many production outlets available, including video production, game design, publishing, graphic design, animation, web design, social media, etc.

**ENTREPRENEURSHIP**

Design, develop and implement (as well as monitor and evaluate) various social justice entrepreneurial enterprises beyond individual projects.

**OVERALL**

Demonstrate mastery as social justice media entrepreneur able to implement creative problem-solving skills while designing innovative approaches to persistent social problems.

**CLASSROOM LEARNING OUTCOMES**

- Understand the relationship between form and meaning, and apply this knowledge to transmedia production and design.
- Hone transmedia production skills.
- Develop research and critical reading skills, learning to better synthesize and analyze information.
- Investigate how the traditional concerns of social justice media have been defined historically, and redefined in contemporary times.
- Become familiar with various economic models through analysis of case studies.

**APPRENTICESHIP LEARNING OUTCOMES****Internship**

- Establish a basic sense of how MPC operates.
- Work cooperatively in a media production studio environment.
- Demonstrate initiative concerning what work needs to be done at MPC.
- Increase comfort level with the pragmatic realities of workplace environments.

**Apprenticeship (Overall)**

- Acquire practical conceptualization, transmedia production and social justice entrepreneurial skills prior to graduation through workplace experience.
- Increase awareness of funding organizations and the proposal-writing process.

- Draw connections between theoretical work and practical experience.
- Strategize about how the apprenticeship experience will lead to the capstone project.
- Advance professional development through emulation of highly accomplished role models.
- Solidify identity as a social justice media entrepreneur.
- Develop persistence and determination through experiential education.

**Apprenticeship One: Proposals**

- Participate on MPC shoots as possible.
- Sharpen focus concerning the capstone project, incorporating social justice goals and pathways to achieve them.
- Master the skills necessary to complete all necessary proposal research.
- Develop effective proposal-writing skills and become increasingly knowledgeable about funding organizations.
- Devise a realistic budget and production plan.
- Complete a short pilot project.

**Apprenticeship Two: Pre-Production**

- Hone work ethic through intensive workplace experience.
- Take on an increasing amount of responsibility at MPC studios and on MPC shoots.
- Formulate a manageable production schedule for capstone project.
- Complete all necessary pre-production tasks (depending on the nature of the project, may need to conduct pre-interviews, secure required locations, finalize all crew assignments, and budget various scenarios for capstone projects, etc.).
- Integrate social justice goals into the production plans of all media.

**Apprenticeship Three: Production**

- Assume position of leadership in MPC apprenticeship and mentor first-year students.
- Commence and monitor production on capstone projects.
- Strategize about post-production, community engagement, and distribution plans.
- Demonstrate advanced ability to collaborate effectively.
- Initiate discussions regarding post-graduation plans.

**Apprenticeship Four: Post-Production**

- Solidify leadership status within MPC apprenticeship and continue mentoring first-year students.
- Complete post-production on capstone projects

through effective use of computers and appropriate software.

- Finalize distribution plans and community engagement activities for capstone projects.
- Formalize post-graduate plans.
- Emulate MPC principals by demonstrating persistence and determination at all times.

#### Ongoing

- Recognize the value of networking by attending NGO conferences in a field of interest (at least two per term).
- Become proactive by visiting several NGOs to understand their media efforts and draft a memo offering a proposal (at least one per term).
- Increase circle of contacts by setting up "informational interviews" with experts in a field of interest (at least one per term).

### CURRICULUM SUMMARY

Students in the 2-yr MSJ program study for four semesters and a summer. The apprenticeship is a key feature of the program, and it begins during the very first semester (it is called an internship during that stage). Each semester, along with the apprenticeship, each semester students take courses in social justice media theory, transmedia production, and social entrepreneurship. During the final year of the program, students work on individual transmedia projects in the thesis sequence, and collaborative capstone projects in Apprenticeship IV. By the time students graduate, they will have a portfolio, an independent capstone project and a collaborative project.

The Master of Arts in Media for Social Justice is awarded to students who have completed 60 credits. No more than 6 credits may be transferred. Students must also attain a 3.0 cumulative grade point average and fulfill all requirements.

### SEQUENCE OF COURSES

#### First Year FALL

MFSJ 5XX	Media and Social Justice	3 units
MFSJ 5XX	Transmedia Production I	3 units
MFSJ 5XX	Creative Entrepreneurship I	3 units
MFSJ 5XX	Internship: Media Policy Center	6 units
Total		15 units

#### First Year SPRING

MFSJ 5XX	History of Social Justice Media	3 units
MFSJ 5XX	Transmedia Production II	3 units
MFSJ 5XX	Creative Entrepreneurship II	3 units
MFSJ 5XX	Apprenticeship I: Proposals	6 units
Total		15 units

#### First Year SUMMER

MFSJ 6XX	Apprenticeship II: Pre-production	6 units
Total		6 units

#### Second Year FALL

MFSJ 6XX	Aesthetics and Social Justice Media	3 units
MFSJ 6XX	Thesis I	3 units
MFSJ 6XX	Apprenticeship III: Production	6 units
Total		12 units

#### Second Year SPRING

MFSJ 6XX	Politics and Social Justice Media	3 units
MFSJ 6XX	Thesis II	3 units
MFSJ 6XX	Apprenticeship IV: Post-production	6 units
Total		12 units

**TOTAL CREDITS** **60**

## CURRICULUM MAP

### Master of Arts in Media for Social Justice MSJ

DEVELOPING		DEVELOPED		MASTERED				
Highest Importance		Highest Importance		Highest Importance				
Moderate Importance		Moderate Importance		Moderate Importance				
Low Importance		Low Importance		Low Importance				
UNIVERSITY PILLARS	1	Design Thinking	2	Transdisciplinarity	3	Civic Engagement	4	Entrepreneurship

Assuring Academic Quality in Media for Social Justice (MSJ)	MAJOR COURSES	LEARNING OUTCOMES															
		University Pillars	MFSJ 5XX Media and Social Change	MFSJ 5XX Transmedia Production I	MFSJ 5XX Creative Entrepreneurship I	MFSJ 5XX Internship: Media Policy Center	MFSJ 5XX History of Social Justice Media	MFSJ 5XX Transmedia Production II	MFSJ 5XX Creative Entrepreneurship II	MFSJ 5XX Apprenticeship: Proposals	MFSJ 5XX Apprenticeship: Pre-production	MFSJ 6XX Apprenticeship: Production	MFSJ 6XX Apprenticeship: Post-production	MFSJ 6XX Aesthetics and Social Justice Media	MFSJ 6XX Politics and Social Justice Media	MFSJ 6XX Thesis I	MFSJ Thesis II
		University Pillars	ALL	ALL	ALL	ALL	ALL	ALL	ALL	ALL	ALL	ALL	ALL	ALL	ALL	ALL	ALL
Cultivate the ability to work as a team towards a common goal in the field of social justice media entrepreneurship.		ALL															
Develop an in-depth understanding of the links between media and social change, illuminated by a strong theoretical foundation and a transdisciplinary sensibility.		ALL															
Gain transmedia production skills and dexterity concerning the many production tools at our disposal.		ALL															
Design, develop and implement (as well as monitor and evaluate) various social justice entrepreneurial projects beyond individual projects.		ALL															
Demonstrate problem-solving skills in the design of innovative approaches to persistent social problems.		ALL															

## ASSESSMENT PROCESS

The Media for Social Justice curriculum is designed to systematically assess student performance and learning throughout the two-year program. Students are assessed both formally and informally within individual courses, the apprenticeship, and at the programmatic level. The thesis project provides a final overall assessment of the student.

### **Formative Assessment: Mid-Program Portfolios**

While students benefit from faculty critiques and peer feedback throughout the program, at the end of the first year, students submit one production piece and one written piece as part of their mid-program portfolios. Each student must also include a written self-assessment of their work and a statement of goals for the following year. This submission will form the baseline for assessment of the final capstone project. Students will meet individually with the directors to discuss their progress. Rubrics are also used to provide written feedback to the students.

At the programmatic level, the first-year review gives the faculty an opportunity to gauge the success of the courses in the first year of the program with respect to the relevant learning outcomes. Using the curricular map, faculty can review each course for success of teaching content, as well as the overall achievement of the students. Possible adjustments are discussed and may be implemented in the following year.

### **Summative Assessment: Portfolio Presentation**

Towards the end of the spring semester of the 2nd year, students present their complete portfolios to the faculty and associated faculty, including the chair of the department. Faculty members assess each students' demonstration of the program learning outcomes as presented in the curricular map. A final cut (or equivalent, depending on the project) is presented to determine readiness for the final showcase.

### **Summative Assessment: Thesis Project**

After the fourth semester, thesis projects are reviewed and assessed in a final showcase. Faculty members and industry professionals review the work, score it based on a rubric and provide written comments. Candidates are asked to provide a written evaluation of their thesis, including a statement of the theme, their original goals and a self-assessment of their success, including how they might

have improved the final project. All students meet individually with the faculty to discuss their work. Through these assessments, faculty can determine the strengths and weaknesses of the students as well as of the program.

### **Summative Assessment: Apprenticeship**

Collaborative apprenticeship projects are also reviewed in the final showcase. At the end of the program, the apprenticeship director writes an assessment report for each graduating student. This report evaluates each student's preparedness for professional environments. Results will be communicated to both students and faculty. Students will also be asked to write a reflective essay regarding their apprenticeship experiences.

The above assessment process is similar to and aligns with the assessment plans for other programs at Woodbury. We are working with the MCD Assessment Officer to integrate our assessment plan with the overall assessment process at Woodbury.

## ACADEMIC STANDARDS

Woodbury students in the Master of Arts program must maintain a grade point average of 3.0 or higher to remain eligible for continuing their studies.

### **COMPUTER LITERACY REQUIREMENTS**

Graduate students should be literate in the current media of representation and communication. It specifically requires of its students:

1. proficiency in email, as demonstrated through regular communication with school administration and course instructors;
2. proficiency in Internet research, as practiced and demonstrated in all courses through bibliographic documentation of database use and citation of Web-based sources;
3. proficiency in word processing, as demonstrated through research assignments and essays that are submitted as .doc or .pdf files;
4. proficiency in digital editing, as demonstrated through successful completion of the transmedia production studio MFSJ 5XX Transmedia Production I;
5. proficiency in the basics of web design, as demonstrated through the successful completion of the transmedia production studio MFSJ 5XX Transmedia Production I.

Media literacy is embedded in the curriculum at all levels, and MSJ students are expected to demon-

strate these proficiencies through successful completion of their coursework.

### STUDENT COMPUTER AND OTHER EQUIPMENT REQUIREMENTS

The study of transmedia production requires investments in technologies including laptop computers. Upon admission, students will be provided with a recommended purchase list that outlines the incoming resource expectations. These purchases constitute a substantial, but cumulative, investment towards becoming a social justice media entrepreneur. Students should, in turn, anticipate spending a minimum of \$1500 in initial set-up and some additional expenses each term. Student computer and email accounts are set up through the IT department.

### MA ADMISSION REQUIREMENTS

#### • **Application Form**

All applicants are required to submit a completed application form together with their supporting documents. Payment of this fee may be made with a check or money order payable to Woodbury University.

#### • **Academic Transcripts**

Official transcripts from all schools attended are required, regardless of credit received or courses completed. International students must submit certified and/or official copies of their academic records with English translations.

#### • **Portfolio**

All graduate applicants with an art/design background should submit a portfolio of creative work.

The type of creative work may include but is not limited to the following: Work submitted may include essays, class assignments, independent projects, or examples from professional employment. If professional or group projects are submitted, the applicant must indicate the extent of his/her role in the work. Portfolios should be no larger than 9x12 inches and no smaller than 5x7 inches. Although bound and printed submissions are preferred, CD's or DVD's will be accepted. We will not accept work submitted on slides. If you would like your portfolio returned, include a self-addressed envelope with sufficient postage affixed. Unclaimed portfolios will be discarded. Students without an art/design background have

the option of submitting a portfolio of creative work or an academic writing sample (at least 5-6 pages). Refer to the Graduate Admissions Office for more details about the portfolio.

- Film/video
- Photography
- Creative Writing
- Interior, industrial, web, game, and/or graphic design
- Fine arts (such as drawing, painting, sculpture, also printmaking and/or ceramics)
- Woodworking, fashion design, crafts
- Architectural and landscape design
- Drawing (freehand or mechanical)

#### • **Interview**

An interview, in person or by phone, is required. Once all application material is submitted, contact the School of Media, Culture & Design for the M.A. in Media for Social Justice at (818) 252-5123.

#### • **Letters Of Recommendation**

Three letters of recommendation, attesting to the applicant's academic achievements or professional experience, written by academic or professional personnel, counselors, supervisors, or teachers, are required for all graduate applicants. The letters should be submitted on the sender's letterhead and signed into a sealed [unopened] envelope.

#### • **Résumé**

All graduate applicants are required to submit a résumé or curriculum vitae. This information should list the applicant's academic research, professional experience, and/or published works.

#### • **Statement Of Purpose**

This one-to-two page essay should describe the applicant's educational and/or professional background and his/her reason for pursuing the M.A. in Media for Social Justice at Woodbury University's School of Media, Culture and Design.

#### • **Test Scores**

Applicants to the program with a cumulative undergraduate GPA less than of 2.5 are required to submit test results from the Graduate Record Exam General Test [GRE]. For more information on the GRE, go to [www.ets.org/gre](http://www.ets.org/gre). Students should take exams no later than January of the application year.

## INTERNATIONAL STUDENTS

### • Credential Evaluation Report

Include an official Credential Evaluation Report from a NACES-approved agency. For a list of NACES approved agencies, please visit [www.naces.org](http://www.naces.org).

### • Certified Bank Affidavit

The international applicant must provide a certified bank affidavit for each source of funds, including personal funds. This requirement is set by the United States Citizenship and Immigration Services [USCIS] and must be met before any university is permitted to issue an I-20. The bank affidavit may be submitted in the form of an ORIGINAL bank statement [checking and/or savings account] issued within the last six months. Photocopies of original documents cannot be accepted. All documents must be original and translated into \$ [USD].

### • English Language Proficiency

Demonstration of proficiency in the English language is required for admission to Woodbury graduate programs. Applicants should request that an official copy of their TOEFL [Test of English as a Foreign Language] or IELTS [International English Language Testing System] scores be sent by the affiliated organization to Woodbury University's Office of Admissions. The minimum TOEFL scores for admission are 550 [paper-based], 220 [computer-based], 83 [internet-based]. The minimum IELTS score for admission is a 6.5. For more information on these two testing systems, please visit [www.toefl.org](http://www.toefl.org) or [www.ielts.org](http://www.ielts.org).

### • Passport and/or Current Visa

Include a copy of the student's passport and visa in the application submittal.

Application deadline: March 1, 2015

Notice of admission decision: April 15, 2015

First day of fall 2014 classes: August 25, 2014

## MSJ REQUIRED COURSES

### FIRST YEAR / FALL SEMESTER

#### MFSJ 5XX Media And Social Justice

3 UNITS

This course examines the relationship between media and social justice by exploring the theoretical/historical foundations of this connection. Since media representation structures cultural meanings, it inevitably creates social change. In this course we explore why and how this change occurs, and then

learn how to harness the power of media to create positive transformation as we assess and evaluate outcomes. Students complete a research paper within a specific area of interest. Social justice themes include such topics as race, class, gender, religion, sexuality, aging, environmental issues, health, education, poverty, intercultural awareness, and human welfare.

#### MFSJ 5XX Transmedia Production I

3 UNITS

As the boundaries break down between discrete forms of media, there has been a movement towards "transmedia," in which multiple media forms become component parts of a synergistic whole, combining to form a fulcrum for social change. Throughout the semester, we introduce students to the Media Policy Center's "media model" based on this notion of transmedia. Various forms, including (but not limited to) film/video production, game art and design, print media, web design, social media, etc., come together to form social justice campaigns. In this course, students operate as a class company (developed in Creative Entrepreneurship I) and assume corporate role-playing as they examine the media model, discuss case studies, form teams, and complete production exercises strengthening their transmedia production skills. Students receive additional training in web-based technologies and video production equipment.

#### MFSJ 5XX Creative Entrepreneurship I

3 UNITS

This course teaches students (used interchangeably with the term "company leaders") how to become social justice entrepreneurs in the creative economy, a vital force in the 21st century global economy. First, we cover the fundamentals of the creative economy. Students form a class "company" and then divide themselves into teams (they will have the chance to rotate through three different groupings). After learning about various models of creative entrepreneurship through case studies, each one of these teams collaborates to identify a "transmedia" social justice concept, develop an "intent to plan," and establish social justice goals. Students gain team-building and leadership ability, and learn about related business and communication skills (accounting, finance, management, public speaking, business plan development, etc.).

**MFSJ 5XX Internship: Media Policy Center**

6 UNITS

Interns spend six hours per week at the Media Policy Center learning about the business practices and daily routines of a thriving media production company. Under the supervision of Harry Wiland and Dale Bell, interns become acclimated to the company culture, contribute to ongoing projects, and gradually take on more responsibility as media producers. As the internship progresses, each class operates more like a “company” and individual students become company leaders. 1-2 unit practicums (part of the 6-unit total) include Business Skills (2 units), Public Speaking (1 unit), Company Practices (2 units) and Producing (1 unit).

**FIRST YEAR / SPRING SEMESTER****MFSJ 5XX History Of Social Justice Media**

3 UNITS

This course is an overview of social justice media history. We focus primarily on social issue documentaries, but we will also discuss muckraking, radio, television, games with impact, social media, web resources and graphic design. Although forms have always played off of one another, we examine these media with an eye toward understanding the emergence of transmedia production and distribution practices. Through in-class screenings of social media texts, students will examine and discuss how the traditional concerns of social justice media have been redefined over time.

**MFSJ 5XX Transmedia Production II**

3 UNITS

This course is a continuation of Transmedia Production I. In this semester, students complete a “media sample” in conjunction with the transmedia proposal they are working on in Creative Entrepreneurship II. Students work on individual projects, but they collaborate as they become crew members and/or company leaders on their classmates’ projects. By the end of the year, a limited number of the proposals are selected for production, and students enter the pre-production phase in the summer session following this course.

**MFSJ 5XX Creative Entrepreneurship II**

3 UNITS

This course is a continuation of Creative Entrepreneurship I. Out of the many “intent to plan” projects from the prior semester (and possibly other ideas) each student will be responsible for

completing a project proposal. In this semester students also learn about financing strategies and strategic marketing. Class discussions center on different types of fundraising, the mental attitude necessary to successfully raise money for transmedia productions, and the intersection of fundraising and strategic marketing with social justice entrepreneurship. Fundraising is necessary to get projects up and running, but to remain financially viable, strategic marketing is also required. Interesting issues emerge since our goal is social justice that also might yield profit. By the end of this semester each student should have a workable project proposal in hand.

**MFSJ 5XX Apprenticeship I: Proposals**

6 UNITS

The apprenticeship starts in earnest during the proposal-writing stage. “Company leaders” continue to spend six hours per week at the Media Policy Center, but part of that time will be spent developing their own proposals as they utilize the resources offered by the Media Policy Center.

Student work on proposals is coordinated with the other classes offered this semester. Practicums include The Proposal (2 units, see Appendix), Company Practices (2 units), Budgeting (1 unit), and The Production Plan (1 unit).

**FIRST YEAR / SUMMER SESSION****MFSJ 5XX Apprenticeship II: Pre-Production**

6 UNITS

During the summer session, company leaders begin their transmedia thesis production projects while working at the Media Policy Center. This is the research and development stage: the work will be determined by the type of transmedia project undertaken. For documentary projects, for example, they conduct pre-interviews, plan shoots, continue fundraising, work out production schedules and complete crew assignments. Apprentices continue working in the MPC offices for six hours per week under the supervision of Harry Wiland and Dale Bell. Practicums include Interviewing (2 units), Company Practices (2 units), Collaborating with Crew (1 unit) and Location Scouting (1 unit).

**SECOND YEAR / FALL SEMESTER****MFSJ 6XX Aesthetics Of Social Justice Media**

3 UNITS

Social justice media inevitably incorporates aesthetic principles. In this course we analyze a number of aesthetic approaches adopted by social media entrepreneurs. We consider how aesthetics can be used to either enhance or hinder underlying messages. We read the work of various aestheticians in order to increase awareness concerning these important theoretical issues. This course builds on the theoretical awareness developed in Media and Social Change.

**MFSJ 6XX Thesis I**

3 UNITS

Students have been developing their thesis projects over the course of their apprenticeships, but now they are ready to bring the thesis in earnest. In this course, students share their experiences with classmates, collaborate, and receive guidance from thesis advisors. In this intensive, project-based course, students work on the development of their transmedia projects. This work is supplemented by discussion sessions, in which we examine theoretical and practical issues stemming from the projects.

**MFSJ 6XX Apprenticeship III: Production**

6 UNITS

During this semester, the apprenticeship continues at six hours per week. As apprentices enter the production phase they are closely supervised by MPC staff. They continue to participate in ongoing MPC projects, and also spend time in the MPC offices for production work and company meetings. Practicums include Shooting (2 units), Lighting (1 unit), Leadership (1 unit), and Company Practices (2 units).

**SECOND YEAR / SPRING SEMESTER****MFSJ 6XX Politics Of Social Justice Media**

3 UNITS

This course focuses on the interrelationships between politics and media. Social justice entrepreneurs need to understand the political system and how it operates. In this course, students explore political theory, and advance their understanding of politics and the global economy, particularly concerning the influence of new media technologies. This course builds on the theoretical foundations established in Media and Social Change and Aesthetics of Social Justice Media.

**MFSJ 6XX Thesis II**

3 UNITS

In this second semester of the thesis course, students complete their projects. They confer with their advisors to finalize their work in a polished manner and develop options for exhibition and/or distribution. This work is supplemented by discussion sessions, in which we examine theoretical and practical issues stemming from the projects. By the end of this sequence, students will have a portfolio/reel of creative work.

**MFSJ 6XX Apprenticeship IV: Post-Production**

6 UNITS

Apprentices continue to work for six hours per week on ongoing post-production work and attending company meetings in the MPC offices. Apprentices might be editing, revising, game testing, etc. They also develop a plan for exhibiting their work. At the end of this session, all projects are presented to a panel of faculty and professional media producers. Practicums include Digital Video Editing (2 units, see Appendix), Distribution (2 units), and Company Practices (2 units).

# Master of Arts in Leadership (MA)

**Douglas J. Cremer, PhD**  
Dean, College of Transdisciplinarity

**H. Eric Schockman, Ph.D.,**  
Chair, Organizational Leadership

Woodbury University's Master of Arts in Leadership (MA) is a recognized graduate degree for those interested in advanced administrative positions in the public or private sectors. The intensive format will challenge you to think critically and respond reflectively in this fast-paced, interactive learning environment.

## Overview of The Program

### *Why Learn Leadership?*

In this day and age successful organizations seek individuals equipped not only with effective managerial skills but also those who exhibit leadership in the workplace. The MA program is committed to providing quality, adult education in a practical learning environment. The heart of this educational approach rests on belief in the capacity of adult learners to engage in creative, analytic, and critical reasoning and to experience academic, professional, and personal growth. This belief affirms the capacity of adult students to join practice with theory and bring to the classroom valuable experience that enhances learning and forms effective leaders.

### *What Do Students Learn?*

This program is designed to provide you with both the theoretical underpinnings and the practical applications that can make an immediate difference in one's life. The degree focuses on an understanding of human behavior both in generally and within organizations, principles of effective leadership, organizational structure and communication, ethical behavior and decision-making principles, communication processes, and principles of effective management.

### *How Do Students Learn?*

The program utilizes an intensive, interactive learning environment that seeks to mirror the working environment with its myriad of practical concerns and considerations. More importantly, this intensive format strives to meet the needs and challenges of the working adult professional through sound pedagogical methods. It is student-focused, developing traits that are attractive to a wide variety of working professionals and industries. It provides flexible scheduling and can be completed in less than two years by full-time working adults. It uses a modularized curriculum supported by the use of ten course modules that outline outcomes and objectives. Proven practicing professionals blend solid theoretical underpinnings with "real" world experience to the course curriculum. And it provides a very interactive classroom format with collaborative learning, student presentations, and team projects supporting the small, seminar-like classes.

*What Are The Results of the Study of Leadership?*  
Our hope is that you will leave every class with at least one idea or practical detail that you can put to work the very next day. Further we hope that, as you learn more about leadership theory and practice, you will learn still more about yourself.

### **FACULTY**

Faculty members of the Master of Arts in Leadership are degreed practitioners who have mastered the theoretical underpinnings of the subjects blended with the practical applications necessary in an ever-changing world.

### **FULL-TIME FACULTY**

Yael Hellman  
EdD, Pepperdine University  
*Associate Professor, Leadership*

### **ADJUNCT FACULTY**

Armond Aghakhanian  
EdD, Pepperdine University

Mary J. Alvord  
MA, Woodbury University

Phyllis Cremer  
EdD, University of La Verne

Anne Ehrlich  
EdD, University of California, Los Angeles

Murray Johannsen  
MBA, University of Iowa  
MA, Harvard University

Michelle Lipton  
JD, Pepperdine University

Jerry McCarty  
MBA, Woodbury University

Janet McIntyre  
MA, Woodbury University

Laura McNamire  
JD, Pepperdine University

Don St. Clair  
EdD, Pepperdine University

### MISSION

In the spirit of a learning organization and congruent with the university's values, the Master of Arts in Leadership degree program facilitates the growth of students' educational and personal awareness as well as creating professional renewal through a comprehensive program that strives to meet individual, organizational, and community needs.

### STUDENT LEARNING OUTCOMES

- MA students are skilled, innovative, principled, and ethical leaders who understand the foundations of Leadership and build on those to contribute to the effective functioning of society at all levels.
- MA students demonstrate an understanding that leadership is not solely a matter of formal authority or power but rather is a matter of influence, integrity, spirit, and respect, regardless of one's power or authority.
- MA students demonstrate proficiency in inquiry, creative problem-solving, and examining values in decision-making.
- MA students communicate skillfully in multiple forms of expression, such as logical, statistical, and visual. All students have proficiency in written and oral communication, demonstrating particularly expertise in the styles and conventions of organizations and business. Additionally they will demonstrate skill in professional presentation.
- MA students will engage and participate with others actively and responsibly. MA students are prepared to continue to fulfill civic and professional responsibilities through reasoned and open participation. They relate themselves and their culture to diverse cultures within the U.S. and throughout the world.

### CURRICULUM SUMMARY

1. Catalog requirements for the 2014-15 academic year.
2. Degree: MASTER OF ARTS
3. Minimum units required for graduation: 30

### SUGGESTED SEQUENCE OF COURSES

LEAD 500	Organizational Leadership	3 units
LEAD 5700	Critical Thinking and Emotional Intelligence	3 units
LEAD 501	Psychology of Organizations	3 units
LEAD 502	Ethics in Organization	3 units
LEAD 508	Quantitative Analysis	3 units
LEAD 503	Group Dynamics	3 units
LEAD 504	Conflict Resolution	3 units
LEAD 505	Strategic Communication	3 units
LEAD 506	Leading Innovation and Organizational Change	3 units
LEAD 509	Capstone in Leadership	3 units

## CURRICULUM MAP

### Master of Arts in Leadership

INTRODUCED	DEVELOPED		MASTERED		ASSESSMENT			
<b>UNIVERSITY PILLARS</b>	1	Design Thinking	2	Transdisciplinarity	3	Civic Engagement	4	Entrepreneurship

LEARNING OUTCOMES	COURSES	Assuring Academic Quality in Leadership (MAL)												
		University Pillars	ORGL 500 Organizational Leadership	ORGL 501 Psychology of Organizations	ORGL 502 Ethics in Organizations	Assessment	ORGL 503 Group Dynamics	ORGL 504 Conflict Resolution	ORGL 505 Strategic Communication	Assessment	ORGL 506 Leading Innovation and Organizational Change	ORGL 507 Personal Leadership Development	ORGL 508 Quantitative Analysis	ORGL 509 Capstone in Organizational Leadership
University Pillars		3	3	3		3	3	3		3	3	3	3	
Demonstration of skilled, innovative, principled, and ethical leaders	3													
Demonstrate a deep understanding of the idea of leadership	3													
Thinking skills appropriate to leading	3													
Communication appropriate to leading	3													
Active engagement and participation	3													

## ASSESSMENT PROCESS

The graduate Leadership program has developed a four-year assessment plan for the curriculum. The plan compares results of the benchmarking assignment from the first course (LEAD 5XX) with student work from the capstone course (LEAD 509), and compares results from the first three courses (LEAD 5XX-502), the second three courses (LEAD 503-505), and the last three courses (LEAD 506, LEAD 507, LEAD 509) to assess the progression within each sequence from Introduced through Mastery for selected learning outcomes.

## ACADEMIC STANDARDS

Woodbury students in the Master of Arts program must maintain a grade point average of 3.0 or higher to remain eligible for continuing their studies.

## SPECIAL LEARNING REQUIREMENTS

Intensive degree program students are expected to attend every class meeting. Because of the pace of the intensive format, absence from a single class meeting causes students to miss a substantial portion of class content and participation.

## COMPUTER LITERACY REQUIREMENTS

Graduates of the MA program need to be literate in the current electronic media of communication and the fundamental software required to function as a leader in an organizational environment. Specifically requires of its students skills in word processing, presentation software, and Internet are required. These skills are well developed across the curriculum; virtually every course requires the use of these skills.

Students acquire proficiency in spreadsheets, as demonstrated by their successfully completion of the required course LEAD 508, or the equivalent in transfer credit.

## STUDENT COMPUTER REQUIREMENTS

Students are responsible for email and ISP accounts; student-owned computers used on campus should have a network, and/or wireless card, for use of the university's wireless network.

Recommended Hardware: PC, laptop or desktop, 1600 MHz (1.36 GHz) or better.

Required Software: Recent versions of Microsoft Windows and Office and SPSS.

## MA DEGREE REQUIREMENTS

The program requires a minimum of ten three-unit graduate courses. The Master of Arts in Leadership (MA) is an intensive graduate degree program. Students proactively engage in the learning process and share education, work, and life experiences in the classroom. In the intensive format, by taking three courses sequentially in five-week modules for two semesters and an additional third semester with four courses, the MA degree may be earned in twelve months for those students entering into the August 2014 cohort. All subsequent student cohorts in the program will be run in the 7-week format completed in 20 months.

Students acquire proficiency in spreadsheets, as demonstrated by their successfully completing the required course, LEAD 508, or the equivalent in transfer credit.

## MA ADMISSION REQUIREMENTS

### ELIGIBILITY

Bachelor's degree from a regionally accredited four-year institution in any discipline.

### APPLICATION REQUIREMENTS

#### • Application Form

All applicants are required to submit a completed application form together with their supporting documents. Application Fee A \$50 [USD] fee must accompany the application form. For International Students the application fee is \$75.

#### • Official Transcripts

All applicants must submit transcripts from all schools attended, regardless of credit received or courses completed. These items must be submitted sealed (unopened) to the Office of Graduate Admissions or mailed directly from the school. International students must submit certified and/or official copies of their academic records with certified English translations.

#### • Letters of Recommendation

Three (3) letters of recommendation, attesting to the applicant's academic achievements and/or professional experience, written by academic or professional personnel, counselors, supervisors, or teachers are required for all graduate applicants. The letters should be submitted on the sender's letterhead and signed into a sealed (unopened) envelope.

- **Professional Résumé**

All graduate applicants are required to submit a résumé or curriculum vitae. This information should list the applicant's academic research, professional experience, and/or published works.

- **Leadership Essay**

Provide a two-to-three page essay on the applicant's leadership philosophy and self-assessment of leadership capacity.

- **Interview**

An interview, in-person or by phone, is required. Once all application material is submitted, contact the College of Transdisciplinarity at (818) 394-3342 to make arrangements.

- **Leadership Training Program LASDU, LAFD, & LAPD Applicants**

Students seeking credit for successful completion of leadership program, must submit a written capstone report of courses completed. The report will be evaluated by a team of Woodbury University faculty members.

#### **GPA REQUIREMENTS**

*GPA ranging from 3.0 to 4.0*

No additional documents required.

*GPA ranging from 2.5 to 2.99*

Two-to-three page Statement of Purpose. The essay should explain why this degree will be applicable to you and why you want a degree in Leadership.

*GPA ranging from 2.00 to 2.49*

Applicants for the MA Program with a cumulative GPA of less than 2.5 are required to submit test results from the Graduate Record Exam General Test (GRE). The required minimum score for admission into this program is 273. For more information on the GRE, go to [www.ets.org/gre](http://www.ets.org/gre). Students should take exams no later than six months before the anticipated start date.

#### **INTERNATIONAL APPLICANTS**

In addition to the above documents, international students are required to submit the following items:

#### **Credential Evaluation**

Official (unopened) Credential Evaluation Report from a NACES-approved agency ([www.naces.org](http://www.naces.org))

#### **Certified Bank Affidavit**

The international applicant must provide a certified bank affidavit for each source of funds, including personal funds. This requirement is set by the United States Immigration and Naturalization Service [INS] and must be met before any university is permitted to issue an I-20. The bank affidavit may be submitted in the form of an ORIGINAL bank statement [checking and/or savings account] issued within the last six months. Photocopies of original documents cannot be accepted. All documents must be original and translated into \$ [USD].

#### **English Language Proficiency**

Demonstration of proficiency in the English language is required for admission to Graduate programs. Applicants should request that an official copy of their TOEFL [Test of English as a Foreign Language] or IELTS [International English Language testing System] scores be sent by the affiliated organization to Woodbury University's Office of Graduate Admissions. The minimum TOEFL score for admission to the MA program is 83 internet-based. The minimum IELTS score for admission is 6.5. For more information on these two testing systems, please visit [www.toefl.org](http://www.toefl.org) or [www.ielts.org](http://www.ielts.org).

#### **Passport & Visa**

Include a copy of the applicant's passport and/or Visa in the application submitted.

## **MASTER OF ARTS IN LEADERSHIP**

### **APPLICATION PROCEDURE**

Application forms may be obtained from the Woodbury website: [www.woodbury.edu](http://www.woodbury.edu) or by contacting the Graduate Admissions Office at (800) 784-9663.

- Applications and all materials are submitted to the Graduate Admissions Office.
- Admissions Office screens for completion of the application; transcript from the degree-granting institution, and any graduate level institution(s) attended transcript(s) being acceptable for the admission's decision with bachelor's degree posted; GPA, GRE (if needed); Statement of Purpose (if needed); three letters of recommendation from appropriate referees, and leadership essay.
- Completed files that meet the entrance requirements are forwarded to the Master of

Leadership Admissions Committee. The Committee reviews the files and makes the admission decision.

- For further review, if needed, the dean of the Institute of Transdisciplinary Studies convenes the graduate admissions committee.
- The Admissions Office notifies the applicant in writing.

**READMISSION AFTER ABSENCE FROM THE UNIVERSITY**

Graduate students who are absent from degree studies remain in active status for three semesters (excluding summer). If not enrolled by the fourth semester, a student must re-apply for admission to the university to re-establish degree status. Official transcripts of all college or university work must be submitted for evaluation upon reapplying. Transcripts will be assessed based on the catalog prerequisites and degree requirements in effect at the time of readmission and matriculation.

See academic calendar at the end of the bulletin for information on registration payment deadlines for the OL courses.

**Payment:**

Tuition Payments are due at time of registration or no later than the Friday of the first week of class for each enrolled session.

**TUITION CREDIT**

*Intensive Degree Program:*

Within Week One	100%
(less \$100 Administrative Withdrawal Fee)	
Within Week Two	25%
(less \$100 Administrative Withdrawal Fee)	
After the second week of classes	no refund

Whether any refund will result from the tuition credit received as stated above will depend on the payments that have been made on the student's account less any pro-rata refunds to Federal Student Aid programs used to pay tuition for students receiving aid.

<b>Courses</b>	<b>Duration for Fall 2014</b>	<b>Duration for Spring &amp; Summer 2015</b>	<b>Units</b>
LEAD 500 Organizational Leadership	5 weeks	7 weeks	3
LEAD 5700 Critical Thinking and Leadership Development	5 weeks	7 weeks	3
LEAD 501 Psychology of Organizations	5 weeks	7 weeks	3
LEAD 502 Ethics in Organization	5 weeks	7 weeks	3
LEAD 503 Group Dynamics	5 weeks	7 weeks	3
LEAD 504 Conflict Resolution	5 weeks	7 weeks	3
LEAD 505 Strategic Communication	5 weeks	7 weeks	3
LEAD 506 Leading Innovation and Organizational Change	5 weeks	7 weeks	3
LEAD 508 Quantitative Analysis	5 weeks	7 weeks	3
LEAD 509 Capstone in Leadership	5 weeks	7 weeks	3

**MA COURSE DESCRIPTIONS**

**LEAD 500 Organizational Leadership**

This course is an exploration of traditional and contemporary theories of leadership in organizations. Topics include models of leadership styles and techniques, organizational change agents, motivating personnel, decision-making and problem solving, ethics, interpersonal relationships, conflict resolution, and power.

**LEAD 501 Psychology of Organizations**

This course is an application of psychological principles and theories in understanding human behavior in the workplace. Topics include models and patterns of behavior in organizations, individual and group dynamics, the culture of organizations, and decision-making processes in employee selection, motivation, evaluation and training.

**LEAD 502 Ethics in Organizations**

This course is an exploration of the role of leaders in shaping ethical policies and practices in organizations. Topics include shaping organizational values, goals and mission, ethical decision-making, obligations of personnel to the organization, and the ethical use of power and influence.

**LEAD 503 Group Dynamics**

This course is an exploration of the formation, maintenance, and dissolution of human groups. Topics include environmental influences on group behavior, formation of group identity, group cohesiveness, conformity, group roles and communication patterns, development of group norms and values, group decision making, productivity, and leadership.

**LEAD 504 Conflict Resolution**

This course analyzes sources of interpersonal conflict in organizations. Topics include models of organizational conflict, strategies for identifying and resolving conflict, theories of organizational change, implementation of change, and patterns of communication between individuals and groups in the workplace.

**LEAD 505 Strategic Communication**

This course focuses on communication processes and strategies of effective leaders. Topics include patterns of organizational communication, biases in perception and judgments, networking, feedback, psychological processes in decision-making, and formal and informal channels of information sharing.

**LEAD 506 Leading Innovation and Organizational Change**

This course examines the creation and maintenance of a culture of organizational innovation and change as a function of effective leadership. Topics include models of organizational innovation and change, identifying the need for change, strategies for implementing and directing change, effective change agents, and resistance to change.

**LEAD 508 Quantitative Analysis**

This course provides an application of research methods and statistical analysis to evaluate programs, policies, procedures, and performance in organizations. Topics include experimental and quasi-experimental research designs, concepts of

internal and external validity, and statistical techniques for data collection and analysis.

**LEAD 509 Capstone in Leadership**

This course provides an opportunity to synthesize and apply coursework to personal work settings. Through the course project students integrate topics such as of contemporary issues with theories of leadership; knowledge, skills and competencies of effective leaders; models of organizational structure and culture, innovation and change relevant to leadership in an analysis of their work setting.

**LEAD 5700 Critical Thinking and Leadership Development**

Students will be able to engage in self-analysis of the knowledge, skills and abilities of Critical Thinking (CT) and Emotional Intelligence (EI) as they buttress effective leadership. Activities include hands-on opportunities to apply CT/EI to the competencies fundamental to organizational leadership and will be utilized throughout the entire curriculum. Focus is on student's ability to articulate their values, decision-making, essential intellectual reasoning, and the logic of rationality as well as develop a vision of their own leadership traits and style.

For additional information, contact the Office of Admissions at 818.252.5221

# Academic and Administrative Calendars

## Academic Calendar 2014/2015

### TRADITIONAL UNDERGRADUATE

The academic calendar at Woodbury University includes three academic terms: Fall semester, Spring semester and Summer session.

	Fall 2014	Spring 2015	Summer Session 2015
<b>Semester classes begin</b>	Aug. 25	Jan. 12	May 11
<b>Late Registration</b> (\$35 Late Registration Fee added)	Aug. 4-Sept. 8	Dec. 15-Jan. 26	Apr. 20-May 15
<b>Course Add/Drop period</b>	Aug. 25-Sept. 8	Jan. 12-Jan. 26	May 11-15
<b>Last date to withdraw from courses</b>	Oct. 24	Mar. 13	10-wk Lecture & Studio June 19
<b>Last regular class session</b>	Dec. 2	Apr. 28	10-wk Lecture & Studio July 17
<b>Studio Finals</b>	Dec. 3-Dec.7	Apr. 29-May 3	July 20-24
<b>Final examinations</b>	Dec. 8-12	May 4-May 8	10-wk Lecture July 20-24
<b>Spring Break</b>		Mar. 16-20 (Traditional classes only)	
<b>Faculty Development Days:</b> (No Traditional Day/Evening Classes – Intensive Classes will meet on these days)	Oct. 13-14	Feb. 17	
<b>Semester recess</b>	Dec. 15-Jan. 11	May 7-11	July 27-Aug. 23

### 7-WEEK INTENSIVE FORMAT

Undergraduate and Graduate (MBA and Leadership) programs offered in seven-week modules are conducted during day, evenings and weekends.

Module Classes Begin	Fall 2014	Spring 2015	Summer Session 2015
Session 1 Begins	Aug. 25	Jan. 12	May 11
Session 2 Begins	Oct. 20	Mar. 9	July 1

### Registration Deadlines

Session 1	Aug. 29	Jan. 16	May 15
Session 2	Oct. 24	Mar. 13	July 7

*Note: Registration for in Intensive courses is permitted through the first week of each session*

*Payment: Payment is due at time of registration or no later than the Friday of the first week of class*

### Add/Drop period

Session 1	Aug. 25-29	Jan. 12-16	May 11-15
Session 2	Oct. 20-24	Mar. 9-13	July 1-7
Note: Business Classes have an Add period which ends the Friday prior to the 1st class meeting.			
Session 1	Aug 22	Jan 9	May 8
Session 2	Oct 17	Mar 6	June 26

**Last date to withdraw from courses**

Session 1	Sept. 12	Jan. 30	May 29
Session 2	Nov. 7	Mar. 27	July 21

**Last regular class**

Session 1	Oct. 12	Mar. 1	June 28
Session 2	Dec. 7	Apr. 26	Aug. 18

**Semester recess**

	Dec. 13-Jan. 11	Apr. 27-May 10	Aug. 18-23
--	-----------------	----------------	------------

**MASTERS IN LEADERSHIP CALENDAR FOR FALL 2014 COHORT ONLY, SEE 7-WEEK INTENSIVE FORMAT FOR SUBSEQUENT COHORTS**  
**5-WEEK INTENSIVE FORMAT**

Module Classes Begin	Fall 2014	Spring 2015	Summer Session 2015
Session 1	Aug. 25	Jan. 12	May 11
Session 2	Sept. 29	Feb. 16	June 15
Session 3	Nov. 3	Mar. 23	July 20

**Registration Deadlines**

Session 1	Aug. 25-29	Jan. 12-16	May 11-15
Session 2	Sept. 29-Oct. 3	Feb. 16-20	June 15-19
Session 3	Nov. 3-7	Mar. 23-27	July 20-24

**Course Add/Drop period**

Session 1	Aug. 25-29	Jan. 12-16	May 11-15
Session 2	Sept. 29-Oct. 3	Feb. 16-20	June 15-19
Session 3	Nov. 3-7	Mar. 23-27	July 20-24

**Last date to withdraw from courses**

Session 1	Sept. 12	Jan. 30	May 29
Session 2	Oct. 17	Mar. 6	July 3
Session 3	Nov. 21	Apr. 10	Aug. 7

**Last regular class**

Session 1	Sept. 26	Feb. 13	June 12
Session 2	Oct. 31	Mar. 20	July 17
Session 3	Dec. 5	Apr. 24	Aug. 21

**Commencement**

			May 9
--	--	--	-------

**UNIVERSITY BREAKS AND HOLIDAYS 2014/2015**

(\*All offices are closed BUT Intensive classes may be in session)

<b>Fall Semester 2014</b>	Sept. 1, Monday, Labor Day • Nov. 27-28, Thurs.-Fri., Thanksgiving Dec. 15-Jan. 11, Winter Break • Dec. 25-Jan. 1, Campus Holiday Closure
<b>Spring Semester 2015</b>	Jan. 19, Monday, Martin Luther King Day • Feb. 16, Monday, President's Day March 16-20, Mon.-Fri., Spring Break • March 20, Friday, Spring Holiday April 1, Wednesday, Cesar Chavez Day
<b>Summer Session 2015</b>	May 25, Monday, Memorial Day • July 4, Independence Day

**UNIVERSITY EVENTS**

Founder's Week 2014 .....	To be announced
Fashion Show Benefit .....	May, 2015
Awards Convocation and Senior Dinner .....	May 1, 2015

**REGISTRATION FOR SPRING/SUMMER 2015/FALL 2015**

The registration periods for the 2014/2015 and 2015/2016 academic years are tentatively scheduled, as a result the actual date registration begins is subject to change. Information will be provided through email to all students regarding advising and registration periods and will also be posted on the university portal.

	<b>Spring 2015</b>	<b>Summer 2015/Fall 2015 Semesters</b>
Academic Advising and Course Selection	Nov. 4, 2014	March 23, 2015
Period for Returning students begins:		
General (Open) Registration Returning Students .....	Nov. 24, 2014 -Jan. 26, 2015	Apr. 20 2015 - May 15, 2015 (Summer 2015) Apr. 20, 2014 – Sept. 4, 2015 (Fall 2015)

**FINANCIAL AID CALENDAR 2015/2016**

Students reapplying for financial aid assistance for 2014/2015 should complete their applications by the priority dates listed below. If applying for the full year only the 1st priority filing date needs to be met. Priority dates for Spring 2015 or Summer 2015 are for students returning mid-year or for summer only.

	<b>Fall 2015</b>	<b>Spring 2016</b>	<b>Summer Session 2016</b>
Priority filing date for returning students	April 3, 2015	Nov. 2, 2015	March 16, 2016
2015/2016 Cal Grant filing deadline: .....	March 2, 2015		

## General Financial Information

**FINANCIAL AID**

**Celeastia Williams,**  
**Director of Enrollment Services**

**HOW TO APPLY FOR FINANCIAL AID**

Students who wish to be considered for financial assistance from Woodbury University are required to complete a Free Application for Federal Student Aid (FAFSA) and a Woodbury University Financial Aid

Information Request Form. To complete a FAFSA go to FAFSA on the Web at [FAFSA.gov](http://FAFSA.gov). New students must be accepted for admission to Woodbury before an offer of financial assistance can be made. Financial aid is awarded on a yearly basis for the traditional academic year of Fall and Spring semesters. Students interested in summer funding should inquire during the preceding semester about the availability of aid.

Financial aid is not automatically renewed each year. Students must remember to reapply each year by filling out a new FAFSA.

### WHO IS ELIGIBLE?

In order to receive financial assistance from Woodbury, a student must meet the following criteria:

- The student must be enrolled or accepted for enrollment as a matriculated student in an eligible program as a graduate;
- The student must be a U.S. citizen or national or:
  - A. be a permanent resident of the United States;
  - B. provide evidence from the U.S. Immigration and Naturalization Service (INS) that he/she is in the United States for other than a temporary purpose with the intention of becoming a citizen or permanent resident;
  - C. be a citizen of the Federated States of Micronesia, the Marshall Islands or a permanent resident of the Trust Territory of the Pacific Islands (Palau);
  - D. be a graduate of an accredited high school, hold a GED certificate, or an associate's degree from a community college.
- For financial aid provided by the federal government, the student must maintain satisfactory academic progress standards.
- For Institutional aid (aid provided by Woodbury Grants and Scholarships) the student must refer to their awards letter for maintaining legibility requirements
- The student must not be in default on any Federal Student Loan, to include Federal Stafford Loans, Federal Perkins Loans (including NDSL), Federal SLS, Federal Direct Loans, FISLs, nor owe a refund to any institution for funds received as an undergraduate under the Pell Grant, SEOG or SSIG programs.
- The student must be in compliance with Selective Service Registration laws and sign a statement certifying compliance.
- The student must certify that he/she has not engaged in the unlawful manufacture, distribution, dispensing or use of a controlled substance.

### WHAT KIND OF FINANCIAL AID IS AVAILABLE?

Graduate financial aid available at Woodbury derives from the federal government and private donors. The following list provides an idea of the resources available to our students:

### LOANS

Loans provide students with the opportunity to defer a portion of their educational costs and often form part of a financial aid award package. Woodbury offers the following loan programs:

#### William D. Ford Educational Loan Programs

- Federal Direct Stafford Loans (Unsubsidized)
- Federal Direct Grad PLUS Loans

The amount of a Federal Direct Grad PLUS loan may not exceed the cost of education, minus any other financial aid received by the student. The annual fixed interest rate for new borrowers is currently capped at 7.21%. New Grad PLUS borrowers begin repayment of principal and interest within sixty days of the full disbursement of the new loan.

The Federal Direct Stafford Loan Program (FDELDP): Stafford loans for graduate students are unsubsidized only beginning July 1, 2012. Unsubsidized loans are not awarded on the basis of need, but rather on the cost of attendance of your program. The annual fixed interest rate is currently capped at 6.21%. Maximum amounts that may be borrowed during an academic year as well as aggregate maximum amounts are outlined in the following chart.

	A.	B.
Academic Level	Independent Student Unsubsidized Stafford Loan Limit	Additional Unsubsidized Stafford Loan Limit
Graduate/ Professional	\$8,500 (two semesters) \$4,250 (one semester)	\$12,000 (two semesters) \$6,000 (one semester)
Combined undergrad and graduate study	\$65,500	\$73,000 (additional unsubsidized loans)

### FEDERAL STAFFORD LOAN BORROWER LIMITS

Alternative Education Loan Programs: A non-federal credit-based student loan program administered by a network of affiliated lenders. These are private loan programs, which offer families alternative financing options to cover college costs and although designed to meet educational

expenses, students and parents are encouraged to first apply for available loans under the Federal Family Educational Loan Programs (FDELDP). Should you not qualify for assistance under FDELDP, or need additional assistance beyond what can be funded through the federal programs, alternative loans are available to meet those college costs. Application procedures and loan terms vary by lender so it is strongly advised that you research the various options and choose what fits your particular situation the best. Woodbury University will be requested to certify student enrollment and, in many cases, cost of attendance for these loans.

### SATISFACTORY ACADEMIC PROGRESS

Criteria for satisfactory academic progress include both qualitative and quantitative standards. These satisfactory academic policies apply equally to those who receive financial aid. Students not currently receiving aid are subject to these same policies should they apply for aid at a later date.

#### *Qualitative Standards*

Cumulative Grade Point Average (GPA) - All students, including recipients of financial aid, are subject to the academic regulations governing scholastic status as outlined in this catalog. To maintain academic progress, graduate students must earn a cumulative GPA of 3.0 or better. Recipients of financial aid who fail to maintain the prerequisite GPA place themselves on financial aid disqualification and become ineligible for financial aid.

**Graduate students in the School of Architecture are evaluated within a system of Credit, Credit with Distinction, Conditional Credit and No Credit. Students are required to pass all courses with CR, CR+ or CC; the grade of NC requires the student to retake the course in order to receive credit and remain in good academic standing. For financial aid purposes students must receive credit in all classes attempted in a semester. Failure to receive credit in all classes in a semester will constitute unsatisfactory academic progress and places a student on financial aid disqualification.**

#### *Quantitative Standards (Units)*

Each academic year, recipients of financial aid are expected to achieve a minimum number of units based on their enrollment status. When the minimum units are not achieved, students place themselves in jeopardy of becoming ineligible for continued financial aid.

### SATISFACTORY ACADEMIC PROGRESS REQUIREMENTS

#### *Full-Time Graduate Enrollment Status*

For the purpose of evaluating satisfactory academic progress, full-time graduate students enroll in six or more units per semester. Summer session enrollments, on a full-time or part-time enrollment basis, may be used to accelerate a study program or remediate progress.

#### *Completion Time Limits For Graduate Students:*

- Full-time graduate degree candidates who entered without transferable credit must complete their degree requirements within three years after matriculation. For transfer students, the time limits for completion of the degree and continued eligibility for financial aid are reduced when transferable units are applied upon matriculation or extended when the enrollment status varies from full-time to part-time. Eligibility for financial aid ceases three years after matriculation or earlier when the time limit for completion is reduced.
- When enrolled full-time, graduate students must complete a minimum of six units per semester, twelve units per academic year (fall and spring semesters) and maintain a GPA of 3.0 or better. **Graduate students in Architecture are graded credit/no credit and must receive credit (which includes Conditional Credit) in all classes attempted in a semester to be considered making satisfactory academic progress.** Failure to meet these quantitative and qualitative standards each academic term will result in placement on financial aid disqualification.

#### *Part-Time Graduate Enrollment Status*

- During each semester with part-time enrollment, students are expected to complete all units attempted.
- Part-time graduate students enroll in less than six units fall and spring semesters. Summer session enrollments, full-time or part-time, may be used to accelerate a study program or remediate academic progress.

#### *Completion time limits:*

- Part-time graduate degree candidates who entered without transferable credit must complete their degree requirements within six years after matriculation. For transfer students, the

time limits for completion of the degree and for continued eligibility for financial aid are reduced when transferable units are applied upon matriculation or when the enrollment status varies from part-time to full-time. Eligibility for financial aid ceases three years after matriculation or earlier when the time limit for completion is reduced.

- When enrolled part-time, graduate students must complete all units attempted per semester and maintain a GPA of 3.0 or better. **Graduate students in Architecture must complete all units attempted per semester with credit or better. Conditional Credit will count as credit or better.** Failure to meet these quantitative and qualitative standards each academic term will result in placement on financial aid disqualification.

*Definitions and Clarifications Applicable to Requirements for Satisfactory Academic Progress (SAP):*

- Satisfactory academic progress: based on both qualitative (GPA) and quantitative (units) criteria.
- When a student's semester enrollment status varies between full-time and part-time he/she is expected to complete at least twelve units during each semester of full-time enrollment; during each semester of part-time enrollment, he/she is expected to complete all units attempted.
- Failure and No Credit Grades: Courses for which a grade of "F" or "NC" is recorded cannot be counted as units completed toward SAP requirements.
- Withdrawal: Courses for which grades of "W", "WU" or "WW" are recorded cannot be counted as units completed toward SAP requirements.
- Audit Courses: Audit course units do not apply as units of progress during an academic semester, and the units graded "AU" are not applied as units completed toward SAP requirements.
- Incomplete: Courses for which a grade of "I" is recorded cannot count as units toward SAP requirements. When the final grade is recorded, then the units and letter grade will be applied to the quantitative and qualitative SAP requirements.
- In Progress: Courses for which an interim mark of "IP" is assigned do not count as units completed toward the requirement until the course is completed and a final grade is recorded.
- Repeated Courses: A student may repeat a course for the purpose of remediating a grade.

The final grade of the repeated course applies to the cumulative GPA. However, the student only has one chance to repeat a course in which they received a passing grade. If no passing grade is achieved, then a student may repeat the course until they do achieve a passing grade.

- Non-credit Prerequisite of Remedial Courses: Units of enrollment for prerequisite and non-credit prerequisite or remedial courses do not earn credit toward the degree but are counted as units completed toward meeting SAP requirements.

**FINANCIAL AID DISQUALIFICATION AND PROBATION STATUS AND PROVISIONS FOR REGAINING ELIGIBILITY FOR FINANCIAL AID**

*Financial Aid Disqualification Status*

Financial aid recipients who are unable to meet the qualitative and quantitative standards outlined under the policy on Satisfactory Academic Progress (SAP) place themselves on financial aid disqualification.

Woodbury University institutional aid may have different conditions outlining disqualification. All students must read their award letters for a full list of requirements necessary to maintain institutional aid.

*Loss of Eligibility for Financial Aid*

When the terms of the policies on Satisfactory Academic Progress are not met, students experience a loss of eligibility for financial aid. Students who are disqualified for financial aid may continue their study at the university if they are not academically disqualified, as well. Academic achievements during this period may assist in regaining eligibility for financial aid during future terms of enrollment.

*Provisions for Regaining Eligibility for Financial Aid*

Students who have lost their eligibility for financial aid may regain their eligibility by remediating the factors which caused the disqualification, including the following:

- Unit deficiencies may be remediated through completion of credit through approved transfer credit procedures or, under special provisions, the student may complete additional residency course work which remediates unit and GPA deficiencies.
- Re-admission to the university after a period of absence from the university.

- An appeal for Financial Aid Probation Status, through a successful appeal of policies on Satisfactory Academic Progress.
- Remediation through summer enrollment at Woodbury or an approved concurrent enrollment at another institution. Summer sessions may be used to remediate deficiencies from the previous academic year.

To remediate GPA deficiencies, courses must be completed at Woodbury as GPA quality points are only applied to units completed in residency.

#### *Financial Aid Probation Status*

Official notices of financial aid probation status are mailed to students following a successful appeal of loss of eligibility for financial aid. During semesters with an approved financial aid probation status, students remain eligible for financial aid and must meet the conditions of their probation to continue their eligibility during future semesters. The conditions of an approved financial aid probation status are defined based upon the deficiencies of the student and must be met within the specified timeframes. Warning notices of pending disqualification status are mailed to students after the conclusion of their first semester (usually the Fall semester).

When probation status is not removed within the specified time limit, students lose their eligibility to qualify for financial aid programs.

#### *Procedures for Appeals to the Policies on Satisfactory Academic Progress*

Students who have not made satisfactory academic progress have the right to appeal their "loss of eligibility for financial aid." Students who believe they have an extenuating circumstance may submit a written letter of appeal and provide full documentation of the circumstance for review by the director of Financial Aid or the director's designee. A written appeal should precede requests for a personal appearance. Each appeal will be considered on the merits of the circumstance and on an individual basis. Decisions on appeals are final and are documented in writing.

#### *Petitions to the Financial Aid Appeals Committee*

Written petitions for exceptions to financial aid policy are filed at the Financial Aid Office and posted to the attention of the Director of Financial Aid. Each petition is evaluated on its own merit based on the special circumstances presented by the

student. Students are notified in writing regarding the decision.

#### *Disabled Students*

Woodbury University is sensitive to the needs of disabled students and makes reasonable accommodations to create an accessible campus. In addition, when determining financial need, the Financial Aid Office takes into consideration extra costs that disabled students may incur while pursuing higher education. Resources available to the student through federal and state programs are considered when evaluating those special needs.

#### **REFUND POLICY FOR STUDENTS RECEIVING STUDENT FINANCIAL ASSISTANCE (TITLE IV FUNDS)**

Woodbury University complies with the Higher Education Amendments of 1998, Public Law 105-244, for students who completely withdraw from the university. Accordingly, a refund if applicable will be calculated based upon the Federal refund methodology. Calculated refunds to Federal Title IV programs are based on the amount of aid unearned at the time of withdrawal and have no relationship to the student's incurred institutional charges for the same period. Consequently, financial aid refunds and tuition charged can represent two independent sources of debt a student may incur.

Financial aid refunds are calculated on a per diem basis (days attended at time of withdrawal) for withdrawals up through the 60% point in time for each semester. After 60% of the semester has elapsed there is no refund calculation for federal aid programs. Non-institutional charges and non-refundable fees are excluded from the refund calculation. Calculated refunds are returned to the appropriate aid programs.

Note: You could owe a repayment to federal aid programs if you have received more aid than you have earned for the payment period and owe money to the university for tuition not covered by financial aid due to refunded amounts.

Students withdrawing from the university must follow the procedures for official withdrawal from courses as indicated in this catalog (see 'Withdrawal from Courses'). It is the student's responsibility to indicate the last date of attendance. In the event a student does not comply with the procedures for withdrawal, the last date of attendance will be the

later of the withdrawal date recorded by the registrar or the date recorded by the Office of Residence Life. A student completely withdrawing from the university will be assessed a \$100 administrative fee.

**TRANSFER CREDIT**

A maximum of six (6) semester units of post-graduate level credit may be transferred, where applicable to the Woodbury MBA and MA degrees. Transfer courses must have been completed with a grade of 'B'(3.0) or higher in the graduate division of a regionally accredited university. The Veterans Administration will be notified of all transfer credit awarded to students receiving Veterans Benefits.

Transfer Credit from Foreign Colleges and Universities International applicants must arrange to have transcripts evaluated by a credentials evaluation service. The foreign college and university must be recognized by the Ministry of Education or equivalent agency of the country in which it is located.

Graduate students admitted to the 2-year MArch degree may transfer up to 15 credits. Transfer courses must be applicable to a specific degree requirement and a grade of 'B' (3.0) or better must have been received.

Graduate students admitted to the 3-year M.Arch degree may transfer up to 30 credits. Transfer courses must be applicable to a specific degree requirement and a grade of 'B' (3.0) or better must have been received.

**Tuition, Fees And Policies**

**TUITION**

MIA, MBA, MA in MSJ .....	\$1050 per unit
MArch, MS Arch .....	\$15,750 for 12-18 units
	\$1050 per unit for 11 units or less
MA in Leadership .....	\$586 per unit
MS Arch RED .....	\$13,582 per semester
	for three semesters

**FEES**

APPLICATION FEES AND COMMITMENT DEPOSITS

Application for admission (non-refundable):

U.S. citizens and permanent residents .....	\$ 60
International students .....	\$ 75
Re-admission fee .....	\$ 50
Tuition deposit .....	(non-refundable)

Upon admission to the university, all new students are required to pay a non-refundable tuition deposit. If the student fails to enroll for the semester for which he/she was originally admitted, the entire deposit will be forfeited. Specific information on the payment due date is contained in the official letter of acceptance. The deposits are as follows:

U.S. citizens and permanent residents .....	\$250
International students .....	\$500

**MISCELLANEOUS FEES (NON REFUNDABLE)**

- Health Insurance Fee ..... per semester  
(mandatory for international students)
- Fall semester ..... \$455
- Spring/Summer semesters ..... \$633
- Summer semester only ..... \$277  
(Updated insurance rates are pending)
- MBA Association fee per semester  
(mandatory) ..... \$100/semester
- Associated Student Government Fee  
for MA in Leadership ..... \$50/semester
- Late Payment Fee ..... \$50
- Graduate SOAR Fee ..... \$75
- Graduation Fee ..... \$150
- Identification Card Replacement Fee ..... \$5
- Late Registration Fee ..... \$35
- Parking Fee for Burbank /  
LA campus..... \$100/semester
- Parking Fee for San Diego campus..... no fee
- Returned-Check Fee ..... \$100
- Transcript Fee – per official copy ..... no charge
- Technology Fee ..... \$200/semester
- Technology Fee for MBA ..... \$13/semester

For more information on payment options and due dates please refer to the General Financial Information section at the end of this bulletin.

Our Withdrawal and Refund Policy can be found at the end of the bulletin.

**HOUSING FEES**

Residence Halls — room per semester  
(based on a nine-month contract)

South Residence Hall, quad .....	\$ 2,892
South Residence Hall, single.....	\$ 4,320
South Residence Hall, double.....	\$3,749
North Residence Hall, triple.....	\$ 2,892
North Residence Hall, double.....	\$ 3,177
North Residence Hall, single.....	\$ 4,320

### MEAL PLANS

Students may choose from four meal plan options at two price levels, \$2,138 and \$1,973 per semester (mandatory for resident students; optional for non-resident students)

Plan A	14 meals per week plus \$150 flex dollars	\$2,138
Plan B	12 meals per week plus \$200 flex dollars	\$2,138
Plan C	10 meals per week plus \$150 flex dollars	\$1,973
Plan D	8 meals per week plus \$200 flex dollars	\$1,973

### POLICY ON HOUSING AND FOOD SERVICE ADJUSTMENTS

#### *Complete Withdrawal From the University*

As indicated under Tuition and Fees, the university complies with the Higher Education Amendments of 1992 for students who completely withdraw from the university. Accordingly, a pro-rated refund, if applicable, will be calculated based on the federal refund schedule. Non-institutional and non-refundable fees may be excluded from the pro rata refund calculation depending upon whether they are required to be considered under a repayment calculation from the student. Students withdrawing from the university should follow the procedures for official withdrawal as indicated in this catalog. As part of this procedure, it is the student's responsibility to indicate the last date of attendance. In the event the student does not comply with the official withdrawal procedure, the last date of attendance will be the later of the withdrawal date recorded by the registrar, or the date recorded by the Housing Office. Unused cash cards for food must be turned in to be included in the pro rata refund calculation.

### NON-WITHDRAWAL ADJUSTMENTS

#### *Housing*

The university Housing License Agreement is for the entire academic year. Termination of the university Housing License Agreement will be limited to extreme situations and only with the written approval of the vice president of Student Affairs or designee. A \$500 cancellation fee will be charged in addition to the pro-rated cost as outlined in the Housing License Agreement in the case of a termination.

Prior to entering into the university Housing License Agreement, a \$250 housing deposit will be due. This housing deposit is refundable if it is not used to offset community or individual damages in the residential community. The housing deposit will be forfeited for early cancellation of this agreement or for improper check-out.

#### *Food*

Student's termination of his/her meal plan agreement after the first week of the semester but prior to the end of the second week of his/her total semester will result in a food service charge of 15% of his/her total semester meal plan charge plus a prorated charge for meals served through date of termination. Students who terminate the meal plan agreement after the end of the second week of the semester will be responsible for the total semester meal plan charge.

### Payment and Withdrawal Information FOR ALL STUDENTS

Financial arrangements are the responsibility of the student. Students at any time may view their current outstanding balance through Self Service. Accordingly, effective Fall semester 2013, the Business Office will no longer print or mail out paper statements. Students are responsible for keeping their addresses current with the university. Woodbury accepts payments by cash, check, wire-transfer or ACH, debit card (Mastercard® and Visa®) and credit card (Mastercard®, Visa®, American Express®, and Discover®), and payments can be made online through Self Service, in person, over the telephone, or mailed in advance of their respective due dates.

#### **The university offers two payment options for MA and MBA students to pay their tuition and fees:**

##### *Option 1: Semester Payment Plan:*

The balance of the student's account, less financial aid administered by the university, is due in full by Friday of the first week of class for each session.

##### *Option 2: Employer Payment Plan:*

Students are required to pay 25% of the charges for tuition, plus all fees and room and board, less financial aid administered by the university, by the Friday of the first week of class. The remaining student balances are due in full by the fourth week after the end of the respective semester. To qualify for

this plan, the Business Office must receive a letter from the student's employer (on the company's letterhead) specifying the conditions under which the employer will pay for the student's tuition charges. Any unpaid balances are the responsibility of the student.

**PAYMENT DUE DATES**

Payment and/or payment arrangements must be made at the time of registration and no later than Friday of the first week of class.

**WITHDRAWAL AND REFUND POLICY**

Students wishing to withdraw from a course, from a semester, or from the program, must give official notice to the university. Refunds are not made if the student fails to give formal notice of their withdrawal and/or drop from classes. Official notice to the Registrar's Office is as follows:

- Complete withdrawal from the university – Application for Withdrawal and the Program Change Form must be filed
- Drop/Withdrawal from all classes but not the university – Application for Leave of Absence and the Program Change Form must be filed
- Drop/Withdrawal from one or more classes but not all classes – Program Change Form must be filed

Failure to attend class or merely giving notice to an instructor/s is not regarded as official notice of drops or withdrawals.

Students who properly withdraw from the university prior to the first day of class for any semester will not be assessed any tuition charges and will receive a 100% refund.

Students may add or drop classes during the add/drop periods for their programs without financial penalty. Please refer to the academic calendar for the add/drop dates for each semester.

Students who drop all of their classes during the add/drop period receive a 100% refund less the \$100 Administrative Withdrawal Fee.

**Note:** Program adjustments involving a change in the numbers of units you are taking must be done during the add/drop period in order to receive any adjustment of your tuition charges.

A student may still drop a class or classes after the add/drop period has ended; however, you will receive a grade of "W" and will receive no refund.

Withdrawals from all classes after the add/drop periods will result in the following financial consequences, less \$100 administrative fee, based on the following schedules:

- Time of Withdrawal..... Tuition Credit
- Within the first week (Add/Drop period) ....100%  
(less \$100 administrative withdrawal fee)
  - Within week two ..... 25%  
(less \$100 administrative withdrawal fee)
  - Within week three or later..... NO REFUND