



WOODBURY UNIVERSITY  
**Graduate Bulletin**



2013-2014 Catalog

# Graduate Bulletin

## Woodbury University 2013-2014

### 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 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 is in candidacy status for NAAB accreditation; an initial accreditation visit is scheduled for fall 2012. The School of Business received its accreditation from 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 Veteran Administration regulations under sections 21.4135, 21.4235 and 21.4277 in regard 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 location 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 2013 through summer session 2014.

### 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.

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# 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**  
Chair, Architecture Graduate Programs

## Chair Statement

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 blur 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 twentieth-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 many 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 sees that 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 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 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:  
2014

### FACULTY

The Woodbury faculty are 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

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

### Chair, Los Angeles

Ingalill Wahlroos-Ritter, AIA  
MArch, University of California, Los Angeles  
*Professor; Chair Graduate Programs*

### Graduate Programs Coordinator,

#### San Diego Campus

Héctor M. Pérez  
MSArchS, Massachusetts Institute of Technology

### FULL-TIME FACULTY

Stan Bertheaud  
MArch, North Carolina State University  
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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  
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*Assistant Professor*

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#### PARTICIPATING PROFESSORS OF PRACTICE

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

Berenika Boberska  
MFA, Royal College of Art

Mark Owen  
MArch, University of California, Los Angeles

#### PARTICIPATING ADJUNCT FACULTY

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

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

#### ASSOCIATED AND ADJUNCT FACULTY IN LA

Hadley H.S. Arnold  
MArch, Southern California Institute of Architecture  
*Arid Lands Institute Co-Director*

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

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*Urban Studies Coordinator, Institute of Transdisciplinary Studies*

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John Brockway  
MSAAD, Columbia University

James Bucknam  
BArch, Woodbury University

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Curt Gambetta  
MArch, Rice University

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Martin Paull  
BArch, Southern California Institute of Architecture

Michael Pinto  
MArch, Southern California Institute of Architecture

Philip Ra  
MArch, Harvard University

Daniel Rabin  
MArch, University of Toronto

Deborah Richmond  
MArch, University of Minnesota

Bill Roschen  
MS, Columbia University

Catherine Roussel  
MA, Monterey Institute of International Studies;  
MA, 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

## 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.

## 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 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>

**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 sixty-three units in their graduate studies, and three-year take a minimum of ninety-three 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)
.....		

# CURRICULUM MAP

## Master of Architecture MArch (2-yr and 3-yr)

	INTRODUCED		DEVELOPED		PRACTICED		MASTERED			
	Highest Importance		Highest Importance		Highest Importance		Highest Importance			
	Background Presence		Background Presence		Background Presence		Background Presence			
<b>UNIVERSITY PRINCIPLES</b>	1	Innovation & Creativity	2	Communication	3	Transdisciplinarity	4	Social Responsibility	5	The Integrated Student

Assuring Academic Quality in Architecture (MArch)	5 TRACKS	REQUIRED COURSES																									
		University Principles				ARCH 583 Studio 1				ARCH 584 Studio 2				ARCH 587 Studio 3				ARCH 589 Studio 4				ARCH 575 Fieldwork					
		ARCH 583 Studio 1	ARCH 562 Vis. 1	ARCH 544 Building 1	ARCH 554 Criticism 1		ARCH 584 Studio 2	ARCH 563 Vis. 2	ARCH 545 Building 2	ARCH 555 Criticism 2		ARCH 587 Studio 3	ARCH 564 Vis. 3	ARCH 546 Building 3		ARCH 589 Studio 4	ARCH 547 Building 4	ARCH 556 Criticism 3		ARCH 575 Fieldwork		ARCH 691 Studio 5	ARCH 620 Practice 1	ARCH 648 Criticism 4		ARCH 692 Thesis Studio	
	University Principles																										
	Critical Thinking																										
	Design																										
	Building																										
	Representation																										
	Professionalism																										

<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 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 set 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 meet all of the learning outcomes required for these two courses. Students who pass this review may take any ARCH 691 Focuses and Topics Studio 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 that has 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.

### RESULTS OF LEARNING

- Portfolios
- Public Studio Reviews
- ARCH 648, Thesis Preparation Book
- ARCH 692, 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, it 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 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 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 the 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, 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.

### Academic Standards

Graduate students in the School of Architecture are evaluated within a system of Credit, Credit with Distinction, and No Credit. Students are required to pass all courses with CR or CR+; 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.

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 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 chair of the graduate program supports 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 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.

### 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.

### SPECIAL LEARNING OPPORTUNITIES/REQUIREMENTS

#### Fieldwork: As Philosophy

*Fieldwork* is a state of mind, a consideration of the world as 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 through derive, freely juxtaposing observations towards 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.

#### 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.

#### 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 towards 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 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 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.

- **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.

- **A statement of purpose**

This one-to-two page essay describes the applicant's educational and/or professional background and his or her desire to pursue the Master of Architecture I 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 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, 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. Refer to [architecture.woodbury.edu](http://architecture.woodbury.edu) for portfolio details.

- **An interview**

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

- **A resume**

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

- **Test scores**

Applicants to the professional Master of Architecture programs with an undergraduate GPA 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 Admis-

sions. The minimum TOEFL score for admission is 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).

**• 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.

**MARCh TUITION, FEES AND POLICIES**

**Tuition**

Tuition for the MARCh program is:

- Full Time ..... \$ 15,060
- Part Time ..... \$ 1,004 per unit

**Fees**

*Application Fees and Commitment*

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 ..... \$ 438
  - Spring/Summer semesters ..... \$ 608
  - Summer semester only ..... \$ 267
- Late Payment Fee ..... \$ 50 (each occurrence)
- Graduate SOAR Fee ..... \$ 50
- Graduation Fee ..... \$ 110

- Identification Card Replacement Fee..... \$ 5
- Late Registration Fee..... \$ 35
- Parking Fee..... \$ 70/semester
- Returned-Check Fee ..... \$100
- Transcript Fee – per official copy.....no charge
- Technology Fee ..... \$ 125/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.

**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 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 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 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 constructions 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 sustenance, 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 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 as 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-now) 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 now. 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 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

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 role 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 Real Estate Development for Architects (MRED)

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

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

**Ted Smith and Jonathan Segal,**  
MARCH RED Program Co-Chairs

## Overview of The 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 MRED 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 MRED 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, MRED 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 analysis, partnership agreements, funding proposals, architectural designs, and sales and leasing strategies.

## About The San Diego Campus

**Debra Abel, Administrative Director**

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

The social, political and environmental issues of the San Diego area give students the opportunity to study architecture in a context different from the Burbank-L.A. campus. Land use planning, resource allocation and urban planning all affect the architectural context at a trans-national level. The architecture programs in San Diego take full advantage of the opportunities and vitality that are a product of this rapidly growing, complex and diverse region.

## ACCREDITATION

The post-professional Master of Real Estate Development for Architects is not a NAAB-accredited professional architecture degree.

## FACULTY

The MRED program is under the direction of and taught by architect-developers. Faculty members include the following:

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

Mike Burnett  
MArch RED, Woodbury University

Brett Farrow  
MArch, New School of Architecture

Tyler Hanson  
MArch RED, Woodbury University

Nathan Moeder  
MSRE, University of San Diego

Sebastian Mariscal  
MArch, Escuela Tecnica Superior de Arquitectura de Barcelona

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

Jonathan Segal, FAIA  
BArch, University of Idaho  
*MArch RED co-chair*

Ted Smith  
BArch, University of Virginia  
*MArch RED co-chair*

## Mission

The Master of Real Estate Development for Architects program equips architects with the expertise necessary to realize their ethical visions as effective entrepreneurs.

## Student Learning Outcomes

The MRED program organizes its specific learning outcomes through Woodbury School of Architecture's five tracks of mastery:

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.

## Curriculum Summary

The MRED 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 thirty-nine-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 1	1.5 units
.....		
ARCH 520	Topics and Trends in Real Estate Development 1	1.5 units
.....		
ARCH 530	Cost Estimating 1	1.5 units
.....		
ARCH 540	Political Environment of Development 1	1.5 units
.....		
ARCH 550	Partnering and Legal Issues 1	1.5 units
.....		
ARCH 560	Ethics 1	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 2	1.5 units
.....		
ARCH 521	Topics and Trends in Real Estate Development 2	1.5 units
.....		
ARCH 531	Cost Estimating 2	1.5 units
.....		
ARCH 541	Political Environment of Development 2	1.5 units
.....		
ARCH 551	Partnering and Legal Issues 2	1.5 units
.....		
ARCH 561	Ethics 2	1.5 units
.....		

#### Summer Curriculum (15 weeks)

ARCH 590	Thesis Project Development Studio	9 units
.....		

# CURRICULUM MAP

## Master of Real Estate for Architects MRED

IN THIS COURSE THIS TRACK HAS					IN THIS COURSE STUDENTS DEVELOP					
Background Presence	Importance	High Importance	A	Ability	U	Understanding				
<b>UNIVERSITY PRINCIPLES</b>	1	Innovation & Creativity	2	Communication	3	Transdisciplinarity	4	Social Responsibility	5	The Integrated Student

RED LEARNING OUTCOMES	REQUIRED COURSES															
	University Principles															
University Principles	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
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	
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 Real Estate Development for Architects

## Assessment Process

The MRED 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, evaluate each student's progress.

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

## CAPSTONE

The MRED 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 MRED 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 MRED 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, MRED 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. MRED 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 MRED program.

## MRED Degree Requirements

The MRED 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.

## MRED 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. Application forms may be downloaded from the School of Architecture web site <http://architecture.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.

- **Letter of intention**

This one-to-two page essay should describe the applicant's educational and/or professional background and his or her desire to pursue the Master of Real Estate Development for Architects program at Woodbury University.

- **Three letters of recommendation**

Applicants must submit three letters of recommendation. These letters should attest to the applicant's academic achievements or experience, and should be written on the sender's letterhead.

**• 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.

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 15, 2014 for priority reviewing; priority decisions are announced by April 15.

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

**MRED TUITION, FEES AND POLICIES**

**Tuition**

Tuition for the MARCH RED program is \$13,060 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 ..... \$ 438
  - Spring/Summer semesters ..... \$ 608
  - Summer semester only ..... \$ 267
- Late Payment Fee ..... \$ 50 (each occurrence)
- Graduate SOAR Fee ..... \$ 50
- Graduation Fee..... \$ 110
- Identification Card Replacement Fee..... \$ 5
- Late Registration Fee..... \$ 35
- Returned-Check Fee ..... \$ 100
- Transcript Fee – per official copy.....no charge
- Technology Fee ..... \$ 125/semester
- Digital Fabrication Fee..... \$ 200/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.

**MRED Calendar**

	<b>Fall</b>	<b>Spring</b>	<b>Summer Session</b>
<b>Semester classes begin</b>	Aug. 26	Jan. 13	May 12
<b>Late Registration</b> (\$35 Late Registration Fee added)	July 29-Sept. 9	Dec. 9-Jan. 27	Apr. 21-May 16
<b>Course Add/Drop period</b>	Aug. 26-Sept. 9	Jan. 12-27	May 12-16
<b>Last date to withdraw from courses</b>	Oct. 25	Mar. 14	10-wk lecture & studio: June 20
<b>Last regular class session</b>	Dec. 3	Apr. 29	10-wk lecture & studio: July 18
<b>Studio Finals</b>	Dec. 4-8	Apr. 30-May 4	July 21-25
<b>Final Examinations</b>	Dec. 9-13	May 5-May 9	10-wk lecture & studio: July 21-July 25



## MRED Course Descriptions

### ARCH 510 Finance 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 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 Topics and Trends in Real Estate Development 1

1.5 UNITS

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 Topics and Trends in Real Estate Development 2

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 541 Political Environment of Development 2

1.5 UNITS

Micro and macro political environments and their roles in the success or failure of development are continued including local, national and international issues impacting real estate development, and development as a political activity.

### ARCH 550 Partnering and Legal Issues 1

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. Legal agreements are introduced.

### ARCH 551 Partnering and Legal Issues 2

1.5 UNITS

The study of appropriate development opportunities and resources in the public and private sectors is continued, including the establishment of mutually beneficial partnerships, and the roles played by different kinds of partners. The study of legal agreements continues.

### 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

9 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 Science in Architecture (MSArch) Post-Professional Degree

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

**Ingalill Wahlroos-Ritter, MArch, AIA**  
Chair, Graduate Architecture programs in  
Los Angeles

## Chair Statement

Building on the success of the School of Architecture's emphasis on direct encounters with the realities in architecture and urbanism in issue-oriented design studios, and the transformative value of intense study through off-campus investigation, Woodbury's post-professional MSArch program has a fieldwork-oriented curriculum. Fieldwork is a state of mind, a consideration of the world as laboratory, of lived experience as archaeology. The curriculum addresses urgent issues grounded in reality and contemporaneity and prepares architects to effect positive change in the built environment while remaining intrepidly responsive to shifting theoretical debates.

Fieldwork as ethos permeates the post-professional issue-driven curriculum. The exploration of the intersections of alternative practice and entrepreneurship, landscape design and urbanism, and architecture and technology distinguishes Woodbury Architecture's MSArch program from all others.

## Overview of The Program

Woodbury School of Architecture offers a one-year post-professional Master of Science in Architecture (MSArch) 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)
- Rome Center for Architecture and Culture (RCAC)

The MSArch 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.

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.

### Student Learning Outcomes

Developing an expertise through the post-professional MSArch program requires mastery of the five tracks identified by the School of Architecture as pertinent to all architecture curricula.

#### School of Architecture 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.

### 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, MSArch 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, MSArch 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, MSArch 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.

MSArch 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 MSArch 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, MSArch students will not take electives during the semester of their thesis.

**SUGGESTED SEQUENCE OF COURSES**

**1 year (3 semesters) MSArch Fall**

ARCH 6911	Graduate Design Studio: 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 (Thesis 2)	6 units
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## 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 PRINCIPLES</b>	1	Innovation & Creativity	2	Communication	3	Transdisciplinarity	4	Social Responsibility	5	The Integrated Student

Assuring Academic Quality in Science in Architecture (MSArch)	REQUIRED COURSES						
	5 TRACKS	University Principles	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
	University Principles						
	Critical Thinking						
	Design						
	Building						
Representation							
Professionalism							

<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 MSArch 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 MSArch 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 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.

## RESULTS OF LEARNING

- Portfolios
- Public Studio Reviews
- ARCH 6481, Thesis Preparation Book
- ARCH 6921, Graduate Thesis Reviews
- Architecture Archives

### Portfolio

Portfolios are required for admission to the MSArch 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 engage in graduate research and design. Woodbury MSArch students are required to maintain an updated portfolio that presents their work from each semester 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, it presents the depth of understanding in one's chosen emphasis, and it prepares graduates to present their strongest work when seeking 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 6481 Thesis Preparation Book:** The intense, sustained research and analysis of ARCH 6481 is manifested by each student in a written proposal. The proposals are displayed at the end of the semester in a gallery review, during which students present their thesis proposals. The best proposals from each fall are duplicated and catalogued in the library.

**ARCH 6921 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 research and 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 the 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 professional and post-professional programs to imagine greater levels of achievement, 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. Archived student work may be used for assessment and

accreditation purposes and for the support of teaching/learning.

## **Academic Standards**

Graduate students in the School of Architecture are evaluated within a system of Credit, Credit with Distinction, and No Credit. Students are required to pass all courses with CR or CR+; the grade of NC requires the student to retake the course in order to receive credit.

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.

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

MSArch 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 chair of the graduate program supports 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.

### **EXPECTATIONS OF INCOMING MSArch STUDENTS**

Woodbury Architecture considers our students to be our most important asset. The diversity of our students, from many socio-economic backgrounds and a full range of academic preparation levels, creates a multi-valent 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. MSArch 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 MSArch program requires the identification of a focused course of study.

Students admitted to the MSArch 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.

#### 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 re-

view 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.

#### STUDENT COMPUTER AND OTHER EQUIPMENT REQUIREMENTS

The study of architecture requires investments in making 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 towards 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.

#### MSArch 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 apply online by visiting [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 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.

• **A statement of purpose**

This one-to-two page essay describes the applicant's educational and/or professional background and his or her desire to pursue the Master of Architecture I 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 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, 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. Refer to [architecture.woodbury.edu](http://architecture.woodbury.edu) for portfolio details.

• **An interview**

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

• **A resume**

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

• **Test scores**

Applicants to the professional Master of Architecture programs with an undergraduate GPA 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 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).

• **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 no later than the appropriate published deadlines.

**MSArch TUITION, FEES AND POLICIES**

**Tuition**

Tuition for the MSArch program is:  
 Full Time..... \$ 15,060 per semester  
 Part Time ..... \$ 1,004 per unit

## 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..... \$ 438
  - Spring/Summer semesters .....
  - Summer semester only..... \$ 267
- Late Payment Fee ..... \$ 50 (each occurrence)
- Graduate SOAR Fee ..... \$ 50
- Graduation Fee..... \$110
- Identification Card Replacement Fee..... \$ 5
- Late Registration Fee..... \$ 35
- Parking Fee..... \$ 70/semester
- Returned-Check Fee ..... \$100
- Transcript Fee – per official copy .....no charge
- Technology Fee ..... \$125/semester
- Fabrication laboratory Fee ..... \$200/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.

## MSArch 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 MSArch 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 Business Administration (MBA)

**Andrè B. van Niekerk, Dean, School of Business**

**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. 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 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 don't. 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 neatly 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 in 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 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 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*

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

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

Robert Jinkens, CPA  
PhD, University of Hawaii at Manoa  
*Assistant Professor, Accounting*

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*

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

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

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

Carol Garrett  
PhD Georgia State University;  
JD University of Louisville  
*Finance*

Majed Muhtaseb  
PhD, The University of Tennessee  
*Finance*

Paul Sabolic  
EdD, Nova Southeastern University  
*Marketing*

Farhana Siddiqi  
PhD, Claremont Graduate School  
*Management*

Raj Singh  
PhD, University of Southern California  
*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)

communication skills in speaking, writing, and using electronic media. (Application, Analysis)

- Ability to express one's position succinctly, logically, and persuasively (Synthesis)
- To apply communication strategies to improve 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)
- Ability 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)

## MBA 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

#### *Elective Courses*

Select two courses from the areas of accounting, finance, information technology, international business, management and marketing. 6 units  
Minimum semester units required 36 units

#### *Professional Track Admits Only:*

WMBA 502	Essentials of Case Analysis	3 units
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### MBA PREPARATION COURSES

In an effort to assure 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 DAN TES test, if applicable. *Experience will not be accepted to satisfy CPC requirements.* 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 towards 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.



# CURRICULUM MAP

## Master of Business Administration MBA

	INTRODUCED	DEVELOPED	PRACTICED	MASTERED	COURSES					
	High Importance	High Importance	High Importance	High Importance	MBA Core					
	Moderate Importance	Moderate Importance	Moderate Importance	Moderate Importance	MBA Elective					
	Low Importance	Low Importance	Low Importance	Low Importance	PC Courses					
<b>UNIVERSITY PRINCIPLES</b>	1	Innovation & Creativity	2	Communication	3	Transdisciplinarity	4	Social Responsibility	5	The Integrated Student

Assuring Academic Quality in Business Administration (MBA)	LEARNING OUTCOMES	MAJOR COURSES	UNIVERSITY PRINCIPLES																					
			University Principles	AC 501 Managerial Accounting	EC 503 Quantities Methods for Business	EC 504 Managerial Economics	FI 507 Managerial Finance	IB 510 Management of Global Enterprise	IT 509 Mgmt. of Informative Technology	MG 505 Mgmt. & Organizational Behavior	MG 560 Ethical Leadership	MR 506 Marketing concepts & Strategies	MG 562 Management of Policy & Strategy	AC 5xx Accounting Elective	FI 5xx Finance Elective	IB 5xx International Business Elective	MG 5xx Management Elective	MR 5xx Marketing Elective	PC 501 Accounting Practice	PC 502 Financial Elective	PC 503 Legal and Ethical Environment	PC 504 Global Marketing	PC 505 Production & Operations Mgmt.	PC 506 Organization Behavior & Strategy
	University Principles			2 4	2	3 4	2	1 2	1 2	2 3 4	2 4 5	1 2 4	3 4 5	2 4	2	2 4	2 3 4	1 2 4	2 4	2 3 4	2 4	1 2 4	3 4	2 4 5
	MBA GOAL 1: Demonstrate leadership competencies	2 4																						
	MBA GOAL 2: Communicate effectively	2																						
	MBA Goal 3: Act in an ethical manner	4 5																						
	MBA Goal 4: Act effectively in global environment	2																						
	MBA Goal 5: Integrate strategies cross-functionally	3 5																						
	MBA Goal 6: Domain-specific knowledge and skills	1																						
	AACSB Goal 1: To lead organizations	2 4																						
	AACSB Goal 2: To apply knowledge in new circumstances	1 3																						
	AACSB Goal 3: To adapt and innovate to solve new problems	1 3																						
	AACSB Goal 4: To integrate learning across disciplines	3 5																						

## Outcome Assessment

The MBA program emphasizes the learning outcomes of leadership, ethics, global dimension, strategy, and effective communication. The faculty have 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 on-going 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' performance in capstone simulation provide 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 level of interaction and critical thinking through the CAPSIM and Comp XM project, requiring the inclusion of finance, accounting, marketing, management, human resource, legal and ethical, and international business skills, in order to prepare students for improved and multi-level performance in their current and future work environments. The CAPSIM project, for instance, materializes the use of several skills learned throughout the program, and helps students 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 widely adopted and sophisticated internet based simulation of the Electronic Sensor Industry with our student 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 market shares in each of five market segments. There is now a plug-in process 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 provide comparisons between these teams. At any time, as many as two-hundred to three-thousand-two-hundred MBA teams may be active at the same round as the Woodbury University teams. Those results are available for comparison with our teams. This becomes very challenging. Often our teams end up in the top ten teams, world-wide, 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 query questions that the students are required to make. The Comp-XM has only four market segments, but is every bit as challenging as the CAPSIM.

Our goal is to integrate the decision-making process so students experience making decisions where the finance, accounting, marketing, human resources, and production decisions are seen holistically and that individual choices cannot be made without considering the entire enterprise system. We are very pleased with the outcome of the Capsim part of the overall MBA program.

## RESULTS OF LEARNING

Some examples of tangible student products of learning include graded student research papers (APA), case analysis, students' presentation videos, and nationally-normed performance on the CAPSIM and COMPEX 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. It specifically requires of its students

1. A proficiency in email, as demonstrated through regular communication with school administration and course instructors;
2. A proficiency in internet research, as demonstrated in all courses in the program; and

3. A 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

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 test such as College Level Examination Program (CLEP) or DAN- TES 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.

The graduate student in Woodbury University's MBA program, who typically enrolls in two courses per semester, may complete the MBA degree in two calendar years exclusive of preparatory courses. Classes may be taken on the weekends, evenings, or a combination of both courses schedules. 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 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 institu-

tion

**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 Resume
- 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 goal

**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 goal

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 *requirement* 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 – 80
  - 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)
- 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.

**TRANSFER CREDIT**

A maximum of six semester units of post-graduate level credit may be transferred, where applicable to the Woodbury MBA degree. 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 Veteran's Benefits.

**MBA TUITION, FEES AND POLICIES**

Graduate registration for evening and weekend courses follows the 2013-2014 Graduate Academic and Administrative calendar.

**Tuition**

Courses offered in the graduate program are numbered at the five-hundred level and carry a credit value of three units. Tuition for five-hundred level courses is based on a per-unit rate.

Graduate (500 level) three unit courses  
 Tuition - per unit ..... \$ 1,027

**Fees**

MBA Student Association Fee - per semester (mandatory) .....	\$ 50
Parking Fee- per semester (for all those who park on the Burbank campus) .....	\$ 70
Health Insurance Fee - per semester (mandatory for international students)	
Fall semester .....	\$ 438
Spring/Summer semesters .....	\$ 608
Summer semester only .....	\$ 267
Course Audit Fee (required for non-matriculated students) .....	\$ 55

**Application Fees And Commitment Deposits**

*Application For Admission (non-refundable)*

U.S. citizens and permanent residents.....	\$ 50
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.....	\$ 110
International students.....	\$ 355

**Miscellaneous Fees (Non-Refundable)**

Late Payment Fee .....	\$ 50
Administrative Withdrawal Fee.....	\$ 100
Graduation Fee.....	\$ 110
Graduate ProSeminar Fee .....	\$ 50
Identification Card Replacement Fee .....	\$ 5
Late Registration Fee.....	\$ 35
Parking Fee .....	\$ 70
Returned Check Fee .....	\$ 100
Technology Fee .....	\$ 8/unit
Transcript Fee - per official copy .....	no charge

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.

**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.

**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.

**Please be aware:** 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 aid.

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 \$150 administrative fee.

## MBA Calendar

MBA classes are offered in seven-week modules in both the weekend and evening. The calendar below outlines all MBA deadlines.

### Academic Calendar 2013/2014

	Fall	Spring	Summer Session
Module Classes Begin	2013	2014	2014
Session 1	Aug. 26	Jan 13	May 12
Session 2	Oct. 21	Mar. 10	July 2

Note: Registration in intensive courses is not permitted after the session has begun. All requests to add a class must be received by the Registrar's Office no later than the Friday before the session begins. Students may drop classes after the session begins.

Registration Deadline: Business classes have an add period which ends the Friday prior to the first class meeting.

Session 1	Aug. 23	Jan. 10	May 9
Session 2	Oct. 18	Mar. 7	June 27

#### Drop Period

Session 1	Aug. 26-30	Jan. 13-17	May 12-16
Session 2	Oct. 21-25	Mar. 10-14	July 2-8

#### Last date to withdraw from courses:

Session 1	Sept. 13	Jan. 28	May 30
Session 2	Nov. 8	Mar. 25	July 22

#### Last regular class session:

Session 1	Oct. 13	Mar. 2	June 29
Session 2	Dec. 8	Apr. 22	Aug. 19

Semester recess	Dec. 9-Jan.12	Apr. 21-May 4	Aug. 20-24
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Commencement		May 10	
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## 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 market place. (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, 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 organization 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, Organization 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 is designed to provide an understanding of the accounting concepts and procedures used in the operation of nonprofit entities (governments, hospitals, universities and others). 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 Controllershship 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

This course is 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 macroeconomic 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 look at 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, 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, multi-disciplinary 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).

**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 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 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 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 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, designing an organization based on spiritual values such as integrity, authenticity, compassion, trust, and service. Lecture. 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 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 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 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 student's 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 enhanced skill set through 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 organizational level are discussed. Methods of diagnosing organizations and designing interventions that will increase an organization's effectiveness are explored. The course examines the complexity in developing a culture of change within

the organization as well as in determining the organizations' 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 5707 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 elective options). Prerequisites: graduate standing. Open only to 'professional admit' track students.

#### 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 used to simulate management decision-making processes which are characteristic of the business environment. Lecture. Prerequisite: PMBA 504 or its equivalent and graduate standing.

#### WMBA 520 Promotional Strategies

3 UNITS

This course focuses on the study of the creative process of designing and implementing a promotional campaign for a new or continuing product or service, with emphasis on utilization of the team approach in strategy development. Topics covered include media selection, product differentiation, target marketing and creative development. Lecture. Prerequisite: WMBA 506 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 the marketing problems unique to service organizations and nonprofit and nontraditional 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 Organizational Leadership (MA)

**Douglas J. Cremer, PhD,**  
**Dean, Institute of Transdisciplinary Studies**

**H. Eric Schockman, PhD,**  
**Chair, Organizational Leadership**

Woodbury University's Master of Arts in Organizational 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 Organization Leadership?*

In this day and age successful organizations seek individuals equipped not only with effective managerial skills but also individuals who exhibit good leadership skills 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?*

The program is designed to provide you with both the theoretical underpinnings and the practical applications that can make an immediate difference in your life. The degree focuses on an understanding of human behavior both in general 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, 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. They have faculty practitioners who are proven, practicing professionals who blend solid theoretical underpinnings with "real" world experience to the course curriculum which 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 Organizational 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 even more about yourself.

## FACULTY

Faculty members of the Master of Arts in Organizational 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, Organizational 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 Organizational Leadership degree program facilitates the growth of students' educational and personal awareness as well as creates 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 organizational 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 particular expertise in styles and conventions of organizations and business. 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 the world.

## Curriculum Summary

1. Catalog requirements for the 2013-14 academic year.
2. Degree: Master of Arts
3. Minimum units required for graduation: 30

### SUGGESTED SEQUENCE OF COURSES

ORGL 500	Organizational Leadership	3 units
ORGL 501	Psychology of Organizations	3 units
ORGL 502	Ethics in Organization	3 units
ORGL 503	Group Dynamics	3 units
ORGL 504	Conflict Resolution	3 units
ORGL 505	Strategic Communication	3 units
ORGL 506	Leading Innovation and Organizational Change	3 units
ORGL 507	Personal Leadership Development	3 units
ORGL 508	Quantitative Analysis	3 units
ORGL 509	Capstone in Organizational Leadership	3 units

## CURRICULUM MAP

### Master of Arts in Organizational Leadership

	INTRODUCED	DEVELOPED	DEVELOPED	DEVELOPED	DEVELOPED	DEVELOPED	DEVELOPED			
UNIVERSITY PRINCIPLES	1	Innovation & Creativity	2	Communication	3	Transdisciplinarity	4	Social Responsibility	5	The Integrated Student

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

## Assessment Process

The graduate Organizational Leadership program has developed a four-year assessment plan for the curriculum. The plan compares results of the benchmarking assignment from the first course (ORGL 500) with student work from the capstone course (ORGL 509) and it compares results from the first three courses (ORGL 500-502), the second three courses (ORGL 503-505), and the last three courses (ORGL 506, ORGL 507, ORGL 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 fundamental software required to function as a leader in an organizational environment. It specifically requires of its students skills in word processing, presentation software, and the internet. These skills are well developed across the curriculum; virtually every course requires utilization of these skills.

Students acquire proficiency in spreadsheets, as demonstrated by their successfully completing the required course OL 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 grad-

uate courses. The Master of Arts in Organizational 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.

### COMPUTER LITERACY REQUIREMENTS

The Institute of Transdisciplinary Studies requires graduates of its MA program to be literate in the current electronic media of communication and fundamental software required to function as a leader in an organizational environment.

It specifically requires of its students skills in word processing, presentation software, and Internet. These skills are well developed across the curriculum; virtually every course requires utilization of those skills.

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

### MA ADMISSION REQUIREMENTS

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

#### 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 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.

#### *Professional Resume*

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

#### *Leadership Essay*

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

#### **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. Why do you want a degree in organizational 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 80 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 ORGANIZATIONAL 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 800.784.9663.

- Applications and all materials are submitted to the Graduate Admissions Office.
- Admission's Office screens for completion of the application, transcript from the degree-granting institution, and any graduate level institution(s) attended transcript(s) are 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 Organizational Leadership Admissions Committee. The Committee reviews the files and makes the admission decision.
- If needed, for further review, the dean of the Institute of Transdisciplinary Studies convenes the Graduate Admissions Committee.
- The Admission's 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.

**Transfer Credit**

A maximum of six semester units of post-graduate level credit may be transferred, where appropriate to the Woodbury MA degree. 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 Veteran’s Administration will be notified of all transfer credit awarded to students receiving Veteran’s 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.

**MA TUITION, FEES AND POLICIES**

**Tuition**

MA per unit ..... \$ 533  
As the MA is a cohort program, students are assessed the per unit rate upon matriculation during the extent of the program.

**Registration And Payment**

Registration Deadlines:

Deadline	Aug. 27-31	Jan. 14-18	May 6-10
Session 1	.....		
Deadline	Oct. 1-5	Feb. 18-22	Jun. 10-14
Session 2	.....		
Deadline	Nov. 5-9	Mar. 25-29	Jul. 15-19
Session 3	.....		

*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.

**Fees**

- Parking Fee - per semester (for all those who park on the Burbank campus) ..... \$ 70
- Health Insurance Fee - per semester (mandatory for international students)
  - Fall semester..... \$ 438
  - Spring/Summer semesters ..... \$ 608
  - Summer semester only..... \$ 267
- Course Audit Fee (required for non-matriculated students) ..... \$ 55
- Technology Fee ..... \$ 8/unit

**Application Fees And Commitment Deposits**

- Application For Admission (non-refundable)*
- U.S. citizens and permanent residents..... \$ 50
  - 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..... \$ 110
- International students..... \$ 355

**Miscellaneous Fees (Non-Refundable)**

- Late Payment Fee ..... \$ 50 (each occurrence)
- Administrative Drop Fee ..... \$ 100
- Graduation Fee..... \$ 110
- Graduate ProSeminar Fee ..... \$ 50
- Identification Card Replacement..... \$ 5
- Late Registration Fee ..... \$ 35
- Returned Check ..... \$ 100
- Transcript Fee - per official copy ..... no charge

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.

**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</b>	<b>Units</b>
ORGL 500 Organizational Leadership	5 weeks	3
ORGL 501 Psychology of Organizations	5 weeks	3
ORGL 502 Ethics in Organizations	5 weeks	3
ORGL 503 Group Dynamics	5 weeks	3
ORGL 504 Conflict Resolution	5 weeks	3
ORGL 505 Strategic Communication	5 weeks	3
ORGL 506 Leading Innovation and Organizational Change	5 weeks	3
ORGL 507 Personal Leadership Development	5 weeks	3
ORGL 508 Quantitative Analysis	5 weeks	3
ORGL 509 Capstone in Organizational Leadership	5 weeks	3

# Administrative Calendars

## MA Calendar

### Academic Calendar 2013-2014

<b>Module Classes Begin</b>	<b>Fall 2103</b>	<b>Spring 2014</b>	<b>Summer Session 2014</b>
Session 1 Begins	Aug. 26	Jan. 13	May 12
Session 2 Begins	Sept. 30	Feb. 17	June 16
Session 3 Begins	Nov. 4	Mar. 24	July 21

### Late Registration (\$35 Late Registration Fee added)

Session 1	Aug. 26-30	Jan. 13-17	May 12-16
Session 2	Sept. 30-Oct. 4	Feb. 17-21	June 16-20
Session 3	Nov. 4-8	Mar. 24-28	July 21-25

### Course Add/Drop period:

Session 1	Aug. 22-26	Jan. 13-17	May 12-16
Session 2	Sept. 26-Sept. 30	Feb. 17-21	June 16-20
Session 3	Oct. 31-Nov. 4	Mar. 24-28	July 21-25

### Last date to withdraw from courses:

Session 1	Sept. 13	Jan. 31	May 30
Session 2	Oct. 18	Mar. 7	July 7
Session 3	Nov. 22	Apr. 11	Aug. 8

### Last regular class

Session 1	Sept. 27	Feb. 14	June 13
Session 2	Nov. 1	Mar. 21	July 18
Session 3	Dec. 6	Apr. 25	Aug. 22

## MA CURRICULUM

The degree is an intensive program of study that is completed in a twelve-month cohort.

### MA Course Descriptions

#### ORGL 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.

#### ORGL 501 Psychology of Organizations

This course is an application of psychological principles and theories in understanding human behavior in the work place. 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.

#### ORGL 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.

#### ORGL 503 Group Dynamics

This course is an exploration of 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.

#### ORGL 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 work place.

#### ORGL 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.

#### ORGL 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.

#### ORGL 507 Personal Leadership Development

This course focuses on the developmental self-analysis of the knowledge, skills, and abilities needed for effective leadership. Activities include hands-on opportunities to identify and develop personal skills and competencies fundamental to organizational leadership.

#### ORGL 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.

#### ORGL 509 Capstone in Organizational Leadership

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

For additional information, contact the Office of Admission at 800.784.9663

### REGISTRATION FOR SPRING, SUMMER, AND FALL 2014

The registration periods for semesters in the 2013/2014 and 2014/2015 academic year are tentatively scheduled; as a result the actual date registration begins may 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 2014 Semester</b>	<b>Summer 2014/Fall 2014 Semesters</b>
Academic advising and course selection period for returning students begins:	Nov. 4, 2013	March 24, 2014
General (open) registration for returning students	Nov. 25, 2013 - Jan 21, 2014	Apr. 21, 2014 - May 16, 2014 summer Apr. 21, 2014 - Sept. 8, 2014 fall

### FINANCIAL AID 2014-2015

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 first priority filing date needs to be met. Priority dates for spring 2014 or summer 2015 are for students returning mid-year or for summer only.

	<b>Fall 2014</b>	<b>Spring 2015</b>	<b>Summer Session 2015</b>
Priority filing date for returning students	April 3, 2014	Nov. 3, 2014	March 14, 2015

### UNIVERSITY BREAKS AND HOLIDAYS 2013-2014

(All offices are closed but MBA & intensive classes may be in session)

<b>Fall Semester 2013</b>	Sept. 2, Monday, Labor Day • Nov. 28-29, Thurs.-Fri., Thanksgiving
<b>Spring Semester 2014</b>	Dec. 16-Jan. 12, Winter Break • Dec. 25-Jan. 1, Campus Holiday Closure Jan. 20, Monday, Martin Luther King Day - Feb. 17, Monday, President's Day
<b>Summer Session 2014</b>	March 17-21 Mon.-Fri., Spring Break • April 2, Wednesday, Cesar Chavez Day Mar. 21, Friday, Spring Holiday (formerly Good Friday) May 26, Monday, Memorial Day • July 4, Independence Day

# 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. 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 in 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.
- The student must maintain satisfactory academic progress standards.
- 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.

### 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 7.9%. 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 6.8%. Maximum amounts that may be borrowed during an academic year as well as aggregate maximum amounts are outlined in the following chart.

## FEDERAL STAFFORD LOAN BORROWER LIMITS

	A.	B.
Academic Level	Independent Student Status 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)

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, and No Credit. Students are required to pass all courses with CR or CR+; 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*

Full-time graduates enroll in six to twelve units per semester during the fall and spring semesters. 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 limit 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. For graduate students in Architecture they are graded credit/no credit and must receive credit in all classes attempted in a semester to be considered making satisfactory academic progress. Failure to meet these quantitative and qualitative stan-

dards 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 limit 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. 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 toward 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 toward 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.

#### *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 a 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 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 Student Development. A student completely withdrawing from the university will be assessed a

\$100 administrative fee.

## Room and Board

### HOUSING FEES

Residence Halls - room per semester  
(based on a nine-month contract)

South Residence Hall, quad	\$ 2,822
South Residence Hall, single	\$ 4,215
South Residence Hall, double	\$ 3,658
North Residence Hall, triple	\$ 2,822
North Residence Hall, double	\$ 3,100
North Residence Hall, single	\$ 4,215

### MEAL PLANS

Students may choose from four meal-plan options at two price levels, \$2,086 and \$1,924 per semester (mandatory for resident students; optional for non-resident students):

### POLICY ON HOUSING AND FOOD SERVICE ADJUSTMENTS

Plan A	14 meals per week plus \$ 150 flex dollars	\$ 2,086
Plan B	12 meals per week plus \$ 200 flex dollars	\$ 2,086
Plan C	10 meals per week plus \$ 150 flex dollars	\$ 1,924
Plan D	8 meals per week plus \$ 200 flex dollars	\$ 1,924

#### *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

### PAYMENT OPTIONS 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:

<b>Time of Withdrawal</b>	<b>Tuition Credit</b>
• Within the first two weeks (Add/Drop period)	100% (less \$100 administrative withdrawal fee)
• Within week three	50% (less \$100 administrative withdrawal fee)
• Within week four	25% (less \$100 administrative withdrawal fee)
• Within week five or later	no refund