



Handbook
& guide to
Learning

WOODBURY UNIVERSITY
2010 - 2011 CATALOG

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 Architecture program. The NAAB 2004 Conditions for Accreditation may be found at the NAAB website: http://www.naab.org/accreditation/2004_Conditions.aspx. 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 admits students of any race, color, gender, nationality, religion, age, and sexual orientation, as well as those with handicapping conditions, and, within reasonable accommodation, makes available to them all rights, privileges, programs and activities provided by the University. The University does not discriminate in the administration of its educational policies, admission policies or scholarship and loan programs.

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 2010 through summer session 2011.

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 Senior Vice President. Changes in curriculum for the ensuing year are published in the catalog supplement.

LOCATION

The main campus of Woodbury University is located at 7500 Glenoaks Boulevard in Burbank, California 91510, adjacent to the City of Los Angeles, about an 18-minute drive from downtown Los Angeles. The 22-acre campus is at the foot of the Verdugo Hills, just east of the Burbank Airport, with easy access from the Golden State Freeway (I-5) off the Buena Vista Street exit. Woodbury University also maintains a satellite campus at 2212 Main Street, San Diego, California, where it currently offers a five-year B.Arch. program to transfer students and the three-semester Master of Architecture in Real Estate Development program to individuals with a professional degree in Architecture. Additional off-campus sites are located in Hollywood, Glendale, and at the Los Angeles County Sheriff's Headquarters.

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President's Message

Woodbury University has one focus: preparing graduates to have a powerful impact in a wide range of exciting fields, such as architecture, business, media, and design. Woodbury does not offer every major, but what we commit to undertaking, we aim to achieve at the very highest level.

Woodbury is a nimble organization that seizes the present and envisions a future that is the target for learning. We have a 125-year-old tradition of success in educating articulate, ethical, lifelong learners from diverse backgrounds who are drawn together by a passion to learn and motivation to achieve.

A tremendous sense of optimism and excitement pervades Woodbury University. A "buzz" can be heard in all quarters – from a growing student body of remarkable achievers, from an expanding cadre of successful professionals who come here to teach, from an ever-strengthening group of supportive alumni, friends and foundations. Woodbury has a rapidly enlarging reputation as an exemplary place to think creatively and to accomplish more than one can imagine.

The book that is now on your screen or in your hands provides a guide and map to how Woodbury achieves its core purpose of making a difference in the lives of its students so that they can make a difference in the lives of others.

Welcome to the world of education at Woodbury!

Sincerely,
Kenneth R. Nielsen, Ed.D.
President



The Academic Journey

Preface: How to Use this Book

The book is unlike any other college catalog or course bulletin, because while colleges and universities generally believe that the fostering of student learning is their central activity, we believe that fostering learning should be at the core of every university action and communication, including this book.

That is why it is a guide and handbook to learning that lays open the experiences and the resources that we will bring to bear in helping you learn. It is also a practical guide to those supporting processes, such as registration or conduct. And it gives a glimpse of the community in which learning at Woodbury takes place.

This book should give you a sense of the journey that you undertake as a student, a journey that the community shapes and that you also create. It will tell you what you will learn, how you will learn, how you and others will know that you have learned, and why that makes a difference.

The Purpose of Education: To Transform

Learning at the university helps students create new knowledge to shape the world of the future. Woodbury education is built on the idea of personal transformation that can transform others. Our job is to help our students make a difference in all that they do, in their classes, on the campus, and within their communities.

Woodbury's Mission and Values

Our Mission Statement

Woodbury University is committed to providing the highest level of professional and liberal arts education. The integrated nature of our educational environment cultivates successful students with a strong and enduring sense of personal and social responsibility. We prepare innovative learners who are adept at communicating and willing to cross the boundaries of knowledge in a rapidly changing and complex world.

Our Values

- Integrity and ethical behavior
- Diversity
- Empowering students to determine and manage their own destinies
- Academic rigor
- Liberal arts-based professional education that effectively prepares students for careers
- Student focus in all aspects of its operations

Educational Goals

The members of the Woodbury community have identified six principles that articulate more precisely what is necessary for the University to achieve its mission:

Academic Quality

In times of great change, standards can change. The university seeks, as it has always done, to add value to the lives of its students through the educational experiences it provides. At the same time, the course and outcomes of learning must adhere to the highest principles and goals. This provides assurance to the students and to the community that the learning at Woodbury University is not only significant but of significant quality.

Innovation and Creativity

Creativity suggests that one is a maker of knowledge, goods, concepts and not just a receiver of them. Innovation suggests that what one makes is new and forward-looking. We try to foster the values of innovation and creativity in all members of our community.

Communication

The diversity of forms in which communications take place has swelled, as have the people and places that one must communicate with. In addition to the expanding media, the types of communication have expanded and given heightened importance to visual and physical as well as written and oral communication. We strive to produce good communication and excellent communicators across diverse media and audiences.

Transdisciplinarity

Transdisciplinarity understands the interdependence of all knowledge and widens the forms of knowing to include emotional intelligences, intuition, and physical knowing. It recognizes the importance of collaboration among the disciplines to solve complex problems. We believe that collaboration of people, each able to make a unique contribution, is important.

Social Responsibility

Social responsibility no longer is an option for the educated. At base, social responsibility implies a respect for the planet, a respect for its people and the environment. It asserts that all action has impact on the planet and that understanding that impact and accepting responsibility for one's actions is the moral and ethical condition for the educated global citizen. Civic engagement has come to embrace principles of sustainability as well as social justice. Members of our community will be socially responsible.

The Integrated Student

Because of the principles above, Woodbury University finds it more important than ever to assure that the aspects of a student's personal and professional life are fully integrated. What one will do as a professional is an outgrowth of what one will become as a person. All parts of the university will work on producing this integrated student.

Our History

In the late 19th century, Los Angeles was a dusty rapidly growing town with a population of approximately 11,000. New business enterprises were being established and community leaders looked forward to expansion and growth driven by a real estate boom. In 1884, in response to the needs of the city's growing business community, F. C. Woodbury, an educational entrepreneur, arrived from San Francisco and founded Woodbury Business College, as it was initially named, in the center of the then local business community. From that historic storefront on North Main Street, the historic link between Woodbury and the economic infrastructure of Southern California was begun and has been maintained throughout the history of the University.

For the first 103 years, the University was located in central Los Angeles, moving a number of times to accommodate the growth of the student body. In 1931, the division of professional arts was established to focus on those fields of design that are closely allied to business. Woodbury then became a college of business administration and design. In 1937, in spite of a worldwide recession, legendary President R. H. "Pop" Whitten led the effort to build new facilities at 1027 Wilshire Boulevard. For 50 years, that location served as the University's campus through the return of World War II and Korean veterans among thousands of other students who were the first in their family to go to college.

In 1969, Woodbury introduced a graduate program leading to the Master of Business Administration (MBA). In 1974, Woodbury College became Woodbury University and began its initial efforts to raise money from alumni and friends. In 1982, Computer Information Systems was added as a major, followed in 1984 by Architecture.

In 1985, under the leadership of then President, Dr. Wayne Miller, the University acquired an existing 22.4-acre campus in Burbank, the 80-year-old site of Villa Cabrini Academy and later two other educational institutions, and classes opened at these new facilities in October, 1987 on the same day that the Whittier earthquake shook much of Southern California. In 1987, the Weekend College program for working adults was established with the aid of grants from The Fletcher Jones Foundation and The William Randolph Hearst Foundation.

In 1994, the University formally organized its undergraduate and graduate programs into three schools: the School of Architecture and Design, the School of Arts and Sciences, and the School of Business and Management. That year, three majors in Arts and Sciences came into being: Psychology, Politics & History and Liberal Arts & Business. Additional undergraduate degree programs have been added in the areas of Marketing, Animation Arts, Communication, and Organizational Leadership. In 1998, the institution opened a satellite campus in San Diego where it offers the B.Arch. and M.Arch. degrees.

Today, Woodbury has embarked on an expansion of its campus facilities in Burbank and an enhancement of its academic programs to serve even more students as it approaches its 125th birthday in 2009.

Our Students

Woodbury University is unique among private institutions with regard to its diversity. Woodbury University has an 125 year history of helping students diverse of gender, race, ethnicity, and economic class to achieve thier dreams. Today, approximately 43% white, non-Hispanic students; 33% Hispanic students; 11% Asian students; 8% international students; and 5% African-American students. The white, non-Hispanic students comprise diverse populations as well, including a large and growing number of Armenian students. The majority of Woodbury's students are the first in their families to go to college and a far higher percentage than at other colleges come from families with limited economic means.

In serving this group of students and in striving to be innovative, dedicated, and socially responsible, Woodbury's ambition is to provide intellectual and human capital to the region's sectors of business, to offer opportunities to those who have the most to contribute, to provide students a world-class education, and to sustain a socially responsible community that examines and tries to preserve the important ecologies of the region's nature, society, and culture. Throughout its educational evolution, Woodbury has adhered to core principles that value ethical behavior, student empowerment, diversity, and rigorous professional education grounded in the liberal arts.

Academic Freedom

In conformity with practices in higher education throughout the United States, the Woodbury University faculty members have the right to express their understanding of the facts relating to the subject matter in a manner which the instructor deems educationally effective and professionally appropriate. Instructors are encouraged to keep abreast of developments in the field and to share this knowledge and understanding with their students.

It is expected that controversial matter will be treated with fairness and good taste. The instructors should bear in mind that theirs may be the only viewpoint on a particular subject to which the students are exposed, and they should avoid bias, aiming at presentations which are factually sound and subject to documentation.

Faculty have the opportunity to offer students a model of clear thinking and fair evaluation, and should bear in mind the responsibilities placed upon them by the fact that their approach may become the student's approach to value judgments. In demeanor and appearance, it is hoped that the Woodbury University faculty will recognize that they are setting a standard for professionals in the field.

Courses of Study: The heart of your transformative experience What you will learn, how you will learn it, and how you and others will know

Academic Programs

Woodbury University comprises four schools: Business; Architecture; Media, Culture & Design; and Transdisciplinary Studies, offering undergraduate degrees in Accounting, Marketing, Fashion Marketing, Management, Organizational Leadership, Architecture, Interior Architecture, Animation, Communication, Fashion Design, Graphic Design, Psychology, Politics and History, and Interdisciplinary Studies and graduate degrees in Business Administration, Architecture, and Organizational Leadership. In addition to traditional formats for learning, Woodbury offers a number of selectively chosen programs in non-traditional formats using cohorts and intensive formats that allow students who are working to pursue a degree.

Undergraduate Degree Programs

The University offers undergraduate curricula leading to the degrees of Bachelor of Arts (B.A.), Bachelor of Fine Arts (B.F.A.), Bachelor of Science (B.S.), Bachelor of Architecture (B.Arch.), and Bachelor of Business Administration (B.B.A.). The B.F.A. requires a minimum of 128 semester units of credit and can be attained in most majors in the School of Media, Culture & Design. The B.S. and B.B.A. degrees, currently offered in Business, require a minimum of 126 semester units of credit. The B.A. degree requires a minimum of 120 semester units of credit and can be attained in Communication, Interdisciplinary Studies, Politics and History, and Psychology. The minimum requirement for the B.Arch. degree is 160 semester units of credit. All majors include an internship or work experience. These are described in the sections about the individual degree programs:

School of Architecture

- Architecture
- Interior Architecture

School of Business

- Accounting
- Management
- Fashion Marketing
- Marketing
- Organizational Leadership

School of Media, Culture & Design

- Animation
- Communication
- Fashion Design

Graphic Design

Psychology

Institute of Transdisciplinary Studies

Interdisciplinary Studies

Politics & History

Graduate Studies

Information about the various graduate programs can be found in Woodbury's graduate bulletin.

The Curricula: Courses of Study

If you are a student at Woodbury, you were invited to join our community because we felt that we could provide the experiences and environment in which you would succeed. Learning occurs best in the right environment with the right experiences.

Classroom experiences are designed so that the focus is on you as an individual learner and your individual needs for personal growth. Those experiences will help you attain the skill and knowledge that are expected of all college graduates, as well as the skill and knowledge that are expected in your chosen field. Those skills and those varieties of knowledge are formed by a sequence of experiences that increasingly fits the student to become more independent and creative, as well as skilled and knowledgeable.

Your journey has a destination, which educators call STUDENT LEARNING OUTCOMES. That destination shapes the journey, each phase of it, each course, each experience. And as you move along your path, you will be able to see clearly and in measurable terms that you are on your way to the goal. In this book you will find with each program a set of student learning outcomes that will clearly tell you what you will be able to do at the end of your journey.

To get to that destination, you will need a map. THE CURRICULUM MAP shows the route of your journey and the skills and knowledge that you will accumulate and develop at every step of the journey. The curriculum map is used by those who teach you to make sure that each course is focused on the journey and that you get what you need.

In this book you will find curriculum maps that show where you will encounter and master the skills and knowledge needed to reach your goal.

The ASSESSMENT PROCESS is used to confirm that you are prepared for the next steps and also allows those who guide you to address any areas in which you might be weak, so that you can finish successfully. That means adjusting the journey to fit your individual need. But it also may mean adjusting the journey for those who travel after you, so that the experience can be increasingly successful. In this book you will find the places where your overall progress will be assessed so that we can help you and us improve in getting you to your destination.

At the end of your journey, as well as along the way, you will see the work that you have done that contains what you know and what you can do and demonstrates that to others. This work is called THE RESULTS OF LEARNING. From them, others will know that you have the right stuff to make an impact in your profession, in your life, and in your community. In this book you will find lists of the tangible results of learning in your program.

In addition, you will find the courses, as well as the other experiences, such as travel study or internships, that will help to shape your transformative journey. You will also find the names and qualifications of your guides and mentors, our faculty. You will work closely with the faculty, who take an active interest in your success and will find ways to support and improve your learning.

In the final analysis, no one learns for himself or herself alone. We all learn for others, for those who come after us and those who accompany us. Your learning will not only change the world around you, it will also be used to help improve the journey for others. You will already have impact just by blazing a trail of learning. It makes a difference that you are learning here.

General Education

If you are a student at Woodbury, you were invited to join our community because we felt that we could provide the experiences and environment in which you would succeed. Learning occurs best in the right environment with the right experiences.

General Education describes the common knowledge and skills expected of every college graduate. The faculty of the university formulates these expectations from the vantage points of their respective disciplines and professions, as well as from their understanding of the shifting environment in which graduates will live and work. A common educational experience emerges from this ongoing appraisal process that is believed to help students survive and succeed once they graduate. That experience is called General Education.

The General Education Curriculum serves as a foundation and elaboration for all student learning at the university. It addresses the need for all students to be skilled, creative, well-informed, and socially responsible members of the community and of the world. This task requires the collaboration of all elements within the university. As such, all three Schools and the Institute of Transdisciplinary Studies have a role in providing and sustaining the General Education curriculum. The curriculum is also consistent with the Intersegmental General Education Transfer Curriculum (IGETC) in order to ease the transfer of credits from other accredited institutions.

Questions concerning General Education as a whole should be directed to the Dean of the Institute of Transdisciplinary Studies; questions about particular aspects or programs should be directed to the appropriate chair or coordinator as listed below.

Mission

To inspire students to develop the intellectual habits necessary to be involved, effective, and responsible citizens and to advance their understanding of themselves and the world in which they live.

Goals

Our goals are based on the educational outcomes developed by the Association of American Colleges and Universities. They are understood and undertaken in light of the University's mission, ideals and educational principles so that all of our students will develop:

1. strong analytical, communication, quantitative, and information skills- achieved and demonstrated through learning in a range of fields, settings, and media, and through advanced studios in one or more areas of concentration;

2. deep understanding of and hands-on experience with the inquiry practices of disciplines that explore the natural, social, and cultural realms- achieved and demonstrated through studies that build conceptual knowledge by engaging learners in concepts and modes of inquiry that are basic to the natural sciences, social sciences, humanities, and arts;
3. intercultural knowledge and collaborative contexts (classroom, community-based, international, and online) that prepare students for democratic citizenship and for work both in their local communities and in a global society;
4. a proactive sense of responsibility for individual, civic, and social choices- achieved and demonstrated through forms of learning that connect knowledge, skills, values, and public action, and through reflection on students' own roles and responsibilities in social, environmental, and civic contexts;
5. habits of mind that foster integrative thinking and the ability to transfer skills and knowledge from one setting to another- achieved and demonstrated through advanced research and/or creative projects in which students take the primary responsibility for framing questions, carrying out an analysis, and producing work of substantial complexity and quality.

General Education Requirements

Lower-Division (100- and 200-level) requirements:

Category 1: English Communication (100-level; 4 courses, 10 units). Complete all of the following courses in communication, library and information science, and writing:

COMM 120	Public Speaking
WRIT 111	Academic Writing I
LSCI 105	Information Theory and Practice
WRIT 112	Academic Writing II

Note: Students must take LSCI 105, Information Theory and Practice, while they take WRIT 112, Academic Writing II. Students taking WRIT 100, Bridge to Academic Writing, are not eligible to take LSCI 105 until they are in WRIT 112, Academic Writing II. If a student has already taken the equivalent of Information Theory and Practice with a "C" or higher, the student is exempt from LSCI 105. The burden of proof is on the student, who must provide the official transcript by the end of the student's second semester in residence at Woodbury.

Category 2: Mathematical Concepts & Quantitative Reasoning (200-level; 1 course, 3 units). Complete one (1) of the following courses from behavioral science or mathematics.

MATH 220	Business Mathematics
MATH 221	Statistics
MATH 226	Business Statistics
MATH 249	College Algebra
MATH 251	Trigonometry with Descriptive Geometry
MATH 270	Topics in Mathematics
PSYC 221	Statistics for the Social Sciences (4 units)

Category 3: Art History and Humanities (100- or 200-level; 3 courses, 9 units). Complete one course from art history, one course from humanities, and one course from either art history or humanities.

A. Art History Courses (Fine Arts, Applied Arts [Animation, Fashion Design, Graphic Design, or Interior Architecture], or Music). Complete one (1) of the following:

ANIM 240	History of Animation
ARCH 267	World Architecture I
ARCH 268	World Architecture II
COMM 222	Introduction to Film Studies
COMM 223	Film History
FDES 160	History of Fashion I
FDES 161	History of Fashion II
ARTH 202	History of Ancient Art
ARTH 204	History of Modern Art
ARTH 205	History of Contemporary Art
ARTH 211	History of Latin American Art
ARTH 270	Topics in Fine Arts
GDES 260	History of Graphic Design
INAR 164	Interior Architecture History 1
INAR 265	Interior Architecture History 2

B. Humanities Courses (Academic Writing, Communication, Foreign Language, History, Interdisciplinary Studies, Literature, or Philosophy). Complete one (1) of the following:

WRIT 212	Rhetoric and Design
CHIN 220	Beginning Chinese I
COMM 203	Communication Theory
COMM 210	Interpersonal Communication
COMM 220	Media Culture
COMM 231	Oral Interpretation of Literature
FREN 110	Beginning French I
FREN 113	Beginning French II
INDS 101	Journeys
INDS 102	Natures
INDS 103	Conflicts
INDS 104	Knowledges
JAPN 110	Beginning Japanese I
JAPN 113	Beginning Japanese II
LITR 206	The Short Story
LITR 270	Topics in Literature
PHIL 201	Introduction to Philosophy
PHIL 210	Ethical Systems
PHIL 270	Topics in Philosophy

C. Complete also one (1) of the art history or humanities courses cited immediately above.

Category 4: Social and Behavioral Sciences (100- or 200-level; 3 courses, 9 units). Complete three (3) of the following courses, with no more than two (2) courses from the same discipline (Anthropology Economics, Interdisciplinary Studies, Politics and History, or Sociology):

SOC 210	Introduction to Sociology
ANTH 220	Cultural Anthropology
ANTH 270	Topics in Behavioral Science
ECON 200	Elementary Economics
ECON 203	Macroeconomics
ECON 204	Microeconomics
INDS 101	Journeys
INDS 102	Natures
INDS 103	Conflicts
INDS 104	Knowledges
PSYC 200	Introduction to Psychology
PSYC 270	Topics in Psychology
URBS 100	Introduction to Urban Studies to Social Sciences

Category 5: Physical and Biological Sciences (200-level; 2 courses, 6 units) Complete one (1) physical and one (1) biological science course; one of these courses must be a studio-lab course:

A. Physical Science. Complete one (1) of the following:

PHYS 200	Physical Science
PHYS 202	Astronomy
ENVT220	Environmental Studies
PHYS 240	Physics I (studio-lab course)
PHYS 241	Physics II (studio-lab course)
PHYS 2720	Topics in Physical Science

B. Biological Science. Complete one (1) of the following:

BIOL 201	Life Science
ENVT 220	Environmental Studies
BIOL 230	Biology (studio-lab course)
BIOL 231	Human Biology (studio-lab course)
BIOL 232	Botany (studio-lab course)
BIOL 270	Topics in Biological Science

Note: Students in the School of Architecture complete a second physics studio-lab course in place of a biological science course.

Category 6: Elective Course: Complete one (1) additional course from those listed in Categories 2 through 5.

Note: Individual majors may have designated required courses that are in the general education curriculum. They may also have additional courses mandated from those in the above categories. Please refer to individual majors for specific designated or additional general education requirements.

Upper-Division (300- and 400-level) requirements:

In order to develop the goals of the general education curriculum at a higher level of complexity and skill, students are required to complete two advanced courses. These courses are preferably based on active learning practices and a combination of short lectures (to clarify information) and seminar discussion (for critical analysis of the information). They often include group projects, oral presentations, and written assignments (essay exams, book reviews, research papers, etc.). In these courses, so-called objective exams (multiple choice, true-false, and fill-in-the-blank) are used only sparingly, if at all. A minimum of three separate measures of student performance are required, but at this level, at least two of them must be written assignments involving critical thinking and at least one opportunity to revise a written assignment must be provided. Class sizes are limited to 20 students. WRIT 112 Academic Writing II and LSCI 105 Information Theory and Practice are pre-requisites for all upper division—300- and 400-level courses—to help students achieve the goals of the General Education Curriculum. Additionally, students must have completed at least one (1) other course in or related to the discipline of the upper-division course.

Complete two (2) courses of at least six (6) total units from the following:

WRIT 312	Rhetoric and Electronic Environments	MATH 370	Topics in Mathematics
ANTH 370	Topics in Anthropology	PHIL 310	Aesthetics
SOCI 370	Topics in Sociology	PHIL 311	Moral Philosophy
COMM 314	Journalism	PHIL 312	Philosophy of Religion
COMM 315	Story Structure	PHIL 314	Existentialism
COMM 329	Visual Communication	PHIL 370	Topics in Philosophy
COMM 328	Family Communication	POHI 321	International Wars
COMM 310	Argumentation and Debate	POHI 322	Civil Wars
COMM 307	Rhetorical Theory	POHI 323	Genocides
COMM 326	Crisis Communication	POHI 324	Aids and Epidemics
COMM 305	Ideology and Propaganda	POHI 325	Modern Revolutions
COMM 312	Communication and Culture	POHI 326	Terrorism
COMM 327	Communication and the Sexes	POHI 327	Classic Civil Rights Movements
COMM 340	Independent Film	POHI 328	Contemporary Civil Rights Movements
COMM 341	Anime	POHI 331	Classic Political Theory
COMM 342	Film Noir	POHI 332	Contemporary Political Theory
COMM 370	Special Topics	POHI 333	Globalization
ARTH 331	History of Modern Painting	POHI 334	Postmodernism
ARTH 332	History of Photography	POHI 335	Migration and Colonization
ARTH 370	Topics in Fine Arts	POHI 336	Liberation and Decolonization
ARTH 375	Field Experience	POHI 337	United States Constitutional Law
INDS 322	Music and Literature	POHI 338	International Law and Organizations
INDS 327	Film and Literature	POHI 370	Topics in Political Science
INDS 370	Topics in Interdisciplinary Studies	PSYC 300	Social Psychology
LITR 328	American Experiences	PSYC 301	Group Processes
LITR 330	Autobiography	PSYC 305	Personality
MATH 301	Applied Advanced Statistics	PSYC 306	Influence and Persuasion
		PSYC 307	Self in Society
		PSYC 309	Abnormal Psychology
		PSYC 310	Developmental Psychology
		PSYC 311	Human Sexuality
		PSYC 312	Environmental Psychology
		PSYC 313	Social Cognition
		PSYC 314	Psychology of Gender
		PSYC 315	Industrial/Organizational Psychology
		PSYC 316	Cross-Cultural Psychology
		PSYC 331	Advanced Statistics for the Behavioral Sciences
		PSYC 370	Topics in Psychology
		BIOL 370	Topics in Biological Science
		PHYS 370	Topics in Physical Science
		URBS 301	Urban Theory
		URBS 302	Current Issues in Urban Studies
		URBS 311	Urban Ecology and Los Angeles
		URBS 312	The Infrastructural City
		URBS 321	Environmental Urbanism

URBS 322 The Global Metropolis

For those elements of the General Education program that are part of degree-granting departments (Communication in Categories 1 and 3, Animation, Architecture, Fashion Design, Graphic Design, Interdisciplinary Studies and Interior Architecture in Category 3, and History, Interdisciplinary Studies, Politics and Psychology in Category 4) see the relevant department's pages. For all other elements of the General Education program, see below. The descriptions below also include minors offered in Art History, Literature and Philosophy.

The School of Media, Culture, & Design administers the programs in Anthropology and Sociology and the Office of Student Development administers the program in Personal Development. The Institute of Transdisciplinary Studies administers all others.

Personal Development

PPDV 100 Orientation 1 unit

A seminar designed to orient the new student to University life. Classes cover such topics as study skills, test-taking techniques and time management. Includes general discussions concerning adjustments to college. Prerequisite: none

Personal Development courses are offered through the Office of Student Development.

Academic Proficiencies and Placement

Students are required to demonstrate the following proficiencies or undertake course work to achieve the proficiency:

WRITING PROFICIENCY AND PLACEMENT

The English placement test is either a timed-essay exam or a portfolio review. The timed-essay exam may place a student into WRIT 100 or WRIT 111. A student can not take the timed-essay exam twice. In addition, if a student places into WRIT 100 then to graduate, a student must complete WRIT 100, 111, and 112. If a student places into WRIT 111, then to graduate, a student must complete WRIT 111 and 112. The portfolio review, which is an alternative to the timed-essay exam, may place a student into WRIT 100, WRIT 111, or WRIT 112. Only the portfolio review may exempt a student from WRIT 111. In other words, with an exceptional portfolio, a student may be required to only complete WRIT 112 or be exempt from taking any of the Academic Writing courses.

Students complete the English placement test in order to begin fulfilling the Academic Writing Requirement. This requirement means that, according to a placement score, each student is required to enroll in an Academic Writing course in consecutive semesters, beginning with the student's first semester until completing the entire Academic Writing sequence with a grade of C or better in each Academic Writing course. If a student enrolls in the equivalent of Academic Writing courses off campus, then the student still must complete the courses in consecutive semesters and with a grade of C or better in each course. WRIT 112 is the last course in the sequence of writing courses required for graduation. For complete information about the English Placement Program and the Academic Writing Requirement contact Richard Matzen, Director

of the Writing Center and Writing Programs.

More details about Writing can be found in this guide under The Institute of Transdisciplinary Studies.

COMPUTER LITERACY

Students must demonstrate basic mastery of widely used practical computer applications that are appropriate to their disciplines. Each major program creates both the curriculum and assessment that assures students' proficiency. Details are available in this guide under each major.

INFORMATION LITERACY

Students must demonstrate a foundational level of information literacy by the end of the first year in residence. Achievement of this competency helps provide students with the ability to successfully complete their coursework. The information literacy requirement may be fulfilled in one of three ways: 1) by completing LSCI 105 Information Theory and Practice with a grade of "C" or higher; or 2) by earning a grade of "C" or higher in an equivalent course at another institution.

More details about Information Literacy can be found in this guide under The Institute of Transdisciplinary Studies.

MATHEMATICS PLACEMENT

All students must successfully complete one or more college-level mathematics classes. These are Statistics, College Algebra, Business Math, Business Statistics and Trigonometry with Descriptive Geometry. For freshmen students, placement in these classes, or in their prerequisites (Elementary Algebra and Intermediate Algebra), is determined by the Math Placement Test, which is given during Student Orientation, Advising and Registration each semester. Students must take the placement examination within one semester of matriculation.

Transfer students who have completed a course equivalent to MATH 049, Elementary Algebra within the last year and received a grade of "C" (2.0) or higher may be placed in MATH 149, Intermediate Algebra. These students may enroll in a 200-level math class if they take and pass the mathematics placement exam. Transfer students who have completed a course equivalent to MATH 149, Intermediate Algebra, with a "C" (2.0) or better will receive transfer credit for the course. However, these students will be allowed to enroll in a 200-level math course only if the equivalent course was completed within the last 2 years or if they take and pass the mathematics placement exam.

Elementary Algebra corresponds to high school Algebra I; Intermediate Algebra corresponds to Algebra II. The placement test examines a student's ability in both of these areas. Students are advised to study their high school mathematics texts prior to taking the placement examination. There are no re-tests. Passing the Intermediate Algebra portion of the placement test or passing Intermediate Algebra with a grade of "C" (2.0) or higher is required to enroll in college-level mathematics courses.

More details about Mathematics can be found in this guide under The Institute of Transdisciplinary Studies.

School of Architecture

Norman Millar, AIA, Dean

With facilities located in Burbank/Los Angeles, Hollywood and San Diego, the School of Architecture offers a five-year, NAAB-accredited, professional [Bachelor of Architecture degree](#), a four-year CIDA- and NASAD-accredited [Bachelor of Fine Arts degree in Interior Architecture](#), a two- and [three-year professional Master of Architecture degree](#), a [one-year post-professional Master of Architecture degree](#) in Burbank/Los Angeles, and a one-year post-professional Master of Architecture in Real Estate Development in San Diego. The School of Architecture, surrounded by the Southern California region on the Pacific Rim and a megalopolis that stretches from Los Angeles through San Diego to Tijuana, thrives in a diverse and vital context within which we examine architecture, urbanism, culture, social space, and the natural environment. The school sees its student population, which reflects the region's vitality and diversity, as its greatest asset.

Woodbury University's School of Architecture investigates and extends the social, urban, economic, environmental, technological, and formal dimensions of architecture. We are an intensely urban school that at the same time recognizes and explores its

deep embeddedness in the surrounding landscapes. We provide students with a strong skill base, rich interdisciplinary dialogue, and generous support resources. We integrate into the design curriculum recent innovations in digital design and fabrication, multi-media, and advanced technologies. Because we have assembled a diverse faculty of fulltime and adjunct professionals and teaching scholars, and because our student body, both graduate and undergraduate, reflects the cultural and socio-economic pluralism that southern California has long welcomed, we have a multivalent understanding of and approach to architecture and design education. We embrace critical thinking through thoughtful writing – yet not all of our faculty, students and alumni become scholarly writers. We take pride in the standards of our profession and the rigors and rewards of achieving the highest level of legislated recognition – yet not all of our faculty, students and alumni seek to be registered or certified. We vigorously defend the position that architecture and design should be intelligent, effective and beautiful – yet we do not agree, and would not want to, on where or how to draw the boundaries of intelligence, effectiveness and beauty. We emphasize, analyze, and continuously debate the role of the architect/designer/citizen as cultural builder and translator, responsive to societal and environmental challenges.

Architecture (B.Arch.)

MISSION

Woodbury : Architecture : Transforms

We believe in architectural education as transformative.

We believe in the radical possibilities of architecture's relevance, socially, environmentally, + formally.

We are architects and critical thinkers who produce other architects and critical thinkers.

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

- intelligent – articulates a critical position;
- effective – addresses the challenges of contemporary life; and
- beautiful – fully vested in the transformative power of beauty.

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.

PROGRAM LEARNING OUTCOMES

Graduates of the school are expected to master five areas of study pertinent to all architecture:

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;

design ~ the inventive and reflective conception, development, and production of architecture;

building ~ the technical aspects, systems, and materials and their role in the implementation of design;

representation ~ the wide range of media used to communicate design ideas including writing, speaking, drawing, and model making;

professionalism ~ the ability to manage, argue, and act legally, ethically, and critically in society and the environment.

Ingalill Wahlroos-Ritter, M. Arch., Chair (Burbank)

Catherine Herbst, M. Arch., Chair (San Diego)

The five-year, nationally accredited, professional Bachelor of Architecture program responds to the energy and variety emerging from the collusions of intense inhabitation practices and radical cartographies of the Southern California region. Through both its living and material resources, the B.Arch. program is committed to investigating and extending the environmental, economic, formal, social, technological, and urban dimensions of architecture. The program analyzes and debates the role of building and digital technologies, communication and representation, history and theory, and design inquiry as it develops architect/citizens who are cultural builders and facilitators responsive to contemporary challenges.

The extraordinary contributions of a dedicated and rigorous learning and teaching community provide a wealth of opportunities to students. The faculty navigates a range of issues from the advanced and appropriate utilization of manufacturing processes and materials to the active and responsible organization of the built ecology. In addition to the core program, the faculty-based initiatives of the Center for Community Research and Design, the Arid Lands Institute, the Julius Shulman Institute, and an extensive international study network in Asia, Europe, and Latin America expand the academic and professional possibilities of students and faculty alike.

Educated to be articulate critical thinkers and highly capable practitioners, our students regularly distinguish themselves in design competitions and scholarship awards, are valued as leaders in the workplace, and go on to elite graduate schools.

BURBANK/LOS ANGELES FACILITY

*7500 Glenoaks Boulevard, Burbank/Los Angeles, CA 91510
818.252.5121*

Situated on the Burbank/Los Angeles line, the school continually draws from and responds to the urgent and conflicting demands of the region. The Burbank/LA facility takes full advantage of the university's academic offerings, student support services, comprehensive library, and residential campus life. At the same time, it offers specialized facilities including a wood/metal shop, a materials resource library, laser lab, computing facilities, render farm, and 24-hour access to studios, including a new 15,000-square foot architecture building.

SAN DIEGO FACILITY

2212 Main Street, San Diego, CA 92113 619.235.2900

The social, political and environmental issues of the San Diego area affect architectural context at a trans-national level. Housed in a newly renovated former hardware store, the B.Arch. program in San Diego takes full advantage of the opportunities present in this rapidly growing, complex and diverse region. The school draws from and responds to the urgent and conflicting demands of the locale. The San Diego facility houses an architecture-only curriculum in an intimate complex composed of design studios with 24-hour access, a library focused on architecture, urbanism and development, lecture hall and gallery space, classrooms, a wood/metal shop, CAD/CAM milling table, and computing facilities. The San Diego Architecture program was founded in 1998 in collaboration with San Diego Mesa College.

HOLLYWOOD STUDIO

6520 Hollywood Blvd., Los Angeles, CA 90028

Woodbury University's Hollywood studio is located on Hollywood Boulevard in a storefront at the core of the historic redevelopment district. The Hollywood studio is a public resource, providing exhibition and event space to community organizations such as the Los Angeles Forum for Architecture and Urban Design and Architecture for Humanity. It also serves as studio space for upper division topic studios and seminars.

CENTER FOR COMMUNITY RESEARCH AND DESIGN

The School of Architecture's Center for Community Research and Design (CCRD) embraces its mission to engage and sustain the diverse culture of the Los Angeles region through collaboration, research, and design. The CCRD expands opportunities for students and faculty while extending the scholarly and professional learning atmosphere into the city itself. The CCRD's community-based projects, research seminars, and design studios help students develop awareness and direct participation in the urban issues, practices and places that define the city. The CCRD is a public resource providing exhibitions, lectures, workshops, exchanges, and publications while serving as studio space for some upper division topic studios.

MASTER OF ARCHITECTURE PROGRAMS (1-year, 2-year, and 3-year)

Woodbury University offers graduate programs in architecture for students with diverse undergraduate preparation. Our one-year, post-professional programs provide focused curricula that allow students who already hold a professional degree (NAAB-accredited B.Arch., M.Arch., or D.Arch.) to continue their architectural studies for three intensive semesters, beginning in the fall and concluding in the summer. The Master of Architecture in Real Estate Development in San Diego is led by renowned architect/developers Ted Smith and Jonathan Segal. The post-professional Master of Architecture in Burbank/LA offers an emphasis in Entrepreneurship, with the opportunity to move directly into Woodbury's MBA program after completion of the M.Arch.

The two-year professional Master of Architecture 1 program is open to graduates with a four-year pre-professional architecture degree from a NAAB-accredited 4+2 program, or with an equivalent degree in architectural studies. The three-year Master of Architecture 1 degree is for graduates with a Bachelor degree in any non-architecture program. Both provide a professional architecture

education and offer students the opportunity to focus on one of three emphases: Entrepreneurship, Landscape Urbanism, or Emergent Building Technologies. Both are designed to provide the foundation for a critical, transformative practice of architecture, and incorporate a summer of intensive Fieldwork to challenge and expand each student's research and design perspective.

See the Woodbury Graduate Catalog for details.

ACCREDITATION

The National Architectural Accrediting Board accredits the Bachelor of Architecture program at Woodbury University, which is currently enjoying a 6-year term of 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 US 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 6-year, 3-year, or 2-year term of accreditation, depending on the extent of its conformance with established educational standards. Master's degree programs may consist of a pre-professional undergraduate degree and a professional graduate degree that, when earned sequentially, comprise an accredited professional education. However, the pre-professional degree is not, by itself, recognized as an accredited degree. The NAAB grants candidacy status to new programs that have developed viable plans for achieving initial accreditation. Candidacy status indicates that a program should be accredited within 6 years of achieving candidacy, if its plan is properly implemented.

FACULTY

Dean, School of Architecture

Norman R. Millar, Professor

B.A., University of Washington; M.Arch., University of Pennsylvania, Philadelphia

Associate Dean, School of Architecture

M. Victoria Liptak, Associate Professor

B.A., University of California, Santa Cruz; M.Arch., Southern California Institute of Architecture

Chair, B.Arch. (Burbank/Los Angeles)

Ingalill Wahlroos-Ritter, Associate Professor

B.A., M.Arch., University of California, Los Angeles

Chair, B.Arch. (San Diego)

Catherine Herbst, Assistant Professor

B.Arch., M.Arch., Montana State University

Chair, Interior Architecture

Randall Stauffer, Professor

B.Arch., Temple University, Philadelphia; M.Arch., University of California, Berkeley

Chair, M.Arch

Barbara Bestor, Visiting Assistant Professor
B.A., Harvard University; M.Arch., Southern California Institute of Architecture

Co-Chair, M.Arch RED

Jonathan Segal
B.Arch., University of Idaho

Co-Chair, M.Arch RED

Armistead Smith
B.Arch., University of Virginia

Full-time Faculty

Stanley P. Bertheaud, Professor
B.Arch., Louisiana State University; M.Arch., North Carolina State University

Ewan Branda, Assistant Professor
B.E.S., B.Arch., University of Waterloo; S.M.Arch.S., Massachusetts Institute of Technology

Jeanine Centuori, Professor
B.Arch., The Cooper Union; M.Arch., Cranbrook Academy of Art

Eric W. Olsen, Associate Professor
B.EnvD., University of Colorado; M.Arch., Harvard University

Jose Parral, Assistant Professor
B.A., University of California, Berkeley; M.A., Architectural Association School of Architecture, London

Nicholas W. Roberts, Professor
B.A., M.A., Trinity College, Cambridge, England; Diploma, Architectural Association, London

Marcel Sanchez Prieto, Assistant Professor
Licencia, Iberoamerican University, M.Arch., University of California, Los Angeles

Paulette Singley, Professor
B.Arch., University of Southern California; M.A., Cornell University; Ph.D., Princeton University

Gerard Smulevich, Professor
Diploma of Architect, University of Buenos Aires; M. Arch., University of California, Los Angeles

Linda Taalman, Assistant Professor
B.Arch., The Cooper Union

Participating Adjunct Faculty

Andrea Dietz, Los Angeles
B.S., University of Virginia; M.Arch., Rice University

Matthew C. Boomhower, San Diego
B.Arch., University of Tennessee

Philipp Bosshart, San Diego
B.A., California State University, San Diego, M.Arch., Southern California Institute of Architecture, MArchRED, Woodbury University, San Diego

Salvador Medina, San Diego
B.A. California State University, San Luis Obispo, M.Arch., University of California, Berkeley

Jay W. Nickels, Los Angeles
B.Arch., University of Southern California

Mark Owen, Los Angeles
B. Arch., Woodbury University; M.Arch., University of California, Los Angeles

Rene Peralta, San Diego
B.Arch., New School of Architecture

Christopher Puzio, San Diego
B.Arch., Boston Architectural Center, M.Arch., Cranbrook Academy of Art

Todd Rinehart, San Diego
B.Arch., M.Arch., Montana State University

John Southern, Los Angeles
B.A., University of Florida, M.Arch., Southern California Institute of Architecture

Adjunct Faculty

Rachel Allen, Los Angeles
B.A., M.Arch., Princeton University

Kari Anderson, Los Angeles
B.A., Brown University; M.Arch., Columbia University

Hadley H.S. Arnold, Los Angeles
B.A., Harvard University, M.Arch., Southern California Institute of Architecture

Peter Arnold, Los Angeles
B.A., University of Colorado, M.Arch., Southern California Institute of Architecture

Kelly Bair, Los Angeles
B. EnvD, University of Colorado; M.Arch., University of California, Los Angeles

Akore Berliner, San Diego MArch RED
B.A., San Diego State University

Emily Bills, Los Angeles
Ph.D., New York University

Philipp C. Bosshart, San Diego
M.Arch., Southern California Institute of Architecture

James Bucknam, Los Angeles
B.Arch., Woodbury University

Jacob Chan, Los Angeles
D.M.S., Polytechnic of Central London, England

Linda Chung, Los Angeles
B.F.A., Parsons School of Design; B.Arch, The Cooper Union; M.Arch., Harvard University

Cameron Crockett, San Diego and Los Angeles
B.Arch., Southern California Institute of Architecture

- Adriana Cuellar, San Diego
M. Design Studies, Harvard University
- Daniela Deutsch, San Diego
M.Arch., Tech. University of Darmstadt, Germany
- Ulises Diaz, Los Angeles
B.Arch., Southern California Institute of Architecture
- Brian Dick, San Diego
MFA, University of California at San Diego
- Mark Ericson, Los Angeles
B.A., Rutgers College; M.Arch., Southern California Institute of Architecture
- David Fletcher, Los Angeles
B.A., B.S.L.A., University of California, Davis; M.L.A., Harvard University
- Deborah Forster, San Diego
M.S., University of California, San Diego
- David Freeland, Los Angeles
M.Arch., University of California, Los Angeles
- Eva Friedberg, San Diego
M.A., University of California, Irvine
- Anne Garrison, San Diego
M.A., New England School of Photography, Boston
- Scott Glazebrook, San Diego
M.Arch., University of Texas, Austin
- Paul Groh, Los Angeles
M.Arch., Massachusetts Institute of Technology
- Tyler Hanson, San Diego MArchRED
MArchRED, Woodbury University, San Diego
- Victor Herrera, Los Angeles
B.Arch., Woodbury University
- Guillermo Honles, Los Angeles
M.Arch., University of California, Los Angeles
- Helena L. Jubany, Los Angeles
M.Arch., California State Polytechnic University, Pomona
- Robert E. Kerr, Los Angeles
M.Arch., Georgia Institute of Technology
- Christopher Korner, Los Angeles
M.Arch., University of California, Los Angeles
- Jennifer Landau, San Diego
M.Arch., University of California, Los Angeles
- Gustavo Leclerc, Los Angeles
Licencia de Arquitectura, University of Vera Cruz
- Andrew Lindley, Los Angeles
B.Arch., University of Oregon
- Jonathan Linton, San Diego
M.S.AUD, Columbia University
- Alan Loomis, Los Angeles
M.Arch., Southern California Institute of Architecture
- Sebastian Mariscal, San Diego MArchRED
Escuela Tecnica Superior de Arquitectura de Barcelona
- David Maynard, Los Angeles
M.Arch., Southern California Institute of Architecture
- Michael McDonald, Los Angeles
M.Arch., Southern California Institute of Architecture
- Nathan Moeder, San Diego MArchRED
B.A., University of San Diego
- Louis Molina, Los Angeles
M.Arch., Southern California Institute of Architecture
- Melanie Moossaian, Los Angeles
M.L.A., Harvard University
- Güvenç Özel, Los Angeles
B.A., Bennington College; M.Arch., Yale University
- Hector M. Perez, San Diego
M.S.Arch.S., Massachusetts Institute of Technology
- Heather Peterson, Los Angeles
B.F.A., Rhode Island School of Design; M.Arch., Southern California Institute of Architecture
- Theodore Porush, Los Angeles
B.S., Massachusetts Institute of Technology
- Philip Ra, Los Angeles
M.Arch., Harvard University
- Andy Ralph, San Diego
B.A., Point Loma Nazarene University
- Ramon Ramirez, Los Angeles
M.Arch., University of California, Berkeley
- Stella Robitaille, San Diego
B.Arch., Woodbury University
- Steven A. Rosenstein, San Diego
M.Arch.RED, Woodbury University
- Sheila Rowley, San Diego
M.Arch., University of Florida, Gainesville
- Lloyd J. Russell, San Diego MArchRED
B.Arch., California Polytechnic State University, San Luis Obispo
- Marcos Sanchez, Los Angeles
M.Arch., Princeton University
- Gerald Selah, San Diego
M.Arch., University of Nebraska
- Koje Shoraka, Los Angeles
M.S., Michigan State University
- Peter Simmonds, Los Angeles
B.S., Reading Technical College; M.S., HTS, Den Bosch; Ph.D. T.U. Delft

Mott Smith, Los Angeles
 M.RE.D., University of Southern California

John Sturla, San Diego
 B.Arch., California Polytechnic State University, San Luis Obispo

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 M.Arch., University of California, Los Angeles

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 M.Arch., Southern California Institute of Architecture

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 M.Arch., New School of Architecture and Design

Scott Wolf, Los Angeles
 Ph.D., Princeton University

Yi Hsiu Yeh, Los Angeles
 B.A., National Taiwan University; M.Arch., Southern California Institute of Architecture

Doug Young, Los Angeles
 B.Arch., Southern California Institute of Architecture

Giulio Zavolta, Los Angeles
 M.Arch., University of California, Los Angeles

Architecture (B.Arch.)
ARCHITECTURE MAJOR CURRICULUM

Leading to the Bachelor of Architecture (B.Arch.) Degree	Units
Major (M)	97
General Education (GE)	30
Designated General Education (GE*)	21
Unrestricted electives (UE)	<u>12</u>
Minimum semester hours required	160
Minimum 300 hours work experience required (Recommended GE courses indicated in brackets.)	

SUGGESTED SEQUENCE OF COURSES

FIRST YEAR

Fall Semester

ARCH 114	Design Communication 1	3 M
ARCH 182	Design Studio 1A: Principles & Processes, Bodies and Objects	4 M
WRIT 111	Academic Writing I	3 GE
INDS 10x	Interdisciplinary Studies course	3 GE
MATH 249	College Algebra	3 GE*

Spring Semester

ARCH 183	Design Studio 1B: Natural Tendencies	4 M
ARCH 211	Design Communication 2	3 M
ARTH 205	History of Contemporary Art	3 GE*
MATH 251	Trigonometry with Descriptive Geometry	3 GE*
WRIT 112	Academic Writing II	3 GE

SECOND YEAR

Fall Semester

ARCH 243	Materials and Methods	3 M
ARCH 267	World Architecture 1	3 M
ARCH 281	Design Studio 2A: Program and Space	5 M
PHYS 240	Physics I	3 GE*
COMM 120	Public Speaking	3 GE

Spring Semester

ARCH 250	Professional Practice 1: Documentation & Codes	3 M
ARCH 283	Design Studio 2B: Site Orders	5 M
ARCH 268	World Architecture 2	3 GE*
PHYS 241	Physics II	3 GE*
— xxx	General education elective	3 GE

THIRD YEAR

Fall Semester

ARCH 326	Structures 1	3 M
ARCH 330	Theory of Architecture	3 M
ARCH 383	Design Studio 3A: House and Housing	6 M
— xxx	General education elective	3 GE
— —	Unrestricted elective	3 UE

Spring Semester

ARCH 327	Structures 2	4 M
ARCH 384	Design Studio 3B: Structure, Systems, Space and Form	6 M
ARCH 425	Environmental Systems	3 M
— —	Humanities or INDS core	3 GE

FOURTH YEAR

Fall Semester

ARCH 366	Contemporary Issues: Practice and Theory	3 M
ARCH 464	Systems Integration	3 M
ARCH 487	Design Studio 4A: Comprehensive Design	6 M
— —	Social science (ECON 200, Introduction to Economics) or INDS core	3 GE

Spring Semester

ARCH	334	Urban Design Theory	3	M
ARCH	489	Design Studio 4B: Urbanism	6	M
–	3xx	General education elective	3	GE
–	–	Social science or INDS core	3	GE

FIFTH YEAR

Fall Semester

ARCH	448	Professional Practice 2: Research and Pre-Design	3	M
ARCH	491	Design Studio 5A: Contemporary Topics	6	M
–	3xx	General education elective	3	GE
–	–	Unrestricted elective	3	UE

Spring Semester

ARCH	450	Professional Practice 3: Documents & Project Administration	3	M
ARCH	492	Degree Project	6	M
–	–	Unrestricted elective	3	UE
–	–	Unrestricted elective	3	UE

ARCHITECTURE ELECTIVE COURSES:

ARCH	212	Digital Media	3	
ARCH	269	Object Making	3	
ARCH	293	Second Year Open Studio 1	5	
ARCH	293.1	Second Year Open Studio 2	5	
ARCH	351	Design, Animation & Simulation in Digital Envir.	3	
ARCH	352	Fictional Cartographies		
ARCH	375	Urban Environment: Foreign Study	3	
ARCH	393	Third Year Open Studio 1	6	
ARCH	393.1	Third Year Open Studio 2	6	
ARCH	475	Foreign Study Summer Studio	6	
ARCH	493	Fourth Year Open Studio 1	6	
ARCH	493.1	Fourth Year Open Studio 2	6	
ARCH	493.2	Fourth Year Open Studio 3	6	

ASSESSMENT PROCESS

Faculty in the Bachelor 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 curriculum has two major parts, core and advanced, with a capstone at the end of each demonstrating summative student learning. The portfolio review at the end of third year measures whether a student has sufficiently developed skills, knowledge, and the capacity to engage in

advanced architectural design inquiry. It also gives faculty the opportunity to review the efficacy of the core curriculum.

The final two years of the program ask the student to make individual choices about the kind of studio and seminar work s/he engages in, moving through a comprehensive design studio (ARCH 487 Studio 4A), an intensive research project (ARCH 448 Pro Practice 2) and culminating in a degree project the focus of which is largely determined by the student. ARCH 448 serves as capstone to the critical thinking track, and ARCH 492 Degree Project is the capstone for demonstrating mastery and integration of all five tracks through one project. Like the third-year portfolio review, both advanced capstone projects are summative measures of student learning but also allow the faculty to gauge the effectiveness of the advanced curriculum and the extent to which the advanced work builds on and integrates the core.

In addition to the summative assessment of student learning outcomes at the major milestones (third-year portfolio, ARCH 448 research, degree project), 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 – 2D, 3D, 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

Portfolio

Public studio reviews

Grand Critique

ARCH 448 Degree Project Preparation book

ARCH 492 Degree Project reviews

Architecture archives

Portfolio: Although portfolios are not required for admission to the B.Arch. program, they are required for placement of transfer students once admitted. The transfer portfolio review evaluates the extent to which students demonstrate achievement in the five tracks of mastery: critical thinking, design, building, representation, and professionalism. Woodbury architecture 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 architecture and general education. The intent of the portfolio is to demonstrate progress and achievement in the five tracks of mastery.

Architecture faculty review the portfolio at the end of the third year to assess whether the student has sufficiently developed the five tracks of mastery to proceed to the advanced curriculum. A portfolio review may also be required for advising purposes, admission to special courses or programs, or for special petitions. Passing the portfolio review is a prerequisite for ARCH 487, Design Studio 4A: Comprehensive Design. Students who fail the portfolio review are required to resubmit their portfolio for successful review and may be required to repeat at least one previous studio before the resubmittal. The portfolio should be no larger than 11" x 17", and each project must be identified with project name, a statement on the intent of the project, course number and instructor name.

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.

Grand Critique: In the fall of students' fifth year, three members of the class publicly prepare and present the work they have produced in their architectural education. They reflect on the meaning of that education, on larger implications for architectural education and architecture itself, and on their future. The Grand Critique is an all-school meeting, so students at all levels and faculty from across the curriculum engage in this dialog about architecture and the program. The three students are chosen (1) by highest overall GPA, (2) by faculty choice, and (3) from

among the whole class by their peers. Guests representing Woodbury's administration, Woodbury's non-architecture faculty, and the professional community are invited to join in the celebration and discussion.

ARCH 448 Degree Project Preparation book: The intense, sustained research and analysis of ARCH 448 Professional Practice 2 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 also present their proposals for a degree project. The best books from each fall are duplicated and catalogued in the library.

ARCH 492 Degree Project reviews: The degree project serves as a capstone of 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 degree project reviews are our most public display of learning outcomes; guest critics are highly recognized in the professional and academic realms. Families attend the reviews to observe the culmination of their students' undergraduate education. The debates generated in the review of student work stimulate our faculty, graduating students and continuing students to imagine greater levels of achievement, architecturally and academically. The degree project reviews promote the quality of Woodbury's School of Architecture regionally, nationally and internationally, launching our graduates into highly competitive positions and the best graduate schools, attracting new faculty for the quality of the program and intellectual debate, and setting the bar ever higher for our continuing students. Degree Project honors are awarded in each of the five tracks of mastery: critical thinking, design, building, representation, and professionalism.

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

Design Studio Academic Standards

Students must maintain a cumulative grade point average of "C" (2.0) or higher for every two consecutive design studios in order to continue in the design studio sequence. A student whose two-studio GPA drops below 2.0 must repeat one of those two studios as necessary to achieve the minimum GPA prior to enrollment in the succeeding studio.

Upper-Division Studio Requirements

Every architecture student must satisfy the following three upper-division studios prior to taking ARCH 492 Degree Project, with at least one of those studios taken in a regular 15-week semester: ARCH 487 Design Studio 4A: Comprehensive Design, ARCH 489 Design Studio 4B: Urbanism, and ARCH 491 Design Studio 5A: Contemporary Topics.

Students may substitute two upper-division mini design studios for ARCH 491 Design Studio 5A: Contemporary Topics. No more than one Advanced Digital Studio (ADS) can be used in

the substitution. The grade earned in each of the mini studios used in the substitution must be “C” or better. Students must complete four studios at Woodbury as well as the prerequisites for 5A before they can take a mini-studio that will count towards half of Studio 5A. Student cannot be concurrently enrolled in a mini-studio that will count towards half of Studio 5A and a full studio. Two minis do not satisfy the requirement that students take a 15-week 6-unit upper division studio.

Studio Culture Policy

The Studio Culture Policy describes norms and expectations for student and faculty conduct in the architecture program; it is distributed on the first day of studio each semester. Students and faculty sign an agreement each semester to abide by the policy. The policy is reviewed and revised at the close of each spring semester.

Satisfactory Progress Policy

Students are expected to maintain satisfactory progress in the B.Arch. program. A student who earns a GPA below 2.0 in three semesters, which need not be consecutive, is subject to dismissal from the program. A student who does not pass a studio with a 2.0 or better after enrolling in it three times is subject to dismissal from the program.

SPECIAL LEARNING OPPORTUNITIES/REQUIREMENTS

Woodbury’s Careers and Alumni Office offers a variety of programs, services and resources to assist students in exploring careers and securing internships. The staff works with students one-on-one to develop successful internship search strategies to help students connect with employers through internship postings, resume collections, on/off-campus interview opportunities, alumni connections, and employer outreach in the US.

Work Experience

Prior to graduation, candidates for the Bachelor of Architecture degree must complete 300 hours of work in the office of an approved architect or allied professional. The work experience must be accomplished after the completion of the second year and prior to the completion of the fifth year. With the aim of maintaining the highest level of excellence in course work, full-time students are encouraged to work no more than 20 hours per week.

Study Abroad and Travel Programs

Woodbury School of Architecture offers a number of opportunities to travel and study both within the United States and overseas, ranging from short trips to South and Central America and the American Southwest, to the summer semester abroad in Nanjing, Barcelona, Rome, Berlin, Paris and other cities. The summer abroad programs offer full-credit studio and lecture classes exploring theory, design, and history in these highly charged urban settings. These and other travel/study opportunities as well as formal exchange programs with select universities provide a broad menu of choices for our students.

Fast-track

An architecture student may opt to begin a fast track on the five-year B.Arch. program by

attending ARCH 493.2, an upper-division contemporary topic studio, in the summer following the completion of the second year of the program only if the student satisfies the following requirements:

- 1) The student has a minimum studio GPA of 3.0 for their first two years of study
- 2) The student has a minimum overall GPA of 3.0 for their first two years of study
- 3) The student has passed all required classes through the second year of the curriculum

The fast-tracking student must maintain the required GPA and continue to meet curriculum requirements through the third year, after which the student takes an upper-division urban studio (ARCH 493.1 or ARCH 475) in the summer.

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 demonstrated through successful completion of or transfer of an appropriate equivalent to LSCI 105, and as practiced at all studio levels and in all History/Theory courses through bibliographic documentation of database use and citation of Web-based sources (specific examples can be found in assignments in ARCH 183, ARCH 243, ARCH 267, ARCH 268, ARCH 330, ARCH 448);
- (3) proficiency in word-processing, as demonstrated at all studio levels through research assignments and essays that are submitted as .doc or .pdf files (specific examples can be found in assignments in ARCH 182, ARCH 183, ARCH 243, ARCH 267, ARCH 268, ARCH 448);
- (4) proficiency in computer-aided design, as demonstrated through successful completion of ARCH 211 or an approved equivalent transfer course and pre-admittance portfolio review, the gateway portfolio review in AR384, and studio-specific presentation requirements; and
- (5) proficiency in graphic composition and desktop publishing, as demonstrated through the third-year gateway portfolio (ARCH 384) and the Professional Practice 2 pre-design research books (ARCH 448). Media literacy is embedded in the curriculum at all levels, and architecture students are expected to demonstrate these proficiencies through successful completion of their coursework, including the courses identified above.

STUDENT COMPUTER and OTHER EQUIPMENT REQUIREMENTS

Students are responsible for their own email and ISP accounts; student-owned computers used on campus should have the following minimum specifications:

Recommended PC Laptop

- Intel Core 2 Duo 1.8GHz or higher (the highest you can afford)
- 2 GB RAM
- Minimum of 80 GB of hard disk space (7200 RPM for DV and HDV editing)
- Minimum 128 MB Hardware-Accelerated OpenGL® graphics card
- 3-button mouse with mouse driver software
- DVD+-RW/CD-RW drive
- Microsoft DirectX-compatible sound card
- OHCI-compatible IEEE 1394 video interface card for DV and HDV

- Microsoft Windows XP Professional with Service Pack 2 (or current release)
- External hard drive is recommended - at least 250 GB+
- Wireless Network Card

Students should expect to replace the laptop once during the five-year program. A 3-4 GHz desktop is more affordable and faster than the laptop, will last longer, and is less likely to be lost or stolen, but it lacks the versatility to be used in a study-abroad program or taken home from the dedicated studio space.

Recommended Software

- AutoCAD Architecture 2008
- 3ds max 9
- Adobe CS 3 suite “enhanced version”
- Rhino 4.0
- Revit 9.0
- Microsoft Office
- Current FTP Software of your choice

ARCHITECTURE COURSES

ARCH 114 **Design Communication 1** 3 units, studio

Various drawing skills used in two- and three-dimensional methods and media of representation are introduced. Methods of perception, technique, composition, critical evaluation and presentation are studied through representational assignments. Emphasis is placed on orthographic projection and documentation and constructed hard line drawing techniques; equivalent to INAR 105, Design Studio 1. Prerequisite: none.

ARCH 182 **Design Studio 1A: Principles and Processes, Bodies and Objects** 4 units, studio

Fundamental principles and processes of two- and three-dimensional design are introduced through the real scale study of objects and their relationship to the human body. Methods of perception, technique, composition, critical evaluation and verbal, written and graphic presentation are studied through both abstract and representational assignments using various means and media. Prerequisite: none.

ARCH 183 **Design Studio 1B: Natural Tendencies** 4 units, studio

The relationship of architecture to the body is developed further with an exploration of essential architectural principles as they relate to a fundamental understanding of natural elements and human tendencies. Projects introduce scale, enclosure, architectural elements, spatial expression and program as form givers. An emphasis is placed on section, three-dimensional modeling and orthographic documentation and writing. Prerequisite: none.

ARCH 211 **Design Communication 2** 3 units, studio

Various skills used in two- and three-dimensional methods of representation employing digital media are introduced, with an emphasis on their use as design tools that merge traditional and electronic techniques. Prerequisite: ARCH 114 Design Communication 1.

ARCH 212 **Digital Media** 3 units, studio

An introduction to the principles and methods of computer modeling and visualization applications on the Windows platform (Autocad R13, 3D StudioMax, Photoshop, Rhino and Maya). The class explores the issues relating to and places emphasis on working and communicating three-dimensionally in a digital environment. Prerequisite: ARCH 211, Design Communication 2.

ARCH 243 **Materials and Methods** 3 units, lecture

Each major material - wood, masonry, steel, concrete and glass - is placed within a fundamental context of physical properties, historical evolution, structural behavior, sustainable design, contemporary methods of construction and detailing, building envelope systems, and new and future products. Their influence on design with respect to durability, building cost, lifecycle cost, and scheduling is evaluated. Prerequisite: ARCH 182, Design Studio 1A: Principles and Processes, Bodies and Objects.

ARCH 250 **Professional Practice 1: Documentation and Codes** 3 units, lecture

Legal codes and regulations that affect architecture and influence design are reviewed, including a study of energy, accessibility, egress and life-safety. The development of project documentation based on local codes is studied, with an emphasis on technical documentation, drawing format organization and outline specifications. Prerequisites: ARCH 211, Design Communication 2 and ARCH 183, Design Studio 1B: Natural Tendencies.

ARCH 267 **World Architecture 1** 3 units, lecture

History and theory of architecture and design that span a chronological period from prehistory to the nineteenth century in Western and non-Western societies are surveyed. The course traces history with a process of focused explorations into diverse cultures, geographies, and places that cut through many layers of historical time. When considered together, these explorations contribute to an understanding of architecture as a deeply bound discipline with components that range from the artifacts of everyday life and ritual, to building traditions and practices, to the larger forces of geography and the design of entire cities. Equivalent to INAR 164, History I, Ancient-1800. Prerequisite: INDS 10x.

ARCH 268 **World Architecture 2** 3 units, lecture

Histories and theories of architecture, urbanism, and interiors are surveyed in Western and non-Western societies from 1900 to the present. The focus of this course is on the formal, aesthetic, cultural, and socio-political dimensions of modernism. Different historiographies are developed as various approaches in understanding modern architecture in its varied contexts, including but not limited to Marxist, Feminist, and Psychoanalytic. Prerequisite: INDS 10x.

ARCH 269 **Object Making** 3 units, studio

An exploration of craft techniques in the making of furnishings and fixtures utilizing an array of materials. Prerequisites: ARCH114, Design Communication 1 and ARCH 211, Design Communication 2.

ARCH 281 **Design Studio 2A: Program and Space** 5 units, studio

An in-depth analytical study is made of everyday domestic, work and recreational rituals through written research and case study with an emphasis on spatial accommodation of program through

materiality, finish, structure and form. Projects set in limited contexts emphasize the influence of internally driven relationships, with a special focus on hybrid programming. Prerequisite: ARCH 182, Design Studio 1A: Principles and Processes, Bodies and Objects.

ARCH 283 Design Studio 2B: Site Orders 5 units, studio
Natural and urban site orders are explored and analyzed using writing, photography, mapping and sectional studies to develop site planning and building design with a special emphasis given to the relationship between program and external context. Projects focus on influences of adjacencies and environment, through the development of clear systems of movement, space, structure, energy efficiency and daylight. Prerequisite: ARCH 183, Design Studio 1B: Natural Tendencies.

ARCH 293 Second Year Open Studio 5 units, studio
Students from differing years in the design sequence deal with common projects. The projects explore various degrees of complexity in the design response. Student evaluation takes into consideration the individual's level in the program. This course can substitute for or remediate one design studio from the previous studio sequence (ARCH 281, ARCH 283). Prerequisite: Permission of the chair.

ARCH 326 Structures 3 units, lecture
Fundamental architectural structures, forces, force systems and resultants are introduced. Concepts of forces and stresses on trusses, beams, columns, and statically determinate structures are presented. Topics include equilibrium, behavior of structures subject to vertical and lateral forces, and strength properties. Structural analysis and design as it relates to wood structures is introduced. Prerequisites: MATH 202, Trigonometry or MATH 251, Trigonometry with Descriptive Geometry and PHYS 240, Physics I.

ARCH 327 Structures 2 4 units, lecture
Structural analysis and design is studied with respect to wood and steel structures including tension, compression, flexural members, columns, connections and seismic design. Fundamental concepts of reinforced concrete design are studied, emphasizing the ultimate strength method. Prerequisite: ARCH 326, Structures 1.

ARCH 330 Theory of Architecture 3 units, lecture/seminar
The concepts, philosophies, ideologies, models, and polemics that have influenced or been the genesis of architectural expression and form are surveyed and analyzed. Prerequisites: ARCH 268, World Architecture 2 and WRIT 112, Academic Writing 2.

ARCH 334 Urban Design Theory 3 units, lecture/seminar
Cultural, sociological, contextual and formal issues of urbanism and their influence on the contemporary design of cities are studied. The course investigates the relationship between architecture, landscape architecture and urban planning. Emphasis is placed on processes of visual analysis, the role of nature and society, public and private space, human behavior and the physical environment, human diversity, and regulation and public policy. Prerequisite: ARCH 330, Theory of Architecture.

ARCH 351 Design, Animation and Simulation in the Digital Environment 3 units, studio
The course explores the possibilities and pitfalls of designing in the digital environment. Using a series of small projects and exercises, students explore new ways to conceive, represent, rationalize and communicate design, space and objects. Prerequisite: ARCH 211 Design Communication 2 or ARCH 468 Digital Media.

ARCH 352 Fictional Cartographies 3 units, studio
The course is a forum where different narratives, identities and histories are explored through the juxtaposition of image and word. The course intent is to question the methods by which we are trained to articulate ideas and emotions and to reconnect the act of thinking through making. The course utilizes lectures, film, critical discussion, charrettes and hands-on construction as students develop visual topographies or representations that express the content of this exploration. Prerequisite: Instructor consent.

ARCH 366 Contemporary Issues: Practice and Theory 3 units, lecture/seminar
The theories and debates that are currently animating architectural practice and discourse are examined, including the impacts of context, technology, sustainability, alternative practice, sociology and philosophy. Prerequisite: ARCH 330, Theory of Architecture.

ARCH 375 Urban Environment: Foreign Study 3 units, lecture/seminar
Using a foreign host city as the classroom, this course examines the numerous factors that contributed to shaping the city. Through "primary source" experiences and readings, the students examine the urban environment of the host city historically and typologically. Course may be taken only once for degree credit. Prerequisite: Instructor consent.

ARCH 383 Design Studio 3A: House and Housing 6 units, studio
Through critical analysis and comparison of the historical, contemporary, and multi-cultural evolution of house and housing, the studio addresses form and meaning of the dwelling with a discussion that juxtaposes interior vs. exterior space, public vs. private space, community vs. the individual, and traditional vs. non-traditional families. The studio focus is divided between the single-family dwelling and multiple-unit housing typologies. The course includes a sustainable materials and systems component that includes lectures and written research assignments. Prerequisite: ARCH 281, Design Studio 2A: Program and Space.

ARCH 384 Design Studio 3B: Structure, Systems, Space and Form 6 units, studio
Structure, technology, building systems and codes are explored as design determinants, space makers, and form givers in this synthesis studio. Building typologies, long span structural systems, environmental systems and electronic media are analyzed as they relate to design development. The studio has a portfolio development component that includes lectures and assignments. Prerequisite: ARCH 283, Design Studio 2B: Site Orders.

ARCH 393 Third Year Open Studio 6 units, studio
Students from differing years in the design sequence deal with common projects. The projects explore various degrees of complexity in the design response; student evaluation takes into

consideration the individual's level in the program. This course can substitute for or remediate one design studio from the previous studio sequence (ARCH 383, ARCH 384.) Prerequisite: Permission of the chair.

ARCH 425 Environmental Systems 3 units, lecture
Human comfort, climate analysis, passive and active systems, heating and cooling, daylighting and acoustics are reviewed. The survey, with a special emphasis on sustainable design, provides an understanding of the basic principles and appropriate application and performance of building systems including heating, cooling and ventilation systems; electrical and plumbing distribution systems; lighting, acoustical, energy, waste, fire protection, security and hazardous material systems. Prerequisites: PHYS 241, Physics II and ARCH 281, Design Studio 2A: Program and Space.

ARCH 448 Professional Practice 2: Research and Pre-Design 3 units, lecture
Theory and techniques for analyzing and integrating design methodologies, client or user needs, and site conditions into criteria for preparing for an architectural project are studied. The theoretical and practical context for the degree 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. Prerequisites: ARCH 250, Professional Practice 1 and ARCH 330, Theory of Architecture.

ARCH 450 Professional Practice 3: Documents and Project Administration 3 units, lecture
Design delivery and project and firm management are studied, including understanding the client role in architecture, program preparation, an analysis of documents, services, professional contracts and fees, project budget and cost estimating, global markets, and professional ethics. Prerequisites: ARCH 366, Contemporary Issues: Practice and Theory; and ARCH 448, Professional Practice 2: Research and Pre-Design.

ARCH 464 Systems Integration 3 units, lecture
The interrelationships of the properties of materials, structures, environmental systems, building envelope systems, construction technology, building cost control, and life-cycle costs as they influence design-development and decision-making are examined. A comprehensive and integrative process is presented. Prerequisites: ARCH 243, Materials and Methods; ARCH 425, Environmental Systems; and ARCH 326, Structures 1. Corequisite: ARCH 487, Design Studio 4A.

ARCH 475 Foreign Study Summer Studio 6 units, studio
This upper division studio occurs in a foreign host city, employing existing buildings and sites within the city; the study of "new" and "old" is explored tectonically through program, structure, materials and details. Design development is stressed, along with cultural/social concerns. Course may be taken only once for degree credit. Prerequisite: ARCH 384, Design Studio 3B: Structure, Systems, Space and Form.

ARCH 487 Design Studio 4A: Comprehensive Design 6 units, studio
Students produce a comprehensive architectural project based upon a building program and site that includes the development of programmed space demonstrating an understanding of structural and environmental systems, life-safety provisions, wall sections, building assemblies and the

principles of sustainability. The studio is open to 4th and 5th year students. The last half of the semester will be devoted to design development. Prerequisite: ARCH 384, Design Studio 3B: Structure, Systems, Space and Form; ARCH 326, Structures 1; and ARCH 425, Environmental Systems. Corequisite: ARCH 464 Systems Integration.

ARCH 489 Design Studio 4B: Urbanism 6 units, studio
This course focuses the architect's leadership role in their community on issues of growth, development, and aesthetics through the study of urban design techniques and practices related to architecture and urbanism. A broad array of urban theories, tactics and strategies, building and space types, landscape and infrastructure design, and politics and policy making are explored through the dialectic between the private and public realms of the diverse urban culture. The studio is open to 4th and 5th year students. Prerequisite: ARCH 384, Design Studio 3B: Structure, Systems, Space and Form.

ARCH 491 Design Studio 5A: Contemporary Topics Studio 6 units, studio
The studio intent is to explore and test architectural design as it relates to one or more special contemporary issues. The studio is open to both 4th and 5th year students. An equivalent summer studio may be substituted for ARCH 491, Design Studio 5A: Contemporary Topics Studio. Prerequisites: ARCH 384, Design Studio 3B, Structure, Systems, Space and Form.

ARCH 492 Degree Project 6 units, studio
Students must demonstrate the application of theoretical research and positioning, plus the ability to integrate site, program and other design issues in a self-initiated architectural design project through a rigorous level of work which is clearly resolved, demonstrating a high degree of critical thinking, skill and craft. Prerequisite: ARCH 448, Professional Practice 2: Research and Pre-Design; ARCH 491, Design Studio 5A: Contemporary Topics Studio.

ARCH 493 Fourth Year Open Studio 6 units, studio
Students from differing years in the design sequence deal with common projects. The projects presented explore various degrees of complexity in the design response. Student evaluation takes into consideration the individual's level in the program. This course can substitute for or remediate one design studio from the previous studio sequence (ARCH 487, ARCH 489, ARCH 491.) Prerequisite: Permission of the chair.

ARCH 170, 270, 370, 470 Topics in Architecture 3 units
An in-depth study of topics of timely significance in the field of architecture. Topics change as appropriate. Prerequisite: Instructor consent.

ARCH 299, 399, 499 Independent Study 1-4 units
Individual investigation in an area of special interest selected by the student with the approval of an appropriate member of the faculty. Regular or periodic meetings with the assigned faculty member are required. Thirty hours required for each unit of credit. Prerequisite: Independent study contract approved by the chair.

Interior Architecture (B.F.A.)

MISSION

Interior architecture critically engages design as a progressive craft of form making which transforms the individual and social ways we inhabit space. Design creatively orchestrates conflicting constraints creating meaningful solutions that fit into larger social and cultural contexts. Through the stories of our students, faculty and envisioned characters, the ephemeral and structured qualities of interior environments illuminate the human condition and its culturally rich spatial narratives. Students explore real and imagined geographies to critically produce space that researches technique and affect in order to develop new ways of seeing, building, and designing.

PROGRAM LEARNING OUTCOMES

Students gain the ability to engage in the analysis, understanding and development of the built interior environment as a viable object of critical inquiry evidenced through design and research processes, written communication, proficient and multivalent visual communication, quantitative analysis and historical research.

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

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

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

Randall Stauffer, MArch, Department Chair

Welcome to the Interior Architecture program. You have chosen a course of study in an exemplary program where you will learn the professional and academic discipline of interior architecture. Our department has produced outstanding students who have become leaders in the chosen field of interior design. In addition the program will help you bring a critical discourse to a profession that is continually growing. The curriculum can also lead you into graduate studies. As many that have come before you I am sure you will excel in this field as you apply your passion for design and your curiosity for exploring the world around you.

Woodbury University offers a four-year Bachelor of Fine Arts in Interior Architecture. The program provides students with design, analytical and technical skills necessary for the diverse fields that deal with the design of interior spaces. The curriculum provides students a strong understanding of the design process through critical and creative thinking combined with strong technical and representational skills.

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

Woodbury's Interior Architecture program provides the depth necessary to begin careers in corporate and residential Interior Design. Graduates also engage in careers that focus on programming, interior planning, lighting, or color. Upon completion of the program, students are prepared to enter graduate studies or the profession with a keen sense of space combining the realm of the real with the realm of possibilities.

FACULTY

Faculty play a crucial role in integrating academic studies with professional knowledge. Through their involvement in professional practices and critical understanding of contemporary design inquiry, they provide invaluable learning experiences both in and outside of the classroom.

Chair

Randall Stauffer, Professor, Design, History and Theory
BArch Temple University, MArch University of California Berkeley

Full-time Faculty

Nina Briggs, Visiting Lecturer, Design, Human Behavior
BArch University of Southern California

Joshua Stein, Associate Professor, Design, Tectonics
B.A., University of Wisconsin at Madison; M.Arch., University of California, Los Angeles

Carolee Toon, Professor History and Theory, Design Foundation
B.A., M.A., California State University, Northridge; M.F.A., Art Center College of Design.

Participating Adjunct Faculty

Kristin King, Lecturer, Planning and Professional Practice
B.F.A., Kent State

Adjunct Faculty

Dewey Ambrosino, Adjunct Professor
B.F.A., University of Illinois, Chicago; M.F.A., Cal Arts

Olivia Booth, Adjunct Professor
M.F.A., Art Center College of Design

Matthew Gillis, Adjunct Professor
B.A. Architecture, University of Florida; M.Arch., University of California Los Angeles

Jennifer Gilman
B.F.A. Advertising Design, Syracuse University; March Southern California Institute of Architecture

Thurman Grant, RA, Adjunct Professor
BArch, University of Southern California

Kristin King, Adjunct Professor
B.F.A. in Interior Design, Kent State

Robert Kerr, Adjunct Professor
B.Arch., University of Arkansas; M.Arch., Georgia Institute

Heather Libonati
M.F.A Theater Design, California Institute of the Arts, B.A. Loyola University

Erin Powell, Adjunct Professor
B.A., University of Texas, Austin; M.F.A., Purdue

Shayna Prunier
B.A., Brandeis University, Massachusetts; M.S. in Interior Design, University of Massachusetts

Stephen Slaughter
B.S. in Architecture, Ohio State University; M.Arch., University of Ohio

Tracy Stone,
B.A. in Art History, Cornell University; M.Arch., University of Texas, Austin

Richard Joon Yoo
B.F.A. Art Institute of Chicago; March., Southern California Institute of Architecture

Curriculum Summary

INTERIOR ARCHITECTURE MAJOR CURRICULUM

Leading to the Bachelor of Fine Arts Degree	Units
Major (M)	69
Restricted Design Electives (RE/DES)	6
General Education (GE)	45
Unrestricted electives (UE)	<u>9</u>
Minimum semester hours required	128

SUGGESTED SEQUENCE OF COURSES

FIRST YEAR

Fall Semester

FOUN 101	Beginning Drawing	3 M
FOUN 102	Design and Color Elements 1	3 M
INAR 105	Design Studio 1: 3D Design I	3 M
WRIT 111	Academic Writing I	3 GE
INDS 1xx	Interdisciplinary course	3 GE

Spring Semester

FOUN 103	Design and Color Elements 2	3 M
INAR 106	Design Studio 2: 3-D Design II	3 M
INAR 256	Materials & Furnishings	3 M
COMM 120	Public Speaking	3 GE
MATH 2xx	Mathematics	3 GE
WRIT 112	Academic Writing II	3 GE

SECOND YEAR

Fall Semester

INAR 207	Design Studio 3: IA Elements	3 M
INAR 252	Space Planning	3 M
INAR 111	Digital Communication	3 M
INAR 164	Interior Architecture History I	3 GE
FOUN 104	Drawing and Composition	3 GE

Spring Term

INAR 258	Building Systems & Codes	3 M
INAR 259	Tectonics 1: Material Logic	3 M
INRA 265	Interior Architecture History II	3 GE
INAR 282	Design Studio 4: Branding and Identity	4 M
PHYS 2xx	Physical science *	3 GE

THIRD YEAR

Fall Semester

INAR 328	Tectonics 2: Detail Design	2 M
INAR 363	Design Studio 5: Dwelling and Culture	4 M

INAR	366	Contemporary Interior Architecture History and Theories	3 M
PSYC	200	Introduction to Psychology	3 GE
BIOL	2xx	Biological science *	3 GE

Spring Semester

INAR	365	Lighting Design	2 M
INAR	382	Design Studio 6: Community and Typology	4 M
—	2xx	Social science or IS core	3 GE
ARTH	204	History of Modern Art or	
ARTH	205	History of Contemporary Art	3 GE
PSYC	312	Environmental Psychology	3 GE

FOURTH YEAR

Fall Semester

INAR	454	Construction Documents	2 M
INAR	480	Design Studio 7: Narration and Media	5 M
INAR	482	Senior Project Research	1 M
—	2xx	Humanities (literature or philosophy)	3 GE
—	—	Unrestricted elective	3 UE
—	—	Unrestricted elective	3 UE

Spring Semester

INAR	451	Professional Practice	2 M
INAR	483	Senior Project	5 M
—	—	Restricted design elective	3 RE/DES
—	3xx	General education elective	3 GE
—	—	Unrestricted elective	3 UE

ASSESSMENT PROCESS

Both formal and informal ongoing assessment strategies help develop and systemically evaluate student performance and attainment of key learning outcomes in Interior Architecture. As outlined in the Curricular Map, this document articulates four key learning outcomes and respective levels of expertise areas for measured assessment (shown in color) that include both formative and summative benchmarks, and involves multiple forms of evaluation. The processes provide a vehicle to assure program quality and promote continuous improvement in the effectiveness of teaching, the improvement of student work, and the continuous design of the curriculum.

FORMATIVE ASSESSMENT

Jury Review

Industry professionals review student work at the end of each semester in a public forum of critique and feedback. The reviews are attended by department administration and selected faculty, and their purpose is to provide direct feedback to the students for project improvement, as well as to provide an informal assessment of class performance, project success, and faculty effectiveness.

Faculty Critique

Students receive regular and on-going feedback by faculty to coach and monitor through-out the semester. This in-class assessment provides students an opportunity for continuous improvement of their projects during the development process.

Peer Feedback

Class critique and small group reviews in studios provide students with direct peer feedback on their work, and assist students in developing standards of critical judgment.

Portfolio Review

Students produce a progress portfolio at the end of their second year of study to document their progress. The review acts as a gatekeeper for entry into the upper division studios. The review process is used to review, analyze, and communicate the results of each evaluation to both faculty and students. Students are assessed on key learning outcomes that are derived from CIDA, NASAD, and WASC standards.

SUMMATIVE ASSESSMENT

Program Accreditation

The program, including a review of student learning outcomes is evaluated through a comprehensive subject-specific self-study produced for the National Association of Schools of Art and Design. The process provides an opportunity to holistically assess the program from multiple perspectives and make any necessary improvements in policies, procedures, curriculum, or staff.

Capstone Assessment

- INAR 482 Senior Project Seminar – For the preparation of the students’ entry into the

senior project capstone project, students must successfully complete the Senior Project Seminar. Since the main objective of this course is for students to develop a proposal worthy of a senior project. In the future there are plans to develop an assessment rubric that allows faculty not teaching the course the ability to assess the senior projects. This would provide an assessment tool of the program. Allowing faculty the opportunity to see what projects students are developing provides an insight into the programs strengths and weaknesses.

- INAR 483 Senior Capstone Projects – Seniors develop a comprehensive project during their final semester in the program. Students present their projects in a public forum attended by outside professionals, and faculty member from the School of Architecture and the Interior Architecture Department. The IA department is developing further opportunities for project assessments. Developing a review of the projects during the week prior to commencement by the faculty without the students present can provide an opportunity to evaluate overall strengths and weaknesses of the curriculum

RESULTS OF LEARNING

Develop comprehensive critical thinking skills necessary for multidisciplinary approaches to problem solving issues dealing with interior environments

Provide students with learning experiences that incorporate professional values, professional practices and business procedures

Develop design skills as a way of researching and solving problems

Develop a comprehensive set of skills that focus on design problems that deal with the human inhabitation of interior spaces

Develop comprehensive visual, verbal, oral and quantifiable communication skills necessary to express research, analysis and expression of design solutions

Develop skills necessary for understanding and representing the technical art and regulations of building and designing interior spaces

ACADEMIC STANDARDS

Less than average work is not acceptable for a professional degree. Students are required to maintain a grade point average of “C”(2.0) or higher for any two consecutive design studios in order to continue in the design studio sequence. A student whose two-studio GPA drops below 2.0 must repeat one of these two studios as necessary to achieve the minimum GPA prior to enrollment in the succeeding studio.

SPECIAL LEARNING OPPORTUNITIES/REQUIREMENTS

Woodbury’s Careers and Alumni Office offers a variety of programs, services and resources to assist students in exploring careers and securing internships. The staff works with students one-on-one to develop successful internship search strategies to help students connect with employers through internship postings, resume collections, on/off-campus interview opportunities, alumni connections, and employer outreach in the US.

Work Experience

All interior architecture students are required to fulfill three hundred hours of work experience.

This is not an internship requirement for credit. Students must find a job in an interior design, architecture or other allied design firm and work for a minimum of three hundred hours. All of these hours do not need to be fulfilled at one place. It is recommended that you use this work experience to try several different types of work experience giving you a better idea of the type of job you would be interested in upon graduation. The Careers and Alumni Office provides referral services for potential employers and the chair will often send out emails with other potential employment opportunities. It is recommended that you get verbal confirmation for the firm you are planning to work at to make sure it meets the requirements. Once you have completed your hours you must ask your immediate supervisor for a letter on the firm’s letter-head. The letter should indicate the responsibilities you had at the firm, the number of hours you worked for the firm and an assessment of how well you did your job responsibilities. This letter is to be sent to the chair of the department.

Study Abroad

Woodbury offers a number of opportunities to travel and study both within the United States and overseas, ranging from short trips to South and Central America and the American Southwest, to the summer semester abroad in Barcelona, Rome, Berlin, and Paris. The semester abroad programs offer full-credit studio and lecture classes exploring theory, design, and history in these highly charged urban settings. These and other travel/study opportunities as well as student exchanges provide a broad menu of choices for our students.

Student Professional and Co-Curricular Organizations

IIDA and ASID are professional organizations that have student memberships available. Becoming a student member to these organizations provides you with scholarship and networking opportunities. Because there are two professional organizations, the interior architecture students have formed an on campus organization called SOIAS (Society of Interior Architecture Students). This organization provides students a vehicle for involvement in student leadership and activities about interior architecture.

COMPUTER LITERACY REQUIREMENTS

The Department of Interior Architecture requires its graduates to be literate in the current digital media of representation and communication.

- (1) a proficiency in email, as demonstrated through regular communication with school administration and course instructors;
- (2) a proficiency in internet research, as demonstrated through successful completion of or transfer of appropriate equivalent to LSCI105, and as practiced at all studio levels and in all History/Theory courses through bibliographic documentation of database use and citation of Web-based sources (specific examples can be found in assignments but are not limited to INAR 105, INAR 106, INAR 164, INAR 265, INAR 366, INAR 482, and INAR 483);
- (3) A proficiency in the use of spread sheets to compose, structure, and assess data as evidenced in but not limited to INAR 252, INAR 482, and INAR 483;
- (4) a proficiency in word-processing, as demonstrated at all studio levels through research assignments and essays that are submitted as .doc or .pdf files (specific examples can be

found but are not limited to assignments in INAR 105, INAR 106, INAR 164, INAR 265, INAR 366, INAR 482, and INAR 483);

- (5) a proficiency in computer-aided design, as demonstrated through successful completion of INAR 211 or an approved equivalent transfer course and pre-admittance portfolio review, the gateway portfolio review into INAR 363, and upper division studio-specific presentation requirements; and
- (6) a proficiency in graphic composition and desktop publishing, as demonstrated through the successful completion of INAR 106 and pre-admittance portfolio review, the gateway portfolio review into INAR 363, and upper division studio-specific presentation requirements. projection, axonometrics, and perspectives are developed from skills learned in INAR 105 Design Studio 1. Model building techniques and introduction of computer graphics are developed. Design communication and visualization skills are developed using digital media, and mixed-media hand drawings and model building. Studio. Prerequisite: INAR 105 Design Studio 1.

STUDENT COMPUTER and OTHER EQUIPMENT REQUIREMENTS

Laptop Requirement

It is required that all third year Interior Architecture students have a laptop computer that is compatible with existing on campus labs. Verify with faculty teaching digital communication prior to purchasing a laptop for exact hardware requirements. The computer should be able to run the most current versions of the following software: Microsoft Office Suite Acrobat, Adobe Creative Suite Quick Time Pro, Photoshop Flash, Illustrator Live Type, In-Design Final Cut Express, Rhino, AutoCad

Equipment Requirements

Incoming students entering into the first design studio are required to provide a portable drafting surface including Mayline (or comparable) parallel edge. In addition all students need to have equipment for hand drafting, and model building. Though the upfront investment is heavy this equipment will be used throughout the entire four years and into your professional career as well.

MINOR REQUIREMENTS

(for Architecture majors ONLY)

FOUN 103 Color Theory	3 units
INAR 252 Space Planning	3 units
INAR 328 Tectonics 2: Detail Design	3 units
INAR 366 Contemporary IA History and Theories	3 units
Select one of the following after successful ARCH portfolio review	
INAR 363 Design Studio 5: Culture and Dwelling	4 units
INAR 382 Design Studio 6: Community and Typology	4 units
INAR 480 Design Studio 7: Narrative and Media	5 units

Minimum unit requirement 16 units program.

COURSES

INAR 105 **Design Studio 1: 3D Design 1** 3 units

As an introductory course in 3D design, emphasis is placed on developing skills necessary for visualization, representation and creation of three-dimensional form. Through descriptive geometry, orthographic projection, axonometrics, and model building students study plane, mass and volume as space defining elements. Studio. Prerequisite: none.

INAR 106 **Design Studio 2: 3D Design 2** 3 units

Design Studio 2 provides a continued study of 3D design, developing individually defined spaces into more complex spatial organizations. Students analyse and design projects combining the three-dimensional use of color, light and texture with simple programs. Descriptive geometry, orthographic projection, axonometrics, and perspectives are developed from skills learned in IA 105 Design Studio 1. Model building techniques and introduction of computer graphics are developed. Design communication and visualization skills are developed using digital media, and mixed-media hand drawings and model building. Studio. Prerequisite: INAR 105 Design Studio 1.

INAR 111 **Digital Communication 1** 3 units

This course provides necessary skills for representing and communicating design projects using digital media. Students develop drawing skills using 2D CAD programs. The course shows how hand-drawing skills such as line weight, shade and shadow techniques and drafting conventions are conveyed using digital media. Students also learn 3D modeling programs as a tool for developing design presentations and exploring different design solutions. Studio. Prerequisite: INAR 105 Design Studio 1.

INAR 164 **Interior Architecture History 1** 3 units

This is the first of a three-course survey examining the history and theories of interiors and architecture. An emphasis is placed on gaining an understanding of the plastic arts and their relevance to and impact on the larger world: culturally, politically, etc. Significant works of furniture, interior spaces and architecture; important architects and designers; formal and structural elements; periods, styles, theories, and regional differences within a given style or period are studied. Lecture. Prerequisite: WRIT 111 Academic Writing I

INAR 207 **Design Studio 3: IA Elements** 3 units

Through a series of design projects students focus on specific components of Interior Architecture such as color, light, furniture, materiality and systems of inhabitation in relation to articulating space. Experimental exploration of materials and graphic representation inform programmatic hybridization in order to develop an awareness of social and cultural aspects of space. Studio. Prerequisite: INAR 106 Design Studio 2.

INAR 212 **Portfolio Workshop** 2 units

This course is designed to develop student design portfolios to a professional level. Students will engage in development, critique and editing of project content and presentation formatted into a professional portfolio. The course covers the fundamental principles of graphic and written communication and layout.

- INAR 252 Space Planning** 3 units
An introduction to programming, behavioral factors of space, and proxemics as they apply to the layout and planning of interior environments. Several projects of increasing complexity examine different programmatic requirements. Studio. Prerequisites: INAR 105 Design Studio 1.
- INAR 256 Materials and Furnishings** 3 units
Applied finishes and specifications for interior architectural elements, furniture, fixtures, and textiles are examined through a comprehensive project. Materials, manufacturing processes, application of mass-produced furniture and surface materials, methods of detailing, construction, fabrication, the application of materials in custom elements, are studied. Estimating and installation is introduced. Emphasis is on commercial and institutional applications. Studio. Prerequisite: INAR 105 Design Studio 1: 3-D Design I.
- INAR 259 Tectonics 1: Material Logic** 3 units
This course provides a studio-based exploration of the impact of materiality and fabrication in both the generation and reading of form and space. This will be addressed through readings, discussions, exercises and design/build projects. Issues of craft and technique as they affect the design process will be addressed in both two and three dimensions. An intuitive knowledge of material properties and processes will be gained through full-scale, hands-on exploration. Detailing, construction and fabrication methods, and the application of materials in custom elements are studied through individual or group projects closely related to the body in scale or use. Formal, conceptual, and programmatic solutions are studied through a specific design strategy/process as assigned by the instructor with an emphasis on new or hybrid programs/functions. Studio. Prerequisites: INAR 106 Design Studio 2: 3-D Design 2.
- INAR 258 Building Systems & Codes** 3 units
This course analyzes construction materials and building systems including structural, mechanical, electrical, plumbing, lighting and acoustics as it relates to Interior spaces. In conjunction with the building systems, this course examines building codes related to interior architecture. Studio. Prerequisites: INAR 111, Digital Communication and INAR 106 Design Studio 2: 3-D Design 2, WRIT 111 Academic Writing 1
- INAR 265 Interior Architecture History 2** 3 units
This is the second of a three-course survey examining the history of interiors and architecture. An emphasis is placed on gaining an understanding of the plastic arts and their reverence to and impact on the larger world: culturally, politically, etc. The course identifies significant works of furniture, interior spaces and architecture; important architects and designers; formal and structural elements; periods, styles, theories, and regional differences from the industrial revolution until the 1960's. Lecture. Prerequisites: INAR 164 Interior Architecture History 1 recommended, and WRIT 112 Academic Writing 2
- INAR 282 Design Studio 4: Branding and Identity** 4 units
Branding, long associated as a marketing strategy, has taken on issues of constructing individual identities. This studio questions how space responds to and informs how specific community and individual identities utilize strategies of branding to create meaning in their inhabitation of public environments. Studio. Prerequisites: INAR 207 Design Studio 3: IA Elements, and INAR 252 Space Planning.
- INAR 288 Second Year Open Studio** 4 units
Students from differing years in the design sequence deal with common projects. The projects are explored at various levels of complexity in the design solutions and presentations. Student evaluation takes into consideration the individual's level in the program. This course can substitute for or remediate one design studio from the previous second year studio sequence (IA 288.1 replaces IA 282). Studio. Prerequisite: Permission of the Department Chair; 3.0 GPA for accelerated students.
- INAR 327 Tectonic 2: Detail Design** 3 units
This course studies materials and methods of detailing, fabrication, documentation and specification for custom work. Emphasis is placed on detailing as a design process. Students learn detailing techniques through research, observation and architectural documentation of non-structural elements of contemporary or modern design. Elements observed and documented may range from furniture and interior casework to nonstructural, exterior building elements (custom screens, trellis, etc.). Materials and their integration, application, and/or connections are emphasized. Students are directed through research, conceptual design/diagramming, schematic design, and design development to the final production of a comprehensive project documenting design resolutions of a given project through detailed technical drawings and models. Studio. Prerequisites: INAR 258 Building Systems & Codes, INAR 259 Tectonics I: Material Logic, and INAR 207 Design Studio 3: IA Elements.
- INAR 363 Design Studio 5: Dwelling and Culture** 4 units
This studio questions how cultural is represented in the media and how those representations define a design project that questions assumptions on how we live as a society. The studio strives to develop design strategies that engage in our understanding of changing ways of dwelling as this act is informed by cultural specificity. Studio. Prerequisites: INAR 282 Studio 4: Branding and Identity; permission of the Department Chair; and successful portfolio review.
- INAR 365 Lighting Design** 2 units
This course is an introduction to the basic design and technical requirements of lighting systems. Studio. Prerequisite: INAR 258 Building Systems & Codes.
- INAR 366 Contemporary IA History and Theories** 3 units
This course situates historically a diversity of critical and generative approaches to late twentieth century design while introducing current themes and debates in contemporary design practice and related disciplines. The course is structured around a topic-based organization allowing the exploration of contemporary theories as they have developed over the past 50 years. An emphasis is placed on gaining an understanding of the plastic arts and their relevance to and impact on the larger world: culturally, politically, etc. Significant works of furniture, interior spaces and architecture; important architects and designers; formal and structural elements; periods, styles, theories, and regional differences within a given style or period are identified. Lecture. Prerequisites: INAR 265 IA History 2 Recommended; WRIT 112 Academic Writing 2.

INAR 382 Design Studio 6: Community and Typology 4 units
 Typologies have long been used as a tool for generating meaning in design that ties back to historical and cultural references. As a strategy for understanding common characteristics, typologies assist in creating community identity. This studio explores the ambivalence between community identification and individual participation. Studio. Prerequisites: INAR 363 Design Studio 5: Dwelling and Culture and INAR 259 Tectonics I: Material Logic.

INAR 388 Third Year Open Studio 4 units
 Students from differing years in the design sequence deal with common projects. The projects are explored at various levels of complexity in the design solutions and presentations. Student evaluation takes into consideration the individual's level in the program. This course can substitute for or remediate one design studio from the previous studio sequence (INAR 388.0 replaces INAR 363, INAR 388.1 replaces INAR 382). Studio. Prerequisite: Permission of the Department Chair; 3.0 GPA for accelerated students.

INAR 451 Professional Practice 2 units
 Students gain an understanding of basic business concepts, practices, procedures and documents as they relate to interior architecture with an emphasis on ethical and legal issues. Lecture. Prerequisites: INAR 256 Materials & Furnishings and INAR 258 Building Systems & Codes.

INAR 454 Construction Documents 2 units
 Graphic conventions and the organization of working drawings are studied through a comprehensive project. A brief survey of the legal nature and scope of the construction document package (contractual agreements, conditions, drawings, modifications, and specifications) is presented. Studio. Prerequisite: INAR 258 Building Systems & Codes, INAR 282 Design Studio 4: Branding and Identity, INAR 327 Tectonic 2: Detail Design recommended

INAR 480 Design Studio 7: Narration and Media 5 units
 Working on the assumption that space houses the stories of the people who inhabit it, this studio explores how stories of communities and individuals inform design. The media used to communicate these narrations require the development of technological and performative strategies of expression. Studio. Prerequisite: INAR 382, Design Studio 6 Community and Typology.

INAR 482 Senior Project Research 1 unit
 Through self-directed study and research, students develop a project proposal for their senior project. The course is broken into four modules that deal with the main components of the Interior Architecture senior project: program development, conceptual thesis, site analysis, and generative strategies. Through weekly meetings and seminars, students discuss their research as it progresses to a final senior project proposal. Prerequisites: INAR 366, Contemporary IA History and Theories.

INAR 483 Senior Project 5 units
 Students develop a comprehensive project in order to demonstrate a thesis-level design proposition through an integration of site, program, process, materiality and interior technology. Studio. Prerequisites: INAR 480, Design Studio 7 and INAR 482, Senior Project Prep.

INAR 270, 370, 470 Topics in Interior Architecture 2-3 units
 These courses provide an in-depth investigation into topics of timely significance in the field of interior architecture. Topics are determined on the basis of faculty and student interest. Studio. Prerequisite: As noted per offering.

INAR 299, 399, 499 Independent Study 1-4 units
 These courses provide the opportunity for an individual investigation in an area of special interest chosen by the student with the approval of the department chair. Periodic meetings with the assigned faculty member are required. Hours by arrangement. Prerequisite: Permission of the director.

School of Business

André B. van Niekerk, Ph.D., Dean

I welcome you to the School of Business and want you to know that we take your desire for quality education seriously. Your educational experience will be a product of your personal dedication and performance, combined with the commitment and experience of our faculty. Our School's Mission Statement expresses four major areas that form the foundation of your learning: *“Woodbury University's School of Business cultivates the distinctive talents of each student to prepare future leaders of business who communicate effectively, act ethically, and think globally.”*

The undergraduate business programs of the School of Business are intended to provide the knowledge and professional skills necessary for graduates to compete in a dynamic, global business environment characterized by rapid technological and social change.

A core of professional courses that provide a solid grounding in business and management fundamentals is designed to enable students to acquire the expertise necessary to launch, or enhance, rewarding careers as business professionals. At the same time, a challenging liberal arts education provides undergraduates the opportunity to widen their intellectual horizons, enhance their curiosity and develop critical thinking skills vital to lifelong learning.

All programs are intended to develop the skills and values needed to compete successfully in global and domestic markets, including interpersonal and entrepreneurial skills, the ability to think critically and to write and speak clearly, computer literacy, the capacity to identify and solve problems, an awareness about the global market in which business operates, an understanding of how to make business decisions and the principles of ethics and standards of professional conduct.

The undergraduate program of the School of Business offers the BBA (Bachelor of Business Administration) which contains **Management** as its major. In addition, the BBA can be earned with majors in **Accounting**, **Marketing**, and **Fashion Marketing**.

Woodbury provides convenient class schedules for traditional-age students as well as working adult students. We strive to keep classes small, with instruction from a combination of full-time faculty and experienced business professionals who teach on an adjunct basis.

The BBA program is delivered in two different formats: Traditional (weekdays and evenings), and Non-Traditional (weekends and evenings).

TRADITIONAL UNDERGRADUATE PROGRAM

This format allows the student to complete degree requirements by attending morning, afternoon, and selective evening classes, Monday through Thursday. Most students in this program are of traditional college age (18-25 years old).

NON-TRADITIONAL UNDERGRADUATE PROGRAM

This format allows students to complete degree requirements by attending evening classes Monday through Thursday and day sessions Saturday and Sunday. Most students in this program are working adults and are above the age of 25 years.

ACCREDITATION

The Association of Collegiate Business Schools and Programs (ACBSP) accredits the School of Business. The Senior College Accrediting Commission of the Western Association of Schools and Colleges (WASC) accredits Woodbury University.

John E. Karayan, JD PhD, Department Chair

Why learn accounting?

Accounting is the universal language of organizations, be they large or small, local or international, for-profit businesses or not-for-profit organizations. Being conversant in it allows you to communicate important information globally, make more informed social policy decisions, design better information systems, market ideas to superiors, and motivate subordinates to help you do your job better.

Why major in accounting?

The accounting major prepares you to enter and thrive in the accounting profession. As an accounting graduate, you have an excellent chance at getting a good job at good pay for the rest of your life. Accounting is an old and universal profession; accountants are the primary professional advisors to organizations. Put simply, accountants are the people you go to when you wanted something important measured, and measured honestly. Those who leverage their education to become Certified Public Accountants join an elite recognized throughout the world for helping people and organizations to make better financial decisions.

What do you need to bring into your classes to succeed in the accounting major?

All kinds of people succeed in accounting courses, and go on to become accountants and CPAs. They tend to have only two things in common: they can add fast, and sit still.

What do students learn in accounting classes?

In the two lower division accounting courses ~ which are required for all business majors ~ students learn the fundamentals of accounting information systems, and how to use accounting information to make better financial decisions. The focus is on the strengths and weaknesses of accounting information, accounting information systems, and the accounting way of thinking. These courses provide an environment for students to learn a critical mass of fundamental concepts which drive accounting, accountants, and financial analysis. And to apply these concepts while practicing the research, analytic, critical thinking, and communications skills which are important in management practice and crucial to good citizenship.

In upper division accounting courses, students focus on learning the key details of accounting necessary to thrive when entering the profession. The focus is on five major areas: financial accounting, managerial accounting, taxation, auditing, and government/not-for-profit accounting (each of which is a key area on the CPA exam).

PROGRAM LEARNING OUTCOMES

In addition to University-wide and School of Business-wide student learning outcomes,

- 1) students passing the lower division core courses in accounting are able to manifest the ability to use financial accounting information in making business decisions; and
- 2) graduating accounting majors are able to demonstrate the knowledge of accounting concepts required for entry level positions in the accounting profession.

Here are these key learning outcomes, supported by their related fundamental learning objectives:

- 1) Lower Division (Service Courses) Learning Goal: students passing the lower division core courses can manifest the ability to use financial accounting information in making business decisions.

Learning Objectives

- To identify both the commonly used financial ratios and the qualitative characteristics of Generally Accepted Accounting Principles [Knowledge]
- Which are of greater importance [Understanding]
- In evaluating the financial condition of an organization from its financial statements [Application]

- 2) Upper Division (Accounting Major Courses) Learning Goal: graduating accounting majors can demonstrate the knowledge of accounting concepts required for entry level position in the profession.

Learning Objectives:

- To identify key accounting issues under primary authorities, such as Generally Accepted Accounting Principles, Generally Accepted Auditing Standards, or Federal income tax law [Knowledge]
- Which are of greater importance [Understanding]
- In preparing advice to a client based on an environmentally rich ~ many issues are raised, the facts given are not "complete", and there is not enough space allowed for a thorough discussion of either ~ ambiguous ~ neither facts nor issues are presented in tidy complete packages, but instead arise out of messy, uncertain transactions ~ real life cases [Application]

Accounting (B.B.A.)

MISSION

The mission of the Department of Accounting is for our students to be able to use accounting information to make better financial decisions, and for our graduating accounting majors to be able to enter and thrive in the profession.

How do students learn in accounting classes?

Students learn accounting by reading, listening, discussing, and doing. Accounting is logical, but not obvious. It is full of specialized terms which have special meanings different from the everyday meanings of the words. Learning accounting requires you to work hard to understand how the artificial information system called accounting works.

Most of this comes from reading, then working short quantitative problems, and then discussing your answers in study groups and in class. Once the fundamentals are covered, you then practice applying what you have learned to new situations (often called “business cases”), coming up with alternative ways with dealing with the opportunities or challenges presented in the cases, supporting your advice with calculations, and communicating the richness of your analysis in written reports or class presentations. This also parallels what accountants do in real life: analyze situations and communicate advice supported with numbers.

What tangible results will show what a student has learned in accounting classes?

Students leave accounting courses with PowerPoint-type presentations, and with written case projects, where financial statements or accounting reports have been analyzed and the resulting advice defended with numbers.

In upper division accounting courses, these tend to be more specialized. Examples include comment letters on new accounting standards proposed by the International Accounting Standards Board in financial accounting courses, tax returns and comparative calculations from operating in different business forms (such as a corporation, partnership, or limited liability company) in tax courses, advice on optimal auditing strategies in auditing courses, or presentations on alternative costing approaches (such as GAAP versus full absorption income statements) in cost accounting courses.

Most significant, most reliable, and most tangible are results from the variety of professional certification exams which guard entrance to the profession, most prominently the very challenging CPA exam.

Scope of the program

The Department of Accounting is responsible for undergraduate accounting courses. The Chair of the Department also has been assigned the scheduling of undergraduate finance courses. (With the advent of the BBA, the finance “major” is being phased out). The Chair of the Department of Accounting also serves as the Chair of the Department of Computer Information System/Information Technology (which is being phased out).

FACULTY

First and foremost, the Faculty of the Department of Accounting teach. Each faculty member brings to the classroom significant professional experience (such as being an attorney or CPA, being a partner in a CPA or professional advising firm, being a senior manager in a publicly traded business, government agency, or not-for-profit organization).

Faculty also advise students on careers, keep courses current, sponsor student organizations and scholarships, and serve the School of Business, the University, and the Accounting Profession. In addition, faculty research, speak, write, and publically disseminate their informed judgment on improving accounting practices, accounting standards, and accounting teaching.

Chair

John E. Karayan, Professor, Accounting
BA University of California at San Diego; JD University of Southern California; MA MBA PhD Claremont Graduate School; Attorney (California)

Full-time Faculty

Ashley Burrowes, Professor, Accounting
BBS, MBS, Massey University; MS, Ph.D., University of Nebraska; Chartered Accountant (New Zealand)

Adjunct Faculty

Accounting

Henry M. Anding, Adjunct Professor, Accounting
BA University of Illinois; JD, California Western School of Law; Attorney (California) CPA (California)

Ruth Bennington, Adjunct Professor, Accounting
Bachelor of Civil Law, University College Dublin, Ireland; MBA, Woodbury University; MA (Economics), California State University, Los Angeles; Solicitor, Law Society of Ireland;

Edgar Davtyan, Adjunct Professor, Accounting
BS Woodbury University; MBA Woodbury University

Mauro Diaz, Adjunct Professor, Accounting
BS Woodbury University; MBA Woodbury University

Frank Murphy, Adjunct Professor, Accounting
BS Loyola Marymount; BBA Columbia Pacific University; CPA (California)

Rudy Ordonez, Adjunct Professor, Accounting
BS Ateneo de Manila University; MBA Ateneo de Manila University

Michal Rahni, Adjunct Professor, Accounting
BA Tehran University; MS West Coast University; MBA West Coast University; PhD Kensington University

Ray Scalice, Adjunct Professor, Accounting
BS Woodbury University; MS Golden Gate University.

Miladin Radosavljevic, Adjunct Professor, Accounting
BA University of Belgrade; MA University of Belgrade; PhD University of Belgrade

Richard Yamauchi, Adjunct Professor, Accounting
B.S., M.S., California State University, Northridge; CPA

Jon Meyers, Chair Emeritus & Professor Emeritus, Accounting
BA Claremont McKenna College; MBA. University of California, Berkeley; DBA (hon) Woodbury University; CPA (California)

Finance

John Almaguer, Adjunct Professor, Finance
BA California Lutheran University; MBA University of Redlands; Various Brokerage Licenses (e.g., Series 7, 63, 65, and 66)

Duane Anderson, Adjunct Professor, Finance
 BBA University of Oregon; MBA University of Southern California.
 Edgar Davtyan, Adjunct Professor, Finance
 BS Woodbury University; MBA Woodbury University
 Carol Garrett, Adjunct Professor, Finance
 BA University of Louisville: MBA-Finance Georgia State University;
 PhD Georgia State University; JD University of Louisville
 Anna Khatchatrian, Adjunct Professor, Finance
 BS Woodbury University; MBA Woodbury University
 Michal Rahni, Adjunct Professor, Finance
 BA Tehran University; MS MBA West Coast University; PhD Kensington University
 Bud Walker, Adjunct Professor, Finance
 BA Indiana University; MA University of Hawaii.

CIS/IT
 Ray Arcilla, Adjunct Professor, CIS/IT
 BS
 Chris Banescu, Adjunct Professor, CIS/IT
 BS NYU; JD Southern School of Law
 Ray Briant, Adjunct Professor, CIS/IT
 BA San Diego State; MA Pepperdine
 Eric Danielson, Adjunct Professor, CIS/IT
 BS Harvey Mudd College; MS University of Southern California
 Mike Magro Adjunct Professor, CIS/IT
 BBA Loyola Marymount University; MIT American Intercontinental University; Doctorate
 of Planning and Development Studies in process University of Southern California
 Dennis McGuckian, Adjunct Professor, CIS/IT
 BS Norwich University; MBA, Dartmouth College
 Michael Rahni, Adjunct Professor, CIS/IT
 BA Tehran University; MS MBA West Coast University; PhD Kensington University
 Pat Reed Adjunct Professor, CIS/IT
 BA; MBA Woodbury University
 Michael Windsor, Adjunct Professor, CIS/IT
 BS California State University at Northridge; MBA Woodbury University
 Robert Schultz, Chair Emeritus & Professor Emeritus, CIS/IT
 AB, University of Chicago; AM PhD Harvard University.

Curriculum Summary
BBA in ACCOUNTING

Leading to the Bachelor of Fine Arts Degree	Units
Major (M)	63
General Education (GE)	58
Unrestricted electives (UE)	<u>5</u>
Minimum semester hours required	126

SUGGESTED SEQUENCE OF COURSES

FIRST YEAR

Fall Semester

MGMT	100	Fund. of Bus. Enterprise	3 M
WRIT	111	Academic Writing I	3 GE
Psych	200	Intro. to Psychology or SOCI 210 Intro. to Sociology	3 GE
PHYS	2__	Physical Science	3 GE
(One Science requirement must be fulfilled by a lab course)			
ARTH	___	Art History	3 GE

Spring Semester

MGMT	110	Legal Environ. of Business	3 M
WRIT	112	Academic Writing II	3 GE
<i>LSCI 105 Information Theory and Practice 1</i>			
BIOL	2__	Biological Science	3 GE
COMM	120	Public Speaking	3
MATH	220	Business Math.	3

SECOND YEAR

Fall Semester

ACCT	205	Financial Accounting for Decision -Making	3 M
MRKT	301	Principles of Marketing	3 M
ECON	203	Macroeconomics	3 GE
MATH	226	Business Statistics	3 GE
PHIL	201	Intro. to Philosophy or PHIL 210 Intro. to Ethics	3 GE

Spring Semester

ACCT	206	Managerial Accounting for Decision-Making	3 M
MGMT	326	Management & Org. Behavior	3 M
ECON	204	Microeconomics	3 GE
----	---	Humanities or INDS core	3 GE
<i>History, Literature, Philosophy, Communication, INDS ,or WRIT212</i>			

THIRD YEAR

Fall Semester

ACCT	300	Cost Accounting	3 M
ACCT	304	Intermediate Accounting I	3 M
ACCT	352	Concepts of Taxation	3 M
MGMT	336	Mgmt. Info. Systems	3 M
MGMT	350	Business Ethics	3 M
_____3/4_____		Upper Division General Education Elective	3 GE

Spring Semester

ACCT	305	Intermediate Accounting II	3 M
ACCT	3/4__	Accounting Elective	3 M

ACCT	388	Advanced Business Law	3 M
ACCT	403	Government/Non-Profit Accounting	3 M
FINA	360	Financial Management	3 M
_____3/4_____		Upper Division General Education Elective	3 GE

FOURTH YEAR

Fall Semester

MGMT	400	Op. Meth. Value Chain Mgmt.	3 M
ACCT	410	Auditing	3 M
MGMT	461	Leadership Theory & Practice	3 M
MGMT	483	Business Policy & Strategy	3 M
_____3/4_____		Upper Division General Education Elective	3 GE
		<i>Prerequisite: WRIT112, LSCI 105, and any other course-specific prerequisite</i>	
_____3/4_____		Upper Division General Education Elective	3 GE

Spring Semester

ACCT	490	Accounting Internship	3 M
_____	---	Unrestrictive Elective May be fulfilled by WRIT100, MATH149, or Minor requirement	3 GE
_____	---	Unrestricted Elective	3 GE
_____	---	General Education Elective	3 GE
_____	---	General Education Elective	

ACCOUNTING ELECTIVES

			Units
ACCT	351	Advanced Taxation	3
ACCT	353	Entrt. Pro. Accounting & Mgmt.	3
ACCT	401	Advanced Accounting	3
ACCT	404	International Accounting	3
ACCT	405	Compt. Accounting & Info Syst.	3
ACCT	470	Topics	3
ACCT	485	Accounting Problems	3

ASSESSMENT PROCESS

General Plan

In addition to University-wide and School of Business-wide assessment of University and School of Business Program Student Learning Outcomes, the Department evaluates the Department of Accounting Student Learning Outcomes in our course offerings on a periodic, systematic basis.

Specifics:

Pre-Capstone

Lower Division (Service) Courses

The Planned Student Outcomes for ACCT205 Principles of Accounting I are assessed for Fall term of odd years; those for ACCT 205 Principles of Accounting II are assessed for Fall term of even years.

Upper Division (Major) Courses

The Planned Student Outcomes for 300 level Accounting courses are assessed for Spring term of even years; those for 400 level Accounting courses are assessed for Spring term of odd years.

Capstone

Because the primary role of professional accountants is as professional advisors, accounting majors practice this in the required capstone course taken as a senior. Entitled MGMT 483 Business Policy and Strategy, this 3-unit course provides an opportunity to integrate the functional areas of marketing, finance, accounting, production, and management in the form of a team-based, nationally normed case competition.

The focus is on a computer simulation in which organizations are analyzed with respect to the effectiveness and appropriateness of strategies and goals in each of the functional areas. Also measured are the synergies of the functional areas for achieving optimal results consistent with their respective missions.

Both the Planned Student Outcomes and the Assessment process for this course are discussed in the Department of Management's section of this Handbook and Guide to Learning at Woodbury University.

RESULTS OF LEARNING

Tangible products of learning by which students and others will know that learning has been successful include PowerPoint-type presentations, and written projects, where financial statements or accounting reports have been analyzed and the resulting advice defended with numbers. In upper division accounting courses, these tend to be more specialized, such as comment letters on new accounting standards proposed by the International Accounting Standards Board in financial accounting courses, tax returns and comparative calculations from operating in different business forms (such as a corporation, partnership, or limited liability company), advice on optimal auditing strategies, or presentations on alternative costing approaches (such as GAAP versus full absorption income statements).

For accounting majors, most significant, most reliable, and most tangible are results from the variety of professional certification exams which guard entrance to the profession, most prominently the very challenging CPA exam.

ACADEMIC STANDARDS

The Department applies University and School Academic standards.

SPECIAL LEARNING OPPORTUNITIES/REQUIREMENTS

Woodbury's Careers and Alumni Office offers a variety of programs, services and resources to assist students in exploring careers and securing internships. The staff works with students one-on-one to develop successful internship search strategies to help students connect with employers through internship postings, resume collections, on/off-campus interview opportunities, alumni connections, and employer outreach in the US.

Internship:

Accounting majors who do not have significant business experience are required to serve at least a 120 hour internship. Accounting majors are encouraged to get paid internships at CPA firms, in private industry (such as Disney or Parsons), or in the public sector (such as the IRS or JPL). In addition, accounting majors who are working outside the home during school are encouraged to switch to accounting-related jobs (such as accounts payable, or tax return preparation). Woodbury's Careers and Alumni Office is adept at helping students search and get such jobs.

More specifically, our work experience/internship requirement is for a 3-unit internship, or a non-unit accounting work experience of at least 120 hours. If the requirement is satisfied by a non-unit work experience, an additional upper division accounting course will be required.

Other:

Accounting majors are encouraged to participate in student case competitions (such as the IMA), and submit papers to accounting conferences (such as the Western Decision Sciences Institute).

Accounting majors are strongly encouraged to apply for the Woodbury Institute of Transdisciplinary Studies' Junior Fellows Program. Committing one of their four required Upper Division General Education Electives to a Research Seminar on Transdisciplinarity, Junior Fellows conduct a student-centered investigation into contemporary issues both local and global, applied and theoretical. The Seminar focuses on students' identification, research, analysis, and development of solutions to pressing problems. The Seminar is capped off with students' public presentation of individual and group findings. (Students accepted into the program also receive a \$1000 tuition grant.) Finally, accounting majors should make their coursework a focus, rather than structuring their lives around non-accounting part time jobs.

COMPUTER LITERACY REQUIREMENTS

Every Woodbury program assures that graduates have the basic and specialized computer skills to succeed. In accounting courses, students use word processing software (such as Word), presentation software (such as PowerPoint), spreadsheet software (such as Excel). They also use professional research tools (such as Lexis/Nexis), and - in upper division courses - the specialized software (such as La Certe for tax returns, CCH Tax Research Network, ACL, FARS, and the SEC's Edgar database) typical for practitioners in the area being learned.

STUDENT COMPUTER and OTHER EQUIPMENT REQUIREMENTS

Students need to use computers with meaningful Web access, as well as word processing software, presentation software, and spreadsheet software. Although computer labs are available on campus, students are encouraged to have their own netbooks and printers to take advantage of time off campus.

COURSES

ACCOUNTING

ACCT 205 Financial Accounting for Decision-Making 3 units
Principles of accrual accounting, basic processes of financial record keeping, and use of the basic financial statements. Emphasis in on learning the strengths and weaknesses of financial

accounting in order to better use accounting information to make financial decisions.

ACCT 206 Managerial Accounting for Decision-Making 3 units
Advanced topics in accounting, with an emphasis on managerial accounting, including inventory costing, capital and operational budgeting, and break-even analysis. Prerequisite: ACCT 205 Principles of Accounting I.

ACCT 300 Cost Accounting 3 units
Product costing, including activity-based costing, job-order costing, standard costing, variance analysis, and cost-volume-profit analysis. Cost accounting techniques relating to budgeting of operations and capital expenditures, inventory control, performance measurement, and management decision-making. Prerequisite: ACCT 206 Principles of Accounting II.

ACCT 304 Intermediate Accounting I 3 units
A concentrated study of financial accounting within the conceptual framework which underlies financial reporting, with emphasis on accounting issues related to asset valuation and reporting. Prerequisite: ACCT 205 Principles of Accounting I.

ACCT 305 Intermediate Accounting II 3 units
Examines the development and application of accounting standards - such as those for valuation, income taxes, compensation, or revenue recognition - with an emphasis on new standards and current developments. Prerequisite: ACCT 304 Intermediate Accounting I.

ACCT 351 Income Taxation II 3 units
Advanced topics in taxation, with an emphasis on strategic tax planning. Prerequisite: ACCT 352 Concepts of Taxation.

ACCT 352 Concepts of Taxation 3 units
An introduction to a broad range of tax concepts and types of taxpayers covering the role of taxation in the business decision making process; basic tax research and planning; professional standards and ethics; and the interrelationship and differences between financial accounting and tax accounting. Prerequisite: ACCT 205 Principles of Accounting I.

ACCT 353 Entertainment Industry Production Accounting and Management 3 units
Accounting and management applications specific to the entertainment industry, with general use in areas of media production, such as film, television, commercials, music videos, and games development. Topics include production budgeting, management reporting, film terminology, and studio distribution contacts. Financial reporting requirements promulgated by the American Institute of CPAs and the Financial Accounting Standards Board will be discussed. Prerequisite: ACCT 206 Principles of Accounting II.

ACCT 388 Advanced Business Law 3 units
Key legal doctrines and rules governing organizations. Emphasis on analyzing open ended, real life like fact patterns (i.e. a 'case' study) to identify and complete appropriate standard legal forms.

ACCT 401 Advanced Accounting 3 units
Advanced topic in accounting, such as business combinations; consolidated financial statements, foreign currency transactions and financial statements; partnership formation and liquidation; and an introduction to government/not-for-profit accounting. Prerequisite: ACCT 305, Intermediate Accounting II.

ACCT 403 Governmental and Not-For-Profit Accounting 3 units
Fund accounting, study of the accounting literature applicable to governmental units and to not-for-profit entities such as colleges, universities and hospitals. Prerequisite: ACCT 304, Intermediate Accounting I.

ACCT 404 International Accounting 3 units
Examination of accounting practices throughout the world, foreign currency transactions, and reporting techniques for foreign subsidiaries. Prerequisite: ACCT 304, Intermediate Accounting I.

ACCT 405 Accounting Information Systems 3 units
Study of the application of computer processing to accounting procedures; includes control mechanisms and procedures to maintain the integrity of data and the effective reporting of information. Prerequisite: ACCT 205, Principles of Accounting I.

ACCT 410 Auditing 3 units
Financial auditing practices and procedures; professional standards of practice and reporting are explored. Prerequisite: ACCT 305, Intermediate Accounting II.

ACCT 470 Topics 3 units
Accounting subjects or developments of interest not elsewhere covered.

ACCT 485 Accounting Problems 3 units
Review of current accounting theory or the problems used to test the understanding and application in professional examinations.

ACCT 490 Accounting Internship 3 units
Practical experience in an accounting environment.

ACCT 299, 399, 499 Independent Study
3 units Individual investigation of an aspect of accounting chosen by the student and approved by department chair.

FINANCE COURSES

As noted above, the Finance “major” is being phased out. Undergraduate Finance courses are scheduled by the Chair of the Department of Accounting.

FINA 310 Regulatory Environment of Business 3 units
A study of the impact of governmental policies and regulations on the business environment.

Topics include deregulation, reregulation, environmental, health and safety legislation, and rulings on antitrust and labor matters. Prerequisite: MGMT 110 Law and Business.

FINA 355 Insurance and Risk Management 3 units
The study and analysis of individual and business risk and risk exposures; techniques of risk bearing including insurance, self-insurance, and safety management. Prerequisite: MGMT 110 Law and Business.

FINA 356 Introduction to Financial Planning 3 units
An overview of personal financial planning including budgeting, consumer borrowing, use of savings accounts, life insurance and other types of family insurance, social security, income taxes, home ownership, investing in stocks and bonds, and estate planning. Prerequisite: MGMT 110 Law and Business.

FINA 360 Financial Management 3 units
An introduction to finance. Topics covered include financial statement and ratio analysis, working capital management, financial forecasting, leverage, time value of money, valuation of stocks and bonds, cost of capital, capital budgeting, and raising capital. Prerequisites: ACCT 205 Principles of Accounting I; ECON 204 Microeconomics

FINA 364 Money and Banking 3 units
Examination of the monetary system and its operation, with particular attention paid to the roles played by commercial banks, the Federal Reserve and the Treasury in controlling the volume of money and credit in the United States economy. The financial policies and practices of major financial institutions are studied, and the origin of some of the current problems facing senior managers of these institutions are discussed. Prerequisites: ACCT 205 Principles of Accounting I; ECON 203 Macroeconomics or FINA 360 Financial Management

FINA 365 Real Estate Principles 3 units
Economics of land; property rights; land titles and estates; ownership and leasehold interests; contracts, transaction instruments and other legal considerations; land descriptions; real estate finance; appraisal; real estate valuation; taxation and assessments; planning, zoning and redevelopment; subdivision and other public controls; real estate investment; and asset management. Prerequisite: MGMT 110 Law and Business.

FI 455 Real Estate Finance 3 units
Nature of real estate credit; sources of mortgage capital; traditional and alternative methods of financing real estate transactions including investment and development; structure of the mortgage market; loan underwriting and principles of mortgage risk analysis; and policies and practices of major lending institutions. Prerequisite: FINA 365 Real Estate Principles

FI 456 Real Estate Investment 3 units
Framework for real estate investment decisions; rate of return analysis; theories of value as applied to income properties; financial analysis; deal structuring; and determinants of real estate investment policy for borrowers and lenders. Prerequisite: FINA 365 Real Estate Principles

FINA 457 Corporate Financial Policy 3 units

The theory and practice of corporate finance including topics such as concepts of corporate valuation, financial statement analysis and forecasting, the evaluation of corporate investments in the face of risk, the effects of debt, equity and derivative financial instruments on the value of the firm, dividend policy, corporate restructuring, bankruptcy and merger, managerial compensation, and current topics including LBOs, swaps and junk bonds. Prerequisite: FINA 360 Financial Management.

FINA 458 Real Estate Development 3 units

This course presents an overview of the real estate development process and the functions of the key participants. The course focuses on the integration of project feasibility, financing and marketing with building design.

FINA 461 Investment Principles and Analysis 3 units

A comprehensive study of contemporary investment analysis and investment principles. Topics include security markets, financial statement analysis, stock valuation, technical analysis, bond valuation, convertible securities, options, commodities, futures, mutual funds, and investment in real estate. Prerequisite: FINA 360 Financial Management.

FINA 462 Financial Markets and Portfolio Analysis 3 units

This course integrates topics of modern portfolio management with a balanced presentation of theory and practice. Topics include analysis of bonds, stocks, options, futures, stock index options, stock index futures, international securities, foreign currencies, hedging techniques, and fund management. Prerequisite: FINA 461 Investment Principles and Analysis.

FI 463 Equities, Fixed-Income Securities and Capital Markets 3 units

This course covers the valuation of fixed income and equity securities and investment strategies utilizing them. Topics include the mathematics of bond and equity valuation, history of interest rate structures and equity valuation and stock returns, varieties of debt and equity instruments, and debt and equity risk considerations. Prerequisite: FINA 461 Investment Principles and Analysis.

FINA 466 International Finance 3 units

This course explores those aspects of the increasingly global financial environment in which financial managers of internationally active businesses must operate. Topics include foreign exchange transactions, exchange rate behavior, cross-border currency flows, managing foreign exchange exposure, global capital markets, and international investment decisions. Lecture. Prerequisites: FINA 360, Financial Management.

FINA 470 Topics in Finance 3 units

Topics focus on current issues in finance.

FINA 490 Finance Internship 3 units

Practical experience in finance.

FINA 499 Independent Study 3 units

Individual investigation in a field of special interest chosen by the department chair.

CIS/IT COURSES

As noted above, the CIS/IT Department as well as the CIS/IT Major and Minor, are being phased out. Currently, 2 IT courses are required in the BBA in Accounting. Undergraduate CIS/IT courses are scheduled by the Chair of the Department of Accounting, who also serves as the Chair of the CIS/IT Department.

ITEC 110 Computer Applications 3 units

Mastery of the basics of several widely-used practical applications: personal computer operating systems; word processing; spreadsheets; and Web tools.

ITEC 113 Introduction to Information Technology 3 units

Introduction to basic hardware, software, and network concepts.

ITEC 164 Introduction to Programming 3 units

An introduction to programming concepts through scripting languages on the World Wide Web.

ITEC 210 Math for IT Majors 3 units

Topics necessary for IT majors including Boolean (propositional) logic; an introduction to algorithms, sets, relations, functions, and matrices; and Turing machines.

ITEC 232 Systems Analysis and Design 3 units

A study of the various methodologies employed by systems analysts to develop computer application systems. An overview of the systems development life cycle with emphasis on structured tools and techniques of system documentation and logical system specifications. Prerequisite: ACCT 205 Principles of Accounting I

ITEC 242 Introduction to Databases 3 units

Capabilities of a current, popular database system.

ITEC 251 Spreadsheets 3 units

Extensive coverage of aspects of a current, popular spreadsheet program.

ITEC 253 Graphic and Presentation Programs 3 units

A survey of up-to-date graphic programs.

ITEC 258 Introduction to HTML 3 units

An introduction to the basics of HTML. This course features 'naked' HTML as a basis for editing and adding enhancements such as scripts to Web pages. Includes an introduction to JavaScript.

<p>ITEC 262 Programming in C and C++ 3 units Problem-solving methods, algorithm development and structured program design using the C and C++ programming languages. Prerequisite: IT EC163 Introduction to Programming Using Java or ITEC 164 Introduction to Programming</p>	<p>ITEC 364 Web Programming 3 units Current programming tools for data access and manipulation on the web. Prerequisite: Varies with topic chosen.</p>
<p>ITEC 263 The Java Programming Language 3 units Fundamentals of java programming, including standard applications to World Wide Web contexts. Prerequisite: ITEC 163 Introduction to Programming Using Java or ITEC 164 Introduction to Programming.</p>	<p>ITEC 370 Topics in Information Technology 3 units Topics focus on current developments within the information systems industry. Prerequisite: Varies with topic chosen.</p>
<p>ITEC 310 Operating Systems I 3 units Operating systems concepts and their implementation in a current Windows operating system. Prerequisite: a programming language course.</p>	<p>ITEC 388 Advanced Business Law 3 units Key legal doctrines and rules governing organizations. Emphasis on analyzing open ended, real life like fact patterns (i.e. a 'case' study) to identify and complete appropriate standard legal forms.</p>
<p>ITEC 311 Operating Systems II: Linux 3 units The implementation of operation systems concepts in a currently popular Unix-like system such as Linux. Currently popular Linux applications will be surveyed. Prerequisite: a programming language course.</p>	<p>ITEC 403 Computer Control and Audit 3 units An introduction to the fundamentals of EDP auditing. Topics include EDP controls, types of EDP audits, risk assessment and concepts, and techniques used in EDP audits. The case study method is used. Prerequisite: ITEC 232 Systems Analysis and Design; ACCT 205 Principles of Accounting I</p>
<p>ITEC 315 Computer Hardware 3 units Basic physical hardware concepts needed for computer operation and support. Function, selection and installation of components such as CPU, RAM memory, cards for video, multimedia and networks, disk drives and other external storage, modems and other peripherals.</p>	<p>ITEC 410 Senior Systems Project 3 units Application of computer programming and system development concepts, principles and practices to develop a working solution to a realistic business problem. Students analyze, design and implement the system under faculty supervision. Project management methods, project scheduling and control techniques. Prerequisites: Senior standing in IT major</p>
<p>ITEC 321 Computer Networks 3 units Design, installation, and utilization of local area networks (LANs). Relationships of servers, gateways and communications media. Security, WANs, and other current topics. Prerequisites: ITEC 232 Systems Analysis and Design</p>	<p>ITEC 425 Managerial Aspects of Information Systems 3 units An overview of information resource management. Emphasis on planning, organizing and controlling information and computing resources. The case study method is used. Prerequisites: ITEC 232 Systems Analysis and Design or permission of the instructor.</p>
<p>ITEC 334 Systems Development Tools 3 units State-of-the-art computer-based tools for the analysis, design and construction of information systems. Prerequisites: ITEC 232 Systems Analysis and Design and ITEC 242 Introduction to Databases.</p>	<p>ITEC 490 Internship in Information Technology 3-6 units Students obtain practical experience by working in a computer environment complemented by an evaluation of the learning experience. Fifty internship hours required for one unit of academic credit. May be repeated for credit up to a maximum total of 6 units.</p>
<p>ITEC 342 Advanced Databases 3 units Introduction to an enterprise SQL-based database management system such as Oracle or SQL server. Prerequisite: ITEC 242 Introduction to Databases.</p>	<p>ITEC 499 Independent Study 3 units Individual investigation in a field of special interest chosen by the student and approved by the department chair.</p>
<p>ITEC 357 Visual Basic 3 units Fundamentals of Visual Basic for Windows as a development tool. Includes introduction to forms and object-oriented/event driven programming. Prerequisite: ITEC 163 Introduction to Programming Using Java or ITED 164 Introduction to Programming.</p>	

Karen Kaigler-Walker Ph.D., Assistant Dean School of Business

Woodbury University offers a Fashion Marketing program that provides students with a thorough understanding of the conditions, technique and requirements of marketing and promoting fashion. Professionals in the field teach fundamentals of fashion merchandising, promotion and trend analysis. Advanced courses feature theories of marketing, consumer behavior and international business. Drawing upon case study analysis, students learn to apply fashion marketing principles to solve problems and develop plans of action. Laboratory experiences, field experiences and a strong senior internship program give students the exposure and experience necessary to become successful in the fashion industry. Graduates of this program are well-prepared professionals who are qualified for management positions in a variety of fashion career areas including fashion buying, store management, advertising, styling for the media, promotion, public relations and special events.

- **Why learn fashion marketing?**
Because fashion marketing encompasses a broad spectrum of endeavors, from product development to advertising, students can develop their specific interests and talents within the fashion marketing arena and be assured that there is a place for them within the fashion business community. No fashion company is too small or too large to need marketers. This allows fashion marketing graduates to choose the type and size of organization that suits their personal tastes.
- **What do fashion marketing students learn?**
Students learn how to adapt proven fashion marketing strategies to the ever evolving world of the fashion business by learning both the psychology of why people purchase fashion products and how to effectively develop, price, distribute and promote products and services.
- **How do fashion marketing students learn?**
Students learn in a variety of settings and via a variety of experiences. All classes are interactive, with a minimum of formal lecture and a maximum of student-centered activities. Students are given the opportunity in each class to learn by working in groups, writing, speaking, and completing projects—all of which offer the students the opportunity to use a broad range of talents.
- **What are the results of the course of study in fashion marketing?**
The results of students having majored in fashion marketing are

PROGRAM LEARNING OUTCOMES

1. Graduates will manifest professional entry-level fashion marketing communication skills.
2. Graduates will incorporate an ethical fashion marketing perspective in their professional decision making.
3. Global awareness will be evidenced in our graduates' decision making within the field of marketing.
4. Graduates will apply the underlying principles of fashion marketing when making business decisions.

Below are the key learning outcomes as supported by their related fundamental learning objectives:

1. Key Learning Goal (effective communication): to manifest professional entry-level fashion marketing communication skills
Learning Objectives:
 - To identify and analyze fashion marketing audiences, purposes, key ideas, sequencing of content, format, voice, style, technology, and key terms of art.
 - To apply good principles of communication within the fashion marketing environment.
 - To cogently and concisely present managerial advice from an environmentally rich, ambiguous set of facts that embody a real life-like situation faced by fashion marketers.
2. Key Learning Goal (ethical behavior): to incorporate ethical perspective in their professional decision making in the field of fashion marketing.
Learning Objectives:
 - To identify ethical theories and challenges in fashion marketing.
 - To apply ethical principles when facing challenges in making fashion marketing decisions.
 - To be able to advise organizations on the suitability of ethical fashion marketing approaches to operational challenges that are raised in real life-like situations and faced by marketers.
3. Key Learning Goal (global perspective): to exhibit a global awareness in our graduates' professional decision making in the field of fashion marketing.
Learning Objectives:
 - To identify multicultural challenges in social and fashion marketing environments.
 - To apply knowledge of the global nature of fashion marketing when making decisions.
 - To effectively analyze the pros and cons of alternative approaches to fashion marketing challenges that are raised in real life-like situations and faced by business people.
4. Key learning Goal (marketing principles): to apply the underlying principles of fashion marketing when making business decisions.
Learning Objectives:
 - To understand the underlying principles of fashion marketing.
 - To apply the underlying principles of fashion marketing in real world business situations.
 - To effectively analyze various fashion marketing principles and their appropriate applications in business settings.

Fashion Marketing (B.B.A.)

MISSION

The mission of the Department of Marketing is to provide the highest level of marketing education that rests on a strong liberal arts foundation. The interdisciplinary nature of our majors cultivates successful students who have a strong and enduring sense of personal and social responsibility. We prepare students to be competent communicators who understand the complexities of our global and, technological environment.

evident during their senior year in the project they produce in their marketing research course. Successful completion of the project requires a synthesis of knowledge gained during the classes leading up to this course. Students also are evaluated by their internship supervisors on a rating scale that measures the students' abilities to perform in a fashion marketing environment.

FACULTY

Faculty are the key to the success of the program. Faculty members are chosen specifically for their knowledge of and experience in the areas of marketing for which they are hired to teach.

Chair

Karen Kaigler-Walker, Professor, Marketing, Fashion Marketing
B.S. M.S., Texas Tech University; MAT, Fuller Theological Seminary; Ph.D., The Ohio State University.

Participating Adjunct Faculty

Wendy Bendoni, Participating Adjunct Professor, Fashion Marketing
B.S. Woodbury University; M.A. California State University, Los Angeles

Emily Davis, Participating Adjunct Professor, Marketing
B.A. University of California, Los Angeles; MBA Woodbury University;

Adjunct Faculty

Kevin Keele, Adjunct Professor, Fashion Marketing
B.S., MBA, Woodbury University

Curriculum Summary

SUGGESTED SEQUENCE OF COURSES

FIRST YEAR

Fall Semester

FMRK	100	Fashion Fundamentals	3
WRIT	111	Academic Writing I	3
ARTH	2__	Art history	3
BIOL	2__	Biological Science	3
		Elective	3

Spring Semester

MGMT	100	Fund. Business Enterprise	3
FDES	161	History of Fashion II	3
WRIT	112	Academic Writing II	3
COMM	120	Public Speaking	3
PHYS	2__	Physical Science	3

SECOND YEAR

Fall Semester

FMRK	235	Trend Analysis	3
ACCT	205	Financial Accounting for Decision-Making	3
MGMT	110	Legal Environment of Business	3
ECON	203	Macroeconomics	3
PSYC	200	Introduction to Psychology	3
MATH	220	Business Math	3

Spring Semester

FMRK	360	Fashion Culture and Society	3
MRKT	301	Principles of Marketing	3
ACCT	206	Managerial Accounting for Decision-Making	3
ECON	204	Microeconomics	3
—		Humanities or IS 1__	3

THIRD YEAR

Fall Semester

FMRK	320	Fashion Retailing	3
FMRK	3/4__	FM Elective	3
FINA	360	Financial Management	3
MGMT	350	Business Ethics	3
MATH	226	Business Statistics	3
	3__	GE Elective	3

Spring Semester

FMRK	375	Field Experience	3
MGMT	326	Management & Org. Behavior	3
MGMT	461	Leadership Theory	3
—	3__	Psychology Elective	3
—	—	Elective	3

FOURTH YEAR

Fall Semester

FMRK/MRKT	3/4__	Elective	3
MRKT	310	Consumer Behavior	3
MGMT	336	MIS Data & E-Commerce	3
MGMT	400	Operations Management	3
—	—	General education elective	3
—	—	Unrestricted elective	3

Spring Semester

FMRK	490	Fashion Marketing Internship	3
MRKT	455	Marketing Research & Analysis	3
MGMT	483	Business Policies & Strategy	3
—	3__	General education elective	3

Upper division Fashion Marketing elective courses. Select one or two from the following:

FMRK	330	Store Planning & Merchandise
FMRK	340	Fashion Promotion
FMRK	350	Fashion Styling for the Media
FMRK	365	Fashion Journalism
FMRK	410	Fashion Production & Wholesaling
FMRK	470	Topics in Fashion Marketing

Upper division Marketing elective courses. Students may select one from the following.

MRKT	312	Public Relations
MRKT	321	Advertising and Promotion
MRKT	325	Retail Marketing
MRKT	341	Marketing on the Internet
MRKT	342	Media Marketing
MRKT	330	International Marketing
MRKT	420	Industrial Marketing
MRKT	430	Service and Non-Business Marketing
MRKT	441	Sales Management
MRKT	451	Strategic Marketing

FASHION MARKETING MINOR

FMRK	115	Fashion Fundamentals	3
FMRK	235	Trend Analysis	3
MRKT	301	Principles of Marketing*	3

Select sufficient number of courses to complete 15-unit minor:

FMRK	375	Field Experience	3
FMRK	330	Store Planning & Merchandise	3
FMRK	340	Fashion Promotion	3
FMRK	350	Fashion Styling for the Media	3
FMRK	365	Fashion Journalism	3
FMRK	410	Fashion Production & Wholesaling	3
FMRK	420	Fashion Retailing	3
FMRK	470	Topics in Fashion Marketing	3

Minimum unit requirements 15

* MR 301 will not count as minor course for students who are required to take the course as part of their major.

ASSESSMENT PROCESS

General Plan

Each of the department key learning goals will be assessed on a rotating basis, with at least two cycles being completed by 2011-12.

Capstone: MRKT 455 Market Research. Each student completes a research project that requires an understanding of the fashion marketing skills required for an entry-level mid-management position in fashion marketing.

Internship: FMRK490: Each students successfully completes a 120-hour internship that is evaluated by both the faculty advisor and the on-site supervisor. Data from the supervisor survey are compiled by semester for analysis. Decisions regarding the FM curriculum and individual courses are made based on these data.

RESULTS OF LEARNING

FM graduates are accepted into MBA and other graduate programs and find positions in fashion marketing.

SPECIAL LEARNING OPPORTUNITIES/REQUIREMENTS

Woodbury's Careers and Alumni Office offers a variety of programs, services and resources to assist students in exploring careers and securing internships. The staff works with students one-on-one to develop successful internship search strategies to help students connect with employers through internship postings, resume collections, on/off-campus interview opportunities, alumni connections, and employer outreach in the US.

Internship

Students are required to take FMRK 490 Internship during their senior year. The 10-15 week experience offers students the opportunity to work in a fashion marketing environment of their choice during which they apply their knowledge of the business of fashion marketing.

Study Abroad

Study abroad programs are offered by the department to China and Europe. Students are encouraged to participate in study programs offered by AIU in London, Paris, and Italy and by Kent State University in New York City.

Other

Students are encouraged to take part in School of Business extracurricular activities such as the CEO club. In MGMT 483 Business Policy and Strategy students participate in the CAPSM program and compete on their scores with their counterparts at other Universities across the country.

COMPUTER LITERACY REQUIREMENTS

Every Woodbury program assures that graduated have the basic and specialized computer skills to succeed. In marketing courses, students use word processing software (such as Word) and presentation software (such as PowerPoint). The accounting and management courses utilize

spreadsheet software (such as Excel). All courses in marketing require students to use on-line information search vehicles (such as Pro-Quest). Students utilize the statistical package SPSS in MRKT 310 Consumer Behavior and MRKT 455 Marketing Research

STUDENT COMPUTER and OTHER EQUIPMENT REQUIREMENTS

Students must be able to access and use a computer for every marketing course. Although the University maintains computer labs for this purpose, it is strongly advised that each student own a notebook.

MINOR REQUIREMENTS

Although a minor is not required, students are encouraged to minor in an area that will support the marketing degree in the area of greatest interest to the student. Suggested minors that are especially useful to fashion marketers: Fashion Design, Psychology, Graphic Design, and Communications.

COURSES

FMRK 100 Fashion Fundamentals 3 units

The course introduces the student to all sectors of the fashion industry. This multi-faceted industry markets not only clothing but a myriad of accessories as well. It operates at three different levels: the development and production of raw materials; the design, manufacture and wholesale distribution of goods; and the retailing of the finished product. The student will learn all phases of the marketing process and how these are repeated at each level of the industry. Emphasis is placed on the interrelationships that exist throughout the industry. Lecture. Prerequisite: none.

FMRK 235 Trend Analysis 3 units

This course introduces the basic theories of fashion including perspectives on the nature of fashion and the fashion process, fashion life cycles, fashion leadership, and fashion adoption cycles. In addition, the course includes an overview of the means by which fashion trends are analyzed and predicted. Topics include the influence of the media on fashion, trend reporting and prediction services. Lecture. Prerequisite: FMRK 100 Fashion Fundamentals.

FMRK 275 Field Experience 3 units

An in-depth study of the fashion arena that includes a minimum six-day field experience. Topics include fashion designers, schools of fashion, manufacturers, major retailers, visual merchandising, accessories, as well as major museums, cultural activities, theater, and the financial business district. Lecture. Prerequisite: Consent from the department chair.

FMRK 320 Fashion Retailing 3 units

An in-depth overview of the fashion merchandising function and store operations management. Topics include planning, buying, and control of fashion goods; organizational structures; retail acquisition and expansion; developing a retail business plan; and utilizing entrepreneurial skills in retail settings. Lecture. Prerequisites: FMRK 245 Trend Analysis, MATH 220 Business Math; MRKT 301 Principles of Marketing.

FMRK 330 Store Planning & Merchandise Presentation 3 units

Provides an overview of the fashion merchandising function with special emphasis on planning, buying, promotion, selling and control of fashion goods. Basic merchandise mathematics are incorporated. Lecture. Prerequisites: FMRK 235 Trend Analysis; MRKT 301 Principles of Marketing.

FMRK 340 Fashion Promotion 3 units

An analysis of fashion advertising, promotion, publicity, special events, and visual merchandising. The student will gain a better understanding of how promotion is used to attract the customer in the retail environment. Topics include: fashion show production, event development, and visual techniques. Lecture. Prerequisites: FMRK 235 Trend Analysis; WRIT 112 Academic Writing II, MRKT 301 Principles of Marketing.

FMRK 350 Fashion Styling for the Media 3 units

The course explores the field of styling and will focus on cultivating the skills needed to succeed in this profession. The student will develop an understanding of wardrobing, research techniques, and how to build a portfolio. Lecture. Prerequisites: FMRK 235 Trend Analysis; MRKT 301 Principles of Marketing.

FMRK 360 Fashion Culture and Society 3 units

The impact of fashion/appearance on human behavior and the role of fashion as a form of communication are studied. Theories of psychology, social psychology, sociology and anthropology are incorporated to assist in the understanding of how individuals express themselves through their appearance. The course examines the interrelationship between postmodern culture and fashion/beauty beginning with an analysis of the primal, underlying motivations for adorning the body. Topics include non-verbal communication aspects of appearance, cultural appearance, the inherent sexism, lookism, ageism, and ethnocentricity of fashion; and the impact of sociological/religious/political/economic systems on dress and adornment. Lecture. Prerequisites: FMRK 235 Trend Analysis, WRIT 112 Academic Writing II, PSYC 200 Introduction to Psychology.

FMRK 365 Fashion Journalism 3 units

The course examines the history of the fashion media and its impact of the fashion industry. The course will explore the interrelationship between fashion journalist, public relations specialists, photographers, and designers. Topics include effective interviewing, writing and editing articles, photo shoot organization and management, and the newest form of fashion journalism the internet and blogs. Lecture. Prerequisites: FMRK 235 Trend Analysis; WRIT 112 Academic Writing.

FMRK 375 Field Experience 3 units

An in-depth study of the fashion arena that includes a minimum six-day field experience. Topics include fashion designers, schools of fashion, manufacturers, major retailers, visual merchandising, accessories, as well as major museums, cultural activities, theater, and the financial business district. Lecture. Prerequisites: FMRK 235 Trend Analysis, MRKT 301 Principles of Marketing.

FMRK 410 Fashion Production & Wholesaling 3 units
The course will examine the dynamic changes in the fashion apparel supply chain. The student will gain an understanding of the apparel supply chain including, manufacturing, product development and the distribution channel of product. Lecture. Prerequisites: FMRK 235 Trend Analysis; WRIT 112 Academic Writing II; MRKT 301 Principles of Marketing

FMRK 490 Internship in Fashion Marketing 3 units
Students obtain practical on-the-job training in a fashion marketing environment. Work experience is complemented by an academic requirement and periodic meetings with the fashion marketing department chair. 120 hours. Prerequisite: Senior standing and FM 245; Twelve units upper-division FM/MR courses.

FMRK 299,399,499 Independent Study 1-3 units
Individual investigation in a field of special interest chosen by the student with the approval of the appropriate dean. Regular, periodic meetings with the department chair or an assigned faculty member are required. Thirty hours are required for each unit of credit. Prerequisite: Contract approved by the dean.

Management (B.B.A.)

MISSION

The mission of the Department of Business & Management is to be recognized as a premier student-centered business management program. We want our students to become leaders who have ethical values, a global outlook, and effective communication skills. We facilitate their education in an environment that emphasizes technology, diversity, and collaboration.

PROGRAM LEARNING OUTCOMES

1. Graduates will manifest professional entry-level communication skills.
2. Graduates will incorporate ethical perspective in their professional decision making.
3. Global awareness will be evidenced in our graduates' professional decision making.
4. Graduates will understand the importance of developing good leadership skills and practice basic leadership skills.

*Robert L. Bjorklund, Ph.D.,
Associate Professor & Management Department Chair*

Welcome to the Department of Management and Business. You have many choices, and we are very pleased that you have chosen the Woodbury University School of Business for your BBA. Knowing that, we are here for you and we aim to give you the best possible Management education and the best possible customer service. My office is always open to you for guidance and assistance. Again, Welcome!

Overview of the program

- People who plan, organize, coordinate, motivate, lead and communicate are providing necessary services that make our world work. Those people are known as managers, and when they perform those services both ethically and globally, great value has been added at all levels of our world-wide community. This is why we are here and why we strive to educate you to be a high quality leader and manager.
- Management majors learn skills in the various functions of business, such as accounting, finance, and marketing, but learn to use them globally and ethically through effective planning, organizing, leading, communicating, and motivating.
- Our management majors learn through the intellectual contributions and teaching skills of excellent faculty members, team experiences, management simulations and business internships. Our class sizes are small and our faculty members engage in close teacher/learner relationships with students both in and out of class.
- Students who graduate with a BBA will qualify for beginning professional management positions in business and not-for-profit organizations, in private and public sector organizations.

FACULTY

Faculty in the Management Department are involved in teaching, research, advising, curriculum development, and leading internships.

Chair

Robert L. Bjorklund, Ph.D., Associate Professor, Area; Management and Business Strategy:

B.S. Economics and Business, University of Sioux Falls, Sioux Falls, SD, M.S. in Business Administration and Ph.D. in Business Management, University of Massachusetts.

Full-time Faculty

Alexandra Saba, Assistant Professor, Area; Management and Organizational Behavior and Global Enterprise
BS, MA, Northern Arizona University, MC, Arizona State University, Licensed Psychologist.

Participating Adjunct Faculty

Svetlana Holt, Area; Organizational Behavior, Leadership, Strategic Decision-Making/Problem-Solving Groups, and Communications
BA, University of St. Petersburg, MBA, Woodbury University, Ed.D., Pepperdine University.

Virginia Green, Area; Communications and Entrepreneurship
BA, East Stroudsburg University, MA (Culture & Communications), and MA (Business & Education), New York University, MBA, New York Institute of Technology, Ph.D., Capella University.

Adjunct Faculty

Armond Aghakhanian, Area; Management, Politics, and Organizational Leadership
BA, California State University Northridge, MBA, Woodbury University.

Arthur Baghdasarian, Area; Business Law
BS, Accounting, California State University, Los Angeles, JD, Whittier Law School, Member of the California Bar Association and Licensed to practice before the California Supreme Court, the US Supreme Court, US Court of Appeals, 9th Circuit, US District Court, Central District of California, US Tax Court, Certified Public Accountant, California.

Chris Banescu, Area; Business Law, CIS, and e-Business
BS, New York University, JD, Southwestern School of Law, Member of the California Bar Association.

Michael Cook, Area; Quantitative Analysis
BS, University of LaVerne, MBA, Golden Gate University, Doctorate on Public Administration, University of LaVerne.

Bert Fairbanks, Area; Business Analysis, Production, Project, Technology, and General Management
BS Physics, University of Southern California, MBA, University of Phoenix (Flagship Campus).

Paul Gilbert, Area; e-Business
BA, Washington and Jefferson College, MS, West Virginia University, Ph.D, University of Kentucky.

Judith Heineman, Area; Human Resources
BA, California State University, Los Angeles, MSHR, University of San Francisco.

Herb Hoviss, Area; Communications and Industrial Psychology
BS and MA, New York University.

Nancy Luna, Area; Organizational Leadership
BA, University of California, Los Angeles, MBA, Woodbury, Ed.D, Pepperdine University.

William Turk, Area; Management and Human Resources
BS & ME, California State University, Dominguez Hills.

M. E. Walker, Area; Real Estate and Entrepreneurship
BA, Indiana University, MA, University of Hawaii.

David Whitcomb, Area; Technology and Management
BSIE & MSIE, University of Southern California.

Michael Windsor, Area; Management Information Systems and Quantitative Methods
BS Accounting and BS Finance, California State University, Northridge, MBA, Woodbury University.

**Curriculum
BBA COHORT**

	Units
Major Requirements	67
Required Transfer	54
Unrestricted Electives	5
Minimum units required	126

SUGGESTED SEQUENCE OF COURSES

FIRST YEAR

Semester 1

FINA 360	Financial Management	3	Core Requirement 6
MGMT 326	Management & Organizational Behavior	3	Core Requirement 7
MGMT 366	Small Business Management	3	Designated Major Specific Course
MGMT 350	Business Ethics	3	Core Requirement 8

Semester 2

FINA 360	Financial Management	3	Core Requirement 6
MGMT 326	Management & Organizational Behavior	3	Core Requirement 7
MGMT 366	Small Business Management	3	Designated Major Specific Course
MGMT 350	Business Ethics	3	Core Requirement 8

Semester 3

MGMT 326	Management & Organizational Behavior	3	Core Requirement 7
MGMT 366	Small Business Management	3	Designated Major Specific Course
MGMT 350	Business Ethics	3	Core Requirement 8

SECOND YEAR

Semester 1

FINA 360	Financial Management	3	Core Requirement 6
MGMT 326	Management & Organizational Behavior	3	Core Requirement 7
MGMT 366	Small Business Management	3	Designated Major Specific Course
MGMT 350	Business Ethics	3	Core Requirement 8

Semester 2

FINA 360	Financial Management	3	Core Requirement 6
MGMT 326	Management & Organizational Behavior	3	Core Requirement 7

MGMT 366	Small Business Management	3 Designated Major Specific Course
MGMT 350	Business Ethics	3 Core Requirement 8

Semester 3

MGMT 326	Management & Organizational Behavior	3 Core Requirement 7
MGMT 366	Small Business Management	3 Designated Major Specific Course
MGMT 350	Business Ethics	3 Core Requirement 8

THIRD YEAR

Semester 1

FINA 360	Financial Management	3 Core Requirement 6
MGMT 326	Management & Organizational Behavior	3 Core Requirement 7
MGMT 366	Small Business Management	3 Designated Major Specific Course
MGMT 350	Business Ethics	3 Core Requirement 8

Courses which must be taken prior to admission

ACCT 351	Advanced Taxation	3
WRIT 111	Academic Writing 1	3
ECON 203	Macroeconomics	3
ECON 204	Microeconomics	3
ACCT 205	Financial Accounting	3
ACCT 206	Managerial Accounting	3
MATH 249	College Algebra	3
MGMT 110	Legal Environment of Business	3
COMM 120	Public Speaking	3
		24

24 hours of the following also required:

PSYC 200	Introduction to Psychology	3
MGMT 100	Fundamentals of Business Enterprise	3
MATH 221	Statistics	3
	One Art History Course	3
	One Humanities Course	3
PHIL 201	Introduction to Philosophy	3
	OR	3
PHIL 230	Ethical Systems	3
	One Biological Science Course +	3
	One Physical Science Course +	3
	Unrestricted Elective Units	5

+ One of these must be a lab science

**Curriculum
MANAGEMENT MAJOR**

	BBA Core	36
	Concentration Core	21
	Concentration Options Courses	9
	Required Internship	3
	Total Major	69
	General education (GE)	51
	Unrestricted electives (UE)	<u>6</u>
	Minimum semester hours required	126

SUGGESTED SEQUENCE OF COURSES

FIRST YEAR

Fall Semester

MGMT 100	Fundamentals of Business Enterprise	3 Core Requirement 1
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Spring Semester

MGMT 110	Legal Environment of Business	3 Core Requirement 2
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SECOND YEAR

Fall Semester

ACCT 205	Financial Accounting for Decision-Making	3 Core Requirement 3
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MATH 220	Business Math	3 Designated GE Requirement
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Spring Semester

ACCT 206	Managerial Accounting for Decision-Making	3 Core Requirement 4
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MATH 226	Business Statistics	3 Designated GE Requirement
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THIRD YEAR

Fall Semester

MGMT 336	MIS	3 Core Requirement 5
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FINA 360	Financial Management	3 Core Requirement 6
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MGMT 326	Management & Organizational Behavior	3 Core Requirement 7
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MGMT 366	Small Business Management	3 Designated Major Specific Course
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MGMT 350	Business Ethics	3 Core Requirement 8
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Spring Semester

MRKT 301	Principles of Marketing	3 Core Requirement 9
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MGMT 335	Managing Workplace Diversity	3 Designated Major Specific Course 1
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MGMT 400	Operational Methods in Value Chain Management	3 Core Requirement 10
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MGMT 301	Organizational Communications	3 Designated Major Specific Course 2
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MGMT 340	Social & Political Environment of Business	3 Designated Major Specific Course 3
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FOURTH YEAR

Fall Semester

MGMT 490	Management Internship	3 BBA Requirement
MGMT 461	Leadership Theory & Practice	3 Core Requirement 11
MGMT 474	Project Management	3 Designated Major Specific Course 4
MGMT 460	Managing Change & Conflict	3 Designated Major Specific Course 5
	Selected Additional Elective	3 Listed UG Business Course or Approved Non-Business Courses 1

Spring Semester

MGMT 483	Business Policy & Strategy	3 Core Requirement 12
MGMT 465	International Management	3 Designated Major Specific Course 6
MGMT 3/4xx	Management-7	3 Designated Major Specific Course 7
	Selected Additional Elective	3 Listed UG Business Course or Approved Non-Business Courses 2
	Selected Additional Elective	3 Listed UG Business Course or Approved Non-Business Courses 3

Management Minor

ACCT 205 (Financial Accounting)	3
MGMT 100 (Fundamentals of Business Enterprise)*	3
MGMT 326 (Management and Organization Behavior)	3
MRKT 301 (Principles of Marketing)	3
FINA 360 (Financial Management)*	3
Minimum unit requirements	15

* There is some flexibility in the course structure, and the two of the courses indicated could be substituted by MGMT 110 (Legal Environment of Business) or ACCT 206 (Managerial Accounting)

ASSESSMENT PROCESS

The Management & Business department has set out to assess the curriculum as follows:

The assessment of three important core courses is in progress. Data has been collected on MGMT 100, MGMT 461, and MGMT 483, and the analysis is in process. One or more of the Student Learning Outcomes (SLOs) will be evaluated for each course. Once the results are determined, necessary changes of direction will be set.

The assessment of three important courses in the Management Designated courses will begin in 2009-2010. The courses, MGMT 301, MGMT 340, and MGMT 460 will be looked at from the standpoint of course imbedded measures of student learning.

Overall curriculum reviews by specific SLOs will begin as follows: Communications skills and Ethical perspectives will be reviewed during the fall semester of 2009-2010. Measures of Global awareness and Leadership skills will be reviewed in the spring semester of 2009-2010. Following that one year period, courses and SLOs will be reviewed on a rotating basis.

It is our intention to make changes and corrections along the way.

RESULTS OF LEARNING

Employment and acceptance into a graduate program are both considered evidence of student success. But we believe that evidence of learning is measured by a final national exam where you are ranked with thousands of other business students internationally. Currently we employ the Comp-XM on-line simulation to find out how we and you are doing. In addition to the simulation experience, you are tested by 80 or so questions that range in topics from accounting to production and marketing. So far, our students have a very high percentile ranking. This result is another positive differentiator for your graduation resume.

ACADEMIC STANDARDS

Like all BBA students, Management & Business majors are required to maintain a 2.0 cumulative grade average to graduate. However, Management & Business majors must earn a “C” or better in the final capstone course (MGMT 483) to graduate. If you earn less, you will repeat the course until you achieve the necessary “C” grade.

SPECIAL LEARNING OPPORTUNITIES/REQUIREMENTS

Woodbury’s Careers and Alumni Office offers a variety of programs, services and resources to assist students in exploring careers and securing internships. The staff works with students one-on-one to develop successful internship search strategies to help students connect with employers through internship postings, resume collections, on/off-campus interview opportunities, alumni connections, and employer outreach in the US.

Internship-Each student in the BBA Management program is required to perform a 120 hour work experience. We believe that a supervised internship provides an experience in the real world that cannot be duplicated in the classroom. We would encourage the student to do more than one. In addition to the work experience, it becomes a major differentiator on the student’s resume that future employers find very helpful.

Study Abroad-Management students are encouraged to spend a semester living and studying/working in another country. This process supports our goal of providing a globally embedded education.

Other-One of the learning opportunities that we provide is a several layer business strategy simulation. You are introduced to the first level of the Capsim simulation as a freshman in the Introduction to Business Enterprise course, and learn from the upper level sophisticated decision-making simulation in the Capstone class. In the first year course, the simulation introduces you (in a very real way) to all of the important functions of a business enterprise. Then, we believe that you learn best in a final integrated course, by doing and experiencing what you have learned.

COMPUTER LITERACY REQUIREMENTS

The Woodbury University BBA program assures stakeholders that graduates have the basic and specialized computer skills necessary to succeed. In Management courses, students use word processing software (such as Word), presentation software (such as PowerPoint), spreadsheet software (such as Excel), data management (such as Access) and planning software (such as Project). It is the responsibility of all new students to have the ability to use the word processing and

spreadsheet software. That means creating and formatting new and editing existing documents. The required skills in spreadsheets include creating new spreadsheets, using formulas, moving columns, and importing/exporting data. Most BBA courses will require spreadsheets and written reports. Any student who needs to improve their facility with spreadsheets should consider an outside course or a Woodbury University course in spreadsheets.

STUDENT COMPUTER and OTHER EQUIPMENT REQUIREMENTS

Students need to use computers with meaningful Web access, as well as word processing software (such as Word), presentation software (such as PowerPoint), and spreadsheet software (such as Excel). Although computer labs are available on campus, students are encouraged to have their own laptop computers and printers to take advantage of time off campus.

COURSES

MGMT 100 Fundamentals of Business Entrepreneurship 3 Units

This course allows students to discover how a business works and how it impacts society. Business is studied as an integral part of a total social, political and economic environment in all its various functional areas: accounting, finance, management, marketing, human relations, and how these interact. It explores how entrepreneurs find, screen, and evaluate ideas for new business opportunities. A key part of the course focuses on student teams' development of a business plan for a new venture. Prerequisites: None.

MGMT 110 Legal Environment of Business 3 Units

The course prepares students to make viable decisions within the legal and ethical framework. Subjects include the nature of law and legal process; business and the regulatory environment; administrative law of contracts and torts; statutory and common law, antitrust, partnerships and corporations, environment law, consumer protection and employment law. Prerequisite: MGMT 100, Fundamentals of Business Entrepreneurship and WRIT 111, Academic Writing I.

MGMT 301 Organizational Communication 3 Units

The practice of written and oral skills as applied to human relations in an organizational setting. Emphasis is on the principles of effective listening, perceptual processes in communications, including an awareness of current issues such as the role of electronic media and communication processes within an organization. Prerequisites: COMM 120, Public Speaking and WRIT 112, Academic Writing II.

MGMT 320 Organizational Behavior 3 Units

Examination of group and individual behavior models, motivation, communication, leadership, conflict and power, organizational structure and development, job design, and performance evaluation. Discussion of the behavioral aspect of current issues confronting organizations. Lecture. Prerequisite: MGMT 326, Management and Organizational Behavior or the equivalent.

MGMT 326 Management and Organizational Behavior (New) 3 Units

This course is a comprehensive overview of the management process and organizational behavior. The focus of the course is on understanding and managing human behavior in organizations. Topics include: fundamentals of planning, organizing; organizational culture and leader-

ship; motivation; communication, managing across cultures; ethics and social responsibility; human resource management and development; interpersonal skills; teamwork and group dynamics; diversity; power and politics; authority and influence; managing change and conflict. High level of participation is garnered through the use of cases, simulations, discussion, and the class itself is viewed as a virtual organization. Prerequisites: MGMT 100, Fundamentals of Business Entrepreneurship and WRIT 112, Academic Writing II.

MGMT 327 Human Resources Management 3 Units

Basic principles underlying formulation and administration of human resource management, such as recruitment, selection, orientation, training, development, compensation, benefits, safety and health. Lecture. Prerequisite: MGMT 326, Management and Organizational Behavior.

MGMT 330 Managerial Persuasion 3 Units

This course provides an understanding of the theory and processes of bargaining, persuading and negotiation in organizational settings. Students develop skills through extensive case analyses, role playing and simulations. Designed for the broad spectrum of bargaining problems typically encountered in business. Lecture. Prerequisites: MGMT 301, Organizational Communications and MGMT 326, Management and Organizational Behavior.

MGMT 335 Managing Workplace Diversity 3 Units

This course familiarizes students with the implications of the increasing workplace diversity in the United States. It explores the complex interplay of ethnic, racial, gender, and other forms of diversity in organizations and its implications for decision making and organizational change. Lecture. Prerequisites: MGMT 326, Management and Organizational Behavior, and Junior Standing.

MGMT 340 Social & Political Environment of Business 3 Units

This course is designed to explore the relationship between business and government in the United States. Through this course, the influence of environmental forces on business institutions and the impact of corporations on their environment will be studied. A central theme will be how business-society interaction changes the way companies are managed. Topics include business ethics, social responsibility, environmental policy, regulation, consumerism, affirmative action, politics, and current trends in organizational structures. Lecture. MGMT 326, Management and Organizational Behavior.

MGMT 345 Global Enterprise 3 Units

An introduction to international business, including a review of those aspects of international economics, finance and trade affecting international business decisions and operations. Topics include multinational enterprises, legal, political and socio-cultural considerations and a survey of managerial solutions for recent and future trends in international business. Lecture. Prerequisites: MGMT 100, Fundamentals of Business Enterprise, ECON 203, Macroeconomics and ECON 204, Microeconomics.

MGMT 350 Business Ethics 3 Units

This course explores the process of ethical decision-making in organizations. It emphasizes the

development and application of moral concepts in the resolution of ethical dilemmas faced by managers and entrepreneurs and addresses the issue of social responsibility in worldwide capitalist economic system. Lecture. Prerequisites: MGMT 110, Legal Environment of Business and PHIL 201, Introduction to Philosophy or PHIL 210 Ethical Systems, and WRIT 212, Academic Writing II.

MGMT 360 Fundamentals of Entrepreneurship 3 Units
This course provides an overview of the basic principles and processes of entrepreneurship. The entire entrepreneurial process is investigated, including conceptualizing, identifying and quantifying opportunities, and examining tax and legal considerations. Topics include start-up opportunity analysis/assessment, self-appraisal of entrepreneurial characteristics and leadership potential, the business plan, financing and raising capital, building and leading an effective organization. Lecture. Prerequisite: MGMT 100, Introduction to Business.

MGMT 364 Family Business Management 3 Units
This course focuses on the challenges and opportunities of managing the interests of two distinct yet overlapping institutions: the firm and the family. Key topics include understanding the uniqueness of family business in terms of culture, stages of evolution, career planning, business ownership, family structure, sibling rivalry, insurance and legal issues, and organizational issues such as succession and estate planning. Real world family cases are examined in depth and local family business owners serve as invited speakers. Lecture. Prerequisite: MGMT 326, Management and Organizational Behavior.

MGMT 366 Small Business Management 3 Units
Practical solutions to common problems and decisions facing the small business manager. Topics include raising capital, organization, record keeping and accounting, personnel management, inventory control, marketing and sales, and taxes. Lecture. Prerequisite: ACCT 205, Principles of Accounting I.

MGMT 367 New Venture Creation 3 Units
This course focuses on the pre-start-up, start-up, and early growth of business ventures. Subject matter of the course is organized around the following themes: seeking and evaluating opportunities for new ventures, leveraging resources to convert those opportunities into viable businesses, and developing appropriate entry and exit strategies. Taking an applied approach, each student interviews a local entrepreneur and develops a detailed business plan for a new venture that they believe in and the one that has the potential to impress a prospective investor. Lecture. Prerequisite: MGMT 360, Fundamentals of Entrepreneurship.

MGMT 374 Production and Operations Management 3 Units
Principles and techniques in industrial management. Topics include risk and forecasting, financing, production research and development, production planning, quality and materials control, and budgetary control as factors in management. Lecture. Prerequisite: MGMT 326, Management and Organizational Behavior.

MGMT 375 International Field Experience 3 Units
Designed to give students interested in international business the opportunity to travel internationally in order to observe and analyze, first-hand, aspects of the global business environment. Prerequisites: Approval by the instructor and payment of deposit.

MGMT 400 Operations Methods in Value Chain Management 3 Units
Value Chain Management looks at the entire stream of value-adding units and activities in an organization. The categories include the primary line management activities from inbound logistics, production, marketing and sales, outbound services, and return actions. It also includes staff functions such as HR, infrastructure concerns, development, and purchasing. The course focuses on the quantitative techniques utilized by managers in these areas for problem-solving and decision-making in business, including areas such as linear programming models, inventory and production models, decision making and project scheduling under certainty and uncertainty, transportation and trans-shipment techniques, decision tree construction and analysis, and PERT-CPM. Prerequisite: MGMT 326, Management and Organizational Behavior, MATH 220: Business Mathematics, MATH 226: Business Statistics, and MG 336 Management Information Systems.

MGMT 420 Compensation and Benefits Management 3 Units
Techniques of wage/salary administration. Review of job analysis, job descriptions, job design as foundations for job analysis. Methods and techniques of job evaluation. Methods of determining appropriate pay ranges. Employee benefits as part of pay. Performance appraisal as the basis for incentive plans. Lecture. Prerequisites: MATH 221, Statistics and MGMT 327, Human Resource Management.

MGMT 460 Managing Change and Conflict 3 Units
A theoretical foundation for the change process with practice in the application of concepts to genuine situations through the case-study method and simulations. Study of the dynamics of change in individuals, groups and organizations, focusing on theory, research and current practices in facilitating the change process. Study of conflict versus confrontation; development of skills needed to plan and augment change. Testing of theories learned through group and individual projects such as role-playing, interviewing, real-life change incidents and the group decision process. Lecture. Prerequisite: MGMT 326, Management and Organizational Behavior.

MGMT 461 Leadership Theory and Practice 3 Units
An examination of current theory in the burgeoning field of leadership studies. Leadership skills and their place in human resources management. Ideas of self-awareness, understanding the role of the leader, sensitivity to individuals and groups. The significance and implementation of vision statements; a study of inspiration versus domination; motivation versus manipulation. Creation of positive self-image and group identity. Lecture, case study, experiential exercises and group process. Lecture. Prerequisite: MGMT 326, Management and Organizational Behavior.

MGMT 465 International Management 3 Units
Identification, analysis and resolution of managerial issues of organization and policy for global managers, both here and abroad. Emphasis is placed on the special problems of adaptation to

different sociological, cultural, legal, political and economic forces. Lecture. Prerequisite: MGMT 345, Global Enterprise.

MGMT 470 Topics in Management 3 Units
Topics focus on current issues in management. Lecture. Prerequisites: MGMT 326, Management and Organizational Behavior, and Junior standing.

MGMT 474 Project Management 3 Units
This course examines characteristics, problems, techniques and methods of Project Management. Projects are typically short term and high tempo in nature and must be conducted within cost, scope, and time constraints. The course provides conceptual and concrete operational tools for projects and decision-making in organizations using Program Evaluation and Review Techniques ("PERT"), Critical Path Method ("CPM"), and MS Project Systems. Students will study project management textbooks, learn project management software, and analyze project management problems and cases. Prerequisites: MGMT 336, Management and Organizational Behavior and MGMT 374, Project Management (can be taken in tandem).

MG 483 Business Policy and Strategy 3 Units
This course is the "capstone" course for business majors. It provides an opportunity to integrate previous studies in the functional areas of marketing, finance, accounting, production, and management. Organizations are analyzed with respect to the effectiveness and appropriateness of strategies and goals in each of the functional areas and the synergies of the functional areas for achieving optimal results consistent with their respective missions. The major topics covered include: competitive analysis, the strategic management process, the role of the chief executive officer, strategy formulation and decision making, and strategy implementation. Lecture. Prerequisites: Senior standing and at least having completed 9 BBA core courses, and most major designated courses. Note: A minimum grade of C or better in this course is required to graduate.

MGMT 490 Management Internship 3 Units
Practical experience in management. On-the-job experience is complemented by an academic requirement and periodic meetings with Internship Coordinator. Student is required to complete a contract in advance of registration, perform at least 120 hours in the internship and submit an application, weekly reports, mid-term and end-of-term evaluations by the student and the supervisor, and a minimum ten page report of the experience. Prerequisite: Management major with senior standing and contract approved by the Internship Coordinator and/or the Management Department chair.

MGMT 299, 399, & 499 Independent Study 3 Units
Individual investigation in a field of special interest chosen by the student and approved by the dean. Regular, periodic meetings with the department chair or an assigned faculty member are required. Thirty hours required for each unit of credit. Prerequisite: Contract approved by the dean.

Karen Kaigler-Walker Ph.D., Assistant Dean School of Business

Marketing embraces all activities required to direct the flow of products, services, and commercially-related ideas from producers to consumers. Taking a global perspective, professional marketing faculty combine theory and practice with real-world experience to give students the background they need to compete in an ever-changing marketing environment. The program is undergirded by core courses in marketing management, consumer behavior and marketing research. Depending on interest, students round out their degree by choosing courses in advertising/promotion, retail management, direct marketing, sales management, product development and distribution, and strategic marketing. A required internship of 120 hours enables students to gain experience in a marketing-related business setting before graduation. Beyond the traditional careers available to marketing majors in advertising/promotion/sales, buying, retailing, marketing management, product development, wholesaling, public relations and marketing research, marketing majors increasingly are sought to work in the fields of health, medicine, insurance, public utilities, and science and technology.

- Why learn marketing?
 - Because marketing encompasses a broad spectrum of endeavors, from product development to advertising, students can develop their specific interests and talents within the marketing arena and be assured that there is a place for them within the business community. No company is too small or too large to need marketers. This allows marketing graduates to choose the type and size of organization that suits their personal tastes.
- What do marketing students learn?
 - Students learn how to adapt proven marketing strategies to the ever evolving world of business by learning both the psychology of why people purchase products and how to effectively develop, price, distribute and promote products and services.
- How do marketing students learn?
 - Students learn in a variety of settings and via a variety of experiences. All classes are interactive, with a minimum of formal lecture and a maximum of student-centered activities. Students are given the opportunity in each class to learn by working in groups, writing, speaking, and completing projects—all of which offer the students the opportunity to use a broad range of talents.

PROGRAM LEARNING OUTCOMES

1. Graduates will manifest professional entry-level fashion marketing communication skills.
2. Graduates will incorporate an ethical fashion marketing perspective in their professional decision making.
3. Global awareness will be evidenced in our graduates' decision making within the field of marketing.
4. Graduates will apply the underlying principles of fashion marketing when making business decisions.

Below are the key learning outcomes as supported by their related fundamental learning objectives:

1. Key Learning Goal (effective communication): to manifest professional entry-level fashion marketing communication skills
Learning Objectives:
 - To identify and analyze fashion marketing audiences, purposes, key ideas, sequencing of content, format, voice, style, technology, and key terms of art.
 - To apply good principles of communication within the fashion marketing environment.
 - To cogently and concisely present managerial advice from an environmentally rich, ambiguous set of facts that embody a real life-like situation faced by fashion marketers.
2. Key Learning Goal (ethical behavior): to incorporate ethical perspective in their professional decision making in the field of fashion marketing.
Learning Objectives:
 - To identify ethical theories and challenges in fashion marketing.
 - To apply ethical principles when facing challenges in making fashion marketing decisions.
 - To be able to advise organizations on the suitability of ethical fashion marketing approaches to operational challenges that are raised in real life-like situations and faced by marketers.
3. Key Learning Goal (global perspective): to exhibit a global awareness in our graduates' professional decision making in the field of fashion marketing.
Learning Objectives:
 - To identify multicultural challenges in social and fashion marketing environments.
 - To apply knowledge of the global nature of fashion marketing when making decisions.
 - To effectively analyze the pros and cons of alternative approaches to fashion marketing challenges that are raised in real life-like situations and faced by business people.
4. Key learning Goal (marketing principles): to apply the underlying principles of fashion marketing when making business decisions.
Learning Objectives:
 - To understand the underlying principles of fashion marketing.
 - To apply the underlying principles of fashion marketing in real world business situations.
 - To effectively analyze various fashion marketing principles and their appropriate applications in business settings.

Marketing (B.B.A.)

MISSION

The mission of the Department of Marketing is to provide the highest level of marketing education that rests on a strong liberal arts foundation.

The interdisciplinary nature of our majors cultivates successful students who have a strong and enduring sense of personal and social responsibility.

We prepare students to be competent communicators who understand the complexities of our global and, technological environment.

- What are the results of the course of study in marketing?
The results of students having majored in marketing are evident during their senior year in the project they produce in their marketing research course. Successful completion of the project requires a synthesis of knowledge gained during the classes leading up to this course. Students also are evaluated by their internship supervisors on a rating scale that measures the students' abilities to perform in a marketing environment.

FACULTY

Faculty are the key to the success of the program. Faculty members are chosen specifically for their knowledge of and experience in the areas of marketing for which they are hired to teach.

Chair

Karen Kaigler-Walker, Professor, Marketing, Psychology
B.S. M.S., Texas Tech University; MAT, Fuller Theological Seminary; Ph.D., The Ohio State University.

Full-time Faculty

Mine Uçok Hughes, Assistant Professor, Marketing
B.S. Ankara University; M.A. Emerson College; Ph.D. University of Southern Denmark
Danielle A. Parker, Assistant Professor, Marketing
B.A. University of Arkansas; M.A. University of Texas at Austin; Ph.D. University of Texas at Austin

Participating Adjunct Faculty

Emily Davis, Participating Adjunct Professor, Marketing
B.A. University of California, Los Angeles; MBA, Woodbury University;

Adjunct Faculty

Paul Gilbert, Adjunct Professor of Marketing
B.A., Washington and Jefferson College; M.S., West Virginia University
Virginia Green, Adjunct Professor of Marketing
B.A. East Stroudsburg University; M.A. New York University; M.A. New York University;
MBA New York University of Technology; Ph.D. Capella University

CURRICULUM

SUGGESTED SEQUENCE OF COURSES

FIRST YEAR

Fall Semester			
MGMT	100	Fundamentals Business Enterprise	3
WRIT	111	Academic Writing I	3
ARTH	2__	Art history	3
BIOL		Biological science*	3
—	—	Unrestricted electives	3

Spring Semester

MGMT	110	Legal Environment of Business	3
PSYC	200	Introduction to Psychology	3
WRIT	112	Academic Writing II	3
COMM	120	Public Speaking	3
MATH	220	Business Math	3

SECOND YEAR

Fall Semester

ACCT	205	Financial Accounting for Decision-Making	3
MATH	226	Business Statistics	3
ECON	203	Macroeconomics	3
PHYS	2__	Physical science	3
—	—	Humanities or IS 1__ core	3

Spring Semester

MRKT	301	Principles of Marketing	3
ACCT	206	Managerial Accounting for Decision-Making	3
ECON	204	Microeconomics	3
—	—	Art history or humanities or IS 1__ core	3

THIRD YEAR

Fall Semester

MRKT	310	Consumer Behavior	3
MRKT	3/4__	Marketing Elective	3
MGMT	326	Management & Org. Behavior	3
—	3__	Social Science	3
—	—	Unrestricted Elective	3

Spring Semester

MGMT	336	Management Information Systems	3
MRKT	3/4__	Marketing Elective	3
MRKT	3/4__	Marketing elective	3
MGMT	350	Business Ethics	3
—	3__	General Education Elective	3
—	—	Elective	3

FOURTH YEAR

Fall Semester

MGMT	400	Operations Management	3
MRKT	3/4__	Marketing elective	3
MRKT	3/4__	Marketing elective	3
MGMT	461	Leadership Theory & Practice	3
FINA	360	Financial Management	3
—	—	General education elective	3

Spring Semester

MRKT	455	Marketing Research & Analysis	3
MRKT	490	Marketing Internship	3
MGMT	483	Business Policies & Strategy	3
—	3__	General education elective	3
—		Elective	3

Upper division Marketing elective courses. Select four from the following:

MRKT	312	Public Relations
MRKT	321	Advertising and Promotion
MRKT	325	Retail Marketing
MRKT	341	Marketing on the Internet
MRKT	342	Media Marketing
MRKT	360	International Marketing
MRKT	420	Industrial Marketing
MRKT	430	Service and Non-Business Marketing
MRKT	441	Sales Management
MRKT	451	Strategic Marketing

MARKETING MINOR

*MGMT	100	Fundamentals of Business Enterprise	3
*MRKT	301	Principles of Marketing	3

Select sufficient courses to complete the 15 unit minor

MRKT	312	Public Relations	3
MRKT	321	Advertising and Promotion	3
MRKT	325	Retail Marketing	3
MRKT	341	Marketing on the Internet	3
MRKT	350	Direct Marketing	3
MRKT	420	International Marketing	3
MRKT	441	Sales Management	3
MRKT	451	Strategic Marketing	3
MRKT	455	Marketing Research	3
MRKT	470	Topics (subject to pre-requisites)	3
Minimum unit requirement			15

* MGMT 100 and MRKT 301 will not count as minor courses for students who are required to take the course as part of their major.

ASSESSMENT PROCESS

Each of the department key learning goals will be assessed on a rotating basis, with at least two cycles being completed by 2011-12.
 Capstone: MRKT 455 Market Research. Each student completes a research project that requires

an understanding of the marketing skills required for an entry-level mid-management position in marketing.

Internship: MRKT 490: Each students successfully completes a 120-hour internship that is evaluated by both the faculty advisor and the on-site supervisor. Data from the supervisor survey are compiled by semester for analysis. Decisions regarding the MR curriculum and individual courses are made based on these data.

RESULTS OF LEARNING

MR graduates are accepted into MBA and other graduate programs and find positions in marketing.

SPECIAL LEARNING OPPORTUNITIES/REQUIREMENTS

Woodbury's Careers and Alumni Office offers a variety of programs, services and resources to assist students in exploring careers and securing internships. The staff works with students one-on-one to develop successful internship search strategies to help students connect with employers through internship postings, resume collections, on/off-campus interview opportunities, alumni connections, and employer outreach in the US.

Internship

Students are required to take MRKT 490 Internship during their senior year. The 10-15 week experience offers students the opportunity to work in a marketing environment of their choice during which they apply their knowledge of the business of marketing.

Study Abroad

Study abroad programs are offered by the department to China and Europe.

Other

Students are encouraged to take part in School of Business extracurricular activities such as the CEO club. In MGMT 483 Business Policy and Strategy students participate in the CAPSM program and compete on their scores with their counterparts at other Universities across the country.

COMPUTER LITERACY REQUIREMENTS

Every Woodbury program assures that graduated have the basic and specialized computer skills to succeed. In marketing courses, students use word processing software (such as Word) and presentation software (such as PowerPoint). The accounting and management courses utilize spreadsheet software (such as Excel). All courses in marketing require students to use on-line information search vehicles (such as Pro-Quest). Students utilize the statistical package SPSS in MRKT 310 Consumer Behavior and MRKT 455 Marketing Research

STUDENT COMPUTER and OTHER EQUIPMENT REQUIREMENTS

Students must be able to access and use a computer for every marketing course. Although the University maintains computer labs for this purpose, it is strongly advised that each student own a notebook.

MINOR REQUIREMENTS

Although a minor is not required, students are encouraged to minor in an area that will support the marketing degree in the area of greatest interest to the student. Suggested minors that are especially useful to marketers: Psychology, Graphic Design, and Communications.

COURSES

MARKETING COURSES

MRKT 301 Principles of Marketing 3 units

This course is designed to introduce students to the fundamentals of marketing. Through this course, the foundations of marketing will be explored, the users of marketing will be identified, the role of marketing in the organization will be examined, marketing objectives, tools and resources will be assessed, and components of strong marketing strategy will be evaluated. Lecture. Prerequisite: MGMT 100, Introduction to Business or FMRK100, Introduction to Fashion Business plus 40 hours credit.

MR 310 Consumer Behavior 3 units

The nature and dynamics of consumer markets and their significance to the marketing executive. The concepts and constructs employed to identify and measure market segments and analysis of behavioral patterns of these segments as a basis for marketing strategy. Lecture. Prerequisites: MRKT 301, Principles of Marketing and MATH 226, Business Statistics.

MRKT 312 Public Relations 3 units

Examines the theories and techniques involved in creating and implementing programs intended to influence public opinion and behavior. Includes analysis of case histories and examination of success and failure factors. Lecture. Prerequisite: MRKT301, Principles of Marketing.

MRKT 321 Advertising and Promotion Management 3 units

Examines the functions, institutions, terminology, theories, and techniques of advertising, sales promotion, personal selling, and publicity as strategic tools of marketing. Case histories of promotional strategy are reviewed and examined. Lecture. Prerequisite: MRKT 301, Principles of Marketing.

MRKT 325 Retailing Marketing Management 3 units

The functions and institutions of retailing within the framework of managerial decision-making. Topics include location, buying, merchandise management, pricing, and promotion. Lecture. Prerequisite: MRKT 301, Principles of Marketing.

MRKT 341 Marketing on the Internet 3 units

This course examines marketing on the Internet from both the consumers' and the marketers' perspectives. Issues covered include privacy and security of personal information, business to business marketing, how the principles of marketing relate to users of the Internet. The emphasis is on understanding the impact that the Internet and technology has had on business and marketing in general and electronic businesses in particular. Class activities include lecture, discussion, and online exploration of Internet sites. Lecture. Prerequisites: MRKT 301, Principles of Marketing.

MRKT 342 Media Marketing 3 units

This is a survey of the marketing process and its role in media. The concepts of marketing strategy, advertising management, sales promotion, public relations, marketing research, consumer behavior and brand management are applied to topics including: theme parks and destinations, home video, television, film, and media. Lecture. Prerequisite: MRKT 301, Principles of Marketing.

MRKT 360 International Marketing 3 units

The strategic implications of international marketing. Identifies and analyzes the underlying factors of international market environments and the forces which cause people in different cultural contexts to accept or reject new products. Attention is given to demand, product, policies, market channels, pricing, and the development and control of marketing programs. Prerequisite: MRKT 301 Principles of Marketing.

MRKT 420 Industrial Marketing 3 units

This course views the nature of the industrial market, organizational buying behavior, analysis of customer procurement strategy, sales force management and key-account selling strategy. This course deals with a variety of problem areas including marketing in mature markets and high technology products. Lecture. Prerequisites: MRKT 301, Principles of Marketing and MRKT 310, Consumer Behavior.

MRKT 430 Service and Non-Business Marketing 3 units

An overview of the unique problems and strategies involved in marketing services and non-businesses in order to develop useful marketing frameworks to help students address these issues. This course is designed for students who plan to be managers in non-business and service industries and providers of professional services (including consulting.) Lecture. Prerequisites: MRKT 301, Principles of Marketing and MRKT 310, Consumer Behavior.

MRKT 441 Sales Management 3 units

Operation and decisions associated with organizing, training and managing the sales force; sales forecasting; sales analysis and allocation of sales effort; pricing policies. Lecture. Prerequisite: MRKT 301, Principles of Marketing.

MRKT 451 Strategic Marketing 3 units

Integrates marketing policy and strategy by working in teams to conceive, research, develop and present a marketing plan for a project or service. This course will be conducted in cooperation with an organization under the supervision of the course instructor. Lecture. Prerequisites: Senior standing; MRKT 310, Consumer Behavior.

MRKT 455 Market Research and Analysis 3 units

Research as an aid to decision-making. Planning the research approach, developing and testing questionnaires, sampling, and processing and interpreting data. Making appropriate recommendations for marketing action. Computer assignments and laboratory fee required. Lecture. Prerequisites: MRKT 301, Principles of Marketing; MRKT 310, Consumer Behavior; MATH 226, Business Statistics

MRKT 370, 470 **Topics in Marketing** 3 units
Topics focus on current issues in marketing. Lecture. Prerequisites: MRKT 301, Principles of Marketing and Junior standing.

MRKT 490 **Internship** 3 units
A practical, on-the-job experience in mid- or upper-level marketing environment. Work experience (120 hours) is complemented by academic requirements including weekly reports and a research paper/project. Prerequisite: Senior standing and MR 310.

MRKT 299, 399, 499 **Independent Study** 1-3 units
Individual investigation in a field of special interest chosen by the student and approved by the appropriate dean. Regular, periodic meetings with the department chair or an assigned faculty member are required. Thirty hours are required for each unit of credit. Prerequisite: Contract approved by the dean.

Organizational Leadership (B.A.)

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.

PROGRAM LEARNING OUTCOMES

- Students will demonstrate an in-depth understanding of organizational processes and organizational behaviors.
- Students will demonstrate critical, analytical, and synthetic thinking.
- Students will write, speak, and present effectively, using multiple forms of expression, such as logical, statistical, and visual.
- Students will engage others actively and effectively in participating and leading, which means engagement in learning and in the democratic process, and demonstrating and leading others or themselves in socially responsible action in one's communities
- Students will be prepared to continue to fulfill civic and social responsibilities.
- Students will demonstrate self-awareness and effective relationship between themselves and others, in the context of a culturally, ethnically, globally diverse environment.

Paul W. Decker, S.T.M., Coordinator

In partnership with the Los Angeles County Sheriff's Department, Woodbury University offers a Bachelor of Arts degree in Organizational Leadership (BOL).

Organizational Leadership is a recognized degree for those interested in management and leadership positions in the public or private sectors. The major 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.

The Los Angeles County Department of Human Resources recognizes the degree as applicable for promotion. Employees of Los Angeles County are eligible for this degree program. An Associate's degree of Science or Art or the equivalent is required for the program. In addition to the Associate's degree, all students must complete coursework required by the University in basic skills and general education. Students are required to complete prerequisite courses to courses in the curriculum.

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 BOL 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 through a variety of scheduling options. 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 bring blend solid theoretical underpinnings with “real” world experience to the course curriculum. And it provides a very interactive classroom format with collaborative learning, student presentations, and team projects supporting the small, seminar-like classes.
- What are the results of the study of 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.

The Los Angeles County Department of Human Resources recognizes the degree as applicable for promotion.

FACULTY

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

Chair

Yael Hellman, Assistant Professor, Organizational Leadership
B.A., California State University, Northridge; MA, Hahnemann University, Philadelphia;
Ed.D., Pepperdine University.

Adjunct Faculty

Mary J. Alvord
B.A., California State University, Northridge; M.A., Organizational Leadership, Woodbury University.

Phyllis Cremer
B.A., California Baptist College; M.Ed. , University of San Diego; Ed.D., University of LaVerne.

Susan M. Georgino
B.A. ,California State University, Los Angeles; M.A., Mt. St. Mary’s College; M.S., Public Administration.

Murray Johannsen
B.S., University of Iowa; MBA, University of Iowa; M.A., Harvard University.

Michelle Lipton
B.S., California State University, Northridge; JD, Pepperdine University School of Law

Jerry McCarty, Adjunct Professor, Accounting
B.A., Walsh College; MBA, Woodbury University

Laura McNamire
B.A., University of Texas; M.A., Southern Methodist University; J.D., Pepperdine University

Honorine Misner
B.A., Rutgers; M.A., Emerson College

Mark Relyea
B.S., California State College, Los Angeles; M.A., Organizational Leadership, Woodbury University.

Curriculum Summary ORGANIZATIONAL LEADERSHIP MAJOR CURRICULUM

	Units
Major Courses	39
Upper Division General Education Courses (Quant I & II)	6
Transfer Credits (Associate’s degree or equivalent)	<u>75</u>
Minimum semester hours required	120

SUGGESTED SEQUENCE OF COURSES

ORGL 300	Leadership Theory and Practice I	3 M
ORGL 301	Leadership Theory and Practice II	3 M
ORGL 302	Critical Analysis and Decision Making	3 M
ORGL 303	Leadership and Social Responsibility	3 M
ORGL 304	Organizational Structure: Private and Public Sectors	3 M
ORGL 305	Personnel Development and Organizational Culture	3 M
ORGL 306	Diversity and Organizational Culture	3 M
ORGL 307	Leadership and Organizational Communication	3 M
ORGL 308	Leadership and Interpersonal Communication	3 M
ORGL 309	Leadership and Organizational Psychology	3 M
ORGL 310	Leading Organizational Change	3 M
ORGL 311	Managing Conflict and Labor Relations	3 M
ORGL 312	Quantitative Methods	3 GE
ORGL 313	Quantitative Methods II	3 GE
ORGL 314	Strategic Planning and Assessment	3 M
ORGL 401	Capstone in Organizational Leadership	3 M

ASSESSMENT PROCESS

The undergraduate Organizational Leadership Program has developed the following assessment process:

- Year 1 – Compare results of the Benchmarking assignment from the student’s first course - ORGL 300 - with student work from the last course - ORGL 401-Capstone.
- Year 2 – Compare results from first three courses (ORGL 300-302) to assess the progression from Introduced through Developed for selected learning outcomes through assessment of course products/portfolios.
- Year 3 - Compare results from courses - ORGL 303-306 - to assess the progression from

Introduced through Mastery for selected learning outcomes through assessment of course products/portfolios.

- Year 4 - Compare results from the courses - ORGL 309-314 - to assess the progression from Introduced through Mastery for selected learning outcomes through assessment of course products/portfolios.

ACADEMIC STANDARDS

Like all Woodbury students in accredited undergraduate programs of study, students must maintain a grade point average of 2.0 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 Organizational Leadership 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 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 courses ORGL 312 and 313, 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; SPSS. Required Software: Recent versions of M.S. Windows and M.S. Office.

COURSES

ORGL 300 Leadership Theory and Practice I

This course examines past theory in the field of leadership studies covering the history, philosophy, theories, and concepts of leadership. It will provide the students with the foundations of leadership and students will differentiate between the role of the manager and the leader. Lecture, case study, experiential exercises and group processes.

ORGL 301 Leadership Theory and Practice II

This course examines current theory in the burgeoning field of leadership studies. It includes practical application of leadership skills and their place in supervising and leading others. Also covered are ideas of self awareness, understanding the role of leader, leadership styles, and the significance and implementation of vision statements. Lecture, case study, experiential exercises and group processes.

ORGL 302 Critical Analysis and Decision Making

This course emphasizes both policy analysis and policy development. Based on the development of empirical data, the student utilizes both a deductive and inductive decision making process for problem analysis. Lecture, case study, experiential exercises and group processes.

ORGL 303 Leadership and Social Responsibility

This course centers on a variety of moral dilemmas that prevail in societies and organizations. Students gain a deep understanding of the complexity of such moral dilemmas through critical analysis and application of ethical principles. Lecture, case study, experiential exercises and group processes.

ORGL 304 Organizational Structure: Private and Public Sectors

Emphasis is on organizational structure from a sociological point of view. The categories of learning include: diversity and common elements of organizational structure; rational, natural, and open systems perspectives. Course also covers an in depth study of emerging issues and problem in public service employment. Students will identify and define the role of personnel administration within public sector, review objectives and processes of mobilizing and managing human resources for governmental services and study conflict resolution and problem solving collective bargaining. Lecture, case study, experiential exercises and group processes.

ORGL 305 Personnel Development and Organizational Culture

This course covers the basic principles underlying formulation and administration of human resource management such as recruitment, selection, orientation, training, development, compensation, benefits, and salary. Upon understanding managing human resources, focus becomes primarily on more critical and social meanings associated with the development of human resources. Course topics include internal and external organizational influences upon individual morale, motivation, satisfaction, and performance. Lecture, case study, experiential exercises and group processes.

ORGL 306 Diversity and Organizational Culture

This course is designed to provide students with conceptual models and successful examples for exercising leadership in a diverse culture. The goal of the course is to develop organizational leadership that aims to transform the workplace through global awareness and enhancement of human potential. Lecture, case study, experiential exercises and group processes.

ORGL 307 Leadership and Organizational Communication

Equips students with a broad scope of organizational communication theories on which they can build effective internal/external communication strategies. Course focus is on organizational communication channels and networks. Also includes dyadic, small group, formal and informal communication as well as the relationship of communication to organizational satisfaction and effectiveness and how communication differs in leader-member exchange and mass-communication. Lecture, case study, experiential exercises and group processes.

ORGL 308 Leadership and Interpersonal Communication

Interpersonal aspects of leadership communications will be studied. This course explores

concepts and develops related skills that define communication in a variety of face to face contexts. Topics include models of communication, language and meaning, verbal and nonverbal communication, interpersonal communication, small group communication, perception, conflict, and establishing positive human relationships via communication. Lecture, case study, experiential exercises and group processes.

ORGL 309 Leadership and Organizational Psychology

This course provides an overview of leadership and employee behavior in the workplace and a broader study of organizational psychology. Topics include cultural issues involved in the development of organizations and the structure of these organizations, the efficacy of various organizational structures on productivity, the well being of employees, and organizational structure and culture as a reflection of values and norms. Lecture, case study, experiential exercises and group processes.

ORGL 310 Leading Organizational Change

Students study the leader's role in organizational change, creating and preventing change as well as determining the organizations readiness for change. Students explore the reasons for resistance to change and strategies for coping with resistance. Lecture, case study, experiential exercises and group processes.

ORGL 311 Managing Conflict and Labor Relations

The success of leaders often rests on their ability to manage conflict and build sustainable coalitions. Leaders must be able to strategically analyze complex multiparty negotiation and conflict situations. They need self-awareness and skills to manage crisis and to facilitate consensus while protecting and advancing their own interests and objectives. This course will apply analytical tools and concepts from the fields of negotiation and conflict management. Lecture, case study, experiential exercises and group processes.

ORGL 312 Quantitative Methods I

Focusing on the pursuit of truth, this course gives a comprehensive perspective focusing on selecting appropriate data analysis techniques for research and evaluation designs. Emphasis is on self-understanding in the context of research and the appropriate use of various methodologies. The practical logic and applications of the statistics used for research designs are presented. Both descriptive and inferential statistics (parametric and non-parametric) are covered. Lecture, case study, experiential exercises and group processes.

ORGL 313 Quantitative Methods II

The focus of this course is on formulation of research problems, development of interviewing skills, including data collection and recording, establishing field relations and tactics, transcribing data, analyzing data, and writing research reports. This course addresses the fundamentals of participant observation and interviewing. Students conceptualize their own research design and become more knowledgeable consumers of extant literature. Lecture, case study, experiential exercises and group processes.

ORGL 314 Strategic Planning and Assessment

Major areas covered include those that will assist the student to: guide and direct the development of long range comprehensive strategic plan, including the documentation of the plan, guiding, and implementing the plan as well as on-going assessment of the success of the plan. Lecture, case study, experiential exercises and group processes.

ORGL 401 Capstone in Organizational Leadership

This course builds on the leadership concepts contained in previous courses and provides the opportunity to synthesize all prior learning in leadership and related coursework and experiences, professional and personal. It enables students to expand their thinking outside the present concepts and explore the arena of leadership as it will impact and apply in the future to the individual, the group, the organization, and an industry. Lecture, case study, experiential exercises and group processes.

School of Media, Culture & Design

Edward M. Clift, M.F.A., Ph.D., Dean of the School

The School of Media, Culture & Design offers challenging degree paths that cultivate the particular talents of each student and nurtures their growth as innovative professionals able to impact the global society. We currently offer rigorous education in the fields of **Animation**, **Communication**, **Fashion Design**, **Graphic Design** and **Psychology**. Students are encouraged to explore the areas between and around these disciplines and to foster the personal vision, intelligence, and talent needed to succeed.

By bringing together the diverse academic and creative fields of Media, Culture & Design, we seek to create an interdisciplinary learning environment that focuses the goals of each department and offers students innovative degree choices. We prepare students to live in the global community as innovative problem-solvers and to work in its wide variety of cultural industries as fully creative, critically aware, and socially responsible individuals. The individual departments maintain autonomy of educational aspirations within a creative connectedness that embraces, informs, and enriches the mission and goals of the University and the School of Media, Culture & Design.

MISSION

The School of Media, Culture & Design brings together multiple avenues of inquiry that produce the critical skills and knowledge needed for students to excel in their chosen discipline. We prepare students to live in the global community as innovative problem-solvers and to work in its wide variety of cultural industries as fully creative, critically aware, and socially responsible individuals.

GOALS

The departments within the School of Media, Culture & Design work together to support the following goals:

- To create a learning environment that supports critical thought and academic excellence through liberal education.
- To foster creativity and innovation among students and faculty within the school.
- To explore the interdisciplinary and transdisciplinary connections between the departments, and to develop curriculum that reflects these connections.
- To maintain high standards of excellence within the individual disciplines and shared foundation programs.
- To emphasize social responsibility and cultural awareness as core values in across the school.

The School of Media, Culture & Design discourages the use of waivers and substitution in all degree programs. They are not granted unless equivalent or more advanced replacement units in the major are available. Students are required to prove requisite skills and abilities for the waived or substituted course through testing, project presentation, or completion of equivalent types of course matter as approved by the department chair. Substitutions are generally offered when there are curriculum changes and apply only to courses of a comparable or more advanced academic level in the major.

Carolee Toon, MFA, Art Center College of Design, Chair

Program Goals

The primary objective of the foundation program is to assist students in gaining a visual literacy and mastery of basic methods and techniques common to all the art and design disciplines. Students are encouraged to develop individual creative design concepts and gain critical thinking skills that can be applied to all intellectual endeavors. Through the shared experience of the studio process students learn to develop and maintain a commitment in energy, focus, and time management leading to the completion of successful projects. Most of all, the design foundation program helps students sustain and expand on the passion and interest in the visual arts that they brought with them to the university.

Faculty

Design Foundation faculty have varied professional and educational experience in the art and design professions. They expose students to a broad understanding of viewpoints and expertise that will prepare them to continue study within their major, but will also impress on them an appreciation for the similarities that the visual arts disciplines share and the unique differences that set them apart. In addition to a qualified arts education and professional experience Design Foundation faculty share a common interest in the education of beginning students. This requires a dedication to bridging a range of educational abilities and cultural experiences in our first year students. While often presenting a challenge, this diversity also provides a rich environment for both students and faculty in learning about art and design from other perspectives. The Design Foundation faculty are passionate and dedicated educators with an interest in all aspects of art and design and have the ability to communicate this commitment to students.

Chair

Carolee Toon, Professor, Interior Architecture
B.A., M.A., California State University, Northridge; M.F.A.,
Art Center College of Design.

Full Time

Doug Post
Animation, B.F.A., Colorado State University, M.F.A.,
Academy of Art College, San Francisco

PROGRAM LEARNING OUTCOMES

- Students master basic art and design skills and methods that can be further developed within the major.
- Students gain the ability to bring creative, innovative, critical thinking skills to solve art and design problems and to effectively communicate ideas through visual and verbal presentations and writing.
- Students are able to apply a broad visual and intellectual understanding of the potential of art and design to a specific discipline and to carry forward a passion and commitment to the arts as a lifelong process of learning.

Design Foundation

MISSION

Design Foundation is an interdisciplinary program for entering level students in the Animation, Fashion Design, Graphic Design and Interior Architecture departments that introduces students to an appreciation of the visual arts processes shared across the arts and design disciplines, and provides them with a basis of study and skills to successfully continue their education within a specific design discipline.

Adjunct Faculty

Carol Bishop, Adjunct Professor, Design Foundation

B.S., M.A. Northern Illinois University, Ph.D., The Union Institute

Olivia Booth, Adjunct Professor, Design Foundation

B.A., B.F.A., Cornell University, M.F.A., Art Center College of Design

Patrick Nickell, Adjunct Professor, Design Foundation

B.A. Linfield College, McMinnville, Oregon, M.F.A., Claremont Graduate School, Claremont, California

Nate Page, Adjunct Professor, Design Foundation

2008 California Institute of the Arts, MFA, 2000 Milwaukee Institute of Art and Design, BFA

Keith Walsh, Adjunct Professor, Design Foundation

B.F.A., University of Hartford, Connecticut, M.F.A., Tufts University

Michelle Wiener, Adjunct Professor, Design Foundation

2008, MFA, Otis College of Art and Design, Los Angeles, CA, 2005, BA, College of Creative Studies, University of California, Santa Barbara

Curriculum

The four designated Design Foundation courses are imbedded in the Design Majors with FOUN 101 Beginning Drawing and FOUN 102 Design Elements scheduled for fall term of the first year, and FOUN103 Color Theory and FOUN 104 Drawing & Composition in the spring term. The intention is to provide an introduction to basic drawing skills, elements and principles of design, and the visual practices and understanding of color theory as they are applied to a broad understanding of art and design. The courses parallel and support the introductory studios of the Design Majors.

Design Foundation Courses

FOUN 101 Beginning Drawing 3 units
A fundamental course in freehand drawing. Various media and methods are introduced to develop perceptual and technical drawing skills. Emphasis is on line, tone, spatial values and relationships, perspective, scale, and composition. Studio. Prerequisite: none.

FOUN 102 Design & Color Elements 1 3 units
A practical and theoretical study of the formal elements and principles of design. Formal and relational properties of line, shape, form, value, and texture are studied. Studio exercises using various media explore concepts of balance, harmony, repetition, rhythm, scale, proportion, time and motion in 2-dimensional and 3-dimensional organizations. Studio. Prerequisite: none.

FOUN 103 Design & Color Elements 2 3 units
An introduction to the history, perception and application of color. Properties and effects of color relationships are studied with an emphasis on color selection and use, color psychology and the effects of color in space and light conditions. Studio. Prerequisite: FOUN 102, Design Elements recommended.

FOUN 104 Drawing & Composition 3 units
Builds on the basic skills and knowledge gained in FOUN 101 Beginning Drawing. Two and three-dimensional representations of objects and space are explored for their spatial context and expressive form. Emphasis is on developing individual concepts, sketch techniques and compositional methods that can effectively process, and communicate visual ideas. Traditional media of pencil, ink, and charcoal are expanded to include marker pens and water-based media adaptable to sketch techniques and alternate surfaces to work on. The work of professional artists and designers is studied in order to appreciate the potential of sketch techniques and drawing skills in art and design processes. Studio. Prerequisite: FOUN 101 Beginning Drawing

Course Process

Integrated Program

The Design Foundation Coordinator and faculty develop the curriculum, which specifies the content, sequence of learning, and expected outcomes for each of the foundation courses. All students receive the same course outline and syllabus to insure a consistent approach to content and achievement outcomes. Instructors develop individual approaches to projects that address the basic course content and design process requirements. Each term the Design Foundation Coordinator and faculty review, revise, and develop the course requirements and overall objectives of the program.

Design foundation course progress and student achievement focuses on basic instructional requirements. Lectures that explain the projects process, historical context, and relevance to art and design are accompanied by slides presentations or examples of previous student work, along with examples of professional work when possible. Small studio classes of up to 16 students ensure that the students will receive individual attention from the instructor in every class meeting.

Communication

The studio instruction process helps the students develop a visual, verbal, and written vocabulary through initial research and writing to prepare for assignments. Design development, and presentation of completed projects then becomes an individual exploration in innovative experimentation in solving design problems. The primary objectives are to assist each student to achieve their optimum level of technical skills, ability to develop concepts, and to be able to communicate ideas.

A series of bi-weekly projects are schedule for each course that provides a sequential learning experience for beginning students. Assignments are problem solving based beginning with basic elements and specifically stated requirements and restraints, then progressing to more complex problems that require increasingly competent concepts and skills. Media is varied to give students opportunities to expand their design methods, technical skills, and to see the different results possible for completing a project.

Assessment

Student Assessment

Emphasis is on in-studio design development with the instructor giving each student individual assistance. Assignments are critiqued during studio sessions with the instructor and in-group

discussions. Completed projects are pinned up and informally evaluated by the instructor and students. Jurors are invited to the Midterm and Final Presentations.

A Midterm Quiz is given on general terminology and vocabulary. Students receive a detailed, written evaluation based on a percentage basis for each assignment. Each instructor develops their own assignment evaluation form, but all evaluations are required to specify design concept and development, skill achievement in use of materials, verbal and visual presentation, and class participation. The cumulative evaluations during the term are averaged for a final course grade. At any point during the term a student can compute their grade average to assess their work in progress.

Assessment takes into consideration class attendance and participation, which is explained in each course outline. Students are apprised promptly of any problems by the instructor and referred, in writing, to the Assistant Dean's Office (Oasis) for counseling

Faculty Assessment

In addition to receiving Student Evaluations each term, Faculty meet as a group with the Coordinator at least once a term for each course they teach to present student projects, discuss the progress of students, the effectiveness of their comparative teaching methods, and to make recommendations for improvements in the program. The Design Foundation Coordinator also meets with individual Faculty on an as needed basis each term.

Department Assessment

At the end of Fall Term the current year's archived projects are installed in the Design Building for a critical review and discussion by the Director of MCD and Council Members, Design Department Chairs, and Faculty. The President and Vice President and Dean of Academic Affairs frequently attend these sessions and offer commentary.

Animation (BFA)

MISSION

Animation is a unique marriage of art, performance, music, sound design, media, technology and the written word. By engaging our culturally diverse students in the production of challenging and relevant Animation in a variety of forms, we encourage the development and growth of each individual. Students are supplied with the tools to develop hand drawn, computer generated and stop motion projects. Our mission is to keep pace with the rapid technological changes in animation while providing the most basic tools and knowledge to excel in all areas of the craft. The student is encouraged to strive for artistic excellence and professional expertise as they develop their individual vision.

PROGRAM LEARNING OUTCOMES

Students who graduate from the Animation program will meet the following learning outcomes:

- The ability to create a unique visual story structure (narrative or non-narrative) that includes; the use of time and motion as an expressive design element, problem solving, and research within art and design strategies to develop a unique visual style.
- The ability to describe principles of visual concepts (cinematic language) in an organized storyboard form with an understanding of performance or characterization.
- An understanding of tools and technology, including their roles in the creation, reproduction, and distribution of animation. Relevant tools and technologies include, but are not limited to, drawing, painting, sculpture, digital animation, imaging and characterization processes, sound design and editing.
- The ability to place works of animation art in historical, cultural and stylistic contexts. This presupposes an understanding of animation history, theory, and criticism from a variety of perspectives, including those of art history, communication, information theory and technology.
- An understanding of aesthetic and critical theory facilitating analysis of personal work and works of others in group critiques and portfolio development at a professional level.
- The ability to work in a self-directed manner both independently and in artistic teams on a variety of art and animation problems.
- The ability to work collaboratively with multiple disciplines, and to understand the advantages and benefits of cooperative activities.
- An understanding of the basic business practices within the animation profession, their audiences, marketing procedures, distribution and exhibition.

We commit to provide students with the following essential opportunities and experiences:

- Students are provided with dedicated individual and group working spaces for both art and digital needs as appropriate for their skill level.
- Art galleries and theater-style exhibition space give students the opportunity to present their work in public.
- The capstone project allows students to demonstrate their perceptual acuity, conceptual understanding and technical facility in the production of a personal project in a studio environment. Capstone projects are expected to be of entry level professional quality.

Dori Littell-Herrick, MFA, Department Chair

There will always be artists driven to recreate the visions that dance in their heads. Sometimes they are so fantastic and imaginative that only animation can express these stories. By combining a complex arrangement of sound, vision and timing, animation creates motion and character in ways traditional filmmaking cannot. It can awaken surreal worlds or focus on small, emotional moments. It can display humor or political commentary in a complex form. Previously relegated to the area of children's entertainment, animation is now a major part of the modern language of internet communications, games and motion pictures. The same concepts that made Mickey Mouse dance make dragons fly, Orc armies march and Titanic ships sink. From Bambi to Pixar's UP, from Bugs Bunny to Bart Simpson, this is a medium that can evoke the mystical, surreal, fanciful and satirical in all of us at every age.

Our task in the Animation program is to deepen each student's understanding and appreciation of the craft of animation through the making of projects, and to help them discover what role animation plays in the greater culture. The Animation curriculum is structured to challenge each student to achieve the following goals:

- To discover their creative voice through the production of personal projects.
- To master the use of visual language as an artist and creator of thematic narrative, experimental, and interactive media.
- To focus their skill set for entry into the animation profession while simultaneously experimenting with a broad range of skills and techniques.
- To develop critical thinking skills through study of the history of animation, art, and film; and analysis and critique of their personal work.
- To act as a socially responsible artist and professional with an awareness of the culture in which they create.

Our faculty engage in service, research, professional development, and production of personal and commercial animation art, in order to be appropriate mentors and role models for the students. We provide a collaborative atmosphere, including innovative curriculum and up-to-date facilities, which allow students cross-fertilization of discourse, study, ideas, and integrated projects in the School of Media, Culture, & Design. As a center of the advancement of the art and science of animation, we strive to be an experimental laboratory of investigation into this most popular of art forms.

FACULTY

Animation faculty members are both teachers and mentors to the students. Within the classroom structure, all teachers have professional experience in the subject area or skills they are teaching. We are able to make this commitment to our students because we are located in the heart of the Los Angeles animation industry, and are able to access top working artists to teach in our program. Beyond the classroom, students are encouraged to maintain a connection with the faculty as mentors on their creative projects. Our faculty members become the students' first professional network as they seek internships and jobs in the industry.

Chair

Dori Littell-Herrick, Associate Professor, Animation
 B.A., Telecommunications, Indiana University; M.F.A., Theater, Film and Television (Animation), University of California, Los Angeles..

Full-time Faculty

Angela Damos, Associate Professor, Animation
 B.F.A., Studio Arts, California Institute of the Arts; M.F.A., Digital/Video Art, California State University Northridge.
 Ric Heitzman, Assistant Professor, Animation
 B.F.A., Studio Arts, East Texas State University/Texas A & M University-Commerce; M.F.A., Film Making, School of the Art Institute of Chicago.

Participating Adjunct Faculty

Edward Rosas, Participating Adjunct Professor, Animation
 California Institute of the Arts; University of Alaska, Fairbanks.
 Ken Roskos, Participating Adjunct Professor, Animation
 B.F.A. Commercial Design, Edinboro University of Pennsylvania.
 Arno Kroner, Participating Adjunct Professor, Animation
 Baccalaureate, Math and Physics, Lycee de Clunyl, France; MA, Communications and Advertising, Clermont University, France; MB, Communications, University of Kansas.
 Doug Post, Lecturer, Animation
 BFA, Graphic Design and Illustration, Colorado State University; MFA, Illustration, Academy of Art College.

Adjunct Faculty

Dave Brain, Adjunct Professor, Animation
 B.F.A., Film Arts, Chouinard Art Institute.
 Barton Gawboy, Adjunct Professor, Animation
 B.A., Engineering Science (Music), Dartmouth; B.E., Thayer School of Engineering, Dartmouth.
 Jack Bosson, Adjunct Professor, Animation
 Diploma Design, The Cooper Union; M.F.A., Cornell University.
 Alina Hiu-Fan Chau, Adjunct Professor, Animation
 B.S.S., Digital Graphic Communication, Hong Kong Baptist University; M.F.A., Theater,

Film and Television (Animation), University of California, Los Angeles.
 Peter Koczera, Adjunct Professor, Animation
 BFA, Film/Video, California Institute of the Arts; MFA, Film/Video, California Institute of the Arts.
 Sue Kroyer, Adjunct Professor, Animation
 BS, Art, University of Wisconsin.
 William Matthews, Adjunct Professor, Animation
 Art Center College of Design.
 Rolando Mercado, Adjunct Professor, Animation
 California Institute of the Arts, Art Center College of Design, Chouinard Art Institute.
 Audri Phillips, Adjunct Professor, Animation
 BFA, Carnegie Mellon University.
 Robert Schaefer, Adjunct Professor, Animation
 A.A., Los Angeles Valley College; Art Center of Design; Otis Art Institute.
 David Schwartz, Adjunct Professor, Animation
 BA, General Speech/Telecommunications, Kent State University; Joe Kubert School of Cartoon and Graphic Arts.
 Alison Shanks, Adjunct Professor, Animation
 BA, Theater, University of California, Santa Barbara.
 Tom Sito, Adjunct Professor, Animation
 B.M.A., School of Visual Arts; Arts Student League NYC.
 Charles Solomon, Adjunct Professor, Animation
 BA, History, University of California, Los Angeles; MA, Cultural History, University of California, Los Angeles; MFA, Theater, Film and Television, University of California, Los Angeles.
 Michael Wingo, Adjunct Professor, Animation
 BA, Claremont McKenna College; BFA, MFA, Otis Art Institute.

For details of faculty professional experience, please see the Animation web site.

CURRICULUM SUMMARY

ANIMATION MAJOR CURRICULUM

Leading to the Bachelor of Fine Arts (B.F.A.) Degree	Units
Major (M)	68
General Education (GE)	45
Unrestricted electives (UE)	9
Restricted Design Elective	<u>6</u>
Minimum semester hours required	128

SUGGESTED SEQUENCE OF COURSES

FIRST YEAR

Fall Semester			
ANIM	100	Animation Principles	3 M
FOUN	101	Beginning Drawing	3 M
FOUN	102	Design & Color Elements I	3 M

ANIM	111	Digital Citizenship	1 M
WRIT	111	Academic Writing I	3 GE
—	—	Unrestricted elective	3 UE

Spring Semester

ANIM	102	Beginning Figure Drawing	3 M
ANIM	112	Portfolio Review Workshop	1 M
ANIM	261	Intro to 2D Computer Animation	3 M
WRIT	112	Academic Writing II	3 GE
MATH	2__	Mathematics course	3 GE
FOUN	103	Design & Color Elements II	3 M
LSCI	105	Information Theory and Practice Elective	1 M 3

Progress Portfolio review required for advancement to ANIM 203 Sophomore Studio I.

SECOND YEAR

Fall Semester

ANIM	203	Sophomore Studio I	3 M
ANIM	210	Design Symposia	1 M
ANIM	221	Animation Drawing	3 M
ANIM	240	History of Animation	3 M
FOUN	104	Drawing and Composition	3 M
COMM	120	Public Speaking	3 GE

120 hours of drawing experience outside of class is required

Spring Semester

ANIM	204	Sophomore Studio II	3 M
ANIM	262	Intro to 3D Computer Animation	3 M
PSYC	200	Intro to Psychology	3 GE
		Film History course	3 GE
ANIM	211	Storyboarding	3 M
COMM	220	Media Culture	3 GE

Progress Portfolio review required for advancement to ANIM 305 Junior Studio I.

THIRD YEAR

Fall Semester

ANIM	230	Visual Development	3 M
ANIM	305	Junior Studio I	3 M
ANIM	—	Animation Production/Technical Elective	3 M
ARTH	2__	Art History	3 GE
PHYS	2__	Physical science course *	3 GE

Spring Semester

ANIM	306	Junior Studio II	3 M
ANIM	330	Animal Drawing	3 M
ANIM	—	Animation Production/Technical Elective	3 M
ECON	2__	Economics course	3 GE
BIOL	2__	Biological science *	3 GE
		Social Science Course	3 GE

* One of the science courses must have a lab component.

Progress Portfolio review required for advancement to ANIM 485 Senior Studio I.

Summer between third and fourth year is recommended time for internship/work experience.

FOURTH YEAR

Fall Semester

ANIM	485	Senior Studio I	4 M
PSYC	3__	General education elective	3 GE
ARTH	2__	Art History	3 GE
—	—	Unrestricted elective	3 UE

Spring Semester

ANIM	486	Senior Studio II	4 M
ANIM	495	Animation Portfolio	3 M
COMM	3__	General education elective	3 GE
—	—	Restricted design elective	3 RE/DES
—	—	Unrestricted elective	3 UE

Required for Graduation:

120 hours of internship/work experience, paid or unpaid, in the animation field is required.

ANIMATION ELECTIVE COURSES:

ANIM 231	Painting: Traditional and Digital Explorations	3 units
ANIM 223	The Costumed Figure	3 units
ANIM 325	Introduction to Acting and Improvisation	3 units
ANIM 405	Background Painting	3 units
ANIM 410	Advanced Figure Drawing	3 units
ANIM 420	Effects Animation	3 units
ANIM 170, 270, 370, 470	Topics in Animation	3 units
ANIM 299, 399, 499	Independent Study	1-4 units

Two of the following four courses are required and the other two may be taken as electives.

ANIM 361	3D Computer Animation I	3 units
ANIM 362	3D Computer Animation II	3 units
ANIM 363	2D Computer Animation I	3 units
ANIM 364	2D Computer Animation II	3 units

Courses which meet Restricted Design Elective requirements:

Course selection for Restricted Design Elective (RE/DES) includes any course offered in Animation, Fashion Design, Graphic Design, and Interior Architecture (AN, FD, GD, IA) plus the following:

ARCH	269	Object Making
ARTH	170	Topics
ARTH	202	History of Ancient Art
ARTH	204	History of Modern Art
ARTH	205	History of Contemporary Art
ARTH	211	History of Latin American Art
ARTH	320	Tribal and Traditional Art
ARTH	322	Studies: Great Masters
ARTH	330	Studies: Great Movements
INDS	327	Film and Literature
PHIL	310	Aesthetics

ASSESSMENT PROCESS

The Animation curriculum is designed to systematically assess student performance and learning throughout the four-year program. Students are assessed both formally and informally within the individual courses; and in a more global way, in the year-end reviews, which serve as gateways to the next set of core studios. Course final reviews include assessment by industry professionals as well as faculty. The capstone sequence, including the capstone project, the capstone portfolio, and the internship/work experience, provide a final overall assessment of the student.

Pre-Capstone: Formative Assessment

Juried Review

Each studio course ends with a juried review of the student's work in that course. Industry professionals attend along with faculty and the department chair. Students benefit from the direct feedback; faculty are able to informally assess the success of the course based on the overall feedback of the professionals. In some cases, rubrics are used to provide written feedback to the students.

Faculty Critiques

Studio courses are designed to give the faculty an opportunity to watch the students work and provide ongoing feedback and critique, both informal and written. Students are able to improve their projects during the course of the class based on input from the faculty.

Peer Feedback

Often students provide the most immediate feedback as they work in studio outside of class hours. In addition, students are required to participate in the formal critique sessions with the courses, and during final reviews. This supports the students in developing the ability to critically analyze both others' work and their own work.

Milestone Assessment: Progress Reviews

The Animation program has built portfolio development into each course, listing required portfolio projects in the course description. Students are required to save portfolio projects, digitize them where possible, and present them in an organized portfolio at the end of each year in the major. Year-end reviews serve as gateways to the next year's core studio sequence. Students who do not pass the review are required to do additional work and resubmit prior to beginning the next studio.

As part of the portfolio, each student must include a written self-assessment of their work and a statement of goals for the following year. This encourages students to consider their talents and focus on appropriate areas within the discipline of animation, as well as developing the ability to self-critique.

At the program level, the year-end review provides the faculty an opportunity to gauge the success of the courses in each year of the major in meeting the learning outcomes of the program. Using the curricular map, faculty can review each course for success of teaching content, as well as the overall achievement of the students in that year of the program. Possible adjustments are discussed and may be implemented in the following year.

Capstone: Summative Assessment

Capstone Sequence Assessment

ANIM 495 Animation Portfolio – Students collect their work from across the program and create a professional portfolio. Assessment and critique of the student work happens during a juried review including faculty and animation professionals. Students receive both verbal and written comments. Animation professionals evaluate the portfolio for selection of appropriate quality pieces, presentation, and focus of the work. In addition, faculty evaluates the portfolios for students' demonstration of the program learning outcomes at the appropriate level based on the curricular map.

ANIM 486 Senior Studio II – Capstone projects are reviewed and assessed in a juried final review. This occurs one week prior to the year-end senior screening, the Woodbury Animation Showcase. Animation professionals review and comment on the work, as well as scoring the work based on a rubric and providing written comments. Students then have a chance to make some improvements for the final screening. In addition, faculty members assess students' demonstration of the program learning outcomes as presented in the curricular map.

Capstone Self-Assessment

ANIM 486 Senior Studio II – Seniors are asked to provide a written evaluation of their capstone project, including a statement of the theme, their original goals for the production and a self-assessment of their success, including how they might have improved the final project.

ANIM 495 Animation Portfolio – Students are asked to provide a review of the program using the learning outcomes as a framework for the discussion. This may be informally conducted in the class or collected as a paper.

ANIM 490 Internship/Work Experience – Students are required to maintain a journal of their internship experience, recording highlights of what they learned about the industry, and the expectations of artists working in the industry. The journal may include both written and visual

material. Students must also present a signed letter on company letterhead from the host company supervisor indicating that the student successfully completed the internship. Students are encouraged to share their journal with the host company supervisor. A symposia-style presentation is held in the fall of each year for students to present their findings to each other. Students who are planning to intern in the upcoming year are encouraged to attend.

PORTFOLIO REQUIREMENTS

Placement Portfolio Review – Upon acceptance, all students are required to submit a portfolio and/or reel for review. Students whose placement portfolios exhibit exceptional work may have one or more course requirements waived, opening up the opportunity for additional elective choices. Requirements can be found on the Animation web site. Questions about content for the placement portfolio should be addressed to the chair of Animation.

Progress Portfolio Review – At the end of each of the first three years, all students in the Animation major are required to submit a portfolio and reel of work completed in the previous two semesters to be reviewed by a committee of Animation faculty and invited industry professionals. Each piece must be documented using the required Woodbury label. Projects required for the review are specified in the course descriptions. This review is to determine that the student has not only acquired the requisite skills and knowledge, but has integrated them in the work and is prepared for the next studio series. Students who do not pass the review will be required to attend Summer Studio or complete other appropriate studies and resubmit their work for review. Format requirements can be found on the Animation web site.

RESULTS OF LEARNING

Each studio course requires the production of various animation projects specific to the subject and learning outcomes of the course. Projects may be either hand-made drawings or objects or digital media. Examples of projects for hand-drawn animation include character design, visual development art, storyboards, layouts, and traditional animation. Stop motion animation projects may include character puppets and miniature sets. Both traditional and stop motion animated films are completed digitally. Computer graphic animation is done completely on the computer. In all three types of animation, the final output of the project will be digital, and may be presented as a DVD, or archived as a data disc.

All student work is reviewed by professionals during the juried review period at the end of each semester. In addition, the students compile their work into portfolios at the end of each year to be assessed by faculty and invited industry professionals. In the senior year, the students develop their professional portfolio, which is reviewed by industry professionals and members of the animation faculty. The final capstone project is presented at the Woodbury Animation Showcase.

STUDENT WORK

The Animation program is committed to supporting the students in ownership of their creative work. The University reserves the right to retain student work for archival, educational and marketing purposes. In general, original work is returned within one calendar year. Digital copies of work may be kept indefinitely. For further details on this policy, see the Animation web site.

CAPSTONE COURSE

In the senior year, each student must complete a personal animation project as part of Senior Studios 1 and 2. This capstone project demonstrates the student's mastery of visual language and thematic narrative and serves as the central project in their professional portfolio. Capstone projects are expected to be of professional, festival-level quality when submitted. All students are encouraged to enter this project in the appropriate animation festivals. All completed projects are shown in the next annual Woodbury Animation Showcase.

ACADEMIC STANDARDS

Less than average work is not acceptable for a professional degree. Students must maintain a grade of "C" (2.0) or higher for any core animation studio in order to continue in the studio sequence. A student whose grade drops below a "C" must repeat that studio prior to enrollment in the succeeding studio. In order to meet these standards, it is strongly recommended that a student not enroll in more than 12 studio units in a semester.

Core animation studios include ANIM 100 Animation Principles, ANIM 121 Storyboarding, ANIM 205 Sophomore Studio I, ANIM 206 Sophomore Studio II, ANIM 305 Junior Studio I, ANIM 306 Junior Studio II, ANIM 485 Senior Studio I, ANIM 486 Senior Studio II, and ANIM 495 Animation Portfolio.

SPECIAL LEARNING OPPORTUNITIES/REQUIREMENTS

Woodbury's Careers and Alumni Office offers a variety of programs, services and resources to assist students in exploring careers and securing internships. The staff works with students one-on-one to develop successful internship search strategies to help students connect with employers through internship postings, resume collections, on/off-campus interview opportunities, alumni connections, and employer outreach in the US.

The Woodbury University Animation faculty are dedicated to providing students with enriching experiences outside the classroom and campus. Internships or work experience give students a close-up look at the professional world of animation. Local organizations as well as the on-campus student club offer lectures, conferences and screenings of a wide range of animation, including film, games, experimental animation and related arts. Opportunities to explore the rich Los Angeles entertainment and art communities and to study aboard either in a summer program or as an exchange student are a vital part of the program.

Internship/Work Experience

Prior to graduation, students must complete 120 hours of work experience in the animation profession. This may be paid or unpaid and must be accomplished in the junior or senior year. With the aim of maintaining the highest level of excellence in course work, full-time students are encouraged to work no more than 10 hours per week. Students are responsible for completing a Work Experience Contract with the sponsor company and the Chair of the department and maintaining a written journal which may include art detailing the experience, how they met the learning objectives and what professional skills they gained from the internship. At the completion of the work, the student must submit a letter on company stationery, signed by the sponsor and to the attention of the Chair, stating that the terms of the contract have been fulfilled.

Study Abroad

Study abroad is encouraged in the summer following the sophomore or junior year or during the regular junior year. Exchange programs in visual communications and design are available in Germany and the Netherlands, as well as opportunities with a number of other universities worldwide. Woodbury also hosts international students, many of whom participate in the Animation program, creating a cross-cultural experience in our production studios.

Design Symposia

This required course takes students off campus to attend a wide range of art, design, film, and performance experiences in the greater Los Angeles area. Each student maintains a journal of both written and visual material and takes part in discussions of the various events they attend. Faculty assist the students in connecting the current art and film trends they are experiencing to the history of animation, art and film they are studying at Woodbury. Each student must take this class at least once, but it may be repeated for credit up to three times.

Lectures

Each year the full-time faculty in Animation host a fall and spring lecture, inviting professionals from the local studios to come present work and speak to students about a variety of topics; recent lectures have focused on character design, pitching a TV show, and using motion analysis in gaming animation. Students attend these lectures as part of their coursework and receive credit in some classes.

Local Events and Organizations

Because we are located in the heart of the Los Angeles animation industry, there are many local events and organizations that can enrich and expand the animation student's time at Woodbury.

CTN Animation Expo

The CTN Animation Expo is a talent-focused conference held yearly in the Burbank area. It brings together the artists, educators and students from the local animation communities, including film and video, gaming, and education. Woodbury University is proud to sponsor this event and encourages our students to volunteer and attend this unique gathering of animation talent.

ASIFA

ASIFA-Hollywood is the Los Angeles chapter of The International Animated Film Society, a non-profit organization dedicated to the advancement of the art of animation. Woodbury University and the Animation program are happy to sponsor many ASIFA events on campus, including screenings, book signings, animation salons, portfolio reviews and a student film festival. Students may intern at the ASIFA Archive, which maintains a library, archive and museum of animation in Burbank, CA. Students are encouraged to join ASIFA to receive the many benefits of membership, including an opportunity to network with industry professionals.

COMPUTER LITERACY REQUIREMENTS

The Animation Department requires its graduates to be literate in the current media of represen-

tation and communication, demonstrated by the following:

- (1) A proficiency in computer systems operations, including communication, upgrades and management; a familiarity with the multiple platforms available in Woodbury IT labs.
- (2) A proficiency in internet research, through successful completion of LSCI 105 Information Theory and Practice or an appropriate equivalent. Biographic documentation of database and Web-based sources of both text and images in required in all Animation courses.
- (3) A proficiency in word-processing and document formatting, including image and color management for printing.
- (4) A proficiency in file and asset management in a shared digital environment and using multiple software in an animation pipeline through successful completion of ANIM 111 Digital Citizenship or appropriate equivalent.
- (5) A proficiency in computer graphics software for image processing and 2D and 3D animation, as demonstrated through successful completion of ANIM 100 Animation Principles, ANIM 261 Introduction to 2D Computer Animation and ANIM 262 Introduction to 3D Computer Animation or appropriate equivalent.

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

STUDENT COMPUTER AND OTHER EQUIPMENT REQUIREMENTS

The Department of Animation requires a laptop computer for third and fourth year studios, but strongly recommends it for first year students. The system and software must be compatible with existing on-campus computer labs. Students may choose either Mac or PC based on their needs. Questions may be directed to the department chair. Specific hardware and software requirements are listed on the Animation web site.

Students are responsible for email and ISP accounts; student-owned computers used on campus must have a network, and/or wireless card, depending on where the computer will be used.

MINOR REQUIREMENTS

ANIM Minor (for Design Majors)

ANIM 100	Animation Principles	3 units
ANIM 121	Storyboarding	3 units
ANIM 261	Introduction to 2D Computer Animation	3 units
ANIM 102	Beginning Figure Drawing	3 units

Select 1 from the following courses:

ANIM 221	Animation Drawing	3 units
ANIM 240	History of Animation	3 units
ANIM 230	Visual Development	3 units
ANIM 325	Animation as Actor	3 units
ANIM 330	Animal Drawing	3 units
ANIM 262	Introduction to 3D Computer Animation	3 units
	Total Units	15

AN Minor (for Non-Design Majors)

FOUN 102	Design Elements	3 units
ANIM 100	Animation Principles	3 units
ANIM 121	Storyboarding	3 units
ANIM 261	Introduction to 2D Computer Animation	3 units
ANIM 240	History of Animation	3 units
	Total Units	15

COURSES

ANIM 100 Animation Principles 3 units

An introductory studio course in the fundamental principles of animation. Through lecture, demonstration and in-class exercises, the students will study the basic theory and mechanics of the discipline. Students will develop both drawing and observational skills through the creation of simple animations using principles such as squash and stretch, overlap and follow through. Emphasis on the fundamentals of character design, storyboarding, and layout will be studied through the creation of a short animation project. Studio. Prerequisite: None.

Portfolio Project: Final class project and animation test delivered on a DVD. Supporting art and written material may be included.

ANIM 102 Beginning Figure Drawing 3 units

A beginning course in life drawing. Expressive and technical studies in various media emphasizing gesture, structure and anatomy. Studio. Prerequisite: FOUN 101 Beginning Drawing. Portfolio Project: A selection of 10 pieces from varying projects representing the student's best work presented in a portfolio form. Written artist's statements and supporting sketches should be included.

Portfolio Project: A selection of 10 pieces from varying projects representing the student's best work presented in portfolio form. Written material and supporting sketches may be included.

ANIM 111 Digital Citizenship 1 unit

A lecture class in the use of shared digital resources and digital protocol. Topics include knowledge of computer and networks; basic OSX, Windows and Linux; folder management, naming conventions and recognizing file types; using the internet and school networks effectively; proper use of email; printing basics, color profiles; troubleshooting techniques; using passwords and logins; and backup protocol. Emphasis on a professional approach to cooperative use of shared digital resources. Lecture. Prerequisites: None.

A grade in this course of C or better is a prerequisite to use of the Digital Resource Center Render Farm.

ANIM 112 Portfolio Review Workshop 1 unit

A lecture course in the preparation of academic portfolios to support students in preparing for Progress Portfolio Review. Lecture. Prerequisite: None.

ANIM 161 Introduction to 2D Computer Animation 3 units

An introductory studio course in the fundamental computer applications and processes used for

2D animation production. Emphasis on software programs dealing with imaging, drawing and painting, editing, compositing, motion graphics, raster and vector artwork. Studio. Prerequisite or Co-requisite: ANIM 111, Digital Citizenship.

Portfolio Project: A DVD presentation of all major projects. Supporting written material, storyboards, and concept sketches should accompany the DVD either as slide shows in the DVD or in portfolio format.

ANIM 193 Open Studio: Animation Principles 3 units

This course can substitute or remediate for ANIM 100 Animation Principles. An introductory course in the fundamental principles of animation taught in an open studio format. Students will develop both drawing and observational skills through creation of simple animation exercises using principles such as squash and stretch, overlap and follow through. Emphasis on the fundamentals of character design, storyboarding and layout will be studied through creation of a short animation project. Studio. Prerequisite: Permission of instructor or department chair.

Portfolio Project: Final class project and animation test delivered on a DVD. Supporting art and written material may be included.

ANIM 1931 Open Studio: Storyboarding 3 units

This course can substitute or remediate for ANIM 121 Storyboarding. An open studio course in storyboarding for animation. Emphasis on visual storytelling, story structure, character development, cinematic language, and drawing techniques used in storyboarding. Studio. Prerequisite: Consent of instructor or department chair.

Portfolio Project: Three animation storyboards presented in a portfolio format. All supporting writing and art related to the boards should be included.

ANIM 203 Sophomore Studio I (was ANIM 205) 3 units

A studio course building on ANIM 100 Animation Principles, developing skills in character animation. Emphasis on the basic principles of character development, performance and animation techniques. Student will assemble their projects into a finished pencil test animation reel. Prerequisites: ANIM 100 Animation Principles. Student pass Freshman Progress Portfolio review.

Portfolio Project: A DVD presentation of the pencil test animation reel including all major projects. Any written material for the course will be included in the portfolio.

ANIM 204 Sophomore Studio II (was ANIM 206) 3 units

A studio course in the fundamentals of animation layout and pictorial composition as staged environments for animated characters. Topics will include perspective, lighting and tone, issues of style, architectural elements, natural elements, and props as visual storytelling devices. The artist's statement for the Sophomore year Progress Portfolio will be completed in this class. Studio. Prerequisites: FOUN 101, Beginning Drawing, ANIM 203, Sophomore Studio I, and FOUN 102, Design and Color Elements I.

Portfolio Project: A presentation in portfolio form of background design, scene layout and work-book example. All research, preliminary work, written treatment of story and artist's statement will be included as part of the portfolio.

ANIM 210 Design Symposia 1 unit

Students will attend lectures, exhibitions or events exploring variety of topics in design. Both on and off campus events are encouraged. Course may be repeated up to three times for credit. Lecture. Prerequisite: None.

Portfolio Project: Student will submit a journal including collected materials, writing and sketching related to the events attended.

ANIM 211 Storyboarding 3 units

A studio course in storyboarding for animation. Emphasis on visual storytelling, story structure, character development, cinematic language, and drawing techniques used in storyboarding. Studio. Prerequisites: ANIM 100, Animation Principles or consent of instructor.

Portfolio Project: Three animation storyboards presented in a portfolio or DVD. All supporting writing and art related to the boards should be included.

ANIM 221 Animation Drawing 3 units

Examination and exploration using the figure, both nude and clothed, as reference for creating animation characters, sequential studies and caricature. May be taken up to 2 times for credit. Studio. Prerequisite: ANIM 102 Beginning Figure Drawing.

Portfolio Project: A selection of 10 Observational studies from in-class figure work and a selection of varying projects representing the student's best work presented in a portfolio form. Research, supporting sketches and written statements should be included.

ANIM 231 Painting: Traditional and Digital Explorations 3 units

A beginning studio exploring painting techniques in both traditional and digital media. Watercolor, gouache and acrylic will be explored, as well as digital painting techniques that mimic traditional and more experimental techniques. Studio. Prerequisites: FOUN 103 Design and Color Elements or permission of instructor.

Portfolio Project: A minimum of six finished paintings, three traditional and three digital, in a portfolio format. Supporting sketches and written material may be included.

ANIM 223 The Costumed Figure 3 units

An intermediate studio emphasizing the figure with costumes and props. Investigation of both drawn and painted form using a variety of media. Topics include composition, color and lighting. May be repeated up to 2 times for credit. Prerequisites: FOUN 103 Design and Color Elements 1 and ANIM 102 Beginning Figure Drawing, or FDES 210 Fashion Sketching 2, or permission of instructor.

Portfolio Project: A selection of 10 pieces from varying projects representing the student's best work presented in a portfolio form. Written material and supporting sketches may be included.

ANIM 230 Visual Development

Examination and exploration of drawing and painting using artist's materials such as watercolor, gouache, inks and other pigments on various substrates. Emphasis on techniques used by professional development and merchandising artists for a variety of subject matter, including illustra-

tion. Prerequisite: FOUN 103 Design and Color 2.

Portfolio Project: A selection of six pieces from varying projects representing the student's best work presented in a portfolio form. Written artist's statements and supporting sketches should be included.

ANIM 240 History of Animation 3 units

A lecture course focusing on the historical, theoretical, aesthetic and technical developments that have shaped the medium since its beginnings. Lectures include screenings of animated works, stages of production and a general overview of animation process. Lecture. Prerequisite: None.

Portfolio Project: Final paper for the course will be included in printed form.

ANIM 245 Iconic Films Essentials for Animators 3 units

Even though animation is created one image at a time, it is still considered cinema, and as such the audience expects future animated films to be ever more cinematic in content. This course is intended to be an overview of the great films and filmmakers of the last century and how they influenced the art of cinema as we know it. This will be through lectures and screenings of films, supplemented by suggested reading. Lecture. Prerequisites: WRIT 111, Academic Writing 1.

ANIM 261 Introduction to 2D Computer Animation 3 units

An introductory studio course in the fundamental computer applications and processes used for 2D animation production. Emphasis on software programs dealing with imaging, drawing and painting, editing, compositing, motion graphics, raster and vector artwork. Studio. Prerequisite ANIM 111 Digital Citizenship.

Portfolio Project: A DVD presentation of all major projects. Supporting written material such as artist's statements, storyboards, and concept sketches should accompany the DVD either as slide shows in the DVD or in portfolio format.

ANIM 262 Introduction to 3D Computer Animation 3 units

Instruction in the fundamental principles of animation as applied to 3D digital animation. Emphasis on the basic processes of modeling, texturing, lighting and rendering. Students will create a series of simple animations, and model and light simple props using a 3D software. Prerequisite: ANIM 111 Digital Citizenship.

Portfolio Project: A DVD presentation of all major projects. Supporting written material, storyboards, and concept sketches should accompany the DVD either as slide shows in the DVD or in portfolio format.

ANIM 293 Open Studio: Sophomore 1 3 units

This course can substitute or remediate for ANIM 203 Sophomore Studio 1. An open studio course building on ANIM 100 Animation principles, developing skills in character animation. Emphasis on the basic principles of character development, performance and composition, and visual storytelling. Studio. Prerequisite: ANIM 100 Animation Principles and ANIM 121 Storyboarding OR consent of the instructor or department chair.

Portfolio Project: A DVD presentation of the pencil test animation reel including all major projects. Any written material for the course will be included in the portfolio.

ANIM 2931 Open Studio: Sophomore 1 3 units

This course can substitute or remediate for ANIM 204 Sophomore Studio 2. An open studio course in the fundamentals of animation layout and pictorial composition as staged environments for animated characters. Topics will include perspective, lighting and tone, issues of style, architectural elements, natural elements, and props as visual storytelling devices. The artist's statement for the Sophomore Year Progress Portfolio will be completed in this class. Studio. Prerequisites: FOUN 101 Beginning Drawing, ANIM 203 Sophomore Studio 1, FOUN 102 Design and Color Elements 1 OR consent of the instructor or department chair.

Portfolio Project: A presentation in portfolio form of background design, scene layout and work-book example. All research, preliminary work, written treatment of story and artist's statement will be included as part of the portfolio.

ANIM 305 Junior Studio I 3 units

An intermediate studio course in project development focusing on the execution of story into film or interactive projects. Students will form in groups of 4-6 to create a project proposal, which will be completed in Junior Studio II. Topics will include dramatic structure, theme, continuity, visual language, and presentation skills. Project proposals will include a treatment, storyboard, concept art, character design, short animatic, and production schedule showing how the project will be completed. Studio. Prerequisite: ANIM 206 Sophomore Studio II. Student pass Sophomore Progress Portfolio review.

Portfolio Project: Each student will compile a portfolio or DVD of his or her contribution to the animated project. The full animatic may be included at the end of the DVD for context. All material will be clearly labeled explaining what part of a scene the student did. Supporting sketch and concept art, and written material should be included in process book or portfolio format.

AN 306 Junior Studio II 3 units

This is an advanced studio course integrating all aspects of professional animated production. Students will work in their established teams in the production of the animated project developed in Junior Studio I. Emphasis on the elements of visual storytelling, animation, sound, editing and compositing. The artist's statement and a proposal for Senior Studio will be completed in this class. Studio. Prerequisite: ANIM 305 Junior Studio I.

Portfolio Project: Each student will assemble a properly documented clip reel of his or her contribution to the animated project on a DVD. The full project may also be included at the end of the DVD for context. Supporting sketches, art, and written material should be included in a process book or portfolio format.

ANIM 316 Intermediate Animation 3 units

An intermediate class focused on traditional animation building on the skills introduced in Sophomore Studio II. Emphasis on character construction and drawing, expressions and posing, sequential storytelling, scene planning, secondary animation and dialogue. Studio. Prerequisite: ANIM 206 Sophomore Studio II.

Portfolio Project: A DVD presentation of all animation tests presented as a pencil test reel. Written material, supporting sketches, designs and research may be included.

ANIM 325 Introduction to Acting and Improvisation 3 units

A course for anyone interested in exploring human behavior, and their own creativity, "through the lens of the actor." Working both individually and in groups, students will explore the actor's tools of observation, listening, physical expression and imagination, as well as the basics of improvisation and creating a character. Emphasis on acting for the screen and television: class sessions will be videotaped. Studio. Prerequisite: None.

Portfolio Project (for Animation students): A DVD presentation of the student's best work recorded during the class sessions.

ANIM 330 Animal Drawing 3 units

An intermediate studio course in sketching and drawing animals. Onsite drawing of a wide variety of animals at the Los Angeles Zoo, as well as drawing sessions on campus utilizing both domestic and wild animals. Basics include gesture, rhythm, volumes, and proportion with an emphasis on quick study, character design, movement and comparative anatomy. May be taken up to 2 times for credit. Studio. Prerequisite: ANIM 221 Animation Drawing.

Portfolio Project: A selection of ten pieces from varying projects representing the student's best work presented in a portfolio form. Written material and supporting sketches may be included.

ANIM 335 Experimental Figure Drawing 3 units

Advanced studio course in figure drawing in various dry media. Emphasis on non-traditional visual sense of figure through the use of interpretive distortion and discovery through juxtaposition of materials. Drawing from the model with full figure, drapery, costume and props. Further development of a personal style through experimentation with materials and compositional ideas. Studio. Prerequisite: ANIM 102 Beginning Figure Drawing.

Portfolio Project: A selection of 10 pieces from varying projects representing the student's best work presented in a portfolio form. Written material and supporting sketches may be included.

ANIM 340 Visual Development 3 units

Examination and exploration of composition, lighting, color, style, character design and various painting techniques as components of animation development and visual storytelling. Emphasis placed on techniques used by professional development artists and illustrators in the animation industry. Prerequisite: ANIM 221, Animation Drawing.

Portfolio Project: A selection of 6 pieces from varying projects representing the student's best work presented in a portfolio form. Research, supporting sketches and written statements should be included.

ANIM 361 3D Computer Animation I 3 units

An intermediate studio course in 3D computer applications. Topics include modeling, rigging, and techniques of character animation using 3D computer software. Students will create projects using both character and camera animation, and explore lighting and texturing. Studio. Prerequisite: ANIM 262 Introduction to 3D Computer Animation.

Portfolio Project: A DVD of three or more projects, including the final project, showing the range of skills the student gained during the course. Supporting written and sketch material may be included on the DVD as a slide show or presented in a portfolio format.

ANIM 362 3D Computer Animation II 3 units
 An advanced studio course in 3D computer animation. Emphasis on advanced animation techniques, staging, lighting, texturing and rendering. Students will create an animated sequence and produce it from start to finish. Studio. Prerequisite: ANIM 361 3D Computer Animation I. Portfolio Project: A DVD of the completed sequence including examples from all stages of production. Supporting storyboard, sketches, research and written material may be included as a slide show or presented in portfolio format.

ANIM 363 2D Computer Animation I 3 units
 A course focusing on 2D software currently in use for production of television and short form animation. Emphasis on applying the basic principles of animation production in a 2D CG environment. Students will create a short project to complete in the 2D software. Studio. Prerequisite: ANIM 161 Introduction to 2D Computer animation or consent of the instructor. Portfolio Project: A DVD of 3 or more projects, including the final project, showing the range of skills the student gained during the course. Supporting written and sketch material may be included on the DVD as a slide show or presented in a portfolio format.

ANIM 364 2D Computer Animation II 3 units
 An advance course in the principles of 2D compositing. Emphasis on the use of post-production techniques to enhance the visual storytelling and problem solve in production situations. Topics include principles of editing and the visual language of cinema. Studio. Prerequisite: ANIM 161 Introduction to 2D Computer Animation. Portfolio Project: A DVD of animation showing an understanding of compositing principles. At least one example of a complete scene broken down into the various layers should be included. All supporting process art and written material may be presented in portfolio format. All DVDs should be accompanied by a detailed shot list.

ANIM 365 Stop Motion/Experimental Animation 4 units
 This studio course is an introduction to the fundamentals of stop-motion and experimental animation. Students will experiment animating with materials shot in front of a camera in a real three dimensional space.

ANIM 393 Open Studio: Junior 1 3 units
 This course can substitute or remediate for ANIM 305 Junior Studio 1. An intermediate open studio course in project development focusing on the execution of story into film or interactive projects. Students will form groups of 4 to 6 to create a project proposal, which will be completed in Junior Studio 2. Topics will include dramatic structure, theme, continuity, visual language, and presentation skills. Project proposals will include a treatment, storyboard, concept art, character design, short animatic, and production schedule showing how the project will be completed. Studio. Prerequisite: ANIM 206 Sophomore Studio II. Student pass Sophomore Progress Portfolio review. Portfolio Project: Each student will compile a portfolio or DVD of his or her contribution to the animated project. The full animatic may be included at the end of the DVD for context. All material will be clearly labeled explaining what part of a scene the student did.

Supporting sketch and concept art, and written material should be included in process book or portfolio format.

ANIM 3931 Open Studio: Junior 2 3 units
 This course can substitute or remediate for ANIM 306 Junior Studio 2. This is an advanced open studio course integrating all aspects of professional animated production. Students will work in their established teams in the production of the animated project developed in Junior Studio 1. Emphasis on the elements of visual storytelling, animation, sound, editing and compositing. The artist's statement and a proposal for Senior Studio will be completed in this class. Studio. Prerequisite: ANIM 305 Junior Studio 1 OR consent of instructor or department chair.

Portfolio Project: Each student will assemble a properly documented clip reel of his or her contribution to the animated project on a DVD. The full project may also be included at the end of the DVD for context. Supporting sketches, art, and written material should be included in a process book or portfolio format.

ANIM 405 Background Painting 3 units
 An advanced studio course in background painting techniques, both traditional and digital. Emphasis is placed on staging and supporting the theme and narrative of the animated story through color, composition, perspective, tone and mood. Studio. Prerequisite: ANIM 204 Sophomore Studio 2 and ANIM 355 Visual Development or consent of instructor. Portfolio Project: A selection of 6 pieces from varying projects representing the student's best work presented in a portfolio form. Research, supporting sketches and written statements should be included.

ANIM 410 Advanced Figure Drawing 3 units
 An advanced course in life drawing and the study of the human figure using a variety of traditional and experimental media. Emphasis on the development of figure art for use in professional portfolios. Studio. Prerequisite: ANIM 102 Beginning Figure Drawing. Portfolio Project: A selection of ten pieces from varying projects representing the student's best work presented in a portfolio form. Written material and supporting sketches may be included.

ANIM 416 Character Animation Workshop 3 units
 An advanced studio workshop focusing on character animation within the production environments of Junior and Senior Studios. Emphasis on setting up a scene, including character layout, posing, timing, dialogue, performance, and placing the scene within the continuity of the story. Studio. Prerequisite: ANIM 206 Junior Studio II. Portfolio Project: A DVD presentation of all animation tests presented as a pencil test reel. Written material, supporting sketches, designs and research may be included.

ANIM 420 Effects Animation 3 units
 An introduction to the principles of effects animation in both 2D and 3D projects, hand drawn and CG. Topics will include water, fire, smoke, shadows and other natural phenomena. Emphasis will be on the appropriate use of effects to support the story and art direction in an

animated project. Studio. Prerequisite: ANIM 261 Introduction to 2D Computer Animation and ANIM 262 Introduction to 3D Computer Animation or consent of instructor.
Portfolio Project: A DVD including six projects, three in 2D animation and three in 3D animation. Supporting sketches and written material will be assembled in a project book to be presented with the DVD.

ANIM 485 Senior Studio I 4 units
An advanced studio course that consolidates all animation methodologies. Emphasis on concept design and preproduction processes for the senior thesis project. Students will develop presentation storyboards, process books, concept design and animatics. Studio. Prerequisite: ANIM 306 Junior Studio II. Student pass Sophomore Progress Portfolio review.

Portfolio Project: Student will create a production bible that will be maintained through the completion of the thesis project. Concept art, storyboards, character design and research material will be included. The final animatic will be submitted as a DVD.

ANIM 486 Senior Studio II 4 units
An advanced studio course covering all aspects of animation production. A continuation of Senior Studio I. Emphasis on production of the senior thesis project and preparation for national or international animation festivals. Studio. Prerequisite: ANIM 485 Senior Studio I.
Portfolio Project: A completed poster for the final project and the production bible for the project will be submitted. The final project will be submitted as a DVD in an appropriate professional case.

ANIM 490 Internship Work Experience 1-4 units
Off-campus internship in animation. The student bears the responsibility for submitting the proposal that identifies the sponsor of the participating organization, the learning objectives and criteria for evaluation. The department chair must approve all internships. A minimum of 40 hours is required for each unit of credit. Prerequisite: Junior standing and permission of the department chair. May be taken up to two times for credit.

Portfolio Project: Student will maintain a written journal which may include art detailing the experience, how they met the learning objectives and what professional skills they gained from the internship.

ANIM 493 Open Studio: Senior 1 4 units
This course can substitute or remediate for ANIM 485 Senior Studio 1. An advanced open studio course that consolidates all animation methodologies. Emphasis on concept design and preproduction processes for the senior thesis project. Student will develop presentation storyboards, process books, concept design and animatics. Studio. Prerequisite: ANIM 306 Junior Studio II. Student pass Sophomore Portfolio review OR consent of instructor or department chair.

Portfolio Project: Student will create a production bible that will be maintained through the completion of the thesis project. Concept art, storyboards, character design and research material will be included. The final animatic will be submitted as a DVD.

ANIM 4931 Open Studio: Senior 2 4 units
This course can substitute or remediate for ANIM 486 Senior Studio 2. An advanced open

studio course covering all aspects of animation production. A continuation of Senior Studio 1. Emphasis on production of the senior thesis project and preparation for national or international animation festivals. Studio. Prerequisite: ANIM 485 Senior Studio 1 OR consent of instructor or department chair.

Portfolio Project: A completed poster for the final project and the production bible for the project will be submitted. The final project will be submitted as a DVD in an appropriate professional case.

ANIM 4932 Open Studio: Animation Portfolio 3 units
This course can substitute or remediate for ANIM 495 Animation Portfolio. Instruction in the preparation and presentation of the animation resume, portfolio and reel. Lecture topics include professional practice, studio structure, career strategies, and business practices relating to animation. Studio. Prerequisite: ANIM 306: Junior Studio 2 OR consent of instructor or department chair.

Portfolio Project: All elements of the student's projects from all classes will be reviewed and the appropriate work will be assembled into a professional portfolio and reel for job hunting. Resumes, cover letters, artist's statements and other written material will be included. The student will provide a copy to be maintained in the Animation archive.

ANIM 495 Animation Portfolio 3 units
Instruction in the preparation and presentation of the animation resume, portfolio and reel. Lecture topics include professional practice, studio structure, career strategies, and business practices relating to animation. Studio. Prerequisite: ANIM 306 Junior Studio II.

Portfolio Project: All elements of the student's projects from all classes will be reviewed and the appropriate work will be assembled into a professional portfolio and reel for job hunting. Resumes, cover letters, artist's statements and other written material will be included. The student will provide a copy to be maintained in the Animation archive.

ANIM 170, 270, 370, 470 Topics in Animation 3 units
An in-depth study of topics of a specialized nature in the field of animation. Lecture, three hours a week. Studio, six hours a week. Prerequisite: Consent of instructor.

Portfolio Project: To be determined by the instructor and Chair of Animation. All projects must include an art component and a written component.

ANIM 299, 399, 499 Independent Study 1-4 units
Individual studio investigation of special interest chosen by the student. Regular, periodic meetings with assigned faculty member are required. Consent and approval of the Department Chair. Thirty hours required for each unit of credit. No more than ten units of credit may be given for Independent Study courses toward the BFA degree. Prerequisite: Independent Study contract.

Portfolio Project: To be determined by the instructor and Chair of animation. All projects must include an art component and a written component.

Communication (B.A.)

MISSION

Communication studies the formation and flow of meaning that takes place through the symbolic representation of shared social realities. Our department encourages students to understand these communication processes through academic research, creative inquiry, and ethical reflection. The curriculum we have developed integrates theoretical expertise with practical skills in communication and research practices. Students graduate with the knowledge needed to succeed in a wide variety of fields related to media and contemporary culture.

PROGRAM LEARNING OUTCOMES

- Students will attain a solid grasp of leading theories and research practices found in the discipline
- Students shall cultivate responsive listening skills and openness to the messages of others through their personal interactions inside and outside of the classroom
- Students shall develop an appreciation for cultural diversity and multiple ways of knowing
- Students will gain the tools and confidence needed to conduct research and frame arguments in a scholarly way
- Students will increase their media literacy through the production and analysis of communication texts
- Students shall gain exposure to professional practices in organizations and other entities related to their chosen area of focus in communication studies

*Bruce Cook M.S., Ph.D.,
Chair, Department of Communication*

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

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

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

Creative inquiry is a hallmark of our program. In addition to a solid foundation in traditional communication research, students explore the boundaries of their thought using all the modern media available to them in the present day. They are given the necessary tools to become proficient public speakers, digital communicators and academic researchers. Assignments have been carefully tailored to meet the learning outcomes for each class. Courses, too, are clearly aligned to program outcomes so that students can direct their own progress as they move through the curriculum.

The curriculum has been devised to follow four stages loosely connected to the four years of a traditional degree cycle. The first stage provides a solid introduction to the field in both its theoretical and applied aspects. The second develops the interpretive capabilities of the student through the close reading of texts and examination of personal communication practices. Students expand their purview in the third stage to include visual communication and the

broader socio-cultural aspects of communication. In the fourth stage, they delve further into a chosen specialty in media or culture while also personalizing their creative research agenda. Successful completion of each stage of the curriculum, as well as its related theory and research components, is demonstrated in student learning portfolios, comprehensive exams, and the end-of-year departmental showcase.

The major culminates in a four-year Bachelor of Arts degree. For further information about the Communication major, contact Bruce Cook, Chair of Communication, at bruce.cook@woodbury.edu.

FACULTY

Our faculty is dedicated to providing the highest quality instruction possible in order to achieve the student learning outcomes defined by the curriculum. They bring a wide range of knowledge and expertise in the service of this goal, which is matched by their enthusiasm for the subject of communication. Many of them are active professionals in the local media and entertainment industries. All faculty members have office hours set aside for students to receive individual instruction outside of class.

Chair

Bruce R. Cook, Adjunct Professor, Communication
B.S., Physics, University of Southern California; M.S., Film Education, University of Southern California; Ph.D., Communication, University of Southern California

Full time faculty

Barbara J. Bowley, Associate Professor, Anthropology and Information Literacy
BA, Rutgers College; MA, MS, Columbia University

Participating Adjunct

Dorinda E. Bagwell-Angelucci, Adjunct Professor, Communication
BA, Syracuse University S.I. Newhouse School of Communications. Public Relations Consultant, Production Manager, and Broadcast Videographer

Adjuncts

Burcak Aydin-Mcbride, Adjunct Professor, Communication
B.A., International Relations, University of Southern California; M.A., Communication Studies, California State University, Northridge

Jessica Baty, Adjunct Professor, Communication Studies
BA, University of North Carolina, Human Communication Studies MA, University of Denver

Sydney Balbes, Adjunct Professor, Communication
B.P.A., Professional Arts, Woodbury University; M.F.A., California State University, Dominguez Hills; Post-Graduate work at UCLA with a concentration in Motion Graphics and Photojournalism; Owner, Graphic Artists Ltd.

Rina Canzona, Adjunct Professor, Communication
B.A., Communication Studies, Loyola Marymount; M.A., Communication Studies, California State University Northridge

Jeff Cooper, Adjunct Professor, Communication
M.F.A., Film, Art Center College of Design; M.A., Film & Video, American University; B.S., General Studies, Old Westbury; President, Cut Entertainment Group

Julie Daniels, Adjunct Professor, Communication
M.F.A., Creative Writing, Goddard College; B.A., Creative Writing, Antioch University; Certificate, Acting, The Royal Academy of Dramatic Art

Sabrina Della-Valle
M.F.A., Writing & Consciousness, New College of California; B.A., Linguistic Anthropology, Reed College; IBG (Bilingual International Baccalaureate), English and French Languages, Photography, Sophia Antipolis, France

Steve Dyer, Adjunct Professor, Communication
B.A., English, University of Wisconsin at Madison; M.B.A., University of Wisconsin at Madison

Jacey Erwin, Adjunct Professor, Communication
B.A., New York University; M.A., California State University, Los Angeles; Ph.D., University of California, Los Angeles; Freelance Dramaturg

Tom Feldman, Adjunct Professor, Communication
B.A., Social Psychology, University of Denver; M.A., Global Studies, Immaculate Heart College Center; Owner, ClearfireMedia and Feldman Production Services

Jeanette Fischer, Adjunct Professor, Communication
B.A., Linguistics, Pomona College; M.A. (ABT), Linguistics, ESL, San Diego State University

Barton Gawboy, Adjunct Professor, Communication
BA, Engineering Science (Music), Dartmouth; BE, Thayer School of Engineering, Dartmouth University

Michelle Gendleman, Adjunct Professor, English
BA, Bryn Mawr, Film and Television Studies MA, UCLA; member Writers Guild of America West and American Society of Composers, Authors, and Publishers

Richard Jankovich
BA Broadcasting and Communication, Marquette University, Music Composition and Film Scoring, New York University; Chief Operations Officer of Sonic Branding

Dan Krier, Adjunct Professor, Communication
M.F.A., Screenwriting, School of Cinematic Arts, University of Southern California; B.A., Cellular & Molecular Biology, Northwestern University

Ed Landler, Adjunct Professor, Communication
B.A., Film and Literature, Yale University. Independent Film Maker

Olga Legg, Adjunct Professor, Communication
Ph.D., English Literature, Herzen Saint-Petersburg University, Russia; M.A., Philology and Pedagogy, Arzamas State Pedagogical University, Russia.

Craig Miller, Adjunct Professor, Communication
B.A., Social Psychology, UCLA. Writer/producer and consultant in the animation and games industry

Albert Neal, Adjunct Professor, Communication
M.F.A., Creative Writing, Emerson College; B.A., Communications, University of California, San Diego

Carol Rainwater, Adjunct Professor, Communication
 BA, California State University, Fresno; MS, California State University, Northridge; Ed.D.,
 Nova Southeastern University

Alison Shanks, Adjunct Professor
 BA Drama, UC Santa Barbara, MFA Drama Purdue, member of SAG, AFTRA, and AEA

Lyle Slack, Adjunct Professor, Communication
 B.A., English and Political Science, Bloomsburg University of Pennsylvania; M.A., English
 and Political Science, Allegheny College. Screenwriter, freelance journalist and arts
 critic/feature writer

Tammera Stokes-Rice, Adjunct Professor, Communication
 B.F.A., Southwest Missouri State University; M.A., Communication, California State,
 Northridge. Private consultant in public relations and strategic communications

Teri Thompson, Sociology
 BA, CSU Long Beach, minor in Radio-TV; social media expert

Mark Young, Adjunct Professor, Communication
 B.A., Broadcasting & English, The College of William & Mary

PROGRAM GOALS

1. To develop media literacy, rhetorical ability, and relational skills among students through scholarship and practice in applied communication skills.
2. To instill affinities for intellectual curiosity, systematic thought, and creative inquiry.
3. To expand student perspectives of communication to include a changing global context, the movement of economic forces, and the continual development of new technologies.
4. To guide students toward an ethic of care in their scholarship that is self-reflective and demonstrates personal and social responsibility.
5. To develop students' sense of their full potential and the brilliance the lies within each of them.

CURRICULUM

Communication Major

Leading to the Bachelor of Science Degree Units	Units
Major (M)	51
General education/IGETC (GE/IGETC)	45
Restricted MCD Electives (MCD)	9
Unrestricted electives (UE)	<u>15</u>
Minimum semester hours required	120

SUGGESTED SEQUENCE OF COURSES

FIRST YEAR

Fall Semester		
COMM 220	Media Culture	3 M
WRIT 111	Academic Writing 1	3 GE
COMM 120	Public Speaking	3 GE
INDS 1__	Interdisciplinary Core	3 GE
__	Unrestricted Elective	3 UE

Spring Semester		
COMM 203	Communication Theory	3 M
COMM 2__	Communication Elective	3 M
WRIT 112	Academic Writing II	3 GE
INDS 1__	Interdisciplinary Core	3 GE
PSYC 200	Introduction to Psychology	3 GE

SECOND YEAR

Fall Semester		
COMM 210	Interpersonal Communication	3 M
COMM 231	Oral Interpretation of Literature	3 M
ARTH ___	Art History	3 GE
__	Social Science	3 GE
__	MCD Restricted Elective	3 MCD

Spring Semester

COMM 230	Research Methods	3 M
__	Humanities	3 GE
MATH 2__	Mathematics	3 GE
__	Unrestricted Elective	3 GE
__	MCD Restricted Elective	3 MCD

THIRD YEAR

Fall Semester		
COMM 307	Rhetorical Theory	3 M
COMM 327	Communication and the Sexes	3 M
COMM 3__	Communication Elective	3 M
BIOL 2__	Biological Science	3 GE
__	General Education Elective	3 GE

Spring Semester

COMM 312	Communication and Culture	3 M
COMM 329	Visual Communication	3 M
PHYS 2__	Physical Science	3 GE
__ 3__	General Education Elective	3 UE
__	MCD Restricted Elective	3 MCD

FOURTH YEAR

Fall Semester		
COMM 4__	Emphasis Elective	3 M
COMM 460	Critical Studies	3 M
COMM 4__	Thematic Seminar	3 M
__	Unrestricted Elective	3 UE
__	Unrestricted Elective	3 UE

Spring Semester

COMM 4__	Emphasis Elective	3 M
COMM 485	Senior Seminar	3 M
COMM 490	Internship	3 M
__ 3__	General Education Elective	3 GE
__ ____	Unrestricted Elective	3 UE

COMM 315	Story Structure	3 units
COMM 326	Crisis Communication	3 units
COMM 328	Family Communication	3 units
COMM 370	Special Topics	3 units

CATEGORIES IN MAJOR COURSE OF STUDY

I. Required Courses

COMM 203	Communication Theory	3 units
COMM 210	Interpersonal Communication	3 units
COMM 220	Media Culture	3 units
COMM 231	Oral Interpretation of Literature	3 units
COMM 307	Rhetorical Theory	3 units
COMM 312	Communication and Culture	3 units
COMM 327	Communication and the Sexes	3 units
COMM 329	Visual Communication	3 units
COMM 460	*Critical Studies	3 units
COMM 450	Thematic Seminar	3 units
COMM 490	Internship	3 units
COMM 485	Senior Seminar	3 units

* This course satisfies the departmental requirement for a competency exam.

II. MCD Restricted Electives (Choose three, 9 units total)

*Must be a course offered within the School of Media, Culture and Design

III. Lower-Division Major Electives (Choose two)

COMM 204	Introduction to Public Relations	3 units
COMM 209	Introduction to Advertising	3 units
COMM 222	Introduction to Film Studies	3 units
COMM 223	Film History	3 units
COMM 232	Screenwriting	3 units
COMM 233	Media Production	3 units
COMM 234	Digital Video Editing	3 units

IV. Upper-Division Major Electives (Choose two)

COMM 305	Ideology and Propaganda	3 units
COMM 310	Argumentation and Debate	3 units
COMM 314	Journalism	3 units

V. Emphasis Areas (Choose one)

Media

COMM 417	Media Ethics	3 units
COMM 418	Advanced Media Production	3 units

Culture

COMM 410	Performance Studies	3 units
COMM 423	Communication and Popular Culture	3 units

* One of the science courses must have a lab component.

ASSESSMENT PROCESS

Regular and Ongoing Student Learning Assessment Procedures

- Baseline measurements: Entrance essays and surveys, persuasive speech, media culture assignment, MCD interdisciplinary course, personal learning plans on moodle
- Formative assessment in (personal) practice: Integrated advising, course assignments, student self-assessments, computer literacy requirements, personal learning plans on moodle
- Formative assessment in (social) application: Integrated advising, course assignments, student self-assessments, computer literacy requirements, personal learning plans on moodle
- Summative assessment: Critical studies comprehensive exam, senior seminar academic paper/project, internship host evaluations, moodle review, graduate surveys

Evidence Produced through Assessment

- MOODLE Personal Learning Portfolios
- Use of standardized Communication survey instruments for baseline and summative review
- Baseline (Major): First assignments in Media Culture and Communication Theory
- Baseline (GE): Persuasion speeches in Public Speaking
- Formative–Personal: Final projects compared to baseline
- Formative–Applied: Final Projects compared to baseline
- Threshold: Best paper or project at end of junior year
- Remediation Path following review of threshold paper or project
- Summative: Critical Studies compared to baseline Communication Theory
- Summative: Senior Thesis Project compared to baseline Media Culture

PRE-CAPSTONE REQUIREMENT COMPREHENSIVE EXAM

Students take the department's comprehensive exam in the first semester of the fourth year of

study as part of the course entitled Critical Studies. It seeks to measure the level of academic rigor and scholarly integration achieved by the student during their course of studies. A passing grade on the comprehensive exam must be attained before graduation.

CAPSTONE COURSE

A senior seminar capstone class is taken in the final semester of the major course of study. In this class, students engage in extensive research and produce a major research paper or original project appropriate to the field of communication. The creation of a personal learning portfolio assists each student in their identification of pertinent themes and research topics.

RESULTS OF LEARNING

All courses require specific activities and projects linked to the learning outcomes specified for each course. Work produced may include speeches, research papers, visual communication, and other tangible effects. Evidence of learning is assessed periodically through faculty advising, program review, and review of student learning portfolios.

SPECIAL LEARNING OPPORTUNITIES/REQUIREMENTS

The department provides excellent opportunities for students to gain industry-related field experience in the surrounding creative economy. It also encourages study abroad through partnerships with international universities and summer course options. Students may gain new media experience by participating in the department's virtual campus online, an educational home to a growing global audience.

1. EMPHASIS ELECTIVES

In their senior year, students have the opportunity to focus on either media analysis and production (MEDIA) or cultural studies (CULTURE). A series of classes are offered concurrently with critical studies and senior seminar that deepen the student's understanding of their selected emphasis. The emphasis electives are designed to adequately prepare students for post-graduate study and employment in areas linked to these specializations.

2. THEMATIC SEMINAR

The thematic seminar is an advanced topics course that fosters independent "big picture" thinking in relation to complex problems or phenomena that resist reductionistic approaches to understanding.

3. WORK EXPERIENCE/INTERNSHIP

Students majoring in communication are required to complete 120 hours of internship or field experience. There are a number of exciting internships in the local area that are connected to the region's media, culture, and design industries. Internships give students practical experience and critical insight into career opportunities.

4. LECTURE SERIES

The School of Media, Culture & Design periodically hosts lectures related to the field of communication studies by experts and other notable professionals. Students are expected to attend these lectures in order to become familiar with a broad range of perspectives and topics in communication.

5. PROFESSIONAL COMMUNICATION ASSOCIATIONS

Students are encouraged to become members of the National Communication Association (NCA) and Western States Communication Association (WSCA) as part of their course of study.

6. STUDENT ASSOCIATION

The department supports the activities of the Communication Club as well as the University's chapter of the national communication honorary society Lambda Pi Eta. These groups promote high academic achievement and other communication ideals related to their charters.

Woodbury's Careers and Alumni Office offers a variety of programs, services and resources to assist students in exploring careers and securing internships. The staff works with students one-on-one to develop successful internship search strategies to help students connect with employers through internship postings, resume collections, on/off-campus interview opportunities, alumni connections, and employer outreach in the US.

COMPUTER LITERACY REQUIREMENT

Computer literacy standards ensure that students graduate with essential skills and knowledge relating to computer technology and digital media. They include regular and effective use of information resources, computer-mediated communication tools, social media spaces, and multi-media self-presentation. Faculty advisors will evaluate the progressive completion of each step and certify to the registrar that all requirements have been met before graduation.

Evidence & Criteria for Evaluation

Faculty advisors will provide guidance annually to students of their progress toward meeting the department's standards of computer literacy. It is generally expected that students will become proficient in each area of computer application through the successful completion of courses in their major curriculum. The principles applied to each level of computer literacy are found in brackets below.

- I. First Year: Computer information resources [Oral assessment measuring academic rigor, social responsibility, and communication]

This area reviews a student's use of the computer to become responsible for knowledge about their academic discipline and the world around them. In conversation with their faculty advisor (oral assessment), the student will demonstrate:

 - awareness of specific topics found in selected online information resources
 - ability to discuss both sides of an issue in public debate
 - detailed knowledge of at least one substantive contemporary issue
- II. Second Year: Basic tools of computer-mediated communication (CMC) [Self-assessment of social responsibility and communication]

Students will measure their own degree of competency in computer-mediated communication and share their findings in conversation with the faculty advisor. Areas of improvement should be designated by the student showing knowledge of and a commitment to digital citizenship, netiquette, and ethical communication.

III. Third Year: Computer-mediated social participation [Performance-based assessment based on principles of creativity, communication, transdisciplinarity, and social responsibility]
 Student will provide physical or electronic documentation to the advisor of their active participation in a social media of their choosing. Documentation can include a website URL, printouts of chat logs, a blog record, screenshots, and any other tangible records that may be available. The student will be evaluated according to the degree of creativity, transdisciplinarity, and social responsibility exhibited in their activities.

IV. Fourth Year: Computer-mediated self-presentation [Combined formative and summative assessment according to principles of academic rigor, integration, communication, transdisciplinarity]
 Student will present the advisor with electronic copies of their resume and iWebfolio. The iWebfolio should be accompanied by a hard-copy concept map illustrating its conceptual organization in a flowchart form. A positive evaluation is dependent on the extent of self-reflection and integration found in each electronic text and the level of acumen they show regarding the student's personal, academic, and professional achievements.

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: MAC or PC, laptop or desktop, 1300 MHz (1.3 GHz) or better.

Required Software: Recent versions of operating system and word processing software.

COMMUNICATION MINOR

COMM 210	Interpersonal Communication	3 units
COMM 220	Media Culture	3 units
COMM 329	Visual Communication	3 units

Select one from the following lower-division electives:

COMM 203	Communication Theory	3 units
COMM 204	Introduction to Public Relations	3 units
COMM 209	Introduction to Advertising	3 units
COMM 230	Research Methods	3 units
COMM 231	Oral Interpretation of Literature	3 units
COMM 232	Screenwriting	3 units
COMM 233	Digital Video Editing	3 units

Select one from the following upper-division electives:

COMM 305	Ideology and Persuasion	3 units
COMM 307	Rhetorical Theory	3 units
COMM 310	Argumentation and Debate	3 units
COMM 312	Communication and Culture	3 units
COMM 314	Journalism	3 units
COMM 315	Story Structure	3 units
COMM 323	Communication and Popular Culture	3 units

COMM 326	Crisis Communication	3 units
COMM 327	Communication and the Sexes	3 units
COMM 328	Family Communication	3 units
COMM 370	Special Topics	3 units

Minimum unit requirement 15 units

COMMUNICATION COURSES

COMM 120 **Public Speaking** 3 units
 A study of the oral presentation of ideas and feelings that blend contemporary communication theory with traditional approaches to public address. Provides experience in public speaking, interpersonal communication, and critical listening skills. Lecture. Prerequisite: none. Offered Spring, Summer, and Fall. No lab costs.

COMM 203 **Communication Theory** 3 units
 An introduction to and critical analysis of the major theories of communication with an emphasis on media. A review of the characteristics of the message, the communicator, and the audience that affect the impact of the message. Lecture. Prerequisite: WRIT 111, Academic Writing I. Offered in Spring. No lab costs.

COMM 204 **Introduction to Public Relations** 3 units
 An introduction to messaging strategy using a combination of public relations theory and practical application. Lecture. Prerequisite: WRIT 111, Academic Writing I. Offered in Spring. No lab costs.

COMM 209 **Introduction to Advertising** 3 units
 An introduction to North American advertising techniques. Components of advertising campaigns are used to illustrate these techniques in both successful and unsuccessful marketing efforts. Lecture. Prerequisite: WRIT 111, Academic Writing I.

COMM 210 **Interpersonal Communication** 3 units
 An introduction to and critical analysis of the major theories of communication with an emphasis on media. A review of the characteristics of the message, the communicator, and the audience that affect the impact of the message. Lecture. Prerequisite: WRIT 111, Academic Writing I. Offered in Fall. No lab costs.

COMM 220 **Media Culture** 3 units
 An exploration of immediacy (liking) and the depth and breadth of personal relationships. Development of skills in generating messages in one-on-one informal settings and methods of negotiating. Communication variables might include nationality, ethnicity, religious beliefs, and other ideologies. Lecture. Prerequisite: WRIT 111, Academic Writing I. Offered in Fall and Spring. No lab costs.

COMM 222 **Introduction to Film Studies** 3 units
 The movies – telling stories through images in a fixed period of time – are potentially the most

affective form of human expression. This course will use lectures, discussions and analyses of screenings of films and film clips to explore how the elements that define all the arts are incorporated in the narrative motion picture as it seeks to approximate the actual processes of thought. Prerequisite: WRIT 111, Academic Writing I.

COMM 223 Film History 3 units
This course offers an incisive survey of the history of the narrative motion picture from its silent beginnings to the present as a reflection of and an influence on the evolution of contemporary culture. Analyzing film images, stories and themes and exploring the dynamic interplay between American and foreign film in the context of the movements and events of the past century, the course provides a framework for examining the seeds of a potential global culture. Prerequisite: WRIT 111, Academic Writing I. Offered in Fall. No lab costs.

COMM 230 Research Methods 3 units
Introduction to empirical research methods. Formulation of research problems, development of interviewing skills including data collection and recording, establishing field relations and tactics, transcribing data, analyzing data, and writing research reports. Fundamentals of participant observation and interviewing. Lecture. Prerequisite: WRIT 111, Academic Writing I. Offered in Spring. No lab costs.

COMM 231 Oral Interpretation of Literature 3 units
Improves communication skills by focusing almost entirely on those aspects of presentation associated with voice, body, and gesture. Unique performative approach combines the discovery of meaning in written texts with the effective communication of that meaning to an audience. A variety of traditional and non-traditional literary forms will be used including prose, poetry, drama, autobiography, letters, and oral history. Lecture. Prerequisite: WRIT 111, Academic Writing I. Offered in Fall. No lab costs.

COMM 232 Screenwriting 3 units
An introduction to the fundamentals of writing the three-act screenplay. Students will learn ~ and put into practice ~ the principles involved in conceiving theme, plot structure, characters and dialogue for a compelling cinematic story whether it be for features, television or Internet, live action or animation.

Study includes analysis of selected classic and contemporary films together with their written screenplays and the sharing/critiquing of each other's developing scripts. At the completion of the course, students will have written a detailed outline and a fully executed Act One for their own original screenplay. Lecture. Prerequisite: WRIT 111, Academic Writing I. Offered in Fall. No lab costs.

COMM 233 Media Production 3 units
This course is a hands-on television production course that provides solid grounding in the technical and creative aspects of production. Students will conceptualize and develop group video projects and become familiar with Final Cut Pro editing techniques. Lecture. Prerequisite: WRIT 111, Academic Writing I. Offered in Fall. Lab costs: approx. \$100.

COMM 234 Digital Video Editing 3 units
Students will learn the basic elements of editing using digital video editing software like Final Cut. No experience required. Lecture. Prerequisite: WRIT 111, Academic Writing I. No lab costs.

COMM 305 Ideology and Propaganda 3 units
An exploration of the techniques used in propaganda and the persuasive communication strategies that convert ideas into ideologies. These techniques and strategies are illustrated in several ways including marketing campaigns, artistic efforts, and wartime propaganda. Lecture. Prerequisites: LSCI 105, Information Theory and Practice; WRIT 112, Academic Writing II; and COMM 220, Media Culture or COMM 203, Communication Theory. Offered in Spring. No lab costs.

COMM 307 Rhetorical Theory 3 units
A survey of major classical and neoclassical treatises on rhetoric. The works include those of Plato, Aristotle, Cicero, Quintilian, St. Augustine, Blair, Burke, Whately, Toulmin, Campbell, Habermas, and other leading theoreticians. New units might look at African, Asian, and feminist approaches to rhetoric. Lecture. Prerequisites: LSCI 105, Information Theory and Practice; WRIT 112, Academic Writing II; and COMM 203, Communication Theory. Offered in Fall. No lab costs.

COMM 310 Argumentation and Debate 3 units
Examines the uses of argument, evidence, and the various types of proof. Attention is given to the different formal debate structures and modes of refutation. Treats reasoning and explores logical fallacies. Students participate in classroom debates on significant contemporary issues. Lecture. Prerequisites: LSCI 105, Information Theory and Practice; WRIT 112, Academic Writing II; and COMM 120, Public Speaking. No lab costs.

COMM 312 Communication and Culture 3 units
An inter-, intra-, and cross-cultural analysis of processes and problems of communication as affected by ethnic or national identity; effects of differences in language, values, meaning, perception, and thought. Lecture. Prerequisite: LSCI 105, Information Theory and Practice; and WRIT 112, Academic Writing II. Offered in Fall. No lab costs.

COMM 314 Journalism 3 units
An introduction to the fundamentals of newspaper, magazine and Web journalism, including the writing of hard news stories, features, profiles and entertainment reviews (film, theater, music and books). Students will collaborate in the writing, editing and publishing of an expanded version of the student newspaper, The Wire. Selected student journalism may be published in the L.A. community press and on the Web. Lecture. Prerequisite: WRIT 112, Academic Writing II. No lab costs.

COMM 315 Story Structure 3 units
This course closely examines strategies the objective components of story. The goal is to develop storytelling skills through a knowledge and understanding of the underlying core concepts of Character, Story, and Dialogue. While the focus is on the use of these skills in animation and

games, the information and techniques apply to all media and genre. Lecture. Prerequisite: LSCI 105, Information Theory and Practice; and WRIT 112, Academic Writing II. No lab costs.

COMM 326 Crisis Communications 3 units
The focus of this course is to develop an understanding of the role communication plays in crisis situations. The course will explore the effectiveness of crisis management techniques during extreme events. Lecture. Prerequisite: LSCI 105, Information Theory and Practice; and WRIT 112, Academic Writing II. No lab costs.

COMM 327 Communication and the Sexes 3 units
An exploration of how cultural values and habits influence views on femininity and masculinity, how expectations of gender are communicated, and how communication affirms or challenges prevailing cultural prescriptions of gender in intra- and interpersonal, small group, public, and organizational settings. Lecture. Prerequisite: LSCI 105, Information Theory and Practice; and WRIT 112, Academic Writing II. Offered in Fall. No lab costs.

COMM 328 Family Communication 3 units
An investigation of the systems of communication found in particular social constructions of family. Students develop a familiarity with the primary analytical frames used to understand the delicate balance of cohesion and change in the family unit. Issues like intimacy, partner selection, and single parenting are discussed in relationship to changing definitions of family in the contemporary social landscape. Lecture. Prerequisite: LSCI 105, Information Theory and Practice; and WRIT 112, Academic Writing II. No lab costs.

COMM 329 Visual Communication 3 units
Introduces the basic concepts of visual literacy and encourages a critical perspective on the strategic use of images in society. Reviews physiological attributes of seeing as well as the predominant theoretical and ethical approaches to understanding images. Course includes analytical exercises and in-depth case studies of visual communication practices in a variety of display media. Lecture. Prerequisite: LSCI 105, Information Theory and Practice; and WRIT 112, Academic Writing II. Offered in Fall. No lab costs.

COMM 340 Independent Film 3 units
Through lectures, discussions and analyses of screenings of films and film clips, this course will present a historical introduction to contemporary independent film and video making and offer a step-by-step guide to the art, craft and business of low-budget film and video making in the digital age. Prerequisite: LSCI 105, Information Theory and Practice; and WRIT 112, Academic Writing II. No lab costs.

COMM 341 Anime 3 units
Anime has evolved greatly since its inception due to improvements in animation technique and in response to changes in sociological, philosophical, and political thought. As such, Anime has a cultural history that is tied up with ideologies and stereotypes. This course is not a chronological history of Anime but is instead an exploration of the genre from many different perspectives

including cultural, political, and thematic ones. Prerequisite: LSCI 105, Information Theory and Practice; and WRIT 112, Academic Writing II. No lab costs.

COMM 342 Film Noir 3 units
The American film industry has gone through a number of movements and refinements in genre since its inception in response to changes in sociological, philosophical, and political thought. As such, film has a cultural history that is tied up with ideologies and stereotypes. This course explores a single significant movement in film history, namely film noir. It surveys films from the noir period to understand this movement in terms of its unique style and meanings. The influence of the genre on other film styles will also be discussed in the context neo noir and other contemporary film movements. Prerequisite: LSCI 105, Information Theory and Practice; and WRIT 112, Academic Writing II. No lab costs.

COMM 370 Special Topics in Communication 3 units
A seminar devoted to selected topics of special interest to students and faculty. Lecture. Prerequisites: LSCI 105, Information Theory and Practice; WRIT 112, Academic Writing II; and COMM 220, Media Culture or COMM 203, Communication Theory. No lab costs.

COMM 410 Performance Studies 3 units
Performance Studies explores performance as a wide range of human actions including ritual, sports, play, popular entertainments, the performing arts, performance in everyday life, and performance of social, gender, and race roles. Drawing on a variety of disciplines in the social sciences, cultural studies, gender studies, feminist studies, queer theory, history, and psychoanalysis, performance studies examines texts, behaviors, actions, events, and artifacts not as objects or things, but as performances. Lecture. Prerequisites: WRIT 112, Academic Writing II; COMM307, Rhetorical Theory; and COMM 312, Communication and Culture. No lab costs.

COMM 417 Media Ethics 3 units
Explorations of ethics in communication with particular attention to media industries and the messages they create and control. Theories of ethical evaluation are combined with real-world case studies and hypothetical scenarios to help students become better acquainted with media ethics. Lecture. Prerequisites: WRIT 112, Academic Writing II; COMM 233, Media Production; COMM 307, Rhetorical Theory; and COMM 314, Journalism. No lab costs.

COMM 418 Advanced Media Production 3 units
This course is intended to provide students with advanced video production experience. The student will learn industry terminology, crew production skills, and other professional aspects found in the media industry. The students will be encouraged to develop complex shooting and lighting assignments that will enhance their critical thinking skills. Lecture. Prerequisites: WRIT 112, Academic Writing II; COMM 233, Media Production; COMM 307, Rhetorical Theory; and COMM 314, Journalism. Lab costs: approx. \$200.

COMM 423 Communication and Popular Culture 3 units
An interdisciplinary approach that might combine rhetorical, media, and cultural studies as well as semiotics to explore image advertising that includes product and lifestyle images. Lecture.

Prerequisites: WRIT 112, Academic Writing II; COMM 307, Rhetorical Theory; and COMM 312, Communication and Culture. No lab costs.

COMM 450 Thematic Seminar 3 units

These advanced special topics seminars seek to address the changing nature of communication processes in relation to a single grand theme. Previous offerings included themes related to the future, the global context, and the virtual world. Thematic Seminar may be taken twice for credit in the major. Lecture. Prerequisites: WRIT 112, Academic Writing II; and COMM 307, Rhetorical Theory or COMM 312, Communication and Culture or COMM 329, Visual Communication. No lab costs.

COMM 460 Critical Studies 3 units

Students in this writing-intensive course gain a thorough understanding of the critical studies approach in communication. We examine media texts and other forms of communication through the lens of current critical and cultural theory. To do so, extensive use is made of the collection of important journal articles housed in the media research room of the library. Successful completion of the course satisfies the departmental requirement for a comprehensive exam. Lecture. Prerequisites: WRIT 112, Academic Writing II; COMM 307, Rhetorical Theory; and COMM 312, Communication and Culture. Offered in Fall. No lab costs.

COMM 485 Senior Seminar 3 units

This class is a CAPSTONE for students in the communication major. Students will engage in extensive research and produce a major research paper or original project appropriate to the field of communication. The creation of personal learning portfolios will help identify pertinent themes and research topics for each student. Prerequisite: Senior status. Offered in Spring. No lab costs.

COMM 490 Communication Internship 3 units

An on-the-job practicum in commercial settings in media, design, entertainment, and marketing firms. Work experience is complemented by academic requirements specified in a contract with the faculty advisor. Prerequisite: Communication majors only. Offered in Fall, Summer, and Spring. No lab costs.

Fashion Design (B.F.A.)

MISSION

The study of fashion design, as the creation of the material image of the self, simultaneously engages problem solving, collaboration, and sensitivity for human needs, in a balance between artistic, practical, and intellectual skill sets. Producing work that explores various human identities, students achieve technical and critical analysis proficiency that allows them to successfully negotiate the creative, critical and ethical challenges of the fashion industries.

PROGRAM LEARNING OUTCOMES

- The ability to understand how design elements, including color, texture, form analysis and pattern, contribute to the aesthetic and practical functions of three-dimensional forms, particularly as related to principles for covering and decorating the human body, and the design and construction of garments.
- To acquire knowledge and skills in the use of basic tools, techniques and processes, sufficient to produce work from draft or specifications to finished product, including skills in portfolio preparation.
- To acquire functional knowledge of human form and function, and awareness of the potentials and professional capabilities in the uses of current and developing materials, media and technologies, including sketching, rendering and computer-assisted design.
- The ability to determine design priorities and alternatives; research, define and evaluate criteria and requirements; coordinate project elements; and communicate with involved personnel at all stages of the design process, working productively as a team member.
- The ability to design for a number of markets based on a working knowledge of the organization of those markets, and the acquisition of a functional knowledge of basic business practices as they pertain to the fashion and apparel industries.
- The ability to understand the history of fashion design and theory, along with an ability to develop a balanced understanding of the profession's connection with other design field.

Louise Coffey-Webb, M.A.O.M., Department Chair

Woodbury University offers a four-year Bachelor of Fine Arts degree in Fashion Design. The program is tailored to meet the needs of students wishing to enter the challenging, varied, and exciting world of the fashion or costume professional, and preparing students with a diverse set of skills and knowledge to successfully compete in the industries. The curriculum promotes strong technical skills, as well as critical and creative thinking, with equal emphasis on research and experiential learning. Freshman students may enter with no previous training; transfer students should submit samples of their work for placement evaluation. Choose a minor in Costume Design, to work in film and television, or one in another department, such as Graphic Design, Fashion Marketing, or Business. Woodbury graduates will enter the workforce with confidence and an eloquent demand of the appropriate professional terminology, a pertinent internship under their belt, and knowledge of the new practices and research into green sources and production.

Courses are taught by design educators and industry professionals, and the curriculum is enhanced with internationally renowned visiting lecturers. Fundamental skill areas include drawing, pattern drafting, draping, apparel construction, as well as fashion history and textiles. Studio classes are sequenced to promote progressive learning, and include leading categories of women's wear, men's wear, knitwear, active wear, and Couture. Courses are also offered in millinery, shoe design, costume design, textile design, children's wear, lingerie, and other specialized areas such as LASER and exhibition design. Computer assisted design and illustration are integrated into the curriculum throughout the four years of study. The creative work of the fashion and costume design students is showcased at the university's annual Fashion Show.

The Woodbury University Fashion Study Collection, consisting of over 6,000 garments and accessories that represent the clothing history of the past 200 years, is available as a hands-on resource to students and faculty. Resources also include extensive runs of historical fashion magazines and trend reports. The Judith Tamkin Fashion Center houses rotating exhibitions of items from the Fashion Study Collection, as well as student work. Students may intern with the curator, working on the themed exhibitions and management of the collection.

Being part of the School of Media, Culture & Design, students can benefit from studies in related disciplines, such as visual communication, media psychology and animation.

Woodbury's location in the hub of the media capital of the world,

near this immense network of fashion designers, design studios, movie studios, animation houses, advertising agencies, and production companies, means unique field trips, guest lecturers, internships, and job opportunities that set Woodbury apart. Career opportunities include fashion designer, fashion illustrator, fashion stylist, wardrobe consultant, costume designer, costumer, textile designer, pattern maker, accessories designer, fashion museum curator, manufacturer, and instructor.

FACULTY

Faculty participate in shaping the Fashion Design program with their continuous involvement in the fashion and entertainment industries, the art world and with their own research. This involvement manifests in creating new courses, updating projects for existing courses and assisting students with their studies and research.

Chair

Louise Coffey-Webb, Assistant Professor, Fashion Design
B.A., M.A.O.M., Antioch University

Full-time Faculty

Penny Collins, Professor, Fashion Design
B.A., California State University, San Jose; M.S., College of New Rochelle; M.F.A., California State University, Northridge
Melinda Kerstein, Visiting Professor, Fashion Design
B.A., M.A., State University of New York

Participating Adjunct Faculty

Anna Leiker
B.S., Moscow Technological Institute of Light Industry, Russia; M.S., California State University, Northridge
Susan Monte
B.F.A., M.F.A., Otis Art Institute of Los Angeles County

Adjunct Faculty

Randi Beer
B.S., Woodbury University
Heather Carleton
B.A., Hampshire College, Amherst; M.F.A., University of Arizona, Tucson
Suzanne Fessler
B.S., Cal Poly Pomona; M.S., California State University, Los Angeles
Mariel McEwan
B.F.A., University of Arizona, Tucson; M.A., University of New Mexico, Albuquerque;
American Film Institute Producing Fellow
Mauricio Osorio
Universidad de Bellas Artes, El Salvador

May Routh

National Diploma of Design, St. Martin's College of Art & Design, London, England

Jaime Scholnick

B.A., California State University, Sacramento; M.F.A., Claremont Graduate University

Felis Stella

B.A., Fine Art, University of California, Los Angeles; B.A., Psychology, University of California, Los Angeles

Meredith Strauss

B.F.A., Kansas City Art Institute; M.F.A., University of California, Los Angeles

PROGRAM GOALS

- Develop our students to be creative, innovative, and highly skilled professionals capable of entering the fashion, apparel, entertainment, and related industries in a variety of roles.
- Develop technical expertise, artistic skill, and proficiency leading to creative, sustainable, and ethical approaches to problem solving for apparel design.
- Develop an understanding of fashion history and theory, aesthetics and technology, so that apparel design is informed by awareness of a variety of perspectives on the meaning of dress in a global and sustainable context.
- In a collegial and cross-disciplinary atmosphere, provide opportunities to observe and learn professional business practices, and develop skills necessary to create a professional design portfolio.
- Support the university's strong liberal arts base, emphasizing research, critical and innovative thinking, environmental and social responsibility, and strong technical skills to enable graduates to reach their full lifelong creative and intellectual potential.
- Provide up-to-date facilities and equipment appropriate to the profession of fashion and costume design.

FASHION DESIGN CURRICULUM

Leading to the Bachelor of Fine Arts Degree	Units
Major (M)	68
General Education (GE)	45
Restricted Design Electives (RE/DES)	6
Unrestricted Electives (UE)	<u>9</u>
Minimum Semester hours required	128

FIRST YEAR

Fall Semester			
FDES	125	Technical Studio 1	4M
FOUN	101	Beginning Drawing	3M
FOUN	102	Design Elements	3M
WRIT	111	Academic Writing I	3GE
COMM	120	Public Speaking	3GE

Spring Semester

FDES	111	Fashion Sketching I	2M
FDES	225	Technical Studio 2	4M
FOUN	103	Color Theory	3M
FDES	160	History of Fashion I	3GE
WRIT	112	Academic Writing II	3GE

SECOND YEAR

Fall Semester

FDES	130	Textiles	3M
FDES	210	Fashion Sketching 2	2M
FDES	226	Advanced Technical Studio	3M
FDES	105	Into Digital Fashion Design	2M
FDES	161	History of Fashion II	3GE
	2xx	Social Science OR	
INDS	1xx	IS Core	3GE

Spring Semester

FDES	232	Knitwear & Swimwear	3M
FDES	333	Computer Assisted Fashion Design	3M
	2xx	Social Science OR	
INDS	1xx	IS Core	3GE
BIOL	2xx	Biological Science	3GE
FOUN	104	Drawing and Composition	3GE

Successful design review required prior to enrollment in 300 level studios.

THIRD YEAR

Fall Semester

FDES	310	Adv. Fashion Illustration	3M
FDES	331	Young Careerwear	3M
FDES	301	Digital Fashion Design	3M
FDES	3XX	Studio Elective	2M
ARTH	2XX	Art History Course	3RE/DES
MATH	2xx	Mathematics	3GE

Spring Semester

FDES	332	Advanced Careerwear	3M
FDES	363	Digital Portfolio Development	2M
FDES	3XX	Studio elective	2M
ARTH	2xx	Art History Course	3 RE/DES
		Humanities or IS core	3GE
PHYS	2xx	Physical Science Course	3GE

FOURTH YEAR

Fall Semester

FDES	431	Senior Collection: Contemporary	4M
FDES	313	Pro Practice	3M
ECON	2xx	Economics Course	3GE
	3xx	General Education Elective	3GE
		Unrestricted Elective	3UE

Spring Semester

FDES	411	Portfolio & Presentation	3M
FDES	432	Senior Collection: Couture	4M
	3xx	General Education Elective	3GE
FDES	433	Art & History of Haute Couture	1M
		Unrestricted Elective	3UE
		Unrestricted Elective	3UE

*One of the science courses must have a lab component.

FASHION AND COSTUME DESIGN ELECTIVES

FDES 311	Costume Illustration*	3
FDES 070	Topics in Fashion Design	1-3
FDES 231	Children's Wear	2
FDES 343	Millinery	2
FDES 235	Textile Design	2
FDES 264	World Textiles	3
FDES 315	History of Costume Design*	3
FDES 336	Leather Goods	2
FDES 337	Experimental Design	2
FDES 355	Costuming for Film/TV*	3
FDES 401	Shoe Design	2
FDES 405	Costume Design Studio 1*	3
FDES 407	Advanced Shoe Design	2
FDES 485	Costume Internship*	1-3
FDES 299, FDES 399, FDES 499	Independent Study	1-4

*Courses which meet Costume Minor Requirements

COURSES WHICH MEET RESTRICTED DESIGN ELECTIVE REQUIREMENTS

Course selection for Restricted Design Elective (RE/DES) includes any course offered in Animation, Fashion Design, Graphic Design, and Interior Architecture (ANIM, ARCH, FDES, GDES, INAR) plus the following:

FDES 311	Costume Illustration
ARCH 269	Object Making

ARTH 202	History of Ancient Art
ARTH 204	History of Modern Art
ARTH 205	History of Contemporary Art
ARTH 211	History of Latin American Art
ARTH 320	Tribal and Traditional Art
ARTH 322	Studies: Great Masters
ARTH 330	Studies: Great Movements
INDS 327	Film and Literature
PHIL 310	Aesthetics

ASSESSMENT PROCESS

Student performance and attainment in Fashion Design is evaluated systemically throughout the program, through ongoing assessment strategies both formal and informal. Evidence of learning is assessed through the Progress Portfolio Review at the end of the second year of study. This process documents student progress and is required for entrance into upper-division studios. Student work is also evaluated through the Capstone Project, which assesses the research methodology used, and its effectiveness in design solutions. Further assessment is made through the Senior Design Review Presentation, which evaluates the students' mastery of learning outcomes, and development from the Progress Portfolio Review. A final assessment is conducted through Internship host companies, and evaluates the students' preparedness for real-world design environments.

Placement Portfolio Review – Upon acceptance, transfer students are required to submit a portfolio of their work for studio placement.

PRE-CAPSTONE REQUIREMENTS

Progress Portfolio Review – At the end of the sophomore year, students are required to submit a comprehensive portfolio of their work from each major Fashion Design Studio and from a Fashion Design Elective Studio of their choice. The portfolio should demonstrate sufficient development of the knowledge and skills of design process, sketching, patternmaking, and construction. The goal of the review is to assess strengths, weaknesses, and the general progress of a student and their ability to integrate gained technical skills into creative, effective and complex projects. Also, to assess the student's development of communication skills and the self-evaluation of personal growth, they are required to write a Reflective Essay. Portfolios are reviewed by a panel of Fashion Design Faculty and the Department Chair. Passing the Progress Portfolio Review is a pre-requisite for upper-level fashion design classes. Students who fail the portfolio review must take a remedial course (as indicated by the results) and resubmit their portfolio for review. Portfolio requirements can be found on the Fashion Design website.

CAPSTONE COURSES

In order to illustrate required professional and design competencies before graduation, students must successfully pass FDES 433 Art & History of Haute Couture, and FDES 432 Senior Collection Couture, the outcomes of which are judged by industry professionals in the April Design Review, then presented at the professionally produced annual student fashion show in May.

RESULTS OF LEARNING

Both Studio and lecture courses require production of various fashion design projects specific to the learning outcomes of each course. Projects may include construction, finish or closure samples, muslins, patterns, blocks and individual garments. Student work is reviewed at the end of each semester by faculty and industry professionals. Additionally, evidence of learning is assessed through the Progress Portfolio Review at the end of the second year. In the senior year students develop their professional portfolio and begin designing their own website. Student self-assessment is required in both the Progress Portfolio and the Senior Design Review Presentation.

STUDENT WORK

The University reserves the right to retain student work for archival, exhibition, and promotional purposes, including print and Web formats.

SPECIAL LEARNING OPPORTUNITIES/REQUIREMENTS

Woodbury's Careers and Alumni Office offers a variety of programs, services and resources to assist students in exploring careers and securing internships. The staff works with students one-on-one to develop successful internship search strategies to help students connect with employers through internship postings, resume collections, on/off-campus interview opportunities, alumni connections, and employer outreach in the US.

It is the philosophy of the Fashion Design Department that students be exposed to both theoretical and professional aspects of the discipline. Students will become acquainted with current designers and have the opportunity to experience international approaches to design education and practice during their education. They are additionally exposed to the operations of professional practice, networking with industry practitioners, and membership in professional design organizations. All students are encouraged to enter the many fashion competitions available, both locally and nationally.

Internship/Work Experience

Prior to graduation, students must complete 120 hours of internship or work experience in the fashion, costume or apparel industries. It is recommended that the student have passed the Progress Portfolio Review and be at minimum in Junior standing before interning. The internship placement is approved by the Department Chair as well as the Student's Advisor. The Rosalie Utterbach Memorial Internship Award is offered annually for students wishing to work on the Fashion Study Collection.

Study Tours and Study Abroad

Annual Spring Break New York Study Tours are planned where students gain credit for a two-unit Studio Elective. Biennial Study Abroad tours are designed to enhance fashion design students' curriculum and usually give upper level credit units. Past tours have included Turkey, France, Italy and Costa Rica.

Lecture Series and Special Workshops

Students are required to attend lectures, panel discussions and workshops from industry profes-

sionals, often as part of their course syllabus. Lecturers include designers, business owners, historians and other practitioners. Special workshops include hands-on instruction, including acting workshops to improve students' verbal presentations, and fiber and crystal workshops in conjunction with Swarovski and the Surface Design Association.

Fashion Student Organization

Fashion Design Students have an active organization, À La Mode that produces a newsletter twice each semester, as well as other events. Students are also encouraged to join professional organizations, such as: Fashion Group International/Los Angeles, California Fashion Associates, The Costume Society of America, The Surface Design Association.

COMPUTER LITERACY REQUIREMENTS

The Fashion Design Department requires its graduates to be literate in the current media of fashion and costume design, demonstrated by the following:

- 1) A proficiency in digital applications and global CAD/CAM solutions for the Apparel Industry and in executing creative concepts in fashion using CAD.
- 2) A proficiency in computer based programs to perform the entire process of transforming designs into computer-generated images, creating presentation boards drafting the pattern, grading and creating a marker for production.
- 3) A proficiency in word-processing, document formatting and file management for creating specification sheets, pattern cards and cost sheets. Bibliographic documentation of database use and citation of web-based sources is required for all Fashion Design courses.
- 4) A proficiency in internet research, library research using on-line search engines, and on-line fashion market predictive services.

STUDENT COMPUTER REQUIREMENTS

Students are responsible for email, printing, and network logon accounts. Students are required to provide computer data storage devices such as USB memory cards or CD-Rom for saving their digital and CAD files. The Fashion Design Department does not require a laptop computer, but recommends it.

MINOR REQUIREMENTS

Costume Minor for Fashion Design majors only

FDES 315	History of Costume Design in Motion Pictures/TV	3 units
FDES 355	Costuming for Motion Pictures/TV	3 units
FDES 405	Costume Design Studio 1	3 units
FDES 485	Costume Design Internship	3 units
FDES 311	Costume Illustration	3 units

Fashion Design Minor for Fashion Marketing majors

FDES 111	Sketching 1	2 units
FDES 125	Technical Studio 1	4 units
FDES 160	History of Fashion 1	3 units

FDES ~	Fashion Design Elective	3 units
FDES 313	Professional Practices in Fashion Design	3 units

Fashion Design Minor for students in other majors

FDES 111	Sketching 1	2 units
FDES 125	Technical Studio 1	4 units
FDES 130	Textiles	3 units
FDES 161	History of Fashion 2	3 units
FDES 313	Professional Practices in Fashion Design	3 units

FASHION DESIGN COURSES

FDES 105	Introduction to Digital Fashion Design	2 units
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An introduction to two of the computer graphic programs currently used in the fashion industry, Adobe Illustrator and Photoshop. Studio. Prerequisite: None.

FDES 111	Sketching 1	2 units
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An introduction to quick sketching techniques for communicating clothing styles, fabrics, colors and construction details. Emphasis will be on developing flats and croquis. Studio. Prerequisite: FOUN 101, Beginning Drawing.

FDES 125	Technical Studio 1	4 units
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An introduction to basic flat pattern making, draping, and sewing techniques. Muslin samples are constructed with the use of industry power machines, fitted and completed into finished garments. Studio. Prerequisite: none.

FDES 130	Textiles	3 units
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A study of fiber types and their characteristics and care. Emphasis on fiber content and construction and their appropriate use for each market. Lecture. Prerequisite: WRIT 111, Academic Writing 1.

FDES 160	History of Fashion 1	3 units
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A survey of prehistoric, ancient, and traditional world costume through the 16th century CE, emphasizing the origins of clothing and stylistic trends in Asia, Africa, and the Near East. Lecture. Prerequisite: WRIT 111, Academic Writing 1.

FDES 161	History of Fashion 2	3 units
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A survey of Western costume from the 17th century CE to contemporary times with an emphasis on the 20th century. Lecture. Prerequisite: WRIT 111, Academic Writing 1.

FDES 210	Sketching 2	2 units
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Continuation of sketching techniques and further development of croquis and fabric renderings. Emphasis is placed on developed croquis, which have the appropriate character and attitude for each market. Studio. Prerequisite: FDES 111, Sketching 1.

- FDES 225 Technical Studio 2** 4 units
The study of creating patterns through draping and drafting techniques. Designs are translated into muslin, directly on the dress form. Complex designs are interpreted through flat pattern techniques, production patterns are developed and graded and markers are made. Studio. Prerequisite: FDES 125, Technical Studio 1.
- FDES 226 Advanced Technical Studio** 3 units
Advanced flat pattern, draping, and construction techniques are reviewed and reinforced. Special attention is given to development and construction of complex facings, lapels, and closures. Pattern marking and labeling is standardized. Studio. Prerequisite: FDES 125, Technical Studio 1; FDES 225, Technical Studio 2 or equivalent transfer credit.
- FDES 231 Children's Wear** 2 units
Children's wear markets are researched, garments are designed and constructed through flat pattern and draping techniques. Studio. Prerequisite: FDES 226, Advanced Technical Studio.
- FDES 232 Knitwear and Swimwear** 3 units
Knitwear and swimwear markets are researched. Garments are designed and constructed through advanced draping and advanced pattern-making methods. Studio. Prerequisite: FDES 226, Advanced Technical Studio.
- FDES 235 Textile Design** 2 units
Advanced textile design methods are studied, including hand and machine knitting, laser techniques, hand and tie dyeing, shibori, arashi, zome and devore methods. Studio. Prerequisite: FDES 130, Textiles.
- FDES 236 Fashion Exhibition** 2 units
An examination of the function and creation of fashion and costume exhibitions, using the Fashion Study Collection as the material resource to produce a themed display in the Tamkin Center.
- FDES 237 Weaving Studio** 3 units
This course will teach students the basics of both pattern and tapestry weaving. Each student will learn how to plan a project, warp a loom and finish their project by themselves. Pattern drafting will be incorporated in learning about both traditional techniques as well as more contemporary variations. From this class, students will gain the confidence to pursue weaving independently. Prerequisite: FDES 130, Textiles.
- FDES 250 Silkscreen Painting** 3 units
- FDES 264 World Textiles** 3 units
This course is a survey of the development of textiles over the past 5,000 years. The methods and materials used around the world will be explored as well as the aesthetic, cultural, and political forces that have shaped the textile industries over time. Lecture. Prerequisite: WRIT 111, Academic Writing 1.
- FDES 301 Digital Fashion Design** 3 units
Using Adobe Illustrator and the Snapfashun plug-in, students design garments and illustrate their designs for line sheets, catalog pages, and presentation boards. Studio. Prerequisite: FDES 111, Fashion Sketching 1 and FDES 105, Introduction to Digital Fashion Design.
- FDES 310 Advanced Fashion Illustration** 3 units
The student's individual style is developed, gaining speed and accuracy in fashion illustration. Creative use and combination of various media are emphasized to create progressive approaches to communicating fashion through illustration. Studio. Prerequisite: FDES 210, Fashion Sketching 2.
- FDES 313 Professional Practices in Fashion Design** 3 units
A study of business concepts and procedures in the apparel industry, researching various markets and the appropriate design approach for each, fashion trends over time, definitions of fashion and investigations into sustainability practices and techniques. Lecture. Prerequisite: WRIT 112, Academic Writing 2.
- FDES 315 History of Costume Design for Motion Pictures/TV** 3 units
A survey of costume designed for motion pictures and television, within the framework of their technological history. Lecture. Prerequisite: WRIT 112, Academic Writing II.
- FDES 331 Young Career Wear** 3 units
Women's career wear markets are researched and garments are designed and constructed through flat pattern and draping technique. Studio. Prerequisite: FDES 226, Advanced Technical Studio.
- FDES 332 Advanced Career Wear** 3 units
Women's bridge and missy markets, and Young Men's wear are researched and designed. Garments are constructed through tailoring techniques and procedures. Studio. Prerequisite: FDES 331, Young Career Wear.
- FDES 333 Computer Assisted Fashion Design** 3 units
Using the PAD program, students design garments and execute the patterns using computer assisted pattern technology, and construct the garments Studio. Prerequisite: FDES226, Advanced Technical Studio.
- FDES 336 Leather Goods** 2 units
A study of handbag design, patternmaking, and methods of construction. The contemporary leather goods market is researched and designs and samples are constructed. Studio. Prerequisites: FDES 125, Technical Studio 1 or department chair permission.
- FDES 337 Experimental Design** 2 units
Through exploration of design options utilizing nontraditional materials and techniques, students acquire knowledge, skills, and experience in conceptualization, process, product, and critique. Studio. Prerequisites: FDES 232, Knitwear and Swimwear; FDES 210, Fashion Sketching 2; FDES 161, History of Fashion 2.

<p>FDES 343 Millinery 2 units A study of millinery design and methods of construction. Blocking, draping and trim application are practiced and samples are constructed. Studio. Prerequisite: FDES 125, Technical Studio 1 or department chair permission.</p>	<p>FDES 431 Senior Collection: Contemporary 4 units Contemporary, missy, and special size markets are researched. Collections are designed and constructed. Studio. Prerequisite: FDES 310, Advanced Fashion Illustration; FDES 332, Advanced Career Wear, and department chair permission.</p>
<p>FDES 355 Costuming for Motion Picture/Television 3 units This course introduces the student to the skills necessary to function as a costumer working in the film/television industry. Script analysis, character breakdown, character development through costume, budgeting, research and exploration of resources available to the costumer. Lecture. Prerequisite: WRIT 112, Academic Writing II.</p>	<p>FDES 432 Senior Collection: Couture 4 units High fashion, evening, and experimental designer markets are researched. Garments are designed, samples are constructed and style books are prepared. Studio. Prerequisite: FDES 431, Senior Collection: Contemporary.</p>
<p>FDES 363 Digital Portfolio Development 2 units Advanced use of Photoshop and Adobe Illustrator for fashion and costume design. Studio. Prerequisite: FDES 301, Digital Fashion Design, Senior Standing.</p>	<p>FD 433 Art & History of Haute Couture 1 unit A critical examination of the art and history of haute couture design, integrating the various societal impacts on its creation and construction, and reflecting on the current influences of contemporary design and production.</p>
<p>FDES 390 Fashion Design Internship 1-3 units Students obtain practical experience in a fashion design studio or apparel business. A journal will be submitted to verify the completion of 40 hours for each unit of credit. An evaluation will be submitted by the internship sponsor. A pass/fail grade will be given upon the completion of the internship experience. Internships must be approved by the fashion design department chair. Prerequisite: Junior or Senior standing.</p>	<p>FDES485 Costume Design Internship 1-3 units Each student will be placed as a costume designer, costumer or wardrobe person on a film or television production. A journal will be submitted to verify the completion of 40 hours for each unit of credit. An evaluation will be submitted by the internship sponsor. A pass/fail grade will be given upon the completion of the internship experience. Internships must be approved by the fashion design department chair. Prerequisite: Senior standing.</p>
<p>FDES 401 Shoe Design 2 units A study of shoe design and methods of construction. The contemporary shoe market is researched and designs and samples are constructed. Studio. Prerequisite: FDES 125, Technical Studio 1 or department chair permission.</p>	<p>FDES 170, 270, 370, 470 Special Topics in Fashion Design 1-3 units Topics courses in fashion design may be presented in a workshop, lecture or studio mode. The syllabus will be prepared prior to the semester in which the course is to be scheduled. Prerequisite: Department chair approval.</p>
<p>FDES 405 Costume Design Studio 3 units A technical studio in pattern making and draping techniques for period costumes. Studio. Prerequisite: FDES 226, Advanced Technical Studio; FDES 315, History of Costume Design.</p>	<p>FDES 299, 399, 499 Independent Study 1-4 units Individual investigation in a field of special interest chosen by the student with approval of the fashion design program director. Regular, periodic meetings with an assigned faculty member are required. Thirty hours are required for each unit of credit. Prerequisite: Contract approved by the dean.</p>
<p>FDES 407 Advanced Shoe Design 2 units Complex styles of shoes are researched, designed and constructed. Samples and complete drawings are presented at the end of this course. Studio. Prerequisite: FDES 401, Shoe Design.</p>	
<p>FD 411 Portfolio and Presentation 3 units Preparation of a portfolio of original designs in various techniques. Finished illustrations, groupings, flats, and fabrications are created. Resumes are prepared and mock interviews are held. Studio. Prerequisites: FDES 301, Digital Fashion Design; FDES 333, Computer Assisted Fashion Design; and FDES 310, Advanced Fashion Illustration; Senior Standing.</p>	

Graphic Design (B.F.A.)

MISSION

The Department of Graphic Design is committed to providing students with a design education in accordance with the highest professional standards. Our aim is to inspire graphic designers to develop and create effective visual communications, by cultivating their individual talent, potential and personal voice. We prepare innovative graduates that will advance the practice of graphic design and contribute responsibly in the global community.

PROGRAM LEARNING OUTCOMES

- The ability to solve communication problems, including the skills of problem identification, research and information gathering, analysis, generation of alternative solutions, prototyping and user testing, and evaluation of outcomes.
- The ability to describe and respond to the audiences and contexts which communication solutions must address, including recognition of the physical, cognitive, cultural, and social human factors that shape design decisions.
- The ability to create and develop visual form in response to communication problems, including an understanding of principles of visual organization/composition, information hierarchy, symbolic representation, typography, aesthetics, and the construction of meaningful images.
- An understanding of tools and technology, including their roles in the creation, reproduction, and distribution of visual messages. Relevant tools and technologies include, but are not limited to, drawing, offset printing, photography, and time-based and interactive media.
- An understanding of design history, theory, and criticism from a variety of perspectives, including those of art history, linguistics, communication and information theory, technology, and the social and cultural use of design objects.
- An understanding of basic business practices, including the ability to organize design projects and to work productively as a member of teams.
- The ability to work collaboratively with multiple disciplines, and to understand the advantages and benefits of cooperative activities.

Sue Vessella, M.F.A., Department Chair

Woodbury University offers a four-year Bachelor of Fine Arts degree in Graphic Design. The program provides students with a professional education that prepares graduates through a solid understanding and mastery of the expertise required to enter professional practice. The curriculum provides students with a thorough comprehension of the design process through critical and creative thinking, theoretical and historical study, along with conceptual and experimental exploration. It is the intent of the department that students graduate with standards of design excellence, professional ethics and social responsibility.

Students are actively engaged in the process of learning through their direct participation in the discussion and analysis of the subject matter. Areas of investigation include visual communication in theory and practice, shaping civic attitudes through understanding cultural diversities, finding solutions for environmental and ecological concerns, and communicating the global aspects of social and political life. The curriculum promotes the internalization of the information, and evidence shows that by graduation, this reciprocal process has become a part of the students design process. Through this process they learn how to convey their personal voice and take initiative in advancing their education.

Small class size allows individual attention from the faculty, and advances the student learning experience. Students learn through research, sequential development, the study of current visual communication topics, and projects that simulate professional practice, as well as individual and class critiques. This pedagogy involves levels of competency including introduction, development, practice and mastery. Courses are taught by design educators and industry professionals, and include study in typography, graphic design, digital practice, package design, interactive media, photography, design history, and business practices. In the senior year, students may select a study emphasis in one of the following areas:

PRINT: Advertising Design, Publication Design

ENTERTAINMENT: Entertainment Design, Motion Graphics

ENVIRONMENTAL: Environmental Graphics, Exhibit Design

As one of the many vibrant programs in the School of Media, Culture and Design, the program is designed to integrate Communications and Psychology into the general education curriculum through the study of visual communications, media culture, consumer behavior, and media psychology.

Woodbury's location in the hub of Southern California's entertainment and advertising industries provides students with unique field

trip, internship and field experience opportunities. Career opportunities include positions as graphic designers, interactive and web designers, art directors, and creative directors, as well as positions in marketing and corporate communications.

PROGRAM GOALS

- Provide the student with the design skills to interpret, inform, instruct or persuade according to the needs of audiences and contexts for which communication is intended.
- Encourage and develop students critical thinking skills as they apply to design analysis and all intellectual processes, to achieve effectiveness and power in their work and lend energy and expression to their vision.
- Develop an understanding of business and marketing practices, creating ethical and responsible industry professionals that practice with integrity.
- Promote and develop a commitment to continued design exploration, in order to instill an appreciation for the value of visual communication and its power to sustain and transform society.
- Support a transdisciplinary curriculum in communications, writing, humanities, behavioral and social science, that enhances the academic breadth of the graphic designer.
- Provide up to date facilities and equipment appropriate to the profession of graphic design.

FACULTY

Faculty participate in shaping the Graphic Design program by their continuous research in various aspects of design and visual communication, which manifests itself in creating new courses, updating projects for existing courses and assisting students in their studies and research. They are also involved in contemporary design movements through their creative work and private design practices, which has a direct effect on the students design experience. This engagement creates a community atmosphere inside and outside of the classroom and contributes to the learning success of students.

Chair

Sue Vessella, Professor, Graphic Design
B.A., California State University, Northridge; M.F.A., California State University, Los Angeles

Full-time Faculty

Behnoush McKay, Assistant Professor, Graphic Design
B.F.A., Art Center College of Design; M.F.A., California State University, Northridge
Cate Roman, Assistant Professor, Graphic Design
B.A., Pitzer College; M.F.A., Claremont Graduate University

Participating Adjunct Faculty

Brian Herbst, Adjunct Professor, Graphic Design
B.A., Woodbury University; Design Practice, MediaFive Design Group

Adjunct Faculty

Ryan Achz
B.F.A., Woodbury University
Michael Dooley
B.I.D., Pratt Institute
Steven Gold
M.A., DePaul University, M.A. Pepperdine University
Dan Hoy, Adjunct Professor, Graphic Design
B.A., California State University, Northridge; Design Practice, Hoy Design
Bert Johnson, Adjunct Professor, Graphic Design
B.A., University of Illinois at Urbana-Champaign; Design Practice, Graphics One
Niku Kashef, Adjunct Professor, Graphic Design,
B.A., California State University, Northridge; M.F.A., California State University, Northridge
Jim Kelley, Adjunct Professor, Graphic Design
B.A., San Diego State University; M.F.A., California State University, Los Angeles
Graham Moore, Adjunct Professor, Graphic Design
B.A., Wimbledon School of Art, London, UK
Doug Oliver
B.F.A., Art Center College of Design
Donald Schwartz
B.F.A., Woodbury University
Louis Solis, Adjunct Professor, Graphic Design
B.F.A., School of Visual Arts, New York; M.F.A., Academy of Art College, California

GRAPHIC DESIGN CURRICULUM

Leading to the Bachelor of Fine Arts Degree	Units
Major (M)	71
General Education (GE)	42
Restricted Design elective (RE/DES)	3
Unrestricted electives	9
Minimum semester hours required	128

SUGGESTED SEQUENCE OF REQUIRED COURSES

FIRST YEAR

Fall Semester				
FOUN	101	Beginning Drawing	3	M
FOUN	102	Design & Color Elements I	3	M
GDES	106	Graphic Design I	3	M
WRIT	111	Academic Writing I	3	GE
–	–	Unrestricted elective	3	UE

Spring Semester

FOUN	103	Design & Color Elements 2	3	M
GDES	107	Digital Practice	3	M

GDES	116	Typography 1	3	M
WRIT	112	Academic Writing II	3	GE
MATH	2__	Mathematics course	3	GE

SECOND YEAR

Fall Semester

GDES	207	Digital Production	3	M
GDES	216	Typography 2	3	M
GDES	256	Interactive Design 1	3	M
GDES	260	History of Graphic Design 1	3	GE
FOUN	104	Drawing and Composition	3	M
COMM	120	Public Speaking	3	GE

Spring Semester

GDES	210	Design Symposia	1	M
GDES	240	Digital Photography	3	M
GDES	265	History of Graphic Design 2	3	M
GDES	288	Graphic Design 2	3	M
GDES	289	Progress Portfolio	0	M
COMM	220	Media Culture	3	GE
PSYC	200	Intro to Psychology	3	GE

Progress portfolio review required for advancement to GDES310 Communication Design.

THIRD YEAR

Fall Semester

GDES	310	Communication Design	3	M
GDES	315	Package Design	3	M
GDES	434	Logo & Identity Design	3	M
—	—	Social science or INDS core (not Psychology)	3	GE
PHYS	2—	Physical science *	3	GE
ARTH	—	Art History	3	GE

Spring Semester

GDES	356	Interactive Design 2	3	M
GDES	388	Graphic Design 3	3	M
GDES	491	Degree Project Research	2	M
BIOL	2—	Biological science *	3	GE
—	—	Social Science or INDS core	3	GE
ARTH	—	Art History	3	GE

FOURTH YEAR

Fall Semester

GDES	350	Professional Practice	2	M
GDES	492	Degree Project	3	M

GDES	4—	Graphic Design Emphasis Elective	3	M
—	—	Unrestricted Elective	3	UE
PSYC	3—	General Education Elective	3	GE

Spring Semester

GDES	485	Portfolio Presentation	3	M
GDES	4—	Graphic Design Emphasis Elective	3	M
COMM	3—	General Education Elective	3	GE
—	—	Restricted Design Elective	3RE/DES	
—	—	Unrestricted Elective	3	UE

120 Hours Field Experience Required (Prerequisite GDES310, Communication Design)

* One of the science courses must have a lab component.

Courses that meet Graphic Design elective requirements

GDES 232	Graphic Illustration
GDES 250	Screen Printing
GDES 317	Typography 3
GDES 342	Photographic Art Direction
GDES 414	Environmental Graphics
GDES 415	Exhibit Design
GDES 430	Advertising Design
GDES 432	Publication Design
GDES 446	Entertainment Design
GDES 447	Motion Graphics
GDES 3/470	Topics in Graphic Design
GDES 360	Screen Printing 2

Courses that meet Restricted Design Elective requirements

Course selection for Restricted Design Elective (RE/DES) includes any course offered in Animation, Fashion Design, Graphic Design, and Interior Architecture (ANIM, FDES, GDES, INAR) plus the following:

ARCH 269	Object Making
ARTH 170	Topics
ARTH 202	History of Ancient Art
ARTH 204	History of Modern Art
ARTH 205	History of Contemporary Art
ARTH 211	History of Latin American Art
ARTH 320	Tribal and Traditional Art
ARTH 322	Studies: Great Masters
INDS 327	Film and Literature
PHIL310	Aesthetics

ASSESSMENT PROCESS

Student performance and attainment in Graphic Design is evaluated systemically throughout the program, through ongoing assessment strategies both formal and informal. The department specifies four key areas for measured assessment that include both formative and summative benchmarks, and involves multiple forms of evaluation. The processes provide a vehicle to assure program quality and promote continuous improvement in the effectiveness of teaching, the improvement of student work, and the design of the curriculum. Evidence of learning is assessed through the Progress Portfolio Review at the end of the second year of study. This process documents student progress and is required for entrance into upper-division studios. Student work is also evaluated through the Degree Project, which assesses the research methodology used, and its effectiveness in design solutions. Further assessment is made through the Senior Portfolio Presentation, which evaluates the student's mastery of learning outcomes, and development from the Progress Portfolio Review. A final assessment is conducted through Internship host companies, and evaluates the student's preparedness for real-world design environments.

PORTFOLIO REQUIREMENT

Placement Portfolio Review – Upon acceptance, transfer students are required to submit a portfolio of their work for studio placement. Requirements can be found on the Graphic Design web site.

PRE-CAPSTONE REQUIREMENTS

Progress Portfolio Review – At the end of the sophomore year, students are required to submit a comprehensive portfolio of their work from each major design studio. The portfolio should demonstrate sufficient development of the knowledge and skills of graphic design and the ability to integrate that cumulative knowledge and skill into original, creative, and meaningful visual communications. Portfolios are reviewed by a panel of design faculty and the Department Chair. Passing the Progress Portfolio Review is a prerequisite for GDES310 Communication Design. Students who fail the portfolio review must repeat GDES288 Graphic Design 2 and resubmit their portfolio for review. Format requirements can be found on the Graphic Design web site.

Prerequisite Requirements – GDES388 Graphic Design 3, an advanced studio in the study and application of graphic systems, explores issues of research, analysis, audience, identity and presentation, and is a prerequisite to the graphic design capstone course. An additional prerequisite is GDES491 Degree Project Research where students develop a proposal for their degree project. The course is broken into four modules that deal with the components of the Graphic Design project: topic development, research and information analysis, conceptual thesis and contextual framework.

CAPSTONE COURSES

In order to illustrate required professional and design competencies before graduation, students must successfully pass GDSN491, Degree Project Research, GDES492 Degree Project, and GDES485 Portfolio Presentation. GDES492 is the program's capstone project. Capstone projects are designed to provide students an experience of developing and completing a design project that illustrates their ability to address knowledge gained in the previous years of study.

Students must demonstrate the application of theoretical research to a self-initiated graphic design project through a rigorous level of work, which is clearly resolved, demonstrating a high degree of critical thinking, skill and craft.

RESULTS OF LEARNING

Both studio and lecture courses require production of various graphic design projects specific to the learning outcomes of each course. Projects may include logos, stationery applications, brochures, posters, publications, photography, packaging, websites, motion graphics, advertising, collateral material, environmental designs, exhibit design, information design, and research papers. Student work is reviewed by industry professionals and faculty, at the end of each term. Additionally, evidence of learning is assessed through the Progress Portfolio Review at the end of the second year of study. These portfolios must include project samples from all studios completed. In the senior year students develop their professional portfolio, which is also reviewed by industry professionals, and assessed by faculty and the Graphic Design Advisory Board. Student self-assessment is required in both the Progress and Senior Portfolio processes.

STUDENT WORK

The University reserves the right to retain student work for archival, exhibition, and promotional purposes, including print and Web formats.

ACADEMIC STANDARDS

Less than average work is not acceptable for a professional degree. A minimum grade of "C" is required for the design studios in order to continue in the studio sequence. A student receiving a grade below a "C" must successfully repeat that studio prior to enrollment in the succeeding studio. It is strongly recommended that students take no more than 12 studio units in a single semester.

SPECIAL LEARNING OPPORTUNITIES/REQUIREMENTS

Woodbury's Careers and Alumni Office offers a variety of programs, services and resources to assist students in exploring careers and securing internships. The staff works with students one-on-one to develop successful internship search strategies to help students connect with employers through internship postings, resume collections, on/off-campus interview opportunities, alumni connections, and employer outreach in the US.

It is the philosophy of the Graphic Design department that students be exposed to both theoretical and professional aspects of the discipline. Students will become acquainted with current designers and design movements, and have the opportunity to experience international approaches to design education and practice during their education. They are additionally exposed to the operations of professional practice, networking with industry practitioners, and membership in professional design organizations.

Internship/Field Experience - Prior to graduation, students must complete 120 hours of internship or field experience at a local design studio, advertising agency, entertainment studio, publishing or marketing company. Passing the Progress Portfolio Review is a prerequisite to the field experience, which must be accomplished in the junior or senior year and approved by the

Department Chair.

Study Abroad – The department offers a summer study abroad program in London exploring design and photography. Exchange programs in visual communications and design are available in Germany, Mexico and the Netherlands, as well as opportunities with a number of other university's world-wide. Woodbury also hosts international students, which promotes a vibrant cross-cultural discourse.

Design Symposia - As an exploration and study of current art and design events in the Los Angeles area, this experience requires students to attend lectures, museums, galleries, and exhibitions exploring a variety of topics including social and culture issues. Through analysis and discussion of their experiences, students use this course to inform their studio work, and as a springboard for conceptual development of their degree projects.

Lecture Series - Students are required to attend lectures from professional graphic designers each term. Industry professionals from both national and international arenas have spoken at Woodbury on various design topics including typography, logo development, entertainment media, motion graphics, information graphics, environmental graphics and print.

Professional Affiliation - The Woodbury University Graphic Design program is affiliated with the American Institute of Graphic Arts, AIGA, the national professional association for design, whose mission is to advance designing as a professional craft, strategic tool and vital cultural force. Students participate in the local Los Angeles chapter events including studio tours, speakers, scholarship competitions, exhibitions, conferences and portfolio review events. They network with industry professionals, and students from other AIGA affiliated schools, and participate in special projects sponsored by local design studios.

COMPUTER LITERACY REQUIREMENTS

The Graphic Design Department requires its graduates to be literate in the current media of representation and communication, demonstrated by the following:

- (1) a proficiency in computer systems operations, including communications, upgrades and management.
- (2) a proficiency in internet research, through completion of LSCI 105, or appropriate equivalent. Bibliographic documentation of database use and citation of Web-based sources is required of all Graphic Design courses.
- (3) a proficiency in word-processing, document formatting, and file management for both print and digital distribution.
- (4) a proficiency in computer based design programs for page layout, interactive and motion design, and image creation.

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

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. The

Department of Graphic Design requires a laptop computer for second semester studios, but strongly recommends it for first semester studies. The system must be compatible with existing on-campus computer labs. Specific hardware and software requirements are listed on the Graphic Design Web site.

MINOR REQUIREMENTS

Graphic Design Minor

- GDES106 Graphic Design 1
- GDES107 Digital Practice
- GDES116 Typography 1
- GDES217 Typography 2
- GDES288 Graphic Design 2
- GDES289 Progress Portfolio 0

Graphic Design Minor for Architecture Majors

- GDES106 Graphic Design 1
- GDES116 Typography 1
- GDES216 Typography 2
- GDES288 Graphic Design 2
- GDES 289 Progress Portfolio 0

Select one from:

- GDES 207 Digital Production
- GDES 240 Digital Photography
- GDES 250 Screen Printing 1
- GDES 315 Package Design
- GDES 310 Communication Design
- GDES 256 Interactive Design 1
- GDES 260 History of Graphic Design 1

GRAPHIC DESIGN COURSES

GDES 100 **Introduction to Graphic Design** 3 units

An introductory course in the fundamentals of graphic design, and exploration of opportunities in the field. Emphasis on the design development process including research, concept, and execution of visual communication topics. Students will become familiar with digital tools and terminology, basic typographic conventions, and concept sketching. Studio. Prerequisite: None.

GDES 106 **Graphic Design 1** 3 units

Introduction to the field of graphic design exploring the creation and function of design as a tool of communication, including issues of information, concept and execution. Emphasis will be placed on understanding principles of visual organization and typography. Technical instruction covering the hardware platform, software, scanning, printing and file management will be presented. Studio. Prerequisites: None.

GDES107 Digital Practice 3 units

An introductory course in the fundamentals of digital technology, including their roles in the creation, reproduction, and distribution of visual messages. Study of the major drawing and imaging software used in the graphic design industry. Students will become familiar with digital tools and terminology as they apply to creative visual communication. Studio. Prerequisite: None.

GDES 116 Typography 1 3 units

An introduction to the fundamentals of typography, including its theory, practice, technology and history. Study of typographic vocabulary, anatomy, proportion, grids, hierarchy and legibility. Analysis of typographic solutions and their impact on visual communications. Studio. Prerequisite: None.

GDES 207 Digital Production 3 units

An intermediate course in the study and practice of software applications used for design and production of multi-page documents. Emphasis on commercial printing process including both digital pre-press and post-press applications. File preparation, color separation, ink and paper specifications as well as bindery considerations are covered. Studio. Prerequisite: GDES107 Digital Practice.

GDES 210 Design Symposia 1 unit

An exploration and study of current art and design events in the Los Angeles area. Students will attend lectures, museums, galleries, exhibitions or other events exploring a variety of topics, both on and off campus. Class lectures, as well as analysis and discussion of experiences. Course may be repeated up to two times for credit. Lecture. Prerequisite: WRIT 111 Academic Writing I.

GDES 216 Typography 2 3 units

Intermediate studies in typographic communications exploring student awareness of typography as an expressive medium that carries personal, aesthetic and social meaning. Emphasis is placed on extensive application of type to visual communication projects, information design and the responsibilities inherent in working with visible language. Studio. Prerequisite: GDES116, Typography 1.

GDES 232 Graphic Illustration 3 units

An intermediate studio examining the creation of tactile, textural and pattern applications in graphic design. Exploration of media, materials, styles and techniques for use in various design projects. Emphasis is placed on the development of hand skills and quick sketch techniques to better communicate visual ideas. Studio. Prerequisites: FOUN101 Beginning Drawing, FOUN102 Design Elements.

GDES 240 Digital Photography 3 units

Introduction to digital photography and digital camera operations covering lighting, composition, exposure and the fundamentals of traditional photographic concepts. Exploration of creative and technical issues in photographic output. Instruction in imaging software application including image editing, printing and color management. Studio. Prerequisite: None.

GDES 250 Screen Printing 1 3 units

An intermediate studio featuring the exploration and study of the screen printing process including inks, imaging techniques and stencil systems. Students will develop designs, investigate surfaces and substrates including fabric, paper, and plastics, and produce screen prints. Examination of the history of screen printing and contemporary industry overview. Individual study and investigation of special interests will be encouraged. Studio. Prerequisite: sophomore standing.

GDES 256 Interactive Design 1 3 units

An intermediate studio exploring the latest software applications for interactive media while experimenting with various methods of organizing and mapping information to integrate layers of content into a non-linear, interactive narration. Studio. Prerequisite: GDES207 Digital Production.

GDES 260 History of Graphic Design 1 3 units

A study of the historical evolution of Graphic Design and its influence today. The course will examine how graphic design responded to, and affected international, social, political, and technological developments since 1450. Emphasis will be place on the development of visual and written communication from the industrial revolution through World War II. Lecture. Prerequisite: WRIT111 Academic Writing I.

GDES 265 History of Graphic Design 2 3 units

A study of twentieth century graphic design focusing on Late Modern and Postmodern movements in design effected by advancements in computer and digital technologies. Discussion of major individual designers' work, as well as national and international styles and design movements. The course will examine how graphic design responded to, and affected international, social, political, and technological developments since the 1970s. Emphasis will be placed on the development of experimental design, Post Typographic revolution, motion graphics and visual communications. Lecture. Prerequisites: GDES260 History of Graphic Design 1.

GDES 288 Graphic Design 2 3 units

An intermediate course in the study and practice of graphic design. Students will learn the value of research as it applies to the development of design solutions. Emphasis on conceptual thinking, visual organization/composition, information hierarchy, symbolic representation and the construction of meaningful images. Studio. Prerequisites: GDES106 Graphic Design 1, GDES116 Typography I and GDES107 Digital Practice.

GDES 289 Progress Portfolio 0 units

Required as a co-requisite to GDES288 Graphic Design 2, students will develop a portfolio including work from each major design studio completed. They will complete a reflective self-assessment evaluating their strengths and weakness, and performance in lower division studios. Students will be assessed for their progress in the program and readiness for upper division studios. Studio. Co-requisite: GDES288 Graphic Design 2.

GDES 310 Communication Design 3 units

An intermediate studio in graphic design exploring the fundamental theories and methodologies

of visual communication. Development of creative design solutions involving research, information analysis and problem solving in consideration of context, concept, audience and process. Studio. Prerequisite: GDES288 Graphic Design 2, GDES260 History of Graphic Design and Progress Portfolio Review.

GDES 315 Package Design 3 units
An intermediate studio examining materials and processes as they relate to the development of forms and graphics for packaging. Through an understanding of the qualities inherent in various packaging materials, students produce a variety of packaging solutions dealing with shape, form and volume. Examination of marketing issues such as client needs, product placement and package function. Studio. Prerequisite: GDES288 Graphic Design 2.

GDES 317 Typography 3 3 units
Studies in typographic experimentation in both static and motion platforms. At a more advanced level, students explore the full potential of typography to express different forms of analytical and creative content. Emphasis is placed on the interpretation of language and information as well as personal expression. Studio. Prerequisite: GDES256 Interactive Design 1.

GDES 334 Logo and Identity Design 3 units
An advanced studio in the design of logo and identity systems. Students will design marks for various businesses and organizations, as well as explore both contemporary and historic corporate logos and their evolution. Emphasis in the application of logotypes, and typographic issues in logo design, as well as style manuals and collateral applications. Studio. Prerequisite: GDES288 Graphic Design 2.

GDES 342 Photographic Art Direction 3 units
Intermediate problems in studio photography for commercial application. Emphasis on issues of studio art direction for products and subjects. Basic studio lighting techniques for digital camera operation. Studio. Prerequisite: GDES240 Photography.

GDES 350 Professional Practice 2 units
Examination of business procedures used in the graphic design industry. Students will develop a formal business and marketing plan with graphic components that include identity and promotional elements. Emphasis on professional issues and relationships, project procedures, business management, ethical issues, copyright, contracts and pricing. Studio. Prerequisites: GDES288, Graphic Design 2 and WRIT112 Academic Writing II, Junior Standing.

GDES 360 Screen Printing 2 3 units
An advanced studio featuring the exploration and study of the screen printing process as it might be applied to the students major discipline focusing on inks, imaging techniques and stencil systems. Students will develop designs, investigate surfaces and substrates to communicate or create a unique design assemblage. Individual research and investigation of special interests will be required. The student will be required to produce a major work as it applies to their individual major study. Focus will be on the research and originality of the submission. Studio. Prerequisite: GDES250 Screen Printing 1.

GDES 356 Interactive Design 2 3 units
An advanced studio course exploring Internet communications for business and industry, advertising and corporate communications. Emphasis is placed on the design of navigational structures and systems, audience, organization and information access for Internet application. Studio. Prerequisite: GDES355 Interactive Design 1.

GDES 388 Graphic Design 3 3 units
An advanced studio in the study and application of graphic systems. Students will develop a comprehensive design system for a sponsoring client exploring issues of research, analysis, audience, identity and presentation. Internal, promotional and collateral material is examined. Studio. Prerequisite: GDES310 Communication Design.

GDES 390 Internship 1-4 units
Off-campus internships in Design, Advertising and Marketing. No more than 10 units of credit may be given for internship courses toward the B.F.A. degree. The student bears the responsibility for submitting the contract that identifies the sponsor of the participating organization. All internships must be approved by the department Chair. A minimum of 40 hours of participation for each unit of credit. Can be applied to Field Experience requirement. Prerequisite: GDES310 Communication Design.

GDES 414 Environmental Graphics 3 units
An advanced studio in the design of visual communications systems in the spatial environment. Emphasis is placed on the design of signage, charts, diagrams, maps, and wayfinding systems. Exploration of fabrication methods and materials, including selection criteria, longevity and environmental impact. Studio. Prerequisites: GDES310 Communication Design.

GDES 415 Exhibit Design 3 units
An advanced studio exploring the presentation of information in the exhibit environment. Emphasis on integrative communication activity of all elements involved, including time, space, form, movement, color, graphics, objects, instructions, text and constructions. Studio. Prerequisites: GDES310 Communication Design.

GDES 430 Advertising Design 3 units
Introduction to the design of advertising for mass communication. Emphasis is placed on marketing and concept development through analyzing specific client needs to create effective and targeted advertising for both print and electronic media. Studio. Prerequisite: GDES310 Communication Design.

GDES 432 Publication Design 3 units
An advanced design studio exploring the design, layout and production of commercial printing publications including newsletters, brochures, magazines and annual reports. The class will emphasize page layout and grid systems, typographic structures and the use of art and photography in publications. Studio. Prerequisite: GDES310 Communication Design.

GDES 446 Entertainment Design 3 units

An advanced design studio exploring graphic applications in the entertainment business. Emphasis is placed on the design of movie posters, CD, DVD and promotional packaging used in the film and music industry. Study of marketing techniques in television, concert promotion and theatrical production. Studio. Prerequisite: GDES310 Communication Design.

GDES 447 Motion Graphics 3 units

An intermediate studio exploring the latest software applications for motion graphics with a focus on understanding time-based design issues within the broadcast medium. Experimentations on typographic form and function in relation to elements of space, time, and motion in sequential organization. Study of rhythm, pacing and transitions and their influence on content and visual messages. Studio. Prerequisite: GDES256 Interactive Design 1.

GDES 470 Topics in Graphic Design 1-4 units

Topics will include advanced design, production and communication problems of a specialized nature. Studio.

GDES 485 Portfolio Presentation 3 units

An advanced studio in the preparation and presentation of the Graphic Design portfolio. Emphasis on portfolio review and critique, book development and augmentation. Presentation and interviewing techniques including resume preparation, job search issues, networking, references and salary negotiation. Studio. Prerequisite: GDES388 Graphic Design 3 and GDES 491 Degree Project Research.

GDES 491 Degree Project Research 2 units

Through lectures, self-directed study and research, students develop a proposal for their degree project. The course is broken into four modules that deal with the components of the Graphic Design project: topic development, information analysis, conceptual thesis and contextual framework. Through weekly meetings and seminars students discuss their research as it progresses to a final degree project proposal. Lecture. Prerequisite: GDES288 Graphic Design 2.

GDES 492 Degree Project 3 units

Students may pursue either individual or interdisciplinary collaborative projects. They must demonstrate the application of theoretical research to a self-initiated graphic design project through a rigorous level of work, which is clearly resolved, demonstrating a high degree of critical thinking, skill and craft. Studio. Prerequisite: GDES491 Degree Project Research, and GDES310 Communication Design which may be taken concurrently with GDES492.

GDES 299, 399, 499 Independent Study 1-4 units

Individual studio investigation in a field of special interest chosen by the student. Course description, objectives, content and schedule must be submitted to the department chair for approval. Regular, periodic meetings with sponsoring faculty are required. Prerequisite: No more than 10 units of credit may be given for Independent Study courses toward the B.F.A. degree.

Psychology (B.A.)

MISSION

The mission of the Woodbury University psychology program is to develop critical thinkers who are introspective and proactive life-long learners and who are demonstrably learned in the field. The program values a practical perspective where students are encouraged to apply their knowledge to novel situations and to the amelioration of social problems and where students are prepared to demonstrate these skills in a variety of arenas, such as graduate school or public service.

PROGRAM LEARNING OUTCOMES

Students majoring in Psychology are expected to acquire knowledge and skills relevant to behavioral science in general and to psychology in particular.

They are expected to:

- Acquire knowledge and skills in research methodology that are necessary to understand the literature in psychology and to find answers to questions about human behavior and cognition.
- Acquire the knowledge and skills in statistics needed to describe and draw inferences from empirical data.
- Acquire computer application skills used in acquiring information from databases (e.g., PsychINFO), in organizing and analyzing empirical data (e.g., EXCEL, SPSS), and in presenting information (e.g., PowerPoint).
- Acquire skills used in conducting research in at least one specific area of psychology.
- Acquire knowledge about personality, social processes and developmental processes.
- Acquire knowledge about applied areas of psychology through course work and the internship.
- Apply psychological principles toward ameliorating social problems.
- Develop an understanding of and sensitivity toward gender, race and other cultural diversity issues.
- Develop an understanding and sensitivity to ethical concerns, particularly as they relate to issues in psychology.
- Develop critical thinking skills to evaluate and question established norms and ideas.
- Develop information competency skills, particularly as they are applied in various areas of psychology. This includes meeting the five information literacy competency standards adopted by the ACRL.

D. Joye Swan, Ph.D., Department Chair

The psychology major concentrates on the behavior of human beings as individuals, members of groups and as part of the larger social community. Students confront issues of competition, cooperation and conformity within social settings and explore mechanisms of influence in the media and their environment. The psychology program places special emphasis on the investigation of humans as agents for and recipients of influence and persuasion in their roles as consumers and communicators.

The program is writing intensive with an emphasis on critical thinking. Coursework in the major challenges students to apply their classroom knowledge to real world issues and experiences. Students also develop the skills necessary to design, implement, statistically analyze, and write research studies. The major is designed to complement any career path involving media production, design practice, or the fundamentals of human interaction. Students receive a strong foundation in psychological theory and application that successfully prepares them to continue their education at the graduate school level.

The Department of Psychology offers students in other majors the opportunity to complete a minor in psychology. A minor helps focus the skills developed in another major by adding additional layers of analytical thinking, strategic problem solving, effective writing, and persuasive communication abilities. A communication minor is recommended for psychology majors but students are encouraged to discuss other options with their adviser that may better meet their career goals. A capstone Senior Seminar completes the curriculum, providing the student with the opportunity to synthesize and put into practice the knowledge and skills learned in the program.

PROGRAM GOALS

- Encourage collaborative learning both within the field and across disciplines through teamed research and design projects with other students in the school of MCD.
- Provide unique opportunities to apply knowledge gained toward the amelioration of real world problems through application essay exams and hands on projects where students “do” psychology.
- Promote a culture of critical thinking with an emphasis on the scientific perspective of weighing evidence, analyzing arguments, and arriving at conclusions through multiple debate, writing, and investigative assignments across the curriculum.

FACULTY

Chair
 D. Joye Swan, Associate Professor, Psychology
 B.A., California State University, Northridge; M.A., Ph.D., Claremont Graduate University

Full-time Faculty

Michael Faber, Assistant Professor, Psychology
 B.A., University of Michigan, Ann Arbor, M.A., Ph.D. University of New Hampshire,
 Durham
 Zeldia Gilbert, Professor, Psychology
 B.A., Chatham College; M.A., West Virginia University; Ph.D., University of Kentucky

PSYCHOLOGY MAJOR CURRICULUM

Leading to the Bachelor of Arts Degree	Units
Major (M)	58 units
General Education (GE)	51 units
Unrestricted electives	12 units
Minimum semester hours required	121 units

SUGGESTED SEQUENCE OF REQUIRED COURSES

FIRST YEAR

Fall Semester			
—	—	Social Science	3 GE
WRIT	111	Academic Writing I	3 GE
—	—	Art history	3 GE
INDS	1__	Interdisciplinary course	3 GE
—	—	Elective	3 UE

Spring Semester

COMM	120	Public Speaking	3 GE
WRIT	112	Academic Writing II	3 GE
PSYC	200	Introduction to Psychology	3 M
INDS	1__	Interdisciplinary course	3 GE
COMM	203	Communication Theory or	3 GE
COMM	220	Media Culture	3 GE

SECOND YEAR

Fall Semester			
PSYC	305	Personality	3 M
INDS	1__	Interdisciplinary course	3 GE
BIOL	2__	Biological science *	3 GE
—	2__	Humanities	3 GE
COMM	2__	Unrestricted elective	3 GE

Spring Semester			
PSYC	300	Social Psychology	3 M
PSYC	310	Developmental Psychology	3 M
—	—	General education elective	3 GE
—	—	Art history or humanities	3 GE
—	—	Unrestricted Elective	3 GE

THIRD YEAR

Fall Semester			
PSYC	306	Influence & Persuasion	3 M
Or			
COMM	305	Ideology and Propaganda	3 M
PSYC	3__	Psychology elective 1	3 M
—	3__	General education elective	3 GE
PHYS	2__	Physical Science*	3 UE
—	—	Unrestricted elective	3 UE

Spring Semester

PSYC	221	Statistics for the Behavioral Sciences	4 M
PSYC	309	Abnormal Psychology	3 M
PSYC	3__	Psychology elective 2	3 M
PSYC	3__	Psychology elective 3	3 M
—	3__	General Education Elective	3 GE

FOURTH YEAR

Fall Semester			
PSYC	3__	Psychology elective 4	3 M
PSYC	3__	Psychology elective 5	3 M
PSYC	322	Research Methods	4 M
PSYC	331	Advanced Stats for Behavioral Science	4 M
PSYC	490	Internship in Psychology	3 M

Spring Semester

PSYC	3__	Psychology elective 6	3 M
PSYC	3__	Psychology elective 7	3 M
PSYC	401	Seminar in Psychology	4 M
—	—	Unrestricted elective	3 UE

* One of the science courses must have a lab component.

Courses that meet Psychology elective requirements

Students must complete seven courses from the following:

PSYC 301 Group Processes
 PSYC 311 Human Sexuality
 PSYC 312 Environmental Psychology

PSYC 314 Psychology of Gender OR COMM 327
 PSYC 315 Industrial/Organizational Psychology
 PSYC 316 Cross-Cultural Psychology OR COMM312
 PSYC 317 Consumer Psychology
 PSYC 318 Media Psychology
 PSYC 370 Topics in Psychology

ASSESSMENT PROCESS

The psychology program runs on a five-year cycle of assessment and review. The purpose of this is to maintain the highest level of academic quality and to assure that the program continues to meet the needs of the students it serves. Assessment of the Student Learning Outcomes listed above is an ongoing part of that process. Student success in meeting these criteria is assessed throughout the curriculum but most particularly through the major's capstone courses.

CAPSTONE COURSE

There are several marker courses in the major designed to measure student progress in their knowledge and abilities related to the field. These courses are rigorous and writing intensive. In the psychology major, the marker courses are Social Psychology, Research Methods and the Graduating Senior Seminar. In all of these courses students are required to produce extensive written research related work. In the Senior Seminar students create an extensive three-part written and oral project applying what they have learned in psychology to a large-scale media event. The senior Capstone projects are presented in a public forum and evaluated by members of the Woodbury community as well as individuals in the field. Students must pass all capstone courses with a grade of C or better.

RESULTS OF LEARNING

The majority of upper division psychology courses are writing intensive to allow students to demonstrate their ability to apply and critically think about what they have learned. In addition, students engage in both individual and group research projects. The Research Methods and Senior Seminar projects are presented publicly and evaluated by the Psychology Advisory Board.

ACADEMIC STANDARDS

Students must pass all capstone courses with a grade of C or better.

INTERNSHIP

All students at Woodbury University are required to complete an internship in an area closely related to their career or educational goals. For the psychology major the internship provides an opportunity for students to gain valuable experience in a specific area that the student may be planning a career in or that they may be intending to specialize in during graduate school. This allows students a "try before you buy" opportunity to make sure that any particular area of psychology is a good fit for them.

STUDENT WORK

The University reserves the right to retain student work for archival, exhibition, and promotional purposes, including print and Web formats.

ACADEMIC STANDARDS

Less than average work is not acceptable for a professional degree. A minimum grade of "C" is required for the capstone courses as well as PSYC221, Statistics and PSYC331, Advanced Statistics. A student receiving a grade below a "C" must successfully repeat that course prior to enrollment in succeeding courses.

SPECIAL LEARNING OPPORTUNITIES/REQUIREMENTS

Woodbury's Careers and Alumni Office offers a variety of programs, services and resources to assist students in exploring careers and securing internships. The staff works with students one-on-one to develop successful internship search strategies to help students connect with employers through internship postings, resume collections, on/off-campus interview opportunities, alumni connections, and employer outreach in the US.

It is the philosophy of the Psychology department that students be exposed to both theoretical and professional aspects of the discipline. Students will become acquainted with current psychological theories and emerging trends and movements in the field.

Internship/Field Experience

Prior to graduation, students must complete 90 hours of internship or field experience at a relevant and preapproved venue.

Professional Research Conferences

Students are required to submit either their Research Methods or Senior Seminar project for presentation at a professional Psychological conference.

Lecture Series

Each year, students are required to attend lectures from professionals in psychology and related fields.

Professional Affiliation

The Woodbury University Psychology program is a member chapter of Psi Chi, the national honor society in Psychology. Students meeting eligibility requirements are inducted annually into lifetime membership in Psi Chi.

COMPUTER LITERACY REQUIREMENT

The Psychology Department requires its graduates to be literate in the use of computers in a variety of capacities:

- (1) proficiency in email, through regular communication with school administration and course instructors;
- (2) proficiency in internet research, through completion of all writing intensive courses requiring research papers. Specifically, these courses are PSYC200, Introduction to Psychology, PSYC302 Research Methods, PSYC312, Environmental Psychology, and PSYC 401, Senior Seminar;
- (3) proficiency in word-processing, verified through research assignments and essays that are

submitted as .doc or .pdf files (specific examples can be found in almost all 300-level psychology courses);

- (4) proficiency in the use of statistical analysis software, specifically SPSS, through the completion of PSYC221, Statistics, PSYC302, Research Methods, and PSYC331 Advanced Statistics;
- (5) proficiency in the use of PowerPoint and presentation software through the completion of courses including, but not limited to, PSYC 302 and PSYC 401;
- (6) proficiency in searching databases for research articles and books verified through research assignments and essays that are submitted in almost all 300 level and above Psychology courses. Proficiency in word processing is expected and honed across all courses in Psychology.

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.

PSYCHOLOGY MINOR REQUIREMENTS

PSYC 200 Introduction to Psychology 3 units

Select 4 from the following courses:

PSYC 300 Social Psychology

PSYC 301 Group Processes

PSYC 305 Personality

PSYC 306 Influence and Persuasion

PSYC 309 Abnormal Psychology

PSYC 310 Developmental Psychology

PSYC 311 Human Sexuality

PSYC312 Environmental Psychology

PSYC314 Psychology of Gender

PSYC315 Industrial/Organizational Psychology

PSYC316 Cross-Cultural Psychology

PSYC317 Consumer Psychology

PSYC318 Media Psychology

PSYC370 Topics in Psychology

PSYCHOLOGY COURSES

PSYC 200 **Introduction to Psychology** 3 units

An introduction to the basic concepts of psychology and the psychological processes of perception, learning, thinking, motivation, personality, development, and social behavior. Lecture.

Prerequisite: WRIT 111, Academic Writing I.

PSYC 205 **Sensation and Perception** 3 units

Understanding how individuals obtain information from the environment and various theories as to how that information is processed. Topics will include basic sensory physiology, psychophysics, visual perception, auditory perception, tactile perception, and the chemical senses. Prerequisites: WRIT100, MATH 049

PSYC 221 **Statistics for Behavioral Sciences** 4 units

This course emphasizes a conceptual rather than computational understanding of basic statistical concepts, including descriptive and inferential statistics, probability and hypothesis testing. A key component of the course is the introduction to statistical computation using the SPSS computer program. Lecture. Prerequisite: Placement exam or MATH 149, Intermediate Algebra with a grade of "C" or better. Majors must pass with a grade of C or higher.

PSYC 300 **Social Psychology** 3 units

Social psychology is concerned with the interaction of individuals with other individuals and groups. Topics include attitudes, prejudice, persuasion, obedience and attraction. Lecture. Prerequisites: WRIT 112, Academic Writing II; COMM 120, Public Speaking; and PSYC 200, Introduction to Psychology.

PSYC 301 **Group Processes** 3 units

A study of intergroup processes and structure, including cooperation, hostility and prejudice, stereotypes, influence, and conformity. The class will examine leadership and membership issues in such settings as families, study groupPSYCand team projects. Lecture. Prerequisites: LSCI 105, Information Theory and Practice; WRIT 112, Academic Writing II; and COMM 120, Public Speaking.

PSYC 302 **Research Methods** 4 units

Experimental and research methodology in contemporary psychology. Specific topics from areas of student interest are employed to teach basic concepts and methods of hypothesis formation, experimental design, observation, measurement and data collection, mathematical analysis and generalization. Individuals will be expected to complete a scientific research study from conception to implementation to statistical analysis to written APA-style manuscript. Lecture. Prerequisites: PSYC 200, Introduction to Psychology; PSYC 221, & have completed a minimum of four Psychology courses with grades of C or higher. Students must pass PSYC 302 with a grade of C or higher. Psychology majors only.

PSYC 305 **Personality** 3 units

A study of historical development of major personality theories, including psychoanalytic, humanistic and learning approaches. Methods of personality measurement, such as objective and projective tests, inventories and other assessment procedures will also be explored. Lecture. Prerequisites: LSCI 105, Information Theory and Practice; PSYC 200, Introduction to Psychology; WRIT 112, Academic Writing II; and COMM 120, Public Speaking.

PSYC 306 **Influence and Persuasion** 3 units

Focuses on how people influence themselves and each other singly and in groups. The activities of compliance professionals such as salespersons, con artists, politicians, etc. are stressed. Additionally, concentration is placed on research into the effects of influence and the ethics of the application of influence. Lecture. Prerequisites: LSCI 105, Information Theory and Practice; WRIT 112, Academic Writing II and COMM 120, Public Speaking.

PSYC 309 Abnormal Psychology 3 units
 Abnormal psychology is the study of disorders of a psychological nature. This course is intended to familiarize the student with the symptoms, causes and treatments of a variety of such disorders, including mood, anxiety, and personality disorders as well as disorders related to substance abuse. Lecture. Prerequisites: LSCI 105, Information Theory and Practice; PSYC 200, Introduction to Psychology; WRIT 112, Academic Writing II; and COMM 120, Public Speaking.

PSYC 310 Developmental Psychology 3 units
 The study of the psychological development of the person from the prenatal period through old age and death. The course emphasizes theories and their applications to the understanding of the physical, cognitive, social, and emotional changes that occur throughout the human life span. Lecture. Prerequisites: LSCI 105, Information Theory and Practice; PSYC 200, Introduction to Psychology; WRIT 112, Academic Writing II; and COMM 120, Public Speaking.

PSYC 311 Human Sexuality 3 units
 This course examines the social dimensions of human sexuality. An emphasis is placed on self-evaluation and frank discussion in regards to sexual attitudes, values and behaviors. Historical, anthropological, biological, social, and psychological factors will be introduced to encourage a broad social science perspective. Lecture. Prerequisites: LSCI 105, Information Theory and Practice; PSYC200, Introduction to Psychology; WRIT 112, Academic Writing II; and COMM 120, Public Speaking.

PSYC 312 Environmental Psychology 3 units
 An examination of the effect of the environment on human behavior. Topics include evolutionary and cultural forces that impact use of the environment, the concept of territoriality and how people perceive and use space. Emphasis is placed on the effects of signage and architectural design on human behavior and the impact of crowding, noise and population density on well-being. Lecture. Prerequisite: LSCI 105, Information Theory and Practice; WRIT 112, Academic Writing II; COMM 120, Public Speaking; PSYC 200, Introduction to Psychology.

PSYC 314 Psychology of Gender 3 units
 An examination of the concepts and issues related to gender viewed from a broad range of disciplines within the social sciences with an emphasis on historical antecedents, evolution, biology, and cultural norms. Issues include the meaning of gender in society, the development of gender identity, sex roles, and gender differences in aptitudes and abilities. Lecture. Prerequisites: LSCI 105, Information Theory and Practice; PSYC 200, Introduction to Psychology; WRIT 112, Academic Writing II; and COMM 120, Public Speaking.

PSYC 315 Industrial/Organizational Psychology 3 units
 The study of human organizations in the workplace. Topics include cultural issues involved in the development of industry and the structure of these organizations, the efficacy of various organizational structures on productivity and well-being of the employees, organizational structure as a reflection of values and norms, and the effect of changes in a culture on organizational behavior and vice versa. Lecture. Prerequisites: LSCI 105, Information Theory and Practice; PSYC 200, Introduction to Psychology; WRIT 112, Academic Writing II; and COMM 120, Public Speaking.

PSYC 316 Cross-Cultural Psychology 3 units
 The search for commonalities and differences in behavior, attitudes and norms across cultures. The focus is on the applicability of western theories of human psychology to other cultures, broadly defined to include nationality, race, ethnicity, gender, and social class. Lecture. Prerequisites: LSCI 105, Information Theory and Practice; PSYC 200, Introduction to Psychology; WRIT 112, Academic Writing II; and COMM 120, Public Speaking.

PSYC 317 Media Psychology 3 units
 Encompasses the behavioral aspects of media in activities, events, theories, and practices regarding the effects and behaviors stimulated by media elements. These include pictures, sound, graphics, and content and their effects on the senses and intelligences. Prerequisites: LSCI 105, Information Theory and Practice; WRIT 112, COMM 120, PSYC 200.

PSYC 318 Consumer Behavior 3 units
 Application of psychological theory and applied research methods to the study of consumer behavior. The psychological processes that influence consumer decision making will be addressed including product recognition, alternative evaluation and choice behavior, and post-purchase attitudes and behavior. Prerequisites: LSCI 105, Information Theory and Practice; WRIT 112, COMM 120, PSYC 200.

PSYC 331 Advanced Applied Statistics 4 units
 Application of advanced statistical methods including multivariate and nonparametric analyses. Course focuses on selecting appropriate statistical analyses and computer skills to perform the analyses using SPSS, and the interpretation of computer generated results. Lecture. Prerequisite: PSYC 221, Statistics for Behavioral Sciences; must pass with a grade of C or higher.

PSYC 370 Topics in Psychology 1-3 units
 Focuses on various areas of interest within the field of psychology. Prerequisites: LSCI 105, Information Theory and Practice; PSYC 200, Introduction to Psychology; WRIT 112, Academic Writing II; COMM 120, Public Speaking; and other specific prerequisites depending on topic.

PSYC 401 Seminar in Psychology 4 units
 The course emphasizes the student's ability to synthesize and integrate the knowledge gained throughout the program. Students will be expected to possess a range of knowledge regarding the field and science of psychology and to translate this knowledge into understanding of human behavior in real world settings. This is accomplished through weekly written assignments and student-led discussions related to a wide variety of psychological topics. Prerequisite: Senior standing, Psychology majors only, Completion of minimum of 6 psychology courses with grades of C or higher.

PSYC 490 Internship 3 units
 Students obtain practical, on-the-job training in a setting of business, law, government agency, or other organization. Work experience is complemented by an academic requirement and periodic meetings with the student's on-campus internship advisor. Students are required to complete 90 hours at the internship site. Prerequisite: Senior standing, Psychology majors only.

Institute of Transdisciplinary Studies

Douglas J. Cremer, Ph.D., Dean

College graduates enter a world of rapid change in which they will have to remake themselves several times during their working lives. The days of remaining in the same career throughout one's working life are past. We want to give students at Woodbury, who are already a diverse group and driven to succeed when they step onto the campus, every possible advantage as they transform their energy and ambition into educational programs capable of meeting the challenges of the contemporary world. Experience has taught us that a transdisciplinary approach is the best way to accomplish this task. Woodbury, in fact, has a long history of teaching practices that encourage collaboration, social responsibility, and what we now discern as other emergent forms of transdisciplinary inquiry.

Our curriculum focuses on developing the intellectual capacity to seek out and appreciate different ways of living and experiencing the world, the interpersonal skills needed to work effectively both within and across cultures, and the ability to analyze, understand and create new ways of living and experiencing the world. Courses, majors and programs in the Institute of Transdisciplinary Studies prepare students with the skills for an array of careers and advanced degrees. All of our courses expose students to the knowledge, theories, ideas, and principles that have shaped society, technology, culture and the environment. Within the Institute, the emphasis is on active, experiential learning techniques designed to enhance the student's capacity for independent creative thought and action.

MISSION

To pursue learning and research freed from disciplinary constraints.

MAJORS AND PROGRAMS

The Institute houses two majors as well as numerous other programs that educate all students who attend the university. The majors, [Interdisciplinary Studies](#) and [Politics & History](#), are designed as interdisciplinary programs, the first self-directed, the second combining two closely related fields. The other programs, Art History, Economics, Foreign Languages, Information Literacy, Literature, Mathematics & Natural Sciences, Philosophy, Urban Studies and the Writing Program all provide essential elements of a university education as well as initiate efforts in transdisciplinary collaboration with other parts of the university.

Will McConnell, Ph.D., Department Coordinator and Assistant Dean

The Department of Interdisciplinary Studies provides a diversity of educational experiences for students. From its self-designed major, allowing students to create their own educational program with the assistance of a group of faculty, to its minor in philosophy and its courses in economics, foreign languages, interdisciplinary studies, library sciences and literature, the department bridges the distance between and creates unique perspectives on the applied arts, the fine arts, the humanities, and the natural and social sciences. Through innovative and collaborative educational experiences, programs and courses in the Department of Interdisciplinary Studies serve as supplements and additions to discipline-specific majors, often involving in-depth coverage of two or more areas. They are designed to provide knowledge, skills and experiences not normally given in other courses, and frequently employ team-teaching strategies to enhance their interdisciplinary perspectives.

The Interdisciplinary Studies major is intended for students seeking a unique, hand-crafted university education. In consultation with the Dean and a team of faculty from across the university, students create a self-designed program combining two or more disciplines, ending with a synthetic senior thesis that demonstrates their learning. Built around a core of courses introducing them to interdisciplinary theory and research, the major offers opportunities for students to bring together such diverse disciplines as business and architecture, communication and politics, or art history and interior architecture. The major suits students who have interests that lie between or outside the scope of our academic majors but has strong relationships with those majors. This interest also may be related to a curriculum that supports the majors, such as art history, literature, or writing, but for which we do not currently offer a major program. In the Interdisciplinary Studies Self-Designed Major, students work with three faculty members serving in the role of faculty advisors/mentors to design an in-depth study that requires knowledge of or skills in multiple disciplines.

Additionally, the department offers a variety of courses and programs in support of the general education goals of the university. They are rooted in a strong group of interdisciplinary courses that approach history, literature, philosophy and politics from a thematic perspective examining Journeys, Natures, Conflicts, and Knowledges. From the fundamentals of economics, where students learn about labor markets, supply and demand dynamics and government fiscal policies, to initial foreign language study in Chinese, French or Japanese, the department's courses prepare students for the global-

PROGRAM LEARNING OUTCOMES

Learning outcomes express the kinds of things (abilities, knowledges, and values) that students can expect to be taught and to learn in the Interdisciplinary Studies program and its courses. At the end of their course of study, students will be able to:

- 1) Practice textual analysis, placing ideas in context while transcending the written word through reading texts writ large in oral presentations and written work
- 2) Practice textual analysis, creating a sense of play, exploring different possibilities, and assuming nothing in oral presentations and written work
- 3) Acquire the multiple analytical and interpretative skills that come along with experience in different disciplines, demonstrating them through oral presentations and written work
- 4) Develop the breadth of knowledge and experience that leads to a sense of social and personal responsibility and civility as evidenced in their choice and execution of research projects
- 5) Demonstrate the ability to take initiative in crossing boundaries while developing integrative research projects
- 6) Create innovative approaches to multifaceted situations through critical thinking and inquiry in oral presentations and written work
- 7) Solve problems too complex to be dealt with the knowledge and tools of a single discipline through individual and group research projects

Interdisciplinary Studies (B.A. or B.S.)

MISSION

Connecting students and faculty in the exploration and analysis of issues and topics that both integrate and transcend differing disciplinary perspectives and methods.

ized world of today. In the study of literary and philosophical works, students are grounded in the humanistic values and questions important to understanding the diverse perspectives and cultures in which they live. In all, students practice interpretative, critical and analytical skills while challenging traditional boundaries and structures.

FACULTY

The faculty of the Department of Interdisciplinary Studies is incredibly diverse, not only in their education and backgrounds, but in their approach to student learning and academic scholarship. As the principal stewards of the program, they are responsible for creating and improving the educational experiences of all of the program's students. They serve as mentors and advisors, providing personal and on-going direction for students, whether they are majors, minors or taking an individual course. Faculty also work collegially and collaboratively with each other as well as faculty members across the university (and outside the university as well) in order to keep abreast of recent developments in their fields and establish opportunities for inter- and transdisciplinary research and course development.

Coordinator

Will McConnell, PhD, Department Coordinator and Assistant Dean
 B.A., Saint Mary's University, Nova Scotia; M.A., University of Western Ontario; Ph.D.,
 McMaster University, Ontario

Full-time Faculty

Douglas J. Cremer, Professor, History, Interdisciplinary Studies
 B.A., M.A., University of California, Riverside; Ph.D., University of California, San Diego.
 Elisabeth Sandberg, Professor, English, Interdisciplinary Studies
 Cand. Mag., Cand. Phil., University of Oslo, Norway; Ph.D., University of Massachusetts,
 Amherst

Participating Adjunct Faculty

Jeannette "Cookie" Fischer, Participating Adjunct Professor, Interdisciplinary Studies
 B.A., Pomona College

Adjunct Faculty

Vivian Terr, JD, Participating Adjunct Professor, Interdisciplinary Studies and Politics & History
 B.A., Occidental College; J.D., Columbia University

CURRICULUM SUMMARY

Leading to the Bachelor of Arts or Bachelor of Science Degree	Units
Major (M)	45 (BA) or 60 (BS)
General education (GE)	45
Unrestricted electives (UE)	30 (BA) or 15 (BS)
Minimum semester hours required	120

For the major in Interdisciplinary Studies, students must accumulate 120 Credit Units to grad-

uate, whether the designed program will result in a Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) degree in Interdisciplinary Studies. All Interdisciplinary Studies Self-Designed Major students must meet all of Woodbury University's General Education and Residency requirements.

The student begins with an initial interview with the Dean of the Institute of Transdisciplinary Studies to ascertain the suitability of the student's aspirations for the program. If the potential for undertaking an IS degree is found, the student begins by enrolling in INDS 200, Introduction to Interdisciplinary Studies, where she or he begins developing the contract for the major under the Dean's supervision, exploring the meaning of interdisciplinarity, discussing the student's purposes and goals, deciding on appropriate learning outcomes, and selecting the student's faculty mentors.

The INDS 200 course and the development of the major contract last either fifteen or seven weeks, depending on the student and the Dean's decision. A new student (or newly transferred student) is registered in the major and begins with general education courses while defining the major. A student changing majors within Woodbury formally maintains her or his current major for the semester (with some possible adjustment, if possible, of courses taken in light of the potential Interdisciplinary Studies degree) during the contract process. It is highly recommended that students take as many of the INDS 100-level courses as they can as these serve as a great introduction to the theory and practice of interdisciplinarity. Additionally, if the student is on academic probation, he or she must meet the criteria for being in good standing before completing the change of major.

During the INDS 200 course and the contract process, the student and Dean discuss the possible faculty members to be selected as the student's Self-Designed Major Review Committee (SMRC). The student meets each potential member, discussing with her or him the student's ideas and plans for the degree. With the Dean, the student begins writing the Proposal for Self-Designed Curriculum and finalizes the choice the members of the SMRC. At least one of the three members of the SMRC must be a full-time member of the faculty. These members, once they agree to serve, also provide feedback on the student's proposal.

The student, the SMRC and the Dean formally meet to review and approve an individualized curriculum contract and plan of study that includes a title for the curriculum and a tentative timeline for completing that curriculum:

- 1) The curriculum must involve at least two disciplines and the work in each discipline must be equivalent to a minor in each (15 credit units each; see the sections on academic minors for details of the relevant minor).
- 2) All students must complete at least one-year under the new contract, making the minimum time from first contact to completion two years or three semesters plus a summer term.
- 3) The committee shall assess the educational fitness of plans of self-designed majors proposed by students in the program as well as any modifications to that plan of study.

The SMRC members, in consultation with other faculty and chairs as necessary, must approve the final proposal. When approved by the Dean of the Institute of Transdisciplinary Studies, the student forwards the proposal to the Registrar's Office and files a petition for change of major along with the proposal. The approved proposal serves as the contract for the student's plan of

study. Amendments and modifications to the plan may be made following the same procedure as the initial approval.

All contracts must include and all students must complete five INDS courses, INDS 200, Introduction to Interdisciplinary Studies (above); INDS 350, Interdisciplinary Research; and INDS 490, Internship. The final two courses are part of a year-long capstone project: INDS 491, Senior Thesis: Preparation; and INDS 492, Senior Thesis: Execution. Major courses must come from at least two areas of the curriculum equivalent to a minor (15 Credit Units) in each area. A minimum of 27 Credit Units must be taken at the 300 or 400 level; at least 9 of those Credit Units must be taken at the 400 level or above.

SUGGESTED SEQUENCE OF COURSES

FIRST YEAR

Fall Semester

-	-	Art history	3	GE
-	-	Social science (INDS 101 recommended)	3	GE
WRIT	111	Academic Writing I	3	GE
PPDV	100	Orientation	1	-
-	-	Unrestricted elective	3	UE

Spring Semester

-	-	Humanities (INDS 102 recommended)	3	GE
-	-	Social science	3	GE
COMM	120	Public Speaking	3	GE
WRIT	112	Academic Writing II	3	GE
LSCI	105	Information Theory	1	-
-	-	Unrestricted elective	3	UE

SECOND YEAR

Fall Semester

INDS	200	Introduction to Interdisciplinary Studies	3	M
-	-	Biological Science *	3	GE
-	-	Social science (INDS 103 recommended)	3	GE
-	-	Unrestricted elective	3	UE
-	-	Unrestricted elective	3	UE

Spring Semester

-	-	Mathematics	3	GE
-	-	Art History or Humanities (INDS 104 recommended)	3	GE
-	-	Physical science *	3	GE
-	-	Major Area 1 course	3	M
-	-	Major Area 2 course	3	M

THIRD YEAR

Fall Semester

INDS	350	Interdisciplinary Research	3	M
-	-	Major Area 1 course	3	M
-	-	Major area 2 course	3	M
-	-	General education elective	3	GE
-	3xx	General education elective	3	GE

Spring Semester

-	3xx	Major Area 1 course	3	M
-	3xx	Major Area 2 course	3	M
-	3xx	General education elective	3	GE
-	-	Unrestricted elective†	3	UE
-	-	Unrestricted elective†	3	UE

FOURTH YEAR

Fall Semester

-	3xx	Major Area 1 course	3	M
-	3xx	Major Area 2 course	3	M
INDS	491	Senior Thesis: Preparation	3	M
INDS	490	Internship	4	M
-	-	Unrestricted elective†	3	UE

Spring Semester

-	3xx	Major Area 1 course	3	M
-	3xx	Major Area 2 course	3	M
INDS	492	Senior Thesis: Execution	3	M
-	-	Unrestricted elective†	3	UE
-	-	Unrestricted elective†	3	UE

* One of the science courses must have a lab component.

† These unrestricted electives must be Major Area 1 or 2 courses for the B.S. degree

ASSESSMENT PROCESS

In order to assure the quality of student learning, the department's faculty regularly review the collective work of students over time. Students' research papers, exams, evaluations of presentations, internship reports and senior theses are archived for review purposes. Each year an assessment report is written for faculty to use in creating adjustments and improvements to the program, its courses and the students' overall learning.

For the purposes of assessment, the overall curriculum has been broken down into five distinct parts:

- 1) The introductory interdisciplinary courses (INDS 101, 102, 103 and 104) and outcomes 1-3 and 6 are assessed in 2009 and again in 2015
- 2) The introductory information theory (LSCI 105) and foreign language courses (CHIN 110, FREN 110 and 113, JAPN 110 and 113) and outcomes 1-3 and 6 are assessed in 2010 and 2016
- 3) The 200-level courses (ECON 200, 202, and 203, LITR 206, PHIL 201 and 210) and outcomes 1-4 and 6 are assessed in 2011 and 2017
- 4) The upper-division seminars (INDS 322, 327 and 330, LITR 330, PHIL 310, 311, 312, and 314) and outcomes 1-7 are assessed in 2012 and 2018
- 5) The research core (INDS 200, 350, 491, 492) and internship (INDS 490) and outcomes 3-7 are assessed in 2013 and 2019
- 6) The overall program is reviewed and any special assessments are undertaken in 2014 and 2020

RESULTS OF LEARNING

The primary focus of the Interdisciplinary Studies program is on increasing students' analytical abilities, their knowledge of the world and their awareness of their own values and ambitions. The emphasis is on how students' learning is expressed in both written and oral arguments and in the organization and display of information, both qualitative and quantitative. Evidence of student learning in research papers and oral presentations, with particular emphasis on the senior thesis, is collected and reviewed by the department faculty on a regular basis in order to monitor the collective performance of the students in the program.

In the Interdisciplinary Studies major, the student's capstone project courses are conducted as directed studies, directed by at least two members of the SMRC and approved by all members of the SMRC. The first course, a reading course in preparation for the second, includes investigations into the relevant literature and resources and the development of a plan for the second course, one in which the student executes and performs the final cumulative work of the capstone. Both courses must demonstrate a balance between the student's chosen disciplines, include concrete objectives to be met (tied to student's major proposal objectives), include meetings and advising by individual review committee members, and require a midterm and final evaluation by the entire review committee. The evaluation reviews must be set up with at least one hour for presentation and discussion and a half-hour afterwards for student-faculty discussion.

SPECIAL LEARNING OPPORTUNITIES/REQUIREMENTS

Woodbury's Careers and Alumni Office offers a variety of programs, services and resources to assist students in exploring careers and securing internships. The staff works with students one-on-one to develop successful internship search strategies to help students connect with employers

through internship postings, resume collections, on/off-campus interview opportunities, alumni connections, and employer outreach in the US.

Internship

In order to reinforce the knowledge and skills acquired in the classroom, all students are required to complete a 3-unit practical internship of 120 hours at a site of their choosing relevant to their particular career and educational goals. The internship includes regular journals, evaluations, and a concluding reflective essay. Students may also fulfill the internship requirement by attending American University's "Semester in Washington Program" in the nation's capitol, serving in one of over two-thousand internship sites in Congress, the White House, and numerous federal agencies.

Study Abroad

There are several options available for students interested in study abroad. In the summer, the university sponsors different programs for single course study in such countries as China, France, Germany, and Spain. Check each fall for opportunities available as they change regularly. During the academic year, students may apply for a variety of programs offered through other universities to participate in their educational activities. The department chair and faculty will assist in developing a plan and exploring options.

COMPUTER LITERACY REQUIREMENTS

Interdisciplinary Studies majors demonstrate the required computer skills suitable to their program through the successful completion of the requirements for the degree and the use of those skills in their capstone project. Basic skills in word-processing, e-mail communications and Internet research are required of all majors and accomplished through completion of the Academic Writing program (WRIT 112, Academic Writing II). Spreadsheet skills for those integrating business into their programs are accomplished through the course in statistics (MATH 226, Business Statistics). All capstone projects must demonstrate fluency with these areas in the course of preparation.

STUDENT COMPUTER and OTHER EQUIPMENT REQUIREMENTS

Students are required to have a computer with word processing, spreadsheet, internet and e-mail capabilities. The department's recommended software package is the Microsoft Office Suite 2007 for either PC or MAC.

COURSES

INDS 101 **Journeys** 3 units
The causes and effects of physical and spiritual journeys, human migrations and how the movements of individuals and populations have been understood in differing cultures and eras. Lecture. Prerequisite: none.

INDS 102 **Natures** 3 units
The various ways the natural world and human relations to or within that world have been characterized and constructed in different contexts and communities. Lecture. Prerequisite: none.

- INDS 103 **Conflicts** 3 units.
The sources and consequences of war, conquests and clashes in the political, social and cultural spheres as expressed in historical, analytical and literary sources. Lecture. Prerequisite: none.
- INDS 104 **Knowledges** 3 units
The ways in which opinions and beliefs, knowledges and certainties have been constructed and communicated over time, including experiential, narrative and analytical sources. Lecture. Prerequisite: none.
- INDS 200 **Introduction to Interdisciplinary Studies** 3 units
An introduction to the concepts and methods of interdisciplinary studies, including approaches to integrating two distinct disciplines and applying insights from one to the other and vice versa. Serves as first course in the Interdisciplinary Studies major as well as an introduction for those generally interested in integrative, interdisciplinary learning. Seminar. Prerequisite: WRIT 111 Academic Writing I.
- INDS 299, 399, 499 **Independent Study** 1-6 units
Individual investigation in a field of special interest chosen by the student with the approval of the dean. Regular, periodic meetings with the department chair or an assigned faculty member are required. Thirty hours required for each unit of credit. Prerequisite: Consent of the dean.
- INDS 322 **Music and Literature**
Examines the relationship between the music and the literary texts that have inspired songs, operas, ballets, symphonies, and suites. Writings of and about music and musicians and writings using musical structure are also treated. Lecture. Prerequisites: LSCI 105; WRIT 112; COMM 120; and one of either INDS 1xx, OR LITR 206
- INDS 327 **Film and Literature** 3 units
An analysis of literature and films and possible relationships between these two art forms. Lecture. Prerequisites: LSCI 105; WRIT 112; COMM 120; and one of either INDS 1xx, LITR 206, or ARTH 2xx.
- INDS 350 **Interdisciplinary Research**
An introduction to the essentials of interdisciplinary research, including approaches to integrating two distinct disciplines and applying insights from one to the other and vice versa. Serves as second course in the Interdisciplinary Studies major as well as an introduction for those generally interested in integrative, interdisciplinary research. Prerequisites INDS 200; LSCI 105; WRIT 112, COMM 120.
- INDS 370 **Topics in Interdisciplinary Studies** 3 units
Focuses on various areas of interest that are best studied with an interdisciplinary approach. Seminar. Prerequisites: WRIT 112; COMM 120; and at least one other course specific to the topic of the course.
- INDS 490 **Internship** 3-4 units
Students obtain practical, on-the-job training in a setting related to their career and educational goals. Work experience is complemented by an academic requirement and periodic meetings with student's on-campus internship advisor. Serves as the third course in the Interdisciplinary Studies major. Internship contract required by Registrar. Thirty hours per unit credit. Prerequisite: Senior standing, Interdisciplinary Studies majors only.
- INDS 491 **Senior Thesis: Preparation** 3-4 units
A student designed interdisciplinary research seminar that integrates two distinct disciplines and applies the insights from one to the other and vice versa. Serves as the fourth course in the Interdisciplinary Studies major. Seminar. Prerequisite: INDS 350.
- INDS 492 **Senior Thesis: Execution** 3-4 units
The continuation of a student designed interdisciplinary research seminar that integrates two distinct disciplines and applies the insights from one to the other and vice versa. Serves as the final course in the Interdisciplinary Studies major. Seminar. Prerequisite: INDS 491.

Politics and History (B.A.)

MISSION

To create a transdisciplinary approach to the study of politics and history with a global perspective.

PROGRAM LEARNING OUTCOMES

Learning outcomes express the kinds of things (abilities, knowledges, and values) that students can expect to be taught and to learn in the Politics and History program and its courses. At the end of their course of study, students will be able to:

- 1) Analyze political situations clearly and convincingly with one or more different political ideologies and theories in oral presentations and written work
- 2) Apply different historiographical approaches to historical analysis clearly and convincingly in oral presentations and written work
- 3) Demonstrate significant global awareness of multiple cultural, historical and political traditions in the modern world in oral presentations and written work
- 4) Demonstrate significant knowledge relevant to international conflicts, diplomacy and organizations in oral presentations and written work
- 5) Discuss intelligently the philosophical and historical origins of Western political and legal traditions in oral presentations and written work
- 6) Discuss intelligently the role of other social science disciplines in the analysis of political and historical situations in oral presentations and written work
- 7) Develop basic research designs, including hypotheses, analysis, use of primary and secondary sources, and qualitative and quantitative reasoning
- 8) Clarify her or his political philosophy in light of historical knowledge and theoretical perspectives in an intelligent and convincing manner
- 9) Clarify his or her career goals relevant to the study and application of political and historical knowledge and analysis in an intelligent and convincing manner

Emerald Archer, PhD, Chair

The Department of Politics and History is an exciting interdisciplinary combination of two traditional disciplines. It brings together the strengths of political analysis and historical narrative in a way that introduces students to the complexities of decision-making, the diversity of ideologies, and the ebb and flow of historical change. We believe that the study of history and politics properly concerns every aspect of human activity, both past and present. Our focus in the major, therefore, is less on memorizing specific events and persons than on exploring the various ways that cultural practices, economic structures, and social organizations influence the 21st century. Students are encouraged to use a variety of sources, political and social documents. Modeling their faculty, students learn to articulate and clarify the multiple causes and consequences of global political developments over the past 250 years. Moreover, faculty members are encouraged to use a variety of methods: readings, lectures, discussions, projects, and independent studies to develop students' analytical skills, historical knowledge and political acumen.

The curriculum is shaped by a unique interdisciplinary core in the first two years that introduces the major, blending studies of politics and history with those of literature and philosophy. Upper-division seminars, which are generally offered on a rotating two-year cycle, focus on such interdisciplinary topics as war and revolution, civil rights and globalization, and political theory and law, among others. The seminars are supported and brought together by a research sequence introducing students to historiographical and political methodologies, developing their advanced research skills, and writing a senior thesis over a year-long pair of courses culminating in an individual research project that is presented publicly to students and faculty.

The major is also a part of a program of law school preparation, leading to graduate education for a career in the legal field. Students are also well prepared for admission to graduate education in political science, international affairs, or history as well as careers in government service at the local, state or national level, and non-profit organizations. Politics and history alumni have received graduate degrees in history, law, public administration, education, business administration and organizational leadership and are serving as elected city officials, lawyers, professors, business owners and teachers.

FACULTY

Faculty in the department of Politics and History are the principal stewards of the program, responsible for creating and improving the educational experiences of all of the program's students. They serve as mentors and advisors, providing personal and on-going direction for students, whether they are majors, minors or taking an individual course. Faculty also work collegially and collaboratively with each other as well as faculty members across the university (and outside the university as well) in order to keep abreast of recent developments in their fields and establish opportunities for inter- and transdisciplinary research and course development.

Chair

Emerald Archer, Assistant Professor, Politics
 B.A., University of Puget Sound; M.A., Ph.D., University of California, Santa Barbara

Full-time Faculty

Douglas J. Cremer, Professor and Dean, History and Interdisciplinary Studies
 B.A., M.A., University of California, Riverside; Ph.D., University of California, San Diego

Participating Adjunct Faculty

Vivian Terr, JD, Participating Adjunct Professor, Interdisciplinary Studies and Politics & History
 B.A., Occidental College; J.D., Columbia University

Adjunct Faculty

Sebastian Zacharia, Adjunct Professor, Politics
 M.A., Madras University

CURRICULUM SUMMARY

Leading to the Bachelor of Arts Degree	Units
Major (M)	52
General education (GE)	45
Unrestricted electives (UE)	23
Minimum semester hours required	120

SUGGESTED SEQUENCE OF REQUIRED COURSES

FIRST YEAR

Fall Semester

INDS	1xx	Interdisciplinary Core	3	M
PPDV	100	Orientation	1	~
-	xxx	Social science	3	GE
WRIT	111	Academic Writing I	3	GE
-	-	Unrestricted elective	3	UE

Spring Semester

INDS	1xx	Interdisciplinary Core	3	M
-	xxx	Social science	3	GE

COMM	120	Public Speaking	3	GE
WRIT	112	Academic Writing II	3	GE
LSCI	105	Information Theory	1	~
-	-	Unrestricted elective	3	UE

SECOND YEAR

Fall Semester

INDS	1xx	Interdisciplinary Core	3	M
BIOL	-	Biological Science *	3	GE
-	xxx	Social science	3	GE
-	xxx	Art history	3	GE
-	-	Mathematics	3	GE

Spring Semester

INDS	1xx	Interdisciplinary Core	3	M
PSYC	221	Statistics for the Behavioral Science	4	M
POHI	221	Introduction to Political and Historical Research	3	M
PHYS	-	Physical science *	3	GE
-	xxx	Humanities	3	GE

THIRD YEAR

Fall Semester

POHI	3xx	Major elective 1	3	M
POHI	3xx	Major elective 2	3	M
-	Xxx	Art History or Humanities	3	GE
-	-	General education elective	3	GE
-	-	Unrestricted elective	3	UE

Spring Semester

POHI	3xx	Major elective 3	3	M
POHI	3xx	Major elective 4	3	M
-	3xx	General education elective	3	GE
-	-	Unrestricted elective	3	UE
-	-	Unrestricted elective	3	UE

FOURTH YEAR

Fall Semester

POHI	3xx	Major elective 5	3	M
POHI	3xx	Major elective 6	3	M
POHI	400	Advanced Research Methods	3	M
POHI	490	Internship	3	M
-	3xx	General education elective	3	GE

Spring Semester

POHI	3xx	Major elective 7	3	M
POHI	3xx	Major elective 8	3	M

POHI	401	Senior Thesis	3	M
-	-	Unrestricted elective	3	UE
-	-	Unrestricted elective	3	UE

* One of the science courses must have a lab component.

POLITICS & HISTORY ELECTIVES

Students must complete eight courses from the following:

POHI	321	International Wars
POHI	322	Civil Wars
POHI	323	Genocides
POHI	324	AIDS and Epidemics
POHI	325	Modern Revolutions
POHI	326	Terrorism
POHI	327	Classic Civil Rights Movements
POHI	328	Contemporary Civil Rights Movements
POHI	331	Classic Political Theory
POHI	332	Contemporary Political Theory
POHI	333	Globalization
POHI	334	Postmodernism
POHI	335	Migration and Colonization
POHI	336	Liberation and Decolonization
POHI	337	United States Constitutional Law
POHI	338	International Law and Organizations
POHI	370	Topics in Political Science

ASSESSMENT PROCESS

In order to assure the quality of student learning, the department's faculty regularly review the collective work of students over time. Students' research papers, exams, evaluations of presentations, internship reports and senior theses are archived for review purposes. Each year an assessment report is written for faculty to use in creating adjustments and improvements to the program, its courses and the students' overall learning.

For the purposes of assessment, the overall curriculum has been broken down into five distinct parts:

- 7) The introductory interdisciplinary courses (INDS 101, 102, 103 and 104) and outcomes 1-6 are assessed in 2009 and again in 2015
- 8) The upper-division seminars (POHI 32x) and outcomes 1-6 are assessed in 2010 and 2016
- 9) The upper-division seminars (POHI 33x) and outcomes 1-6 are assessed in 2011 and 2017
- 10) The upper-division seminars (POHI 3xx) and outcome 7 are assessed in 2012 and 2018
- 11) The research core (POHI 221, 400, senior thesis (POHI 401) and internship (POHI 490) and outcomes 1-2 and 7-9 are assessed in 2013 and 2019
- 12) The overall program is reviewed and any special assessments are undertaken in 2014 and 2020

RESULTS OF LEARNING

The primary focus of the Politics and History program is on increasing students' analytical abili-

ties, their knowledge of the world and their awareness of their own values and ambitions. The emphasis is on how students' learning is expressed in both written and oral arguments and in the organization and display of information, both qualitative and quantitative. Evidence of student learning in research papers and oral presentations, with particular emphasis on the senior thesis, is collected and reviewed by the department faculty on a regular basis in order to monitor the collective performance of the students in the program.

SPECIAL LEARNING OPPORTUNITIES/REQUIREMENTS

Woodbury's Careers and Alumni Office offers a variety of programs, services and resources to assist students in exploring careers and securing internships. The staff works with students one-on-one to develop successful internship search strategies to help students connect with employers through internship postings, resume collections, on/off-campus interview opportunities, alumni connections, and employer outreach in the US.

Internship

In order to reinforce the knowledge and skills acquired in the classroom, all students are required to complete a 3-unit practical internship of 120 hours at a site of their choosing. Internship possibilities include political campaigns, historical museums, historic preservation agencies, law enforcement agencies, or other government offices, among others. The internship includes regular journals, evaluations, and a concluding reflective essay. Students may also fulfill the internship requirement by attending American University's "Semester in Washington Program" in the nation's capitol, serving in one of over two-thousand internship sites in Congress, the White House, and numerous federal agencies.

Study Abroad

There are several options available for students interested in study abroad. In the summer, the university sponsors different programs for single course study in such countries as China, France, Germany, and Spain. Check each fall for opportunities available as they change regularly. During the academic year, students may apply for a variety of programs offered through other universities to participate in their educational activities. The department chair and faculty will assist in developing a plan and exploring options.

COMPUTER LITERACY REQUIREMENTS

Politics and History majors demonstrate the required computer skills suitable to their program through the successful completion of the requirements for the degree and the use of those skills in their capstone project. Basic skills in word-processing, e-mail communications and Internet research are required of all majors and accomplished through completion of the Academic Writing program (WRIT 112, Academic Writing II). Spreadsheet skills are accomplished through the course in statistics (PSYC 221, Statistics for the Behavioral Sciences). All capstone projects must demonstrate fluency with these four areas in the course of preparation.

STUDENT COMPUTER and OTHER EQUIPMENT REQUIREMENTS

Students are required to have a computer with word processing, spreadsheet, internet and e-mail capabilities. The department's recommended software package is the Microsoft Office Suite

2007 for either PC of MAC.

MINOR REQUIREMENTS

For the Minor in Politics and History, select 2 from the following courses:

INDS 101	Journeys 3 units
INDS 102	Natures 3 units
INDS 103	Conflicts 3 units
INDS 104	Knowledges 3 units
POHI 221	Introduction to Political and Historical Research
POHI 270	Topics in Politics and History

Select 3 from the following courses:

POHI 321	International Wars
POHI 322	Civil Wars
POHI 323	Genocides
POHI 324	AIDS and Epidemics
POHI 325	Modern Revolutions
POHI 326	Terrorism
POHI 327	Classic Civil Rights Movements
POHI 328	Contemporary Civil Rights Movements
POHI 331	Classic Political Theory
POHI 332	Contemporary Political Theory
POHI 333	Globalization
POHI 334	Postmodernism
POHI 335	Migration and Colonization
POHI 336	Liberation and Decolonization
POHI 337	United States Constitutional Law
POHI 338	International Law and Organizations
POHI 370	Topics in Politics and History

Minimum unit requirement: 15 units

COURSES

POHI 221	Introduction to Political and Historical Research	3 units
This seminar, serving as a transition to upper-division work, prepares students for systematic investigations into issues and ideas relevant to the study of politics and history. Topics in American and world history and politics not covered in the interdisciplinary core (Journeys, Natures, Conflicts, and Knowledges) are also addressed. Seminar. Prerequisites: WRIT 112, COMM 120, INDS 1xx.		
POHI 270	Topics in Politics and History	3 units
Specialized course that focuses on various issues of interest in politics and history. Seminar. Prerequisites: WRIT 112, COMM 120, INDS 1xx.		

POHI 321	International Wars	3 units
This seminar explores the origins, course and consequences of modern international conflicts in a variety of settings, including analyses of political and social ideologies and conflicting international alliances and groupings. Topics include such classic struggles as the Napoleonic Wars, the First and Second World Wars, and proxy wars of the Cold War, as well as contemporary international wars in Latin America, Africa and Asia. Seminar. Prerequisites: LSCI 105, WRIT 112, COMM 120, INDS 1xx.		

POHI 322	Civil Wars	3 units
This seminar explores the origins, course and consequences of modern internecine conflicts in a variety of settings, including analyses of political and social ideologies and conflicting internal alliances and groupings. Topics include such classic struggles as the American, Russian and Chinese Civil Wars as well as contemporary civil wars in Latin America, Africa and Asia. Seminar. Prerequisites: LSCI 105, WRIT 112, COMM 120, INDS 1xx.		

POHI 323	Genocides	3 units
This seminar delves into the intentional attempts by organized groups, from state authorities to local political leaders, to destroy, in whole or in part, the members of a particular national, ethnic, religious or racial group. Topics include the debates concerning the meaning of the term genocide itself and its political uses and abuses, as well as modern examples ranging from the Holocaust to Rwanda and the former Yugoslavia. Seminar. Prerequisites: LSCI 105, WRIT 112, COMM 120, INDS 1xx.		

POHI 324	AIDS and Epidemics	3 units
This seminar examines the complex social, political and historical reaction to disease and epidemics through a close analysis of procedures, theories, and outcomes adopted in the face of global pandemics such as influenza, cholera, malaria and HIV/AIDS. Topics to be covered include disease transmission, sexually transmitted diseases, quarantines, stigmatization, attribution, and the effects of race, class and gender on the perception of disease. Seminar. Prerequisites: LSCI 105, WRIT 112, COMM 120, INDS 1xx.		

POHI 325	Modern Revolutions	3 units
This seminar examines the social, cultural, and political revolutions of Europe and Asia in the twentieth century, using the eighteenth-century French revolution as a model. Taking as a starting point the analytical language of bourgeois, proletarian, and peasant revolutions, a critical and comparative approach to the Russian and Chinese revolutions is used to illuminate revolutions in several other nations. Seminar. Prerequisites: LSCI 105, WRIT 112, COMM 120, INDS 1xx.		

POHI 326	Terrorism	3 units
This seminar analyzes the historical and political components of terrorism through an examination of significant readings focusing on diverse theoretical perspectives. Terrorism as a regional as well as a global phenomenon is examined through its relationship to political ideologies, religious fundamentalisms, criminal activity, and state sponsorship. Seminar. Prerequisites: LSCI 105, WRIT 112, COMM 120, INDS 1xx.		

POHI 327 Classic Civil Rights Movements 3 units

This seminar examines the strategies, language and politics of several attempts to extend rights and liberties to disenfranchised members of western societies. Topics include female suffrage, union and immigrant rights, minority voting rights, student and youth rights, intermarriage, as well as rights to free access and equal accommodations. Seminar. Prerequisites: LSCI 105, WRIT 112, COMM 120, INDS 1xx.

POHI 328 Contemporary Civil Rights Movements 3 units

This seminar explores the continuing demand of disenfranchised members of global societies for power and equality. International strategies, the use of mass communication media, and the construction of political discourse are examined through the struggles of indigenous, internally colonized peoples, women in patriarchal societies, and lesbian and gay women and men, among others. Seminar. Prerequisites: LSCI 105, WRIT 112, COMM 120, INDS 1xx.

POHI 331 Classic Political Theory 3 units

This seminar develops themes such as the legitimacy of ruling authority, the administration of justice, the role of freedom and constraint, and the relationship between individual and communal rights and responsibilities. Readings are drawn from authors ranging from Plato to Karl Marx, from Niccolò Machiavelli to John Stuart Mill. Seminar. Prerequisites: LSCI 105, WRIT 112, COMM 120, INDS 1xx.

POHI 332 Contemporary Political Theory 3 units

This seminar is a comparative examination of the theoretical bases of global political systems, including ideologies originating in Asia, Africa, and Latin America, as well as Europe and the United States after the Second World War. Topics include the relationship between the state and the economy, the role of non-governmental organizations in the extension of state power, and the use and abuse of mass mobilization among others. Seminar. Prerequisites: LSCI 105, WRIT 112, COMM 120, INDS 1xx.

POHI 333 Globalization 3 units

This seminar examines the contemporary development of transnational movement, trade, politics and communication on a world-wide scale. Topics discussed range from the development of global organizations such as the International Monetary Fund and the World Trade Organization to the emergence of global consumer culture, urbanization patterns and economic dependencies. Seminar. Prerequisites: LSCI 105, WRIT 112, COMM 120, INDS 1xx.

POHI 334 Postmodernism 3 units

This seminar analyzes the multi-faceted contemporary theory of postmodernism, questioning and examining the alleged shift away from modernity's emphasis on the subject, its universalizing tendencies and its binary modes of thought. The topic is explored through studying such post-modern strategies as paradox, ambiguity, pastiche, and indeterminacy. Seminar. Prerequisites: LSCI 105, WRIT 112, COMM 120, INDS 1xx.

POHI 335 Migration and Colonization 3 units

This seminar looks at the historic patterns of human migration as well as the political, economic

and military sources of population movement and political domination. Topics include the causes and consequences of national displacement and diaspora, the rule of colonial elites and their sources of power, and the abuses of indigenous and immigrant peoples, among others. Seminar. Prerequisites: LSCI 105, WRIT 112, COMM 120, INDS 1xx.

POHI 336 Liberation and Decolonization 3 units

This seminar examines the complex problems of national identity in an era of wars of liberation and post-colonialism, looking at such topics as the African, Asian and Latin-American struggles for independence through the lenses of orientalism, subaltern studies, and post-national thought. Questions raised range from the dynamics of internal class and ethnic divisions in newly created states to the continuing relationship between former colonial powers and their former dependencies. Seminar. Prerequisites: LSCI 105, WRIT 112, COMM 120, INDS 1xx.

POHI 337 United States Constitutional Law 3 units

This seminar studies the historical development and contemporary function of constitutional law, defined as the interpretation and implementation of the US constitution, through the problematics of liberal democratic theory and the role of the judiciary as an actor in political life. Major cases in constitutional law, on such topics as the extent of judicial power, states rights, and equal protection, are examined. Seminar. Prerequisites: LSCI 105, WRIT 112, COMM 120, INDS 1xx.

POHI 338 International Law and Organizations 3 units

This seminar explores the development of the rules, principles and theories applied to conduct between nations and the embodiment of these ideas in various regional and worldwide associations that transcend international boundaries. From the beginnings of a law of nations and international treaties to the origins and expansion of the United Nations, the International Court of Justice, and the European Union, questions of the reach and limits of such bodies are discussed. Seminar. Prerequisites: LSCI 105, WRIT 112, COMM 120, INDS 1xx.

POHI 370 Topics in Politics and History 3 units

Specialized course that focuses on various issues of interest in politics and history. Seminar. Prerequisites: LSCI 105, WRIT 112, COMM 120, INDS 1xx.

POHI 299, 399, or 499

Individual investigation in a field of special interest chosen by the student with the approval of the dean. Regular, periodic meetings with the department chair or an assigned faculty member are required. Thirty hours required for each unit of credit. Prerequisite: Consent of the dean.

POHI 400 Advanced Research Methods 3 units

This seminar involves a discussion of significant historiographical and political science literature, from model exemplars to failed experiments, and methodologies, both quantitative and qualitative, in preparation for the writing of the senior thesis research paper. Seminar. Prerequisites: WRIT 112, COMM 120, INDS 1xx, POHI 221.

POHI 401 **Senior Thesis** 3 units

This topical seminar, which focuses on a particular problem in history and politics, integrates the methodological approach of each discipline in a comparative format. Students use individual and peer work to develop research topics and produce a significant research paper as their senior thesis that is publicly reviewed by the faculty of the department. Seminar. Prerequisites: WRIT 112, COMM 120, INDS 1xx, POHI 400.

POHI 490 **Internship**

Students obtain practical, on-the-job training in a setting of business, law, government agency or other organization. Work experience is complemented by an academic requirement and periodic meetings with student's on-campus internship advisor. Internship contract required by Registrar. Thirty hours per unit credit. Prerequisite: Senior standing, Politics and History majors only.

Supporting Programs in the Institute of Transdisciplinary Studies

Art History

Amy M. Pederson, PhD, Department Coordinator

The Department of Art History offers a distinct yet complementary program in relation to other departments, one that is committed to historical inquiry and critical analysis of art at all levels of learning. We explore and critique not only the mainstream of the artistic tradition, but the borders and edges of the realm, looking for ways that the study of art history interpenetrates and illuminates other discourses and disciplines.

Students will find that coursework in the minor and in the department overall engages more than historical discourse to include wide discussions and critical examinations of politics, society, and culture. Challenging and probing such distinctions as high and low art, manufactured and created works, and insider and outsider artists, students and faculty explore art within the confines of the gallery and outside the walls of the exhibit, examining the critical choices and pressures that result in some works being given the title of art, and some not.

The heart of the program in art history lies as much in reading and research as it does in the works of art themselves. History and theory, research and writing are at the core of these examinations, especially in the study of the modern era where mechanical reproduction and technological innovations challenged received notions of artistic creativity and production. Students who fulfill the requirements for the minor will receive a solid foundation in critical methodologies that will inform and enrich their major course of study, whatever that may be.

FACULTY

Faculty in the department of Art History are the principal stewards of the program, responsible for creating and improving the educational experiences of all of the program's students. They serve as mentors and advisors, providing personal and on-going direction for students, whether they are minors or taking an individual course. Faculty also work collegially and collaboratively with each other as well as faculty members across the university (and outside the university as well) in order to keep abreast of recent developments in their fields and establish opportunities for inter- and transdisciplinary research and course development.

Coordinator

Amy Marie Pederson, Assistant Professor, Art History
B.A. Hon., M.A., University of British Columbia; Ph.D., University of California Los Angeles

Adjunct Faculty

Saul Alvarez, Adjunct Professor, Art History
B.A., University of California Irvine; M.F.A., California Institute of the Arts

Brian Dick, Adjunct Professor, Art History
B.A., University of California Los Angeles; M.F.A., University of California San Diego
Ed Gomez, Adjunct Professor, Art History
B.A., Arizona State University; M.F.A., Otis College of Art and Design
Douglas Green, Adjunct Professor, Art History
B.A., University of California Riverside; M.F.A., University of California Irvine
Jason Keller, Adjunct Professor, Art History
B.F.A., Maryland Institute College of Art; M.F.A., University of California, Irvine
Paul Koudounaris, Adjunct Professor, Art History
M.A., Ph.D., University of California, Los Angeles

MISSION

To create a transformative educational program devoted to both the theory and practice of Art History.

STUDENT LEARNING OUTCOMES

Learning outcomes express the kinds of things (abilities, knowledges, and values) that students can expect to be taught and to learn in the Art History program and its courses. At the end of their course of study, students will be able to:

- 1) Explain how history corresponds to art and art to history in oral presentations and written work
- 2) Discuss different forms of art in an informed, analytical, and visually critical way in oral presentations and written work
- 3) Discuss the idea and effects of visual culture, particularly within the fields of media and design.
- 4) Evaluate works of art from different points of view, through their own analysis and the use of primary and secondary texts.
- 5) Contextualize twentieth-century art, in terms of historical, social, and political events and ideas in oral presentations and written work
- 6) Demonstrate a comprehension of the concept of Modernism and its legacy in this field in oral presentations and written work
- 7) Examine critically the relationship between theory and practice in twentieth-century art, and the interaction between the two, in oral presentations and written work
- 8) Evaluate the role of museums and galleries as part of the curatorial field in oral presentations and written work
- 9) Evaluate visual, theoretical and historical information through a first-hand study of works of art.
- 10) Demonstrate research and writing skills specific to the discipline of art history.
- 11) Use libraries, bibliographies, catalogues and periodicals in a scholarly fashion.

CURRICULUM SUMMARY

For the minor in Art History, select at least 2 courses from the following:

ARTH 202	History of Ancient Art
ARTH 204	History of Modern Art
ARTH 205	History of Contemporary Art
ARTH 211	History of Latin American Art
ARTH 270	Topics in Art History

And select at least 3 from the following:

ARTH 331	History of Modern Painting
ARTH 332	History of Photography
ARTH 333	History of Land Art
ARTH 334	Curatorial Studies
ARTH 335	History of Baroque Art
ARTH 336	Outsider Art
ARTH 370	Topics in Art History
ARTH 375	Field Experience

Minimum unit requirement: 15 units

ASSESSMENT PROCESS

In order to assure the quality of student learning, the department's faculty regularly review the collective work of students over time. Students' research papers, exams, evaluations of presentations, internship reports and senior theses are archived for review purposes. Each year an assessment report is written for faculty to use in creating adjustments and improvements to the program, its courses and the students' overall learning.

For the purposes of assessment, the overall curriculum has been broken down into five distinct parts:

- 13) The introductory Art History courses (ARTH 202, 204, 205 and 211) and outcomes 1-4 are assessed in 2009 and again in 2015
- 14) The introductory Art History courses (ARTH 202, 204, 205 and 211) and outcomes 5-8 are assessed in 2010 and again in 2016
- 15) The upper-division seminars (ARTH 331-336) and outcomes 1-4 are assessed in 2011 and 2017
- 16) The upper-division seminars (ARTH 331-336) and outcomes 5-8 are assessed in 2012 and 2018
- 17) All courses and outcomes 9-11 are assessed in 2013 and 2019
- 18) The overall program is reviewed and any special assessments are undertaken in 2014 and 2020

RESULTS OF LEARNING

The primary focus of the Art History program is on increasing students' analytical abilities, their knowledge of the world of art and their awareness of their own values and ambitions. The emphasis is on how students' learning is expressed in both written and oral arguments and in the organization and display of information, both qualitative and quantitative. Evidence of student learning in research papers and oral presentations is collected and reviewed by the

department faculty on a regular basis in order to monitor the collective performance of the students in the program.

STUDENT COMPUTER and OTHER EQUIPMENT REQUIREMENTS

Students are required to have a computer with word processing, spreadsheet, internet and e-mail capabilities. The department's recommended software package is the Microsoft Office Suite 2007 for either PC or MAC.

COURSES

ARTH 202 History of Ancient Art 3 units
A survey of architecture, painting, and sculpture from prehistoric times to the Romanesque period. Lecture. Prerequisite: none.

ARTH 204 History of Modern Art 3 units
A survey of architecture, painting, and sculpture from the mid-nineteenth century to the present. Lecture. Prerequisite: none.

ARTH 205 History of Contemporary Art 3 units
An exploration of the issues in contemporary art. Sculpture, painting, performance art, video, mixed media, and other forms from World War II until the present will be covered, with an emphasis on current trends in the art world. Lecture. Prerequisite: none.

ARTH 211 History of Latin American Art 3 units
A survey of the architecture, painting, and sculpture of Latin America from pre-Columbian times to the present. Lecture. Prerequisite: none.

ARTH 170, 270 Topics in Fine Arts 3 units
Topics focus on various areas of interest within fine arts. Lecture. Prerequisite: none.

ARTH 331 History of Modern Painting 3 units
Modern painting is designed to acquaint students with a fundamental understanding of the artistic, political, cultural and scientific developments that radically altered the look and the purpose of painting in the modern era. We will look at the movements and individuals within those movements who were in part responsible or participated in these revolutions known as Modernism. From Modernism students will look at the role of the Market and the idea Painting as Model within the "postmedium" world of Formalism. Seminar. Prerequisites: LSCI 105, WRIT 112, COMM 120, and ARTH 2xx.

ARTH 332 History of Photography 3 units
This course focuses on the history of photography from its beginnings in France and England, up until the present. We will look at images ranging from the pictorialist movement up and through postmodernism. The course will evaluate the medium of photography as a utilitarian commercial activity and as a culture-producing medium within the field of visual art and aesthetics. We will focus on photography's evolution against biographical, historical, economic

and social contexts. Films and slide shows will be used to articulate and/or emphasize specific points and ideas along the way. Seminar. Prerequisites: LSCI 105, WRIT 112, COMM 120, and ARTH 2xx.

ARTH 333 History of Land Art 3 units.

This course discusses the major artistic movements and ideas that surrounded the transition of artists leaving the white cube of the gallery for the earth as a return of the inside/outside distinction. The underpinnings of land art and its evolution out of minimalism and its reaction to modernism, as well as the transformation of the anti-aesthetic as it relates to anti-architecture, are focused on. Seminar. Prerequisites: LSCI 105, WRIT 112, COMM 120, and ARTH 2xx.

ARTH 334 Curatorial Studies 3 units

This seminar course will engage not just with the dominant systemic structures and discursive practices of art exhibitions, but also with the strategies of opposition that have been directed against them. Through a laboratory-based model of study, students will end up producing their own curatorial proposals, understanding and interrogating the politics of representation. Seminar. Prerequisites: LSCI 105, WRIT 112, COMM 120, and ARTH 2xx.

ARTH 335 History of Baroque Art 3 units

This class will consider late sixteenth- through seventeenth-century European Art within cultural, political, social contexts. The course will emphasize the effects of both the Protestant Reformation and Catholic Counter-Reformation on European visual culture to establish the religious contexts of key works of art. The biographies and oeuvres of major artists such as Caravaggio, Rembrandt, Poussin, Rubens, Velazquez, Bernini, Vermeer, and van Dyke will be studied in depth. Seminar. Prerequisites: LSCI 105, WRIT 112, COMM 120, and ARTH 2xx.

ARTH 336 History of Outsider Art 3 units

This course will conduct a comparative study of different aspects of “subcultural art” from different time periods and locations. The historical and political context of this work will be discussed and analyzed, as will its aesthetic foundations and legacies within “high” and “low” cultural forms. Seminar. Prerequisites: LSCI 105, WRIT 112, COMM 120, and ARTH 2xx.

ARTH 370 Topics in Fine Arts 3 units

Topics focus on various areas of interest within fine arts. Seminar. Prerequisites: LSCI 105, WRIT 112, COMM 120, and ARTH 2xx.

ARTH 375 Field Experience 3 units

Study in fine arts combined with travel to relevant sites. Both travel and study on campus are required. Seminar. Prerequisites: WRIT 112, COMM 120, and ARTH 2xx.

ARTH 299, 399, 499 Independent Study 3-6 units

Individual investigation in a field of special interest chosen by the student with the approval of the dean. Regular, periodic meetings with the department chair or an assigned faculty member are required. Thirty hours required for each unit of credit. Prerequisite: Consent of the dean.

ECONOMICS

Lower-level economics are liberal arts courses offered through the Institute for Transdisciplinary Studies in cooperation with the School of Business. E.B. Gendel, Professor, Economics, coordinates those offerings.

FACULTY

Full-time Faculty

E.B. Gendel, Professor, Economics

B.A., University of Connecticut; M.A., Ph.D., Boston University

Adjunct Faculty

Marco Perez-Mares, Adjunct Professor, Economics

B.Sc., Universidad de Monterrey, Mexico; M.A., University of California Los Angeles;

M.A., Claremont Graduate University

COURSES

ECON 200 Elementary Economics 3 units

Analysis of the contemporary American economic system. This course is a combination of macroeconomics and microeconomics. Topics include: inflation, unemployment, national income determination, money and banking, fiscal and monetary policies, theories of production and consumer choice, prices and outputs, monopoly and competition, wages and profits, international trade and finance. 3 units. Lecture. Prerequisite: none.

ECON 203 Macroeconomics 3 units

An introduction to macroeconomic analysis. Economic theory related to the determination of national income, inflation, unemployment, money and banking, government fiscal and monetary policies in offsetting economic fluctuations. Applications of macroeconomic theory, including its use in evaluating and forming public policy. Lecture. Prerequisite: MATH 149, Intermediate Algebra.

ECON 204 Microeconomics 3 units

An introduction to microeconomic analysis. Economic theory related to demand, marginal analysis, consumer behavior, costs and production, competitive and noncompetitive product markets, labor markets and welfare. Applications of microeconomic theory, including its use in evaluating and forming public policy. Lecture. Prerequisite: ECON 203, Macroeconomics.

FOREIGN LANGUAGES

All foreign language courses are offered through the Institute of Transdisciplinary Studies and are coordinated by the Dean.

FACULTY

Adjunct Faculty

Sachiko Ota, Adjunct Professor, Japanese

M.A., California State University, Northridge.

Yvonne Saalman, Adjunct Professor, Chinese

Dip. Ed., Victoria University, Wellington New Zealand

COURSES

CHIN 110 **Beginning Chinese I**

This course introduces basic spoken Mandarin Chinese (Putonghua), including fundamental elements of vocabulary and grammar, giving special attention to good pronunciation. It also introduces essentials of reading and writing, including basic calligraphy. Lecture. Prerequisite: None.

FREN 110 **Beginning French I**

3 units

A first course in French, emphasizing the active use of the language in class in addition to some basic elements of French culture. Present tense, negative and interrogative forms, dates, counting, time, and first group verbs will be covered. Lecture. Prerequisite: none.

FREN 113 **Beginning French II**

3 units

A further continuation of the beginning course in French, stressing basic conversation competence and exploration of some elements of French history. Future and past tenses will be covered. Lecture. Prerequisite: FREN 110, Beginning French I or permission of the instructor.

JAPN 110 **Beginning Japanese I**

3 units

The course introduces basic spoken Japanese, emphasizing fundamental elements of vocabulary and grammar, while giving special attention to good pronunciation. The Hiragana and Katakana syllabaries are also introduced. Lecture. Prerequisite: none.

JAPN 113 **Beginning Japanese II**

3 units

More advanced grammar elements, such as compound and complex sentences, are emphasized, as well as idiomatic expressions and levels of politeness. 100 more Kanji are introduced, and students will delve into aspects of Japanese culture. Lecture. Prerequisite: JAPN 110.

LIBRARY AND INFORMATION SCIENCE

Nedra Peterson, MA, Director of the Library

The library is your partner in learning, research, study, and teaching. Connecting scholars with information and related services, the library's faculty and staff provide the human element that helps guide scholars toward eventual self-sufficiency in effective and efficient research and development of critical evaluation skills for a lifetime. By providing access to targeted, worthy information resources for research and inspiration, the library supports the University's mission of excellence in the quality of the educational environment.

The library's physical spaces provide access to collections which encourage creativity and exploration in a technologically and aesthetically inviting environment. Comfortable lounge-type seating is arranged throughout the main building, inviting browsing of new books, newspapers, and a variety of popular magazines. To accommodate diverse study needs and learning styles, there are spaces for individual quiet study as well as group study areas. Desktop computer workstations are provided for general use, and wireless access to the internet is available throughout the library facility.

The library's growing collection includes approximately 65,000 books, 2000 videorecordings, 300 current print journal subscriptions, and access to 54 research databases. To complement the slide collection, over half a million digital images are licensed by the library through the ARTstor repository. Scholars locate and identify materials through the library's web-based information systems. The online catalog provides information about books, videos, periodicals, and other materials that comprise the library's collections at both the Burbank and San Diego campuses, including the item location and circulation status. Borrowers may access their library accounts through the catalog to renew items or place items on hold as well as to view outstanding materials. While continuing to develop and manage collections of traditional printed materials, Woodbury's Library also provides access to a number of digital resources through the library's website. These include electronic journals and magazines, e-books, reference sources, periodical indexes and abstracts. Access to the library's online catalog and research databases is available 24/7. Materials not owned by Woodbury Library may be requested through InterLibrary Loan, thus making the scholarly resources of the world available to the campus community.

A small architecture-specific library is maintained at the San Diego campus. Regardless of location, all Woodbury students, faculty, and staff have the same access to the Woodbury Library's electronic databases and catalog.

The Woodbury identification card is available through the library. Photos are taken in room L104 any time the library is open. The card is free, though if lost or damaged a replacement will cost \$5. Your Woodbury ID serves as your library card and meal card. Cards must be updated every semester at the library circulation desk.

Woodbury University Library's hours of operation vary throughout the year to accommodate the academic cycle. Current hours are always posted on the library's website <http://web3.woodbury.edu/library/index.html>, or call 818-252-5200.

MISSION

The Library is dedicated to enriching the life of the Woodbury community through the expansion of knowledge and creativity. We seek to build and preserve resource collections that meet

current and future curriculum, research, intellectual, creative and professional needs of the University. In pursuit of this mission the Library strives for excellence in the quality of programs, services and resources.

PROGRAM GOALS

- Collect, organize, preserve, and provide access to the record of human knowledge in an expanding range of print and digital media. Represent both discipline-focused and transdisciplinary information resources of quality in support of all areas of study and research.
- Further the evolution and development of library staff, programs and resources in anticipation of and responsive to trends and advances in library practices and technology.
- Teach information literacy as the foundation of communication in the academic environment and beyond. The ability to find, evaluate and use information effectively and ethically provides students with the means to communicate their visions.
- Provide an online environment that makes the discovery and access to library collections and programs transparent, and that streamlines and enhances the user experience.
- Promote the intellectual development of library users while advocating for academic integrity through the communication of economic, legal and social issues surrounding the access and ethical use of information in all formats.
- Optimize the use of library space to provide a variety of study, research, and cultural opportunities that enrich users' experiences and position the Library as the intellectual center of the campus.

FACULTY

Librarians play a vital role in educating Woodbury students. The library provides a dynamic instruction program to support students in achieving the most efficient and effective use of information resources and technologies. Course-related bibliographic instruction is provided by librarian subject specialists, and is available to any instructor for any class. Librarians teach LSCI 105 Information Theory and Practice, completion of which ensures that students meet the university's Information Literacy requirement. Professional reference and research assistance is available during all hours the library is open. Specialized in-depth research appointments may be made with subject specialist librarians. The library contributes to the lifelong learning of students by providing them with the skills to access and evaluate information throughout their lives.

Director

L. Nedra Peterson, Professor; Director, Library Services
BA, Portland State University; MA, University of Arizona

Full-time Faculty

Raida Gatten, Assistant Professor; Access Services Librarian

BS, Cleveland State University; MLIS, Kent State University

Barret Havens, Assistant Professor; Outreach Librarian

BA, University of Texas at Austin; MLIS, University of Texas at Austin

Jenny Rosenfeld, Assistant Professor; Systems Librarian

BA, Kenyon College; MLIS, San Jose State University

Participating Adjunct Faculty

Diane Zwemer, Coordinator, Library Instruction

BA, Occidental College; MLS, Syracuse University

Adjunct Reference Librarians

Eric Garcia, Reference Librarian

BA, Loyola Marymount University; MA, Pepperdine University; MLIS, San Jose State University

Karen Knotts, Reference Librarian

BA, University of Southern California; MLIS, San Jose State University

Howard Kovensky, Reference Librarian

BA, Rutgers University; MLIS, San Jose State University

Siobhan Sullivan, Reference Librarian

BA, University of California, Los Angeles; MS, Drexel University

Leena Waller, Reference Librarian

BA, California State University, Los Angeles; MLIS, San Jose State University

Susan Waterman, Reference Librarian

BA, University of Waterloo; MLS, University of Western Ontario; MA University of Waterloo

Staff

Elsie Aromin, Course Reserves Manager

Lita Fabiosa, Technical Services Coordinator

Kathleen Glover, Evening/Weekend Circulation Supervisor/Serials Manager

Janiene Langford, Public Services Coordinator

Arturo Medina, InterLibrary Loan and Stacks Manager

Marti Pike, Cataloger

STUDENT LEARNING OUTCOMES

Guided by the Information Literacy Competency Standards for Higher Education established by the Association of College and Research Libraries, the library provides courses, workshops, and individual point-of-use instruction to facilitate the achievement of the following outcomes:

- I. The student recognizes and utilizes the library's physical and virtual resources and services as an access point for the facilitation of learning.
- II. The student demonstrates a foundational understanding of research methods and resources appropriate for inquires both general and discipline specific.
- III. Using resources discovered through the research process, the student creates oral, physical, visual, and/or written works that advance understanding.
- IV. The student continues to build and practice information literacy skills and knowledge beyond LSCI 105, applying them in other courses and situations.
- V. The student applies skills and knowledge of effective and ethical research processes to real life issues and situations.

LIBRARY PERFORMANCE STANDARDS

Assessment of the performance of the library in the provision of resources and services that

support student learning is based on guidelines established in the Standards for Libraries in Higher Education as developed by the Association of College and Research Libraries, and addresses the following goals:

- 1) The Woodbury Library provides an environment that is conducive to study and learning.
- 2) The library promotes and maintains useful and effective services in support of the library's and university's instructional programs.
- 3) The library acquires varied, up-to-date, authoritative collections of information resources to assist students in achieving their educational goals, to support the curriculum, and to support faculty research needs.
- 4) The library's management and systems are effective and efficient, culminating in a well-run organization supported by programmatic self-reflection, adaptation to Woodbury's evolving academic community, and personnel committed to continued professional growth.

ASSESSMENT PROCESS

The assessment of the library's influence on students' learning is accomplished using direct and indirect measures. Direct input comes from the evaluation of student work produced in LSCI classes, review of portfolios and papers produced in other classes with a significant research component, librarians' formal observation of students' facility in using library resources, and students' self-evaluation resulting from focus groups and point-of-use surveys. Traditional measures such as usage statistics, user satisfaction surveys, review of specific library operations, and comparison with peer institutions help quantify the ability of the library to effectively meet the needs of users. A regular five-year cycle of assessment provides opportunities to evaluate the results of changes made in response to previous findings.

Course Evaluations

The library adds value to the education of all students, which is resultant in the successful completion of their major coursework. The library supports faculty through the provision of access to materials and research services enabling professional development and scholarly communications. The library relies on indirect evidence supplied through students' course evaluations in the various departments at the university. This substantiates the degree to which faculty are maintaining their academic excellence and encouraging strong academic programs, bolstered in part by the services provided by the library.

LSCI Courses

Woodbury University graduation requirements stipulate that all students must demonstrate a certain level of information literacy. The library offers one unit courses (LSCI 105 and LSCI 205) that provide a mechanism through which students may satisfy this requirement. These courses help students become competent researchers so that they are able to complete their coursework at the level of proficiency that Woodbury requires. Students acquire basic and advanced information literacy skills, including proficiency at research resource identification and retrieval, discernment of the best and most relevant among various information sources, understanding of the value of academic honesty, and the ability to document and properly cite sources. The summative project required of students in LSCI 105 is an annotated bibliography composed of a variety of resources, which often coincides with their Academic Writing 112 course.

Annual Library Surveys

The library administers a survey every year that queries students and faculty regarding their use and satisfaction with the library as space, with the library's various services, and with the personnel that maintain and expand the daily operations of the library. The data is collected and used to inform and guide the library in its alignment with the library and university missions.

Bibliographies

While the library requires an annotated bibliography of students as a culmination of their LSCI 105 course, it also collects and evaluates bibliographies of completed papers and projects from other academic departments. While the successful completion of LSCI courses is a goal in and of itself, it is important also, perhaps even more so, to evaluate whether students are able to transfer and upgrade information literacy knowledge and skills for implementation in their major and upper division coursework.

Librarians Observations

Librarians are on the frontlines, serving the academic community on a daily basis. Whether in the classroom setting or at the reference desk, one of the librarians' primary responsibilities is to be aware of user trends and satisfaction. Informal assessments of user sophistication in the use of research resources and library services, as well as the perceived adequacy of library collections in meeting users' needs, provide information that is discussed and disseminated unofficially on a daily basis, formally at departmental meetings, and also informs communications between library faculty liaisons and the teaching faculty in the Schools and Institutes of Woodbury University.

Statistics

Quantitative information, such as reference transactions, gate count, and collection circulation is collected and analyzed to inform the library regarding the efficacy of its services, materials, and space. This data is used to make budgetary decisions regarding collection development, hours of operation, and staffing requirements.

RESULTS OF LEARNING

The most obvious tangible results of students' learning are manifest in projects created for various classes throughout the course of study at Woodbury. Bibliographies and resource lists will show accurate and correct citation practices, appropriate choices of a variety of authoritative resource material, and projects overall are free of plagiarism.

Changes in behaviors and attitudes are evident in students' activities such as being able to independently use the library online catalog to identify materials, retrieve materials from various locations, choose research tools suitable for the information need and execute effective and efficient searches, and request further assistance from the appropriate librarian or service department of the library.

How to Fulfill The Information Literacy Requirement at Woodbury University

Year of Entry	Status	Options
2008 – 2009 and forward	Freshmen	Take and pass LSCI 105 with a "C" or better
	Transfer	a. Successfully pass the WRIT 112 Transfer Writing Portfolio review b. Enroll in LSCI 205 concurrently with WRIT 212 c. Earn a "C" or better in an equivalent course at another institution
2007 – 2008, 2006 - 2007	Freshmen	Take and pass LSCI 105 (was CO 105) with a "C" or better
	Transfer	a. Earn a "C" or better in an equivalent course at another institution b. Earn a "C" or better in courses equivalent to Woodbury's WRIT 111 and WRIT 112 prior to enrolling at Woodbury c. Pass a challenge exam with a "C" or better
2005 – 2006, 2004 – 2005, 2005, 2003 – 2004, 2002 – 2003	Freshmen OR Transfer	a. Pass with a "C" or better the IL placement exam taken during SOAR b. Take and pass CO 105 with a "C" or better c. Earn a "C" or better in an equivalent course at another institution
	Transfer	Earn a "C" or better in courses equivalent to Woodbury's AW 111 and AW 112 prior to enrolling at Woodbury
2001 - 2002	Freshman OR Transfer	a. Take and pass CO 105 with a "C" or better b. Earn a "C" or better in an equivalent course at another institution
	Transfer	Earn a "C" or better in courses equivalent to Woodbury's EN 111 and EN 112 prior to enrolling at Woodbury
2000 - 2001		No Information Literacy Requirement

"The Exam"

The only students eligible to challenge the Information Literacy requirement are transfer students who began at Woodbury prior to fall 2008. The Academic Writing Program's Transfer Student Writing Portfolio review replaces the exam for all transfer students, fall 2008 and forward. This assessment includes an information literacy component. Freshmen have not been eligible to place out of LSCI 105 by exam since fall 2007.

Effective immediately, any remaining students who are still eligible to challenge the IL require-

ment (transfer students who began at Woodbury between fall 2002 and spring 2008 and have not previously taken the information literacy exam) may submit a Research Paper Portfolio to the library for assessment.

For more information about the Library Research Paper Portfolio, please contact Diane Zwemer, Library Instruction Coordinator, Woodbury University, at diane.zwemer@woodbury.edu

LIBRARY AND INFORMATION SCIENCE COURSES

LSCI 105 Information Theory and Practice

An introduction to the production and dissemination of information and knowledge. Using networked information systems, traditional scholarly resources, and evolving delivery systems, students develop an understanding of concepts underlying the research process, and skills in retrieval and critical evaluation of resources appropriate to university level research. Provides experience in the ethical use and presentation of research results with correct documentation styles, and the application of knowledge and skills to research assigned in other courses. Co-requisite: WRIT 112 Academic Writing II.

LSCI 205 Information in the Disciplines

This course introduces students to the professional and research literature in the disciplines of their individual majors. Students will develop an understanding of the production and dissemination of information and knowledge as reflected in a specific discipline, refine retrieval and evaluation skills, and communicate the results of research in a format appropriate to the discipline or profession. This course satisfies Woodbury University's Information Literacy proficiency requirement. Co-requisite: WRIT 212 Rhetoric and Design.

LITERATURE

Literature classes offer students a range of perspectives on literary expression and its continuing exploration of the human condition. These classes deepen one's understanding of the historical, cultural, and individual elements found in contemporary and historical literary works. Students are challenged to pursue the meaningful threads of style and content that connect texts to each other and to their social context.

All literature courses are offered through the Institute of Transdisciplinary Studies and are coordinated by the Dean.

FACULTY

Full-time Faculty

Elisabeth Sandberg, Professor, English

Cand. Mag., Cand. Phil., University of Oslo, Norway; Ph.D., University of Massachusetts, Amherst.

LITERATURE COURSES

LITR 206 **The Short Story**

A study of the short story as a unique literary form. Reading and analysis of representative stories; historical development of the short story. Lecture. Prerequisites: LSCI 105, Information Theory and Practice and WRIT 112, Academic Writing II.

LITR 330 **Autobiography**

Radically different styles in autobiographies are explored. The course looks at ethics and intentions in depicting one's life. Students will gain an appreciation for the sometimes fuzzy distinctions between what is fiction and what is fact in character portrayals. Lecture. Prerequisites: LSCI 105, Information Theory and Practice; WRIT 112, Academic Writing II; COMM 120, Public Speaking; and LITR 2xx, literature course.

LITR 299, 399 **Independent Study**

Individual investigation in a field of special interest chosen by the student with the approval of the dean. Regular, periodic meetings with the department chair or an assigned faculty member are required. Thirty hours required for each unit of credit. Prerequisite: Consent of the dean.

LITR 270, 370 **Topics in Literature**

Lecture. Prerequisite: for LITR 270: LSCI 105, Information Theory and Practice; WRIT 112, Academic Writing II; for LITR 370: WRIT 112, Academic Writing II and LITR 2xx, literature course.

MATHEMATICS & NATURAL SCIENCES

Nageswar Rao Chekuri, Ed.D., Department Chair

To work on the complex issues that confront the modern world, it is important that students develop good skills in science and mathematics, learn to value the scientific perspective, and become effective self-learners and good communicators. Because of the complex relations that exist between issues, as well as within any one issue, collaborative and transdisciplinary efforts by both students and faculty are required to understand and solve these relations and issues. One way to grow as effective self-learners is by explicitly recognizing and strengthening the learning process. The faculty in the department create conducive learning environments to help students recognize and strengthen their learning abilities and to improve their communication skills. Furthermore, these environments focus on developing the students' cognitive, psychomotor and transdisciplinary skills while helping them form proper understanding of and appreciation for the scientific method. Conducive learning environments are provided through innovative instructional methods, engaging curriculum, collaborative classroom activities and various self-reflection methods. In particular, the faculty emphasizes the process of formal abstraction from concrete subject learning and collective process through classroom activities. These faculty-designed activities also affect students' beliefs about mathematics and science, leading our students towards becoming ethical, socially responsible citizens.

MATHEMATICS

Martin C. Tippens, M.S., Program coordinator

Successfully achieving learning objectives and developing mathematical habits of mind requires attention to student engagement. University students need to experience mathematics beyond numbers and operations and begin to see it as communication. These goals are achieved in the classroom through compelling applications dealing with civic and social issues.

MISSION

To provide a superior scientific and mathematical learning environment and to support quality scholarship in the exploration of the complexity and diversity of the human experience.

STUDENT LEARNING OUTCOMES

Students will be able to:

1. Explain correctly mathematical and/or scientific concepts and principles and their symbolic representations.
2. Recognize and explain various and distinct connections between mathematical and/or scientific concepts and principles.
3. Apply mathematical and/or scientific concepts and principles to simple real life problems.
4. Identify and synthesize various mathematical and/or scientific concepts and principles to find solutions to complex problems.
5. Evaluate solutions, principles, reasoning, and methods, from various scientific and/or mathematical perspectives.
6. Analyze the various mathematical and/or scientific learning activities and draw conclusions about mathematical and/or scientific reasoning.

7. Describe clearly the scientific method, and when the scientific reasoning is applied, to distinguish science from pseudo science.
8. Collaborate with others to solve problems and propose solutions effectively.
9. Discuss critically the use of scientific method and reasoning.
10. Discuss critically one's ethical responsibility in the context of scientific and/or mathematical applications in a social and civic context.

FACULTY

Basing themselves on the department's learning outcomes, faculty members develop courses with innovative instructional methods, work collectively and in concert with faculty from other departments in this process. While striving for deeper understanding of the subject matter as well as mathematical and scientific literacy, the faculty ensures that students improve their beliefs, cognitive, communicative, and collaborative skills, and to develop proper understanding of scientific theories, research and methodologies. Thus students are prepared to work on complex and capacious issues. The faculty does this by accepting students for who they are, understanding their fears and values, and regularly updating their teaching and learning methods through research, readings, and personal experiences.

Chair

Nageswar Rao Chekuri, Professor, Physics

M.Sc., Vikram University, India; M.S., Simon Fraser University, Canada; Ph.D (Dissertation work), University of Hyderabad, India; Ed. D., University of Cincinnati.

Mathematics Program Coordinator

Martin C. Tippens, Assistant Professor, Mathematics

B.A., M.S., California State University, Northridge.

Full-time Faculty

Christine Carmichael, Associate Professor, Physics

B.S., University of Edinburgh, Scotland; Ph.D., University of New South Wales, Australia.

Phillip E. Pack, Professor, Biology

B.S., University of Southern California; M.A., University of California, Los Angeles; Ph.D., Claremont Graduate School

Participating Adjunct Faculty

Alan B. Solinger, Participating Adjunct Professor, Mathematics and Physics.

M.S., Ph.D., University of Michigan.

Rubik Yegoryan, Participating Adjunct Professor, Mathematics and Physics

M.S., Yerevan Physics Institute, Armenia; Ph.D., Yerevan Physics Institute, Armenia and St. Petersburg Institute of Nuclear Physics, USSR.

Adjunct Faculty

Eugene Allevato, Adjunct Professor, Mathematics and Physics

M.S., Military Engineering Institute, Brazil; M.Phil., University of Wales, UK; MBA, Woodbury University.

Andranik Hakobyan, Adjunct Professor, Mathematics

M.S., Mathematics, California State University Northridge

Barbara Hunt, Adjunct Professor, Biology

M.A., Health, Safety & Related Technologies, California State University, Los Angeles

Anil V. Kantak, Adjunct Professor, Mathematics and Physics,

M.S., Ph.D., Electrical Engineering, University of Southern California.

John-Paul Sikora, Adjunct Professor, Mathematics

M.S. Applied Mathematics, California State University, Northridge

CURRICULUM SUMMARY

THE DEVELOPMENTAL MATHEMATICS PROGRAM

For those that are not ready to undertake college-level mathematics, either because they have been away from the subject for a while or because they have yet to fully grasp the fundamentals and put them into practice, the developmental mathematics program provides coursework for students demonstrating deficiencies in mathematical skills. MATH 049, Elementary Algebra, and MATH 149, Intermediate Algebra, are consecutive 3-unit courses that prepare students for college-level work in mathematics. MATH 049 does not apply towards graduation but will fulfill unit requirements for financial aid. MATH 149 applies toward elective credit but does not fulfill a general education requirement. Placement in these classes is based on a proficiency examination score. A grade of "C" (2.0) or higher in MATH 049 is required to enroll in MATH 149. A grade of "C" (2.0) or higher in MATH 149 is required to enroll in college level mathematics courses.

THE COLLEGE-LEVEL MATHEMATICS PROGRAM

All university students are required to complete at least one college-level mathematics course. Many departments ask for an additional mathematics course, so please check your major department's course requirements. College-level mathematics courses are designated with a number in the 200s, such as those below:

MATH 220 Business Math

MATH 226 Business Statistics

MATH 249 College Algebra

MATH 251 Trigonometry with Descriptive Geometry

MATH 270 Topics in Mathematics

MATH 299 Independent Study in Mathematics

In addition, the department may occasionally offer an upper-division course in mathematics:

MATH 370 Topics in Mathematics

MATH 399 Independent Study in Mathematics

THE NATURAL SCIENCES PROGRAM

All university students are required to complete two 200-level courses (one of which must be a laboratory course) in the natural sciences, one in the biological sciences, the other in the physical sciences:

Biological Sciences:

BIOL 201 Life Science
 BIOL 230 Biology (laboratory)
 BIOL 231 Human Biology (laboratory)
 BIOL 232 Botany (laboratory)
 BIOL 270 Topics in Biological Science
 BIOL 299 Independent Study in Biological Sciences
 ENVT 220 Environmental Studies

Physical Sciences:

PHYS 202 Astronomy
 ENVT 220 Environmental Studies
 PHYS 200 Physical Science
 PHYS 240 Physics I (laboratory)
 PHYS 241 Physics II (laboratory)
 PHYS 270 Topics in Physical Science
 PHYS 299 Independent Study in Physical Sciences

In addition, the department may occasionally offer an upper-division course in mathematics:

BIOL 370 Topics in Biological Sciences
 BIOL 399 Independent Study in Biological Sciences
 PHYS 370 Topics in Physical Sciences
 PHYS 399 Independent Study in Physical Sciences

ASSESSMENT PLAN

Ongoing diagnostic, formative and summative assessment methods are used to see the fruits of student and faculty efforts. Reflections on the results of the assessment enable faculty to channel efforts towards more effective accomplishment of departmental goals. By reviewing the curriculum, instructional methods and various assessment processes, faculty can see the changes in students' beliefs, understanding of mathematics and natural sciences and their improved abstraction, communication and collaborative skills.

In mathematics, common final examinations are conducted for the courses that have multiple sections; examinations are evaluated and graded by the mathematics professors collectively, minimizing instructors' biases. Each course and its related outcomes are assessed every two years. In the natural sciences, student work in the form of examinations, homework, class work, recorded student discussions, videotaped activities, and reflective essays are collected and archived. The biological and physical science courses and their relevant outcomes are assessed by the department faculty in alternate years.

RESULTS OF LEARNING

Analysis of common math finals indicates the students have various strengths and weaknesses. In spring of 2009, critical thinking skills in college algebra course were evaluated. Critical thinking involves application, analysis, synthesis and evaluation stages of Bloom's taxonomy which are used in problem solving. The greater percentage of students mastered critical thinking skills in

specific areas of algebraic procedures, distribution and factoring. The mathematics program is currently directing its attention towards improving student's critical thinking skills as applied to polynomial operations and applications.

COURSES

BIOL 201 Life Science 3 units
 An introduction to major concepts in biology. Topics include the scientific process, the cell, heredity, molecular genetics, evolution, a survey of living things, ecology, and animal behavior. May not be taken for credit by students who have completed BIOL 230, Biology. Lecture. Prerequisite: none.

BIOL 230 Biology 3 units
 A study of major concepts in biology. Topics include the scientific process, chemistry of living things, the cell, heredity, molecular genetics, evolution, ecology, and animal behavior. May not be taken for credit by students who have completed BIOL 201, Life Science. Laboratory. Prerequisite: none.

BIOL 231 Human Biology 3 units
 An introduction to selected topics in human anatomy and physiology. Topics include cell structure and function, tissues, nutrition, immunity, the integumentary system, digestive system, cardiovascular system, lymphatic system, reproductive system, nervous system, and endocrine system. Laboratory. Prerequisite: none.

BIOL 232 Botany 3 units
 An introduction to selected topics in plant biology. Topics include the structure of plant cells, the structure of roots, stems, leaves, and flowers, reproduction in plants, genetics of plants, diversity of plant life, and characteristics of various groups of plants. Laboratory. Prerequisite: none.

BIOL 270 Topics in Biological Science 3 units
 Focuses on various areas of interest in biological science. Lecture. Prerequisite: none.

BIOL 370 Topics in Biological Science 3 units
 Focuses on various areas of interest in biological science. Seminar. Prerequisites: LSCI 105, WRIT 112, COMM 120, and BIOL 2xx.

BIOL 299, 399, 499 Independent Study 1-3 units
 Individual investigation in a field of special interest chosen by the student with the approval of the director. Regular, periodic meetings with the department chair and an assigned faculty member are required. Thirty hours required for each unit of credit. Prerequisite: Consent of the director.

ENVT 220 Environmental Studies 3 units
 An overview of topics including ecosystems, biodiversity, mineral and nutrient cycles, sources of energy, waste and pollution, and environmental movements and philosophies. Lecture. Prerequisite: none.

MATH 049 Elementary Algebra 3 units

A course in pre-algebra and an introduction to algebra. Topics include operations on whole numbers, fractions, real numbers, first-degree equations of one variable and formulas, and an introduction to polynomials. This course does not count towards graduation. Lecture. Prerequisite: Placement examination.

MATH 149 Intermediate Algebra 3 units

A beginning course in algebra. Topics include polynomials, factoring, algebraic expressions, equations in two variables, quadratic equations, and graphing. Lecture. Prerequisite: Placement exam or MATH 049, Elementary Algebra with a grade of “C” or better.

MATH 220 Business Mathematics 3 units

A course applying mathematics to business, economics, and management. Topics include matrices, linear programming, an introduction to probability and statistics, game theory, mathematics of finance, and Markov chains. Lecture. Prerequisite: Placement exam or MATH 149, Intermediate Algebra with a grade of “C” or better.

MATH 226 Business Statistics 3 units

This course emphasizes a conceptual rather than computational understanding of basic statistical concepts, including and inferential statistics, probability and hypothesis testing. A key component of the course is the introduction to statistical computation using the SPSS computer program. Lecture. Prerequisite: Placement exam or MATH 149, Intermediate Algebra with a grade of “C” or better.

MATH 249 College Algebra 3 units

A course in algebraic function. Functions, inverse functions and the algebra of functions, exponential and logarithmic functions, systems of equations and an introduction to matrices, and sequences and series are possible topics of discussion. Lecture. Prerequisite: Placement exam or MATH 149, Intermediate Algebra with a grade of “C” or better.

MATH 251 Trigonometry with Descriptive Geometry 3 units

A course in trigonometry and descriptive geometry. Topics include radian measure, algebraic and trigonometric functions, inverse functions, trigonometric identities and equations, vectors, laws of sine and cosine, vector algebra, orthographic projection, multi-view drawings, visualization, fundamental views of the point line and plane. Lecture. Prerequisite: College Algebra with a grade of “C” or better.

MATH 270 Topics in Mathematics 3 units

Focuses on various areas of interest in mathematics. Lecture. Prerequisite: Placement exam or MATH 149, Intermediate Algebra with a grade of “C” or better.

MATH 299, 399, 499 Independent Study 1-3 units

Individual investigation in a field of special interest chosen by the student with the approval of the director. Regular, periodic meetings with the department chair and an assigned faculty member are required. Thirty hours required for each unit of credit. Prerequisite: Consent of the director.

MATH 370 Topics in Mathematics 3 units

Focuses on various areas of interest in mathematics. Lecture. Prerequisites: LSCI 105, WRIT 112, COMM 120, and MATH 2xx.

PHYS 200 Physical Science 3 units

An introduction to the physical sciences of chemistry, geology, astronomy, and physics. Topics include the scientific process. Lecture. Prerequisite: none.

PHYS 202 Astronomy 3 units

An introduction to astronomy and cosmology. Topics include the scientific process, the solar system, visible astronomy, and stellar, galactic, and cosmic evolution. Lecture. Prerequisite: none.

PHYS 240 Physics I 3 units

An introductory physics series that emphasizes understanding, recognizing, and applying basic physics concepts and problem solving skills. Topics include the scientific process, one and two dimensional motion, circular motion, gravity, Newton’s laws of motion, rotational motion, moment of inertia, linear momentum, work and energy, equilibrium, elasticity, and fluids. Laboratory. Prerequisite: MATH 251, Trigonometry with Descriptive Geometry with a grade of “C” or better.

PHYS 241 Physics II 3 units

A continuation of Physics I. Topics include heat, laws of thermodynamics, vibration and waves, sound, electrostatics, electric current, DC and AC circuits, magnetism, electromagnetic induction, electromagnetic waves, and light. Laboratory. Prerequisite: PHYS 240.

PHYS 270 Topics in Physical Science 3 units

Focuses on various areas of interest in physical science. Lecture. Prerequisite: LSCI 105.

PHYS 299, 399, 499 Independent Study 1-3 units

Individual investigation in a field of special interest chosen by the student with the approval of the director. Regular, periodic meetings with the department chair and an assigned faculty member are required. Thirty hours required for each unit of credit. Prerequisite: Consent of the director.

PHYS 370 Topics in Physical Science 3 units

Focuses on various areas of interest in science. Lecture. Prerequisites: LSCI 105, WRIT 112, COMM 120, PHYS 2xx.

PHILOSOPHY

All philosophy courses are offered through the Institute of Transdisciplinary Studies and are coordinated by the Dean. The philosophy program supports the goals of the general education curriculum, offers supporting courses in ethics and aesthetics for the professional programs and includes a minor as detailed below.

FACULTY

Adjunct Faculty

Brian Allen, Adjunct Professor, Philosophy

B.A., M.A., University of Wisconsin, Madison; Ph.D., University of Illinois at Urbana-Champaign.

PHILOSOPHY MINOR

Select 1 course from the following:

PHIL	201	Introduction to Philosophy	3 units
PHIL	210	Ethical Systems	3 units

Select 4 from the following courses:

PHIL	310	Aesthetics	3 units
PHIL	311	Moral Philosophy	3 units
PHIL	312	Philosophy of Religion	3 units
PHIL	314	Existentialism	3 units

Minimum unit requirement 15 units

PHILOSOPHY COURSES

PHIL 201 Introduction to Philosophy 3 units
A survey course in philosophy, focusing on the origins of philosophy. Treated are the perennial questions of philosophy, including the nature of knowledge, free will and determinism, immortality, and reality. Lecture. Prerequisite: none.

PHIL 210 Ethical Systems
An analysis of ethical problems intrinsic to modern life including an examination of traditional and contemporary moral theories and their applications in practical experience. Lecture. Prerequisite: none.

PHIL 270 Topics in Philosophy
Focuses on various areas of interest in philosophy. Lecture. Prerequisite: none.

PHIL 310 Aesthetics
Examination of the concept of beauty, the nature of artistic judgment, art and reality, the work of art as aesthetic object, truth and meaning in the arts, and an exploration of art as intuition, imitation and experience. Seminar. Prerequisites: LSCI 105, Information Theory and Practice;

WRIT 112, Academic Writing II; COMM 120, Public Speaking; and PHIL 2xx, philosophy course or INDS 1xx, Interdisciplinary course; or ARCH 330, Theory of Architecture.

PHIL 311 Moral Philosophy
An examination of fundamental ethical theories in light of contemporary moral philosophy. The course covers such topics as the nature of justice, the relationship between happiness and virtue, and the possibility of objective moral standards. Seminar. Prerequisites: LSCI 105, Information Theory and Practice; WRIT112, Academic Writing II; COMM 120, Public Speaking; and PHIL 2xx, philosophy course or INDS 1xx, Interdisciplinary course.

PHIL 312 Philosophy of Religion
A study of classical and contemporary Western texts dealing with the existence and nature of God, the problem of evil, the existence of miracles, and the relationship between reason and revelation. Seminar. Prerequisites: LSCI 105, Information Theory and Practice; WRIT 112, Academic Writing II; COMM 120, Public Speaking; and PHIL 2xx, philosophy course or INDS 1xx, Interdisciplinary course.

PHIL 314 Existentialism
A consideration of the 19th and 20th century claims concerning the collapse of the Western philosophical tradition, focusing on such writers as Nietzsche, Heidegger, and Sartre, among others. Seminar. Prerequisites: LSCI 105, Information Theory and Practice; WRIT 112, Academic Writing II; COMM 120, Public Speaking; and PHIL 2xx, philosophy course or INDS 1xx, Interdisciplinary course.

PHIL 370 Topics in Philosophy
Focuses on various areas of interest in philosophy. Seminar. Prerequisites: LSCI 105, Information Theory and Practice; WRIT112, Academic Writing II; COMM 120, Public Speaking; and PHIL 2xx, philosophy course or INDS 1xx, Interdisciplinary course.

PHIL 299, 399, 499 Independent Study 1-3 units.
Individual investigation in a field of special interest chosen by the student with the approval of the dean. Regular, periodic meetings with the department chair or an assigned faculty member are required. Thirty hours required for each unit of credit. Prerequisite: Consent of the dean.

URBAN STUDIES

Emily Bills, Ph.D., Program Coordinator

The Urban Studies Minor at Woodbury University is intended to prepare students to engage with the enormous challenges that global urban development brings to contemporary life. It does this by helping students obtain the critical and analytical skills needed to interpret and respond to changing urban conditions, both past and present. While the program is interdisciplinary in format, it strives for cohesiveness by taking a culture-based approach to an analysis of the social, political, economic, and environmental issues impacting the development of cities.

More specifically, the program strives to help students to become citizens actively engaged in the ethical issues shaping the development of environmentally sustainable, politically constructive, and socially just urban places and to develop critical learning skills that enable them to understand the diverse forces shaping historical and contemporary urban circumstance and to apply those skills to an integrated analysis of urban development. The program is committed to encouraging students to make informed and useful connections between topics in urban studies and the critical issues shaping their major area of study and their personal actions as inhabitants of urban spaces as well as inviting faculty from different disciplines to identify, evaluate, and engage in a dialogue about points of overlap between curriculums as they relate to urban development.

MISSION

To create a transformative educational program devoted to both the theory and practice of Urban Studies.

STUDENT LEARNING OUTCOMES

Learning outcomes express the kinds of things (abilities, knowledges, and values) that students can expect to be taught and to learn in the Urban Studies program and its courses. The course of study seeks:

1. Identify the significance of major themes in urban history
2. Identify the significance of issues shaping contemporary urban circumstance
3. Recognize clearly and respond effectively to environmental issues
4. Recognize clearly and respond effectively to social justice issues
5. Recognize clearly and respond effectively to constructive urban politics
6. Create integrated analyses of urban development
7. Create informed connections between a student's major and minor disciplines

FACULTY

Coordinator

Emily Bills, Ph.D. Participating Adjunct, Urban Studies

B.A., UC Berkeley; M.A., Ph.D., New York University

CURRICULUM SUMMARY

For the minor in Urban Studies, students must take the following course:

URBS 100 Introduction to Urban Studies

And select at least 4 courses from the following:

URBS 301 Urban Theory

URBS 302 Current Issues in Urban Studies

URBS 311 Urban Ecology and Los Angeles

URBS 312 The Infrastructural City

URBS 321 Environmental Urbanism

URBS 322 The Global Metropolis

ASSESSMENT PLAN

In order to assure the quality of student learning, the department's faculty regularly reviews the collective work of students over time. Students' research papers, exams, evaluations of presentations, internship reports are archived for review purposes. There are three main modes of assessment for the Urban Studies minor.

1. (Assessment by faculty of student work) A team of faculty members collects and assesses student work on an annual basis, first from the introductory course, second from the upper-division seminars. A rubric is established by which student work can be evaluated to determine whether it reflects the objectives outlined in the curricular map.
2. (Assessment of program by student focus group) The urban studies program coordinator holds an annual focus group meeting with students in the urban studies program. The focus group serves as an open platform between the faculty member and the students to evaluate program effectiveness and possible areas for improvement.
3. (Assessment of alumni) The urban studies program coordinator assesses alumni progress and determines if the program objectives were fruitful in facilitating career development.

COURSES

URBS 100 **Introduction to Urban Studies**

An introduction to the history of urban planning, emphasizing the ways in which urban thinkers and practitioners have tried to achieve their various objectives and analyzing the consequences of those actions for current and future dwellers. The course examines how people and organizations of both the past and present act to shape the built environment by crafting policies, drawing up plans, and implementing projects. Major themes include the political and economic circumstances shaping industrial expansion, public health, infrastructural developments, sustainability, and historic preservation. Lecture. 3 units. Prerequisites: AW 112, Academic Writing.

URBS 301 Urban Theory

Seminal topics shaping the global field of urban theory over the last century are presented with a transdisciplinary focus. The struggle to conceptualize urbanization and socio-spatial development, both real and imagined, is considered through a close, critical and analytical reading of texts from the fields of urban planning, geography, sociology, political science, philosophy, and gender studies, among others. Seminar. 3 units. Prerequisites: AW 112, Academic Writing, CO 120, Public Speaking, and one social science course (EC 2xx, HI 2xx, IS 1xx or 2xx, PO 2xx, or PS 2xx).

URBS 302 Current Issues in Urban Studies

The theories and debates that are currently at issue in the practice and discourse of urban studies are examined, including the impacts of history, geography, planning and context. Specific topics related to the built environment, political institutions, historical frameworks, and technological forces are examined. Seminar. 3 units. Prerequisites: AW 112, Academic Writing, CO 120, Public Speaking, and one social science course (EC 2xx, HI 2xx, IS 1xx or 2xx, PO 2xx, or PS 2xx).

URBS 311 Urban Ecology and Los Angeles

Immerses students in a study of the local urban environment through a combination of readings, discussion, creative projects, and on-site study. Students integrate interdisciplinary ways of seeing and reading the city in projects that respond to the immediate urban environment. Course methodologies include fieldwork research, mapping projects, and visual and written modes of representation, such as digital photography, video, and website development. Seminar. 3 units. Prerequisites: AW 112, Academic Writing, CO 120, Public Speaking, and one social science course (EC 2xx, HI 2xx, IS 1xx or 2xx, PO 2xx, or PS 2xx).

URBS 312 The Infrastructural City

An introduction to the ongoing role transportation and communications infrastructure plays in the facilitation of urban development. Students are familiarized with key infrastructural design proposals, both real and imagined, and the major ways infrastructure has shaped the organization of people and places at both a local and global level. Possible topics include alternatives to the car-sprawl example around the world and the Internet's impact on global capital, urban growth, and local perception of place. Seminar. 3 units. Prerequisites: AW 112, Academic Writing, CO 120, Public Speaking, and one social science course (EC 2xx, HI 2xx, IS 1xx or 2xx, PO 2xx, or PS 2xx).

URBS 321 Environmental Urbanism

Explores major themes in environmental history, planning, and sustainability. Students engage questions about the definition of "natural" and "constructed" environments; the slipping boundaries between so-called "exurban" and open spaces; and political modes of retaining or defining natural space, as in the establishment of national parks. Other possible topics include how land-use practices can lead to air pollution, inefficient energy consumption, and inequitable resource distribution. The course also examines efforts by planning visionaries to address the environmental ills facing cities and their surroundings. Seminar. 3 units. Prerequisites: AW 112, Academic Writing, CO 120, Public Speaking, and one social science course (EC 2xx, HI 2xx, IS 1xx or 2xx, PO 2xx, or PS 2xx).

URBS 322 The Global Metropolis

An examination of the major social, political, economic, and historical factors shaping global metropolitan environments. Themes and cities vary from year to year, and a variety of cultural areas are examined in each offering. Cities studied may include Beijing, Shanghai, Los Angeles, Paris, Berlin, and Mexico City among others. Possible topics for comparison might include nature and the city, colonial and post-colonial cities, and race and immigration. Seminar. 3 units. Prerequisites: AW 112, Academic Writing, CO 120, Public Speaking, and one social science course (EC 2xx, HI 2xx, IS 1xx or 2xx, PO 2xx, or PS 2xx).

WRITING PROGRAM

Richard N. Matzen, Ph.D., Director of Writing Program

Educator John Dewey in *Experience and Education* (1938) explains that progressive education looks toward the future and values real world experience as a basis for education. Besides activating this philosophical stance, the Writing Program is committed to these rhetorical premises: good writers conscientiously use processes of writing and include in those processes writing for a particular audience or audiences. That is, while helping students to know the writing process as a process of discovery and learning, the Writing Program teaches students how their writing is shaped by disciplinary and professional audiences.

To summarize, the Writing Program adheres to the NCTE-WPA White Paper on Writing Assessment in Colleges and Universities (2008):

Writing instruction and literacy education at all levels are formal ways in which societies build citizens, and in which citizens develop reading and communication behaviors and competencies in order to participate in various communities. Learning to write better involves engaging in the processes of drafting, reading, and revising; in dialogue, reflections, and formative feedback with peers and teachers; and in formal instruction and imitative activities.

Consequently, as defined in the White Paper, Woodbury University's Writing Program uses assessment as a pedagogical tool and as a way to account for the "contextual and social elements of writing pedagogy" (2008, p. 1)

Overview of the Program

The Writing Program integrates the following areas and programs:

Academic Writing Program

- English Placement Program
- The WRIT 112 Transfer Portfolio Program
- C- Portfolio Review Workshop
- Hybrid/Online Certification Program

Writing Consultant Program

- Writing for Academic Success Program
- Academic Writing Awards

The Writing Center

- Writing Center Curriculum

Academic Writing Program. For Woodbury University students—on the San Diego and Burbank campuses—the integration of the four programs previously mentioned (English Placement Program, The WRIT 112 Transfer Portfolio Program, C- Portfolio Review Workshop, Hybrid/Online Certification Program) means that, after securing academic literacy, students proceed toward obtaining pre-professional or professional writing. In particular, new students begin the Academic Writing Program by participating in the English Placement Program;

whereas, transfer students begin the Academic Writing Program by either enrolling in WRIT 112 or participating in the WRIT 112 Transfer Portfolio Program.

In general, the Academic Writing Program develops the students' academic and pre-professional writing skills, and measures their skill development by assessing their portfolios. A portfolio is required in all WRIT courses. To facilitate high standards and faculty development, and promote the availability of the curriculum, each WRIT course is offered in a hybrid or online format to non-traditional and traditional students. Furthermore, because of the C- Portfolio Review Workshops—that involves traditional, hybrid, and online courses every semester—all Academic Writing Program students are required to achieve or surpass standardized measures for the learning outcomes and portfolios that are distinct for each WRIT course. (See the Assessment Process section for more information on the C-Portfolio Review Workshop.)

Writing Consultant Program. The Academic Writing Program prepares students for writing-intensive courses in disciplines other than English. Both capstone courses, WRIT 112 and WRIT 212, are founded on writing-across-the-curriculum (WAC) theory and writing-in-the-discipline (WID) philosophy. The Writing Consultant Program, furthermore, extends this theory and philosophy. The Writing Consultant Program includes Academic Writing Program professors as writing consultants and other professors from across the curriculum to help lower and upper division students write papers with the terminology and document design that is specific to their majors. Supplementing this effort, all Academic Writing Program professors tutor students in papers due in non-WRIT courses; this tutorial process defines the Writing for Academic Success Program (WASP). Also, to encourage superior writing, the Academic Writing Program recognizes several excellent student writers—some from the Academic Writing Program but most from other disciplines—every spring during award ceremonies previous to graduation. To conclude, along with the Writing Center, the Writing Consultant Program helps students write documents that address the needs of specific audiences: peer, professorial, and professional audiences. The Writing Consultant Program, moreover, helps faculty members from across the curriculum to create effective writing assignments.

The Writing Center. To support the Academic Writing Program and Writing Consultant Program, the Writing Center's professionalized, peer tutors provide tutorials so that students may meet standards for writing set by each department's professors. To be exact, to serve undergraduate and graduate students, and their professors and curricula, the Writing Center values writing as a foundation for discourse communities, as a means to discover and share knowledge, and as integral support for a document's (or presentation's) text, illustrations, figures, and/or graphs. The Writing Center offers practical support to transform cultural and language diversity into valuable academic writing, to strengthen the links between composition theories and teaching practices, to modify essay and research conventions to address specific assignments, and to use existing and cutting-edge technology to prepare students for the communication environments that define professional workplaces. The Writing Center has a 24-hour online service, too. The Writing Center's tutors, to summarize here, are an available and critical audience for students' writing.

FACULTY

In our writing programs, professors typically have expertise in disciplines other than English and publications in the commercial, news, entertainment, and/or creative sectors. In general, all the Academic Writing Program professors are actively involved in assessment and work in multiple

writing programs, both on- and off-campus. Besides professional standards and motivations, a concern for individual students unites our Academic Writing Program professors into a dynamic productive group.

Program Director

Richard N. Matzen, Jr., Associate Professor, Director of Writing Program. Rhetoric and Composition. B.S., M.A., Northern Arizona University; Ph.D., Indiana University of Pennsylvania

Visiting Assistant Professor

Reuben J. Ellis, Assistant Professor, Co-Director of the Writing Center. English. B.A., Western State college of Colorado; M.A., University of Idaho; Ph.D., University of Colorado at Boulder

Participating Adjuncts

Aristi Contos, Participating Adjunct Professor, Coordinator of the Writing Awards Program, Writing Consultant Program, and Writing for Academic Success Program. English.

B.A., M.A., California State University, Long Beach; Doctorial Candidate, Claremont Graduate University

Kristal Cutley, Participating Adjunct Professor, Co-Director of the Writing Center. Organizational Leadership.

B.S., M.S., Springfield College, Los Angeles; Ph.D., University of Phoenix

Andrew McCutcheon, Participating Adjunct Professor, Coordinator for the Academic Writing Program (AWP), WRIT 112 Transfer Portfolio Program, and English Placement Program. English.

B.A., University of Maryland, Baltimore County; M.A., Tulane University, New Orleans

Terrie Relf, Participating Adjunct Professor, Coordinator for the Academic Writing Program, and at the San Diego Woodbury University campus.

B.A., Naropa University; M.A., San Diego State University

Adjunct Faculty

Jia-Yi Cheng-Levine, Adjunct Professor, Coordinator of the Hybrid/Online Certification Program. English.

B.A., Tamkang University, Taiwan; M.A., University of Georgia; Ph.D., Indiana University of Pennsylvania

David "Bert" Emerson, Adjunct Professor. English.

B.A., The University of the South, Sewanee, Tennessee; California State University, Long Beach; Doctorial Candidate, Claremont Graduate University

Sarah Daniels, Adjunct Professor. English.

B.S., Woodbury University; M.A., University of Southern California

Laurel DiGangi, Adjunct Professor. English.

B.A., M.A., University of Illinois, Chicago

Kim Rawley, Adjunct Professor. English.

B.A., M.A., California State University, Bakersfield, Antelope Valley

Elizabeth von Schoff, Adjunct Professor. English.

B.A., Occidental College, Los Angeles, California; M.A., TESL Certification, University of California, Los Angeles

MISSION

To develop students' communicative abilities and skills so that their writing addresses diverse audiences, blends distinctive genres, crisscrosses disciplinary boundaries, and embodies productive academic and professional thoughts.

STUDENT LEARNING OUTCOMES and CURRICULUM MAP

In general, learning outcomes represent knowledge, skills, and values that Academic Writing Program students are expected to secure by the end of a given WRIT course. Some learning outcomes are unique to a WRIT course, and others are shared across WRIT courses. The next table addresses learning outcomes that are shared across WRIT courses, relevant to Woodbury University principles, and associated with a WRIT course's specific content. Evidence of students achieving these learning outcomes comes from both direct and indirect assessment measures. Regarding all the following tables, IN means "introductory"; DE means "developmental"; and MA means "mastery." That is, a learning outcome may be introduced, developed, and/or mastered during a specific WRIT course.

	WRIT 100	WRIT 111	WRIT 112	WRIT 212
An Academic Writing Program student will....				
• Value reflection as part of writing.	IN	DE	MA	MA
• Know the heightened importance of written communication. (Woodbury Principle of Communication)	IN	DE		
• Understand that achieving standards of good academic writing involves substantial time invested in writing. (Woodbury Principle of Communication)	IN	DE	MA	MA
• Use social process to write for various audiences. (Woodbury Principle of Social Responsibility)	IN	DE	MA	MA
• Understand the importance of harmonizing personal aspirations or first-person writing and professional aspirations or third-person writing. (Woodbury Principle of The Integrated Student)	DE	DE		
• Understand one's discipline as one among other disciplinary perspectives needed to solve complex problems. (Woodbury Principles of The Integrated Student & Transdisciplinarity)			MA	MA
• Understand sustainability as a way to respect the planet, its people and environment. (Woodbury Principle of Social Responsibility)			MA	
• Understand document design and research writing as ways to develop professionally and maintain professional integrity. (Woodbury Principle of Social Responsibility)				MA
• Understand one's discipline as addressing various				

professional audiences and as situated among various communities, both on- and off-campus.
(Woodbury Principle of the Integrated Student)

MA

Other learning outcomes are evident in each student's portfolio at the end of the course and are accessed as part of the C-Portfolio Review Workshop. Outcomes that are accessed at the end of the semester in the C-Portfolio Review Workshop but may be shared by more than one WRIT course are found in the following tables. (See the Assessment Process section for more information on the C-Portfolio Review Workshop.)

	WRIT 100	WRIT 111	WRIT 112	WRIT 212
A WRIT 100 Bridge to Academic Writing student will....				
• Know the writing process (prewriting, drafting, revising, editing, and proofreading).	DE	MA		
• Understand paragraph unity, thesis, statements and ideas, and topic and transition sentences.	DE			
• Introduce avoiding plagiarism and logical fallacies in academic discourse.	DE			
• Write in first- and third-person narration.	IN	MA		
• Paraphrase and summarize readings.	IN	MA		
• Use introductions, rhetorical proofs, and conclusions in essays.	DE			
• Complete basic grammar lessons and apply them to academic writing.	DE			
• Apply basic grammar lessons to their academic writing.	DE			

These WRIT 100 learning outcomes are the same for the international student section of WRIT 100 that begins in the fall of 2009. This section's professor will achieve these outcomes by having readings and lectures to help international students....

- Overcome translation as a writing and reading strategy.
- Acquire Western academic rhetorical patterns.
- Understand their own contrastive rhetorical knowledge.
- Learn how to use personal experiences and research sources as proofs.
- Use sources appropriately in papers.

Next are the learning outcomes for the other WRIT courses.

	WRIT 100	WRIT 111	WRIT 112	WRIT 212
A WRIT 111 Academic Writing I student will....				
• Analyze education, experience, and readings for logical fallacies and with rhetorical theory: ethos, pathos, and logos.		MA		

- Master prewriting and informal writing, such as journal and impromptu writing, as well as revising, editing and proofreading. DE MA
- Create multiple-source papers by using MLA formatting and coordinating first- and third-person narration. MA
- Develop thesis statements for essays and multiple-source papers. DE DE
- Master paraphrasing and summarizing readings. IN MA
- Advocate reasonably for a point of view through persuasive writing. DE

	WRIT 100	WRIT 111	WRIT 112	WRIT 212
A WRIT 112 Academic Writing II student will....				
• Know how to integrate diverse kinds of documents to explore sustainability topics, problems, and arguments as such that may be defined by a student's major.			MA	
• Acquire research writing competence by using quotations, signal phrases, reference lists, images (e.g., table or illustration), etc. within the framework of MLA and APA formats.			MA	MA
• Develop a proposal and field research (e.g., an interview, survey, observation).			DE	
• Learn forms of informal writing such as journal writing and impromptu essay writing.			MA	

	WRIT 100	WRIT 111	WRIT 112	WRIT 212
A WRIT 212 Rhetoric and Design student will....				
• Research funding sources for undergraduates and the primary sources in his or her field.				DE
• Acquire research writing competence by using quotations, signal phrases, reference lists, images (e.g., table or illustration), etc. within the framework of APA formats.			MA	MA
• Study and write memos, reports, letters, and proposals applicable to his or her major and/or chosen profession and learn the limitations and advantages of "models" for documents.				MA
• Understand the relationship between pictorial and numerical information, and document design that is relevant to publications in his or her field.				DE
• Apply his or her profession's ethical code(s) to				

activities, publications, and documents.

MA

The following course, WRIT 312 Rhetoric and E-Environments is a new course that counts for upper division, General Education elective credit. Because it is not part of the Academic Writing Requirement, its outcomes are not directly related to the required WRIT sequence of courses.

A WRIT 312 student will....

- Focus on e-environments in terms of rhetorical theories. MA
- Study how e-environments (and media) are re-shaping professional writing and audience expectations within a profession and discipline-specific rhetoric. DE
- Apply rhetorical theory to relationships between speaking, writing, and images, and improve document designs in e-environments as a result. DE
- Create a website and e-portfolio that crosses disciplinary and cultural boundaries. MA
- Propose and complete an action plan for a research project. MA
- Understand that creativity and innovation are reshaping the rhetoric of e-environments for professional purposes. (Woodbury Principle of Innovation and Creativity) MA
- Understand how discourses communities affect personal and professional lives. (Woodbury Principle of The Integrated Student) MA

Academic Writing Program professors look forward to continuing to develop and revise our current syllabi templates, syllabi checklists, and assessment processes to improve the Academic Writing Program curricular relationships to the Woodbury principles.

Referring to the next table and to summarize the curriculum map, the WRIT courses are supporting specific Woodbury principles. The five Woodbury principles are abbreviated in the following table: Comm = Communication; Trans = Transdisciplinarity; Social = Social Responsibility; Innov = Innovation and Creativity; Intrgr = The Integrated Student. The following table indicates which of the principles each course best supports.

FIVE WOODBURY PRINCIPLES

	Comm	Trans	Social	Innov	Intrgr
WRIT 100 Bridge to Academic Writing	X				X
WRIT 111 Academic Writing One	X				X
WRIT 112 Academic Writing Two	X	X	X		
WRIT 212 Rhetoric and Design	X		X		X
WRIT 312 Rhetoric and E-Environments	X	X	X	X	X

REQUIRED SEQUENCE OF COURSES

Academic Writing Requirement. The Academic Writing Program begins with the English Placement Program that places new students into their appropriate first course in writing at the university level. So, as a result of completing a timed-essay exam or a portfolio review—the English Placement Program—each new student is placed into WRIT 100 Bridge to Academic Writing, WRIT 111 Academic Writing I, or WRIT 112 Academic Writing II. This placement program determines which course begins the required sequence of WRIT courses. The required sequence defines the “Academic Writing Requirement.”

Required Sequence of WRIT Courses (On-Campus Courses):

- Placement into WRIT 100 or 111.
- Completion of this sequence: WRIT 111 and WRIT 112.

The Academic Writing Requirement means that, beginning with the first Woodbury semester and according to placement scores, students are required to enroll in WRIT courses in consecutive semesters until completing the entire WRIT sequence with a grade of C or better in each WRIT course. If a student enrolls in the equivalent of a WRIT course off campus, then the student still must complete the writing courses in consecutive semesters beginning with the first semester at Woodbury University and with a grade of C or better in each course. The Academic Writing Requirement helps students secure foundational writing skills so that during subsequent years at the university, students may not only obtain discipline-specific rhetoric and pre-professional writing skills but also use writing as a mode of learning and thinking.

Required Sequence of WRIT Courses Affected by Transfer Credit

- Transfer WRIT 111 (off-campus course) and complete WRIT 112 (on-campus course).

WRIT 112 Transfer Portfolio Program. Writing Program administrators want to ensure that all students have achieved WRIT 112 learning outcomes and are prepared to succeed in writing-intensive courses in the General Education curriculum and in their major degree programs. Therefore, we have the WRIT 112 Transfer Portfolio Program:

- Students who transfer the equivalent of WRIT 112 Academic Writing II into their degree programs are required to present a portfolio of their off-campus writing to verify that they have met WRIT 112 learning outcomes and are competent student writers of research papers. Beginning in the 2010, however, WRIT 112 is a non-transferable course from California community colleges.

If a student fails the WRIT 112 Transfer Portfolio review, in other words, then he or she must enroll in WRIT 212 as soon as possible to fulfill the Academic Writing Requirement.

ASSESSMENT PROCESS

Because of the Academic Writing Requirement, regarding on-campus WRIT courses, a crucial point of assessment is the difference between a portfolio that earn a grade of C or better and one that earn a grade of C- or lower. Hence, all of the course-specific outcomes are measured each semester in the C- Portfolio Review Workshop that happens during every semester's finals period. The C- Portfolio Review Workshop exists, moreover, to assure student's learning and secure faculty members' confidence in their grades.

In the workshop, each portfolio meets two criteria: (1) the student's portfolio is complete by having all the required papers, and (2) the student has a summative grade of C or lower in the WRIT course. In the workshop, Academic Writing Program professors participate in calibration sessions and holistic scoring with the WRIT portfolio rubrics. After the calibration sessions, two professors "read and rate" each portfolio. The professors score the portfolios independent of each other and use a six-point scale that represents grades: F, D, D+, C-, C, C+. As a team, the Academic Writing professors have the goal of exceeding the minimum reliable and valid measure for inter-rater reliability of 80%.

Because of the discreet categories in each WRIT course's portfolio rubric, moreover, the Writing Program Director not only has an opportunity to exceed minimum inter-rater reliability while securing shared standards for passing and failing portfolios but also an opportunity to study specific learning outcomes found in the relevant WRIT portfolio rubric.

At the program level, however, a three-year cycle of assessment occurs. The following table begins to describe that assessment.

	WRIT 100	WRIT 111	WRIT 112	WRIT 212
An Academic Writing student will...				
• Value reflection as part of writing.	B	B	B	B
• Understand that achieving standards of good academic writing involves substantial time invested in writing.	B	B	B	B
• Use social process to write for various audiences.	B	B	B	B
• Know the heightened importance of written communication. (Woodbury Principle of Communication)	C	C		
• Understand the importance of harmonizing personal aspirations or first-person writing and professional aspirations or third-person writing. (Woodbury Principle of The Integrated Student)	C	C		
• Understand one's discipline as one among other disciplinary perspectives needed to solve complex problems. (Woodbury Principle of The Integrated Student & Transdisciplinarity)				D
• Understand sustainability as a way to respect the planet, its people and environment.			D	
• Understand document design and research writing as ways to develop professionally and maintain professional integrity. (Woodbury Principle of Social Responsibility)				D
• Understand one's discipline as addressing various professional audiences and as situated among various communities, both on- and off-campus. (Woodbury Principle of the Integrated Student)			D	

Key:

- B Assessed first in a three year cycle (beginning 2009-2010).
- C Assessed second in a three year cycle (beginning 2010-2011).
- D Assessed third in a three year cycle (beginning 2011-2012).

Each of the learning outcomes—identified with B, C, and D—is assessed during a three-year cycle with both direct and indirect assessment methods or with research methods often associated with case study methodology. The diversity of methods that define case study methodology creates benefits from triangulation and facilitates gathering multiple perspectives to bear on learning outcomes. Multiple perspectives come from WRIT students and professors, non-WRIT students and professors, staff personnel and administrators. Furthermore, in 2012-2013, the Writing Program plans to participate in the appropriate national program review offered by the Council of Writing Program Administrators (WPA).

RESULTS OF LEARNING

Each semester, WRIT students are required to create portfolios. These portfolios are a measure of how well students achieve learning outcomes in each WRIT course: WRIT 100, 111, 112, 212, and 312. In addition, each semester, any student who has a summative grade of C or lower has his or her portfolio read by two Academic Writing Program professors during the C- Portfolio Review Workshop. That is, after a calibration session, two writing professors determine a final grade for each portfolio in the workshop.

ACADEMIC STANDARDS

Each WRIT course's learning outcomes are held-in-common across sections of a WRIT course because of the WRIT syllabi template for each course. The Academic Writing Program coordinator guarantees that each section of a WRIT course has a syllabus that reflects the appropriate WRIT template. A portfolio rubric, which defines grading criteria, is part of each WRIT course's syllabus template. Hence, because of portfolios, rubrics, and assessment, both students and professors are sharing standards. One way that the Academic Writing Program professors share standards is by their participation in the C- Portfolio Review Workshop.

SPECIAL LEARNING OPPORTUNITIES/REQUIREMENTS

Woodbury's Careers and Alumni Office offers a variety of programs, services and resources to assist students in exploring careers and securing internships. The staff works with students one-on-one to develop successful internship search strategies to help students connect with employers through internship postings, resume collections, on/off-campus interview opportunities, alumni connections, and employer outreach in the US.

Writing Center. In general, the Writing Center supports the teaching and learning of writing, provides free tutoring services, and supports the Academic Writing Program, Writing Consultant Program, and Writing for Academic Success Program (WASP). Particularly noteworthy is that, according to statistics, the Writing Center serves all students studying in lower and upper division classes, and supports each school and the institute equally. During fall and spring semesters, the Writing Center is open during these hours:

9 AM to 4 PM: Monday, Tuesday, Wednesday, and Thursday

10 AM to 3 PM: Friday

11 AM to 2 PM: Saturday

Appointments with tutors may be made through the Writing Center homepage which is located under "Academics" on the Woodbury University homepage. When tutors are not tutoring but are at the Writing Center, they are studying scholarship and research about professional, academic tutoring as well as completing investigations into their own tutoring practices. These studies "professionalize" the peer tutors and constitute the Writing Center curriculum. In addition, each tutor has to pass an employee review, every semester, to retain his or her position.

Writing Consultant Program. When the Academic Writing Requirement is fulfilled, a student is better prepared to achieve the goals of writing-intensive courses across the curriculum. These

goals are shaped by writing within a discipline and for professional purposes. Writing Program administrators and Writing Consultants support these goals and help professors from across the curriculum to develop their use of writing assignments in their courses and departments. Writing Consultants help professors develop and refine their writing assignments so that these assignments better reflect student's learning and a course's learning outcomes. Specifically, the Writing Consultants and professors create purposeful writing, research, and communication assignments: essay test, research paper, proposal, journal, presentation, observation report, and peer response assignments. The Writing Consultants, furthermore, teach WRIT courses and participate in Writing for Academic Success Program (WASP) and make nominations regarding the Academic Writing Awards.

Academic Writing Awards. These awards recognize exceptional writers in WRIT 112 and 212, and in writing-intensive courses across the curriculum. The writer is nominated by a professor and is chosen after his or her portfolio has been reviewed by a panel of professors. All Writing Award recipients receive their monetary award and certificate of award during ceremonies on the Friday before commencement in the spring semester.

ACADEMIC WRITING COURSES

While many programs offer writing opportunities specific to their disciplines, e.g. scriptwriting, the courses below form the backbone of a program in strong expository writing.

WRIT 100 Bridge to Academic Writing 3 units
WRIT 100 is an intensive writing course that deepens students' experiences with writing (and reading) for academic purposes and provides them with basic lessons in academic writing. WRIT 100 students are introduced to writing as a process, complete grammar lessons, improve grammatical accuracy, and develop expository skills. WRIT 100 includes teaching common academic rhetorical strategies, establishing proofs to support a thesis idea, and writing essays that are coherent and logical. Seminar. Pre-requisite: Appropriate placement score.

WRIT 111 Academic Writing I 3 units
WRIT 111 is an intensive writing course that introduces students to university standards for academic writing and teaches students how to use the writing process and social processes to write for various audiences. WRIT 111 students improve their prewriting and revision abilities and learn to modify the essay form, integrate their opinions and experiences into essays, and create multiple-source papers in the MLA format. WRIT 111 also includes learning to coordinating first- and third-person narration and critiquing readings for bias and for other logical fallacies. Seminar. Pre-requisite: WRIT 100 Bridge to Academic Writing or appropriate placement score.

WRIT 112 Academic Writing II 3 units
WRIT 112 is an intensive writing course and is the capstone course in the Academic Writing Program. WRIT 112 students develop their research and writing skills; practice MLA and APA documentation formats; and integrate diverse kinds of documents to explore topics, solve problems, and develop arguments. WRIT 112 also includes elements of document design and field research, and completing research into a subject other than English. Specifically, the issue of

sustainability will be examined by each student through the lens of his/her major. While studying sustainability, students will critically think, read, and write, and study the relationships between language, knowledge, and power. Seminar. Pre-requisite: WRIT 111 Academic Writing I or appropriate placement score.

WRIT 212 Rhetoric and Design 3 units

WRIT 212 is a writing-intensive course that is designed for students who either need to complete the Academic Writing Requirement or who are interested in improving their ability to write and design documents in their major and/or chosen profession. WRIT 212 students study the primary publications in their major/profession, practice the writing style and document design that defines writing in their major/profession, and write documents for their major/profession accordingly. All WRIT 212 students create a portfolio of their writing. This course may fulfill a lower-division General Education Requirement in the Humanities. Seminar. Pre-requisite: WRIT 112 Academic Writing II or transfer equivalent credit.

WRIT 312 Rhetoric and Electronic Environments 3 units

This writing-intensive course not only supports writing-intensive courses in a major but also focuses on how electronic environments and media are re-shaping professional writing and audience expectations within a profession and discipline-specific rhetoric. WRIT 312 students apply rhetorical theory—as such theory comments on relationships between speaking, writing, and images—to improve their manipulating of document design in electronic environments. All WRIT 312 students will create an electronic portfolio of their writing and images. This course may fulfill an upper-division General Education Requirement in the Humanities. Seminar. Prerequisite: LSCI 105 Information Theory and Practice, WRIT 112 Academic Writing II or WRIT 212 Rhetoric and Design.

TELP

TELP 040

This course will focus on developing fluency and mastery of English in written form. Students will read about issues and events related to the English speaking world. Students will sharpen critical thinking skills in the target language while completing essays, research papers, and oral presentations.

TELP 0401

Through guided reading instruction students will practice the art of gathering main ideas, skimming/scanning, demonstrating understanding of passages and reporting on details. Students will sharpen critical thinking and comprehension skills in English and be assessed by classroom participation and written assignments.

TELP 0403

This course builds and reinforces basic language skills for English Language Learners. The high-interest, content-area reading lessons keep students involved as they learn parts of speech and sentence construction. (Phase ONE)

TELP 0406

This course provides short and focused activities to help lower-proficiency English Language Learners improve their listening and speaking skills. It includes practice in both mastering the larger message and key words/phrases and specific words and sounds to assist students in developing better speaking and comprehension skills. Students will practice dictation using dialogues; development listening strategies; as well as practice speaking in small groups and individually. (Phase ONE)

TELP 0409

This course focuses on the development of the reading and vocabulary skills English Language Learners need to be successful in college. Authentic academic readings and carefully selected topics help students build general background knowledge which will be valuable in their future college studies. (Phase ONE)

TELP 041

Students will learn how to overcome their fears or anxiety in speaking in small group or public situations while understanding the diverse communicative styles of the English speaking world. Students will learn how to give speeches and presentations, increase their vocabulary, and become successful contributors in any classroom. Students will use various forms of media, listen and analyze songs, discuss movies, as well as participate in an online language lab.

TELP 0411

Students will learn how to give speeches and presentations, increase their vocabulary, and become successful contributors in any classroom. Students will use various forms of media, listen and analyze songs, discuss movies, as well as participate in an online language lab.

TELP 0412

This course offers a fundamental understanding in writing process to English Language Learners. It begins with thorough instruction in composing a sentence then moves into paragraph and essay structure. Students learn the five steps of the writing process with a comprehensive, step-by-step approach. They are exposed to different types of writing with examples of real-world writing. Students will also gain a working knowledge of vocabulary words from the academic word list. (Phase ONE)

TELP 042

The students will examine and improve their knowledge of English grammar through written and oral exercises, quizzes and exams.

TELP 0421

This course is an integrated skills course designed to facilitate the scaffolding of different strategies for English Language Learners to become self-directed learners and better participants at American institutions. Students who take this course will gain confidence in expressing their ideas both orally and in writing. They will have the confidence to approach a wide variety of assignments and communicative tasks awaiting them in their first year of college and beyond. Students will engage in class and small group discussions. They will be exposed to the main types of test questions: multiple choice, short answer, essay questions and times essays. They will develop a better awareness about how they learn. (Phase ONE and TWO)

TELP 0422

This course will offer English Language Learners a means for analyzing and evaluating the complex social and moral issues that young adults throughout the world have to deal with today. As students examine their own cultures and compare them with others, culture shock and cultural conflict may be lessened, and enjoyment of cultural differences may be strengthened. Students will engage in interactive tasks, including roles play scenarios, expand upon the case study, and a vocabulary task reinforcing both vocabulary acquisition and major concepts from the case. Through the process of reading, discussion, analysis, writing, and role playing, students will enrich their understanding of today's global society while at the same time they are sharpening their academic English skills. (Phase ONE and TWO)

TELP 043

Students will be introduced to American culture and life in California in order to succeed as functioning members of society and as university students. Subjects to be covered orally and via worksheets include: US history, pop culture, colloquial language, holidays, university life. Class participation, homework, student projects and papers will be submitted for assessment.

TELP 0431

This course continues the development of listening comprehension and speaking skills from Listening and Speaking I. Listening focuses on comprehension of oral lectures. English Language Learners will be better prepared for lectures, listen better during lectures, and recognize what they missed in a lecture. Speaking focuses on the clear pronunciation of common words and phrases and continues the development of English pronunciation patterns of stress and intonation. Students will practice English speaking skills in various settings. (Phase TWO)

TELP 0433

This course is designed to improve academic essay writing skills for various rhetorical purposes, including summary writing, analysis, persuasion, opinion, and argumentation. English Language Learners will be expected to know the steps of doing college research and be able to properly site sources (i.e. paraphrasing from sources, APA/MLA citation format.) Students will be expected to write a persuasive research project (i.e. "the 20-pages research paper"). Focus on higher-level grammar structures and composition skills as well as students' ability to recognize and correct grammar and writing errors via peer-review/editing is also an important part of this course. Students will review common grammatical errors in writing. They will practice correcting grammatical structures and improve self-correcting ability. This course integrates reading, writing and editing skills in realistic situations that students are likely to encounter in college. (Phase TWO)

TELP 0436

This is a literature-based course for English Language Learners. Students read a variety of longer academic and literary texts, develop varied comprehension skills for reading literary fiction and non-fiction, improve written literary analysis and response skills, explore issues of cross-cultural conflict and understanding, analyze the use of facts and examples to support and explain generalizations, statements of theory, and implicit main ideas or assumptions, adjust reading strategies according to the text (e.g., using chapter titles and applying personal schema to survey and predict, and varying reading speed). Students will work on critical thinking skills when reading (ex: inferences, interpretations, beliefs, arguments, and theories). Students will also be expected to identify an author's purpose, point of view, or tone when reading literary text. They will develop academic vocabulary by applying effective strategies to clarify, analyze, and learn the meaning of new words. They will also demonstrate active use of selected academic vocabulary words. (Phase TWO)

TELP 044

Project based instruction aimed at improving students' individual language needs. The students will plan, organize, test and be assessed by an assigned faculty member.)

TELP 045

Students will learn and practice basic conversation in everyday life. Assessment is through class participation, role-playing and quizzes.

TELP 046

Students will examine complex grammatical forms through discussion and exercise. Foundations of grammar will be built upon through written and oral exercises, quizzes and exams. In addition to grammar in conversation, student writing will be improved.

TELP 047

Students will build upon their knowledge of what is expected in a university level reading and writing course. The course will also focus on the writing process, essay organization, argumentation, peer response groups, essay revising, proofreading techniques, research and citation, critical readings and discussions. Upon successfully completing this course, students will learn how to apply reading comprehension techniques to any reading assignments, write expository essays that reflect how effectively they can communicate their thoughts and ideas, read published texts, the texts of their peers, and read the written work of their peers with a critical eye.

TELP 048

Course Objective: This course is designed to improve students' ability to improve and integrate listening and speaking skills for the purpose of gaining mastery of colloquial English expressions, and gaining more communicative competence in communicating with their academic community through engaging and integrated skills.

Student and Campus Life: Community, Context and Personal Development

The Los Angeles Times Library

Nedra Peterson, M.A., Director of the Library

MISSION

The Library is dedicated to enriching the life of the Woodbury community through the expansion of knowledge and creativity. We seek to build and preserve resource collections that meet current and future curriculum, research, intellectual, creative and professional needs of the University. In pursuit of this mission, the Library strives for excellence in the quality of programs, services and resources.

RESOURCES

The Library supports the University's mission of excellence in professional and liberal arts education by collecting, preserving, and providing access to the record of human knowledge.

Resources for research and inspiration are discipline focused as well as transdisciplinary. The Library's growing collection includes approximately 65,000 books, 2,000 video recordings, 300 current print journal subscriptions, and access to 54 research databases. To complement the slide collection, over half a million digital images are licensed to the library from the ARTstor repository.

Access to the Library's online catalog and research databases is available any time, night or day. The online catalog provides information about books, videos, periodicals, and other materials at Woodbury. Borrowers may access their library accounts through the catalog to renew items or place items on hold as well as to view outstanding materials. Materials not owned by Woodbury Library may be requested through InterLibrary Loan at no charge to students, faculty, and staff (except for rare instances when the lending library charges a fee) thus making the scholarly resources of the world available to the campus community.

Librarians play a vital role in educating Woodbury students. Students learn skills that have life-long value in our information-rich environment, proficiency in accessing and evaluating resources for quality and validity. The Library provides a dynamic instruction program to support students in achieving the most efficient and effective use of information resources and technologies. Course-specific instruction is provided by librarian subject specialists, and is available to any instructor for any class. Librarians teach LSCI 105, Information Theory and Practice to assist students in meeting the University's Information Literacy requirement. Reference and research assistance is available during all hours the library is open. Personalized in-depth research appointments may be made with subject specialist librarians.

The Library's physical spaces provide access to collections that encourage creativity and exploration in a technologically and aesthetically inviting environment. Wireless access to the Internet is obtainable throughout the library buildings and courtyard. The Electronic Study

Hall classroom houses desktop PC computer workstations in a lab setting, and is available for quiet study when not scheduled for classes.

The Woodbury identification card is available through the Library, and serves as a library card and meal card. Photos are taken in room L104 any time the library is open. The card is free, though if lost or damaged, a replacement will cost \$5.00. Cards must be updated every semester at the library circulation desk.

The Library's hours of operation vary throughout the year to accommodate the academic cycle. Current hours are always viewable on the library's website <http://library.woodbury.edu/> or call 818-252-5200.

A small non-circulating library dedicated to the study of architecture is maintained at the San Diego satellite campus. Regardless of location, all Woodbury students, faculty, and staff have the same access to the Library's electronic databases and catalog.

Careers and Alumni Office

Liana Jindaryan, Careers and Alumni Office

Career Development and Experiential Learning Start Here! Career guidance and development activities provided by the Careers and Alumni Office strive to provide students and alumni with the tools required to ensure a smooth transition from college to careers and secure professional career goals. The Office supports students through the stages of their university experience, from the first year through graduation and beyond. We work to develop and improve the professional identities of our students and partner with industry professionals to increase opportunities for our students and alumni. The Office provides a continuum of collaborative services, activities and programs that assist students and alumni in meeting their needs relative to career development, internship experiences and employment opportunities. Our programs, activities, and services are designed to strengthen persistence, enhance learning, assist decision-making and facilitate personal and career success.

Please note: Our Career Development interventions are for all students on campus, not just seniors. If you wait until your last semester to start visiting our office, you have waited too long and may not find the assistance you are looking for. Moreover, do not expect us to "hand you" a job or internship; job searching is hard work and requires much effort, commitment and preparation on your part.

Career Development houses five essential programs that provide activities and interventions that assist students and alumni in their career planning process: 1) Career Counseling 2) Career and Alumni Networking Opportunities 3) Career Services Manager (CSM NACELink Network) 4)

Internship Program 5) Professional and Graduate School Planning.

- 1) Career Counseling offers professional, confidential counseling to help undergraduate, graduate students and alumni with career, educational, personal concerns. Programs and services include:
 - Career counseling and career exploration activities; career assessment inventories to assist in career development.
 - Personal assistance on issues such as choosing or changing a major and career change or transition.
 - Support and guidance to explore, define, and realize career goals
 - Assistance with goal-setting and goal achievement through a variety of career exploration activities.

- 2) Career Opportunities and Alumni Networking offers:
 - Resume reviews and practice interviews (Mock interviews).
 - Internship identification and resume preparation.
 - On-campus recruitment of students by employers through interviewing, information sessions and career and internship fairs.
 - Information about full-time jobs, employers, general information about employment trends, income and other career issues available in the resource library.
 - On Demand Career Workshops on job search techniques, resume writing, interviewing, networking and salary negotiations.
 - State-of-the-art computer resources, access to internet job listings, labor market information, researching occupations.
 - Bi-weekly career e-newsletter, the office's main vehicle for communicating a wealth of information to students.
 - Industry and major specific Recruiting Fairs, Alumni Panel Discussions, Employer Info Sessions, Etiquette Dinners, and Networking Mixers.
 - Ask-an-Alumni program to connect with successful working alumni for networking and information gathering.
 - Job Bulletins and daily e-mail announcements to inform students, staff and faculty about upcoming events.

- 3) Career Services Manager provided by NACELink Network (CSM) is the University's 24/7 web-based student and alumni job board, and lists the following opportunities:
 - On-campus and off-campus employment opportunities.
 - Part-time, full-time and Internship opportunities.
 - Post-degree career opportunities - locally and nationally.

Students register at no cost and then, using sophisticated search tools, identify potential opportunities to which they may apply. Students can upload their resume and work samples (i.e. writing samples, cover letters, portfolios, etc.). Employers can review student resume and work samples as well as contact students for follow-up information. CSM is located at <https://woodbury-csm.symplicity.com/students> and is free to access. Login requires one's username and password.

- 4) Internship Program: the Internship Program can assist in connecting you with "real" world career-related experiences that have proven to be a critical career development step for students. The staff of the Internship Program connects with employers locally and nationally to develop new internship opportunities for you! We collaborate with campus faculty in this endeavor as well to support your developmental/academic internship experiences. How do we help you find an internship?
 - Meet with the Internship Specialist for individual guidance as well as direction to appropriate faculty personnel.
 - Log onto CSM, the campus on-line internship resource (<https://woodbury-csm.symplicity.com/students>).
 - Attend our Annual Internship Employer Info session & Internship Expos
 - Visit the Career Development Resource Library with numerous internship publications.
 - Find an internship relevant to your major to fulfill your academic internship requirements.
 - Sign up for our department publication (Woodbury Today) and find out who is being recognized for their internship experiences.

- 5) Professional and Graduate School Advisement: The office has:
 - Guidance for anyone interested in attending professional or graduate programs.
 - A library of resources dealing professional school directories and grad school test books.
 - Spring and Fall Graduate School Presentations conducted by Kaplan and Princeton Education Services to help students understand admission requirements, application process and test preparation.
 - Graduate School Personal Statement assistance.

Alumni Relations

Have you ever heard the phrase, it's not what you know, it's who you know? Although this isn't completely true, access to opportunity is a strong component of career success. By developing a positive and continuing relationship with alumni, the Careers and Alumni Office is able to provide that access to current students and help them obtain internships and work experiences, find part time and full time jobs, and explore career opportunities through our alumni network. When Alumni help current students in their job search or through activities like job shadowing and mentoring, they are able to become more involved with Woodbury in a truly meaningful way. The Careers and Alumni Office also produces annual events including Founder's Week and Class Reunions where alumni are encouraged to come back to campus to reconnect with old friends, develop new contacts, and connect with current friends, faculty, and staff.

What if I'm alum, and I'm job hunting? Our office provides a variety of services for alumni including: career preparation and assessments, job search/resume writing techniques; Mock Interview; employer panels; referral services; access to the Alumni Online Community at www.woodburyalumni.com for networking and reconnecting; and networking events and programs. Other non-career related services include finding lost alumni and reunion coordination and planning.

The Woodbury University Alumni Association provides a variety of benefits and opportunities to alumni. Regular membership is free and includes many benefits. An Endowed Membership is available for \$400 for those who want to make a lasting impact on the institution and desire a premiere package of benefits.

The governing body of the Association is the Woodbury Alumni Board. The Alumni Board is composed of recent alumni who are interested in supporting events and programs developed for career management, volunteer opportunities, and socialization. The Board meets regularly to strategize how to engage alumni and provide valuable services that alumni need. Two annual functions supported by the Alumni Board include videotaping of Commencement for graduates and their families and the Class Reception the night before Commencement.

Woodbury has educated more than 75,000 alumni. While three-quarters of our graduates have resided in Southern California, Woodbury alumni can be found in all 50 states and in 58 countries around the world. The majority of these alumni matriculated into practical productive jobs in the Los Angeles area, where they have built businesses both large and small, founded magazines, established accounting firms, become noted fashion designers for movies and television, won design competitions, held public office, led non-profit organizations and much more.

How to Make an Appointment

The best way to guarantee that your career guidance needs will be met is to make an appointment for any of the services described above. You can do so by calling 818.252.5214 or stop in and speak with an administrative staff assistant to schedule an appointment with a career counselor or internship specialist.

International Studies

Sebastian Zacharia, Executive Director

Woodbury's programs in International Studies foster a global awareness among faculty, staff, and students through forums on issues like the Darfur genocide, speakers like Bennett Ramberg and members of the consulate delegations in Los Angeles, and interaction with classes. The office advances an international dimension in research, curriculum and instruction, promotes collaboration among units to enhance international activities, and assists deans, chairs, and faculty to build regional, national and global partnerships to advance international initiatives.

Study Abroad Opportunities

No educational experience has a greater impact in producing lifelong learners than a travel abroad experience in which students apply what they have learned on campus in the context of a distant society and culture. Our students continually mention their experiences abroad as transformational. Each year, faculty offer Woodbury's students a variety of short-term and summer-long international study programs in their disciplines of architecture, design, business, and the liberal arts. In addition, the University participates in direct exchange programs with a number of universities abroad.

Summer Experiences

Woodbury offers a number of opportunities to travel and study both within the United States and overseas, ranging from short trips to the summer semester abroad in Paris and Berlin, beginning their studies with a shorter residency in either China or Barcelona. Summer architecture studios have recently traveled to Brazil, Mexico, and Costa Rica for site investigation.

Architecture in Barcelona and Nanjing to Paris and Berlin

Architecture students at Woodbury spend the summer studying how old and new parts of cities can interact. The study begins with a preliminary program in either Spain or China and finishes with a four-week residency in either Paris or Berlin, where the lessons learned in Southern California studios and in Spain and China are applied in a rigorous studio experience. Information on this program may be obtained from the School of Architecture.

Building Culture in Tahiti

The school of architecture, in partnership with the University of French Polynesia

Fashion in England, France, Italy and Turkey

The fashion design department offers an elective 3-unit course that includes travel to European fashion centers such as Paris and London, where students have special access to museum collections and design studios. Information on this program may be obtained from the Chair of Fashion Design.

Business at Zhenjiang University in Hangzhou, China

Led by faculty from Woodbury's School of Business, students begin their study in Beijing and Shanghai before they embark on a week-long residency at Zhenjiang University, southwest of Shanghai on Xi Hu (West Lake). During morning classes students study Chinese commerce and in the afternoon they visit local businesses. The course culminates in Hong Kong, long known as a business, finance, and industrial hub of Asia, with visits to the stock exchange and to the ministry of finance. Information on this program may be obtained from the School of Business.

Art and Architecture in Italy

Woodbury University offers students from all majors the opportunity to spend four weeks in Rome, Italy, learning about the culture, architecture and urbanism of the "Eternal City"—one of the oldest, continually inhabited cities in the world. Students have the opportunity to wander, dream, shop, sketch, enjoy the nightlife, eat in great restaurants, socialize, and immerse themselves in the richness of Italian culture. Information on this program may be obtained from the School of Architecture.

Direct Exchange

In a "direct exchange" program, students pay tuition at their home institution and room and board at their host institution. For information about the programs below and others, contact the chair of your program. If you are a financial aid recipient, you need to contact the Financial Aid office as well. There are additional documents that need to be completed in order for students to receive financial aid while involved in these programs.

Woosong University in Korea

Each year, Woosong University sends animation students to Woodbury University to study in the media center of the world. We also offer a joint Korea-LA animation production class, where students sit in studios in each country and communicate through the Internet and other means. In the summer, our students travel to Woosong for summer programs in architecture,

animation, and communication. Information on this program may be obtained from the Chair of Animation.

The University of the West of England

Fashion design and animation students enjoy a semester-exchange program with the University of the West of England. Information on this program may be obtained from the Chair of Fashion Design or from the Office of the Director of the School of Media, Culture & Design.

Design School of the Hochschule Niederrhein in Krefeld, Germany

The School of Media, Culture & Design has a direct exchange program with Hochschule Niederrhein, and students and faculty from both Woodbury and Hochschule Niederrhein may study at either location. Information on this program may be obtained from the Office of the Director of the School of Media, Culture & Design.

Architecture School of the Fachhochschule, Düsseldorf, Germany

Woodbury's School of Architecture and the Architecture School of the Fachhochschule have a direct exchange program. Information on this program may be obtained from the Office of the Director of the School of Architecture.

The university has recently added agreements with Hanze University Groningen, Universidad Alfonso x el Sabio in Spain, and Universidad Central de Chile.

OTHER OPPORTUNITIES

Woodbury chapters of the AIAS (American Institute of Architecture Students) and CLEA (Congress of Latin-American Students of Architecture) have organized national and international student trips. Our CLEA students are active participants in annual ELEA (Encounter of Latin-American Students of Architecture) events. Information on this program may be obtained from the School of Architecture.

Junior Fellows Program

Doug Cremer, Director, Institute of Transdisciplinary Studies

The Institute of Transdisciplinary Studies sponsors a junior fellowship program for all undergraduates. Up to ten students are selected each semester (fall semester on the Burbank campus; spring semester on the San Diego campus) to participate in a special transdisciplinary research seminar conducted by the Director of the Institute. Students in the seminar will explore transdisciplinary methodologies and be instrumental in designing the work of the seminar: they will choose a problem or issue in the contemporary world, develop the course topic, help decide on the course readings, design a proposal to address the chosen problem and present their findings and recommendations to the campus community. The course will serve as an upper-division general education or unrestricted elective.

Participation requires the student to find a faculty member to serve as a sponsor or the members of the faculty to nominate particular students with their consent. All students who apply or are nominated must have a minimum overall GPA of 3.3 and have completed no less than 60 units

and no more 100 units by the beginning of the subsequent fall semester. Students also are required to submit a 300-500 word essay expressing the student's interest in a significant and pressing problem in the world today and a letter of support from the sponsoring or nominating member of the faculty.

The Institute for Excellence in Teaching and Learning

Paul Decker, Executive Director

VISION

The Institute for Excellence in Teaching and Learning (IETL) strives to be a partner in advancing and sustaining the teaching and learning process at Woodbury University. IETL envisions learning environments where the effectiveness of pedagogy is measured by the dynamic qualities of student learning it produces.

MISSION

The Institute enhances the professional growth of faculty, both full-time and adjunct, and instructional staff through services, programs and resources dedicated to more significant learning experiences for Woodbury students.

GOALS

- Increase faculty understanding of current pedagogical knowledge and practice regarding teaching and learning
- Assist new faculty in becoming more effective teachers
- Stimulate and support campus-wide conversations about teaching and learning
- Establish and sustain communities of teaching and learning across departments, institutes and schools through reflection and training
- Support university initiatives on teaching and learning
- Support a university culture of assessment, especially with the assessment of student learning
- Provide scholarly and practical resources to enhance the teaching skills of the faculty
- Promote community service initiatives for Woodbury students
- Encourage the Scholarship of Teaching and Learning
- Promote Woodbury nationally as an example of an effective teaching institution

PRESENT PROGRAMMING

Orientation and Mentoring Program

Designed to orient and assist faculty members early on at Woodbury to develop and enhance their teaching skills and establish a lasting foundation for an engaging and effective teaching career.

Mid-Career Faculty Learning Community

Designed to bring together mid-career faculty members through a transdisciplinary learning

community to provide structure and collegiality for faculty seeking reflection and support for exploring new methods of teaching in their discipline.

Classroom Observations and Consultations

Designed to assist faculty members more directly with one-on-one conversations about specific teaching concerns and the effectiveness of teaching practices in a particular class.

Student Feedback through Consensus (SFC)

Designed to provide important feedback to faculty members from students in their class early in the semester. Feedback allows the faculty an opportunity to reshape the course content or format if necessary.

Access to Teaching and Learning Resources

Web-based resource center to display scholarly as well as practical resources for the improvement of classroom teaching and effectiveness.

Senior Teaching Fellows Mentoring Program

Designed to recognize senior faculty members for their success in the classroom and their suitability to act as mentors for new faculty or faculty interested in new educational initiatives.

The Julius Shulman Institute

Rose Nielsen, Coordinator

Named for the world's most renowned architectural photographer, the Julius Shulman Institute at Woodbury University provides programs that promote the appreciation and understanding of architecture and design. Focused on Shulman's enduring involvement in the principles of modernism, informed by Shulman's sense of the social responsibility of the designer, and imbued by his passion for teaching, the Institute offers lectures, seminars, tours, and special workshops at elementary, middle, and high schools in the area, as well as at community organizations that expand awareness of the designed world. The Julius Shulman Institute at Woodbury University also serves as an archive and research center, with the photographer's workbooks, books, correspondence, kudos, and other artifacts of his career serving as a resource for students and scholars.

In the two years since its founding, the Institute has sponsored dozens of talks, workshops, and slide shows for general audiences at Woodbury University, for high school students in southern California, as far away as Palm Springs - a familiar site in Shulman's photographs, and for practicing architects at places like the AIA 2006 National Convention in Los Angeles, where over a hundred people packed in to hear Julius Shulman talk about Rodney Walker's case study houses.

The Institute also sponsors a fellows program that recognizes emerging architects of significance, whose contributions enrich the progress of the profession and whose careers show a dedication to education.

Teddy Cruz and Jennifer Siegal are the inaugural fellows. As such, they have shared their innova-

tive approaches to architecture by lecturing, teaching and furthering their areas of research in the trans-border region and mobile design, respectively.

The Guatemalan-born Teddy Cruz is based in San Diego where he is principal of estudio teddy cruz. Cruz gained national recognition for his socially responsible and artistically motivated projects focusing on housing and urban development along the Tijuana-San Diego border region. He was chosen to give the inaugural James Stirling Memorial Lectures on the City in Montreal, New York and London in 2004 and 2005.

Siegal, known for her work in creating the mobile home of the 21st century, is founder and principal of the Los Angeles-based firm Office of Mobile Design (OMD), which focuses on designing "non-permanently sited structures that move across and rest lightly upon the land." Her projects have been profiled in publications such as the New York Times and Esquire magazine. Siegal's innovative mobile structures include customized, prefab Modernist homes; the Mobile Eco Lab that was used to teach area students about the environment; and the Portable Construction Training Center that was created for the Venice Community Housing Corporation.

Recently Jennifer Siegal headed a team that participated in Los Angeles: City Of The Future competition sponsored by the History Channel. Jennifer's team included students and architects associated with Woodbury. The team's work received the Infiniti Design Excellence Award presented by Mayor Antonio Villaraigosa. The Los Angeles Times described the ideas proposed by the team associated with Woodbury this way:

"Living nature – a pair of baby turtles, an orchid plant, alfalfa sprouts, beans and a tulip bulb – was the main prop in the display by the Office of Mobile Design. It posited a bioengineered future in which buildings made of 'biomatter' – hydrated with amply available desalinated water fed through a grid of aqueducts – will be living things that can adapt like plants to changes in climate and time of day. Beautiful people and plastic surgeons, beware: Physicality in the 22nd century will be so easily malleable that 'notions of physical beauty no longer apply,' as team member Jennifer Siegal put it, and the populace will occupy itself with deeper concerns as 'the lines between community, spirituality and entertainment are blurred.'"

The Julius Shulman Institute at Woodbury University also sponsored an exhibit of all the entries in the Los Angeles: City Of The Future competition. The exhibit was held at LACE in Hollywood and included a panel discussion of the projects by their designers, moderated by Christopher Hawthorne, Architecture Critic - Los Angeles Times.

These are just a few of the activities of an evolving institute whose mission and programs we hope will have an impact in creating an informed citizenry engaged in designing the new world.

Office of Development

Richard Nordin, Vice President, University Advancement

"Education and philanthropy turn a student into a citizen."

One of the greatest gifts is college education provides a student is a greater understanding of one's place in the world around him and her. We at the Office of Development can help foster

this philanthropic spirit. Simply put, the Office of Development is the Fund-Raising Arm of Woodbury University.

Woodbury University relies on several sources of income aside from tuition and fees. We must enlist sustaining financial support from parents and alumni, endowments, and grants to ensure the achievement of the highest priorities of the University. Furthermore, this support is a key indicator of experiential satisfaction for large foundations and other philanthropic institutions. The Office of Development staff proudly work to keep the relationships between the University and the members of its extended family strong and active. Through our efforts, Woodbury can remain a vital and modern institution for learning and development.

We are currently in the midst of an exhilarating time as we ramp up to the final stages of our Building Initiative. This \$27 million project has been the most ambitious goal in our 124-year history! As we complete this initiative, our greatest fiscal accomplishment since moving from downtown to Burbank, Woodbury will have succeeded in growing its gross square footage for education by 40%. This initiative provided the new, as-yet unnamed, School of Business building and additional studio space for the School of Architecture as well as the new north parking lot.

During this academic year, the building initiative extends to Wilshire Hall, which will be renovated as a faculty center for the Schools of Architecture and Media, Culture & Design as well as the Institute of Transdisciplinary Studies.

Student and Parent Giving

By embarking upon a personal tradition of giving back to your school, while still enrolled, you and your parents can begin the steps of ensuring the farthest-reaching value of your Woodbury education. Your family contributions will help to provide expanded learning and networking opportunities. Furthermore, involvement will naturally provide greater community respect, and ultimately, increase the value of your diploma.

Alumni Giving

The percentage level of contributions by a University's Alumni is the barometer by which prospective students, college ranking systems, and financial supporters view a school's value. In particular, when Woodbury applies for a grant, foundations will often ask about the level of alumni support as a basis to determine if the University is a good investment. We thank you, in advance, for your continued support!

Annual Fund – The Woodbury University Annual Fund provides support for the highest needs of Woodbury University. Tax-deductible gifts to this fund are distributed to all areas of the campus.

Annual Fund gifts are used to:

- Provide financial assistance for deserving students who otherwise could not afford a Woodbury education.
- Keep the university on the cutting edge of technology.
- Attract professors who are leaders in their respective industries.
- Maintenance and beautification of buildings and grounds.

The Woodbury Annual Fund allows alumni, parents and friends an annual opportunity to make

a meaningful difference in the lives of current students. Giving is the most tangible measure of your satisfaction with Woodbury. By investing in Woodbury's Annual Fund you provide critical resources for faculty and students which spark the innovations that will elevate Woodbury to the next level in higher education.

The Woodbury University Gala

Each year, the university holds a black-tie celebration of the University and its achievements. The event features a show of the work of senior fashion students, as well as presentation of the Citizen of the Year award and the Woodbury senior fashion awards as judged by a large panel of fashion industry professionals. Students awards include creative, technical, couture, and overall design achievement.

This Citizen of the Year Award pays tribute to special Americans who embody the best characteristics of our country – hard work, success, compassion, community, integrity and philanthropy. Past recipients of the Citizen of the Year Award have been community leader, Terry Clougherty; alumnus and trustee, Leonis Malburg (1949); alumnus and trustee, Dr. Ronald E. Soderling (1957), and his wife Mrs. Gail Showalter-Soderling; and to alumna and trustee, Mrs. Judith D. Tamkin (1949) and her husband, Dr. S. Jerome. The funds raised support the University's scholarship efforts.

To Contribute

Please contact Rachel.malkenhorst@woodbury.edu in the Office of Development online or visit the office in Cabrini Hall on campus to join in the Woodbury Tradition of Giving! We can always be reached at 818.252.5233.

Traditional Giving Methods for Friends and Family of Woodbury University

Scholarships – In an effort to secure funds for this purpose, the University hosts an annual Gala, a scholarship benefit event. The net proceeds of this event go towards the Woodbury Scholarship Fund. Additionally, named scholarship opportunities are available and may be established for a minimum of \$2,500 or for an endowed fund at \$50,000.

Library Associates – The purpose of the Library Associates is to focus attention on the needs of today's library and raise money for library resources, library services, library facilities and library technologies. The Woodbury Library is housed in a renovated church and because of that, finding enough space for our expanding library holdings creates unusual challenges. Each year, we add between 3,000 and 5,000 volumes.

Presently slides, videos and microfilm are all viewed in the same room. However, more space for viewing these materials in separate rooms is needed to provide students with a better study environment. The Library Associates sponsors a fall lecture series, the Julius Shulman Award for Excellence in Communication, the Ray Bradbury Creativity Award, and the Library Student Leadership Award.

The Julius Shulman Award for Excellence in Communication

Each year, Julius Shulman, the noted architectural photographer, honors an outstanding contributor and exponent of communication in his or her field whose work has changed the way people perceive the world. Past recipients include the following:

- 2009 Erik Bricker
- 2008 Henry T. Segerstrom
- 2007 Lily Tomlin
- 2006 Dustin Hoffman, actor
- 2005 Dr. Robert H. Schuller, Founding Pastor of the Crystal Cathedral

The Ray Bradbury Creativity Award

Presented annually to “Those who Witness and Celebrate,” past recipients include the following:

- 2009 Jody Greenwald
- 2008 Roy Disney
- 2007 F. Murray Abraham
- 2006 Anjelica Houston and Robert Graham
- 2005 Irvin Kershner

President’s Round Table (PRT) – Members of PRT are special friends who provide annual support of \$1,000 or more to the University’s schools and departments, help guide the University’s course, and ensure Woodbury’s success for years to come by providing essential contributions to University programs and needs. The greatest benefit of a PRT membership is the impact on academic excellence. Members enjoy the special standing of benefactors who make a measurable difference in the advancement of excellence that has characterized Woodbury University for over a century.

Planned Giving – Woodbury Alumni and friends who want to support the University can do so and reap the income and tax benefits. Planned giving benefit may include life income, future continued use of gift property, an avoidance of capital gains tax, as well as providing donors with an immediate income tax deduction. Planned giving donors are recognized as members of the “Pop” Whitten Heritage Society.

“Pop” Whitten Heritage Society – Ray Howard Whitten became the sixth president of Woodbury Business College in 1922. Students soon began addressing him as “Pop” Whitten because of his openness and genuine concern for all Woodbury students. During this tenure, Whitten transformed the school from a traditional business school into a college of higher learning.

“Pop” Whitten is remembered as an innovative educator who left a lasting mark on our University. Friends of Woodbury University can share in “Pop” Whitten legacy by leaving gifts from their estates, whether through a will or other estate planning vehicles, to Woodbury University.

Campus Life

Student Development

Phyllis Cremer, Ed.D., Associate Vice President, Office of Student Development

In collaboration with students, faculty, staff and families, the Office of Student Development facilitates students’ transformation and enriches their educational experience by embracing their goals, dreams and aspirations. We will offer opportunities for engagement in educationally purposeful activities, challenge students to develop academically and personally, provide the support necessary for them to do so, and advocate for their needs

Leadership Team:

- Anne Ehrlich, Ed.D., Dean of Students
- Rebecca Devereaux, Assistant Dean
- Janice Blair, Coordinator of Student Involvement and Leadership
- Jocelyn Ramirez-Blanco, Academic Advisor
- Yvonne Correa, Director of Community Services
- Ruth Luna, Senior Director of Academic Advising
- Connor Nelson, Coordinator of Residential Communities
- Monica Valdivia, Counselor
- Theresa Somerville, Director, Health Services

Staff:

- Verletta Jackson, Program Coordinator
- Evelyn Alfaro, Administrative Secretary
- Michelle Sidney, Administrative Assistant

Student Life: Building Community, Building Personal Success

The Office of Student Involvement & Leadership within the Office of Student Development facilitates and supervises a variety of activities and events. It advises and supports student organizations such as the Associated Student Government (ASG), Program Board, Fraternity and Sorority Life, and other student groups on the Woodbury campus. The Office of Student Involvement & Leadership offers a variety of services and programs designed to create a campus environment that compliments the academic experience and cultivates the social and personal development of Woodbury students. With a variety of student organizations to choose from, students have the opportunity to learn about themselves and appreciate the diversity and uniqueness of others.

Leadership Development

Woodbury University believes in the cultivation of student leaders, not just to help shape the campus but also to prepare them for shaping their world. We offer many opportunities for students to lead in meaningful ways.

Associated Student Government (ASG)
Program Board
SOAR Peer Advisors
Residence Life Staff
Greek Council
MBA Association
International Peer Advisor
Academic Peer Mentors
Tutors

Student Organizations

Student-run academic, cultural, and social organizations enrich the Woodbury campus and add to its distinct student-centered flavor. Student organizations allow opportunities to develop leadership skills, meet new people and have some fun. Student interest drives the development of each organization. We are confident that you will find one that matches your interests, and you are even welcome to start a new organization.

All student organizations using the Woodbury University name in any capacity are required to minimally be registered with the Office of Student Development.

Academic/Professional Organizations

A L.A. MODE
American Institute of Graphic Arts (AIGA)
Architecture Student Forum
BPWOW (Business Professional Women of Woodbury)
CelArt
Collegiate Entrepreneurs' Organization (CEO)
Communication Club
Social Animals
Society of Accounting and Business
Society of Interior Architecture Students (SOIAS)
Zone V

Cultural Organizations

Armenian Student Association (ASA)
La Voz Unida
LGBT (Lesbian, Gay, Bisexual, Transgender) Allies

Governing Organizations

Associated Student Government
ASG's Program Board
MBA Association

Fraternities & Sororities

Beta Lambda Chi

Delta Sigma Phi
Phi Sigma Sigma
Sigma Omega Nu

Citizenship: Rules and Education

Student Code of Conduct

Woodbury University strives to maintain a community that values academic excellence, institutional integrity, and justice, equity and diversity. Such an environment is essential in fostering the intellectual growth and personal development of all students. Each member of the University community shares responsibility for maintaining conditions that support the University's purpose. The Campus Judicial System is designed to provide basic guidelines to advance the University's mission to prepare graduates who are articulate, ethical and innovative life-long learners.

A student voluntarily joins the Woodbury University community and thereby assumes the obligation of abiding by the standards prescribed in the Student Code of Conduct. The University, through the Office of Student Development, maintains the exclusive authority to impose sanctions for behaviors that violate the Student Code of Conduct. Any student charged with alleged violations of the Student Code of Conduct shall be afforded the opportunity to be heard in an educational judicial hearing.

However, the University reserves the right, in consultation with the Dean of Students, to suspend or expel a student at any time for any reason deemed sufficient by the University.

The University determines, publishes and makes known its rules and regulations concerning student conduct. In addition, the University has the right to determine when its rules are violated and to determine the appropriate course of action. Detailed policies and procedures regarding the Student Code of Conduct can be found in Student Handbook.

Academic Honesty

Essential to the mission of Woodbury University is a commitment to the principles of academic integrity and ethical behavior. Academic integrity is important for two reasons. First, independent and original scholarship ensures that students derive the most from their educational experience and the pursuit of knowledge. Second, academic dishonesty violates the most fundamental values of a community of scholars and depreciates the achievements of the entire University community. Accordingly, Woodbury University views academic dishonesty as one of the most serious offenses that a student can commit while in college. Adherence to the policies delineated below reflects the commitment of our community to the ideals of learning, research, and scholarship.

The definitions as well as policies and procedure are outlined in the "Academic Standards, Policies and Procedures" section of this catalog and in the Student Handbook.

Drug and Alcohol Policy

The University seeks to foster good health and fitness for its students, faculty, and staff, both for

their general well being and the belief that sound physical and emotional health is conducive to academic and job related success. The University's substance policy fosters a campus environment where students have the opportunity to learn how to deal responsibly, both individually and socially, with alcoholic beverages. Refer to the Student Handbook to find the University's guideline for alcohol use on campus.

Smoking Policy

In compliance with Section 41.5 of the Los Angeles Municipal Code, the campus smoking policy is as follows:

- Smoking (designated as smoking of pipe, cigars, and cigarettes) is prohibited in all indoor areas.
- Smoking is allowed in outdoor areas on the campus except within 20 feet of doorways, windows, or air circulation units.

Smoking is also prohibited in outdoor work areas associated with the Architecture Shops in Burbank/LA and San Diego.

This policy may be changed or updated without previous notice.

Student Grievance Policy

This grievance policy will be used to resolve grievances against decisions or actions of University faculty, staff, and agents affiliated with the university that create a hostile environment for teaching and learning. For a detailed policy and procedure, please refer to "Academic Policies" of this catalog.

Discrimination/Harassment

Non-discrimination Policy

Woodbury University is a community of diverse racial, ethnic and class backgrounds, national origins, religious beliefs, physical abilities and sexual orientations. Our activities are enriched by our acceptance of one another and we must strive to learn from each other in an atmosphere of supportive engagement and mutual respect.

Woodbury University admits students regardless of race, color, gender, nationality, religion, age, sexual orientation, or disability and makes available to them all rights, privileges, programs, and activities provided by the University. The University does not discriminate against people in the administration of its educational policies, admission policies, or scholarship and loan programs.

The University will not permit or tolerate prejudice in any form on its campus or in its programs or affairs. This includes but is not limited to discriminatory harassment. Discriminatory harassment is verbal, emotional or physical abuse to persons or property or the threat of such abuse, theft or non-accidental damages to property, obstruction or disruption of campus functions, or other behavior judged to constitute harassment by the University's administration or agents authorized under the Campus Judicial System to consider such matters when such harassment is based upon or related to an individual's race, color, gender, nationality, religion, age, sexual orientation, or disability.

Sexual Harassment/Discrimination Involving University Employees

Policy:

Woodbury University is committed to creating and maintaining a community where all persons who participate in University programs and activities can work and learn together in an atmosphere free of all forms of harassment, exploitation, or intimidation. Every member of the community should be aware that the University is strongly opposed to sexual harassment and that such behavior is prohibited both by law and by policy. The University will respond promptly and effectively to any report of sexual harassment and will take appropriate disciplinary action up to and including termination.

Any member of the University community can report conduct that may constitute sexual and/or other unlawful harassment under this policy. In addition, supervisors, faculty and other employees of authority are responsible for taking whatever action is necessary to prevent sexual harassment, to correct it when it occurs, and to report it promptly to the individuals designated to handle discrimination complaints. See the Faculty, Student and Staff Handbooks for detailed policy and procedures.

Sexual Assault Education for Campus community

The Office of Student Development offers educational programs for students, faculty and staff that promote open discussion of rape, acquaintance rape and other sexual offenses, encourage reporting, and provide information regarding prevention. Educational material, including brochures, videotapes and articles, is available. The Office of Student Development also publishes procedures that inform victims of sexual assault of services and support available to them. All members of the University community are encouraged to become familiar with the different resources available on campus and in the local community. Student Development staff receive annual training about appropriate responses to allegations of sexual offense.

Sexual Assault Victim Advocates

Students who need a safe person to speak to about a sexual assault should seek out an Advocate. These advocates have received specialized training to assist and support students needing this confidential resource. Contact any staff person in the Office of Student Development or refer to the posters on campus regarding the list of advocates on campus.

Resources and Services

Accommodating Students with Disabilities Policy and Procedures

It is the policy at Woodbury University to comply with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and state and local regulations regarding students and applicants with disabilities. Pursuant to these laws, no qualified individual with a disability shall unlawfully be denied access to, participation in, or benefits from any services, programs, or activities of Woodbury University. The University is strongly committed to promoting and achieving equitable learning opportunities and participation for students with disabilities.

Requesting Accommodations

The University will make reasonable accommodations to students with documented disabilities that substantially limit a major life activity. These may include, but are not limited to, modifications of course load, exam accommodations (quiet place, additional time, word processor), books on tape, note takers, and peer tutors. Accommodations that fundamentally alter the nature of the course or program are not appropriate. The University does not provide personal assistants or individual personal tutors.

At the beginning of each semester, students wishing to have accommodations should schedule a brief appointment with the Associate Vice President of Student Development. It is the student's responsibility to make her or his needs known to the Associate Vice President. In order to aid students in securing timely provision of appropriate services, the student must provide the proper documentation. The initial documentation for accommodations cannot be more than five years old.

Once students have met with the Associate Vice President and formally documented and registered their disability, accommodations will be arranged. Faculty, advisors and/or staff will be notified about the accommodation arrangements by the Associate Vice President. It is the student's responsibility to keep all appointments.

OASIS

OASIS (Office of Academic Success and Instructional Services) is an integrated and proactive approach to teaching and learning for students, faculty, and staff at Woodbury University. The resources and services that the Office offers is academic advising, peer mentoring, supplemental instruction, tutoring, and PLATO. There are Macs and PC for use, as well as group and individual study areas.

The hours of operation are Monday-Thursday from 8:00 AM to 8:00 PM, Friday from 8:00 AM to 5:00 PM, and teaching weekends (Saturday and Sunday) from 7:30 AM to 1:30 PM. Contact 818.252.5232 for more information.

Office of Academic Advising

The mission of the Office of Academic Advising is to assist students in the development of meaningful educational plans that are consistent with their academic, personal, and professional goals through direct service to the student and collaboration with faculty and other campus resources. This office coordinates advising activities and provides direction and assistance to both faculty and students who have advising concerns. They administer probationary actions and monitor the performance of the general student body and specific groups of students identified to be at risk academically. The advising office also oversees and coordinates assistance for students with disabilities and other students who may require social academic accommodations.

Though a student may at times need to consult with a variety of individuals, each student is required to have one primary faculty advisor. The function of this association is to support and challenge the student in career and educational decisions. During the registration for each semester, students are required to consult with their faculty advisor and to obtain their major and/or general education course requirements.

Peer Advisor/Mentor Programs

Academic Peer Mentor

An Academic Peer Mentor will assist you in planning out your weekly schedule, help you track your progress in completing course assignments on time, schedule tutoring appointments in subject areas that you may need extra assistance with, and refer you to appropriate campus resources as needed. Academic Peer Mentors can assist you with improving your time management and study skills.

International Peer Advisor

To assist with an international student transition not only to the University but to a new culture. This program is similar to the Academic Peer Mentor and SOAR Peer Advisor programs. It provides a chance for new international students to meet weekly with another Woodbury international student.

SOAR Peer Advisor

Each freshman student will be assigned a SOAR Peer Advisor. This program provides a point of contact for first year students in their first semester of college. Being a freshman can be a stressful time, so having access to someone who has recently gone through it can be very useful. SOAR Peer Advisors act as teaching assistants in the PPDV 100 transition to Woodbury course that all first-year students must take. SOAR Peer Advisors contact freshman students on a weekly basis and can set up personal meetings to assist them in reaching the fullest academic potential.

Tutoring and Supplemental Instruction

By appointment or drop-in, tutoring is a service that allows you to come in for help with math or other academic subjects. The Writing Center will assist students with their composition needs either by on-line or in-person sessions. There are no fees for tutoring services. Supplemental Instruction (SI) is a series of weekly study sessions for historically difficult courses. Students who want to improve their understanding of the course material and their grades attend sessions lead by SI Leaders. SI is an opportunity for students to get together with their classmates to compare notes, discuss important concepts, develop strategies for studying the subject, and test each other before an exam.

SOAR

Student Orientation Advising and Registration (SOAR) provides an academic orientation to new first-year and transfer students in the day program. Students will meet with faculty advisors to develop an academic plan and register for classes. Also, new students will become acquainted with departments, offices, and services that will assist them in their academic career at Woodbury. SOAR Peer Advisors provide students with additional support in adjusting to their academic responsibilities.

Welcome Week

A special Welcome Week program is offered to all new students during the first week of the academic year. Welcome Week is designed as an orientation program to assist students in becoming familiar with the campus and its facilities, the University faculty and staff, and the

greater Burbank and Los Angeles communities. In addition, information is provided on University policies, services, and special programs. Welcome Week provides new students the opportunity to meet fellow students and to make friends. Participation in Welcome Week is required of all entering first-year students; transfer students are encouraged to attend.

The San Diego campus has an orientation program for all incoming students. Attendance is encouraged, as information will be provided on University policies, services, programs, and concerns particular to the San Diego campus.

Campus Facilities

ASPECT

The Aspect Building once housed the school of business and before that the university's ESL classrooms. Now it is home to a variety of classrooms and activities, mostly in the design and media areas, including Woodbury's stop motion lab.

CABRINI HALL

Cabrini Hall, part of the original Villa Cabrini, houses Fashion Design, Student Development, Counseling, Development, and the dining hall. Design studios in Cabrini Hall are accessible 24 hours, seven days week. Cabrini Hall also houses the Judith Tamkin Fashion Center.

THE DESIGN CENTER

The Design Center is dedicated to art/design and houses Animation, Graphic Design, Interior Architecture, and Design Foundation studios. Each department has dedicated studio spaces for students. All Interior Architecture students have dedicated space in the studios, for which they pay an additional tuition fee. Graphic Design and Animation students have dedicated space for the senior level students. The dedicated studio spaces are also used for the appropriate studio classes. The art/design departments share computer facilities and studio classrooms on the first floor. Each department has individual support areas and archival storage space.

HENSEL HALL

Hensel Hall is the main administration building, housing reception, admissions, the office of career and alumni relations, the president's office, and the board room.

ISAACS FACULTY CENTER

The Isaacs Faculty Center is the refurbished Wilshire Hall. It houses all the full-time faculty in three of the university's four schools. It has two conference rooms, the large Kirkendall Conference Room and the smaller Nielsen Conference Room.

KIRBY HALL

This building houses studios and classrooms and is also the home of Woodbury's fitness center. It sits on the upper quad, next to the university's recreational courts that are the site of intramural sports in soccer and basketball.

MILLER HALL

Miller Hall houses the Business Offices, Registrar's Office, Financial Aid Office, Technology Office, computer labs and smart classrooms.

RESIDENCE HALLS house approximately 223 students at Woodbury's Burbank campus. North Hall, the newer of the two buildings, offers breathtaking views of the valley. South Hall, nestled behind Alumni Quad, is in the heart of the campus's activity.

GALLERIES

Cabrini Gallery is the university's main gallery on campus. It is a modern open plan facility in the basement of Cabrini Hall. It hosts exhibitions of student work, along with the work of visiting artists.

Powell Gallery is a two-story open gallery on the first floor in the center of the Design Building shared by all the art/design departments, including Fashion Design. Its primary function is for departmental studio reviews, which can be viewed in progress by faculty and students from all the programs. The Gallery is outfitted for multi-media projection and is available for exhibitions and lectures.

The Judith Tamkin Fashion Center in Cabrini Hall houses rotating exhibitions of items from the Fashion Study Collection, as well as student work. The Woodbury University Fashion Study Collection, consisting of over 6,000 garments and accessories that represent the clothing history of the past 200 years, is available as a hands-on resource to students and faculty. Students may intern with the curator, working on displays and management of the collection.

The Wedge Gallery in the Architecture Complex offers exhibits of student and faculty work.

ARCHITECTURE SHOP

All students have access to the Shop Facilities in the Architecture. Students are required to take and pass the Shop Safety Course before using the equipment.

COMPUTER FACILITIES

Technology is a shared resource on campus. Each building offers a variety of computer labs and other technological resources, from laser cutters and render farms to plotter printers and smart classrooms. Technology is viewed as a tool that supports the various media and design disciplines and not as a discipline of its own.

Black and white and color printing and plotting is available in computer labs at the student's expense.

All technology is supported and maintained by the Information Technology Department (IT). Student lab techs are present during all open lab hours.

Digital Resource Center

The DRC is a support center, not a teaching lab, which offers expanded computer services designed to support the new laptop requirements for students in Animation and Graphic Design. It is equipped with a Render Farm with server space to speed up rendering, four

stations equipped with pencil testing software, and space for setting up laptops. The Render Farm is a high-speed rendering cluster of 40 nodes with server space of roughly 8 terabytes. This will allow the animation seniors to produce fully CG projects in a reasonable amount of time. The Render Farm is also useful for Interior Architecture rendering of large print-size files of interior spaces for presentation. Future plans include setting up large printers and scanners to network the Digital Resource Center to the rest of the labs.

Laser Cutter Lab

The LCL is available to all students at the University during scheduled hours under the operational supervision of a lab tech. The lab is used by all of the art/design departments as well as architecture.

Sound Room

D2 offers a recording room by the students. This room contains a PC computer with monitor, speakers, and a mike. The room is partially soundproofed. Students check out a key to the room and record dialogue for their films.

Design Center Interior Resource Library

The resource library, located on the first floor of the Design Center, is primarily for the use of Interior Architecture students, but is available for any student needing materials for a project. Some materials can be taken permanently; others are loaned out on a time basis. The resource library has posted hours and is supervised by Interior Architecture students.

Graphic Design Photo and Screen Printing Labs

The photography facilities include a dry-mount room and adjacent shooting lab available for product photography. The lab areas also house the necessary equipment for the silk-screen program.

Lighting Lab

The Lighting Lab houses track lighting fixtures that can accommodate different types of fixtures and lamps. The lab is outfitted with a control system that allows for the setting of lighting scenes.

SCHOOL OF ARCHITECTURE

A complex of dedicated studio spaces for architecture students, the complex has 24-7 access throughout the year.

SCHOOL OF BUSINESS BUILDING

The Business Building houses the Dean's office as well as the office of the associate dean, business chairs, and faculty. The building also comprises three classrooms used by Business.

WHITTEN STUDENT CENTER

The Whitten Student Center, named after beloved former president of the university "Pop" Whitten, houses the Office of Student Development (academic support and student life), the Writing Center, the Institute for Excellence in Teaching and Learning, and the Transitional English Language Program. Central Services is also housed in "The Whitt." The lounge, computer stations, tutoring areas, seminar room and meeting spaces serve as popular gathering spots for students.

Operation Manual

TRADITIONAL UNDERGRADUATE

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

ACADEMIC CALENDAR 2010/2011

	FALL	SPRING	SUMMER SESSION
Semester classes begin	Aug. 23	Jan. 10	May 16
Late Registration (\$35 Late Registration Fee added)	Aug 2-Sept. 3	Dec. 13-Jan. 24	Apr. 25-May 20
Course Add/Drop period	Aug 23-Sept. 3	Jan. 10-Jan. 24	May 16-20
Last date to withdraw from courses:	Oct. 22	Mar. 11	6-wk Lecture: June 3 10-wk Lecture & Studio: June 24
Last regular class session:	Nov. 30	Apr. 26	6-wk Lecture: June 24 10-wk Lecture & Studio: Jul. 22
Studio Finals	Dec. 1-5	Apr. 27-May 1	Jul 25-29
Final examinations	Dec. 6-10	May 2-6	6-wk Lecture: Jun. 27-Jul. 1 10-wk Lecture & Studio: July 25-July 29
Semester recess	Dec. 11-Jan. 9	May 7-15	Aug. 1-22
Spring Break		Mar.7-11 (Traditional classes only)	
Instructional Breaks	Oct.11-12	Feb. 22 & Mar. 3	
Commencement		May 7	

7-Week Intensive Format ACADEMIC CALENDAR 2010/2011

	FALL	SPRING	SUMMER SESSION
Module Classes Begin			
Session 1	Aug. 23	Jan. 10	May 2
Session 2	Oct. 18	Mar. 7	June 27
Add/Drop period			
Session 1	Aug. 23-27	Jan.10-14	May 2-6
Session 2	Oct. 18-22	Mar. 7-11	June 27-July 1
<i>Note: Classes beginning the first teaching weekend have an add/drop period which ends the Friday prior to the 1st class meeting.</i>			
Last date to withdraw from courses			
Session 1	Sept. 10	Jan. 28	May 20
Session 2	Nov. 5	Mar. 25	July 15
Last regular class			
Session 1	Oct. 10	Feb. 27	June 19
Session 2	Dec. 5	Apr. 24	Aug. 14

Registration in intensive undergraduate courses is permitted through the first week of each session. Registration Deadlines:

Session 1 (undergraduate)	Aug. 27	Jan. 14	May 6
Session 2 (undergraduate)	Oct. 22	Mar. 11	July 1

Payment: Payment due at time of registration or no later than the Friday of the 1st week of class.

Semester recess	Dec. 6-Jan. 9	Apr. 25-May 2	Aug. 15-21
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Commencement		May 7	
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University Breaks and Holidays 2010/2011

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

Fall Semester 2010	Sept. 6, Monday, Labor Day Nov. 25-26, Thurs.-Fri., Thanksgiving Dec. 13-Jan. 9, Winter Break Dec. 24-Jan. 2, Campus Holiday Closure
Spring Semester 2011	Jan. 17, Monday, Martin Luther King Day Feb. 21, Monday, President's Day March 7 - 11, Mon.-Fri., Spring Break April 22, Friday, Good Friday
Summer Session 2011	May 30, Monday, Memorial Day July 4, Independence Day

Registration for Spring/Summer 2011 & Fall 2011

The registration periods for semesters in the 2010/2011 Academic year are usually 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 IQ Web.

	SPRING 2010 SEMESTER	SUMMER 2011/FALL 2011 SEMESTERS
Academic Advising and Course Selection Period for Returning students begins:	November 1	March 21
General (Open) Registration Returning Students	Nov. 29, 2010 - Jan. 24, 2011	Apr. 18 - May 20, 2011

Financial Aid Calendar 2010/2011

Students reapplying for financial aid assistance for 2009/2010 should complete their applications by the priority dates listed below. If applying for the full year only the 1st priority filing date needs to be met. Priority dates for spring 2010 or summer 2010 are for students returning mid-year or for summer only.

	FALL	SPRING	SUMMER SESSION
Priority filing date for returning students	April 3, 2010	Nov. 1, 2010	March 15, 2011
2010/2011 Cal Grant filing deadline:	March 2, 2010		

ADMISSIONS

*Don E. St. Clair, Vice President,
Enrollment Management and University Marketing*

The information in this section applies to the daytime undergraduate program. Admission information for evening and weekend intensive programs and graduate programs are located in appropriate sections in other portions of this catalog.

UNDERGRADUATE ADMISSION POLICY

Woodbury University welcomes and encourages candidates for admission who are focused on studying in an environment emphasizing professional careers. The Admission Committee carefully considers each applicant as a unique individual with special talents, strengths and areas of challenge. Primary emphasis is placed on the applicant's prior academic record. A writing sample, evidence of artistic and creative talents, standardized test scores, recommendations, a record of extracurricular activities, work experience and personal interviews may also be considered in the admission decision. Faxed documents will not be considered official. Upon enrollment, Woodbury requires that each student has graduated from a regionally accredited secondary school. A high school equivalency certificate or GED may be considered on an individual basis.

Applications for admission are reviewed on a rolling basis. Applicants with or without prior college experience may apply for admission to the fall or spring semesters or to the summer session.

ADMISSION INTO THE SCHOOLS OF ARCHITECTURE AND MEDIA, CULTURE & DESIGN

Students applying for one of the design majors are encouraged to send photographs or slides of their work. A portfolio is not required for students as part of the admission process.

Transfer applicants may be asked for a portfolio for placement in studio courses. Portfolios submitted as part of the application process may be picked up on campus by prior special arrangement. Otherwise all documents submitted for review become property of the University and will not be returned to the applicant.

Students interested in the San Diego campus may make application at either the Burbank or San Diego campus. Applications submitted to the Burbank campus are forwarded to San Diego for processing. The San Diego campus maintains duplicate files of all students registered for the San Diego campus classes. If an application will be submitted directly to the Burbank campus, the student's advisor at the San Diego campus must be notified.

REQUIREMENTS FOR FRESHMAN ADMISSION

Students who are currently attending high school or who have never attended a college or university are considered freshman applicants. To receive full consideration for admission, candidates must submit all required documents on or before the priority filing date. Applications will be accepted after this date, but decisions will be made on a space-available basis. Candidates are

strongly encouraged (although not required) to complete a college preparatory curriculum.

The following list outlines the recommended high school course curriculum for freshman applicants.

English	4 years
Mathematics	3 years
Science	1 year
Foreign Language	3 years
Social Studies	2 years

REQUIRED DOCUMENTATION

The applicant's qualifications are evaluated upon receipt of the completed application form, the \$35 application fee or an approved fee waiver, standardized test scores, and official high school transcripts. A personal essay and two academic references are optional. The University requires certification that the student has graduated from a regionally accredited secondary school or community college with an associate's degree. A high school equivalency certificate or GED may be considered on an individual basis. Although not required, a personal interview is highly encouraged for all applicants. In addition, students applying for a major in one of the design fields may submit photographs or slides of their work, if available. With the exception of Animation Arts portfolios and special requests, all documents submitted for evaluation for admission to the University become the property of the institution and will not be returned to the applicant.

HIGH SCHOOL TRANSCRIPTS

Applicants must request that their high school send an official secondary school transcript in a sealed envelope directly to the Office of Admission showing a complete record of all course work, including those courses in progress. A final high school transcript is required of each student before enrollment at Woodbury University.

TEST SCORES

Applicants to the freshman class are required to take either the Scholastic Assessment Test (SAT I) or the American College Test (ACT) and have their scores sent to the Office of Admission. Standardized tests scores are considered in the admission decision. Students who hold an associate's degree (but not a high school diploma) from a community college are exempt.

REQUIREMENTS FOR TRANSFER ADMISSION

Students who are currently attending or who have previously attended a college or university are considered transfer applicants. There is a minimum number of units required for transfer. To receive full consideration for admission, candidates applying must submit all required documents on or before the priority filing date. Applications will be accepted after this date, but decisions will be made on a space-available basis. Applicants are expected to be in good academic standing at all previous institutions attended. Students must submit official transcripts from all colleges previously attended.

Applicants who have completed fewer than 30 transferable semester units or 45 transferable

quarter units at the college level are required to provide official SAT I or ACT scores. Although not required, a personal interview is highly recommended. Transfer students applying for a major in one of the design fields may submit photographs or slides of their work, if available. With the exception of portfolios, all documents submitted for evaluation for admission to the University become the property of the institution and will not be returned to the applicant.

TRANSFER CREDIT INFORMATION

Woodbury University awards transfer credit earned at regionally accredited colleges and universities on a course-by-course basis. Courses are considered for transfer when a grade of “C”(2.0) or higher has been earned. Transfer credit is accepted only when the course is applicable toward major, minor, General Education and/or elective requirements for the Woodbury University degree. Credit is not granted for coursework completed at an institution that does not have regional accreditation or specialized accreditation. An official notice of transfer credit will be issued by the Registrar’s Office. The VA will be notified of all transfer credit awarded to students receiving veterans benefits.

TRANSFER CREDIT FOR VOCATIONAL COURSES AND FROM INSTITUTIONS WITH SPECIALIZED ACCREDITATION

A maximum of thirteen semester units of vocational courses from a regionally accredited institution may be accepted for transfer and applied toward a Woodbury degree. General Education requirements cannot be satisfied by the completion of vocational courses.

Based on the recommendations of the American Council on Education (ACE) or the Commission on Recognition of Postsecondary Accreditation (CORPA), Woodbury University considers selected course transfer for credit from specialized institutions that hold accreditation status with their specialized accrediting agency, specifically Council for Interior Design Accreditation, NAAB, or NASAD. Credit will be transferred for this course work only when a grade of “C” (2.0) or higher has been earned. General Education courses will not be transferred from specialized institutions.

Final decisions on the awarding of transfer credit are made by the Registrar’s Office.

GENERAL EDUCATION TRANSFER POLICY FOR STUDENTS WITH AA, AS, OR BACHELOR DEGREE

Transfer credit is not available for those who hold a bachelor’s degree from an institution without regional accreditation.

Transfer students with an earned Associate of Arts or Associate of Science degree in an academic major from a regionally accredited college in U.S. or a degree from an international academic institution with English as the language of instruction that is equivalent to a U.S. degree have met most of Woodbury University’s lower-division general education requirements. Students still must satisfy all Academic Writing requirements and all requirements in the major program including lower division general education courses. In addition, students must satisfy all upper-division general education requirements and meet all other admissions and graduation requirements and competencies of the university.

Degrees/credits earned more than eight years before admission or readmission will be accepted

to meet general education and university graduation requirements, as well as major requirements at the discretion of the university.

Students with a bachelor’s degree from a regionally accredited college or university in the U.S. or from an international academic institution with English as the language of instruction that is equivalent to a U.S. bachelor’s degree will be considered to have fulfilled most general education core requirements except Academic Writing. Additional specific General Education courses may be required to support the academic major selected by the student. Specific requirements for General Education support courses, major courses and elective courses are fulfilled by transfer equivalent courses when a grade of “C”(2.0) or higher is earned. Transfer credit is not available for those who hold a bachelor’s degree from an institution without regional accreditation or from an international institution that is not accredited.

Degrees/credits earned more than eight years before admission or readmission will be accepted to meet general education and university graduation requirements, as well as major requirements at the discretion of the university.

CREDIT BY EXAMINATION

Woodbury offers credit by examination when the examination is administered and sponsored by these recognized agencies within American higher education:

- Advanced Placement Examinations by the College Board (see below).
- Courses evaluated and listed by the American Council on Education.
- Excelsior College Exams (formerly called ACT-PEP)
Credit is awarded based on the recommendations of the American Council on Education.
- College Level Examination Program (CLEP)
- 40th percentile for general area examinations is required, excluding the English Composition examination.
- “C” level or higher is required on the subject area examinations.
- D.A.N.T.E.S.
“C” level or higher is required on the subject examinations.

Scores must be sent directly by the agency to Woodbury University in order to be evaluated for credit.

Woodbury encourages matriculated students who believe that they have the equivalent academic knowledge required in specific subject areas to pursue the earning of credit by examination.

ADVANCED PLACEMENT EXAMINATIONS

Woodbury University accepts scores of 3, 4 and 5 on Advanced Placement (AP) Examinations administered by the College Board and awards credit applicable to major, General Education and/or elective requirements within undergraduate degree programs. Credit is applied as follows:

<u>AP Examination</u>	<u>Applicable to</u>	<u>Units</u>
Art History	Two art history courses	6
Art, Studio: Drawing	Two general education electives	6
Art, Studio: General	Two general education electives	6
Biology	Two natural science courses	6

Chemistry	Two natural science courses	6
Computer Science, A	Elective	3
Computer Science, AB	Elective	6
English, Language & Composition	WRIT 111 Academic Writing I	6
English, Literature & Composition	WRIT 111 Academic Writing I	3
French, Language	Two general education electives	6
French, Literature	Two literature courses	6
German, Language	Two general education electives	6
Government & Politics, U.S.	One general education elective	3
Government & Politics, Comparative	One general education elective	3
History, U.S.	Two history courses	6
History, European	Two history courses	6
Latin, Literature	One literature course	3
Latin, Virgil	One literature course	3
Macroeconomics	ECON 203 Macroeconomics	3
Mathematics, Calculus AB	Two mathematics courses	6
Mathematics, Calculus BC	Two mathematics courses	6
Microeconomics	ECON 204 Microeconomics	3
Physics B	PHYS 240 Physics I	3
Physics C, Mechanics	PHYS 241 Physics II	3
Physics C, Electricity & Magnetism	One natural science course	3
Psychology	PSYC 200 Psychology	3
Spanish, Language	Two general education electives	6
Spanish, Literature	Two literature courses	6

PLACEMENT EXAMINATIONS

Information about Placement exams can be found under “General Education” in the section entitled “Academic Proficiencies and Placement.”

REQUIREMENTS FOR INTERNATIONAL STUDENT ADMISSION

Students who are neither citizens nor permanent residents of the United States are considered international students. International students who have completed a formal secondary course of study outside the United States are considered for admission on an individual basis. Information concerning the admission standards for individual countries is available upon request from the Office of Admission.

REQUIRED DOCUMENTATION

Application priority filing dates for international students are: March 1 for international freshmen and April 15 for international transfers when applying for the fall term.

All international students, except those whose native language is English, are required to take the Test of English as a Foreign Language (TOEFL) and have their official results sent directly to the Office of Admission. A TOEFL score of 500 (173 on the computer based test) or higher is required for the undergraduate level and 550 (213 on the computer based test) or higher is required for graduate level in order to be considered for admission to the University. Applicants

who have completed a course equivalent to Academic Writing I with a grade of “C”(2.0) or higher at an institution from which Woodbury University accepts English transfer credit are not required to submit a TOEFL score. Students whose native language is English or who have graduated from a U.S. high school may be required to submit SAT I scores rather than TOEFL scores.

The International English Language Test System (IELTS) exams will be taken in lieu of TOEFL. Students must have a minimum score of 6 for undergraduate study or 7 for graduate study.

In addition to the TOEFL score, applicants must provide a completed application form, a \$50 application fee, official transcripts of academic records from secondary schools and all postsecondary course work (if transcripts are issued in a language other than English, a certified English translation will be required), a statement of financial support with bank certification, a personal essay, and two academic references. Students applying for a major in one of the design fields may submit photographs or slides of their work, if available. (NOTE: A portfolio is required for students applying for the Animation Arts major.) With the exception of Animation Arts portfolios, all documents submitted for evaluation for admission to the University become the property of the institution and will not be returned to the applicant.

Whenever possible, official transcripts of academic records must be sent directly from each school attended, whether inside or outside the United States. If it is not possible for a school or university to issue official documents directly to Woodbury University, the applicant should contact the Office of Admission for special instruction. Certified true copies of original academic records may be accepted if an appropriate school or government official has prepared them. In cases where official records are not issued in English, an official transcript or certified copy in the native language must be accompanied by an official English translation. All copies of records in the native language and in translation must bear the original signature and seal of the certifying officer.

Applicants must provide verification of financial status indicating their ability to meet their financial obligations to the University and to support themselves during their stay in the United States without resorting to unauthorized employment or becoming a burden to the State.

If admitted, the student must submit a tuition deposit of \$355. The Office of Admission will send out the I-20 form needed to obtain a U.S. visa at the time of admission. At the time of registration, the student must present his/her passport with the visa stamp, the I-94 (entry-departure card) and the I-20 form.

TRANSFER CREDIT FROM FOREIGN COLLEGES AND UNIVERSITIES

In order to determine transfer credit from foreign colleges and universities, official transcripts and an English translation, if needed, must be submitted to the Office of Admission. The Office of Admission will submit the official transcripts to a University-approved international credentials evaluation service upon receipt of the student’s tuition deposit. The credentials evaluation service’s recommendation will be regarded as advisory only. The Registrar’s Office of Woodbury University will make final decisions on the awarding of credit.

ADMISSION OF PERMANENT RESIDENTS

The admission policy and requirements for persons who are permanent residents of the United

States are the same as those for United States citizens.

ADMISSION OF NON-DEGREE STUDENTS

Students who wish to enroll in a course or courses without seeking a Woodbury University degree are considered non-degree applicants. A non-degree applicant is required to show proof that prerequisite coursework and other academic requirements have been fulfilled.

PROVISIONAL ADMISSION

Applicants who do not qualify for regular admission but who demonstrate potential to perform successfully at the University level may be granted provisional admission. Full-time undergraduate students admitted with provisional admission are limited to 12 units and are to complete 12 units with a grade point average of 2.00 (“C”) or better in their first semester or be subject to academic disqualification.

DEFERMENT OF APPLICATION

Students may defer their application for admission for up to one year from the original term for which they applied. Requests for deferment must be in writing. The student must either complete Woodbury’s “Request for Deferment” form (from the Office of Admission) or submit a letter requesting admission for the new semester in which the student is interested and the reason for the deferment. During the deferment period, the Office of Admission will retain all documents and fees submitted to date. If the applicant has not enrolled at Woodbury University within one year after submitting an original application, then all documentation and fees for that applicant will become invalid. The applicant will be required to submit new documentation and fees in order to be considered for future terms.

EVENING & WEEKEND INTENSIVE PROGRAMS ADMISSIONS

The admission process can be initiated any time during the year. Admission and registration are ongoing throughout the year (see the respective calendars for evening & weekend intensive programs). Admission appointments are scheduled at the convenience of working adults on evenings as well as during the university’s regular business hours. To schedule an appointment call Admissions at (818) 767-0888, ext. 221 or e-mail at admissions@woodbury.edu.

Information Sessions for prospective students are held throughout the year. These sessions provide the opportunity to find out about evening & weekend intensive programs from faculty and students currently engaged in the program. Academic and financial counselors are also available for individual interviews on those days and by appointment at other times. Applicants are encouraged to set up appointments at a time convenient for them.

APPLICATION

- Send your completed application, indicating all high schools and colleges attended.
- Include the \$50.00 application fee (the fee is waived for students who attended an Information Session).
- Request official transcripts from all colleges and universities you have attended. Send transcripts directly to Woodbury University.
- Request an official transcript from the high school from which you graduated. A high school equivalency certificate, GED, or associate’s degree from a community college is also acceptable.
- Schedule an advising interview with a counselor.
- Attend the Orientation and Registration session required of all new students.

CRITERIA FOR ADMISSION

An applicant’s maturity, sincerity of purpose and motivation are the prime ingredients for success in these programs. The high school diploma or its equivalent, such as the successful completion of the GED or the California High School Proficiency test, or an associate’s degree from a community college is the minimum academic criterion.

FINANCIAL INFORMATION

Financial Aid

Celeastia Williams, Director of Enrollment Services

Students beginning the process of selecting a college find that the cost of an education is likely to be a major concern. Woodbury University is committed to assisting students with these costs through a variety of financial aid programs. Many students need help with the educational expenses incurred while attending Woodbury.

Financial aid includes grants, scholarships, loans and part-time employment. The University offers a combination of these types of aid from various sources in an award package. Financial aid is awarded on the basis of financial need. Continued financial aid eligibility is based on financial need and academic progress. There are scholarships available that may be awarded based on academic merit. Eligibility for financial aid is established through the Free Application for Federal Student Aid (FAFSA).

An application for financial aid does not affect the student's chances of admission.

HOW TO APPLY FOR FINANCIAL AID

Students who wish to be considered for 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. FAFSAs are available through high school guidance counselors, local college financial aid offices or from Woodbury University. New students must be accepted for admission to Woodbury before an offer of financial assistance can be made.

California residents will meet the Cal Grant program deadline by filing their FAFSA on or before March 2. The Cal Grant program also requires that students who have not previously been recipients of a Cal Grant file a G.P.A. Verification Form with the California Student Aid Commission no later than March 2. The GPA Verification Form is available through high school guidance counselors, local college financial aid offices and Woodbury University.

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 an undergraduate or 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. Citizenship and Immigration Services (USCIS) 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 (formerly called NDSL), Federal Direct Loans, nor owe a refund to any institution for funds received under the Pell Grant, SEOG or SSIG programs. Further, for parents to receive a Plus Loan, neither parent nor the student may be in default or owe an overpayment to any Financial Aid grant program.
- 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?

Financial aid available at Woodbury comes from the federal and state governments, the University and private donors. The following list provides an idea of the resources available to our students:

GRANTS

Grants are based upon need and do not require repayment. The following grants are available at Woodbury University:

Pell Grants are funds made available from the federal government and are designed to help needy undergraduate students meet educational costs. These grants are based on demonstrated need as determined by the federal government. Awards currently range from \$659 to \$5550 per award year.

Supplemental Educational Opportunity Grants (SEOG) are also funded through the federal government. These funds are earmarked for exceptionally needy undergraduate students and may range from \$200 to \$2,000 per year here at Woodbury.

Cal Grant A awards are from the state government and provide assistance to California residents who come from low- and middle-income families. The student's grade point average as well as demonstrated financial need is taken into consideration when making these awards, awards are \$9,708 for the upcoming academic year.

Cal Grant B, also from the state government, is designed for California high school graduates with high academic potential who come from minority, disadvantaged or low-income families, and who have little or no previous college work (less than one semester or 16 quarter units). Awards include semester allowance checks to students for living expenses, plus beginning in the

student's second year of study, tuition and fee grants are provided. Cal Grant B recipients will receive \$1,551 to \$11,259 for the upcoming 2010-2011 academic year.

EMPLOYMENT

On-campus employment opportunities are available and may be included in a financial aid award package to assist students in meeting their educational expenses.

Federal Work Study (FWS) is a program funded by the federal government and Woodbury University to provide part-time employment for students who demonstrate financial need. Students employed through this program are assisted in finding jobs on campus through the Work Study Program Coordinator. Most students work between 8 and 12 hours per week while classes are in session and earn no less than minimum wage.

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:

Federal Perkins Loan Program is one of the oldest federally funded loan programs that make low-interest loans available to needy students enrolled at least half-time. The interest rate is currently 5%. No payments are made nor does interest accrue until nine months after a student ceases to be enrolled at least half-time. Awards are made by Woodbury University and generally range from \$300 to \$5,500 per year based upon available fund allocations.

William D. Ford Federal Direct Educational Loan Programs

- * Federal Direct PLUS Loans (Parent Loans)
- * Federal Direct Loans (Subsidized and Unsubsidized)

Beginning with the 2010-2011 academic year Woodbury will participate in the William D. Ford Federal Direct Loan programs. As with all federal student aid, you apply for Direct Loans by filling out the Free Application for Federal Student Aid (FAFSA). Most students use FAFSA on the Web to complete their applications. The information on your FAFSA is transmitted to the schools that you list on the application, and those schools use the information to assess your financial need for student aid. Your Financial Aid Letter of Offer will tell you how much you may borrow and the types of loans you are eligible to receive.

Your financial aid package may identify eligibility for the William D. Ford Federal Direct Education Loan Programs (FDELPL). These loan programs are made available by the U.S. Department of Education. Direct Loans are low-interest loans for students and parents to help pay for the cost of a student's education after high school. The lender is the U.S. Department of Education (the Department) rather than a bank or other financial institution.

With Direct Loans, you:

- Borrow directly from the federal government and have a single contact—the Direct Loan Servicing Center—for everything related to the repayment of your loans, even if you receive Direct Loans at different schools.
- Have online access to your Direct Loan account information 24 hours a day, 7 days a week at Direct Loans on the Web at: www.dl.ed.gov.
- Can choose from several repayment plans that are designed to meet the needs of almost any borrower, and you can switch repayment plans if your needs change.

To get an idea of your monthly loan payments after you graduate, take a look at the Department of Education's repayment calculator at <http://www.direct.ed.gov/calc.html>.

*Federal Direct PLUS Loans (Parent Loans for Undergraduate Students): The PLUS program is for parents who need to borrow to help meet their dependent student's educational costs. Eligibility is based on the parent's passing a credit check. The amount of a PLUS loan may not exceed the cost of education, minus any other financial aid received by the student. Loans made on or after 7/01/2006 now have an annual fixed interest rate of 7.9%. New PLUS borrowers begin repayment of principal and interest within 60 days of the disbursement of the new loan.

*The Federal Direct Loan Program (FDELPL) Student loans are either subsidized or unsubsidized. Subsidized loans are awarded on the basis of financial need. Unsubsidized loans are not awarded on the basis of need; they are available to students who do not qualify for subsidized loan funds. For subsidized loans first disbursed after 7/1/2010 they have an annual interest rate of 4.5%. For unsubsidized loans the interest rate is 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 Direct Loan Borrower Limits

Academic Level	A. Dependent/Independent Student Status:	
	Sub/Unsubsidized Federal Direct Loan Limit:	B.*(see Note) Additional Unsubsidized Federal Direct Loan Limit
FIRST YEAR Freshman (0-29 semester units)	\$3,500/\$2000 (two semesters) \$1,750/\$1000 (one semester)	\$4,000 (two semesters) \$2,000 (one semester)
SECOND YEAR Sophomore (30-59 semester units)	\$4,500/\$2000 (two semesters) \$2,250/\$1000 (two semester)	\$4,000 (two semesters) \$2,000 (one semester)
THIRD YEAR AND BEYOND Junior-completion of degree (60 or more semester units)	\$5,500/\$2000 (two semesters) \$2,750/\$1000 (one semester)	\$5,000 (two semesters) \$2,500 (one semester)
GRADUATE AND PROFESSIONAL	\$8,500 (two semesters) \$4,250 (one semester)	\$10,000 (two semesters) \$6,000 (one semester)
AGGREGATE LOAN LIMITS: undergraduate study:	\$31,000 (\$23,000 subsidized & \$8000 unsubsidized)	\$34,500 (additional unsubsidized loans)

Independent Students & Dependants whose (\$23,000 subsidized + 34,500 unsubsidized) Parents cannot get a PLUS	\$57,500	
Combined undergrad and graduate study:	\$65,500	\$73,000 (additional unsubsidized loans)

Note: The “Additional Unsubsidized Stafford Loan Eligibility” (up to \$4,000 during the first and second years and up to \$5,000 during the third year and beyond) may be available to independent students or dependent students whose parents cannot borrow under the PLUS program. Each academic year, qualified undergraduates may borrow up to the loan limit specified under column A. and then, if eligible, may borrow an additional sum, up to the amount specified under column B.

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 strongly encouraged to first apply for available loans under the William D. Ford Federal Direct Educational Loan Programs (FDELDP). Should you and your parents 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.

UNIVERSITY SPONSORED GRANTS AND SCHOLARSHIPS

Applying for financial aid automatically places you in consideration for University sponsored grants and scholarships. University-sponsored grants and scholarships are available to returning students who have completed at least one semester at Woodbury. Funds are provided from available institutional resources and are therefore not transferable upon withdrawal from the University. Unless otherwise noted, students must maintain full-time status to remain eligible for these funds. University grants and scholarships are for tuition charges only. They are not applied to housing costs. Recipients must meet the standards for satisfactory academic progress and other academic criteria as described within each award category.

The Woodbury University Grant is awarded to undergraduate students based upon demonstrated financial need. To qualify for the grant, students must enroll at least half time. Woodbury grant is prorated if less than full time. These awards are distributed during the fall and spring semesters and applied towards tuition based on available University resources. Recipients must meet the standards for satisfactory academic progress and maintain a cumulative grade point average of 2.0 or better.

Woodbury University Academic Scholarship is awarded to entering freshmen on the basis of academic standing and personal qualifications. The awards range from \$7,500 to \$10,000 a year

for tuition only. These awards are renewable for three or four additional years depending on the academic program only to students who are full time and maintain the required cumulative grade point average as stated in your award notification.

Woodbury University Achievement Award is awarded to entering freshmen on the basis of academic achievement and personal qualifications. This award is \$5,000 a year and is applied to tuition charges only. These awards are renewable for three or four additional years depending on the academic program only to students who are full time and maintain the required cumulative grade point average as stated in your award notification.

Woodbury University Transfer Scholarship is awarded to entering transfer students on the basis of academic criteria and personal qualifications. The award ranges from \$4,000 to \$6,000 a year for tuition only. The award is renewable for three or four additional years depending on the academic program only to students who are full time and maintain the required cumulative grade point average as stated in their award notification.

The Community College Scholarship, in the amount of \$1,000, is an institutional award that recognizes the relationship between community, college and students who select Woodbury for their baccalaureate study. The award is renewable for tuition charges only and recipients must enroll in a full-time academic load, achieve satisfactory academic progress and maintain a cumulative grade point average of 3.0 or better.

The High School Counselor Scholarship, in the amount of \$1,000, is an institutional award that recognizes the relationship between high school guidance counselors and students who plan to attend Woodbury University. The scholarship is renewable for tuition charges only and recipients must enroll in a full-time academic load, achieve satisfactory academic progress and maintain a cumulative grade point average of 3.0 or better.

SCHOLARSHIPS-DONOR SPONSORED

Woodbury University has several donor-sponsored scholarships. Scholarships, like grants, do not need to be paid back. They are usually awarded to students who meet a combination of eligibility requirements, such as high academic achievement, financial need, class standing or other criteria specified by the donor. Students who have completed one semester or more at Woodbury are automatically considered based on their profiles. Awards are made annually based on available funds.

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.

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, undergraduate students must earn a GPA of 2.0 or better, 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 probation and may become ineligible for financial aid. Failure at the undergraduate level to achieve a cumulative 2.0 GPA by the end of the second year of enrollment at Woodbury University will result in loss of eligibility for financial aid.

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 on financial aid probation and may become ineligible for financial aid.

SATISFACTORY ACADEMIC PROGRESS REQUIREMENTS

Satisfactory Academic Progress Requirement

Satisfactory Academic Progress for all undergraduate students is defined in the following chart which indicates the minimum number of semester units which need to be completed each academic year, based on full-time and part-time enrollment status. Fulfillment of the university's satisfactory academic progress requirement does not guarantee degree completion in four years. Please see the section below entitled Academic Load regarding the average unit completion per academic year necessary to accomplish this goal.

ACADEMIC LOAD

EXAMPLE OF MINIMUM SATISFACTORY ACADEMIC PROGRESS STANDARDS WITHIN THE TIME RESTRICTION FOR FULL- AND PART-TIME STUDENTS

Part Time **		
(Entered with Freshman Status)		
	Min. per Sem. Units	Cumulative Units
Year #1	6	12
Year #2	6	24
Year #3	6	36
Year #4	6	48
Year #5	6	60
Year #6	6	72
Year #7	6	84
Year #8	6	96
(Maximum 8 yrs. to complete the B.S. Degree, minimum 126 units)		
Year #9	6	108
Year #10	6	120
(Maximum 10 yrs. to complete the B.Arch Degree, minimum 160 units)		
Full Time *		
(Entered with Freshman Status)		
	Min. per Sem. Units	Cumulative Units
Year #1	12	24
Year #2	12	48
Year #3	12	72
Year #4	12	96
Year #5	12	120
Year #6	12	144
(Maximum 6 yrs. to complete the B.S. Degree, minimum 126 units)		
Year #7	12	168
(Maximum 7 yrs. to complete the B.Arch Degree, minimum 160 units)		

Part time students receive an additional two years to complete their degree objective. If a student is only part time throughout their academic career they will find it difficult to complete their degree objectives within acceptable time frames.

*Full-time Enrollment Status: Students are expected to pass a minimum 24 semester hour units each academic year, an average of 12 units each semester, fall and spring.

**Part-time Enrollment Status: Students are expected to pass a minimum 12 semester hour units each academic year, an average of six (6) units each semester, fall and spring.

Note: Summer session at Woodbury University allows students to accelerate or remediate unit or grade point deficiencies from the previous academic semester through full-time or part-time enrollment.

FULL-TIME ENROLLMENT STATUS

Undergraduate: Full-time undergraduates enroll in 12 to 18 units per semester, fall and spring semesters. Summer session enrollments, full-time or part-time, may be used to accelerate a study program or remediate academic progress.

International: International students on F-1 student visas must be enrolled in a full course-load every fall and spring semester to be considered in status with INS regulations. Any variation would need the authorization of the international student advisor prior to the beginning of the semester.

*COMPLETION TIME LIMITS**FOR UNDERGRADUATE STUDENTS*

- Full-time Bachelor of Science and Bachelor of Fine Arts degree candidates who entered with freshman status and without transferable credit must complete their degree requirements within six academic years after matriculation. For transfer students, the time limit for completion of the degree and continued eligibility for financial aid is reduced when transferable units are applied upon matriculation. Eligibility for financial aid ceases six years after matriculation or earlier when the time limit for completion is reduced.
- Full-time Bachelor of Architecture degree candidates who entered with freshman status and without transferable credit must complete their degree requirements within seven academic years after matriculation. For transfer students, the time limit for completion of the degree and continued eligibility for financial aid is 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 seven years after matriculation or earlier when the time limit for completion is reduced.
- When enrolled full-time, undergraduate students must complete an average of 12 units per semester, 24 units during each academic year (fall and spring semesters) and maintain a GPA of 2.0 or better. Failure to meet these quantitative and qualitative standards each academic term will result in the loss of eligibility for financial aid.
- At the conclusion of the second academic year at Woodbury, all undergraduate students must achieve a cumulative GPA of 2.0 or better in order to avoid financial aid probation and possible loss of eligibility for financial aid.

PART-TIME ENROLLMENT STATUS - During each semester with part-time enrollment, students are expected to complete all units attempted.

Undergraduate: Part-time undergraduates enroll in less than 12 units per academic semester during the 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 Bachelor of Science degree candidates who entered with freshman status and without transferable credit must complete their degree requirements within eight academic years after matriculation. For transfer students, the time limit for completion of the degree and continued eligibility for financial aid is reduced when transferable units are applied

upon matriculation. Eligibility for financial aid ceases eight years after matriculation or earlier when the time limit for completion is reduced.

- Part-time Bachelor of Architecture degree candidates who entered with freshman status and without transferable credit must complete their degree requirements within ten academic years after matriculation. For transfer students, the time limit for completion of the degree and continued eligibility for financial aid is 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 seven years after matriculation or earlier when the time limit for completion is reduced.
- When enrolled part-time, undergraduate students must complete all units attempted per semester (fall and spring semesters) and maintain a GPA of 2.0 or better. Failure to meet these quantitative and qualitative standards each academic term will result in placement on financial aid probation and possible loss of eligibility for financial aid.
- At the conclusion of the second academic year at Woodbury, all undergraduate students must achieve a cumulative GPA of 2.0 or better in order to qualify for financial aid during a third year of study.

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 Pass Grades: Courses for which a grade of "F" or "NP" is recorded cannot be counted as units completed toward SAP requirements.
- Withdrawal: Courses for which a grade of "W" is 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 remediate a course for the purpose of improving their grade. The final grade of the repeated course applies toward the cumulative GPA. The units for the repeated course may be counted once as units applicable to SAP requirements.
- Time Restriction: Full-time students pursuing the Bachelor of Science degree must complete all requirements within six years from matriculation. Full-time Bachelor of Architecture candidates must complete all requirements within seven years from matriculation. Part-time students pursuing the four-year Bachelor of Science degree must complete all requirements eight years after matriculation. Part-time students in the five-year Bachelor of Architecture program must complete all degree requirements ten years after matriculation.

FINANCIAL AID PROBATION STATUS, LOSS OF ELIGIBILITY FOR FINANCIAL AID AND PROVISIONS FOR REGAINING ELIGIBILITY FOR FINANCIAL AID

Financial Aid Probation 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 probation. During semesters with 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. Official notices of financial aid probation status are mailed to students after the conclusion of each academic year. Warning notices of pending probation status are mailed to students after the conclusion of the fall semester.

For purposes of financial aid, summer session enrollments may be used to remediate units from the previous academic year (Fall and Spring semesters). To remediate GPA deficiencies, courses must be completed at Woodbury as GPA quality points are only applied to units completed in residency. When probation status is not removed within the time limit, students lose their eligibility to qualify for financial aid.

Loss of Eligibility for Financial Aid:

When the terms of the policies on Satisfactory Academic Progress and Financial Aid Probation Status 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.
- The Second-Year Rule: When eligibility for financial aid is lost due to failure to end the second academic year at Woodbury with a minimum cumulative GPA or better, then eligibility may be reinstated during the semester immediately following the semester during which the minimum GPA is achieved.
- An extension of 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.

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 Enrollment Services or the Director's designee. 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.

CAUTION: You should contact your financial aid counselor to discuss the impact of withdrawing from courses before you withdraw because you could end up owing 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 refundable.

Students withdrawing from the university must follow the procedures for official withdrawal from courses as indicated in this catalog (see 'Withdrawal from Courses'). It is the student's responsibility to indicate the last date of attendance. In the event a student does not comply with the procedures for withdrawal, the last date of attendance will be the later of the withdrawal date recorded by the Registrar or the date recorded by the Office of Residence Life. A student completely withdrawing from the university will be assessed a \$100 administrative fee.

Registration, Tuition, Fees, and Charge Policies

Registration at Woodbury

Registration at Woodbury University follows an important planning sequence. Students are encouraged to follow carefully the steps of the registration process in order to attain their academic goals with the greatest ease and efficiency.

The process begins either the previous semester for the returning Woodbury student or before coming to the University for the entering student. The steps are outlined in the sequence below, from course selection to registration, which is based on verification of the payment of fees.

The University encourages students to complete the registration process by the last day of General Registration. This enables the student to be assured of a class schedule three weeks before the semester begins.

Registration in courses and changes in program (adds and/or drops) are the responsibility of the student and must be initiated by the student.

UNDERGRADUATE REGISTRATION

School of Architecture, School of Business, School of Media, Culture & Design, and the Institute of Transdisciplinary Studies

- **Course Selection Period (See Academic Calendar)**
Students select and reserve their classes in advance of the General Registration period. They consult with their academic advisors.
- **General Registration (See Academic Calendar)**
The General Registration period begins approximately five weeks before the start of the semester and ends approximately three weeks before the start of the semester. During this period students register and pay tuition and all other charges for the semester.
- **Late Registration (See Academic Calendar)**
This period begins several weeks before the start of the semester and ends on the last day to add/drop for the semester. Beginning on the first day of classes, a late registration fee of \$35 is assessed during this period. Students follow the same steps as those during General Registration.
- **Registration is completed when all financial obligations are satisfied.**

Evening & Weekend Intensive Programs Registration

Students newly admitted to the evening & weekend intensive programs may register on the Saturday designated for Orientation and Registration (see Academic Calendar).

Returning students who register after the regular registration period will be assessed a late registration fee of \$35.

Intensive Degree Program Registration

Students newly admitted to the Intensive Degree Program may register for an upcoming module up to one week before the start of the course (see Academic Calendar).

Returning students may register for upcoming modules in any 15-week period (Fall, Spring, or Summer sessions) up to the Friday prior to the start of the module. Returning students who register after the regular registration period will be assessed a late registration fee of \$35.

Tuition, Fees, and Charges (2010-2011)

UNDERGRADUATE PROGRAM

Tuition- per semester	B.S. and B.F.A. Degree (majors other than IA)	B.F.A. Degree (Interior Architecture)	B.Arch. Degree
12 through 18 units	\$ 14,371	\$ 14,825	\$ 15,125
11 units or less - per unit	\$ 937	\$ 959	\$ 974
Over 18 units (overload) - per unit	\$ 937	\$ 959	\$ 974
Course Audit	50% of the tuition for a credit registration		

FEES

Associated Student Government Fee- per semester (mandatory for Burbank)	\$ 70
Parking Fee - per semester (for those who park on campus)	\$ 70
Health Insurance Fee- per semester (mandatory for all traditional undergrad students)	
Fall semester	\$ 342
Spring/Summer semesters	\$ 469
Summer semester only	\$ 199
Technology Fee- per semester (traditional undergraduate students only)	\$ 125
Course Audit Fee	\$ 55

Note: Students will be charged per page for printing on campus

Weekend College & Intensive Degree Program

Tuition	\$ 581 per unit
Associated Student Government Fee - each semester (mandatory)	\$ 35
Parking Fee- each semester (for those who park on the Burbank campus)	\$ 70
Technology Fee- per unit	\$ 8

APPLICATION FEES AND TUITION DEPOSITS

Application for admission (non-refundable):

U.S. citizen and permanent resident	\$ 50
International Student	\$ 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. citizen and permanent resident	\$ 100
International Student	\$ 355

Housing deposit

U.S. citizen and permanent resident	\$ 250
International Student	\$ 250

Miscellaneous Fees

Deferred Payment Contract Processing Fee	\$ 50
Late Payment Fee	\$ 50
Withdrawal Fee	\$100
Administrative Withdrawal Fee	\$ 150
Graduation Fee	\$ 110
Identification Card Replacement Fee	\$5
Late Registration Fee	\$ 35
Returned Check Fee	\$ 100
Transcript Fee	no charge

COURSE MATERIALS FEES

ANIM 100 Animation Principles I	\$ 15
ANIM 102 Beginning Figure Drawing	\$ 15
ANIM 103 Animation Principles II	\$ 25
ANIM 203 Sophomore Studio 1	\$25
ANIM 204 Sophomore Studio 2	\$25
ANIM 211 Storyboarding	\$15
ANIM 221 Animation Drawing	\$25
ANIIM 222 Beginning Painting	\$30
ANIM 223 The Costumed Figure	\$25
ANIM 230 Visual Development	\$25
ANIM 231 Painting: Traditional and Digital Explorations	\$25
ANIM 270 Animation Drawing	\$25
ANIM 305 Junior Studio 1	\$25
ANIM 306 Junior Studio 2	\$25
ANIM 325 Introduction to Acting and Improvisation	\$15
ANIM 330 Animal Drawing	\$25
ANIM 405 Background Painting	\$25
ANIM 410 Advanced Figure Drawing	\$25
ANIM 485 Senior Studio 1	\$25
ANIM 486 Senior Studio	\$25
ANIM 495 Animation Portfolio	\$25
Elective Animation Traditional Art Classes	\$25
Elective Animation Computer Classes	\$ 15
ARCH 182 Design Studio 1A	\$ 25
ARCH 183 Design Studio 1B	\$ 25
ARCH 211 Design Communication 2	\$ 15
ARCH 269 Object Making	\$ 15
ARCH 281 Design Studio 2A	\$ 25
ARCH 283 Design Studio 2B	\$ 25

ARCH 351 Design Animation and Simulation in the Digital Environment	\$ 15
ARCH 383 Design Studio 3A	\$ 25
ARCH 384 Design Studio 3B	\$ 25
ARCH 468 Digital Media	\$ 15
ARCH 487 Design Studio 4A	\$ 25
ARCH 489 Design Studio 4B	\$ 25
ARCH 491 Design Studio 5A	\$ 25
ARCH 492 Degree Project	\$ 25
COMM 233 Media Production	\$ 50
COMM 418 Advanced Media Production	\$ 50
FDES 125 Technical Studio 1	\$ 30
FDES 225 Technical Studio 2	\$ 30
FDES 226 Advanced Technical Studio	\$ 30
FDES 231 Children's Wear	\$ 25
FDES232 Knitwear & Swimwear	\$ 30
FDES 235 Textile Design	\$ 25
FDES 331 Young Careerwear	\$ 30
FDES 332 Soft Tailoring	\$ 30
FDES 336 Leather Goods	\$ 25
FDES 343 Millinery	\$ 25
FDES 401 Shoe Design	\$ 25
FDES 407 Advanced Shoe Design	\$ 25
FDES 431 Contemporary	\$ 30
FDES 432 Evening & Couture	\$ 30
FDES 455 Costuming for Motion Picture/Television	\$ 30
FMRK 375 Field Experience	\$ 25
ARTH 105 Watercolor Painting	\$ 20
FOUN 101 Beginning Drawing	\$ 15
FOUN 102 Design Elements	\$ 15
FOUN 103 Color Theory	\$ 15
GDES 106 Intro to Graphic Design	\$15
GDES 107 Digital Practice	\$15
GDES 207 Digital Production	\$15
GDES 215 Typography 1	\$20
GDES 216 Typography 2	\$25
GDES 217 Typography 3	\$15
GDES 240 Digital Photography	\$50
GDES 250 Screen Printing	\$25
GDES 309 Graphic Design	\$25
GDES 310 Communication Design	\$25
GDES 315 Package Design	\$25
GDES 342 Photographic Art Direction	\$25
GDES 355 Interactive Design 1	\$15
GDES 356 Interactive Design 2	\$15
GDES 388 Branding and Identity Systems	\$50

GDES 414 Environmental Graphics	.....\$25
GDES 415 Exhibit Design	.....\$25
GDES 430 Advertising Design	.....\$25
GDES 432 Publication Design	.....\$25
GDES 446 Entertainment Design	.....\$25
GDES 447 Motion Graphics	.....\$15
GDES 492 Degree Project	.....\$50
GDES 485 Portfolio Presentation	.....\$50
INAR 106 Design Studio 2	.....\$ 25
INAR 206 Design Studio 3	.....\$ 25
INAR 282 Design Studio 4	.....\$ 25
INAR 105 Design Studio 1	.....\$ 25
INAR 362 Design Studio 5	.....\$ 25
INAR 381 Design Studio 6	.....\$ 25
INAR 480 Design Studio 7	.....\$ 25
INAR 483 Senior Project	.....\$ 25
INAR 188 First Year Open Studio	.....\$ 25
INAR 288 Second Year Open Studio	.....\$ 25
INAR 388 Third Year Open Studio	.....\$ 25
PHYS 200 Physical Science	.....\$ 25
BIOL 201 Life Science	.....\$ 25
PHYS 202 Astronomy	.....\$ 25
ENVT 220 Environmental Studies	.....\$ 25
BIOL 230 Biology	.....\$ 50
BIOL 231 Human Biology	.....\$ 50
BIOL 232 Botany	.....\$ 50
PHYS 240 Physics I	.....\$ 50
PHYS 241 Physics II	.....\$ 50
BIOL 27X.X Special Topics	.....\$ 25
BIOL 300 Evolution	.....\$ 25
BIOL 301 Field Botany	.....\$ 25
BIOL 37X.X Special Topics	.....\$ 25
Elective Computer Classes	.....\$ 15

NOTE: Other courses may carry a materials fee as announced in the Self Service list of courses for each academic semester.

COPYING AND PRINTING FEES

On-campus copying and printing is on a cost per page basis. Fees will be posted at each copier and printer.

HOUSING FEES

Residence Halls – room per semester (based on a nine-month contract)	
South Residence Hall, quad	.....\$ 1,994
South Residence Hall, double	.....\$2,908
South Residence Hall, single	.....\$ 3,954
North Residence Hall, triple	.....\$ 2,647
North Residence Hall, double	.....\$ 2,908
North Residence Hall, single	.....\$ 3,799

MEAL PLANS

Students may choose from four meal plan options at two price levels, \$1,693 and \$1,834 per semester (mandatory for resident students; optional for non-resident students):

Plan A	14 meals per week plus \$ 150 flex dollars	.....\$ 1,908
Plan B	12 meals per week plus \$ 200 flex dollars	.....\$ 1,908
Plan C	10 meals per week plus \$ 150 flex dollars	.....\$ 1,760
Plan D	8 meals per week plus \$ 200 flex dollars	.....\$ 1,760

PAYMENT OPTIONS

Financial arrangements are the responsibility of the student. While the Business Office will send billing statements to students showing their balances due, it is not a prerequisite for payment of any outstanding balance. Students are responsible for keeping their billing addresses current with the Business Office. Payments can be made online through Self Service, in person, over the telephone (for credit card payments), or mailed in advance of their respective due dates.

The University offers three payment options for students to pay their tuition, fees, and room and board charges. All Intensive Degree Program students are required to elect Option 1 or Option 3.

Option 1: Semester Payment Plan:

The balance of the student’s account, less financial aid administered by the University, is due in full by the last day of the general registration period.

Option 2: Deferred Payment Plan:

Students in good financial standing are permitted to pay the charges for tuition, fees, and room and board, less financial aid administered by the University, in installments as described below. A payment contract must be completed and signed by the student in the Business Office. A \$50 non-refundable fee will be charged for this service.

Option 3: 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 last day of the General Registration period. The remaining student balances are due in full by the 4th 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

Undergraduate Program

Fall Semester 2010

- July 30 (20% due)
- August 27 (30% due)
- September 24 (25% due)
- October 22 (25% due)

Spring Semester 2011

- December 10 (20% due)
- January 7 (30% due)
- February 4 (25% due)
- March 4 (25% due)

Summer Session 2011

- April 22 (33 1/3% due)
- May 20 (33 1/3% due)
- June 17 (33 1/3% due)

Weekend College Undergraduate

Fall Semester 2010

- August 27 (100% due)
- October 22 (100% due)

Spring Semester 2011

- January 14 (100% due)
- March 11 (100% due)

Summer Session 2010

- May 6 (100% due)
- July 1 (100% due)

Note: Students who have not signed a deferred payment contract and have unpaid tuition and fee balances will incur late payment charges based on the above schedules.

Intensive 5- and 7-week Program

There is no deferred payment option for students enrolled in Intensive 5- and 7-week courses. Payment must be made at the time of registration or no later than Friday of the first week of class.

REFUND POLICY

Students wishing to withdraw from or drop classes 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 – 100% refund

Students may add or drop classes during the Add/Drop periods for their programs without

financial penalty - 100% refund. Check the academic calendar for add/drop dates. However, if students drop all classes during the Add/Drop period they are assessed a \$100 administrative fee – 100% refund minus \$100.

Please note: Program adjustments involving a change in the numbers of units you are taking must be done during add/drop period in order to receive any adjustment of your tuition charges.

Example: Unit overload (more than 18 units) to full-time (12 units)

Or

Full-time (at least 12 units) to part-time (11 units or less)

You 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:

TUITION CREDIT

Undergraduate Programs:

- Within First Two Weeks 100 % (less \$100 Admin. Fee)
- Within Week Three 50% (less \$100 Admin. Fee)
- Within Week Four 25% (less \$100 Admin. Fee)
- Week Five and after NO REFUND

NOTE: During the summer semester add/drop period may only be one week.

Intensive Degree Program:

- Within Week One 100% (less \$100 Admin. Fee)
- Within Week Two 25% (less \$100 Admin. Fee)
- Week Three and after 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.

POLICY ON HOUSING AND FOOD SERVICE ADJUSTMENTS

Complete Withdrawal from the University

As indicated under Tuition and Fees, the University complies with the Higher Education Amendments of 1992 for students who completely withdraw from the University. Accordingly, a pro rated refund, if applicable, will be calculated based on the Federal refund schedule. Non-institutional and non-refundable fees may be excluded from the pro rata refund calculation depending upon whether they are required to be considered under a repayment calculation from the student. Students withdrawing from the University should follow the procedures for official withdrawal as indicated in this catalog. As part of this procedure, it is the student's responsibility to indicate the last date of attendance. In the event the student does not comply with the official withdrawal procedure, the last date of attendance will be the later of the withdrawal date recorded by the Registrar or the date recorded by the Housing Office. Unused cash cards for food must be turned in to be included in the pro rata refund calculation.

Non-Withdrawal Adjustments

Housing

The University Housing License Agreement is for the entire academic year. Termination of the University Housing License Agreement will be limited to extreme situations and only with the written approval of the Associate Vice President of Student Development or designee. A \$500 cancellation fee will be charged in addition to the pro-rated cost 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 checkout.

Food

Students petitioning to terminate their University Housing License Agreement but not completely withdrawing from the University may elect to cancel their food service agreement. However, a 15% penalty of the total semester meal plan fee will be assessed and a pro rata refund will be given on the unused portion of the meal plan excluding cash cards. Cash cards will not be refundable and will be retained by the student.

TUITION REFUND POLICY - ADMINISTRATIVE WITHDRAWAL

Students who are administratively withdrawn from class(es) by the University forfeit all tuition when:

- The student is suspended for unacceptable behavior, or
- The student is withdrawn for financial delinquency

NOTE: Students who are administratively withdrawn from class(es) for any one of the above circumstances may not be reinstated into class(es) for the semester.

BOOKS AND SUPPLIES

The cost of books and supplies is dependent upon the courses or seminars taken by the individual student. The University Bookstore does not carry charge accounts. To pay for books and supplies, students may use cash, check, credit cards, and university vouchers. University vouchers are available to students with excess financial aid on their accounts.

Academic Policy, Regulations, and Standards

Overview of Academic Year and Program

ACADEMIC YEAR

The academic year includes two semesters: fall and spring. The academic year is at least 30 weeks in length, during which time full-time students are expected to complete a minimum of 24 semester hours. The Summer Session is scheduled between academic years and allows students to accelerate or remediate their academic progress through full-time or part-time enrollment.

UNDERGRADUATE PROGRAM COURSES

Regular semester-length morning and afternoon courses are scheduled Monday through Friday; evening courses are generally scheduled Monday through Thursday.

INTENSIVE DEGREE PROGRAM COURSES

Intensive Degree Program courses require three years full-time employment since graduating from high school and a minimum 24 transferable college units completed including basic skills courses (equivalents of WRIT 111, Academic Writing I; WRIT 112, Academic Writing II; and COMM 120, Public Speaking or category 1 of IGETC). Intensive Degree Programs are completed within a seven-week academic period, meeting one night a week from 6:30-10:00 PM or on weekends.

In the Intensive Degree Program, the student has an opportunity for in-depth concentration on the subject. Most traditional three semester credit courses require 40 to 45 classroom hours of instruction; courses from the Intensive Degree Program require 20 to 32 classroom hours. While this intensive model is designed to allow degree completion in a shorter period of time, there is an increased expectation for independent learning outside of the classroom. Students should anticipate a minimum commitment of 12 to 15 hours per week for each course, in addition to class time. Every course requires an assignment to be prepared prior to the first class session. Attendance is mandatory.

Academic Policies

CLASSIFICATION OF STUDENTS

Students who have completed 0-29 units of credit (applicable toward the degree) are classified as freshmen, 30-59 units as sophomores, 60-89 units as juniors, 90-126 units or more as seniors, and 127+ as senior plus. All students are subject to the rules governing academic load and prerequisites, regardless of the program in which they are enrolled.

ACADEMIC LOAD

A full-time academic load for undergraduates is defined as 12-18 units per semester. Those who enter the University as freshmen and who intend to complete their four-year degrees with their class will need to complete an average of 30-32 units per academic year; those pursuing a five-year program will need to complete an average of 32 units per academic year.

Students achieving a grade point average of 3.0 or higher in the preceding semester and a cumulative grade point average of 3.0 or higher, or entering the University with a 3.0 cumulative grade

point average from a United States college, may register for a maximum of 21 units during the succeeding semester. As long as the requisite average of 3.0 is maintained, acceleration is permitted.

CLASS ATTENDANCE POLICY

Regular and prompt attendance at all University classes is required. The instructor is not obligated to assign extra work or to prepare additional examinations for classes missed. It is understood that when 15% of the class time has been missed, the student's absence rate is excessive. Each instructor will announce his/her attendance policy in the course syllabus.

EVENING & WEEKEND INTENSIVE PROGRAM ATTENDANCE POLICY

Evening & weekend intensive program students are expected to attend every class meeting. Because of the pace of evening and weekend intensive program courses, absence from a single class meeting causes students to miss a substantial portion of class content and participation. Students are expected to be present for the entire class period each meeting.

UNIT REQUIREMENT – UNDERGRADUATE

A minimum of 120 semester units of degree credit is required for the Bachelor of Arts (B.A.) degree. A minimum of 126 semester units of degree credit is required for Bachelor of Business Administration (BBA) or Bachelor of Science (B.S.) degrees. A minimum of 128 semester units is required for Bachelor of Fine Arts (B.F.A.) degrees. The minimum for the Bachelor of Architecture (B.Arch.) degree is 160 units. The number of elective units may vary depending on circumstances; however, there are no exceptions to this minimum unit policy for graduation.

RESIDENCE REQUIREMENT

The University requires undergraduate students to earn a minimum of 45 semester units of course work at Woodbury University. Also, students must complete a minimum of 32 out of their final 40 semester units at Woodbury. Credit for prior learning of a non-traditional nature (such as the CLEP program) is not applicable to the fulfillment of the University residence requirement.

REGISTERING

Registering for Classes. Registration is rolling.

Auditing Courses. The auditing of courses constitutes a serious commitment on the part of a student. A decision to audit a course rather than take it for academic credit should be made in consultation with a student's academic advisor. A student should realize that enrollment in a course for audit may not be the basis for a course waiver or serve as a prerequisite for subsequent courses. The policy on academic load applies equally to credit and audit registrations.

The matriculated undergraduate student may elect to audit a course within the 18-unit maximum for the comprehensive unit cost of the semester's tuition. For approved units in excess of 18, the charge is 50% of the tuition per unit as stated in the current catalog.

When a course is audited, there are no examinations or grades recorded. Regular attendance, however, is expected so that the student's presence is not disruptive to the progress of the class.

An audit registration may not be changed to a credit registration after the first week of the semester. The policy on academic load will prevail for matriculated students who enroll in courses for audit.

A credit registration may not be changed to an audit registration after the first week of the semester.

Occasionally, members of the public may want to audit courses. The University particularly welcomes alumni, who may wish to update their skills and knowledge, and senior citizens who want to enhance their learning. Admission to classes is dependent upon space availability once the needs of matriculated students have been met. The audit charge is 50% of the regular tuition plus a Services Fee of \$55.

Non-Matriculated Student Registration. The University welcomes limited registration of students who have not applied for admission. Prior to official admission, students are permitted to complete up to 18 units, with no more than 11 units being completed in any one semester. Upon completion of 18 units, further registration will be authorized only after acceptance for admission to the University has been approved. Academic requirements, including those for prerequisite course(s), apply to non-matriculated students in the same manner as they do to matriculated students.

Prospective non-matriculated students must provide the Office of Admission with proof that prerequisite coursework and other academic requirements have been fulfilled prior to registration. In addition, approval of the department chair or the Dean of Business is required.

Non-Matriculated High School Student Registration. Woodbury University invites eligible high school students to take courses for college credit at Woodbury University. The students will be offered seats in under-filled courses at the 100- and 200-level that do not have prerequisites. These students will earn college credit from Woodbury University at no charge - credit that is not otherwise readily available to them. This credit would typically transfer to other colleges should the students, upon graduation from high school, choose not to attend Woodbury University.

Criteria for eligibility:

- Be a true junior;
- Have a minimum cumulative GPA of 3.0;
- Obtain a letter of recommendation from at least one teacher or program administrator;
- Comply fully with Woodbury University's policies (e.g., use of library materials within the library, registration deadlines);
- Complete the course requirements as defined by the syllabus with no exceptions;
- Approval of the instructor-of-record is required;
- Admissions procedures will be handled by the Admissions Office at Woodbury University

Students participating in this program are eligible for academic services at Woodbury University (e.g., library, computer labs, writing center), but are not eligible for non-academic services (e.g., transportation, health care except emergency medical needs, financial aid, room and board).

ADDING, DROPPING, WITHDRAWING

Add and Drop Period - Undergraduate Program and Weekend College

Students are encouraged to add and/or drop classes on-line. If this is not possible registration changes (course adds and/or drops) are accepted at the Registrar's Office beginning the day after

the initial registration block closes (exact dates announced each semester). Add/Drop ends on the last day of week two of the semester.

Withdrawal from Courses

It is the student's responsibility to withdraw from courses. Beginning with the close of the program change period through the ninth week for Undergraduate Program students may withdraw from courses and receive a "W" grade. Intensive Degree Program students may withdraw through the third week of a session. All withdrawals from courses must be submitted by the student on the official Program Change Form.

In the case of international students, clearance by the International Student Advisor is expected.

Students who voluntarily discontinue attending class but who fail to withdraw officially before the established deadline may be issued a "WU" grade by their instructor. However, instructors may issue an "F" grade instead. "W" or "I" grading symbols that indicate a withdrawal or incomplete grade will not be issued to students who have failed to follow the withdrawal procedure.

If withdrawal from all courses is requested, the above procedures must be followed and the last date of attendance in class must be indicated on the withdrawal form. A leave of absence application or a withdrawal from the University should be submitted at this time. (See section on Administrative Withdrawal.)

Withdrawals due to U.S. Armed Forces military mobilization

Any current student who has been ordered to service due to emergency or other declared U.S. Armed Forces military mobilizations and must withdraw from the University will be given special consideration as follows:

Registration

- a) Complete withdrawal from the term/s without penalty. A letter grade of 'WM' indicating withdrawal due to military service will be assigned.
- b) The student can petition course credit based on work completed. The decision to grant credit will be at the discretion of the instructor and chair.
- c) Degrees will be awarded if credit is granted in those courses that meet the completion (graduation) requirements for the program.

Refunds

Students will receive full refunds of tuition and pro-rated refunds of room and board, without any penalty charges, in those circumstances in which course credit is not awarded.

Re-entry

The two-year leave of absence for persons on active duty will be extended by up to six months following return to inactive service.

Intensive Program Add/Drop/Withdrawal

Intensive Program students are expected to attend every class meeting. Because of the pace of Intensive Program courses, absence from a single class meeting causes students to miss a substantial portion of class content and participation. Students are expected to be present for the entire

class period each meeting.

It is the responsibility of the student to withdraw from any class they choose not to complete. Students are not automatically withdrawn for non-attendance and are responsible for initiating the withdrawal process. The following tuition refund schedule will be followed:

Intensive Degree Program seven-week classes which meet once per week:

- Complete drop during week 1, 100% refund, no grade
- Withdraw during week 2, 25% refund, "W" grade
- Withdraw prior to 3rd class meeting, no refund, "W" grade
- No withdrawals will be processed after Week 3.

Students who find it necessary to withdraw from courses may begin the withdrawal process by calling an advisor. A drop fee will also be assessed.

Administrative Drop

For lack of prerequisites. Faculty reserves the right to request the Registrar to have students dropped administratively from a course when the necessary prerequisite course(s) have not been completed.

For non-attendance. Students who do not attend scheduled classes during the first week of the semester are subject to the university's administrative drop policy. Under this policy instructors can "administratively drop" students who do not attend class sessions during the Add/Drop period. A student's non-attendance can be reported to the Registrar's office, which will in turn drop the class or classes from those students' schedules. Students will receive notification from the Registrar's office when this action occurs. The Business Office and the Financial Aid Office are also notified of this action. Based upon the student's enrollment status, adjustments may be made that affect the amount of tuition charged as well as affect the amount of financial aid received. The student will be charged an administrative fee of \$150 if administratively dropped from a class or classes.

Administrative Withdrawal

The University reserves the right to suspend or withdraw a student from courses and/or the University when disciplinary action is justified due to:

- Unacceptable behavior
- Financial circumstances
- Failure to meet course prerequisite(s)
- Non-attendance in all courses

When the University takes such action, the University notifies the student of the action in writing. When a student is withdrawn administratively from the University and all courses for unacceptable behavior, financial circumstances or non-attendance, no tuition and fees are credited or refunded.

Students who are administratively withdrawn are not eligible to continue class attendance or receive grades. The courses may be repeated during a future semester with normal tuition and fees assessed, provided there is authorization to return to the University.

Withdrawal from the University

Students withdrawing from the University must complete the formal withdrawal process. A petition form must be obtained from the Registrar's Office and the process completed before leaving the University. Students who withdraw from the University and decide to return at a later date must reapply for admission under the degree requirements in effect at the time of readmission.

Leave of Absence

Students taking a leave of absence from the University for one or more semesters to a maximum of three semesters must complete the formal approval process. A petition should be obtained from the Registrar's Office and the process completed before leaving the University.

Purpose: In granting a leave of absence Woodbury University recognizes the need of our students to interrupt their academic work for a period of time. A leave of absence will allow a Woodbury student to return to his or her studies after the leave without reapplying to the University. The particular reasons for a leave of absence vary, as does the length of time granted for a leave. Woodbury University policy is designed to meet these varying needs and to provide the opportunity for the student to discuss with a representative of the University the implications and responsibilities of a leave of absence.

Application Procedure: All students interested in applying for a leave of absence should complete an application form available from the Office of Student Development, the Registrar's Office or from OASIS. The form asks for the duration of the leave, the plans for the period of the leave, and a written statement on why the leave is requested. Final approval for the leave is given only when the completed application is submitted to the Registrar's Office. The application form and the written statement will be kept as part of the student's record. It is strongly recommended that the student consult with an academic advisor to be sure that the leave will not create any serious complications to the academic program.

Time of Absence: A leave of absence may be up to three semesters, excluding summer. Requests for a leave of absence (or for an extension of a leave) should normally be made before the end of the preceding semester. Requests for an immediate leave of absence (starting while classes are still in session) may be requested under exceptional circumstances.

University Fees: A student taking a leave of absence from the University shall be subject to the same refund policy as a student withdrawing from the University. A student planning a leave of absence has the responsibility for making all arrangements in regard to financial aid directly with the Financial Aid Office and for meeting all necessary financial aid deadlines. It is essential that the student meet with a representative from that office to preserve financial aid while on leave. In addition, a student planning a leave of absence has the responsibility of meeting all financial obligations and deadlines with the University. The student should plan to meet with a representative of the Business Office to discuss all financial aspects of the leave.

Extensions of Leave: Woodbury University does not usually approve a leave for more than three semesters, and a request to extend the leave beyond the third semester will only be approved under exceptional circumstances. Requests for extension of a leave must be made in writing to the Registrar's Office for consideration by the Faculty Academic Policy Appeals Committee.

Return to the University: If no restrictions have been placed on the leave of absence, a student may return to the University after the period of leave without applying for readmission. Most

leaves of absence have no restrictions but in certain special cases, restrictions may exist. If a student takes a leave and is later deemed by the appropriate academic body to have unsatisfactory work before the leave, a return to Woodbury University may be subject to approval by that body, or the leave may be revoked. The Associate Vice President of Student Advancement may designate a leave as "medical" and may require a doctor's recommendation before the student's return is approved. A student on leave is accountable to the behavior standards outlined in the catalog as well as in the student handbook.

Failure to Return After a Leave: A student who does not return at the end of a leave, and who has not requested an extension, is considered withdrawn from the University and out of status. Withdrawal papers will be completed by the University. If a student later wishes to return to the University, an application for readmission must be presented to the Office of Admission. At that time the student will be admitted under the most recent catalog, not the catalog of original matriculation.

Leave of Absence and Re-admission: Students remain in active status for three semesters on a leave of absence. If not enrolled by the fourth semester (excluding Summer sessions), a student must apply for re-admission. NOTE: Former students who are re-admitted after falling out of status matriculate under the degree requirements in effect at the time of re-admission.

TRANSFER CREDITS, CREDIT BY EXAMINATION, AND CONCURRENT REGISTRATION

Transfer credits are accepted when applicable toward major, minor, general education and elective requirements for the Woodbury University degree.

Petitions for registration at another institution, concurrent with Woodbury courses, are available at the Registrar's Office. Petitions for concurrent enrollment are evaluated by the Registrar or designee, subject to the University transfer, residency, and academic load policies. Students who register at other institutions and who have not obtained advance approval from the Registrar are ineligible to receive transfer credit for the concurrent registration.

The same procedure is required prior to CLEP, DANTES, and Excelsior College Examinations (formerly ACT-PEP) in order to receive transfer credit. Also see the section titled "Credit by Examination" under "Admission Requirements."

OWNERSHIP OF DESIGN PROJECTS

The University may retain all student projects in perpetuity for archival purposes. If the project is retained for a designated period of time, the University may dispose of the project or program as it sees fit if the project is not claimed. Reasonable care will be taken to ensure the safety of the project; however, the University will not be responsible for loss or damage. In any display of the project, the originator will be acknowledged.

Academic Standards

COURSE NUMBERING

- 001-049 Pre-college and remedial/Non-degree
- 050-099 Activity courses | Non-theory/Lower Division
- 100-199 Introductory courses/Lower Division
- 200-299 Intermediate courses/Lower Division
- 300-399 Intermediate courses/Upper Division
- 400-499 Advanced courses/Upper Division
- 500-599 Applicable to advanced degree-Graduate level (500 level courses are not available to undergraduate students.)

UNIT VALUE

Academic credit is measured on the Carnegie Semester Hour (Unit) System. One Carnegie unit of credit is earned as follows:

- **Lecture Courses:** During an academic semester, one unit of credit is awarded for an equivalent minimum of fifteen, 50-minute, scheduled classroom contact hours when a passing grade is earned.
- **Studio Courses:** During an academic semester, one unit of credit is awarded for an equivalent minimum of thirty, 50-minute, scheduled classroom contact hours when a passing grade is earned.
- **Independent Study:** During an academic semester, one unit of credit is awarded for a minimum of 30 hours of learning/study time including study preparation, faculty sponsor consultation and written, tangible evidence of learning outcomes when a passing grade is earned.
- **Directed Study:** During an academic semester, one unit of credit is awarded for a minimum of 30 hours of learning/study time including study preparation, faculty sponsor consultation and written, tangible evidence of learning outcomes when a passing grade is earned.
- **Internship:** During an academic semester, one unit of credit is awarded for a minimum of 40 hours of internship study when a passing grade is earned.

CHANGE IN COURSE UNIT VALUE

Woodbury reserves the right to adjust the unit value of a course due to curriculum changes. The change in unit value of a course does not affect the minimum units required for graduation.

EXAMINATIONS AND EVALUATION

The final grades for courses should be based on a minimum of three significant evaluations. Most courses will have mid-semester and final examinations as part of this evaluation. In studio and laboratory courses, evaluation is often carried out in the form of projects, special critiques and other approved methods. The final examination schedule is shown in the University Academic and Administrative Calendar as well as the schedule of classes. The specific final examination schedule is published by the Academic Support Services near the beginning of each semester and is available in the Registrar's Office.

GRADES

Grades and Quality Points

Woodbury primarily uses a letter grade evaluation reporting system based on a 4.0 quality point formula. Earned grades and quality points are awarded according to the following schedule:

Superior Grades: A, A-

A. 4.00 quality points per semester hour
 A- 3.67 quality points per semester hour

Above Average Grades: B+, B, B-

B+ 3.33 quality points per semester hour
 B. 3.00 quality points per semester hour
 B- 2.67 quality points per semester hour

Average Grades: C+, C

C+ 2.33 quality points per semester hour
 C. 2.00 quality points per semester hour

Below Average Grade: C-

C- 1.67 quality points per semester hour

Unsatisfactory, but Passing Grades: D+, D

D+ 1.33 quality points per semester hour
 D. 1.00 quality points per semester hour

Failing Grade: F

F. 0 quality points per semester hour

AU Audit No quality points
 W Withdraw No quality points

(Awarded only when student officially withdraws from a course)

WW Administrative Withdrawal. No quality points
 (Issued when the University withdraws the student from a course)

I Incomplete. No quality points
 (See policy on Incomplete Grades)

P Passing Grade No quality points
 (equivalent to a grade of "C" or higher)

NP Not Passing Grade No quality points
 IP In Progress Grade No quality points
 NG No Grade No quality points
 WU Unofficial Withdrawal. No quality points

(Issued by the instructor in consultation with the Registrar when a student stops attending and participating in the course without formal notification to the institution)

The grades "P" (Pass) and "NP" (No Pass) are available for selected courses such as internship courses as specified under the description for the designated course.

The minimum passing grade for preparatory and transitional classes MATH 049, Elementary Algebra; MATH 149, Intermediate Algebra; WRIT 100, Bridge to Academic Writing; WRIT 111, Academic Writing I; WRIT 112 Academic Writing II is C or better.

The “IP” (“In Progress”) is an interim grade used to indicate that a course is scheduled to exceed the authorized end date of an academic semester. The time unit for course completion is to be determined by the instructor, and specified in the syllabus or contract, subject to the approval of the Registrar at the time the course is scheduled. This mark is available for use in internships and, field experiences and independent studies. The “IP” appears on the student’s record to document enrollment. The appropriate grade replaces the “IP” on the student’s record after the course is complete. The “IP” is not included in calculations of grade point average

“NG” (“No Grade”) is an interim grade used only by the Registrar when a delay in the reporting of a grade is due to circumstances beyond the control of the student. The “NG” will be replaced by the appropriate grade as soon as it becomes available. The “NG” is not included in calculations of grade point average.

The “WU” (“Unofficial Withdrawal”) is assigned to students that unofficially withdraw or cease attendance after the add/drop period of the term. The instructor can assign, as a final grade, “WU” rather than an “F” when a student has ceased attendance in class. The grade is submitted along with the student’s last date of attendance.

Grading Guidelines

“A” = Clearly stands out as excellent performance, has unusually sharp insight into material and initiates thoughtful questions, sees many sides of an issue, articulates well, and writes logically and clearly; integrates ideas previously learned from this and other disciplines and anticipates the next steps in progression of ideas. Example: “A” work should be of such a nature that it could be put on reserve for all students to review and emulate. The “A” student is, in fact, an example for others to follow.

“B” = Grasps subject matter at a level considered to be good to very good, is an active listener and participant in class discussion, speaks and writes well, accomplishes more than the minimum requirements, and produces work in and out of class that is of high quality. Example: “B” work indicates a high quality of performance and is given in recognition for solid work; a “B” should be considered a high grade.

“C” = Demonstrates a satisfactory comprehension of the subject matter, accomplishes only the minimum requirements, displays little initiative, communicates orally and in writing at an acceptable level for a college student, and has a generally acceptable understanding of all basic concepts. Example: “C” work represents average work for the students in a program or class. A student receiving a “C” has met the requirements and deadlines of the course. The “C” student must be a student whose work the University would be willing to exhibit.

“D” = Quality and quantity of work in and out of class is below average, unsatisfactory and barely acceptable. Example: “D” work is passing by a slim margin.

“F” = Quality and quantity of work in and out of class is unacceptable. Example: “F” work does not qualify the student to progress to a more advanced level of work.

NOTE: Good grades are usually correlated with regular attendance and with assignments of all types completed and on time. Poor grades are often correlated with frequent absences and incomplete and/or missing assignments. Plus or minus grades indicate that a student is at a high or low end of the assigned grade.

Final Evaluation and Grading

A final letter grade is to be issued at the end of the semester of the registration. The final grade is based on the Faculty Sponsor’s assessment of the student learning as outlined in the Directed Study Contract.

Grade Point Average

A minimum cumulative grade point average of 2.0 is required for graduation.

Semester Academic Honors: The Dean’s List

The University encourages academic excellence and each semester recognizes full-time undergraduate students who demonstrate their excellence. Those students who successfully complete 12 units or more with a semester grade point average of 3.5 or higher receive a letter of commendation from the Dean or Director of their respective school. They are also placed on the Dean’s List.

Policy Statement on Final Grades

Grades submitted to the Registrar’s Office by the instructor for a course are considered to be the final, official institutional grades. By policy, a grade is based on the instructor’s evaluation of course work completed, including quality of learning, as of the ending date of the course. The ending date is the day of the final examination at the end of the academic semester. Final course grades may not be changed as a result of the student’s submitting additional work, repeating examinations or taking additional examinations after the conclusion of the course.

Policy on Adjustment of Final Grade Through Re-evaluation

Although grades submitted to the Registrar are considered final and official, further evaluation by the instructor of record may reveal an error in the original grade due to a computational or clerical error.

The Registrar is authorized to accept an adjusted grade when the following conditions exist:

- The student requests re-evaluation on or prior to the Friday of the seventh full week of the following semester (excluding Summer term) by formally filing a petition with the Registrar.
- The instructor, upon re-evaluation, identifies and acknowledges an error and reports a corrected grade to the Registrar.
- The instructor on his/her own initiative concludes after re-computation of the work completed that the original grade was in error and reports the error to the Registrar by Friday of the seventh full week of the following semester (excluding Summer term).

The deadline for submission of grade changes is posted at the Registrar’s Office every semester.

NOTE: When reporting a revised grade, the instructor will certify, via the official Grade Change Petition/Report, that the revised grade is based on the correction of an error that has been revealed by a re-examination of the instructor’s records.

Policy on Incomplete Grades

An incomplete grade (“I”) may be issued by a course instructor when an extenuating circum-

stance such as illness occurs during the final seven weeks of the semester. An incomplete grade may be issued when the following conditions exist:

- The student has filed an official petition for an incomplete grade with the course instructor prior to the day of the final examination or final project due date.
- The student has attended class sessions regularly, submitted timely work assignments and taken examinations and quizzes. The student's performance has been acceptable during the first eight weeks of the semester.
- The extenuating circumstance, such as illness, has been documented.
- The instructor has approved the petition and listed work yet to be completed.
- The student who has received an "I" grade is eligible to complete the course requirements by the designated contract completion date, which must fall within the following semester (excluding summer). When the course requirements have not been fulfilled within the designated period, the "I" grade will be changed to a permanent "F" grade.
- Upon completion of the remaining course work within the extended period, the student must file a formal petition for a change of grade with the Registrar's Office.
- A student may not re-enroll in a class or attend a class in which he/she has an incomplete grade pending.

Re-enrollment for the Purpose of Improving a Grade

A student may repeat a course for the purpose of improving a grade. The course must be repeated in its entirety. No additional credit is allowed for repeating a course in which the initial grade was "passing." Both the original grade and the grade earned in the repeated course will permanently appear on the student's transcript record. The grade for the repeated course is the final earned grade for the course. The original course grade and quality points no longer apply toward cumulative totals.

INDEPENDENT AND DIRECTED STUDY

Independent Study

Philosophy

Independent Study is an optional mode of study available on a limited basis to students who have obtained high academic levels of performance. Independent Study courses answer the need for individual research and expression in areas of special interest for which the University does not offer a specific classroom course. It provides a learning experience in selecting a study project, mastering the necessary library and research techniques for gathering data, and devising a suitable means of communicating the results of the project. Such experiences permit self-testing that comes with self-imposed assignments and discipline. The demands are rigorous; however, there is potential for high-level achievement through self-directed learning.

Definition

A course by Independent Study is one that is initiated by the student with the goals, objectives, learning outcomes, and assessment procedures designed by the student and an appropriate Faculty Sponsor. An independent Study course may not duplicate a regular classroom course of study offered by the University. The dean or director of the appropriate school must approve each Independent Study.

Eligibility

- A. Undergraduate students who have obtained sophomore standing (30 units) and who are in good academic standing, are eligible to apply for a course by Independent Study.
- B. Graduate students who are in good standing are eligible to apply for a course by Independent Study.
- C. Students must demonstrate to the proposed Faculty Sponsor that they have the academic prerequisites and/or related experience necessary to perform the projected study.
- D. Non-matriculated students, generally, are ineligible to undertake a course by Independent Study.

Registration Authorization

- A. Registration for a course by Independent Study is authorized only after the Independent Study Contract has been approved.
- B. Registration must be completed by the first day of the third week of the semester of enrollment. Therefore, it is expected that students will complete their Application for an Independent Study and receive final approval of the Independent Study Contract prior to the beginning of the semester intended for registration.
- C. Exceptions for late registration must receive the approval of the Faculty Academic Appeals Committee.

Final Evaluation and Grading

A final letter grade is to be issued at the end of the semester of the registration. The final grade is based on the Faculty Sponsor's assessment of the student learning as outlined in the Independent Study Contract under the Instructional Objectives, Learning Outcomes and Evaluation Criteria section. A passing grade may not be earned when there is an absence of the final written paper or written project summary.

Directed Study

Definition

Directed study is available only to students who, due to extenuating circumstances, cannot enroll in a regularly scheduled course. Directed Study allows students to do their work of a regular, specified course by studying the material without regular classroom attendance. This may be done either during the semester the class is offered or when the class is not currently offered. The same learning must be demonstrated as that achieved by students attending the regular class; alternative arrangements for exams and other requirements are subject to approval of the instructor.

Eligibility

- A. Students must demonstrate to the proposed Faculty Sponsor that they have the academic prerequisites necessary to perform the Directed Study.
- B. Non-matriculated students, generally, are ineligible to undertake a course by Directed Study.

Registration Authorization

- A. Registration for a course by Directed Study is authorized only after the Directed Study

- Contract has been approved.
- B. Exceptions for late registration must receive the approval of the Faculty Academic Appeals Committee.

ACADEMIC MINORS

An academic minor consists of a coordinated set of courses that take a student beyond the introductory level in an academic field but which are not sufficient to constitute a major. Students may not minor in their major. All prerequisite requirements for the courses listed must be met. Minors are listed on a student's transcript but are not listed on the diploma. Courses taken to satisfy major requirements cannot be used to satisfy minor requirements. A minor consists of a minimum of 15 units. 9 of these units must be unique to the minor the remaining units may also be applied to general education, restricted design elective, or unrestricted elective requirements.

TIME RESTRICTION ON DEGREE COMPLETION

Full-time students pursuing the Bachelor of Science, Bachelor of Arts or Bachelor of Fine Arts degrees must complete all requirements within six years from matriculation. Full-time Bachelor of Architecture candidates must complete all requirements within seven years from matriculation. Part-time students pursuing the four-year Bachelor of Science, Bachelor of Arts or Bachelor of Fine Arts degrees must complete all requirements eight years after matriculation. Part-time students in the five-year Bachelor of Architecture program must complete all degree requirements ten years after matriculation.

ACADEMIC STANDING

Students are considered to be in good academic standing and making satisfactory progress toward the degree when a GPA of 2.0 is maintained.

Academic Warning

Students who fail to meet the semester grade point average of 2.0 (undergraduate)/3.0 (graduate) but their cumulative grade point average is above a 2.0 (undergraduate)/3.0 (graduate) will be sent a warning letter from the Academic Advisor, Office of Student Development. The student is required to meet with their Academic Advisor/Faculty Advisor.

Academic Probation

Students who fail to meet the semester and cumulative grade point average of 2.0 (undergraduate)/3.0 (graduate) will be placed on Academic Probation. A letter will be sent from the Academic Advisor, Office of Student Development. The student is required to meet with their Academic Advisor/Faculty Advisor. Failure to do so may result in future holds on course registrations.

Continued Probation

Students who were able to raise their semester grade point average, but were not able to raise their cumulative grade point average will be placed on Continue Probation. A letter will be sent from the Associate Dean, Academic Support Services. The student is required to meet with the

Associate Dean. Failure to do so may result in future holds on course registrations.

Academic Probation for Students Receiving VA Benefits

A student receiving Veterans' benefits whose cumulative grade point average remains below 2.0 for more than two semesters will not be eligible for certification for Veterans' benefits.

Subject to Dismissal

Students who have not been able to raise both their semester and cumulative grade point averages will be placed on Subject to Dismissal status. A letter will be sent from the Associate Dean, Academic Support Services stipulating conditions for continued enrollment. The student is required to meet with the Associate Dean. Failure to do so may result in future holds on course registrations.

Academic Dismissal

Students who have not been able to raise both semester and cumulative grade point averages within three semesters will be dismissed from the University. A letter will be sent from the Associate Dean, Student Development stipulating conditions for re-enrollment. The student is required to meet with the Associate Dean. A hold will be placed on future course registrations and the dismissal will be recorded on the student's transcripts.

Procedures for Appeal to the Policies on Normal Academic Progress

Students who have not made Satisfactory Academic Progress have the right to appeal the decision on academic dismissal. Students who believe they have an extenuating circumstance must provide full documentation for review by the Associate Dean, Student Development. The appeal must be received by the Associate Dean either in writing or presented in person, by the date stated in the letter sent to the student informing the individual of his or her status.

DEGREE PROGRAMS

Academic Major

Upon admission to a degree program, candidates select an academic major. Students follow the required curriculum for the selected major as outlined in the catalog of their admission year, including major, general education and elective courses required to achieve the minimum semester hour units for the degree.

Degree Contract and Change of Catalog Contract

Degree is based on the catalog in effect at the time of admission and matriculation. Students may receive authorization through formal petition to change their catalog year. In doing so, the degree is revised based on all requirements (transfer policy, major(s), General Education, and electives) outlined in the University catalog in effect at the time the petition to change the catalog year is approved.

Change of Degree Program

Students who matriculate into one degree program, such as the Bachelor of Science (B.S.) degree program, and desire to change to another degree program, such as the Bachelor of Architecture (B.Arch.) degree, must formally apply for admission and be accepted into that program before

the change is effected. The contract for the degree is then based on the University catalog in effect at the time re-admission and matriculation take place. The application for a change of degree program may be obtained from the Registrar's Office.

Double Major

Students admitted to the Bachelor of Science (B.S.), Bachelor of Business Administration (BBA), Bachelor of Arts (B.A.) or the Bachelor of Fine Arts (B.F.A.) degree program may pursue a double major. The minimum requirement for graduating with two majors is the completion of all required courses in both majors, as well as completion of the general education and minimum elective semester hour units for the degree.

Although as a rule both majors are completed concurrently, a second major may be added after degree completion if certain criteria are met.

- The statute of limitations on the degree must be unexpired.
- The additional major must be completed under the catalog currently in effect, subject to department review.
- The second major is certified through the transcript of record. No additional diploma will be issued nor will an invitation to the commencement ceremony be forthcoming.

In such cases, the University can make no guarantee of full-time status or the timeliness of course offerings.

Dual Degree

Students may, with the approval of their advisor and the registrar, pursue dual degrees at the same level. Minimum requirements for Dual Degrees are handled in the same manner as double majors. The difference here is that the student pursues two majors with different degree designations. For example, pursuing both a B.A. and B.S. or a B.S. and a B.F.A..

Change of Major

Students may receive authorization through formal petition to change their academic major. In doing so, the contract for the degree is based on the catalog in effect at the time of admission and matriculation, or the catalog in effect at the time the Petition for Change of Major is approved.

Degree Requirements

In order to earn a degree, a student must complete all course and unit requirements as stipulated in the catalog in effect when the student first matriculated at the University, or the catalog in effect when a change of major and/or catalog year is approved. The University may modify specific course requirements when courses are deleted or curricula are revised. In such a case, appropriate substitutions will be made.

GRADUATION

Application for Graduation

Applications for Graduation must be filed with the Registrar two semesters in advance of the anticipated semester of graduation. Students will be assessed a \$110 Graduation Fee. The fee must be paid prior to filing the application. An official evaluation of the student's progress

toward the degree and any remaining deficiencies will be mailed to the student within six to eight weeks from receipt of the application.

Graduation Policy

The graduation date is awarded for the term in which all degree requirements have been met. Degree requirements include submission of all supporting documents (such as official transcripts and CLEP results) as well as the filing of the application for graduation. All academic and administrative requirements must be met. Degrees are not awarded retroactively.

Participation in Commencement

A student may participate in only one commencement ceremony per degree. Students wishing to participate in commencement must be in good academic standing with the university.

A petition is available to undergraduate students who will be deficient six units and graduate students who will be deficient three units at the end of the spring semester. Students must have filed their application for graduation and been evaluated. Honors at the commencement ceremony will not be available to students in this group.

Diplomas

Diplomas are mailed approximately three months after the actual term of graduation.

Academic Recognition

To encourage the achievement of academic excellence, Woodbury University gives recognition to superior students who have demonstrated the initiative and sense of responsibility to excel. Such superior performance is recognized with special awards for academic achievement. There are two aspects of the program: Departmental Honors and Honors at Graduation. These honors are only available to undergraduate students who are enrolled in their final degree requirements. Those students who are deficient in units or other degree requirements are not eligible.

Departmental Honors

The Departmental Honors award is given only at graduation to the graduate in each of the undergraduate majors who has achieved the highest scholastic record in his/her department.

Honors at Graduation

Students who maintain a high scholastic average are eligible for graduation with honors. Effective for those completing their degree requirements since the 1991-92 academic year, these honors are bestowed according to the following cumulative numerical grade point averages:

Cum Laude	3.5 to 3.69
Magna Cum Laude	3.7 to 3.89
Summa Cum Laude	3.90 and above

ACADEMIC HONESTY

Proposed pending approval of the Woodbury University Faculty Association

Because the integrity of the academic enterprise of any institution of higher education requires honesty in scholarship and research, academic honesty is required at Woodbury University. Academic integrity is important for two reasons. First, independent and original scholarship ensures that students and scholars derive the most from their educational experience and the pursuit of knowledge. Second, academic dishonesty violates the most fundamental values of a community of scholars and depreciates the achievements of the entire university community. Accordingly, Woodbury University views academic dishonesty as one of the most serious offenses that a member of our community can commit. Adherence to the Academic Honesty Policy reflects the commitment of our community to the ideals of learning, research, and scholarship.

DEFINITIONS OF ACADEMIC DISHONESTY

Cheating

Cheating is the act or attempted act of deception by which an individual seeks to misrepresent that he/she has mastered information on an exercise that he/she has not mastered.

Examples include but are not limited to:

1. Using books, notes, calculators, conversations with others (including text messages), etc. to complete a test or other assignment when such use is prohibited.
2. Having other people conduct research or work for the student without advance authorization from the instructor. This includes the services of term paper companies (e.g. downloading a paper in whole or in part from the Internet).
3. Reusing previously submitted work in whole or in part for credit or honors without authorization from the instructor.
4. Copying from another student's test paper.
5. Allowing another student to copy from a test paper.
6. Using or possessing specifically prepared materials during a test (e.g., notes, formula lists, notes written on the student's clothing etc.) when such materials have not been authorized.

Fabrication

Fabrication is the use of invented information or the falsification of research or other findings in an academic exercise.

Examples include but are not limited to:

1. Altering and resubmitting returned academic work without notice to the instructor.
2. Citing information not taken from the source indicated.
3. Listing sources in a bibliography not used in the academic exercise.
4. Submitting in a paper, thesis, lab report or other academic exercise falsified, invented, or fictitious data or evidence, or deliberate and knowing concealment or distortion of the true nature, origin, or function of such data or evidence.

Facilitating Academic Dishonesty

Facilitating academic dishonesty is intentionally or knowingly helping or attempting to help another commit an act of academic dishonesty.

Plagiarism

Plagiarism is the submission of another's work as one's own, without adequate attribution. When an individual submits work that includes the words, ideas or data of others, the source of the information must be acknowledged through complete, accurate, and specific references, and, if verbatim statements are included, through quotation marks or indentation as appropriate.

By placing his/her name on work submitted, the author certifies the originality of all work not otherwise identified by appropriate acknowledgements. Plagiarism covers unpublished as well as published sources. Examples of plagiarism include, but are not limited to:

1. Quoting another person's actual words, complete sentences or paragraphs, or entire piece of written work without acknowledgement of the original source.
2. Using another person's idea, opinion or theory even if it is completely paraphrased in one's own words without acknowledgement of the source.
3. Borrowing facts, statistics, or other illustrative materials that are not clearly common knowledge without acknowledgement of the source.
4. Submitting as your own any academic exercises (e.g., written work, printing, sculpture, design, etc.) prepared totally or in part by another.
5. Copying, or allowing another to copy, a computer file that contains another individual's assignment, and submitting it, in part or in its entirety, as one's own.
6. When working with others on an assignment, submitting individual copies of the assignment as one's own individual work.

Note: For design work, it is understood that design strategies are frequently based upon previously published material or other sources of inspiration. However, work claiming to be original but which has any part taken unaltered from media, the internet, or other individuals will not be accepted and will be treated as plagiarism.

INADEQUATE CITATION

Material borrowed from any source, including the Internet, must be acknowledged. Students are urged to consult faculty or recognized published guidelines in their field for appropriate formatting of the following:

Direct quotation. Every direct quotation must be identified by quotation marks or appropriate indentation and must be promptly cited using appropriate referencing protocols as specified by the instructor or the discipline of the course.

Paraphrase. Prompt acknowledgment is required when material from another source is paraphrased or summarized, in whole or part.

"Borrowed" facts or information. Information obtained in one's reading or research that is not common knowledge among students in the course must be acknowledged as specified by the instructor or the discipline of the course.

Academic Misconduct

Academic misconduct includes other academically dishonest acts such as tampering with grades or taking part in obtaining or distributing any part of an unadministered test.

Examples include but are not limited to:

1. Stealing, buying, or otherwise obtaining all or part of an unadministered test.
2. Selling or giving away all or part of an unadministered test including answers to an unadministered test.
3. Bribing any other person to obtain an unadministered test or any information about the test.
4. Entering a building or office for the purpose of obtaining an unadministered test.
5. Continuing to work on an examination or project after the specified time has elapsed.
6. Entering a building or office for the purpose of changing a grade in a grade book, on a test, or on other work for which a grade is given.
7. Changing, altering, or being an accessory to the changing and/or altering of a grade in a grade book, on a test, a “change of grade” form, or other official academic records of the University that relate to grades.
8. Submitting any academic accomplishment in whole or in part for credit more than once whether in the same course or in different courses without prior consent of the instructors.

ACTION TAKEN BY INSTRUCTORS

Note: Academic honesty is expected in all aspects of curricular and co-curricular life. The term “instructor” is used to refer to anyone serving in the role of teacher, facilitator, advisor or supervisor.

- When a violation of the academic honesty policy appears to have occurred within the academic process, the individual instructor discusses the apparent violation with the student as soon as possible and gives the student an opportunity to explain. Instructors are also encouraged to seek the counsel of department chairs, deans, directors and librarians in gaining perspective concerning the severity of an offense.
- If the instructor chooses to continue the complaint, the instructor may impose one or more of the following grade-related sanctions:
 - An assignment to repeat the work, to be graded on its merits;
 - A lowered/failing grade on the assignment;
 - A lower grade in the course;
 - A failing grade in the course.

The instructor notifies the student of the charge and the penalty to be imposed. The instructor then completes the Academic Honesty Violation Report Form. The student signs the form as indication of receipt. The student also has the opportunity to comment on the alleged violation as indicated on the form. A student’s refusal to sign the form does not negate the charge of academic dishonesty. The instructor gives the student a copy of the form.

- The instructor sends the completed Academic Honesty Violation Report Form to the Chief Conduct Officer for placement in the student’s file so that infractions may be monitored in the context of the student’s entire disciplinary record. Sanctions above and beyond instructor sanctions may be issued by the Chief Conduct Officer when the student has previously been reported for an Academic Honesty infraction.
- A student may appeal an instructor’s decision to impose grade-related and/or course-related sanctions as outlined in the Appeal Process.

ACTION TAKEN BY THE CHIEF CONDUCT OFFICER

- The Chief Conduct Officer meets with students accused of academic dishonesty in cases of repeated violations, in cases where an alleged violation is reported by an individual other than the instructor, or at the request of the student.
- The Chief Conduct Officer may impose any of the following sanctions dependent on the severity and nature of the offense:
 1. Disciplinary warning;
 2. Taking or repeating LSCI 105, Information Theory and Practice.
 3. Other educational sanctions. A hold is placed on the student’s registration and transcripts until the sanction is satisfactorily completed;
 4. Placement on disciplinary probation;
 5. Suspension;
 6. Expulsion.
- Cases in which the sanctions of suspension or expulsion may be levied may be referred to the University Committee on Student Behavior.
- Decisions made by the Chief Conduct Officer or the University Committee on Student Behavior may be appealed by the student to the Chief Student Affairs Officer as outlined in the Appeal Process.

APPEAL PROCESS

To appeal the decision of an instructor:

1. Within three business days of official notification of the decision, the student must submit a letter of appeal to the Faculty Academic Policy Appeals Committee via the Registrar’s Office. The letter must state the grounds for the appeal.
2. Grounds for appeal are:
 - a. A violation of due process.
 - b. The sanction(s) does/do not relate to the violation.
 - c. New evidence has been discovered.
3. If the Faculty Academic Policy Appeals Committee determines that there are grounds for an appeal, then the committee will hear the student’s case. The decision of the Faculty Academic Policy Appeals Committee replaces that of the instructor.

To appeal the decision of the Chief Conduct Officer:

1. Within three business days of official notification of the decision, the student must submit a letter of appeal to the Chief Academic Officer. The letter must state the grounds for the appeal.
2. Grounds for appeal are:
 - a. A violation of due process.
 - b. The sanction(s) does/do not relate to the violation.
 - c. New evidence has been discovered.
3. If the Chief Academic Officer determines that there are grounds for an appeal, then he or she will rehear the student’s case. The decision of the Chief Student Affairs Officer replaces that of the Chief Conduct Officer.

To appeal the decision of the University Committee on Student Behavior:

1. Within three business days of official notification of the decision, the student must submit a letter of appeal to the Chief Academic Officer. The letter must state the grounds for the appeal.
2. Grounds for appeal are:
 - a. A violation of due process.
 - b. The sanction(s) does/do not relate to the violation.
 - c. New evidence has been discovered.
3. If the Chief Academic Officer determines that there are grounds for an appeal, then he or she will convene an Appeals Board to rehear the student's case. The decision of the Appeals Board replaces that of the University Committee on Student Behavior.

The decision rendered as a result of the appeal process is final.

Computer Security (Personal Computer)

By their very nature, laptop computers are designed to be lightweight, easy to transport and simple to conceal. These features, however, which make them an ideal choice for computer users, also make them extremely vulnerable to theft. There are a few basic rules that should be followed to minimize the chance of theft:

1. Lock the door to your residence hall room whenever you leave - no matter how long you plan to be gone. (This is a good rule to follow, even if your laptop computer is not in your room.)
2. Never leave your computer unattended in a classroom, lounge, cafeteria, or any public place.
3. Display your name in a prominent place on your computer and on your computer carrying case.
4. Make every effort to register your computer system with your (or your family's) homeowner's insurance.
5. Record the serial numbers of your system, and place these numbers in a secure location.

It is extremely important to recognize that each student is responsible for the security of his or her own computer.

Should a theft occur, the official policy of Woodbury University will be to treat the theft (or attempted theft) of a computer in a similar manner to any other type of on-campus theft. An individual found responsible for a theft or attempted theft will be subjected to disciplinary action, up to and including immediate dismissal from Woodbury University.

STORING COMPUTER WORK

Computer projects may be developed on microcomputers whether university or personally owned. Students are responsible for the offline storage and maintenance of all microcomputer programs and projects. No student programs or projects are to be stored permanently on the hard disks of any university microcomputers.

Disclaimer Regarding Academic Advising

The University publishes academic policies and programs, including required courses for graduation and honors those published requirements. The student is responsible for his/her program, including meeting the published requirements. The University assists the student in making prudent decisions by providing academic advising. However, the decisions made in the academic advising process are those of the student.

Student Rights

PETITIONS TO THE FACULTY ACADEMIC POLICY APPEALS COMMITTEE

Petitions for exceptions to academic policy are filed at the Registrar's Office. Subsequently, the petitions are forwarded to the Faculty Academic Policy Appeals Committee for consideration and action. The committee evaluates each student petition individually and considers the special circumstances presented. Students are notified in writing regarding decisions. Those who receive a negative response to a petition have the right to request the Registrar to arrange for a personal appearance before the committee.

GRIEVANCE POLICY

Proposed pending approval of the Woodbury University Faculty Association

This grievance policy will be used to resolve grievances against decisions or actions of University faculty, staff, and agents affiliated with the University that create a hostile environment for teaching and learning.

This procedure shall not be used for frivolous or malicious complaints. If a complaint has been made in bad faith, disciplinary action will be taken against the person bringing the complaint.

Students cannot undo what has been decided by the following administrative systems:

- Student Code of conduct violations, because there is a separate procedure administered by the Office of Student Development;
- Formal complaints of sexual harassment, because there is a separate procedure administered by Human Resources;
- Exceptions to Academic Policies and Procedures, because there is a separate procedure administered by the Faculty Academic Policy Appeals Committee.

Informal Process

The student is encouraged to discuss the matter of dispute with the person whom they have a grievance against, and seek a mutual resolution. If this does not resolve the issue, the student should pursue the matter with the department chair in the case of a faculty grievance.

If the dispute is unable to be resolved at this level, the student should contact any of the following individuals for assistance in determining appropriate next steps such as mediation or further discussion with the department chair or supervisor:

Dean of Faculty: Vic Liptak

Dean of Students: Anne Ehrlich

Director of the Institute for Excellence in Teaching & Learning: Paul Decker

The University believes that most grievances can be resolved informally.

Formal Resolution

If the informal resolution process is not able to remediate the situation, a student has the right to file a formal grievance.

Procedure

1. The student must submit the grievance in writing to the Dean of Faculty for grievances against faculty and to the Office of Human Resources for grievances against staff. Students are invited to seek consultation from the Dean of Students or Director of the Institute for Excellence in Teaching & Learning in preparing their written statement.
2. The person against whom the grievance is filed has an opportunity to review and respond to the written allegations.
3. The Dean of Faculty/Human Resource Officer will begin an investigation within 24 hours of receipt of the written grievance.
4. The Dean of Faculty/Human Resource Officer will convene a panel which will consist of the following:
 - a. For grievances against faculty – Another faculty from the same school, one faculty from a different school, one staff member, and one student. The Dean of Faculty will serve as the non-voting panel chair.
 - b. For grievances against staff – Another staff member from the same department, one staff member from a different department, one faculty, and one student. The Human Resource Officer will serve as the non-voting panel chair.
5. The panel will convene within five business days of completion of the investigation
6. A decision will be communicated to the student within two business days of the panel review.
7. Appeals may be made if one or more of the following circumstances exist:
 - a. Evidence is available that was not available prior to the original panel review;
 - b. The process outlined here was not adhered to during the review process.

Appeals must be submitted in writing to the Chief Academic Officer within five days of notification of the outcome of the panel review. The Chief Academic Officer will convene an ad hoc committee to serve as the appeal panel.

Student Access to Records Under the Privacy Act

The Family Educational Rights to Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

- (1) The right to inspect and review the student's education records within 45 days of the day the University receives a request for access. An exception to this general provision is that confidential letters of recommendation placed in the files of the Office of Admission or the Career Services files prior to January 1, 1975, are considered "closed" files. Each individual may decide whether to waive the right to view letters of recommendation placed in his/her file after January 1, 1975. If so, written notice to this effect must be placed in the file. Students should submit to the registrar, dean or director, head of the academic department, or other appropriate official, written requests that identify the record(s) they

- wish to inspect. The University official to whom the request was submitted shall advise the student of the correct official to whom the request should be addressed.
- (2) The right to request the amendment of the student's education records that the student believes is inaccurate. Students may ask the University to amend a record that they believe is inaccurate. They should write the University official responsible for the record, clearly identify the part of the record that they want changed, and specify why it is inaccurate. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
- (3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the University discloses education records without consent to officials of another school in which a student seeks or intends to enroll, prospective employers or licensing boards.
- (4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:
Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

Note: The University has the right to designate certain information, including each student's name, address, e-mail address, telephone number, date and place of birth, major field of study, enrollment status, class level, dates of attendance, degrees and awards received, and the most recent previous institution attended by the student as "directory information" for the purposes of alumni, business directories, student directories, etc. Woodbury University does not publish directory information, however we will release information to certain third parties such as prospective employers or other educational institutions. If any current Woodbury University student does not want such disclosed under any circumstances, he or she must notify the Registrar's Office in writing of the specific information not to be released.

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Eugene Polonsky
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