Graduate Bulletin
2015–2016 Catalog

WOODBURY
UNIVERSITY
founded in 1884
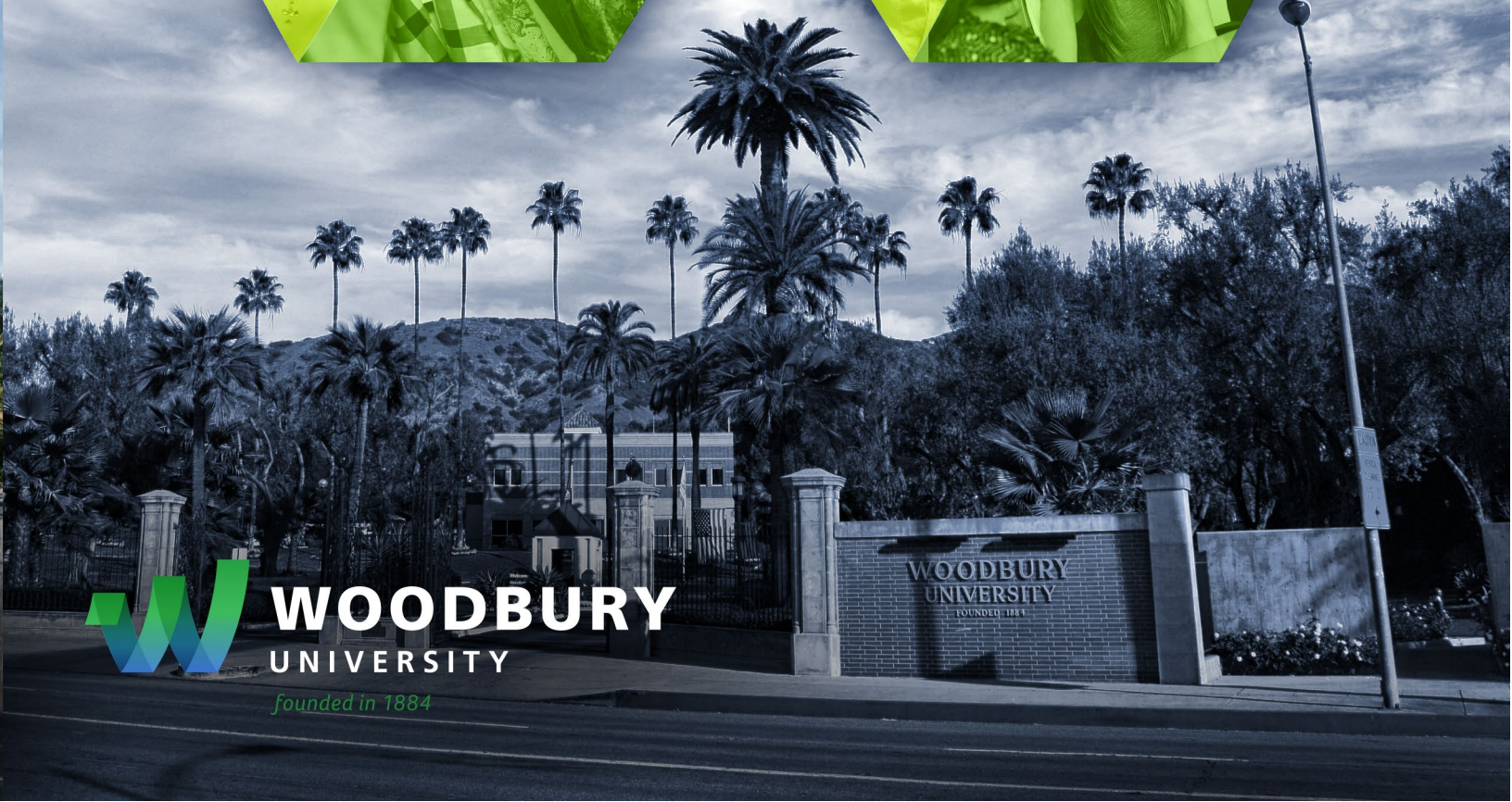
Graduate Bulletin
Woodbury University
2015-2016

Woodbury University's Graduate Bulletin

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

Accreditation

Woodbury University is accredited by the Western Association of Schools and Colleges (WASC) Senior College and University Commission (WSCUC: 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 2014 Conditions for Accreditation may be found at the NAAB website: http://www.naab.org/accreditation/home The School of Business received its accreditation from the Association to Advance Collegiate Schools of Business (AACSB) in the spring of 2014, and the Association of Collegiate Business Schools and Programs (ACBSP) in 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). In 2011, Filmmaking received plan approval from NASAD and will be considered for full accreditation approval once it has graduated its first class. In 2012, Game Art & Design received plan approval from NASAD.

Veteran's Affairs

Woodbury University degree programs are approved for Veterans Affairs educational funding benefits under Title Number 38 of the U.S. Code. Veterans and dependents are required to comply with VA regulations under sections 21.4135, 21.4235, and 21.4277 with regard to required class attendance and acceptable academic progress.

Nondiscrimination Policy

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

Disclaimer Statement

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

Effective Catalog Dates

This catalog is in effect from fall semester, 2015 through summer session, 2016.

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 Office of Academic Affairs. Changes in curriculum for the ensuing year are published in the catalog supplement or in the next academic year's catalog.

Table Of Contents

School *of* Architecture

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Dean, School of Architecture

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

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Christoph Korner, MArch
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OVERVIEW

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

Intelligent: it articulates a critical position. We are architects and critical thinkers who produce other architects and critical thinkers.

Effective: it addresses the challenges of contemporary life. We believe in the radical possibilities of architecture's social, environmental, and formal relevance.

Transformative: it effects change through the power of beauty and the potentiality of education.

All graduates of the School of Architecture are expected to master the five program learning outcomes (PLOs):

1. Critical Thinking – the ability to build abstract relationships and understand the impact of ideas based on research and analysis of multiple cultural and theoretical contexts;

2. Design – the inventive and reflective conception, development, and production of our environment;

3. Building – the technical aspects, systems, and materials and their role in the implementation of design;

4. Representation – the wide range of media used to communicate design ideas including writing, speaking, drawing, and model-making;

5. Professionalism – the ability to manage, argue, and act legally, ethically, and critically in society and the environment.

DEGREES OFFERED

Woodbury School of Architecture offers the following graduate degrees:

MArch: three-year and two-year courses of study

MIA: three-year and two-year tracks

MS Arch: one year (three terms) of post-professional study

MS Arch RED: one year (three terms) of post-professional study

ADMISSION REQUIREMENTS

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

A Completed Application Form
All applicants are required to submit a completed application form together with their supporting documents and the application fee. Application forms may be downloaded from the School of Architecture website or you may submit an online application here.

Prior Degree Requirements
MArch: An accredited pre-professional architecture degree is required for admission to the two-year program. Individuals holding a pre-professional degree in architectural studies from an NAAB-

accredited 4+2 program are eligible to apply. Individuals holding other pre-professional design degrees in architectural studies are evaluated based upon a careful review of transcript and portfolio for equivalency. Individuals holding a baccalaureate degree in fields other than architecture are eligible to apply for the three-year program.

MIA: Individuals holding baccalaureate degrees in any discipline can apply to the Master of Interior Architecture three-year track, while individuals holding baccalaureate degrees in Interior Architecture, Interior Design, Environmental Arts, or Architecture are eligible to apply to the two-year track.

MS Arch: Individuals holding an accredited professional architecture degree (BArch, MArch, DArch or international equivalent) are eligible for the program.

Academic Transcripts

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

A Statement of Purpose

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

Three Letters of Recommendation

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

Portfolio

All graduate applicants are required to submit a portfolio of creative work conveying the scope of their design sensibilities. The work can be both educational and professional. Portfolios should be no larger than 9x12 inches and no smaller than 5x7 inches. Although bound and printed submissions are preferred, portfolios loaded onto a flash drive or a website link will be accepted. If you would like your portfolio returned, include a self-addressed envelope with sufficient postage affixed. Unclaimed portfolios will be discarded.

Refer to http://architecture.woodbury.edu for portfolio details.

Interview

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

Curriculum Vitae

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

Test Scores

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

International students are required to submit the following:

Certified Bank Affidavit

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

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

Credential Evaluation Report
Include an official Credential Evaluation Report from a NACES-approved agency. For a list of NACES-approved agencies, please visit www.naces.org.

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

Calendar
Application deadline: March 1, 2015
Notice of admission decision: April 15, 2015
First day of Fall 2015 classes: August 24, 2015
See end of catalog for detailed annual academic calendar.

ASSESSMENT
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 research and analysis, development of an idea or belief, process rigor and intermediate step completion, movement toward clarity of idea or resolve of issue, and the skill and craft with which all media—two-dimensional, three-dimensional, writing, speaking, etc.—are used. Students are expected to manifest a response to this feedback in the next iteration of the project.

Studio or Seminar Peer Critiques
Students present their work to each other for

feedback on the five program learning outcomes (PLOs). In addition to developing these learning outcomes 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 on 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, instructors, and invited guests (often architects, designers, 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.

ACADEMIC STANDARDS

Graduate students in the School of Architecture are evaluated within a system of Credit (CR), Credit with Distinction (CR+), Conditional Credit (CC), and No Credit (NC). Students are required to pass all courses with CR or CR+; two consecutive grades of CC within in a course sequence (for example: Studio 2 and Studio 3) requires the student to retake one of the courses in order to receive credit for both. The grade of NC requires the student to retake the course in order to receive credit and to return to the status of making satisfactory academic progress.

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

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

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

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

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

Students who receive a No Graduate Credit (NC) for any course are required to retake that course or substitute an equivalent course as determined by the department chair. Upon receipt of a second NC grade a student is placed on academic probation and subject to loss of scholarships and teaching assistantships. A student on academic probation who receives a grade of NC in any course is subject to dismissal. A student who does not pass a course after enrolling in it two times is subject to dismissal from the program.

Satisfactory Academic Progress

The School of Architecture expects all graduate students to maintain good academic standing and make satisfactory academic progress throughout their graduate studies. A SoA graduate student maintains good standing and makes satisfactory progress by achieving grades of CR (credit) or CR+ (credit with distinction) in all courses each semester.

Probation

A graduate student is placed on academic probation when (1) s/he earns NC (no credit) in a course, or (2) s/he earns CC (conditional credit) in two courses taken concurrently or in consecutive semesters. To return to good academic standing, the student must, at the earliest possible opportunity, retake any course in which NC was awarded, and earn grades of CR or CR+ in all courses in semesters subsequent to having been placed on probation. In the case of CC probation, the student must achieve CR or CR + in all courses the following semester.

Dismissal

A graduate student who remains on academic probation for a full year is subject to academic dismissal.

Completion Time Limits

Part-time graduate students may receive an additional two years to complete their degree objective.

The graduate academic progress and grading policy is administered by the department and the Registrar with Office of Student Development support.

SCHOOL OF ARCHITECTURE
STUDIO CULTURE POLICY

The Studio Culture Policy describes norms and expectations for student and faculty conduct in the

School of Architecture; it is distributed to students at the beginning of each semester. Students and faculty agree each semester to abide by the policy. The policy is reviewed and revised at the close of each spring semester.

For studio policy see the student handbook.

COMPUTER LITERACY REQUIREMENTS

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

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

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

The study of architecture and interior architecture requires investments in technologies—from basic analog tools to cutting-edge computational devices. Upon admission, students will be provided with a recommended purchase list that outlines the incoming resource expectations; students should expect additions to those lists each semester. These purchases constitute a substantial, but cumulative, investment toward becoming an architect or interior architect. Students should, in turn, anticipate spending a minimum of $2,000 in initial set-up and at least $500 each additional term. Student computer and email accounts are set up through the IT department.

ARCHIVE

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) and Council for Interior Design Accreditation (CIDA) to maintain a current archive of student work demonstrating that the curriculum engages the student performance criteria established by the NAAB and CIDA and its collateral organizations. Archived student work may be used for assessment and accreditation purposes and for the support of teaching/learning.

FACULTY

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

DEAN

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

FULL-TIME FACULTY

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

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Director, ACE Center
MArch, Cranbrook Academy of Art

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MS Arch & Building Design, Columbia University

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

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PhD, Princeton University

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Chair, San Diego Architecture
MArch, Montana State University

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BA Kent State University

Christoph Korner, *Assistant Professor*, Los Angeles
Chair, Interior Architecture
MArch, University of California, Los Angeles

Marc J Neveu, *Professor*, Los Angeles
Chair, Los Angeles Architecture PhD, McGill
University

Eric W. Olsen, *Professor*, Los Angeles
MArch, Harvard University

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

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MArch, Southern California Institute of Architecture

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MArch, University of California, Los Angeles

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MArch, Princeton University

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BArch, The Cooper Union

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MArch, Southern California Institute of Architecture

Ingalill Wahlroos-Ritter, AIA, *Professor*
Associate Dean, School of Architecture
MArch, University of California, Los Angeles

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

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

Natasha Bajc, Los Angeles
MArch, Southern California Institute of Architecture

Bojána Bányász, Los Angeles
MArch, Southern California Institute of Architecture

Shawn Benson, San Diego
MArch, New School of Architecture and Design

Akore Berliner, San Diego
BA, San Diego State University

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

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California at Santa Barbara

Nina Briggs, Los Angeles
BArch, University of Southern California, Los
Angeles

Berenika Boberska, Los Angeles
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Architecture

Biayna Bogosian, Los Angeles
PhD candidate, University of Southern California

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BArch, University of Tennessee; JD, California
Western School of Law

Philipp Bosshart, San Diego
MArch, Southern California Institute of
Architecture; MArchRED, Woodbury University

Michael Burnett, San Diego
MArch RED, Woodbury University

Kristin Byers, San Diego
BArch, University of Arizona

Leigh Christy, Los Angeles
MArch, University of California, Berkeley

James E. Churchill, San Diego
MS, University of Massachusetts

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BArch, California State Polytechnic University,
Pomona

Courtney Coffman, Los Angeles
MA in Architecture, University of California,
Los Angeles

Oscar Corletto, Los Angeles
Shop Master
BArch, Woodbury University

Adriana Cuellar, San Diego
MDes, Harvard University

Donatella Cusma, Los Angeles
MArch, Universita Mediterranea di Reggio Calabria,
Italy

Wanda Dalla Costa, Los Angeles
MArch, University of Calgary

Daniela Deutsch, San Diego
MArch, Tech. University of Darmstadt, Germany

Brian Dick, San Diego
MFA, University of California, San Diego

Luis Elias, San Diego,
MA Urban Planning and Geography,
Universidad Iberoamericana

Brett Farrow, San Diego
MArch, New School of Architecture and Design

Eva Friedberg Isaak, San Diego
PhD, University of California, Irvine

Anne Garrison, San Diego
MA, New England School of Photography, Boston

Thurman Grant, Los Angeles
BArch, University of Southern California

April Greiman, Los Angeles
BFA, Kansas City Art Institute

Jeff Haile, San Diego
JD, University of San Diego

Jonathan Heckert, San Diego
MArch, The Cooper Union

Tyler Hanson, San Diego
MArch RED, Woodbury University

Lara Hoad, Los Angeles
MArch, Royal College of Art, London

Guillermo Honles, Los Angeles
MArch, University of California, Los Angeles

Theresa Hwang, Los Angeles
MArch, Harvard University

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MArch, Harvard University

Ali Jeevanjee, Los Angeles
MArch, Harvard University

Eric A. Johnson, San Diego,
MArch, Cornell University

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Pomona

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San Luis Obispo

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Escuela Tecnica Superior de Arquitectura de
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MArch, Southern California Institute of Architecture

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BArch, New School Architecture

Christopher Puzio, San Diego
MArch, Cranbrook Academy of Art

Deborah Richmond, Los Angeles
MArch, University of Minnesota

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MArch, Montana State University

Catherine Roussel, Los Angeles
MA, International Policy Studies, Monterey Institute
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BArch, University of Arizona

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BArch, University of Idaho

Sebastian Seimer, San Diego
BArch, Woodbury University

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Koje Shoraka, Los Angeles
MS, Michigan State University

Armisted Smith, Director, MS Arch RED, San Diego
BArch, University of Virginia

Thomas Stanley, Los Angeles
MS Design Research, University of Michigan

Clark Stevens, Los Angeles
MArch, Harvard University

Alastair Stokes, Los Angeles
MArch, Princeton University

Tracy Stone, Los Angeles
MArch, University of Texas, Austin

John Sturla, San Diego
BArch, California Polytechnic State University, San
Luis Obispo

Elizabeth Timme, Los Angeles
MArch, Harvard University

Thomas Valle Stallman, Los Angeles
MArch, Southern California Institute of Architecture

Christi Van Cleve, Los Angeles
MArch, Harvard University

Gregory Van Grunsven, Los Angeles
MArch, Southern California Institute of Architecture

Paola Vezzulli, Los Angeles
MDesR, Southern California Institute of Architecture

Yi-Hsiu Yeh, Los Angeles
MArch, Southern California Institute of Architecture

Alvaro Zepeda, Los Angeles
MArch, California State Polytechnic University,
Pomona

Master of Architecture (MArch)
Three-Year / Two-Year

MArch Program Overview

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

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

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

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

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

The emphasis on Fieldwork in the professional MArch program encourages students to mine the physical terrain of Los Angeles, San Diego, Southern California, and more distant sites to collect data, work in situ, and develop observational skills about the physical environment that can be translated into thinking about critical spatial practices. Woodbury believes that Fieldwork trains architects to contribute toward shaping a more sustainable environment. A student may choose to focus their Fieldwork agenda and the final year of their studies through our research and practice centers. These faculty-based initiatives expand academic and professional possibilities and include the Arid Lands Institute, Architecture and Civic Engagement Center, the Rome Center for Architecture and Culture, the Woodbury University Hollywood Outpost, the Urban Policy Center, and the Julius Shulman Institute.

ACCREDITATION

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

MArch, two-year (63 graduate credits)
MArch, three-year (93 graduate credits)

The two-year MArch is designed for individuals who have successfully completed the first four years of an NAAB-accredited 4+2 program, although we also consider candidates who possess pre-professional architectural studies degrees or other types of design education on a case-by-case basis. The three-year MArch is designed for individuals who have successfully completed four-year undergraduate degrees in other areas of study.

The most recent accreditation evaluation for the professional MArch programs took place in 2015.

COURSEWORK

Students in the two-year MArch program study for five semesters; students in the three-year program study for seven semesters. The summer semester before the final year in each program is devoted to Fieldwork. Students take professional and elective courses in addition to the studio in fall and spring semesters. The final spring semester centers on a graduate thesis studio, culminating in a public thesis review.

A professional MArch degree requires a minimum of 168 units, of which at least ninety-six for the two-year program and ninety for the three-year are satisfied through the undergraduate degree. Graduates demonstrate completion of at least forty-five general study units satisfied through the undergraduate degree. Two-year MArch students also demon-

strate completion of at least forty professional units satisfied through the undergraduate degree. Two-year MArch students take a minimum of 63 units in their graduate studies, and three-year students take a minimum of 93 units in their graduate studies; for both programs, at least twelve units are elective.

In addition to our regular semester classes, we highly encourage graduate students to enroll in the two-week intensive Groundwork program prior to their first semester at Woodbury. During this course, students receive 10 days of instruction that introduce tools and concepts including digital drawing, analog modeling, software, fabrication, and local design and research resources. Three units of graduate credit are awarded for the successful completion of the workshop.

SUGGESTED SEQUENCE OF COURSEWORK:
MArch Three-Year

Fall 1

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

Spring 1

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

Fall 2

ARCH 587	Grad Design Studio 3: Infrastructures & Territories	6 units
ARCH 564	Visualization 3: Advanced Drawing & Making	3 units
ARCH 546	Building 3: Advanced Structures	3 units
____ ___	Elective	3 units
____ ___	Optional elective	(3 units)

Spring 2

ARCH 589	Grad Design Studio 4: The Total Building	6 units
ARCH 547	Building 4: Environmental Systems Integration	3 units
ARCH 556	Criticism 3: Architecture from Modern (1945-present)	3 units
____ ___	Elective	3 units
____ ___	Optional elective	(3 units)

Summer

ARCH 575	Fieldwork: Research and Design Studio	6 units

Fall 3

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

Spring 3

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

SUGGESTED SEQUENCE OF COURSEWORK: MArch Two-Year

Fall 1

ARCH 587	Grad Design Studio 3: Infrastructures & Territories	6 units
ARCH 564	Visualization 3: Advanced Drawing & Modeling	3 units
ARCH 546	Building 3: Advanced Structures	3 units
ARCH 554	Criticism 1: Fieldwork Los Angeles	3 units
____ ___	Optional elective	(3 units)

Spring 1

ARCH 589	Grad Design Studio 4: The Total Building	6 units
ARCH 547	Building 4: Environmental Systems Integration	3 units
ARCH 556	Criticism 3: Architecture from Modern (1945-present)	3 units
____ ___	Elective	3 units
____ ___	Optional elective	(3 units)

Summer

ARCH 575	Fieldwork: Research and Design Studio	6 units

Fall 2

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

Spring 2

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

CURRICULUM MAP

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

INTRODUCED		DEVELOPED		PRACTICED		MASTERED
	Highest Importance		Highest Importance		Highest Importance		Highest Importance
	Background Presence		Background Presence		Background Presence		Background Presence

UNIVERSITY PILLARS	1	Design Thinking	2	Transdisciplinarity	3	Civic Engagement	4	Entrepreneurship

Assuring Academic Quality in Architecture (MArch)

5 TRACKS

REQUIRED COURSES

Columns: University Pillars | ARCH 583 Studio 1 | ARCH 562 Vis. 1 | ARCH 544 Building 1 | ARCH 554 Criticism 1 | ARCH 584 Studio 2 | ARCH 563 Vis. 2 | ARCH 545 Building 2 | ARCH 555 Criticism 2 | ARCH 587 Studio 3 | ARCH 564 Vis. 3 | ARCH 546 Building 3 | ARCH 589 Studio 4 | ARCH 547 Building 4 | ARCH 556 Criticism 3 | ARCH 575 Fieldwork | ARCH 691 Studio 5 | ARCH 620 Practice 1 | ARCH 648 Criticism 4 | ARCH 692 Thesis Studio

Tracks (rows):
- University Pillars
- Critical Thinking
- Design
- Building
- Representation
- Professionalism

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; appropriate competence in design principles.
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.

COURSE DESCRIPTIONS

STUDIO

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

BUILDING

Knowledge of building enables architecture; it is the transformer of imagination into reality. Familiarity with the technicalities and techniques of building assembly and composition promotes the elevation of human comfort and sustenance, encourages material and tectonic harmony, and insures structural existence, resistance, and longevity. Flexibility within such expertise manifests building that surpasses functionality. The realm builds students' appreciation of the workings of the world toward confidence with increasingly complex applications of the abstract, the physical, and considerations of performance in the making of architecture.

CRITICISM

The content of history and theory constructs and situates the relevance and scope of architectural decision-making and envisioning. Mining past and current models reveals the implications of the interdependencies between making and thinking, between architecture and philosophy as translators of context. Cultural ideologies, political positioning, social movements, and varied commentaries on human existence are interpreted through comparative inhabitation practices. Students develop an appreciation for conceptual intelligence and a liberal education of critical design ingredients. In response to multi-source precedents, students acquire independence of positioning through awareness of past contrarians and sympathizers. Thoughtful production of architecture incorporates an understanding of interdisciplinary reflections and repercussions across space and time.

VISUALIZATION

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

PRACTICE

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

ARCH 583 Graduate Design Studio 1: Spaces within Spaces
6 UNITS

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

ARCH 584 Graduate Design Studio 2: Living Organizations
6 UNITS

Students expose increasing complexity in architectural space through mining the conceptual organizing logics of design through the cumulative exploration of modules and units. Programming, contextual and environmental prompts, regulating principles, circulation and urban networks, and systems of assembly become formative drivers through an investigation of housing (habits, habitats, and inhabitations). Prerequisite: ARCH 583, Grad Studio 1.

ARCH 587 Graduate Design Studio 3: Infrastructures & Territories
6 UNITS

The systemic understanding of architecture is broadened through examination of the architectural object as a microcosm of an ever-expanding context, of a community or city as re-cycled. Building is introduced as infrastructure and infrastructure as intervention within ecology, land- and urban-scape, site, and territory. Prerequisite: ARCH 584, Grad Studio 2, or admittance to two-year program.

ARCH 589 Graduate Design Studio 4: The Total Building
6 UNITS

Students are challenged to synthesize architectural considerations, from the conceptual to the tangible, in the comprehensive design of a building. The studio project grows from a strong theoretical base into a response to the complexities of program and site. Accessibility, environmental performance, and life safety are addressed. Emphasis is placed on the integration of building systems with envelope and structure. Material selection is guided by climate and context and is sensitive to resource conservation. Prerequisite: ARCH 587, Grad Studio 3.

ARCH 575 Fieldwork: Research & Design Studio
6 UNITS

Students elect a Fieldwork station from among regional concentrations and study-away exposures as a platform for thesis research. Their research bridges the analytical work of the core sequence with the synthetic work of the final year. Students initiate a design project and an extended investigation proposal. Prerequisite: ARCH 589, Grad Studio 4.

ARCH 691 Graduate Design Studio 5: Focuses & Topics
6 UNITS

Students study a contemporary architectural design topic through a vertical option studio or specialize through the selection of a focus studio. Topics vary and focuses correspond to the three emphases and post-professional tracks. Prerequisite: ARCH 575, Fieldwork Studio.

ARCH 692 Graduate Thesis Studio
6 UNITS

The culmination of the graduate professional program, students pursue a self-directed thesis in collaboration with a faculty advisor. Prerequisite: ARCH 691, Grad Studio 5, and ARCH 648, Criticism 4.

ARCH 544 Building 1: Matter and Making
3 UNITS

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

ARCH 545 Building 2: Structural Concepts
3 UNITS

An understanding of the relationships between gravity and structure is facilitated through the informed and intuitive testing of building units and formal typologies. Prerequisite: ARCH 544, Building 1.

ARCH 546 Building 3: Advanced Structures
3 UNITS

Architectural concepts and their structural implications are advanced through case study analysis and performative modeling. A body of research grows through consideration of the unique contributions of concrete and masonry, metal and steel, skin and tensile, and timber and wood composite systems. Prerequisite: ARCH 545, Building 2.

ARCH 547 Building 4: Environmental Systems Integration
3 UNITS

Students learn an integrated approach to managing structural and environmental performance, human comfort and life safety. The approach to ambient control includes active and passive options, vernacular models, and considerations of climate and materiality. Discussion integrates the functionality, phenomenological effect, and resource impact of system selection. Prerequisite: ARCH 546, Building 3.

ARCH 554 Criticism 1: Fieldwork Los Angeles
3 UNITS

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

ARCH 555 Criticism 2:
Architecture to Modern (0-1945)
3 UNITS

Students embark on a historical exploration of cultural, societal, and philosophical traditions as filtered through architectural theory and manifest in the built environment. The interdependencies of ideology and inhabitation are revealed through global architectural and written case studies from pre-history through 1945. Prerequisite: ARCH 554, Criticism 1.

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

Students delve into contemporary cultural, societal, and philosophical trends as filtered through architectural theory and manifest in the built environment. The interdependencies of ideology and inhabitation are revealed through global architectural and written case studies between 1945 and the present day. Prerequisite: ARCH 554, Criticism 1, and ARCH 555, Criticism 2 or equivalent.

ARCH 648 Criticism 4:
Architecture Research Salon
3 UNITS

A research seminar treated as a design ideas salon introduces contemporary architectural questions and establishes the practical and theoretical context of the thesis project. Students incorporate the issues presented into a research platform and methodology, and prepare a thesis proposal. Prerequisite: ARCH 575, Fieldwork Studio, and ARCH 556, Criticism 3, or equivalent.

ARCH 562 Visualization 1: Making Technique
3 UNITS

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

ARCH 563 Visualization 2: Analytical Constructions
3 UNITS

Architectural representation is composed as a spatial enabler and interpreter that establishes and conveys perspective. Engagement occurs through two- and three-dimensional analog and digital hardware and software. Prerequisite: ARCH 562, Visualization 1.

ARCH 564 Visualization 3:
Advanced Drawing and Modeling
3 UNITS

Students are exposed to the aesthetic and philosophical objectives of drawing and modeling. The complexities of dependency between architectural conceptualization and representation are analyzed through a study of changing techniques within mixed media. Prerequisite: ARCH 563, Visualization 2 or equivalent.

ARCH 565 Visualization 4: Evolving Media
3 UNITS

Students advance visualization skills through experimentation with shifting representation technologies, including and surpassing digital fabrication tools and innovative softwares (not limited to BIM, Catia, GIS, Grasshopper/Rhino, rendering engines, and/or website production). Prerequisite: ARCH 564, Visualization 3.

ARCH 620 Practice 1:
Contemporary Architecture
3 UNITS

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

ARCH 590 Internship for Graduate Students
in Architecture
0-1 UNITS

This guided internship prepares students to bridge architectural education with the profession of architecture. Prerequisite: Must have been enrolled in a Woodbury University graduate program for a minimum of 2 semesters prior to enrolling in this course. Students must have a confirmed internship for Curricular Practical Training (CPT) at an architecture/design firm approved by the architecture department.

Assessment

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

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

Portfolio Review

MArch students submit a portfolio of their coursework following successful completion of ARCH 589, Graduate Studio 4, and ARCH 547, Building 4. A faculty committee reviews the portfolios to ensure that each student meets all of the learning outcomes required for these two courses. Students who pass this review may take any ARCH 691, Studio 5 in the following fall semester. Students who do not demonstrate mastery of the learning outcomes for ARCH 589, Studio 4, and ARCH 547, Building 4, in their portfolio review are required to enroll in an ARCH 691 studio section that includes comprehensive design among its course-specific outcomes.

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

Master of Interior Architecture (MIA)
Three-year Track / Two-year Track

MIA Program Overview

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

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

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

The MIA argues for Interior Architecture as a unique body of knowledge, with a distinct discourse, canon, and set of methodologies, filtered through the lens of art and architectural criticism and theory. As contemporary architectural practice continues to focus on issues of technology, technique, urbanism, and other aspects of exteriority, the MIA program looks to advance the role of the human condition in the discourse, and to argue for the social, cultural, material, sensorial, and communicative realms of design.

Woodbury University's MIA program provides students with a curriculum that is critical and relevant. This agile program allows students to actively participate in the crafting of their education, to inflect each course with their own critical approach, and to specialize in their own professional pursuits. Student involvement fosters methodological diversity, and ensures that the program will evolve and adapt with each new cohort.

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

ACCREDITATION

Woodbury School of Architecture offers a Master of Interior Architecture Degree in Los Angeles and San Diego.

Individuals holding baccalaureate degrees in any discipline can enter the Master of Interior Architecture three-year track, while individuals holding baccalaureate degrees in Interior Architecture, Interior Design, Environmental Arts, or Architecture are eligible to enter the Master of Interior Architecture two-year track.

The department will apply for CIDA (Council for Interior Design Accreditation) after the program has graduated two cohorts. Both the two- and three-year tracks are considered terminal degrees.

The department may require two-year and three-year track students to take additional preparatory Groundwork courses before beginning studio in the fall semester.

COURSEWORK

Students in the two-year MIA program study for five semesters; students in the three-year MIA study for seven semesters. Each semester has at its core a 5-unit studio. The summer semester before the final year is devoted to Fieldwork; this studio requires both research and design. Students take professional and elective courses in addition to the studio in fall and spring semesters. The final spring semester centers on a graduate thesis studio, culminating in a public thesis review.

Two-year MIA students take a minimum of 66 units in their graduate studies, and three-year students take a minimum of 96 units; for both programs, at least 12 of the units are elective. Students have the option in their terminal semester to take an additional 3-unit elective, making their potential elective count 15 units overall.

SUGGESTED SEQUENCE OF COURSEWORK: MIA THREE-YEAR TRACK

FALL 1

INAR 5700	Emerging Ideas 1	1 unit
INAR 5XX	Criticism 1	3 units
INAR 5XX	Studio 1	5 units
INAR 5XX	Visualization 1	3 units
INAR 5701	Figuring Space 1	3 units

SPRING 1

INAR 6705	Emerging Ideas 2	1 unit
INAR 6704	Criticism 2	3 units
INAR 6709	Studio 2	5 units
INAR 6710	Visualization 2	3 units
INAR 6707	Figuring Space 2	3 units

FALL 2

INAR 6700	Emerging Ideas 3	1 unit
INAR 6701	Criticism 3	3 units
INAR 6703	Studio 3	5 units
INAR 6XX	Visualization 3	3 units
INAR 6702	Figuring Space 3	3 units

SPRING 2

INAR 6706	Emerging Ideas 4	3 units
INAR 6XX	Criticism Elective	3 units
INAR 6XX	Visualization Elective	3 units
INAR 6708	Practice 1	3 units

SUMMER

INAR 6711	Studio 4	6 units

FALL 3

INAR 6713	Emerging Ideas 5	1 unit
INAR 6712	Criticism 4	3 units
INAR 6715	Studio 5	5 units
INAR 6XX	Practice 2	3 units
____ ___	Elective	3 units

SPRING 3

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

SUGGESTED SEQUENCE OF COURSEWORK: MIA TWO-YEAR TRACK

FALL 1

INAR 6700	Emerging Ideas 3	1 unit
INAR 6701	Criticism 3	3 units
INAR 6703	Studio 3	5 units
INAR 6XX	Visualization 3	3 units
INAR 6702	Figuring Space 3	3 units

SPRING 1

INAR 6706	Emerging Ideas 4	3 units
INAR 6XX	Criticism Elective	3 units
INAR 6XX	Visualization Elective	3 units
INAR 6708	Practice 1	3 units

SUMMER

INAR 6711	Studio 4	6 units

FALL 2

INAR 6713	Emerging Ideas 5	1 unit
INAR 6712	Criticism 4	3 units
INAR 6715	Studio 5	5 units
INAR 6XX	Practice 2	3 units
____ ___	Elective	3 units

SPRING 2

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

CURRICULUM MAP

Master of Interior Architecture MIA

INTRODUCED	PRACTICED	APPLIED	MASTERED
Highest Importance	Highest Importance	Highest Importance	Highest Importance
Moderate Importance	Moderate Importance	Moderate Importance	Moderate Importance
Low Importance	Low Importance	Low Importance	Low Importance

UNIVERSITY PILLARS	1	Design Thinking	2	Transdisciplinarity	3	Civic Engagement	4	Entrepreneurship

Assuring Academic Quality in Interior Architecture (MIA)

LEARNING OUTCOMES / REQUIRED COURSES

University Pillars row values (by course column):

Course	University Pillars
INAR 5XX Visualization 1: Making Technique	
INAR 5700 Emerging Ideas 1: Navigation and Orientating	
INAR 5XX Criticism 1: Fieldwork Los Angeles	2
INAR 5701 Figuring Space 1: Materiality, Making and Meaning	
INAR 5XX Studio 1: New Frontier of Space	1
INAR 6710 Visualization 2: Analytical constructions	
INAR 6705 Emerging Ideas 2: Investigation and Steering	
INAR 6704 Criticism 2: Declaring the Canon	
INAR 642 Figuring Space 2: Codifications and Constructions	
INAR 6707 Studio 2: Synthesizing Complexity	1
INAR 6709 Visualization 3: Advanced Drawing and Modeling	
INAR 6XX Emerging Ideas 3: Acquisition & Directing	
INAR 6700 Criticism 3: Rewriting the Canon	3
INAR 6701 Figuring Space 3: Impact and Implication	2
INAR 6702 Studio 3: Pathways and Modalities	1
INAR 6703 Visualization Elective	
INAR 6XX Emerging Ideas 4: Methodological Slant	3
INAR 6706 Criticism Elective	
INAR 6708 Practice 1: Ethics & the Profession	4
INAR 6711 Studio 4: Study Away Fieldwork	2
Open elective	
INAR 6713 Emerging Ideas: 5 Aggregation and Realizing	
INAR 6712 Criticism 4: Thesis Preparation	
INAR 6XX Practice 2: Commentary on Interior Architecture	
INAR 6715 Studio 5: Convergence	1
Open Elective	
Open Elective	
INAR 6XX Emerging Ideas 6: Conclusion and Assessing	
INAR 6XX Practice 3: Collaboration	4
INAR 752 Studio 6: Thesis	1

Learning Outcome rows (color-coded across courses):
- University Pillars
- Methodological Initiative
- Critical Inquiry into the design, building and inhabitation of the interior environment
- Social and cultural considerations of space
- Physical conditions of space that elicit human response through sensual interaction
- Technical considerations of space

M	**Methodological Initiative** Students develop work processes that engender self-initiative, directed curiosity, and methodologies seeking knowledge beyond the given problem. They establish methodologies of research through a direct input into the curricular development established collaboratively as a cohort and transformed into individual learning and professional goals.
D	**Critical Inquiry into the design, building and inhabitation of the interior environment** Students gain the ability to engage in the analysis, understanding and development of the built interior environment as a viable object of critical inquiry evidenced through design and research processes, written communication, profcient and multi-valent visual communication, quantitative analysis and historical research.
S	**Social and cultural considerations of space** Students gain the ability to analyze, understand, critique and develop space as a social and cultural construction as evidenced in the development of programmatic, behavioral, ethical and collaborative strategies for the built environment within different scalar contexts, and different human conditions.
E	**Physical conditions of space that elicit human response through sensual interaction** Students gain the ability to analyze, understand, critique and develop interior spaces that elicit human response through the manipulation and enhancement of the sensual as evidenced through the design of interior environments that illustrate and elicit experiential responses.
T	**Technical considerations of space** Students gain the ability to analyze, understand, critique and develop interior spaces through the techniques of innovative building processes as evidenced through quantitative reasoning, systems integration, and production expertise.

COURSE DESCRIPTIONS

STUDIO

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

FIGURING SPACE

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

Criticism

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

VISUALIZATION

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

EMERGING IDEAS

The Emerging Ideas seminars provide students with an active engagement of their study of interior architecture. Through faculty- facilitated seminars, students will develop a consensus on the scope of research their cohort will explore. These seminars will provide an active relationship between knowledge acquisition and knowledge content. They will also provide opportunities for students to declare their interests and intentions, as well as research relevant issues in the study of interior architecture and other contemporary design disciplines.

PRACTICE

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

INAR 5XX STUDIO 1: NEW FRONTIER OF SPACE
5 UNITS

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

INAR 6709 STUDIO 2: SYNTHESIZING COMPLEXITY
5 UNITS

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

INAR 6703 STUDIO 3: PATHWAYS AND MODALITIES
5 UNITS

Students explore relevant aspects of the design problem to situate their operative strategies toward design solutions. Methodologies will be introduced and explored with the goal to stimulate authentic and creative responses for spatial development. Prerequisite: INAR 6709, Studio 2: Synthesizing Complexity, or Acceptance into the 2-year track.

INAR 6711 STUDIO 4: STUDY-AWAY FIELDWORK
6 UNITS

Students match up their methodological bias developed in Emerging Ideas Studio 4 with a destination for exploration in an immediate environment apart

from the classroom. Collaborative exchanges between faculty, student cohort, and Fieldwork contingents will maximize the provocation of design ideas. The studio will assist the student in negotiating the terrain across academia, practice, and the evolving inhabited environment in preparation for a focus subject for Studios 5 and 6. Prerequisites: INAR 6706, Emerging Ideas 4: Methodological Slant and INAR 6703, Studio 3: Pathways and Modalities

INAR 6715 STUDIO 5: CONVERGENCE
5 UNITS

Through collaboration with a small group cohort with similar methodological or subject focus, directed study and research, and support by selected expert resources, students engage with the development of their thesis focus. Continual clarification of conceptual framework, contextual scenario, and program development will define an advanced situated set of criteria for each student's self-selected subject. Prerequisite: INAR 6711, Studio 4: Study-Away Fieldwork

INAR 6XX STUDIO 6: THESIS
5 UNITS

The culmination of the graduate interior architecture program, students pursue their self-directed thesis in collaboration with a faculty advisor and a selected expert resource. Continual self-assessment and synthesis of the knowledge and skills developed in the program is exercised as part of the thesis development process in order to demonstrate mastery of the critical focus and practice of the discipline. Prerequisite: INAR 6712, Criticism 4: Thesis Preparation, INAR 6715, Studio 5: Convergence

INAR 5701 FIGURING SPACE 1: MATERIALITY AND MAKING
3 UNITS

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

INAR 6707 FIGURING SPACE 2: CODES ANALYSIS AND CONSTRUCTION
3 UNITS

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

INAR 6702 FIGURING SPACE 3: IMPACT AND IMPLICATION
3 UNITS

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

INAR 5XX CRITICISM 1: FIELDWORK LOS ANGELES
3 UNITS

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

INAR 6704 CRITICISM 2: DECLARING THE CANON
3 UNITS

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

INAR 6701 CRITICISM 3: REWRITING THE CANON
3 UNITS

This course builds on and blends the content of Criticism 2 with interests arising from Emerging Ideas 1-3, using history, theory, and criticism to reinterpret and expand the discipline. Students will work to culminate their efforts via research salon, symposium, and publication. Prerequisite: INAR 6704, Criticism 2: Declaring the Canon, or Acceptance into the 2-year track.

INAR 6712 CRITICISM 4: THESIS PREPARATION
3 UNITS

Students will leverage their experiences from the Fieldwork Studio and Emerging Ideas 4-5 through self-directed study and research to develop and articulate the practical, theoretical, and methodological context for a thesis project culminating in a substantiated written position of intent. Prerequisites: INAR 6701, Criticism 3, and INAR 6706, Emerging Ideas 4

INAR 5XX VISUALIZATION 1: MAKING TECHNIQUE
3 UNITS

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

INAR 6710 VISUALIZATION 2: ANALYTICAL CONSTRUCTIONS
3 UNITS

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

INAR 6XX VISUALIZATION 3: ADVANCED DRAWING AND MODELING
3 UNITS

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

INAR 5700 EMERGING IDEAS 1: NAVIGATION AND ORIENTING
1 UNIT

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

INAR 6705 EMERGING IDEAS 2: INVESTIGATION AND STEERING
1 UNIT

With a stronger emphasis on collaborative research and the integration of disparate interests, this course offers the cohort of students the opportunity to investigate individual interests, combine those interests with the survey of issues presented in Emerging Ideas 1, and transform the two into a general issue the students will explore throughout the remaining two years of their study. Prerequisites: INAR 5700, Emerging Ideas 1: Navigating & Orientating

INAR 6700 EMERGING IDEAS 3: ACQUISITION AND DIRECTING
1 UNIT

This third course provides the opportunity to unify the research interests of the 2-year cohort with the development of a research agenda developed in Emerging Ideas 2. Transformation of knowledge augmented by negotiation and argument informs the full cohort's areas of research. Prerequisites: INAR 6705, Emerging Ideas 2: Investigation and Steering, or Acceptance into the 2-year track.

INAR 6706 EMERGING IDEAS 4: METHODOLOGICAL SLANT
3 UNITS

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

Fieldwork studio the following summer. Prerequisites: INAR 6700, Emerging Ideas 3: Acquisition and Directing, and INAR 6701, Criticism 3: Rewriting the Canon.

INAR 6713 EMERGING IDEAS 5: AGGREGATION AND REALIZING
1 UNIT

Working in conjunction with Criticism 4, this course provides a forum for continued cohort involvement with individual students' research/design projects. Formatted as a workshop, the seminar provides intentional and directed critique of the students' projects so that they align with the general research agenda of the cohort. Prerequisites: INAR 6706, Emerging Ideas 4.

INAR 6XX EMERGING IDEAS 6: CONCLUSION AND ASSESSING
1 UNIT

The last seminar provides a structured environment for the cohort to organize and determine the final outcome of the body of research. Prerequisites: INAR 6713, Emerging Ideas 5 and INAR 6712, Criticism 4: Thesis Preparation.

INAR 6708 PRACTICE 1: ETHICS AND THE PROFESSION
2 UNITS

Students gain an understanding of basic business concepts, codes, contracts, procedures, documents, licensure, management, and policy in alternative and standard practices relative to interior architecture with an emphasis on ethical and legal issues. Co-requisites: INAR 6706, Emerging Ideas 4: Methodological Slant.

INAR 6XX PRACTICE 2: COMMENTARY ON INTERIOR ARCHITECTURE
2 UNITS

This second Practice course provides a forum for continued discussion with individual students on the alternatives of practice, research, focused study, and the profession in Interior Architecture. INAR 6708, Practice 1: Ethics and the Profession.

INAR 6XX PRACTICE 3: COLLABORATION
3 UNITS

The third course of the Practice courses asks students to merge the research developed in the Emerging Ideas seminars with real-world experience. Students research and select the work of a professional and engage in a mentoring relation-

ship. This relationship provides the opportunity for students to take their thesis research and "test" it with a professional or scholar who has been working on similar research. Co-requisite: Studio 6: Thesis.

Assessment

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

Institutional Requirements for Self-Assessment Institutional assessment at Woodbury means the Academic Program Review. Each program is reviewed on a 5-year cycle, unless it has an external program review process, in which case the internal and external cycles are synchronized. The CIDA and NASAD self-study serves as the School of Architecture's basis for MIA reviews and requires supplementary information. The Academic Program Review makes its way through several levels of approval: the Educational Planning Committee, the chief academ-

ic officer, the president, and the board of trustees must all endorse it. All plans for new programs or major program adjustment go through a similar review, prior to review by WASC's substantive change committee. The School of Architecture uses its CIDA and NASAD self-studies to inform and interrogate its academic plan within the university.

Faculty Assessment

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

Student Assessment

All incoming MIA cohorts, including two- and three-year track students, complete an entrance survey on their first day of studio. Using these baselines, the faculty assesses whether expectations are being met, and whether graduate student expectations change as they move through the program. MIA

cohorts will complete pre-thesis and post-thesis surveys. Repeating this three-survey pattern with subsequent cohorts provides valuable input to program improvement. Students assess the curriculum and learning context through indirect assessment with their participation in the Interior Architecture Student Forum and their representation at faculty meetings.

Alumni and External Assessment

The department constitutes a board of advisors to include graduate architectural educators, practicing professionals, and, eventually, at least one MIA alumnus. The board undertakes a biennial review of the MIA curriculum and learning context with respect to the School of Architecture's mission.

The chair convenes monthly meetings of faculty teaching the graduate students, in order to align expectations and evaluation standards.

At the end of each semester, the associate dean gathers evidence of graduate student learning from graduate studios, seminars, and lecture courses, and convenes a faculty subcommittee to evaluate student progress and curriculum alignment with the school's mission and program learning outcomes. This information is used to direct changes in the following semester's curriculum, and to set the agenda for that semester's curricular assessment session at the faculty retreat.

Following the faculty retreat, the associate dean circulates among faculty the action items and continuing work on curricular development established at the faculty retreat. This outline provides the basis for discussions and actions at the monthly faculty meetings.

Graduate students are involved in curricular assessment, including assignments and activities in core courses that require student reflection on how the curriculum aligns with and manifests the school's mission and the program learning outcomes. In the thesis preparation seminars, students identify areas of interest and research and place them in the context of the chosen MIA emphasis.

The department continues to develop the graduate student survey, and administers it at entry, at the end of thesis preparation seminar, and at the end of thesis. The director of communication communicates with MIA alumni and offers alumni opportuni-

ties to be involved in School of Architecture reviews and support their efforts to achieve licensure. The Career and Outreach Coordinator surveys the alumni every three years.

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

Master of Science in Architecture (MS Arch)
One-year

MS Arch Program Overview

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

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

In the post-professional program, a student may choose to focus their Fieldwork agenda and the three semesters of their studies through our research and practice centers. These faculty-based initiatives expand academic and professional possibilities and include the Arid Lands Institute (ALI), Architecture and Civic Engagement Center (ACE), the Rome Center for Architecture and Culture (RCAC), the Julius Shulman Institute (JSI) and Landscape + Urbanism (L+U). Students who matriculate in the MS Arch in Real Estate Development program follow a distinct curriculum outlined below.

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

Students admitted to the MS Arch program must demonstrate a clear research agenda that can be completed to a level of mastery in three academic semesters.

ACCREDITATION

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

COURSEWORK

The three-semester, thirty-six-unit intensive curriculum requires students to enroll in a topic studio of their focus in the fall semester and in a graduate architecture seminar in both fall and spring. Students take between six and nine electives units in both the fall and spring semesters. The spring thesis studio is followed by a summer or fall semester developing the thesis project and demonstrating advanced inquiry in the student's selected focus.

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

SUGGESTED SEQUENCE OF COURSEWORK: MS ARCH

Fall 1

ARCH 6911	Graduate Design Studio 1: Focuses & Topics 1	6 units
ARCH 6481	Graduate Thesis Preparation	3 units
____ ___	Elective	3 units
____ ___	Elective	3 units
____ ___	Elective (optional)	(3 units)

Spring 1

ARCH 6921	Graduate Thesis Studio	6 units
ARCH 633	Focus Seminar	3 units
____ ___	Elective	3 units
____ ___	Elective	3 units
____ ___	Elective (optional)	(3 units)

Summer or Fall

ARCH 681	Graduate Thesis Studio (Thesis 2)	6 units

CURRICULUM MAP

Master of Science in Architecture MSArch (1-yr)

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

Assuring Academic Quality in Science in Architecture (MSArch)

REQUIRED COURSES

5 TRACKS

	University Pillars	ARCH 680 Fall Focus / Topic Studio 1	ARCH 648 Criticism 4	ARCH 633 Focus Seminar	ARCH 692 Thesis Studio 1	ARCH 681 Thesis Studio 2
University Pillars						
Critical Thinking		▨	▨	▨	■	■
Design		▨	■	◪	■	■
Building		▨	■	■	■	■
Representation		▨	▨	▨	■	■
Professionalism		▨	▨	■	■	■

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; appropriate competence in design principles.*
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.*

COURSE DESCRIPTIONS

ARCH 6911 GRADUATE STUDIO: FOCUSES & TOPICS
6 UNITS

Students engage in critical design inquiry through the lens of the specific focus. Research and design projects articulate the focus and use it to test design responses to contemporary issues in architecture and urbanism. Critical Thinking, Design, Building, Representation, and Professionalism are practiced and developed at a high level. The studio content explores and debates one of the MS Arch focuses: Alternative Practice and Entrepreneurship, Landscape Design and Urbanism, or Architecture and Technology.

ARCH 633 FOCUS SEMINAR
3 UNITS

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

ARCH 6481 GRADUATE THESIS PREPARATION
3 UNITS

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

ARCH 6921 GRADUATE THESIS STUDIO
6 UNITS

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

ARCH 681 GRADUATE THESIS 2
6 UNITS

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

ASSESSMENT

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 research proposal or project issue and the skill and craft with which all media—two-dimensional, three-dimensional, writing, speaking, etc.—are used. Students are expected to manifest a response to this feedback in the next iteration of the project.

STUDIO OR SEMINAR PEER CRITIQUES
Students present their work to other MSArch students for feedback. In addition to developing 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 of 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.

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.

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

One-year

MS Arch RED Program Overview

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

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

This course of study introduces more than the typical elements of development; in addition to learning from a broad array of building industry professionals, MS Arch RED students work with architects who have been successful as developers through innovation and the invention of specific strategies to overcome financial shortcomings and policy roadblocks. These strategies are shared and studied in the studios.

The social, political, and environmental issues of the San Diego area affect architectural context at a transnational level. The San Diego facility takes full advantage of the opportunities present in this rapidly growing, complex, and diverse region. The school draws from and responds to the urgent and conflicting demands of the region. The San Diego facility houses an architecture-only curriculum in a complex composed of design studios with 24-hour access, a library focused on architecture, urbanism and development, a lecture hall and gallery space, classrooms, a wood/metal shop, a digital fabrication lab, and computing facilities.

The MS Arch RED program is a three-semester studio-based program for individuals holding a professional degree in architecture (BArch, MArch, DArch, or international equivalent). The 12-month, 36-unit program provides hands-on professional experience in real estate project development for architects.

ACCREDITATION

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

COURSEWORK

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

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

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

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

SUGGESTED SEQUENCE OF COURSEWORK:
MS ARCH RED
FALL

ARCH 580	Case Study Studio Professional Studio	6 units (9 units total)
ARCH 510	Finance and Market Analysis 1	1.5 units
ARCH 520	Thesis Preparation: Topics and Trends	3 units
ARCH 530	Construction Cost Estimating 1	1.5 units
ARCH 540	Real Estate Accounting and Management	1.5 units
ARCH 560	Construction and Ethics 1	1.5 units

SPRING

ARCH 585	Thesis Project Research Studio	6 Units
ARCH 511	Finance and Market Analysis 2	1.5 units
ARCH 521	Policy, Legal Issues, Insurance	1.5 units
ARCH 531	Construction Cost Estimating 2	1.5 units
ARCH 541	Banking and Management	1.5 units
ARCH 551	Opportunities and Partnering	1.5 units
ARCH 561	Construction Ethics 2	1.5 units

SUMMER

ARCH 590	Thesis Project Development Studio	6 units

CURRICULUM MAP

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

IN THIS COURSE THIS TRACK HAS			IN THIS COURSE STUDENTS DEVELOP		
Background Presence	Importance	High Importance	A — Ability	U — Understanding	

UNIVERSITY PILLARS	1 Design Thinking	2 Transdisciplinarity	3 Civic Engagement	4 Entrepreneurship

Assuring Academic Quality in Master of Science in Architecture, Real Estate Development (MS Arch RED)

RED LEARNING OUTCOMES

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

COURSE DESCRIPTIONS

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

FINANCE

Analyzing the financial and economic factors affecting real estate business plans, developing the components of a RED proposal, including financing, scheduling, project management, property management, sales, leasing, and marketing, and understanding the larger financial context in which real estate development takes place.

TOPICS AND TRENDS IN REAL ESTATE DEVELOPMENT

Understanding the history of the architect's role in urban real estate development, theories of development, macro and micro political and economic environments affecting real estate supply and demand, market history, theory and trends, and relevant policies and their development.

COST ESTIMATING

The knowledge and skill to develop a pro forma that projects expenditures for complex proposals, both in the acquisition and building phase and in the post-occupancy phase.

PARTNERING AND LEGAL ISSUES

Understanding and debating the roles played by different kinds of partners: financial, governmental, non-profit, community, technological, construction, design; understanding legal agreements; and finding and activating appropriate opportunities and resources in the public and private sectors including the establishment of mutually beneficial partnerships.

ETHICS AND PROFESSIONALISM

Understanding and grappling with the ethical issues of development including real estate law, code and policy review, revision and compliance, contracts, immediate and long-term environmental and planning issues, and the ethical and legal responsibilities of the architect-developer.

ARCH 510 FINANCE AND MARKET ANALYSIS 1
1.5 UNITS

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

ARCH 511 FINANCE AND MARKET ANALYSIS 2
1.5 UNITS

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

ARCH 520 THESIS PREPARATION: TOPICS AND TRENDS
3 UNITS

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

ARCH 521 POLICY, LEGAL ISSUES, AND INSURANCE
1.5 UNITS

The study of architects' roles in real estate development and their place in urban planning is continued and expanded with an introduction to legal agreements and insurance requirements. Understanding municipal code and response and adaptation to rules and regulations is introduced. Course materials and content are presented through a series of lectures and one-day workshops with leaders in real estate development, real estate law, construction law, and insurance.

ARCH 530 CONSTRUCTION COST ESTIMATING 1
1.5 UNITS

Conceptual and preliminary methods for cost estimating are introduced.

ARCH 531 CONSTRUCTION COST ESTIMATING 2
1.5 UNITS

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

ARCH 540 REAL ESTATE ACCOUNTING AND MANAGEMENT
1.5 UNITS

Introduction to the basics of accounting, preparing the student for management of construction budgets, partnership accounts and operation of finished buildings. Students are exposed to pertinent requirements for tax reporting.

ARCH 541 BANKING AND MANAGEMENT
1.5 UNITS

Income-producing properties require ongoing management, maintenance, tax considerations, accounting and an understanding of the legal obligations that go with being a landlord. This course introduces banking, finance, and lending criteria required for various forms of real estate development and examines economic and legal issues relating to property management of rental properties.

ARCH 551 OPPORTUNITIES AND PARTNERING
1.5 UNITS

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

ARCH 560 CONSTRUCTION AND ETHICS 1
1.5 UNITS

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

ARCH 561 CONSTRUCTION AND ETHICS 2
1.5 UNITS

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

ARCH 580 CASE STUDY STUDIO
6 UNITS

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

ARCH 585 THESIS PROJECT RESEARCH STUDIO
6 UNITS

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

ARCH 590 THESIS PROJECT DEVELOPMENT STUDIO
6 UNITS

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

Assessment

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

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

Formative assessment, as the foundation of a Woodbury School of Architecture studio education, occurs within the MS Arch RED program in its atelier model. As they develop their projects, students receive regular, rigorous, and critical feedback in small groups, larger groups, and via individual critiques; they also learn to provide rigorous and critical feedback to their peers as well as to their own progress and process. All faculty in the post-professional Master of Science in Architecture program assess individual student learning in

each project and for each course, following grading guidelines established across the university and adapted to standards the Architecture faculty sets for achievement.

Formative assessment processes for student learning include:

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

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.

INDIVIDUAL CRITIQUES
An instructor meets with a student one-on-one in the atelier to review progress on the project and to discuss direction for continued development. Students learn to work quickly to test new ideas, manifest their ideas in multiple media, and evaluate the content of criticism.

PUBLIC PROJECT REVIEWS WITH JURY
Students present their work publicly to their peers, instructor(s), and invited guests—architects, developers and allied professionals—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.

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

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

As the major point for assessing summative student learning, the student must demonstrate appropriate graduate-level achievement in all five program learning outcomes through presentation and defense of the project prospectus. As a public discussion, the RED thesis event supports both goals of the program: preparing architect-developers who have impact and stimulating an annual debate about urban development concepts, approaches, and progress. Some graduates have gone on to bring their thesis projects to fruition, emphasizing the real-world nature of the RED capstone and the value of RED program outcomes.

Master of Business Administration (MBA)

Andrè B. van Niekerk, Dean

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

Chair Statement

Why Get an MBA?

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

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

What Students Learn

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

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

How Students Learn

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

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

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

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

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

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

FACULTY

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

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

Chair

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

FULL-TIME FACULTY

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

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

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

David Cho, *Assistant Professor, Management*
PhD candidate, Indiana University

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

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

Anthony Craig Keller, *Assistant Professor, Accounting*
PhD, Texas A&M University

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

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

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

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

Tony Stovall, *Assistant Professor, Marketing*
PhD candidate, University of Arizona

ADJUNCT FACULTY

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

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

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

Majed Muhtaseb, *Finance*
PhD, University of Tennessee

Paul Sabolic, *Marketing*
EdD, Nova Southeastern University

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

Farhana Siddiqi, *Management*
PhD, Claremont Graduate School

MISSION

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

STUDENT LEARNING OUTCOMES

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

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

1. **Learning Goal**: *Ability to demonstrate leadership competencies*
   Learning Objectives – MBA Program

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

2. **Learning Goal**: *Ability to act in an ethical manner*
   Learning Objectives – MBA Program

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

3. **Learning Goal**: *Ability to communicate effectively*
   Learning Objectives – MBA Program

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

4. **Learning Goal**: *Ability to act effectively in a global business environment*
   Learning Objectives – MBA Program

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

5. **Learning Goal**: *Ability to integrate strategies within overall organizational context*
   Learning Objectives – MBA Program

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

MBA CURRICULUM SUMMARY
SUGGESTED SEQUENCE OF COURSES

Business Administration core (eight courses)	30 units
Electives (four courses)	6 units
Minimum semester units required	36 units

Required Business Administration core courses

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

Total required core courses	30 units

Elective Courses
Select two courses from the areas of accounting, finance, information technology, international business, management

and marketing.	6 units
Minimum semester units required	36 units

Professional Track Admits Only:

WMBA 502	Essentials of Case Analysis	3 units

MBA PREPARATION COURSES

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

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

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

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

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

CURRICULUM MAP

Master of Business Administration MBA

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

Assuring Academic Quality in Business Administration (MBA)

MAJOR COURSES / LEARNING OUTCOMES

Columns (Major Courses):
University Pillars · PMBA 501 Accounting Practice · PMBA 502 Financial Economics · PMBA 503 Legal and Ethical Environment · PMBA 504 Global Marketing · PMBA 505 Production & Operations Mgmt. · PMBA 506 Organization Behavior & Strategy · WMBA 5707 Elements of Case Analysis · WMBA 505 Mgmt. & Organizational Behavior · WMBA 501 Managerial Accounting · WMBA 503 Quantative Methods for Business · WMBA 504 Managerial Economics · WMBA 506 Marketing concepts & Strategies · WMBA 507 Managerial Finance · WMBA 509 Mgmt. of Information Technology · WMBA 510 Management of Global Enterprise · WMBA 560 Ethical Leadership · WMBA 562 Management of Policy & Strategy · WMBA 5xx Accounting Elective · WMBA 5xx Global Enterprise Elective · WMBA 558 Global Enterprise · WMBA 5xx Management Elective · WMBA 5xx Marketing Elective

Learning Outcomes (rows):
- University Pillars
- Demonstrate leadership competencies
- Communicate effectively
- Act in an ethical manner
- Act effectively in global environment
- Integrate strategies cross-functionally
- Domain-specific knowledge and skills

OUTCOME ASSESSMENT

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

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

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

CAPSTONE

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

The CAPSIM Contribution to the Woodbury University MBA Learning Experience

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

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

The CAPSIM is very competitive within the classroom, but the CAPSIM also maintains a database of teams around the world who are competing concurrently, and provides comparisons between these teams. At any time, as many as 200 to more than 3200 MBA teams may be active in the same round

as the Woodbury University teams and their results are available for comparison with ours. Though very challenging, our teams often end up in the top ten worldwide, in various results categories.

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

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

RESULTS OF LEARNING

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

ACADEMIC STANDARDS

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

COMPUTER LITERACY REQUIREMENTS

The School of Business requires graduates of its MBA program to be literate in the current electronic media of communication and fundamental software required to function as a manager in a business environment.
Specifically, it requires of its students
   (1) proficiency in email, as demonstrated through regular communication with school administration and course instructors;
   (2) proficiency in internet research, as demonstrated in all courses in the program; and
   (3) proficiency in word processing and spreadsheets, as demonstrated by their successfully completing the required courses WMBA 501, WMBA 505, WMBA 560, and

WMBA 562. These courses cover word processing and spreadsheets.

CURRICULUM SUMMARY

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

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

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

ADMISSION REQUIREMENTS

ELIGIBILITY

Bachelor's Degree from a regionally accredited institution

DOMESTIC APPLICANTS

Direct Admit Track - Applicants must submit official test scores and meet minimum 2.5 GPA requirements.

- Completed online application for admission
- Official transcripts from ALL Colleges and Universities attended
- Official GMAT or GRE score reports
- Professional résumé
- (3) Letters of recommendation (academic and/or professional)
- Statement of purpose: two-to-three page essay describing your qualifications for acceptance into the MBA program. Address your leadership potential, motivational aptitude, and career goals. Discuss how Woodbury's MBA will assist you in accomplishing your goals.

Professional Admit Track -Applicants must have minimum three-to-five years of supervisory and/or management-level professional work experience and meet minimum 2.5 GPA requirements.

- Completed application for admission
- Official transcripts from ALL colleges and universities attended
- Extended professional resume (three-to-five years of supervisory and/or management level work experience)
- (3) Letters of recommendation (academic and/or professional)
- Statement of purpose: two-to-three page essay describing your qualifications for acceptance into the MBA program. Address your leadership potential, motivational aptitude, and career goals. Discuss how Woodbury's MBA will assist you in accomplishing your goals.

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

INTERNATIONAL APPLICANTS

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

- English translations of all academic records
- Official TOEFL, IELTS, iTep or equivalent score reports:
    - Minimum TOEFL iBT – 80
    - Minimum IELTS – 6.5
    - Minimum iTep – 5.0
- Copy of passport and/or current visa
- Official Credential Evaluation Report from a NACES approved agency (www.naces.org)
- Financial Statement – Official bank statement with minimum balance to cover cost of Tuition and Room & Board. The bank affidavit may be submitted in the form of an ORIGINAL bank statement [checking and/or savings account] issued within the last six months. Photocopies of original documents cannot be accepted. All documents must be original and translated into $ [US Dollars].

READMISSION AFTER ABSENCE FROM THE UNIVERSITY

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

TUITION CREDIT

Intensive Degree Program:

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

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

See end of this bulletin for detailed annual academic calendar.

See end of this bulletin for detailed transfer credit policy.

MBA COURSE DESCRIPTIONS

MBA PREPARATION COURSES
PMBA 501 ACCOUNTING PRACTICES
3 UNITS

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

PMBA 502 FINANCIAL ECONOMICS
3 UNITS

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

PMBA 503 LEGAL AND ETHICAL ISSUES IN BUSINESS
3 UNITS

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

PMBA 504 GLOBAL MARKETING
3 UNITS

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

PMBA 505 PRODUCTION, OPERATION, AND SYSTEMS MANAGEMENT
3 UNITS

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

PMBA 506 ORGANIZATIONAL BEHAVIOR AND STRATEGY
3 UNITS

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

GRADUATE ACCOUNTING
WMBA 501 MANAGERIAL ACCOUNTING
3 UNITS

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

WMBA 531 GOVERNMENTAL AND NONPROFIT ACCOUNTING
3 UNITS

This course is designed to provide an understanding of the accounting concepts and procedures used in the operation of nonprofit entities (governments, hospitals, universities, and others). Lecture. Prerequisite: PMBA 501 or its equivalent and graduate standing.

WMBA 548 TAX THEORY AND APPLICATION
3 UNITS

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

WMBA 550 CONTROLLERSHIP ACCOUNTING
3 UNITS

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

GRADUATE INFORMATION TECHNOLOGY
WMBA 509 MANAGEMENT OF INFORMATION TECHNOLOGY
3 UNITS

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

GRADUATE ECONOMICS
WMBA 503 QUANTITATIVE METHODS FOR BUSINESS DECISIONS
3 UNITS

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

WMBA 504 MANAGERIAL ECONOMICS
3 UNITS

This course focuses on basic economic theory with applications to business and policy issues. Special attention to the major concepts and methods of analysis applied to aggregate micro- and macroeconomic activity is given. Lecture. Prerequisite: PMBA

502 or its equivalent and graduate standing.

GRADUATE FINANCE
WMBA 507 MANAGERIAL FINANCE , THEORY AND PRACTICE
3 UNITS

This course is designed to give the MBA student an exposure to the issues, problems, and application of finance concepts to solve operating financial problems. The course will integrate theory and practice and the theme of creating value for shareholders will permeate the entire course. The topics covered include: forecasting free cashflow, forecasting EVA and MVA, pricing financial securities, identifying and measuring financial risk and return, financial planning, financial statement analysis, and capital budgeting. Problem solving, case studies, team working, and presentations are a central focus of this course. Lecture. Prerequisite: PMBA 501 and PMBA 502 or their equivalents and graduate standing.

WMBA 519 FINANCIAL INSTITUTIONS
3 UNITS

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

WMBA 511 INTERNATIONAL FINANCE
3 UNITS

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

WMBA 512 CORPORATE FINANCE
3 UNITS

This is an intensive course in corporate finance. Emphasis is placed on the development of objectives and standards that lead to the effective allocation and use of a business entity's resources. Topics covered include financial statement analysis, cash

budgeting, working capital management, capital budgeting, capital structure, and asset valuation. Students will also examine the interaction of investment and financing decisions and dividend policy. Lecture. Prerequisite: WMBA 507 or its equivalent and graduate standing.

WMBA 514 INVESTMENT ANALYSIS AND PORTFOLIO MANAGEMENT
3 UNITS

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

WMBA 515 MONEY AND CAPITAL MARKETS
3 UNITS

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

GRADUATE INTERNATIONAL BUSINESS
WMBA 510 MANAGEMENT OF GLOBAL ENTERPRISE
3 UNITS

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

WMBA 518 INTERNATIONAL MARKETING
3 UNITS

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

WMBA 541 COMPARATIVE INTERNATIONAL MANAGEMENT
3 UNITS

This course provides a comparative study of management practices in selected foreign countries. Students will analyze social and cultural variables that affect the management process and solutions to managerial issues of policy and action. Lecture. Prerequisite: WMBA 505 or its equivalent and graduate standing.

WMBA 542 INTERNATIONAL BUSINESS STRATEGY
3 UNITS

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

GRADUATE MANAGEMENT
WMBA 502 ESSENTIALS OF CASE ANALYSIS
3 UNITS

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

WMBA 505 MANAGING AND LEADING ORGANIZATIONS ETHICALLY*
3 UNITS

This course deals with an in-depth examination of behavioral issues in organizations. Course topics include individual and group behavior, communication issues, ethical theories, employee empowerment and motivation, and managing and leading organizations under conditions of uncertainty. The course requires students to apply advanced knowledge of management and leadership skills in the pursuit of creating effective organizations through teamwork. The central objective of this course is to learn how to create socially sensitive, high-perform-

ing organizations: organizations that are financially viable and ethically responsible. Working as a team member, every student will complete one social action project in this course. Lecture. Prerequisite: PMBA 506 or its equivalent and graduate standing. *This is a "foundational" course and must be taken during the first semester for Direct Admit students and during the first or second semester for the Professional Admit students.

WMBA 513 MANAGEMENT COMMUNICATIONS
3 UNITS

The principles of effective listening, writing, and speaking in the business environment are stressed. Psychological principles of persuasive communications in fast-paced and limited-attention-span, multi-cultural environments, both within and outside the firm are emphasized. Participants practice applying a variety of communication tactics in multiple domains, such as client relations, crisis management, negotiation, sales, and winning support for ideas, requests, and products. Lecture. Prerequisite: graduate standing.

WMBA 530 CREATIVITY IN MANAGEMENT
3 UNITS

This course focuses on creative thinking as the key to organizational innovation. Students will be challenged to define or reframe problems, and formulate solutions or approaches that diverge from the norm. Design thinking and decision making among multiple options will be central themes of the course, thus responding to contemporary organizational requirements of thinking beyond dated horizons and exploring the most viable solutions given the skills and resources available.

Through exercises involving task-force approaches, project development and proposal completion, and reflections to explore various innovative problem-solving methods, students will develop the ability to think critically and creatively when faced with challenges.

With philosophical roots of politics, ethics, globalization, and economic and financial trends revealed, students will be encouraged to step outside of narrow perceptional frameworks and into the broad and creative realm of current and future managerial performance. Lecture. Prerequisite: WMBA 505, Managing and Leading Organizations Ethically, and graduate standing.

WMBA 555 HUMAN RESOURCES MANAGEMENT
3 UNITS

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

WMBA 554 SELF-LEADERSHIP FOR EXECUTIVES
3 UNITS

Students will explore concepts of self, being, becoming, authenticity, virtue, values, happiness, resilience, self-discipline, self-authorship, and self-transformation in the context of leadership. Through self-exploration, self-reflection, and practical reflexivity, students will deepen their self-understanding and then create their ideal of who they wish to become as leaders. Central to your learning experience in this course will be attaining a clear understanding of the self-mastery process, with its building blocks of self-intention, awareness, authenticity, and accountability. The final project will focus on creating a personal developmental plan and a self-leadership model to facilitate in the process of becoming authentic and effective leaders. Lecture. Prerequisite: WMBA 505, Managing and Leading Organizations Ethically.

WMBA 556 STRATEGIC PLANNING IN MANAGEMENT
3 UNITS

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

WMBA 557 SPIRITUALITY IN THE WORKPLACE
3 UNITS

This course focuses on the implications of spirituality in the workplace. It draws upon the common themes underlying various spiritual traditions to search for meaning in the workplace. The holistic approach to work will be extended to arrive at a new vision of livelihood for our times, evidenced by managing for

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

WMBA 558 ENTREPRENEURSHIP
3 UNITS

This course deals with identifying potentially valuable business opportunities and turning them into viable enterprises that create lasting value. It deals with strategies to obtain start-up resources and evaluating the viability to launch a business enterprise and grow it into a profitable, sustainable venture. The course requires students to apply advanced knowledge of business management and leadership skills in the pursuit of creating and managing new business ventures. The content of the course embraces three broad areas: 1) The development and operation of entrepreneurial business; 2) The development of business plans and strategic marketing; and 3) The understanding of the entrepreneurial mind-set in terms of innovation and risk management. Lecture. Prerequisite: PMBA 506, Organizational Behavior and Strategy, or its equivalent, and graduate standing.

WMBA 560 ETHICAL LEADERSHIP
3 UNITS

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

WMBA 565 EMOTIONAL INTELLIGENCE AT WORK
3 UNITS

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

WMBA 566 MANAGING CHANGE
3 UNITS

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

WMBA 570 TOPICS IN MANAGEMENT
3 UNITS

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

WMBA 582 BUSINESS STRATEGY AND ORGANIZATIONAL CONSULTING
3 UNITS

This course is a capstone seminar in strategic management incorporating organization/consulting and design thinking elements. It examines the roles and responsibilities of top managers in developing, implementing, and managing an effective organization-wide strategy. Students learn current, new, and future perspectives and concepts as well as integrate learning from previous coursework to solve complex and challenging business problems. Specifically, this course provides the students with an overview of the "world" of strategic consulting, and consulting as a career. Students will develop the basic conceptual and skill-based understanding required to practice consulting or hire and work with an outside consultant. A case study method is used to develop an integrative enterprise perspective. Being the capstone course, it must be taken within 6 units of graduation and after the completion of all PMBA course requirements.

GRADUATE MARKETING
WMBA 506 MARKETING CONCEPTS AND STRATEGIES
3 UNITS

This course will equip students with the relevant knowledge, perspectives, and practical skills required to develop marketing strategies that leverage the opportunities inherent in today's global, digital marketplace, including: international marketing, social media, consumer-to-consumer online interactions, internet marketing, mobile marketing, and big data. The elements of the marketing mix and the promotional mix are reviewed with an emphasis on the development of sound strategic planning, implementation, and control. Case studies will be used to simulate management decision-making processes in the marketing arena. Lecture. Prerequisite: PMBA 504 or its equivalent and graduate standing.

WMBA 520 PROMOTIONAL STRATEGIES
3 UNITS

This course focuses on the study of the creative process of designing and implementing a promotional campaign for a new or continuing product or service, with emphasis on utilization of the team approach in strategy development. Topics covered include media selection, product differentiation, target marketing and creative development. Lecture. Prerequisite: WMBA 506 or its equivalent and graduate standing.

WMBA 521 THEORIES OF CONSUMER BEHAVIOR
3 UNITS

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

WMBA 544 SEMINAR IN MARKETING OF SERVICES
3 UNITS

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

WMBA 545 DIGITAL MARKETING
3 UNITS

The Internet and related digital technologies have made an impact on business, and marketing plays a key role in shaping the modern consumption-led economies fueled by these technologies. This course provides understanding of digital marketing and electronic commerce. Digital marketing is where marketing meets the Internet and other forms of new media, such as smart phones and even games consoles. It includes online advertising and participation in social media, but it can also include online listening and monitoring, and search engine optimization. Through a combination of lecture, case studies, and course projects, you will develop capabilities in developing, implementing, and evaluating digital marketing strategies. Lecture. Prerequisite: WMBA 506, Marketing Concepts and Strategies and graduate standing.

Master of Arts in Media for Social Justice (MSJ)

Sue Vessella, Chair, and
Professor of Graphic Design
Interim Dean, School of Media, Culture & Design

Nicole M. Keating, Ph.D., Chair
Associate Dean for Graduate and Professional Studies, School of Media, Culture & Design

OVERVIEW OF THE PROGRAM

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

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

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

Creative inquiry is a hallmark of our program. In addition to a solid foundation in traditional communication research, students explore the boundaries of their thought using all the modern media available to them in the present day. They are given the necessary tools to become proficient public speakers, digital communicators, and academic researchers. Assignments have been carefully tailored to meet the learning outcomes for each class. Courses, too, are clearly aligned to program outcomes, so that students can direct their own progress as they move through the curriculum.

The Department of Communication offers a two-year Master of Arts in Media for Social Justice. Our undergraduate major culminates in a Bachelor of Arts degree in Communication. For further information about the Communication major, contact Nicole Keating, Chair of Communication, at nicole.keating@woodbury.edu.

PROGRAM MISSION

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

PROGRAM DESCRIPTION

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

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

APPRENTICESHIP PROGRAM

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

FACULTY

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

Intermin Dean
Sue Vessella
MFA, Environmental Graphics,
California State University, Los Angeles

Chair
Nicole M. Keating
PhD, University of Pennsylvania

Apprenticeship Co-Directors
Harry Wiland
MFA, Columbia University

Dale Bell
BA, Princeton University

FULL-TIME FACULTY

Kristen Fuhs, *Assistant Professor*
PhD, University of Southern California

Barbara Bowley, *Professor Emerita*
MS, Columbia University

ASSOCIATED FACULTY

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

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

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

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

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

OVERALL STUDENT LEARNING OUTCOMES

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

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

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

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

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

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

APPRENTICESHIP LEARNING OUTCOMES

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

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

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

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

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

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

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

through effective use of computers and appropriate software.
- Finalize distribution plans and community engagement activities for capstone projects.
- Formalize post-graduate plans.
- Emulate MPC principals by demonstrating persistence and determination at all times.

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

CURRICULUM SUMMARY

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

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

SUGGESTED SEQUENCE OF COURSES
First Year FALL

MFSJ 5702	Media and Social Justice	3 units
MFSJ 5703	Transmedia Production I	3 units
MFSJ 5700	Creative Entrepreneurship I	3 units
MFSJ 5701	Internship: Media Policy Center	6 units
Total		15 units

First Year SPRING

MFSJ 5706	History of Social Justice Media	3 units
MFSJ 5707	Transmedia Production II	3 units
MFSJ 5705	Creative Entrepreneurship II	3 units
MFSJ 5704	Apprenticeship I: Proposals	6 units
Total		15 units

First Year SUMMER

MFSJ 5708	Apprenticeship II: Pre-production	6 units
Total		6 units

Second Year FALL

MFSJ 6XX	Aesthetics and Social Justice Media	3 units
MFSJ 6700	Thesis I	3 units
MFSJ 6701	Apprenticeship III: Production	6 units
Total		12 units

Second Year SPRING

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

TOTAL CREDITS	60

CURRICULUM MAP

Master of Arts in Media for Social Justice MSJ

DEVELOPING		DEVELOPED		MASTERED	
	Highest Importance		Highest Importance		Highest Importance
	Moderate Importance		Moderate Importance		Moderate Importance
	Low Importance		Low Importance		Low Importance

UNIVERSITY PILLARS	1	Design Thinking	2	Transdisciplinarity	3	Civic Engagement	4	Entrepreneurship

Assuring Academic Quality in Media for Social Justice (MSJ)

MAJOR COURSES — **LEARNING OUTCOMES**

Learning Outcomes	University Pillars	MFSJ 5702 Media and Social Change	MFSJ 5703 Transmedia Production I	MFSJ 5700 Creative Enrepreneurship I	MFSJ 5701 Internship: Media Policy Center	MFSJ 5706 History of Social Justice Media	MFSJ 5707 Transmedia Production II	MFSJ 5705 Creative Entrepreneurship II	MFSJ 5704 Apprenticeship: Proposals	MFSJ 5708 Apprenticeship: Pre-production	MFSJ 6701 Apprenticeship: Production	MFSJ 6XX Apprenticeship: Post-production	MFSJ 6XX Aesthetics and Social Justice Media	MFSJ 6XX Politics and Social Justice Media	MFSJ 6700 Thesis I	MFSJ Thesis II
University Pillars		ALL	ALL	ALL	ALL	ALL	ALL	ALL	ALL	ALL	ALL	ALL	ALL	ALL	ALL	ALL
Cultivate the ability to work as a team towards a common goal in the field of social justice media entrepreneurship.	ALL															
Develop an in-depth understanding of the links between media and social change, illuminated by a strong theoretical foundation and a transdisciplinary sensibility.	ALL															
Gain transmedia production skills and dexterity concerning the many production tools at our disposal.	ALL															
Design, develop and implement (as well as monitor and evaluate) various social justice entrepreneurial projects beyond individual projects.	ALL															
Demonstrate problem-solving skills in the design of innovative approaches to persistent social problems.	ALL															

ASSESSMENT PROCESS

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

Formative Assessment: Mid-Program Portfolios

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

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

Summative Assessment: Portfolio Presentation

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

Summative Assessment: Thesis Project

After the fourth semester, thesis projects are reviewed and assessed in a final showcase. Faculty members and industry professionals review the work, score it based on a rubric, and provide written comments. Candidates are asked to provide a written evaluation of their thesis, including a statement of the theme, their original goals, and a self-assessment of their success, including how they might have improved the final project. All students meet individually with the faculty to discuss their work. Through these assessments, faculty can determine the strengths and weaknesses of the students as well as of the program.

Summative Assessment: Apprenticeship

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

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

ACADEMIC STANDARDS

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

COMPUTER LITERACY REQUIREMENTS

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

1. proficiency in email, as demonstrated through regular communication with school administration and course instructors;
2. proficiency in Internet research, as practiced and demonstrated in all courses through bibliographic documentation of database use and citation of Web-based sources;
3. proficiency in word processing, as demonstrated through research assignments and essays that are submitted as .doc or .pdf files;
4. proficiency in digital editing, as demonstrated through successful completion of the transmedia production studio MFSJ 5703 Transmedia Production I;
5. proficiency in the basics of web design, as demonstrated through the successful completion of the transmedia production studio MFSJ 5703 Transmedia Production I.

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

strate these proficiencies through successful completion of their coursework.

STUDENT COMPUTER AND OTHER EQUIPMENT REQUIREMENTS

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

MA ADMISSION REQUIREMENTS

• Application Form

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

• Academic Transcripts

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

• Portfolio

All graduate applicants with an art/design background should submit a portfolio of creative work. The type of creative work may include but is not limited to the following:
  • Film/video
  • Photography
  • Creative Writing
  • Interior, industrial, web, game, and/or graphic design
  • Fine arts (such as drawing, painting, sculpture, also printmaking and/or ceramics)
  • Woodworking, fashion design, crafts
  • Architectural and landscape design
  • Drawing (freehand or mechanical)

Work submitted may include essays, class assignments, independent projects, or examples from professional employment. If professional or group projects are submitted, the applicant must indicate the extent of his/her role in the work. Portfolios should be no larger than 9x12 inches and no smaller than 5x7 inches. Although bound and printed submissions are preferred, CD's or DVD's will be accepted. We will not accept work submitted on slides. If you would like your portfolio returned, include a self-addressed envelope with sufficient postage affixed. Unclaimed portfolios will be discarded. Students without an art/design background have the option of submitting a portfolio of creative work or an academic writing sample (at least 5-6 pages). Refer to the Graduate Admissions Office for more details about the portfolio.

• Interview

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

• Letters Of Recommendation

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

• Résumé

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

• Statement Of Purpose

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

• Test Scores

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

INTERNATIONAL STUDENTS

• Credential Evaluation Report
Include an official Credential Evaluation Report from a NACES-approved agency. For a list of NACES approved agencies, please visit www.naces.org.

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

• English Language Proficiency
Demonstration of proficiency in the English language is required for admission to Woodbury graduate programs. Applicants should request that an official copy of their TOEFL [Test of English as a Foreign Language] or IELTS [International al English Language Testing System] scores be sent by the affiliated organization to Woodbury University's Office of Admissions. The minimum TOEFL scores for admission are 550 [paper-based], 220 [computer-based], 83 [internet-based]. The minimum IELTS score for admission is a 6.5.

For more information on these two testing systems, please visit www.toefl.org or www.ielts.org.

• Passport and/or Current Visa
Include a copy of the student's passport and/or visa in the application submittal.

Priority application deadline: March 1, 2015
Final application deadline: July 1, 2015
First day of fall 2015 classes: August 24, 2015

MSJ REQUIRED COURSES
FIRST YEAR / FALL SEMESTER
MFSJ 5702 MEDIA AND SOCIAL JUSTICE
3 UNITS

This course examines the relationship between media and social justice by exploring the theoretical/historical foundations of this connection. Since media representation structures cultural meanings, it inevitably creates social change. In this course, we explore why and how these changes occur, and then learn how to harness the power of media to create positive transformation as we assess and evaluate outcomes. Students complete a research paper within a specific area of interest. Social justice themes include such topics as race, class, gender, religion, sexuality, aging, environmental issues, health, education, poverty, intercultural awareness, and human welfare.

MFSJ 5703 TRANSMEDIA PRODUCTION I
3 UNITS

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

MFSJ 5700 CREATIVE ENTREPRENEURSHIP I
3 UNITS

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

MFSJ 5701 INTERNSHIP: MEDIA POLICY CENTER
6 UNITS TOTAL

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

FIRST YEAR / SPRING SEMESTER
MFSJ 5706 HISTORY OF SOCIAL JUSTICE MEDIA
3 UNITS

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

MFSJ 5707 TRANSMEDIA PRODUCTION II
3 UNITS

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

MFSJ 5705 CREATIVE ENTREPRENEURSHIP II
3 UNITS

This course is a continuation of Creative Entrepreneurship I. Out of the many "intent to plan" projects from the prior semester (and possibly other ideas) each student will be responsible for completing a project proposal. In this semester, students also learn about financing strategies and strategic marketing. Class discussions center on different types of fundraising, the mental attitude necessary to successfully raise money for transmedia productions, and the intersection of fundraising and strategic marketing with social justice entrepreneurship. Fundraising is necessary to get projects up and running, but to remain financially viable, strategic marketing is also required. Interesting issues emerge since our goal is social justice that also might yield profit. By the end of this semester, each student should have a workable project proposal in hand.

MFSJ 5704 APPRENTICESHIP I: PROPOSALS
6 UNITS TOTAL

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

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

FIRST YEAR / SUMMER SESSION
MFSJ 5708 APPRENTICESHIP II: PRE-PRODUCTION
6 UNITS TOTAL

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

SECOND YEAR / FALL SEMESTER
MFSJ 6XX AESTHETICS OF SOCIAL JUSTICE MEDIA
3 UNITS

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

MFSJ 6700 THESIS I
3 UNITS

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

MFSJ 6701 APPRENTICESHIP III: PRODUCTION
6 UNITS TOTAL

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

SECOND YEAR / SPRING SEMESTER
MFSJ 6XX POLITICS OF SOCIAL JUSTICE MEDIA
3 UNITS

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

MFSJ 6XX THESIS II
3 UNITS

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

MFSJ 6XX APPRENTICESHIP IV: POST-PRODUCTION
6 UNITS TOTAL

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

Master of Arts in Leadership (MA)

Douglas J. Cremer, Ph.D
Dean, College of Transdisciplinarity

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

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

Overview of The Program

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

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

How Do Students Learn?
The program utilizes an intensive, interactive learning environment that seeks to mirror the working environment with its myriad practical concerns and considerations. More importantly, this intensive format strives to meet the needs and challenges of the working adult professional through sound pedagogical methods. It is student-focused, developing traits that are attractive to a wide variety of working professionals and industries. It provides flexible scheduling and can be completed in 20 months by full-time working adults. It uses a modularized curriculum supported by the use of ten course modules that outline outcomes and objectives. Proven practicing professionals blend solid theoretical underpinnings with real-world experience into the course curriculum. And it provides a very interactive classroom format, with collaborative learning, student presentations, and team projects supporting the small, seminar-like classes.

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

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

CHAIR
H. Eric Schockman
PhD, University of California

FULL-TIME FACULTY
Yael Hellman, *Associate Professor, Leadership*
EdD, Pepperdine University

ADJUNCT FACULTY
Armond Aghakhanian
EdD, Pepperdine University

Matthew Cahn
PhD, University of Southern California

Phyllis Cremer
EdD, University of La Verne

Anne Ehrlich
EdD, University of California, Los Angeles

Murray Johannsen
MBA, University of Iowa; MA, Harvard University

Seta S. Khajarian
EdD, Pepperdine University

Michelle Lipton
JD, Pepperdine University

Henrik Minassians
PhD, State Unity of New York at Albany Rockefeller
College of Public Affairs & Policy

Don St. Clair
EdD, Pepperdine University

Elizabeth A. Trebow
PhD, Columbia University

MISSION

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

STUDENT LEARNING OUTCOMES

- Leadership skills that are innovative, principled, and ethical.
- Understanding of leadership principles and theories and ability to apply them to the pragmatic universe.
- Critical thinking and emotional intelligence.
- Communication skills in leading organizations.
- Acumen in mediating potential conflicts.
- Ability to apply quantitative and qualitative analysis to the study of leadership.

CURRICULUM SUMMARY

1. Catalog requirements for the 2015-16 academic year.
2. Degree: MASTER OF ARTS
3. Minimum units required for graduation: 30

SUGGESTED SEQUENCE OF COURSES

LEAD 511	Organizational Leadership	3 units
LEAD 512	Critical Thinking and Emotional Intelligence	3 units
LEAD 513	Psychology of Organizations	3 units
LEAD 514	Ethics in Organizations	3 units
LEAD 515	Quantitative Analysis	3 units
LEAD 516	Group Dynamics	3 units
LEAD 517	Conflict Resolution	3 units
LEAD 518	Strategic Communication	3 units
LEAD 519	Leading Innovation and Organizational Change	3 units
LEAD 520	Capstone in Leadership	3 units

MASTER OF ARTS IN LEADERSHIP, MEDIA AND ENTERTAINMENT CONCENTRATION

For those in the media and entertainment industry, the Department of Leadership offers a special concentration that infuses specific learning opportunities and outcomes into the Master of Arts degree. Media and Entertainment concentration students will engage and participate with top current industry professionals and scholars to better shape their own visionary, critical thinking leadership skills.

Woodbury University lies in the heart of where the industry is located. The program concentration is a cutting-edge academic program that will work with mid-career industry professionals who want to position themselves for success in leadership roles for the 21st century global market.

MA LEADERSHIP CONCENTRATION STUDENT LEARNING OUTCOMES:

Media and entertainment concentration students will demonstrate:

- Innovative, principled, ethical skills that will create the next generation of leaders.
- Ability to apply leadership theories to the changing global markets of media and entertainment enterprises.
- Critical thinking and emotional intelligence.
- Understanding of multiple forms of communication and expression tied to the media and entertainment fields.
- A unique perspective in mitigating internal and external conflicts.
- Logical decision making and reasoning using the tools of qualitative and quantitative analysis.

CURRICULUM MAP
Master of Arts in Leadership

INTRODUCED	DEVELOPED	MASTERED	ASSESSMENT

UNIVERSITY PILLARS	1	Design Thinking	2	Transdisciplinarity	3	Civic Engagement	4	Entrepreneurship

Assuring Academic Quality in Leadership (MAL)

COURSES

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

ASSESSMENT PROCESS

The graduate Leadership program has developed a four-year assessment plan for the curriculum. The plan compares results of the benchmarking assignment from the first course (LEAD 500) with student work from the capstone thesis course (LEAD 509), and compares results from the first three courses (LEAD 500, 5700, & 501), the second three courses (LEAD 502, 508, & 503), and the last three courses (LEAD 504, 505, & 506) to assess the progression within each sequence from Introduced through Mastery for selected learning outcomes.

ACADEMIC STANDARDS

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

SPECIAL LEARNING REQUIREMENTS

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

COMPUTER LITERACY REQUIREMENTS

Graduates of the MA in Leadership program need to be literate in the current electronic media of communication and the fundamental software required to function as a leader in an organizational environment. The program 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 the use of these skills.

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

STUDENT COMPUTER REQUIREMENTS

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

Recommended Hardware: PC, laptop or desktop, 1600 MHz (1.36 GHz) or better.
Required Software: Recent versions of Microsoft Windows and Office and SPSS.

DEGREE REQUIREMENTS

The Master of Arts in Leadership is an intensive graduate degree program requiring a minimum of ten three-unit graduate courses. Students proactively engage in the learning process and share education, work, and life experiences in the classroom. In the intensive format, by taking two 7-week courses per term for a total of 5 terms, the degree is completed in 20 months.

ADMISSION REQUIREMENTS

ELIGIBILITY

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

APPLICATION REQUIREMENTS

• **Application Form**
  All applicants are required to submit an online application together with their supporting documents.

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

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

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

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

- **Interview**
  An interview, in person or by phone, is required. Once all application material is submitted, applicants will be contacted by the College of Transdisciplinarity or the Office of Admission to schedule their phone or in-person interview.

- **Leadership Training Program LASDU, LAFD, & LAPD Applicants**
  Students seeking credit for successful completion of leadership program must submit a written capstone report of courses completed. The report will be evaluated by a team of Woodbury University faculty members. They must enroll concurrently at Woodbury University during the start of their Leadership Academy experience. Retroactive units will not be awarded.

GPA REQUIREMENTS

GPA ranging from 3.0 to 4.0
No additional documents required.

GPA ranging from 2.5 to 2.99
Two-to-three page Statement of Purpose. The essay should explain why this degree will be applicable to you and why you want a degree in Leadership.

GPA ranging from 2.00 to 2.49
Applicants for the MA Program with a cumulative GPA of less than 2.5 are required to submit test results from the Graduate Record Exam General Test (GRE). The required minimum score for admission into this program is 273. For more information on the GRE, go to www.ets.org/gre. Students should take exams no later than six months before the anticipated start date.

INTERNATIONAL APPLICANTS

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

Credential Evaluation
Official (unopened) Credential Evaluation Report from a NACES-approved agency (www.naces.org)

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

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

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

MASTER OF ARTS IN LEADERSHIP
APPLICATION PROCEDURE

Application forms may be obtained from the Woodbury website: apply.woodbury.edu or by contacting the Graduate Admissions Office at (818) 252-5230.

- Applications and all materials are submitted to the Graduate Admissions Office.
- Admissions Office screens for completion of the application; transcript from the degree-granting institution, and any graduate level institution(s) attended transcript(s) being acceptable for the admission's decision with bachelor's degree posted; GPA, GRE (if needed); Statement of Purpose (if needed); three letters of recommendation from appropriate referees, and leadership essay.
- Completed files that meet the entrance requirements are forwarded to the Master of Leadership Admissions Committee. The Committee reviews the files and makes the admission decision.
- For further review, if needed, the dean of the Institute of Transdiciplinary Studies convenes the graduate admissions committee.
- The Admissions Office notifies the applicant in writing.

READMISSION AFTER ABSENCE FROM THE UNIVERSITY

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

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

Payment:

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

TUITION CREDIT

Intensive Degree Program:

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

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

MA CURRICULUM

Courses		Duration	Units
LEAD 511	Organizational Leadership	7 weeks	3
LEAD 512	Critical Thinking and Emotional Intelligence	7 weeks	3
LEAD 513	Psychology of Organizations	7 weeks	3
LEAD 514	Ethics in Organizations	7 weeks	3
LEAD 515	Quantitative Analysis	7 weeks	3
LEAD 516	Group Dynamics	7 weeks	3
LEAD 517	Conflict Resolution	7 weeks	3
LEAD 518	Strategic Communication	7 weeks	3
LEAD 519	Leading Innovation and Organizational Change	7 weeks	3
LEAD 520	Capstone in Leadership	7 weeks	3

This degree is an intensive program of study that is completed in a 20-month cohort.

MA COURSE DESCRIPTIONS

LEAD 511 ORGANIZATIONAL LEADERSHIP

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

LEAD 512 CRITICAL THINKING AND EMOTIONAL INTELLIGENCE

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

LEAD 513 PSYCHOLOGY OF ORGANIZATIONS

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

LEAD 514 ETHICS IN ORGANIZATIONS

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

LEAD 515 QUANTITATIVE ANALYSIS

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

LEAD 516 GROUP DYNAMICS

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

LEAD 517 CONFLICT RESOLUTION

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

LEAD 518 STRATEGIC COMMUNICATION

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

LEAD 519 LEADING INNOVATION AND ORGANIZATIONAL CHANGE

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

LEAD 520 CAPSTONE THESIS IN LEADERSHIP

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

For additional information, contact the Graduate Admissions Office at (818) 252-5230.

Academic and Administrative Calendars

Academic Calendar 2015/2016

TRADITIONAL UNDERGRADUATE

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

	Fall 2015	Spring 2016	Summer Session 2016
Semester classes begin	Aug. 24	Jan. 11	May 9
Late Registration ($35 Late Registration Fee added)	Aug. 2-Sept. 4	Dec. 14-Jan. 25	Apr. 25-May 13
Course Add/Drop period	Aug. 23-Sept. 4	Jan. 11-Jan. 25	May 9-13
Last date to withdraw from courses	Oct. 23	Mar. 11	10-wk Lecture & Studio June 17
Last regular class session	Dec. 1	Apr. 26	10-wk Lecture & Studio July 15
Studio Finals	Dec. 2-Dec.6	Apr. 27-May 1	July 18-22
Final examinations	Dec. 7-11	May 2-May 6	10-wk Lecture July 18-22
Spring Break		Mar. 14-18 (Traditional classes only)	
Faculty Development Days: (No Traditional Day/Evening Classes – Intensive Classes will meet on these days)	Oct. 12-13	Feb. 16	
Semester recess	Dec. 14-Jan. 10	May 7-8	July 22-Aug. 21

7-WEEK INTENSIVE FORMAT

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

Module Classes Begin	Fall 2015	Spring 2016	Summer Session 2016
Session 1	Aug. 24	Jan. 11	May 9
Session 2	Oct. 19	Mar. 7	June 29

Registration Deadlines			
Session 1	Aug. 28	Jan. 15	May 13
Session 2	Oct. 23	Mar. 11	July 5

Note: Registration for in Intensive courses is permitted through the first week of each session
Payment: Payment is due at time of registration or no later than the Friday of the first week of class

Add/Drop period			
Session 1	Aug. 24-28	Jan. 11-15	May 9-13
Session 2	Oct. 19-23	Mar. 7-11	June 29-July 5
Note: Business Classes have an Add period which ends the Friday prior to the 1st class meeting.			
Session 1	Aug 21	Jan 8	May 6
Session 2	Oct 16	Mar 4	June 24

Last date to withdraw from courses

Session 1	Sept. 11	Jan. 29	May 27
Session 2	Nov. 6	Mar. 25	July 19
Last regular class			
Session 1	Oct. 11	Feb. 26	June 26
Session 2	Dec. 6	Apr. 22	Aug. 16
Semester recess	Dec. 14-Jan. 10	May 2-8	Aug. 17-21

5-WEEK INTENSIVE FORMAT

Module Classes Begin	Fall 2015	Spring 2016	Summer Session 2016
Session 1	Aug. 24	Jan. 11	May 9
Session 2	Sept. 28	Feb. 15	June 13
Session 3	Nov. 2	Mar. 21	July 18

Registration Deadlines

Session 1	Aug. 24-28	Jan. 11-15	May 9-13
Session 2	Sept. 28-Oct. 2	Feb. 15-19	June 13-17
Session 3	Nov. 2-6	Mar. 21-25	July 18-22

Course Add/Drop period

Session 1	Aug. 24-28	Jan. 11-15	May 9-13
Session 2	Sept. 28-Oct. 2	Feb. 15-19	June 13-17
Session 3	Nov. 2-6	Mar. 21-25	July 18-22

Last date to withdraw from courses

Session 1	Sept. 11	Jan. 29	May 27
Session 2	Oct. 16	Mar. 4	July 1
Session 3	Nov. 20	Apr. 8	Aug. 5

Last regular class

Session 1	Sept. 25	Feb. 15	June 10
Session 2	Oct. 30	Mar. 18	July 15
Session 3	Dec. 4	Apr. 22	Aug. 19

Commencement

		May 7	

UNIVERSITY BREAKS AND HOLIDAYS 2015/2016
(5-wk and 7-wk Intensive classes may be in session during these periods)

Fall Semester 2015	Sept. 7, Monday, Labor Day • Nov. 26-27, Thurs.-Fri., Thanksgiving
	*Dec. 14-Jan. 10, Winter Break • Dec. 25-Jan. 3, Campus Holiday Closure
Spring Semester 2016	Jan. 18, Monday, Martin Luther King Day • Feb. 15, Monday, President's Day
	*March 14-18, Mon.-Fri., Spring Break • March 18, Friday, Spring Break
	March 30, Wednesday, Cesar Chavez Day
Summer Session 2016	May 30, Monday, Memorial Day • July 4, Independence Day

University offices will be open during the Winter and Spring Breaks, except for the campus holiday closure noted above.

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

	Spring 2016	Summer 2016/Fall 2016 Semesters
Academic Advising and Course Selection Period for Returning students begins:	Nov. 2, 2015	March 21, 2016

General (Open) Registration for Returning Students .... Nov. 30, 2015 -Jan. 24, 2016
Apr. 18 ,2016 - May 13, 2016 (Summer 2016)
Apr. 18, 2016 – Sept. 1, 2016 (Fall 2016)

FINANCIAL AID CALENDAR 2016/2017
Students reapplying for financial aid assistance for 2016-17 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, 2017 or summer, 2017 are for students returning mid-year or for summer only.

	Fall 2016	Spring 2017	Summer Session 2017
Priority filing date for returning students	April 1, 2016	Oct. 31, 2016	March 17, 2017

2016/2017 Cal Grant filing deadline: .... March 2, 2016

General Financial Information

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

HOW TO APPLY FOR FINANCIAL AID
Students who are interested in receiving low-interest federal loans for attendance at Woodbury University are required to complete a Free Application for Federal Student Aid (FAFSA) and a Woodbury University Financial Aid Information Request Form.

To complete a FAFSA, go to the website at FAFSA. gov. New students must be accepted for admission to Woodbury before an offer of financial assistance can be made.

Financial aid is awarded on a yearly basis for the traditional academic year of fall and spring semesters. Students interested in summer funding should inquire during the preceding semester about the availability of aid.

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

WHO IS ELIGIBLE?

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

WHAT KIND OF FINANCIAL AID IS AVAILABLE?

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

LOANS

Loans provide students with the opportunity to defer a portion of their educational costs and often form part of a financial aid award package.

Woodbury offers the following loan programs:

William D. Ford Educational Loan Programs
- Federal Direct Stafford Loans (Unsubsidized)
- Federal Direct Grad PLUS Loans

The amount of a Federal Direct Grad PLUS loan may not exceed the cost of education, minus any other financial aid received by the student. The annual fixed interest rate for new borrowers is currently capped at 6.84%. New Grad PLUS borrowers begin repayment of principal and interest within sixty days of the full disbursement of the new loan.

The Federal Direct Stafford Loan Program (FDELP): Stafford loans for graduate students are unsubsidized only beginning July 1, 2012. Unsubsidized loans are not awarded on the basis of need, but rather on the cost of attendance of your program. The annual fixed interest rate is currently capped at 5.84%. Maximum amounts that may be borrowed during an academic year as well as aggregate maximum amounts are outlined in the following chart.

FEDERAL STAFFORD LOAN BORROWER LIMITS

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

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

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

SATISFACTORY ACADEMIC PROGRESS

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

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

Graduate students in the School of Architecture are evaluated within a system of Credit, Credit with Distinction, Conditional Credit, and No Credit. Students are required to pass all courses with CR, CR+ or CC; the grade of NC requires the student to retake the course in order to receive credit and remain in good academic standing. For financial aid purposes, students must receive credit in all classes attempted in a semester. Failure to receive credit in all classes in a semester will constitute unsatisfactory academic progress and places a student on financial aid disqualification.

Quantitative Standards (Units) — Each academic year, recipients of financial aid are expected to achieve a minimum number of units based on their enrollment status. When the minimum units are not achieved, students place themselves in jeopardy of becoming ineligible for continued financial aid.

SATISFACTORY ACADEMIC PROGRESS REQUIREMENTS

Full-Time Graduate Enrollment Status
For the purpose of evaluating satisfactory academic progress, full-time graduate students enroll in six or more units per semester. Summer session enrollments, on a full-time or part-time enrollment basis, may be used to accelerate a study program or remediate progress.

Completion Time Limits For Graduate Students:
- Full-time graduate degree candidates who entered without transferable credit must complete their degree requirements within three years after matriculation. For transfer students, the time limits for completion of the degree and continued eligibility for financial aid are reduced when transferable units are applied upon matriculation or extended when the enrollment status varies from full-time to part-time. Eligibility for financial aid ceases three years after matriculation or earlier when the time limit for completion is reduced.
- When enrolled full-time, graduate students must complete a minimum of six units per semester, twelve units per academic year (fall and spring semesters) and maintain a GPA of 3.0 or better. **Graduate students in Architecture are graded credit/no credit and must receive credit (which includes Conditional Credit) in all classes attempted in a semester to be considered making satisfactory academic progress.** Failure to meet these quantitative and qualitative standards each academic term will result in placement on financial aid disqualification.

Part-Time Graduate Enrollment Status
- During each semester with part-time enrollment, students are expected to complete all units attempted.
- Part-time graduate students enroll in less than six units fall and spring semesters. Summer session enrollments, full-time or part-time, may be used to accelerate a study program or remediate academic progress.

Completion time limits:
- Part-time graduate degree candidates who entered without transferable credit must complete their degree requirements within six years after matriculation. For transfer students, the time limits for completion of the degree and for continued eligibility for financial aid are re-

duced when transferable units are applied upon matriculation or when the enrollment status varies from part-time to full-time. Eligibility for financial aid ceases three years after matriculation or earlier when the time limit for completion is reduced.

- When enrolled part-time, graduate students must complete all units attempted per semester and maintain a GPA of 3.0 or better. **Graduate students in Architecture must complete all units attempted per semester with credit or better. Conditional Credit will count as credit or better.** Failure to meet these quantitative and qualitative standards each academic term will result in placement on financial aid disqualification.

Definitions and Clarifications Applicable to Requirements for Satisfactory Academic Progress (SAP):

- Satisfactory academic progress: based on both qualitative (GPA) and quantitative (units) criteria.
- When a student's semester enrollment status varies between full-time and part-time he/she is expected to complete at least twelve units during each semester of full-time enrollment; during each semester of part-time enrollment, he/she is expected to complete all units attempted.
- Failure and No Credit Grades: Courses for which a grade of "F" or "NC" is recorded cannot be counted as units completed toward SAP requirements.
- Withdrawal: Courses for which grades of "W", "WU" or "WW" are recorded cannot be counted as units completed toward SAP requirements.
- Audit Courses: Audit course units do not apply as units of progress during an academic semester, and the units graded "AU" are not applied as units completed toward SAP requirements.
- Incomplete: Courses for which a grade of "I" is recorded cannot count as units toward SAP requirements. When the final grade is recorded, then the units and letter grade will be applied to the quantitative and qualitative SAP requirements.
- In Progress: Courses for which an interim mark of "IP" is assigned do not count as units completed toward the requirement until the course is completed and a final grade is recorded.
- Repeated Courses: A student may repeat a course for the purpose of remediating a grade. The final grade of the repeated course applies to the cumulative GPA. However, the student

only has one chance to repeat a course in which they received a passing grade. If no passing grade is achieved, then a student may repeat the course until they do achieve a passing grade.
- Non-credit Prerequisite of Remedial Courses: Units of enrollment for prerequisite and non-credit prerequisite or remedial courses do not earn credit toward the degree but are counted as units completed toward meeting SAP requirements.

FINANCIAL AID DISQUALIFICATION AND PROBATION STATUS AND PROVISIONS FOR REGAINING ELIGIBILITY FOR FINANCIAL AID

Financial Aid Disqualification Status
Financial aid recipients who are unable to meet the qualitative and quantitative standards outlined under the policy on Satisfactory Academic Progress (SAP) place themselves on financial aid disqualification.

Woodbury University institutional aid may have different conditions outlining disqualification. All students must read their award letters for a full list of requirements necessary to maintain institutional aid.

Loss of Eligibility for Financial Aid
When the terms of the policies on Satisfactory Academic Progress are not met, students experience a loss of eligibility for financial aid. Students who are disqualified for financial aid may continue their study at the university if they are not academically disqualified, as well. Academic achievements during this period may assist in regaining eligibility for financial aid during future terms of enrollment.

Provisions for Regaining Eligibility for Financial Aid
Students who have lost their eligibility for financial aid may regain their eligibility by remediating the factors which caused the disqualification, including the following:

- Unit deficiencies may be remediated through completion of credit through approved transfer credit procedures or, under special provisions, the student may complete additional residency course work which remediates unit and GPA deficiencies.
- Re-admission to the university after a period of absence from the university.
- An appeal for Financial Aid Probation Status, through a successful appeal of policies on Satis-

factory Academic Progress.

- Remediation through summer enrollment at Woodbury or an approved concurrent enrollment at another institution. Summer sessions may be used to remediate deficiencies from the previous academic year.

To remediate GPA deficiencies, courses must be completed at Woodbury as GPA quality points are only applied to units completed in residency.

Financial Aid Probation Status
Official notices of financial aid probation status are mailed to students following a successful appeal of loss of eligibility for financial aid. During semesters with an approved financial aid probation status, students remain eligible for financial aid and must meet the conditions of their probation to continue their eligibility during future semesters. The conditions of an approved financial aid probation status are defined based upon the deficiencies of the student and must be met within the specified timeframes. Warning notices of pending disqualification status are mailed to students after the conclusion of their first semester (usually the fall semester).

When probation status is not removed within the specified time limit, students lose their eligibility to qualify for financial aid programs.

Procedures for Appeals to the Policies on Satisfactory Academic Progress
Students who have not made satisfactory academic progress have the right to appeal their "loss of eligibility for financial aid." Students who believe they have an extenuating circumstance may submit a written letter of appeal and provide full documentation of the circumstance for review by the director of Financial Aid or the director's designee. A written appeal should precede requests for a personal appearance. Each appeal will be considered on the merits of the circumstance and on an individual basis. Decisions on appeals are final and are documented in writing.

Petitions to the Financial Aid Appeals Committee
Written petitions for exceptions to financial aid policy are filed at the Financial Aid Office and posted to the attention of the Director of Financial Aid. Each petition is evaluated on its own merit based on the special circumstances presented by the student. Students are notified in writing regarding the decision.

Disabled Students
Woodbury University is sensitive to the needs of disabled students and makes reasonable accommodations to create an accessible campus. In addition, when determining financial need, the Financial Aid Office takes into consideration extra costs that disabled students may incur while pursuing higher education. Resources available to the student through federal and state programs are considered when evaluating those special needs.

REFUND POLICY FOR STUDENTS RECEIVING STUDENT FINANCIAL ASSISTANCE (TITLE IV FUNDS)
Woodbury University complies with the Higher Education Amendments of 1998, Public Law 105-244, for students who completely withdraw from the university. Accordingly, a refund, if applicable, will be calculated based upon the Federal refund methodology. Calculated refunds to Federal Title IV programs are based on the amount of aid unearned at the time of withdrawal and have no relationship to the student's incurred institutional charges for the same period. Consequently, financial aid refunds and tuition charged can represent two independent sources of debt a student may incur.

Financial aid refunds are calculated on a per diem basis (days attended at time of withdrawal) for withdrawals up through the 60% point in time for each semester. After 60% of the semester has elapsed, there is no refund calculation for federal aid programs. Non-institutional charges and non-refundable fees are excluded from the refund calculation. Calculated refunds are returned to the appropriate aid programs.

Note: You could owe a repayment to federal aid programs if you have received more aid than you have earned for the payment period and owe money to the university for tuition not covered by financial aid due to refunded amounts.

Students withdrawing from the university must follow the procedures for official withdrawal from courses as indicated in this catalog (see 'Withdrawal from Courses'). It is the student's responsibility to indicate the last date of attendance. In the event a student does not comply with the procedures for withdrawal, the last date of attendance will be the later of the withdrawal date recorded by the registrar or the date recorded by the Office of Residence Life. A student completely withdrawing from the

university will be assessed a $100 administrative fee.

TRANSFER CREDIT

A maximum of six (6) semester units of post-graduate level credit may be transferred, where applicable to the Woodbury MBA and MA degrees. Transfer courses must have been completed with a grade of 'B'(3.0) or higher in the graduate division of a regionally accredited university. The Veterans Administration will be notified of all transfer credit awarded to students receiving Veterans Benefits.

Transfer Credit from Foreign Colleges and Universities
International applicants must arrange to have transcripts evaluated by a credentials evaluation service. The foreign college and university must be recognized by the Ministry of Education or equivalent agency of the country in which it is located.

Graduate students admitted to the 2-year MArch degree may transfer up to 15 credits. Transfer courses must be applicable to a specific degree requirement and a grade of 'B' (3.0) or better must have been received.

Graduate students admitted to the 3-year M.Arch degree may transfer up to 30 credits. Transfer courses must be applicable to a specific degree requirement and a grade of 'B' (3.0) or better must have been received.

Tuition, Fees And Policies

TUITION

MIA, MBA, MA in MSJ .... $1091 per unit
MArch, MS Arch .... $16,372 for 12-18 units
$1091 per unit for 11 units or less
MA in Leadership .... $609 per unit

FEES

APPLICATION FEES AND COMMITMENT DEPOSITS
Application for admission (non-refundable):
U.S. citizens and permanent residents (UG/Grad)
....$50
International UG students $75
International Grad students $60
Re-admission fee $50
Tuition deposit .... (non-refundable)

Upon admission to the university, all new students are required to pay a non-refundable tuition deposit. If the student fails to enroll for the semester for

which he/she was originally admitted, the entire deposit will be forfeited. Specific information on the payment due date is contained in the official letter of acceptance. The deposits are as follows:
U.S. citizens and permanent residents $150
International students $500

MISCELLANEOUS FEES (NON REFUNDABLE)

• Health Insurance Fee .... per semester
(mandatory for international students)
Fall semester $510
Spring/Summer semesters $710
Summer semester only $310
• Health Center Fee...............................$12/semester
• MBA Association fee per semester
(mandatory) $100/semester
• MA Association fee per semester
(mandatory) $50/semester
• Late Payment Fee $50
• Graduate SOAR Fee $75
• Graduation Fee $150
• Identification Card Replacement Fee $5
• Late Registration Fee $35
• Parking Fee for Burbank /
LA campus...$100/semester
• Parking Fee for San Diego campus...............no fee
• Returned-Check Fee $100
• Transcript Fee – per official copy ....no charge
• Technology Fee $200/semester
• Technology Fee for MBA and
MA in Leadership $13/semester

For more information on payment options and due dates please refer to the **General Financial Information** section at the end of this bulletin.

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

HOUSING FEES

Residence Halls — room per semester
(based on a nine-month contract)
South Residence Hall, quad.............................$3,006
South Residence Hall, double..........................$3,897
South Residence Hall, single...........................$4,491
North Residence Hall, triple.............................$3,306
North Residence Hall, double..........................$3,002
North Residence Hall, single............................$4,491

MEAL PLANS

Students may choose from four meal plan options at two price levels, $2,202 and $2,032 per semester (mandatory for resident students; optional for non-resident students):

Plan A	14 meals per week plus $150 flex dollars	$2,202
Plan B	12 meals per week plus $200 flex dollars	$2,202
Plan C	10 meals per week plus $150 flex dollars	$2,032
Plan D	8 meals per week plus $200 flex dollars	$2,032

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.

NONWITHDRAWAL ADJUSTMENTS

Housing
The university Housing License Agreement is for the entire academic year. Termination of the university Housing License Agreement will be limited to extreme situations and only with the written approval of the vice president of Student Affairs or designee. A $500 cancellation fee will be charged in addition to the pro-rated cost as outlined in the Housing License Agreement in the case of a termination.

Prior to entering into the university Housing License Agreement, a $250 housing deposit will be due. This housing deposit is refundable if it is not used to offset community or individual damages in the residential community. The housing deposit will be forfeited for early cancellation of this agreement or for improper check-out.

Food
Student's termination of his/her meal plan agreement after the first week of the semester but prior to the end of the second week of his/her total semester will result in a food service charge of 15% of his/her total semester meal plan charge, plus a prorated charge for meals served through date of termination. Students who terminate the meal plan agreement after the end of the second week of the semester will be responsible for the total semester meal plan charge.

Payment and Withdrawal Information
FOR ALL STUDENTS

Financial arrangements are the responsibility of the student. Students at any time may view their current outstanding balance through Self Service. Accordingly, effective fall semester, 2013, the Business Office will no longer print or mail out paper statements. Students are responsible for keeping their addresses current with the university. Woodbury accepts payments by cash, check, wire-transfer or ACH, debit card (Master-card® and Visa®) and credit card (Mastercard®, Visa®, American Express®, and Discover®), and payments can be made online through Self Service, in person, over the telephone, or mailed in advance of their respective due dates.

The university offers two payment options for **MA** and **MBA** students to pay their tuition and fees:

Option 1: Semester Payment Plan:
The balance of the student's account, less financial aid administered by the university, is due in full by Friday of the first week of class for each session.
Option 2: Employer Payment Plan:
Students are required to pay 25% of the charges for tuition, plus all fees and room and board, less financial aid administered by the university, by the Friday of the first week of class. The remaining student balances are due in full by the fourth week after the end of the respective semester. To qualify for

this plan, the Business Office must receive a letter from the student's employer (on the company's letterhead) specifying the conditions under which the employer will pay for the student's tuition charges. Any unpaid balances are the responsibility of the student.

PAYMENT DUE DATES
Payment and/or payment arrangements must be made at the time of registration and no later than Friday of the first week of class.

WITHDRAWAL AND REFUND POLICY
Students wishing to withdraw from a course, from a semester, or from the program, must give official notice to the university. Refunds are not made if the student fails to give formal notice of their withdrawal and/or drop from classes. Official notice to the Registrar's Office is as follows:

- Complete withdrawal from the university — Application for Withdrawal and the Program Change Form must be filed.
- Drop/Withdrawal from all classes but not the university — Application for Leave of Absence and the Program Change Form must be filed.
- Drop/Withdrawal from one or more classes but not all classes — Program Change Form must be filed.

Failure to attend class or merely giving notice to an instructor/s is not regarded as official notice of drops or withdrawals.

Students who properly withdraw from the university prior to the first day of class for any semester will not be assessed any tuition charges and will receive a 100% refund.

Students may add or drop classes during the add/drop periods for their programs without financial penalty. Please refer to the academic calendar for the add/drop dates for each semester.

Students who drop all of their classes during the add/drop period receive a 100% refund less the $100 Administrative Withdrawal Fee.

Note: Program adjustments involving a change in the numbers of units you are taking must be done during the add/drop period in order to receive any adjustment of your tuition charges.

A student may still drop a class or classes after the add/drop period has ended; however, you will receive a grade of "W" and will receive no refund.

Withdrawals from all classes after the add/drop periods will result in the following financial consequences, less $100 administrative fee, based on the following schedules:

Time of Withdrawal........................... Tuition Credit
- Within the first week (Add/Drop period) 100%
    (less $100 administrative withdrawal fee)
- Within week two 25%
    (less $100 administrative withdrawal fee)
- Within week three or later................ NO REFUND