



WOODBURY *founded in 1884*
UNIVERSITY

Handbook and Guide to Learning

2016-2017 Catalog

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Academic Calendar

Traditional Calendar

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

	Fall 2016 (16 week)	Spring 2017 (16 week)	Summer 2017 (10 week)
Classes Begin	Aug. 22	Jan. 9	May 8
Late Registration (\$35 Late Registration Fee added)	Aug. 1-Sept. 2	Dec. 19-Jan. 23	April 17-May 12
Course Drop/Add period	Aug. 22-Sept. 2	Jan. 9-23	May 8-12
Last date to withdraw from course	Oct. 21	Mar. 10	June 16
Studio Finals	Nov. 30-Dec. 4	Apr. 26-30	July 17-21
Final Examinations	Dec. 5-9	May 1-5	July 17-21
Spring Break		Mar. 13-17 (Traditional classes only)	
Faculty Development Days: No Traditional Day/Evening Classes – Intensive Classes meet on these days	Oct. 10-11	Feb. 21	
Semester recess	Dec. 12-Jan. 8	May 6-7	July 22-Aug. 20

SUMMER SUPER SESSION 6-WEEK INTENSIVE FORMAT

Summer Super Session courses must be dropped by the Friday before classes begin to avoid incurring tuition charges

	Summer 2017	
Super Sessions Begin		
Session 1		May 8
Session 2		June 26
Course Add/Drop Periods		
Session 1	(Drop by May 5 to avoid tuition charges)	May 8-12
Session 2	(Drop by June 23 to avoid tuition charges)	June 26-30
Last Date to Withdraw from Course		
Session 1		May 26
Session 2		July 14
Last regular class		
Session 1		June 16
Session 2		Aug. 4

7-WEEK INTENSIVE FORMAT

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

	Fall 2016	Spring 2017	Summer 2017
Module Classes Begin			
Session 1	Aug. 22	Jan. 9	May 8
Session 2	Oct. 17	Mar. 6	June 28

Registration Deadlines

Session 1	Aug. 26	Jan. 13	May 12
Session 2	Oct. 21	Mar. 10	July 5

Payment: Payment is due at time of registration or no later than the Friday of the 1st week of class.

Note: Registration for intensive courses is permitted through the first week of each session with the exception of Business Classes: Please see "Business Courses Add/Drop Period" below.

Add/Drop period

Session 1	Aug. 22-26	Jan. 9-13	May 8-12
Session 2	Oct. 17-21	Mar. 6-10	June 28-July 5

Business Courses Add/Drop Period

Session 1	Aug. 19	Jan. 6	May 5
Session 2	Oct. 14	Mar. 3	June 26

Last Date to Withdraw from Courses

Session 1	Sep. 9	Jan. 27	May 26
Session 2	Dec. 4	Apr. 21	Aug. 15

Semester recess

	Dec. 5-Jan 9	Apr. 24-May 5	Aug. 16-19
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5-WEEK INTENSIVE FORMAT

	Fall 2016	Spring 2017	Summer 2017
Module Classes Begin			
Session 1	Aug. 22	Jan. 9	May 8
Session 2	Sept. 26	Feb. 13	June 12
Session 3	Oct. 31	Mar. 20	July 17
Registration Deadlines			
Session 1	Aug. 22-26	Jan. 9-13	May 8-12
Session 2	Sept. 26-30	Feb. 13-17	June 12-16
Session 3	Oct. 31-Nov. 4	Mar. 20-24	July 17-21
Course Add/Drop Periods			
Session 1	Aug. 22-26	Jan. 9-13	May 8-12
Session 2	Sept. 26-30	Feb. 13-17	June 12-16
Session 3	Oct. 31-Nov. 4	Mar. 20-24	July 17-21
Last Regular Class			
Session 1	Sept. 23	Feb. 10	June 9
Session 2	Oct. 28	Mar. 17	July 14
Session 3	Dec. 2	Apr. 21	Aug. 18
Graduation			
	May 6		

UNIVERSITY BREAKS AND HOLIDAYS 2016/2017

(5-wk or 7-wk Intensive classes may be in session during these periods)

Fall Semester 2016	Sept. 5, Monday, Labor Day • Nov. 24 —25, Thurs.—Fri., Thanksgiving *Dec. 12—Jan. 8, Winter Break • Dec. 25—Jan. 2, Campus Holiday Closure
Spring Semester 2017	Jan. 16, Monday, Martin Luther King Day • Feb. 20, Monday, President's Day *March 13—17, Mon.—Fri., Spring Break • March 17, Friday, Spring Holiday March 29, Wednesday, Cesar Chavez Day (observed)
Summer Session 2017	May 29, Monday, Memorial Day • July 4, Tuesday, Independence Day

* University offices will be open during the Winter and Spring Breaks, except for the Campus Holiday

* Closures as noted above.

Registration for Spring 2017 & Summer 2017/Fall 2017

The registration periods for semesters in the 2016/2017 and 2017/2018 Academic years are tentatively scheduled; as a result, the actual date registration begins is subject to change. Information will be provided to all students regarding advising and registration periods, and will also be posted on the university portal as those dates approach.

Academic advising and course selection period for returning students

SPRING 2017	Oct. 31, 2016
SUMMER 2017	Oct. 31, 2016
FALL 2017	Mar. 20, 2017

General Open registration for returning students

SPRING 2017	Nov. 28, 2016—Jan. 23, 2017
SUMMER 2017	Nov. 28, 2016—May 12, 2017
FALL 2017	Apr. 17, 2017—Sept. 1, 2017

FINANCIAL AID CALENDAR 2016/2017

Students reapplying for financial aid assistance for 2017/2018 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 Filing Date for Returning Students

FALL 2017	Apr. 1, 2017
SPRING 2018	Oct. 31, 2017
SUMMER 2018	Mar. 17, 2018

Handbook and Guide to Learning

Woodbury University 2016-2017 Catalog

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/2014_Conditions. The School of Business received its accreditation from the Association of Collegiate Business Schools and Programs (ACBSP) in spring of 1991 and from the Association to Advance Collegiate Schools of Business (AACSB) in spring, 2014. In 1991, the Council for Interior Design Accreditation (CIDA), formerly known as FIDER, 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, Film-making 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.

Veterans 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 that is free from any form of discrimination or 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 policies and adjust requirements and standards as described in this publication at any time and without prior written notice.

Effective Handbook Dates

This handbook is in effect from Fall Semester 2016 through Summer Session 2017.

Curricular Changes

Courses listed in this handbook 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 handbook supplement or in the next academic year's catalog.

Locale

The main campus of Woodbury University is located at 7500 Glenoaks Boulevard in Burbank, California, 91504, adjacent to the City of Los Angeles, about an eighteen-minute drive from downtown Los Angeles. The twenty-two acre campus is at the foot of the Verdugo Hills, just east of the Burbank Airport, with easy access from the Golden State Freeway (I-5) at the Buena Vista Street exit. Woodbury University's San Diego campus is at 2212 Main Street, San Diego, California, where it currently offers a five-year BArch program, a professional MArch, and two post-professional master's degrees in architecture. Additional off-campus sites are located in Hollywood, Glendale, Beverly Hills, and at the Los Angeles County Sheriff's Headquarters.

WOODBURY UNIVERSITY
7500 N. Glenoaks Blvd. Burbank, CA 91504
818.767.0888 • woodbury.edu

Academic Affairs	3	Kirkendall Conference Room	18
Admissions	2	Kummer Business Faculty Center	19
Ahmanson Main Space	22	Los Angeles Times Library	20
Alumni Quad	24	Malburg Atrium	19
Alumni Gallery	22	Marketing & Enrollment	3
ASG House/Pool	10	Miller Hall	3
Bookstore	8	Naidorf Hall	23
Bowman Conference Room	19	Nan Rae Gallery	4
Business Office	3	New Woody's, The (Cafe)	5
Cabrini Hall	6	Nielsen Conference Room	18
Career Services	17	North Hall	12
Central Services	16	Office of the President	2
Chandler Dean's Suite	19	Parking	P1-P5
Counseling Services	17	Physical Plant Operations	15
Design Center	11	Powell Gallery	11
Development & Alumni Relations	2	Ralph M. Parsons Studio	22
Enkeboll Courtyard	20	Registrar	3
Entertainment Media	13	Saffell Board Room	2
Faculty Annex	7	School of Architecture	21-23
Faculty Annex Conference Room	7	School of Architecture Offices	18
Financial Aid	3	School of Business	19
Fletcher Jones Foundation		School of Media,	
Auditorium	19	Culture & Design Offices	18
Health Services	17	Shipping and Receiving	16
Hensel Hall	2	South Hall	9
Hensel Hall Conference Room	2	Student Development	17
Information & Security	1	Tamkin Business Plaza	19
Information Technology	3	Nielsen Athletic Complex	14
Institute for Transdisciplinary		Wedge Gallery	21
Studies Offices	18	West Annex	25
Judith Tamkin Fashion Gallery	6	Whitten Student Center	17
Julius Shulman Institute	22	Writing Center	17
Isaacs Faculty Center	18		

NORTH
 FWY I-5 NORTHBOUND
 Exit I-5 Buena Vista St
 Turn left at off-ramp
 Left onto Glenoaks Blvd

 FWY I-5 SOUTHBOUND
 Exit I-5 Hollywood Way
 Turn left at off-ramp
 Right onto Glenoaks Blvd

President's Message



Welcome to Woodbury University, where engagement, innovation and transformation empower people to accomplish extraordinary things!

Established in 1884 as a small private, non-profit institution, Woodbury University today is located at the heart of the Southern California creative economy, where it is a major draw for students, locally and globally, who wish to gain access to a rich ecosystem of expertise and resources. Within a few miles of its two campuses, there are some of the most innovative companies in the world, including The Walt Disney Company and Warner Bros. These creative enterprises are at the core of our academic programs.

With more than twenty undergraduate and graduate majors in the Schools of Architecture, Business, Media, Culture & Design, and the College of Liberal Arts, each program is built on a strong, practice-based professional and liberal arts foundation and on an extensive resume of accolades. For example, I am proud to share that five of our programs have achieved accreditation from national rating organizations, and that the Woodbury name increasingly is recognized by the likes of The Economist, U.S. News & World Report, Colleges of Distinction, Graphic Design USA, DesignIntelligence, and Animation Career Review as a leading university that offers top-notch academic programs and prepares students for excellence in their chosen field and in life.

Our students come from more than forty countries and reflect the cultural diversity of Southern California and beyond. More than half are the first in their families to earn a college degree. Many choose to take advantage of travel to far-off lands as part of their Woodbury experience. Our alumni can be found in all fifty states and forty-nine countries, and our faculty is comprised of the best minds in the academic world, as well as top professionals in their respective fields. Over the years, Woodbury University graduates have founded and built businesses, headed national publications, become noted fashion designers for movies and television, won design competitions, held public office, led non-profit organizations, and more. Almost all of our students report that their Woodbury education taught them to look beyond their individual career interests, and to collaborate with others to find innovative solutions to a wide range of community challenges.

As we celebrate more than 130 years of academic excellence, I invite you to visit our new website and our campuses in Burbank and San Diego (Architecture only) and learn more about what Woodbury University has to offer. It very well might change your life — and the world!

Cordially,

David M. Steele-Figueroa, PhD
President

The Woodbury Culture

MISSION STATEMENT

Core Purpose

Woodbury University transforms students into innovative professionals who will contribute responsibly to the global community. We achieve academic excellence by focusing on purposeful student engagement, establishing external partnerships, and ensuring that all our processes, services, and environment enrich the student experience.

Our Contribution to Society

Successful Woodbury graduates are ambassadors for the university. They are innovative leaders who help individuals and communities flourish. They are known for being strong communicators, ethical thinkers, and creative problem-solvers with a deep commitment to sustainability and social justice. They are knowledgeable in their disciplines and eager for collaboration and continuous learning. They integrate professional skills with global citizenship, entrepreneurial energy, and intellectual curiosity. Woodbury graduates make a difference.

Vision

Woodbury University cultivates a personal, interactive learning environment that focuses on an innovative, practice-based professional and liberal arts education. We add distinct value with our focus on faculty-student interaction and support for student development and achievement.

Core Values

- Excellence: Driven by standards of excellence in teaching, services, student wellbeing, community safety, and sustainable practices.
- Ethics: Setting the highest standards of academic and professional behavior to encourage social responsibility.
- Aspiration: Pursuing ever higher levels of competitiveness, distinctiveness and service learning.
- Community: Building a culture that values diversity, open communication, collaboration and engagement.

STRATEGIC PRINCIPLES

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

Design Thinking

Developing the ability, desire, and confidence to imagine new ideas to make a difference by creating impactful solutions that link needs and functions to limits and possibilities.

Transdisciplinarity

Harnessing the creative power of multiple disciplines and communities that broaden the perspective across academic boundaries by thinking and acting holistically by bridging multiple perspectives and practices.

Civic Engagement

The members of the Woodbury community have identified four principles that articulate more precisely what is necessary for the university to achieve

its mission:

Entrepreneurship

Fostering a culture of creativity, innovation and opportunity by pursuing visionary opportunities to realize innovative knowledge, practice, or product.

Our History

In the late nineteenth century, Los Angeles was a rapidly growing town with a population of approximately eleven thousand. New business enterprises were being established and community leaders looked forward to expansion and growth driven by a real estate boom.

In 1884, in response to the needs of the city's growing business community, F. C. Woodbury, an educational entrepreneur, arrived from San Francisco and founded Woodbury Business College, as it was initially named, in the center of the local business community. From that storefront on North Main Street, the historic link between Woodbury and the economic infrastructure of Southern California was forged and has been maintained throughout the history of the university.

For the first 103 years, the university was located in central Los Angeles, moving a number of times to accommodate the growth of the student body. In 1931, the Division of Professional Arts was established to focus on those fields of design that are closely allied with business. Woodbury then became a college of business administration and design. In 1937, in spite of a worldwide recession, legendary President R. H. "Pop" Whitten led the effort to build new facilities at 1027 Wilshire Boulevard. For fifty years, that location served as the university's campus, through the return of World War II and Korean War veterans, among thousands of other students who were the first in their families to attend college. In 1969, Woodbury introduced a graduate program leading to the Master of Business Administration (MBA). In 1972, it became a non-profit institution of higher education. In 1974, Woodbury College became Woodbury University and began its initial efforts to raise money from alumni and friends. In 1982, Computer Information Systems was added as a major, followed by Architecture in 1984. In 1985, under the leadership of then-president Dr. Wayne Miller, the university acquired an existing 22.4-acre campus in Burbank/Los Angeles, the eighty-year-old site of Villa Cabrini Academy and later, two other educational institutions. Classes

opened at these new facilities in October 1987 on the same day that the Whittier earthquake shook much of Southern California. Later that same year, the Weekend College program for working adults was established with the aid of grants from The Fletcher Jones Foundation and The William Randolph Hearst Foundation.

In 1998, the institution opened a campus in San Diego where it offers a BArch and both professional and post-professional master's degrees in architecture.

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Our Faculty

Approximately 100 full-time faculty and over 150 adjunct faculty members make up the group of dedicated educators who embody the University's academic mission through their intellectual pursuits, scholarly inquiries, creative works, and professional expertise. Their academic endeavors, specifically instruction and curriculum design, along with professional practices in their respective fields shape the educational experiences of the University's students. The teaching, mentoring and advising faculty provide to students pave the way for our graduates to not only succeed professionally but also become lifelong learners. Ultimately, the faculty honor seriously the charge to "transform students into innovative professionals who will contribute responsibly to the global community" and accomplish this by embedding the University's four Strategic Principles, design thinking, transdisciplinary, civic engagement, and entrepreneurship in the student's educational experience.

Our Students

Woodbury University is unique among private institutions in its diversity. We have a 130-year history of helping students of diverse genders, races, ethnicities, and economic classes to achieve their dreams. Today, our student body consists of approximately 37% White, non-Hispanic students, 29% Hispanic students, 9% Asian students, 18% international students, and 4% African-American students. The White, non-Hispanic students comprise diverse populations as well, including a large and growing number of students of Armenian heritage. The majority of Woodbury's students are the first in their

families to go to college and a far higher percentage than at other colleges come from families with limited economic means.

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

The Woodbury Academic Journey

Preface: How to Use this Book

Woodbury University believes that the fostering of student learning is our central activity; we believe that fostering learning should be at the core of every university action and communication, including this book. This book's purpose is to provide a guide and handbook to learning that lays open the experiences and the resources that we will bring to bear in helping you learn. It is also a practical guide to supporting processes such as registration and conduct, and it offers a glimpse of the community where Woodbury Learning takes place.

This book will give you a sense of the journey that you undertake as a student, a journey shaped by both you and the greater university community. It will tell you what you will learn, how you will learn, how you and others will know that you have learned, and why that makes a difference.

The Purpose of Education: To Transform

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

Academic Freedom

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

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

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

Courses of Study:

The Heart of Your Transformative Experience

ACADEMIC PROGRAMS

Woodbury University comprises the three schools of Business, Architecture, and Media, Culture & Design, and the College of Liberal Arts, offering undergraduate degrees in Accounting, Marketing, Fashion Marketing, Management, Architecture, Interior Architecture, Animation, Communication, Fashion Design, Game Art & Design, Graphic Design, Psychology, Filmmaking, Media Technology, Leadership, Politics and History, Professional Writing, Public Safety Administration, and Interdis-

ciplinary Studies; and graduate degrees in Business Administration, Architecture, Interior Architecture, Landscape Architecture, Media for Social Justice, and Leadership. In addition to traditional formats for learning, Woodbury offers a number of selectively chosen programs in non-traditional formats, using cohorts and intensive formats that allow working students to pursue a degree.

Undergraduate Degree Programs

The university offers undergraduate curricula leading to the degrees of Bachelor of Arts (BA), Bachelor of Fine Arts (BFA), Bachelor of Science (BS), Bachelor of Architecture (BArch), and Bachelor of Business Administration (BBA). The BFA requires a minimum of 128–130 semester units of credit and can be attained in most majors in the School of Media, Culture & Design, and in Interior Architecture. The BBA requires a minimum of 126 semester units of credit and can be attained in Accounting, Marketing, Fashion Marketing and Management. The BA and BS require a minimum of 120 semester units of credit; the BA can be attained in Communication, Interdisciplinary Studies, Leadership, Politics and History, and Psychology, and the BS in Interdisciplinary Studies and Media Technology. The minimum requirement for the BArch degree is 160 semester units of credit. Most majors require an internship or some work experience. These are described in the sections pertaining to the individual degree programs.

Undergraduate Degrees	Required Semester Units for Degree
BA, Communication	120 units
BA, Interdisciplinary Studies	120 units
BA, Leadership	120 units
BA, Politics and History	120 units
BA, Psychology	120 units
BArch	160 units
BBA, Accounting	126 units
BBA, Marketing	126 units
BBA, Fashion Marketing	126 units
BBA, Management	126 units
BFA, Interior Architecture	128 units
BFA, Most majors in the School of Media, Culture & Design	128-130 units
BS, Interdisciplinary Studies	120 units
BS, Media Technology	120 units

Graduate Degree Programs

The university offers graduate curricula leading to the degrees of Master of Architecture (MArch), Master of Arts (MA), Master of Business Administration (MBA), Master of Landscape Architecture (MLA), Master of Interior Architecture (MIA), and Master of Science in Architecture (MSArch).

Graduate Degree	Required Semester Units for Degree
MArch 2-year track	63 units
MArch 3-year track	93 units
MSArch	36 units
MSArch, Real Estate Development	36 units
MIA 2-year track	63 units
MIA 3-year track	93 units
MLA 2-year track	60 units
MLA 3-year track	90 units
MA, Leadership	30 units
MA, Media for Social Justice	60 units
MBA	36 units (up to 54 units if required to take PMBA courses)

The Curricula

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

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

Your journey has a destination, which educators call “student learning outcomes.” That destination shapes the journey, affecting each phase, course, and experience. As you move along your path, you will be able to see clearly and in measurable terms that you are on your way to your goal. In this handbook,

you will find, with each program, a set of student learning outcomes that clearly define what you will be able to do at the end of your journey. Our program learning outcomes are informed by the larger institutional learning outcomes.

INSTITUTIONAL LEARNING OUTCOMES

Woodbury University's academic programs adhere to the four strategic principles by using them to inform our Institutional Learning Outcomes (ILO):

Design Thinking ILO

Demonstrate iterative processes to create impactful and innovative solutions.

Transdisciplinarity ILO

Integrate multiple perspectives and practices to develop broadly informed approaches.

Civic Engagement ILO

Apply critical knowledge, skills, or values to strengthen communities.

Entrepreneurship ILO

Transform challenges into opportunities for growth and success.

In addition to the four Institutional Learning Outcomes, each of your chosen programs has developed Program Learning Outcomes that provide students with the requisite knowledge to succeed in your profession.

CURRICULUM MAP

To reach that destination, you will need a map. The curriculum map shows the route of your journey and the skills and knowledge you will accumulate and develop at every step. The curriculum map is used by those who teach you to ensure that each course is focused on the journey and that you get what you need. In this handbook, you will find curriculum maps that show where you will encounter and master the skills and knowledge needed to reach your goal.

ASSESSMENT PROCESS

The assessment process is used to confirm that you are prepared for the next steps, and also allows those who guide you to address any areas in which you might be weak, so that you can finish successfully. That might mean adjusting the journey to fit your individual needs. This may even adjust the journey

for those who travel after you, so that the experience can be increasingly successful. In this handbook, you will find the places where your overall progress will be assessed so that we can help you, and us, improve the process of getting you to your destination.

At the end of your journey—as well as along the way—you will see the development of what you know and of what you can do and demonstrate to others. These developments are called the RESULTS OF LEARNING. From these results, others will know that you have what it takes to make an impact in your profession, in your life, and in your community. In this handbook, you will find lists of the tangible results of learning in your program.

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

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

GENERAL EDUCATION: DISTRIBUTED INTEGRATIVE LEARNING MODEL

General education describes the common knowledge and skills expected of every college graduate. Integrative learning describes a way of constructing connections between different bodies of knowledge. The faculty members formulate these expectations from the vantage points of their respective disciplines, as well as from their understanding of the shifting environments in which graduates will live and work. A common educational experience emerges from this process of integrating knowledge. Woodbury University's General Education Program consists of coursework distributed through the curriculum based on the importance of Institutional Learning Outcomes, traditional ways of defining

academic disciplines, and the development of core competencies, such as written communication, oral communication, quantitative reasoning, information literacy, and critical thinking.

The General Education curriculum serves as a foundation and elaboration for all students learning at the university. It addresses the need for all students to be skilled, creative, well-informed, and socially responsible members of the community and of the world. To achieve greater student success, the General Education curriculum employs an assessment-based approach to the design of student learning outcomes, drawing upon traditional forms of defining bodies of knowledge, core competencies, and institutional values to create collaborations across disciplines, schools, and programs. This task requires the collaboration of all elements within the university. As such, all three schools and the College of Liberal Arts have a role in providing and sustaining the General Education Program curriculum, which is comprised of the general education courses, selected areas of study, as well as the major courses.

Mission

Inspire students to synthesize knowledge and action; make simple connections among multiple ideas to create complex solutions; cultivate involved, effective, and responsible citizens; understand multiple applications of knowledge; and advance students' understanding of themselves and the world in which they live.

General Education Learning Outcomes:

Knowledge:

1. Students will be able to understand the diverse ways of thinking that underline the search for knowledge in the humanities, sciences, and social sciences.

Intellectual and practical skills:

(addressing the five core competencies)

2. Quantitative Reasoning: Students will be able to employ the higher-order reasoning and critical thinking skills needed to understand and create sophisticated arguments supported by quantitative data.
3. Critical Thinking: Students will comprehensively explore issues, ideas, artifacts, and events, apply empirically based research and information literacy to decision making, and analyze alternative outcomes against relevant criteria and standards before accepting or formulating opinions or con-

clusions.

4. Information literacy: Students will assess the value and ethical implications of various sources of information, evaluate different research methodologies and processes, understand research as an iterative inquiry and be able to extract meaningful knowledge from information.
5. Oral Communication: Students will be able to communicate effectively by means of spoken language for informational, persuasive, and expressive purposes.
6. Written Communication: Through iterative experiences across the curriculum, students will learn to develop and communicate ideas in writing engaging various genres, styles, and methodologies.

Personal/Social Responsibility:

(addressing Civic Engagement & Entrepreneurship)

7. Students will develop an understanding of the importance of responsible citizenship and acquire knowledge needed to analyze conditions and create opportunities to offer solutions to real world challenges, in both human and non-human networks, on both personal and global levels.

Applied Learning:

(addressing Transdisciplinarity & Design Thinking)

8. Students will be able to investigate relationships among multiple disciplines, then synthesize knowledge and skills from those investigations in order to create innovative solutions.

GENERAL EDUCATION REQUIREMENTS

Woodbury University requirements comprise three broad categories: Core Competencies Courses, Breadth Courses, and Institutional Learning Outcome Courses. Core Competency courses ensure that students acquire the foundational skills necessary to build an advanced body of knowledge in their chosen discipline and pursue greater academic endeavors. Breadth Courses provide students an opportunity to add meaning to their chosen course of study by infusing their body of knowledge with diverse liberal arts disciplines, adding student-driven meaning to their curricular requirements. The Institutional Learning Outcome Courses provide knowledge that makes the Woodbury University curricular programs unique to our community of learners. These general education requirements, along with the program requirements, provide students with vital knowledge and skills unique to

our institution.

Core Competencies

Students must take the following core competency courses:

1. Written communication	WRIT 111 and WRIT 112	6 units
2. Oral communication	COMM 120	3 units
3. Information Literacy	LSCI 105 or LSCI 106	1 unit
4. Critical thinking	INDS 1XX	3 units
5. Quantitative literacy	MATH 220, 226, 249, 251, 270 OR PSYC 220	3 units
6. Scientific Investigation	ENVT 220	3 units
TOTAL CORE COMPETENCY UNIT REQUIREMENT		19 units

Note:

- If a student has already completed the equivalent of LSCI 105 or LSCI 106 with a "C" or higher at another institution, the student is exempt from taking it here. The burden of proof is on the student, who must provide an official transcript by the end of the student's second semester in residence at Woodbury.
- Students without college-level or AP math credits take a math placement test upon entry. Students may test into MATH 049 Elementary Algebra or MATH 149 Intermediate Algebra. Students must demonstrate foundational competency in mathematics through MATH 149 before enrolling in their major's 200-level (core competency—see below) math course.

MATH 049 Elementary Algebra

MATH 149 Intermediate Algebra

Breadth Courses

1. Natural Science with a lab (see partial list below):	3 units
2. Social Science course (see partial list below)	3 units
3. Humanities course (see partial list below)	3 units
4. Lower-division General Education course (Some majors specify this course requirement.)	3 units
5. Upper-division General Education course (300 level) (Some majors specify this course requirement.)	3 units
TOTAL BREADTH COURSE UNIT REQUIREMENT	21 units

Institutional Learning Outcome Courses

1. Civic Engagement	PHIL 210 OR Departmental Ethics Courses	3 units
2. Entrepreneurship	Major Requirement	0 units
3. Design Thinking	ARTH 204, 205, or ARTH Topics Course OR Departmental Design History Courses (see list below)	3 units
4. Transdisciplinarity	INDS 3XX or Transdisciplinary Seminar	3 units
TOTAL INSTITUTIONAL LEARNING COURSE UNIT REQ.		9 units

Below is a partial list of the Woodbury courses that fall into the larger liberal arts and sciences categories making up general education coursework of Art History, Humanities, Social Sciences, Natural Sciences, and Mathematics. Speak with your faculty advisor or department chair to determine whether and when you need a specific course or a course from a specific category:

Art History

ANIM 240	History of Animation 1
ANIM 241	History of Animation 2
ANIM 245	Iconic Films: Essentials for Animators
ARCH 267	World Architecture I
ARCH 268	World Architecture II
ARTH 204	History of Modern Art
ARTH 205	History of Contemporary Art
ARTH 211	History of Latin American Art
COMM 222	Film Studies
COMM 250	The Director's Craft
FDES 260	History of Fashion 1
FDES 261	History of Fashion 2
FILM 101	Film History 1
FILM 102	Film History 2
GAME 224	History of Games
GAME 226	History of Games: Case Studies
GDES 260	History of Graphic Design 1
GDES 265	History of Graphic Design 2
INAR 164	Interior Architecture History I
INAR 265	Interior Architecture History II

Natural Sciences

(Biology, Physics)

BIOL 230	Biology (studio-lab course)
BIOL 231	Human Biology (studio-lab course)
BIOL 232	Botany (studio-lab course)
PHYS 243	Physics for Architects (studio-lab course)

Humanities Courses

(Academic Writing, Communication*, Foreign Language, History, Interdisciplinary Studies, Literature, or Philosophy, Politics and History*).

WRIT 212	Rhetoric and Design
CHIN 101	Beginning Chinese I
COMM 203	Communication Theory
COMM 210	Interpersonal Communication
COMM 100	Media Culture
COMM 231	Oral Interpretation
WRIT 212	Rhetoric and Design
CHIN 101	Beginning Chinese I
COMM 203	Communication Theory
COMM 210	Interpersonal Communication

COMM 100	Media Culture
COMM 231	Oral Interpretation
FREN 110	Beginning French I
FREN 113	Beginning French II
INDS 101	Journeys
INDS 102	Natures
INDS 103	Conflicts
INDS 104	Knowledges
JAPN 110	Beginning Japanese I
JAPN 113	Beginning Japanese II
LITR 206	The Short Story
LITR 270	Topics in Literature
PHIL 201	Introduction to Philosophy
PHIL 210	Ethical Systems
PHIL 270	Topics in Philosophy

Social and Behavioral Sciences

(Interdisciplinary Studies, Anthropology, Sociology, Psychology, Communication*, Politics and History*)

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

Notes:

1. Communication and Politics and History courses fall into either Humanities or Social and Behavioral Sciences depending on the course content. Verify with Academic advisor or the Registrar's office on categories of specific courses.

Lower-Division General Education Requirements

Lower-division courses provide an opportunity for students to investigate courses that are of interest to them from the above-mentioned Breadth Courses. This allows students to study subject

content outside their chosen discipline that they feel informs that discipline with knowledge tailored to the student's interests. Students can choose one course within the Sciences, Humanities, or Social and Behavioral Sciences partially listed above.

Upper-Division General Education Requirements

Upper-division courses develop the goals of an integrative learning curriculum at a higher level of complexity and skill. Students are required to complete two advanced courses; one can be a deep study of a specific general education discipline, and one must be interdisciplinary in nature. The one that is interdisciplinary in nature fulfills a requirement in the ILO coursework. These courses are usually based on active learning practices and a combination of short lectures to clarify information, and seminar discussion for critical analysis of the information. They often include group projects, oral presentations, and written assignments (essay exams, book reviews, research papers, etc.). A minimum of three separate measures of student performance is required, but at this level, at least two of them must be written assignments involving critical thinking and at least one opportunity to revise a written assignment must be provided. Class size is limited to twenty students. Prerequisite to all upper-division general education courses are completion with a grade of C or better of WRIT 112 Academic Writing II or WRIT 212 Rhetoric and Design and completion of the 1-unit Information Theory and Practice course (LSCI 105, 106, 170, or 205) to help students further integrate learning from across their educational experience.

WRIT 312	Rhetoric and Electronic Environments	ARTH 340	History of Zombie Films, Art, and Literature
ANTH 300	Animals, Culture, and Society	ARTH 341	History of Avant-Garde Film
ANTH 305	Anthropology of Religion	ARTH 342	Art Theory and Practice
ANTH 310	Food and Culture	ARTH 343	History of Digital Art and Electronic Media
ANTH 315	Visual Anthropology	ARTH 370	Topics in Art History
ANTH 370	Topics in Anthropology	ARTH 375	Field Experience
ARTH 331	History of Modern Painting	BIOL 370	Topics in Biological Science
ARTH 332	History of Photography	COMM 314	Contemporary Journalism
ARTH 333	History of Land Art	COMM 320	Understanding Television
ARTH 334	Curatorial Studies: Theory and Criticism	COMM 323	Cultural Studies
ARTH 337	Video Art: Blurred History, Theory, Practice	COMM 327	Gender and Communication
ARTH 338	History of Performance Art	COMM 330	Social Media
ARTH 339	History of Art and Violence	COMM 335	Media and Social Change
		COMM 341	Film Genres
		COMM 342	Film Noir
		COMM 350	World Cinema
		COMM 370	Special Topics in Communication
		FILM 302	World Film History
		FILM 305	History of Film Directing
		INAR 366	Contemporary IA History and Theories
		INDS 322	Music and Literature
		INDS 325	L.A. Stories
		INDS 327	Film and Literature
		INDS 328	Reading the West
		INDS 340	Human Agency & Interior Spaces
		INDS 370	Topics in Interdisciplinary Studies
		LITR 328	American Experiences
		LITR 330	Autobiography
		MATH 301	Applied Advanced Statistics
		MATH 370	Topics in Mathematics
		PHIL 310	Aesthetics
		PHIL 311	Moral Philosophy
		PHIL 312	Philosophy of Religion
		PHIL 314	Existentialism
		PHIL 315	Celebrity
		PHIL 316	Philosophy of History
		PHIL 317	Philosophy of Architecture
		PHIL 370	Topics in Philosophy
		PHYS 370	Topics in Physical Science
		POHI 321	International Wars
		POHI 322	Civil Wars

POHI 323	Genocides
POHI 324	AIDS and Epidemics
POHI 325	Modern Revolutions
POHI 326	Terrorism
POHI 327	Classic Civil Rights Movements
POHI 328	Contemporary Civil Rights Movements
POHI 331	Classic Political Theory
POHI 332	Contemporary Political Theory
POHI 333	Globalization
POHI 334	Postmodernism
POHI 335	Migration and Colonization
POHI 336	Liberation and Decolonization
POHI 337	United States Constitutional Law
POHI 338	International Law and Organizations
POHI 339	The Holocaust
POHI 370	Topics in Politics and History
PSYC 300	Social Psychology
PSYC 301	Group Processes
PSYC 305	Personality
PSYC 306	Influence and Persuasion
PSYC 307	Self in Society
PSYC 309	Abnormal Psychology
PSYC 311	Human Sexuality
PSYC 312	Environmental Psychology
PSYC 313	Social Cognition
PSYC 314	Psychology of Gender
PSYC 315	Industrial/Organizational Psychology
PSYC 316	Cross-Cultural Psychology
PSYC 317	Media Psychology
PSYC 318	Consumer Behavior
PSYC 320	Sensation and Perception
PSYC 321	Neuropsychology
PSYC 331	Advanced Statistics for the Behavioral Sciences
PSYC 370	Topics in Psychology
SOCI 370	Topics in Sociology
URBS 301	Urban Theory
URBS 302	Current Issues in Urban Studies
URBS 311	Urban Ecology and Los Angeles
URBS 312	The Infrastructural City
URBS 321	Environmental Urbanism
URBS 322	The Global Metropolis
URBS 331	Food and the City

For those courses of the General Education curriculum that are offered by degree-granting departments (Accounting, Management, Fashion Marketing, Marketing, Media Technology, Communication, Animation, Architecture, Fashion Design, Filmmaking, Game Arts, Graphic Design, Interdisciplinary Studies, Interior Architecture, Politics and History, Professional Writing, Psychology and Public Safety Administration), see the relevant department's pages. For all other courses of the integrative learning curriculum in general education, see below. The descriptions below also include minors offered in Art History, Literature, Philosophy, and Urban Studies.

The School of Media, Culture & Design administers the programs in Anthropology and Sociology and the Office of Student Development administers the Personal and Professional Development program. The College of Liberal Arts administers all others.

Academic Proficiencies and Placement

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

Writing Proficiency and Placement

The writing placement test is either a timed essay exam or a portfolio review. The timed essay exam may place a student into WRIT 100 or WRIT 111. A student cannot take the timed essay exam twice. In addition, if a student places into WRIT 100, that student must complete WRIT 100, 111, and 112 (or 212, depending upon one's major) in order to fulfill graduation requirements. If a student is placed into WRIT 100 and disagrees with that placement, he or she may request a "challenge exam" during the first week of class. If a student places into WRIT 111, that student must complete WRIT 111 and 112 (or 212, as noted) in order to fulfill graduation requirements.

Students complete the Writing Placement Test in order to begin fulfilling the Academic Writing Requirement. This requires each student to enroll in an Academic Writing (or WRIT) course in consecutive semesters, beginning with the student's first semester, until completing the entire WRIT sequence with a grade of "C" or better in each course. If a student enrolls in the equivalent of a WRIT course off-campus, then the student still must complete these courses in consecutive semesters and with a grade of "C" or better in each course. WRIT

112 or 212 is the last course in the sequence of writing courses required for graduation. For complete information about the Writing Placement Program and the Academic Writing Requirement, contact the chair of the Writing Department.

More details about writing can be found in this guide under the College of Liberal Arts.

COMPUTER LITERACY

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

INFORMATION LITERACY

Students must demonstrate a foundational level of Information Literacy by the end of the first year in residence. The information literacy requirement may be fulfilled in one of four ways:

- by completing LSCI 105 Information Theory and Practice with a grade of "C" or higher;
- by completing LSCI 106 Information Sources in Architecture/Interior Architecture with a grade of "C" or higher;
- by completing LSCI 205 Information in the Disciplines with a grade of "C" or higher;
- by earning a grade of "C" or higher in an equivalent course at another institution.

More details about Information Literacy can be found in this guide under the College of Liberal Arts.

MATHEMATICS PLACEMENT

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

Transfer students who have completed a course equivalent to MATH 049 Elementary Algebra within the last year and received a grade of "C" (2.0) or higher may be placed in MATH 149 Intermediate

Algebra. These students may enroll in a 200-level math class if they take and pass the Mathematics Placement Exam. Transfer students who have completed a course equivalent to MATH 149 Intermediate Algebra with a "C" (2.0) or better will receive transfer credit for the course. However, these students will be allowed to enroll in a 200-level math course only if the equivalent course was completed within the last two years, or if they take and pass the Mathematics Placement Exam.

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

More details about Mathematics can be found in this guide under the College of Liberal Arts.

PERSONAL AND PROFESSIONAL DEVELOPMENT

Students entering into their first year of university studies, as either a freshman or a transfer student, take one of two courses that introduce the student to the university, their course of studies, co-curricular opportunities, and the Strategic Principles that make the Woodbury University experience unique. These courses also provide students with the tools necessary to document and reflect upon their journey.

PPDV 100	Transition to College
PPDV 200	Transition to Woodbury	

WOODBURY INTEGRATED STUDENT EXPERIENCE [WISE]

WISE provides opportunities for students to engage in curricular (courses) and co-curricular learning experiences. Impactful learning occurs in both environments. An intentional partnership between the two creates highly impactful learning. The university has identified five experiences that engender highly impactful learning:

- Study Away
- Internship or Work Experience

- Civic Engagement
- Leadership
- Undergraduate Research

Different components have different requirements for approved recognition as a WISE experience for the WISE Guarantee program.

STUDY AWAY

Study away experiences provide students with opportunities to learn in places of environmental, cultural, and social conditions different than their own over an extended period of time. This helps them gain a better understanding of themselves and their culture, so they can become more open and inclusive global citizens.

Guarantee Eligibility Requirements

- Participation in a Study Away experience through registration in a course with a study-away component
- Successful fulfillment of required learning outcomes
- Required documentation in ePortfolio

WORK EXPERIENCE or INTERNSHIP

Work experience and internships provide students with opportunities to work in their field of study under the supervision of experienced professionals before graduating. The purpose is to provide conditions favorable to applying theoretical ideas of the discipline to professional situations in order to increase students' marketability and inform their continuing academic studies.

Guarantee Eligibility Requirements

- Registration in a required internship course or fulfillment of department work experience requirements
- Successful fulfillment of required learning outcomes
- Required documentation in ePortfolio

CIVIC ENGAGEMENT

Civic engagement experiences provide students with the opportunity to collaboratively apply specified disciplinary knowledge to a problem-based project. Thus, knowledge and skills are acquired for the participation in activities of personal or public concern that are individually life enriching as well as socially beneficial to the community. This knowledge and/or these skills are primarily to benefit a specific community and fulfill its needs.

Guarantee Eligibility Requirements

- Registration in a CE-designated course

- Successful fulfillment of required learning outcomes
- Required documentation in ePortfolio

LEADERSHIP

Leadership experiences provide an opportunity for students to learn how to organize and implement ideas among a diverse group of people, direct conflict resolution, and build interpersonal skills among the group. It requires participation as part of a team charged with accomplishing a common goal through the modeling of inclusivity and a strong ethical belief system.

Guarantee Eligibility Requirements

- Work with a faculty member or Student Development Staff member to create a WISE committee-approved leadership opportunity. *(Leadership proposal process currently under development and faculty governance review. Eligibility for this experience is pending until these reviews are complete.)*
- Successful fulfillment of required learning outcomes
- Required documentation in ePortfolio

UNDERGRADUATE RESEARCH

Undergraduate research experiences provide an opportunity for students to apply field research methods—such as conducting interviews, observations, surveys, focus groups, etc.—to systematically investigate a significant research question. The goal is to add to an existing body of knowledge through the involvement of professionals and other stakeholders beyond the classroom, academic disciplines, or a combination of all.

Guarantee Eligibility Requirements

- Work with a faculty member or Student Development Staff member to create a WISE committee-approved undergraduate research opportunity. *(Undergraduate research proposal process is currently under development and faculty governance review. Eligibility for this experience is pending until these reviews are complete.)*
- Successful fulfillment of required learning outcomes
- Required documentation in ePortfolio

Minimum eligibility for participating in the Freshmen 4X Guarantee, Transfer Double Guarantee, and the International Student Guarantee are as follows:

Incoming first-time Freshmen must (a) be enrolled full-time, (b) complete a minimum of sixty (60) units at Woodbury University by the end of the semester before enrolling or participating in the WISE course or experience for which the scholarship will be earned, and (c) maintain a minimum cumulative collegiate GPA of 2.75. The WISE Tuition scholarship must be applied toward two WISE-approved curricular or co-curricular activities and may be applied in two separate semesters.

Incoming transfer and international students must (a) be enrolled full-time, (b) complete a minimum of thirty (30) units at Woodbury University and sixty (60) units total by the end of the semester before enrolling or participating in the WISE course or experience for which the scholarship will be applied, and (c) maintain a minimum cumulative collegiate GPA of 2.75. The WISE Tuition scholarship must be applied toward two WISE-approved curricular or co-curricular activities and may be applied in two separate semesters.

School of Architecture

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

Woodbury School of Architecture is a network of locations strategically sited within the larger Southern California megalopolis: Los Angeles, Burbank, Hollywood and San Diego. Together, these sites form a critical infrastructure for architectural investigations. The school's undergraduate and graduate programs in Architecture, Interior Architecture and Landscape Architecture educate students as entrepreneurs, architect citizens, and cultural builders.

Our undergraduate and graduate programs prepare students to effect positive change in the built environment, to tackle theoretical debates, and to take on architecture, interior architecture and landscape architecture as critical practices. Our faculty is comprised of active and prolific architects, designers, and academics practicing, writing and building in Los Angeles, San Diego, and Tijuana.

A Woodbury School of Architecture education recognizes that the design of the built environment is a collaborative endeavor. We approach teaching multi-dimensionally: teaching across a range of pedagogies and design methodologies. We help our students develop their own unique design voice. We address urgent, contemporary issues grounded in reality, through the act of building. We introduce students to new technologies and resourceful, ethical practices. We prepare our students – who are ethnically, economically and academically diverse – to confidently engage in local and global discourse. We transform our students, through engaged faculty-student interaction, into innovative professionals with a profound commitment to the power of good design.

The School of Architecture offers the following degrees in our two primary locations:

Los Angeles

- a five-year NAAB-accredited, professional Bachelor of Architecture degree
- a four-year CIDA- and NASAD-accredited Bachelor of Fine Arts degree in Interior Architecture
- a two-year and a three-year NAAB-accredited, professional Master of Architecture degree
- a Master of Interior Architecture degree with a two-year and a three-year track
- a one-year post-professional Master of Science in Architecture degree.

San Diego

- a five-year NAAB-accredited, professional Bachelor of Architecture degree
- a two-year and a three-year NAAB-accredited, professional Master of Architecture degree
- a two-year and a three-year professional Master of Landscape Architecture degree,
- a Master of Interior Architecture degree with a two-year and a three-year track
- a one-year Master of Science in Architecture degree
- a one-year post-professional Master of Science in Architecture, Real Estate Development degree

LOCATIONS

Los Angeles Campus

7500 N. Glenoaks Boulevard, Burbank, CA 91504
818.252.5121

Situated on the Burbank/Los Angeles border, the school continually draws from and responds to the urgent and often conflicting demands of the region. The Los Angeles facility takes full advantage of the university's academic offerings, student support services, comprehensive library, and residential campus life. At the same time, it offers specialized

facilities, including a wood/metal shop, a materials resource library, a digital fabrication lab, computing facilities, a render farm, and 24-hour access to studios, including a 15,000-square foot architecture complex with multiple buildings.

San Diego Campus

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

Socio-political and environmental issues dominate the San Diego context. Complicated by relationship and proximity to the border, the region is ripe for focused study. Drawing from and responding to this corner of the United States (Baja Alta), the San Diego faculty, students and alumni take full advantage of the opportunities in this rapidly growing, complex, and diverse region. The 27,000-square foot building includes a wood and metal shop, a material resource library, a digital fabrication lab, computing facilities, film editing and 24-hour access to studios.

INSTITUTES AND CENTERS

Woodbury School of Architecture's research institutes and centers form a dynamic network that works in conjunction with undergraduate and graduate education, and provides public programming to the broader Southern California architecture and design communities.

Agency for Civic Engagement

Jeanine Centuori, Director

The vision of ACE at Woodbury University is to empower students to improve under-served communities through architecture, design, business, and interdisciplinary skills. ACE connects students and faculty with non-profit and governmental organizations dedicated to helping underserved communities. Students work collaboratively across Woodbury's disciplines to combine their skills and test their fields of study on real projects for the public good. Projects include architectural design/build works where students build small tactical structures; business plans for organizations; graphic design including way-finding signage and logos; films and videos promoting a message; journalistic and creative writing; and other services.

Julius Shulman Institute

Barbara Bestor, Director

Named for the renowned architectural photog-

rapher, the Julius Shulman Institute (JSI) provides programs that promote the appreciation and understanding of the built environment, particularly as mediated by photography. Focused on Shulman's enduring involvement in the principles of modernism, the JSI is informed by Shulman's sense of social responsibility and passion for teaching. This mission is carried out through public programming, educational outreach, and research opportunities.

WUHO: Woodbury University

Hollywood Outpost

6518 Hollywood Blvd., Los Angeles, CA 90028

Ingalill Wahlroos-Ritter, Director

Woodbury University Hollywood Outpost (WUHO) is located on Hollywood Boulevard in a storefront at the core of the historic redevelopment district. WUHO offers free programming throughout the year that supports the study and practice of design and learning about the impact of architecture and interior architecture on culture and the built environment. WUHO provides exhibition and event space to community organizations such as the Los Angeles Forum for Architecture and Urban Design, and is the primary exhibition space for events sponsored by the Julius Shulman Institute (JSI).

Rome Center for Architecture and Culture

In Rome, history shapes a future generation of architects. Woodbury University's Rome Center for Architecture and Culture (RCAC) performs as an educational, research, and outreach center based in one of the world's oldest cities.

STUDY AWAY

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

CAREER DEVELOPMENT

Woodbury University's Career Development Office and the School of Architecture's Outreach Office offer a variety of programs, services, and resources to assist students in exploring careers and securing

internships. The staff works with students one-on-one to develop successful internship search strategies to help students connect with employers through internship postings, resume collections, on- or off-campus interview opportunities, alumni connections, and employer outreach.

STUDIO CULTURE POLICY

The Studio Culture Policy describes norms and expectations for student and faculty conduct in the architecture program; it is distributed on the first day of studio each semester. Students and faculty members sign an agreement 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.

DIGITAL LITERACY REQUIREMENTS

The School of Architecture requires its graduates to be literate and professional in the current media of representation and communication. Aspects include:

- Proficiency and professionalism in email communication, as demonstrated through regular communication with school administration and course instructors.
- Proficiency in Internet research, as demonstrated through successful completion or transfer of an appropriate equivalent to LSCI 105 Information Theory and Practice or LSCI 106 Information Sources for Architecture and Interior Architecture, and is practiced at all studio levels and in all history/theory courses through bibliographic documentation of database use and citation of web-based sources.
- Proficiency in digital writing and desktop publishing tools, as demonstrated at all studio levels through research assignments and essays, portfolios, and drawings/panels produced for design presentations and submitted digitally.
- Proficiency in digital design tools, as demonstrated at all studio levels, in transfer portfolios, and in final studio work.

COMPUTER REQUIREMENTS

The study of architecture, interior architecture, and landscape 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 a practicing professional. 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.

ARCHIVING

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

FACULTY

Woodbury School of Architecture faculty is comprised of critical, inventive, accomplished, passionate educators who represent diverse interests and strengths. Through their involvement in professional practice and critical understanding of contemporary design inquiry, the faculty plays a crucial role in integrating academic studies with professional knowledge. They provide invaluable learning experiences both in and outside of the classroom where the mission is to train our students to be articulate, critical thinkers and highly capable practitioners, confident in both local and global discourse.

ARCHITECTURE FULL-TIME FACULTY

Stanley P. Bertheaud, Professor, San Diego
MArch, North Carolina State University

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

Jeanine Centuori, Professor, Los Angeles
MArch, Cranbrook Academy of Art

Catherine Herbst, Associate Professor, San Diego
MArch, Montana State University

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

Heather Flood, Associate Professor, Los Angeles
MArch, Southern California Institute of Architecture

Anthony Fontenot, Professor, Los Angeles
PhD, Princeton University

Yasushi Ishida, Assistant Professor, Los Angeles
MArch, Southern California Institute of Architecture

Marc J. Neveu, Professor, Los Angeles
PhD, McGill University

Eric W. Olsen, Professor, Los Angeles
MArch, Harvard Graduate School of Design

Jose Parral, Associate Professor, San Diego
MA in Landscape Urbanism, Architectural
Association

Hector Perez, Assistant Professor, San Diego
MS in Architecture Studies, Massachusetts Institute
of Technology

Jason Rebillot, Associate Professor, Los Angeles
DDes, Harvard Graduate School of Design

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

Paulette Singley, Professor, Los Angeles
PhD, Princeton University

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

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

Linda Taalman, Associate Professor, Los Angeles
BArch, The Cooper Union

ADJUNCT FACULTY

Mahdi Alibakhshian, Los Angeles
PPD in Architecture, University of Pennsylvania

Akore Berliner, San Diego
MS in Accounting, San Diego State University

Din Blankenship, San Diego
MArch, University of Michigan

Berenika Boberska, Los Angeles
Diploma in Architecture,
Bartlett School of Architecture

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

Matthew C. Boomhower, San Diego
JD, California Western School of Law

Philipp Bosshart, San Diego
MArch, Southern California Institute of Architecture

Jimmy Brunner, San Diego
MArch II, Syracuse University

Michael Burnett, San Diego
MSArch in Real Estate Development,
Woodbury University

Kristin Byers, San Diego
BArch, University of Arizona

James E. Churchill, San Diego
MS in Civil Engineering, University of Massachusetts

Matthew Corbitt, Los Angeles
MArch, University of California, Los Angeles

Oscar Corletto, Los Angeles
BArch, Woodbury University

Peter Culley, Los Angeles
MA, Bartlett School of Architecture

Brett Farrow, San Diego
MArch, NewSchool of Architecture and Design

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

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

Anali Gharakhani, Los Angeles
MArch, Woodbury University

April Greiman, Los Angeles
BFA, Kansas City Art Institute

Jeff Haile, San Diego
JD, University of San Diego

Tyler Hanson, San Diego
MSArch in Real Estate Development,
Woodbury University

Amy Hoffman, San Diego
MLA, California State Polytechnic University

Miki Iwasaki, San Diego
MArch, Harvard Graduate School of Design

Eric A. Johnson, San Diego
MArch, Cornell University

Helena L. Jubany, Los Angeles
MArch, California State Polytechnic University

Slade Kaufman, San Diego
BFA, School of the Art Institute of Chicago

Jason F. King, Los Angeles
BArch, Woodbury University

Amber Lake, San Diego
MArch, NewSchool of Architecture and Design

Jon Linton, San Diego
MSAUD, Columbia University

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

Casey Mahon, San Diego
MArch, Southern California Institute of Architecture

Stephen Marshall, Los Angeles
AA Diploma II, Architectural Association

Duane McLemore, Los Angeles
MArch, Bartlett School of Architecture

Salvador Medina, San Diego
MArch, University of California, Berkeley

Nathan Moeder, San Diego
BA in Economics, University of San Diego

Gregorio Ortiz-Munoz, San Diego
MA in Urban Planning, University of California,
Los Angeles

Mark Owen, Los Angeles
BArch, Woodbury University

David J. Pearson, San Diego
MArch, Harvard Graduate School of Design

Mikaela Pearson, San Diego
MLA, Harvard Graduate School of Design

Rene Peralta, San Diego
BArch, New School of Architecture and Design

Christopher Puzio, San Diego
MArch, Cranbrook Academy of Art

Deborah Richmond, Los Angeles
MArch, University of Minnesota

Todd Rinehart, San Diego
MArch, Montana State University

Catherine Roussel, Los Angeles
MA in International Policy Studies,
Monterey Institute of International Studies

Lloyd J. Russell, San Diego
BArch, California Polytechnic State University,
San Luis Obispo

David Saborio, San Diego
MSArch in Real Estate Development,
Woodbury University

Jonathan Segal, San Diego
BArch, University of Idaho

Koje Shoraka, Los Angeles
MS, Michigan State University

Armistead Smith, San Diego
BArch, University of Virginia

Alastair Stokes, Los Angeles
MArch, Princeton University

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

Andrew Wagner, San Diego
BArch, Woodbury University

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

EMERITUS FACULTY

Jay Nickels, Los Angeles
BArch, University of Southern California

INTERIOR ARCHITECTURE

FULL-TIME FACULTY

Annie Chu, Professor
MS, Columbia University

Matthew Gillis, Assistant Professor
MArch, University of California, Los Angeles

Kristin King, Assistant Professor
MFA, Claremont Graduate College

Christoph Korner, Associate Professor
MArch, University of California, Los Angeles

Heather Scott Peterson, Associate Professor MArch,
Southern California Institute of Architecture

ADJUNCT FACULTY

Natasha Bajc
MArch, Southern California Institute of Architecture

Bojána Bányász
MArch, Southern California Institute of Architecture

Nina Briggs
BArch, University of Southern California,
Los Angeles

Leigh Christy
MArch, University of California, Berkeley

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

Donatella Cusma
MArch, Università Mediterranea Di Reggio Calabria,
Italy

Todd Erlandson
MArch, Southern California Institute of Architecture

Thurman Grant, RA
BArch, University of Southern California

Lara Hoad
MA (RCA), Architecture, Royal College of Art, London

Ali Jeevanjee
MArch, Harvard School of Design

Dina Kronic
MA in Architecture, University of California,
Los Angeles

Michelle Paul
MArch, Southern California Institute of Architecture

Robert Kerr
MArch, Georgia Institute of Technology

Thomas Valle Stallman
MArch, Southern California Institute of Architecture

Tracy Stone
MArch, University of Texas, Austin

Gregory Van Grunsven
MArch, Southern California Institute of Architecture

Paola Vezzulli
MDesR, Southern California Institute of
Architecture

Architecture (BArch)

Catherine Herbst, MArch, AIA, Chair, San Diego
Marc J Neveu, PhD, Chair, Los Angeles
Ewan Branda, PhD, Undergraduate Program
Coordinator, Los Angeles

Introduction

The Department of Architecture trains and educates 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. The economic, ethnic, and academic backgrounds of our student body reflect Southern California itself, and create a rich atmosphere of cultural diversity. Our faculty comprises practicing professionals and accomplished academics. A high faculty-to-student ratio fosters a spirit of collaboration and community, and, together, students and faculty members share a belief in the power of architecture to effect positive change in the world at large.

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

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

PROGRAM LEARNING OUTCOMES

Design studios form the core of the architecture curriculum, with applied knowledge from theoretical, technical, and liberal arts study. Students gain skills in drawing, model-making, material construction, design software, digital fabrication, and critical writing. All graduates of the architecture program are expected to master five program learning outcomes:

- 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 our environment
- **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

ACCREDITATION

The National Architectural Accrediting Board (NAAB) accredits the Bachelor of Architecture program at Woodbury University. In the United States, most state registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. 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 undergraduate degree program

- BArch (160 undergraduate credits)

The most recent accreditation evaluation for the professional BArch program took place in 2015. The BArch program was awarded a full 8-year term of reaccreditation. The next evaluation will take place in 2023.

Integrated Path to Architectural Licensure

The School of Architecture has been approved by the National Council of Architectural Accreditation Boards (NCAARB) to offer an integrated path to licensure upon graduation.

Participation in the IPAL program grants students permission to take the Architect Registration Ex-

amination (ARE) prior to completion of the BArch degree. Students are also offered consideration as candidates for employment by firms in the Woodbury School of Architecture IPAL consortium of firms.

Woodbury students in the second year of the BArch program who are on track to complete the degree requirements for the first two years of the BArch curriculum as defined in their academic worksheet may apply. Incoming transfer students scheduled to enroll in the Spring semester of the second year or the Fall semester of the third year of the BArch program and who meet the above requirements for Woodbury students may also apply.

Students must work in firms belonging to the IPAL consortium, or in a firm approved by the Woodbury School of Architecture IPAL committee. Students must start their National Council of Architectural Registration Boards (NCARB) record prior to beginning work. Students must report all Architecture Experience Program (AXP) hours to NCARB according to the AXP Guidelines. Students must also submit AXP hours to the School of Architecture Career and Outreach Office at the end of each semester. International students must submit a completed Curricular Practical Training (CPT) form to the Woodbury University international student advisor before beginning any work. Students must stay on track academically and financially and remain in good standing as determined by the School of Architecture and the Woodbury University registrar.

Curriculum Summary

ARCHITECTURE MAJOR CURRICULUM

Leading to the Bachelor of Architecture (BArch) Degree

<u>Units</u>	
Major (M)	100
General Education/Integrative Learning (GE)	46
Unrestricted electives (UE)	14
Minimum semester hours required	160
Minimum 160 hours work experience required	

FIRST YEAR

Fall

ARCH 182	Design Studio 1A: Principles & Processes, Bodies and Objects	4 M
ARCH 114	Design Communication 1	3 M
WRIT 111	Academic Writing I	3 GE
INDS 1__	Interdisciplinary core seminar	3 GE
___ __	Unrestricted elective (or MATH 149 if required)	3 UE
___ __	Unrestricted elective	1 UE

Spring

ARCH 183	Design Studio 1B: Natural Tendencies	4 M
ARCH 211	Design Communication 2	3 M
MATH 249	College Algebra	3 GE
WRIT 112	Academic Writing II	3 GE
LSCI 105	Information Theory and Practice	1 GE
ARTH 205	History of Contemporary Art	3 GE

SECOND YEAR

Fall

ARCH 281	Design Studio 2A: Program and Space	5 M
ARCH 243	Materials and Methods	3 M
ARCH 267	World Architecture 1	3 M
MATH 251	Trigonometry w/Descriptive Geometry	3 GE
ENVT 220	Environmental Studies	3 GE

Spring

ARCH 283	Design Studio 2B: Site Orders	5 M
ARCH 250	Professional Practice 1: Documentation & Codes	3 M
ARCH 268	World Architecture 2	3 GE
PHYS 243	Physics for Architects	3 GE
COMM 120	Public Speaking	3 GE

THIRD YEAR**Fall**

ARCH 383	Design Studio 3A: House and Housing	6 M
ARCH 330	Theory of Architecture	3 M
ARCH 326	Structures 1	3 M
PHIL 210	Ethical Systems	3 GE
_____	Social Science course	3 GE

Spring

ARCH 384	Design Studio 3B: Structure, Systems, Space and Form	6 M
	Architecture Portfolio Review	0 M
ARCH 2743	Portfolio Workshop (recommended)	1 M
ARCH 327	Structures 2	4 M
ARCH 425	Environmental Systems	3 M

FOURTH YEAR**Fall**

ARCH 487	Design Studio 4A: Comprehensive Design	6 M
ARCH 464	Systems Integration	3 M
ARCH 366	Contemporary Issues: Practice and Theory	3 M
_____	Humanities Course	3 GE

Spring

ARCH 489	Design Studio 4B: Urban Design	6 M
ARCH 334	Urban Design Theory	3 M
_____3	General Education elective	3 GE
_____	Unrestricted elective	3 UE

FIFTH YEAR**Fall**

ARCH 491	Design Studio 5A: Contemporary Topics	6 M
ARCH 448	Professional Practice 2	3 M
_____3	General Education elective	3 GE
_____	Unrestricted elective	3 UE

Spring

ARCH 492	Degree Project	6 M
ARCH 450	Professional Practice 3	3 M
INDS 3__	Interdisciplinary course	3 UE
_____	Unrestricted elective	3 UE

ARCHITECTURE ELECTIVE COURSES

ARCH 212	Digital Media	3 M
ARCH 269	Object Making	3 M
ARCH 2740	Digital Fabrication	1 M
ARCH 2741	Profession and Practice	1 M
ARCH 2742	Software Workshop	1 M
ARCH 2743	Portfolio Workshop	1 M
ARCH 2744	Drawing and Making Workshop	1 M
ARCH 351	Design, Animation & Simulation in Digital Envir.	3 M
ARCH 352	Fictional Cartographies	3 M
ARCH 375	Urban Environment: Foreign Study	3 M
ARCH 475	Foreign Study Summer Studio	6 M

Students should request a graduation checklist from the registrar's office at the end of their fourth year of study.

WORK EXPERIENCE

Before graduation, students must complete 160 hours of work experience with a licensed architect or allied professional.

Assessment and Results of Learning

Assessment Process

The faculty in the Bachelor of Architecture program assesses 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. Each year, the department specifies key areas for measured assessment of student learning outcomes that involve not only programmatic outcomes, but also core competencies and institutional outcomes. The five core competencies include Oral Communication, Written Communication, Information Literacy, Quantitative Reasoning, and Critical Thinking. Institutional outcomes include Design Thinking, Civic Engagement, Transdisciplinarity, and Entrepreneurship.

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 program learning outcomes.

The curriculum has two major parts, core and advanced, with a capstone at the end of each demonstrating summative student learning. The portfolio review at the end of third year measures a student's developed skills, knowledge, and the capacity for advanced architectural design inquiry. It also gives faculty the opportunity to review the efficacy of the foundation curriculum.

The final two years of the program ask the student to make individual choices about the kind of studio and seminar work s/he engages in, moving through a comprehensive design studio (ARCH 487 Design Studio 4A: Comprehensive Design), an intensive research project (ARCH 448 Professional Practice 2), and culminating in a degree project (ARCH 492: Degree Project), the focus of which is determined by the student in collaboration with his/her instructor. ARCH 448 serves as the capstone to critical thinking, and ARCH 492 Degree Project is the capstone for demonstrating mastery and integration of program learning outcomes in a single project. Like the third-year portfolio review, both advanced capstone projects are summative measures of student

learning, but also allow the faculty to gauge the effectiveness of the advanced curriculum and the extent to which the advanced work builds on and integrates the core.

In addition to the summative assessment of student learning outcomes at the major milestones (third-year portfolio, ARCH 448 research, degree project), formative assessment occurs within each studio and is the foundation of Woodbury Architecture's studio education. As 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.

Formative assessment processes for student learning include:

Studio or Seminar Small Group Critiques

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

Studio or Seminar Peer Critiques

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

Studio Individual Desk Critique

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

Lecture/Seminar Multi-step Projects

Many lectures and seminars require iterative processes to develop a final product, whether a written paper, a presentation, a multimedia analysis, or a construction. The iterations provide the instructor

with a gauge of student progress and provide students with intermediate feedback that contributes to product development.

Public Project Reviews with Jury

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

Public Gallery Reviews

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

RESULTS OF LEARNING

Third-Year Portfolio

Architecture faculty reviews the portfolio at the end of the third year to assess whether the student has sufficiently developed to proceed to the advanced curriculum. Students who fail the portfolio review are required to meet with the department chair or program coordinator for advising, during which student and advisor will agree upon the remaining studios that the student must take in order to address the shortcomings of the portfolio. This curricular plan may limit the student's options in terms of travel studios or special topics studios. Deviating from the agreed-upon plan will be grounds for re-taking a missed studio.

Students are strongly advised to enroll in the one-unit portfolio workshop concurrently with 3B (ARCH 384). Portfolio format specifications are discussed in this workshop; at a minimum, each project in the portfolio must be identified with project name, a statement on the intent of the project, course number, and instructor name.

Public Studio Reviews

The review of studio projects is always public. This serves two purposes: it asks students to model presentations (visual, verbal, written) for their own professional development, and it asks the program to set and maintain high standards for student outcomes, as the displayed work reveals the program's, instructor's, and student's achievements to professionals, educators, and the greater Woodbury community.

Grand Critique

Each fall, members of the graduating class publicly present the work they have produced in their architectural education. They reflect on the meaning of that education, on larger implications for architectural education and architecture itself, and on their future. The Grand Critique is an all-school meeting, so students at all levels, and faculty from across the curriculum, engage in this dialog about architecture and the program. The three students are chosen by highest overall GPA, faculty choice, and from among the whole class by their peers. Guests representing Woodbury's administration, Woodbury's non-architecture faculty, and the professional community are invited to join in the celebration and discussion.

ARCH 492 Degree Project Reviews

The degree project serves as a capstone of student learning and achievement of the five tracks of mastery. Through a rigorous level of highly resolved work, students demonstrate the application of theoretical research and positioning, and their ability to integrate site, program, and other design issues in a self-initiated architectural design project. The degree project reviews are our most public display of learning outcomes; guest critics are highly recognized in professional and academic realms. Families attend the reviews to observe the culmination of students' undergraduate education. The debates generated in the review of student work stimulate our faculty, graduating students, and continuing students to imagine greater levels of achievement, architecturally and academically. The Degree Project reviews promote the quality of Woodbury's School of Architecture regionally, nationally, and internationally, launching our graduates into highly competitive positions and the best graduate schools, attracting new faculty for the quality of the program and intellectual debate, and setting the bar ever-higher for our continuing students.

Academic Standards and Policies

Design Studio Academic Standards

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

Upper-Division Studio Requirements

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

Studio Culture Policy

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

Satisfactory Studio Progress Policy

A student who does not pass a studio with a 2.0 or better after enrolling in it three times is subject to dismissal from the program.

Repeated Courses

A student may remediate a course for the purpose of improving their grade. 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. Financial aid cannot be applied to courses repeated voluntarily.

Fast Track

An architecture student may opt to begin a fast track on the five-year BArch program by taking a 4B or 5A studio in the summer following the completion of the second year of the program, but only if the student satisfies the following requirements:

- has a cumulative studio GPA of 3.0 or higher for the first two years of study;
- has a cumulative overall GPA of 3.0 or higher for the first two years of study;

- has passed all required classes through the second year of the curriculum;
- the student must meet with the department chair or associate dean to discuss the academic plan and must sign a fast track contract outlining those plans.

The fast-tracking student must maintain the required GPA, continue to meet curriculum requirements through the third year, and pass the portfolio review, after which the student takes an upper-division urban studio (ARCH 4931 or ARCH 475) in the summer.

COURSE DESCRIPTIONS

ARCH 114 DESIGN COMMUNICATION 1

3 UNITS

Various drawing skills used in two- and three-dimensional methods and media of representation are introduced. Methods of perception, technique, composition, critical evaluation and presentation are studied through representational assignments. Emphasis is placed on orthographic projection and documentation and constructed hard line-drawing techniques. Equivalent to ARIA 114. Studio. Prerequisite: none.

ARCH 182 DESIGN STUDIO 1A: PRINCIPLES AND PROCESSES, BODIES AND OBJECT

4 UNITS

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

ARCH 183 DESIGN STUDIO 1B: NATURAL TENDENCIES

4 UNITS

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

ARCH 211 DESIGN COMMUNICATION 2

3 UNITS

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

ARCH 212 DIGITAL MEDIA

3 UNITS

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

ARCH 243 MATERIALS AND METHODS

3 UNITS

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

ARCH 250 PROFESSIONAL PRACTICE 1: DOCUMENTATION AND CODES

3 UNITS

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

ARCH 267 WORLD ARCHITECTURE I

3 UNITS

Survey of history and theory of architecture and design spanning a chronological period from pre-history to the nineteenth century in Western and non-Western societies. This course traces history

with a process of focused explorations into diverse cultures, geographies, and places that examines many layers of historical time. When considered together, these explorations contribute to an understanding of architecture as a deeply bound discipline with components ranging from the artifacts of everyday life and ritual, to building traditions and practices, to the larger forces of geography and the design of entire cities. Equivalent to INAR 164, Interior Architecture History I, Ancient-1800. Lecture. Prerequisite: INDS 10x.

ARCH 268 WORLD ARCHITECTURE II

3 UNITS

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

ARCH 269 OBJECT MAKING

3 UNITS

An exploration of craft techniques in the making of furnishings and fixtures utilizing an array of materials. Studio. Prerequisites: ARCH 114, Design Communication 1 and ARCH 211, Design Communication 2.

ARCH 2740 DIGITAL FABRICATION

1 UNIT

In a Digital Fabrication Workshop, students become familiar with digital fabrication technology and practice techniques of digital fabrication. Each course is repeatable twice for credit. Studio. Pass / Fail.

ARCH 2741 PROFESSION AND PRACTICE

1 UNIT

The Profession and Practice Workshop prepares students to bridge architectural education with both the profession and the regulatory environment. Each course is repeatable twice for credit. Studio. Pass / Fail.

ARCH 2742 SOFTWARE WORKSHOP

1 UNIT

In the Software Workshop, students become familiar with a specific software platform and its appli-

cations. Each course is repeatable twice for credit. Studio. Pass / Fail.

ARCH 2743 PORTFOLIO WORKSHOP

1 UNIT

In the Portfolio Workshop, students practice communicating the outcomes of their core architecture education and produce a portfolio for faculty review. Each course is repeatable twice for credit. Studio. Pass / Fail.

ARCH 2744 DRAWING AND MAKING WORKSHOP

1 UNIT

In a Drawing and Making Workshop, students develop techniques of drawing and/or making. Each course is repeatable twice for credit. Studio. Pass / Fail.

ARCH 281 DESIGN STUDIO 2A: PROGRAM AND SPACE

5 UNITS

An in-depth analytical study is made of everyday domestic, work, and recreational rituals through written research and case study, with an emphasis on spatial accommodation of program through materiality, finish, structure, and form. Projects set in limited contexts emphasize the influence of internally driven relationships, with a special focus on hybrid programming. Studio. Prerequisite: ARCH 182, Design Studio 1A: Principles and Processes, Bodies and Objects.

ARCH 283 DESIGN STUDIO 2B: SITE ORDERS

5 UNITS

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

ARCH 293 SECOND YEAR OPEN STUDIO

5 UNITS

Students from differing years in the design sequence deal with common projects. The projects explore various degrees of complexity in the design response. Student evaluation takes into consideration the individual's level in the program. This course can substitute for or remediate one design

studio from the previous studio sequence (ARCH 281, ARCH 283). Studio. Prerequisite: Permission of the chair.

ARCH 326 STRUCTURES 1

3 UNITS

Fundamental architectural structures, forces, force systems, and resultants are introduced. Concepts of forces and stresses on trusses, beams, columns, and statically determinate structures are presented. Topics include equilibrium, behavior of structures subject to vertical and lateral forces, and strength properties. Structural analysis and design as it relates to wood structures is introduced. Lecture. Prerequisites: MATH 251, Trigonometry with Descriptive Geometry, and PHYS 243, Physics for Architects.

ARCH 327 STRUCTURES 2

4 UNITS

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

ARCH 330 THEORY OF ARCHITECTURE

3 UNITS

The concepts, philosophies, ideologies, models, and polemics that have influenced or been the genesis of architectural expression and form are surveyed and analyzed. Lecture/Seminar. Prerequisites: ARCH 268, World Architecture II and WRIT 112, Academic Writing II or WRIT 212, Rhetoric and Design.

ARCH 334 URBAN DESIGN THEORY

3 UNITS

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

ARCH 351 DESIGN, ANIMATION, AND SIMULATION IN THE DIGITAL ENVIRONMENT

3 UNITS

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

ARCH 352 FICTIONAL CARTOGRAPHIES

3 UNITS

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

ARCH 366 CONTEMPORARY ISSUES: PRACTICE AND THEORY

3 UNITS

The theories and debates that are currently animating architectural practice and discourse are examined, including the impacts of context, technology, sustainability, alternative practice, sociology, and philosophy. Lecture/Seminar. Prerequisite: ARCH 330, Theory of Architecture.

ARCH 375 URBAN ENVIRONMENT: FOREIGN STUDY

3 UNITS

Using a foreign host city as the classroom, this course examines the numerous factors that contributed to shaping the city. Through "primary source" experiences and readings, the students examine the urban environment of the host city historically and typologically. Course may be taken only once for degree credit. Lecture/Seminar. Prerequisite: Instructor consent.

ARCH 383 DESIGN STUDIO 3A: HOUSE AND HOUSING

6 UNITS

Through critical analysis and comparison of the historical, contemporary, and multi-cultural evolution of house and housing, the studio addresses the form and meaning of the dwelling with a discussion that juxtaposes interior vs. exterior space, public

vs. private space, community vs. the individual, and traditional vs. non-traditional families. The studio focus is divided between the single-family dwelling and multiple-unit housing typologies. The course includes a sustainable materials and systems component that includes lectures and written research assignments. Studio. Prerequisite: ARCH 281, Design Studio 2A: Program and Space.

ARCH 384 DESIGN STUDIO 3B: STRUCTURE, SYSTEMS, SPACE AND FORM

6 UNITS

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

ARCH 393 THIRD YEAR OPEN STUDIO

6 UNITS

Students from differing years in the design sequence deal with common projects. The projects explore various degrees of complexity in the design response; student evaluation takes into consideration the individual's level in the program. This course can substitute for or remediate one design studio from the previous studio sequence (ARCH 383, ARCH 384). Studio. Prerequisite: Permission of the chair.

ARCH 425 ENVIRONMENTAL SYSTEMS

3 UNITS

Human comfort, climate analysis, passive and active systems, heating and cooling, daylighting, and acoustics are reviewed. This survey, with a special emphasis on sustainable design, provides an understanding of the basic principles and appropriate application and performance of building systems, including heating, cooling, and ventilation systems; electrical and plumbing distribution systems; lighting, acoustical, energy, waste, fire protection, security, and hazardous material systems. Lecture. Prerequisites: PHYS 243, Physics for Architects, and ARCH 281, Design Studio 2A: Program and Space.

ARCH 448 PROFESSIONAL PRACTICE 2: RESEARCH AND PRE-DESIGN

3 UNITS

Theory and techniques for analyzing and integrating design methodologies, client or user needs,

and site conditions into criteria for preparing for an architectural project are studied. The theoretical and practical context for the degree project is researched and developed. Along with the completion of a substantiated written position of intent, a project site is selected, program written, and design methodology articulated. Lecture. Prerequisites: ARCH 250, Professional Practice 1 and ARCH 330, Theory of Architecture.

ARCH 450 PROFESSIONAL PRACTICE 3: DOCUMENTS AND PROJECT ADMINISTRATION

3 UNITS

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

ARCH 464 SYSTEMS INTEGRATION

3 UNITS

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

ARCH 475 FOREIGN STUDY SUMMER STUDIO

6 UNITS

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

ARCH 487 DESIGN STUDIO 4A: COMPREHENSIVE DESIGN

6 UNITS

Students produce a comprehensive architectural project based upon a building program and site that includes the development of programmed space, demonstrating an understanding of structural and environmental systems, life-safety provisions, wall sections, building assemblies, and the principles of sustainability. The studio is open to fourth- and fifth-year students. The last half of the semester will be devoted to design development. Studio. Prerequisites: ARCH 384, Design Studio 3B: Structure, Systems, Space and Form; ARCH 326, Structures 1; and ARCH 425, Environmental Systems. Co-requisite: ARCH 464, Systems Integration.

ARCH 489 DESIGN STUDIO 4B: URBANISM

6 UNITS

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

ARCH 491 DESIGN STUDIO 5A: CONTEMPORARY TOPICS

6 UNITS

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

ARCH 492 DEGREE PROJECT

6 UNITS

Through a rigorous level of work which is clearly resolved, students must demonstrate the application of theoretical research and positioning, plus the ability to integrate site, program, and other design issues in a self-initiated architectural design project,

through a rigorous level of work which is clearly resolved, demonstrating a high degree of critical thinking, skill and craft. Studio. Prerequisites: ARCH 448, Professional Practice 2: Research and Pre-Design; ARCH 491, Design Studio 5A: Contemporary Topics.

ARCH 493 FOURTH YEAR OPEN STUDIO

6 UNITS

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

ARCH 170, 270, 370, 470 TOPICS IN ARCHITECTURE

3 UNITS

An in-depth study of topics of timely significance in the field of architecture. Topics change as appropriate. Prerequisite: Instructor consent.

ARCH 299, 399, 499 INDEPENDENT STUDY

1-4 UNITS

Individual investigation in an area of special interest selected by the student, with the approval of an appropriate member of the faculty. Regular or periodic meetings with the assigned faculty member are required. Thirty hours required for each unit of credit. Prerequisite: Independent study contract approval by the chair.

(PART 2 OF 2)

1	Professional Communication Skills Ability to write and speak effectively and use appropriate representational media with peers and with the general public.
2	Design Thinking Skills Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards.
3	Investigative Skill Ability to gather, assess, record, and comparatively evaluate relevant information and performance in order to support conclusions related to a specific project or assignment.
4	Architectural Design Skills Ability to effectively use basic formal, organizational and environmental principles and the capacity of each to inform two- and three-dimensional design.
5	Ordering Systems Ability to apply the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.
6	Use of Precedents Ability to examine and comprehend the fundamental principles present in relevant precedents and to make informed choices regarding the incorporation of such principles into architecture and urban design projects.
7	History and Global Culture Understanding of the parallel and divergent histories of architecture and the cultural norms of a variety of indigenous, vernacular, local, regional, settings in terms of their political, economic, social, and technological factors.
8	Cultural Diversity and Social Equity Understanding of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the responsibility of the architect to ensure equity of access to buildings and structures.
1	Pre-Design Ability to prepare a comprehensive program for an architectural project, which must include an assessment of client and user needs, an inventory of spaces and their requirements, an analysis of site conditions (including existing buildings), a review of the relevant building codes and standards, including relevant sustainability requirements, and assessment of their implications for the project, and a definition of site selection and design assessment criteria.
2	Site Design Ability to respond to site characteristics including urban context and developmental patterning, historical fabric, soil, topography, climate, building orientation, and watershed in the development of a project design
3	Codes and Regulations Ability to design sites, facilities and systems consistent with the principles of life-safety standards, accessibility standards, and other codes and regulations.
4	Technical Documentation Ability to make technically clear drawings, prepare outline specifications, and construct models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.
5	Structural Systems Ability to demonstrate the basic principles of structural systems and their ability to withstand gravity, seismic, and lateral forces, as well as the selection and application of the appropriate structural system.
6	Environmental Systems Understanding the principles of environmental systems' design, how systems can vary by geographic region, and the tools used for performance assessment. This must include active and passive heating and cooling, indoor air quality, solar systems, lighting systems, and acoustics.
7	Building Envelope Systems and Assemblies Understanding of the basic principles involved in the appropriate selection and application of building envelope systems relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.
8	Building Materials and Assemblies Understanding of the basic principles utilized in the appropriate selection of interior and exterior construction materials, finishes, products, components and assemblies based on their inherent performance including environmental impact and reuse.
9	Building Service Systems Understanding of the basic principles and appropriate application and performance of building service systems including mechanical, plumbing, electrical, communication, vertical transportation security, and fire protection systems.
10	Financial Considerations Understanding of the fundamentals of building costs, which must include project financing methods and feasibility, construction cost estimating, construction scheduling, operational costs, and life-cycle costs.
1	Research Understanding of the theoretical and applied research methodologies and practices used during the design process.
2	Integrative Evaluation and Decision-Making Design Processes Ability to demonstrate the skills associated with making integrated decisions across multiple systems and variables in the completion of a design project. This demonstration includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation.
3	Integrative Design Ability to make design decisions within a complex architectural project while demonstrating broad integration and consideration of environmental stewardship, technical documentation, accessibility, site conditions, life safety, environmental systems, structural systems, and building envelope systems and assemblies.
1	Stakeholder Role in Architecture Understanding of the relationships among key stakeholders in the design process—client, contractor, architect, user groups, local community—and the architect's role to reconcile stakeholder needs.
2	Project Management Understanding of the methods for selecting consultants and assembling teams; identifying work plans, project schedules, and time requirements; and recommending project delivery methods.
3	Business Practices Understanding of the basic principles of a firm's business practices, including financial management and business planning, marketing, organization, and entrepreneurship.
4	Legal Responsibilities Understanding of the architect's responsibility to the public and the client as determined by regulations and legal considerations.
5	Professional Conduct Understanding of the ethical issues involved in the exercise of professional judgment in architectural design and practice and understanding the role of the NCARB Rules of Conduct and the AIA Code of Ethics in defining professional conduct.

Interior Architecture (BFA)

Christoph Korner, MArch, Chair

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

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

The program explores how the physical and social join to create interior spaces infused with aesthetic and cultural relevance. Physical constructs of the visual arts, product design, furniture design, and architecture commingle with the social sciences and the humanities. Using three-dimensional models, computer rendering, and drawing, students explore various disciplines that collectively comprise Interior Architecture. Students gain expertise in developing the essential elements of Interior Design, such as form, color, light, 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, this program provides students with both the professional and intellectual tools necessary to negotiate this exciting cultural landscape.

Woodbury's Interior Architecture program provides the depth necessary to begin careers in corporate

and residential interior design. Graduates also engage in careers that focus on programming, interior planning, lighting, or color. Upon completion of the program, students are prepared to enter either graduate studies or the profession with a keen sense of space, combining the realm of the real with the realm of possibilities.

MISSION

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. Students explore real and imagined geographies to critically produce space that researches technique and effect in order to develop new ways of seeing, building, and designing.

PROGRAM LEARNING OUTCOMES

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

- Students gain the ability to analyze, understand, critique, and develop space as a social and cultural construction, as evidenced in the development of programmatic, behavioral, ethical, and collaborative strategies for the built environment within different scalar contexts and various professional settings.
- Students gain the ability to analyze, understand, critique, and develop interior spaces that elicit human response through the manipulation and enhancement of the sensual, as evidenced through the design of interior environments that illustrate and elicit experiential responses.
- Students gain the ability to analyze, understand, critique, and develop interior spaces through the techniques of innovative building processes, as evidenced through quantitative reasoning, systems integration, and production expertise.

- Students gain the ability to act in professional and academic environments with the highest ethical and cooperative character, as evidenced in the increasing ability to self-direct research and engage in team activities.

Accreditation

CIDA

Woodbury University School of Architecture's Interior Architecture program leading to the Bachelor of Fine Arts degree is accredited by the Council for Interior Design Accreditation (CIDA), www.accredit-id.org, 206 Grandville Avenue, Suite 350, Grand Rapids, MI, 49503-4014.

The most recent CIDA accreditation evaluation for the BFA program took place in 2011. The BFA program was awarded a full 6-year term of reaccreditation. The next evaluation will take place in 2017.

NASAD

Woodbury University is an accredited institutional member of the National Association of Schools of Art and Design (NASAD). 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).

Curriculum Summary

INTERIOR ARCHITECTURE MAJOR CURRICULUM

Leading to the Bachelor of Fine Arts Degree

	Units
Major (M)	71
Restricted Design Electives (RE/DES)	3
General Education/Integrative Learning (GE)	49
Unrestricted Electives (UE)	5
Minimum semester hours required	128

SUGGESTED SEQUENCE OF COURSES

FIRST YEAR

Fall Semester

ARIA 114	Design Communication 1	3 M
INAR 105	Design Studio 1: 3D Design I	3 M
WRIT 111	Academic Writing I	3 GE
INDS 1__	Interdisciplinary Course	3 GE
____	Unrestricted Elective (MATH 149)	3 UE
____	Unrestricted Elective (PPDV 1/2)	1 UE

Spring Semester

FOUN 101	Beginning Drawing	3 M
INAR 106	Design Studio 2: 3D Design II	3 M
ARIA 115	Design Communication 2	3 M
COMM 120	Public Speaking	3 GE
WRIT 112	Academic Writing II	3 GE
LSCI 105/106	Information Theory & Practice	1 GE

SECOND YEAR

Fall Semester

INAR 207	Design Studio 3: IA Elements	3 M
INAR 252	Space Planning	3 M
INAR 256	Materials & Furnishings	3 M
INAR 164	Interior Architecture History I	3 GE
FOUN 106	Color Theory and Interaction	3 M
MATH 2__	Mathematics Course	3 GE

Spring Semester

INAR 258	Building Systems & Codes	3 M
INAR 282	Design Studio 4: Branding and Identity	4 M
ARIA 211	Design Communication 3	3 M
INAR 265	Interior Architecture History II	3 GE
ENVT 220	Environmental Studies	3 GE

Students must pass portfolio review prior to enrollment in upper division studios

THIRD YEAR

Fall Semester

INAR 259	Tectonics 1: Material Logic	3 M
INAR 363	Design Studio 5: Dwelling and Culture	4 M
INAR 366	Contemporary IA History and Theories	3 M
PSYC 200	Introduction to Psychology	3 GE
____	Natural Science with a lab	3 GE

Work Experience (*students must complete 128 hours of work experience with an interior designer or allied professional*)

Spring Semester

INAR 328	Tectonics 2: Detail Design	3 M
INAR 365	Lighting Design	2 M
INAR 382	Design Studio 6: Community and Typology	4 M
_____	Humanities Course	3 GE
ARTH 2__	Art History Course	3 GE
_____	General Education Elective	3 GE

FOURTH YEAR**Fall Semester**

INAR 454	Construction Documents	2 M
INAR 480	Design Studio 7: Narrative and Media	5 M
INAR 482	Senior Project Research	1 M
PHIL 210	Ethical Systems	3 GE
INDS 340	Human Agency & Interior Spaces	3 GE

Spring Semester

INAR 451	Professional Practice	2 M
INAR 483	Senior Project	5 M
_____		3 RE/
_____	Restricted Design Elective	DES
___ 3__	General Education Elective	3 GE
_____	Unrestricted Elective	1 UE

Assessment Process

Both formal and informal ongoing assessment strategies help develop and systematically evaluate student performance and attainment of key learning outcomes in Interior Architecture. The Curriculum Map articulates four key learning outcomes and respective levels of expertise—areas for measured assessment that include both formative and summative benchmarks, and involve multiple forms of evaluation. Each year the department specifies key areas for measured assessment of student learning outcomes that involve not only programmatic outcomes, but also core competencies and institutional outcomes. The five core competencies include Oral Communication, Written Communication, Information Literacy, Quantitative Reasoning, and Critical Thinking. Institutional outcomes include Design Thinking, Civic Engagement, Transdisciplinarity, and Entrepreneurship. These processes provide a vehi-

cle to assure program quality and promote continuous improvement in the effectiveness of teaching, the improvement of student work, and the ongoing design of the curriculum.

Formative Assessment**Jury Review**

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

Faculty Critique

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

Peer Feedback

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

Portfolio Review

Students produce a progress portfolio at the end of their second year of study to document their progress. The review acts as a gatekeeper for entry into the upper-division studios. The review process is used to review, analyze, and communicate the results of each evaluation to both faculty and students. Students are assessed on key learning outcomes derived from CIDA, NASAD, and WASC standards. Passing the portfolio review is a prerequisite for INAR 363, Design Studio 5: Dwelling and Culture.

In the event that students do not pass the portfolio review, they may be required to address design or technical deficiencies by taking one or more courses recommended by the portfolio review board. Upon completion of the required course or courses, students are required to resubmit their portfolios to assure they have overcome previous deficiencies and met the competency requirements. Students may only submit their portfolio for review a total of two additional times. Students are strongly recommended to enroll in the one-unit portfolio elective

the semester before their portfolio is due.

Summative Assessment

Program Accreditation

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

Capstone Assessment

• **INAR 482, Senior Project Seminar –**

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

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

RESULTS OF LEARNING

- Students will develop comprehensive critical thinking skills necessary for multidisciplinary approaches to problem-solving issues dealing with interior environments.
- The program will provide students with learning experiences that incorporate professional values, professional practices, and business procedures.

- Students will develop design skills as a way of researching and solving problems.
- Students will develop a comprehensive set of skills that focus on design problems with regard to the human inhabitation of interior spaces.
- Students will develop quantifiable visual, verbal, and oral communication skills necessary to express research, analysis, and expression of design solutions.
- Students will develop skills necessary for understanding and representing the technical art and regulations of building and designing interior spaces.

ACADEMIC STANDARDS

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

Satisfactory Progress Policy

Students are expected to maintain satisfactory progress in the BFA program. A student who earns a GPA below 2.0 in three semesters, which need not be consecutive, is subject to dismissal from the program.

A student who does not pass a studio with a 2.0 or better after enrolling in it three times is subject to dismissal from the program.

SPECIAL LEARNING OPPORTUNITIES/REQUIREMENTS

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

Work Experience

All interior architecture students are required to fulfill 128 hours of work experience. This is not an internship requirement for credit. Students must find a job in an interior design, architecture, or other allied design firm and work for a minimum of

128 hours. All of these hours do not need to be fulfilled at one place. It is recommended that you use this work experience to try several different types of work experience, to give you a better idea of the type of job you would be interested in upon graduation. The Career Development Office provides referral services for potential employers and the chair will often send out emails with other potential employment opportunities. It is recommended that you get verbal confirmation for the firm you are planning to work for to make sure it meets these requirements. Once you have completed your hours, you must ask your immediate supervisor for a letter on the firm's letterhead. The letter should indicate the responsibilities you had at the firm, the number of hours you worked for the firm, and an assessment of how well you executed your job responsibilities. This letter is to be sent to the chair of the department.

Study Away

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

Student Professional and Co-Curricular Organizations

IIDA and ASID are professional organizations that have student memberships available. Becoming a student member of these organizations provides you with scholarship and networking opportunities. Interior Architecture students have an IIDA campus center. The campus center provides students a vehicle for involvement in student leadership and activities about Interior Architecture and involvement in IIDA Southern California professional chapter events.

Fast Track

Interior Architecture students may opt to begin a fast track on the four-year BFA in Interior Architecture program by enrolling in INAR 2881 the summer after attending the first year of the program. In order to fast track, students must satisfy the following requirements:

- the student has a minimum studio GPA of 3.0 for their first year of study;
- the student has a minimum overall GPA of 3.0 for their first year of study;
- the student has passed all required classes through the first year of the curriculum, and has completed a majority of the required general education electives.

The fast-tracking student must maintain the required GPA and continue to meet curriculum requirements through the second year, after which the student takes INAR 3880 during the second summer of enrollment in the program.

All students interested in participating in the fast track program must meet with the chair of the department for an interview and detailed advising session prior to required chair-approved participation.

Students participating in the fast track must follow the required history and theory sequence starting with INAR 164 the fall of their first year, INAR 265 the spring of their first year, and INAR 366 the fall of their second year. If students fail to meet this history and theory track requirement, they will not have the prerequisites necessary to enter into INAR 482 prior to their senior project.

DIGITAL MEDIA REQUIREMENTS

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

- Proficiency in email, as demonstrated through regular communication with school administration and course instructors.
- Proficiency in internet research, as demonstrated through successful completion or transfer of appropriate course equivalent to LSCI 105/106, Information Theory and Practice, and as practiced at all studio levels and in all history/theory courses through bibliographic documentation of database use and citation of web-based sources (specific examples can be found in but are not limited to assignments in INAR 105, INAR 106, INAR 164, INAR 265, INAR 366, INAR 482, and INAR 483).
- Proficiency in the use of spreadsheets to compose, structure, and assess data as evidenced in but not limited to INAR 252, INAR 482, and INAR 483.
- Proficiency in word processing, as demonstrated at all studio levels through research assignments

and essays submitted as .doc or .pdf files (specific examples can be found in but are not limited to assignments in INAR 105, INAR 106, INAR 164, INAR 265, INAR 366, INAR 482, and INAR 483).

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

STUDENT COMPUTER AND OTHER EQUIPMENT REQUIREMENTS

Laptop Requirement

It is required that all second-year Interior Architecture students have a laptop computer that is compatible with existing on-campus labs. Students are responsible for their own email and ISP accounts. Student computer accounts are set up through the IT department.

MINOR REQUIREMENTS

(for Architecture majors ONLY)

FOUN 106	Color Theory and Interaction	3 units
INAR 252	Space Planning	3 units
INAR 328	Tectonics 2: Detail Design	3 units
INAR 365	Lighting Design	2 units

Select one of the following after successful ARCH portfolio review:

INAR 363	Design Studio 5: Dwelling and Culture	4 units
INAR 382	Design Studio 6: Community and Typology	4 units
INAR 480	Design Studio 7: Narrative and Media	5 units
INAR 365	Lighting Design	2 units

Minimum unit requirement:..... 15 units

INTERIOR ARCHITECTURE: STRUCTURES MINOR
(for Interior Architecture students interested in following Structures sequence of Architecture

MATH 249	College Algebra	3 units
MATH 251	Trigonometry with Descriptive Geometry	3 units
PHYS 243	Physics for Architects	3 units
ARCH 326	Structures 1	3 units
ARCH 327	Structures 2	4 units

Curriculum)

Minimum unit requirement:..... 16 units

Course Descriptions

ARIA 114 Design Communication 1
3 UNITS

This course introduces various drawing skills used in two- and three-dimensional methods and media of representation. Methods of perception, technique, composition, critical evaluation, and presentation are studied through representational assignments. Emphasis is placed on orthographic projection and documentation and constructed hard line-drawing techniques. Students learn these methods of representation using both digital and analog drawing skills and media. Studio. Prerequisite: None.

ARIA 115 Design Communication 2
3 UNITS

This course develops various drawing skills used in two- and three-dimensional methods and media of representation. Methods of perception, technique, composition, critical evaluation, and presentation are studied through representational assignments. Emphasis is placed on orthographic projection and documentation and constructed hard line-drawing techniques. Students learn these methods of representation using both digital and analog drawing skills and media. Additional skills in diagramming and more advanced representation techniques develop ideas and skills learned in ARIA 114. Studio. Prerequisites: ARIA 114, Design Communication 1 and INAR 105, Design Studio 1.

ARIA 211 Design Communication 3
3 UNITS

This is an intermediate-level course that builds on

the fundamental skills of architectural representation learned in Design Communication 1 and 2. The course will take an experimental approach that combines hand-drawing and digital tools to explore a variety of drawing and representation techniques. Use of alternative production methods will be combined with digital tools. The class will primarily focus on two- and three-dimensional drawings, but will also expand to include physical three-dimensional “constructs” such as composite drawings and assemblages. Prerequisites: ARIA 115, Design Communication 2 or ARCH 211, Design Communication 2.

INAR 105 Design Studio 1: 3D Design I

3 UNITS

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

INAR 106 Design Studio 2: 3D Design II

3 UNITS

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

INAR 164 Interior Architecture History I

3 UNITS

This is the first of a three-course survey examining the history and theories of interiors and architecture. Emphasis is placed on gaining an understanding of the plastic arts and their relevance to and impact on the larger world, culturally, politically, etc. Significant works of furniture, interior spaces, and architecture; important architects and design-

ers; formal and structural elements; periods, styles, theories, and regional differences within a given style or period are studied. Lecture. Prerequisite: WRIT 111, Academic Writing I.

INAR 207 Design Studio 3: IA Elements

3 UNITS

Through a series of design projects, students focus on specific components of interior architecture, such as color, light, furniture, materiality, and systems of inhabitation in relation to articulating space. Experimental exploration of materials and graphic representation inform programmatic hybridization in order to develop an awareness of social and cultural aspects of space. Studio. Prerequisite: INAR 106, Design Studio 2: 3D Design II.

INAR 212 Portfolio Workshop

2 UNITS

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

INAR 252 Space Planning

3 UNITS

An introduction to programming, behavioral factors of space, and proxemics as they apply to the layout and planning of interior environments. Several projects of increasing complexity examine different programmatic requirements. Studio. Prerequisite: INAR 105, Design Studio 1: 3D Design I.

INAR 256 Materials and Furnishings

3 UNITS

Applied finishes and specifications for interior architectural elements, furniture, fixtures, and textiles are examined through a comprehensive project. Materials, manufacturing processes, application of mass-produced furniture and surface materials, methods of detailing, construction, fabrication, and the application of materials in custom elements are studied. Estimating and installation are introduced. Emphasis on commercial and institutional applications. Studio. Prerequisite: INAR 105, Design Studio 1: 3D Design I.

INAR 259 Tectonics 1: Material Logic**3 UNITS**

This course provides a studio-based exploration of the impact of materiality and fabrication in both the generation and reading of form and space. This will be addressed through readings, discussions, exercises, and design/build projects. Issues of craft and technique as they affect the design process will be addressed in both two and three dimensions. An intuitive knowledge of material properties and processes will be gained through full-scale hands-on exploration. Detailing, construction, and fabrication methods, and the application of materials in custom elements are studied through individual or group projects closely related to the body in scale or use. Formal, conceptual, and programmatic solutions are studied through a specific design strategy/process as assigned by the instructor, with an emphasis on new or hybrid programs/functions. Studio. Prerequisite: INAR 106, Design Studio 2: 3D Design II.

INAR 258 Building Systems & Codes**3 UNITS**

This course analyzes construction materials and building systems—including structural, mechanical, electrical, plumbing, lighting, and acoustics—relative to interior spaces. In conjunction with the building systems, this course examines building codes related to interior architecture. Studio. Prerequisites: INAR 111, Digital Communication; INAR 106, Design Studio 2: 3D Design II; and WRIT 111, Academic Writing I.

INAR 265 Interior Architecture History II**3 UNITS**

This is the second of a three-course survey examining the history of interiors and architecture. Emphasis is placed on gaining an understanding of the plastic arts and their relevance to and impact on the larger world, culturally, politically, etc. The course identifies significant works of furniture, interior spaces and architecture; important architects and designers; formal and structural elements; periods, styles, theories, and regional differences from the industrial revolution until the 1960s. Lecture. Prerequisites: INAR 164, Interior Architecture History I (recommended) and WRIT 112, Academic Writing II or WRIT 212, Rhetoric and Design.

INAR 282 Design Studio 4: Branding and Identity**4 UNITS**

Branding, long considered a marketing strategy, has taken on aspects of constructing individual identities. This studio questions how space responds to and informs how specific community and individual identities utilize strategies of branding to create meaning in their inhabitation of public environments. Studio. Prerequisites: INAR 207, Design Studio 3: IA Elements, and INAR 252, Space Planning.

INAR 288 Second Year Open Studio**4 UNITS**

Students from differing years in the design sequence deal with common projects. The projects are explored at various levels of complexity via design solutions and presentations. Student evaluation takes into consideration the individual's level in the program. This course can substitute or remediate one design studio from the previous second-year studio sequence (INAR 288.1 replaces INAR 282). Studio. Prerequisites: Permission of the department chair, 3.0 GPA for accelerated students.

INAR 327 Tectonic 2: Detail Design**3 UNITS**

This course studies materials and methods of detailing, fabrication, documentation, and specification for custom work. Emphasis is placed on detailing as a design process. Students learn detailing techniques through research, observation, and architectural documentation of non-structural elements of contemporary or modern design. Elements observed and documented may range from furniture and interior casework, to nonstructural exterior building elements (custom screens, trellises, etc.). Materials and their integration, application, and/or connections are emphasized. Students are directed through research, conceptual design/diagramming, schematic design, and design development to the final production of a comprehensive project documenting design resolutions of a given project through detailed technical drawings and models. Studio. Prerequisites: INAR 258, Building Systems & Codes; INAR 259, Tectonics I: Material Logic; and INAR 207, Design Studio 3: IA Elements.

INAR 363 Design Studio 5: Dwelling and Culture

4 UNITS

This studio questions how culture is represented in the media and how those representations can affect a design project that deals with assumptions on how we live as a society. This studio strives to develop design strategies that engage our understanding of changing modes of dwelling as this act is informed by cultural specificity. Studio. Prerequisites: INAR 282, Studio 4: Branding and Identity; permission of the department chair; and successful portfolio review.

INAR 365 Lighting Design

2 UNITS

This course is an introduction to the basic design and technical requirements of lighting systems. Studio. Prerequisite: INAR 258, Building Systems & Codes.

INAR 366 Contemporary IA History and Theories

3 UNITS

This course situates historical diversity of critical and generative approaches to late twentieth century design, while introducing current themes and debates in contemporary design practice and related disciplines. The course is structured around a topic-based organization allowing for the exploration of contemporary theories as they have developed over the past fifty years. Emphasis is placed on gaining an understanding of the plastic arts and their relevance to and impact on the larger world, culturally, politically, etc. Significant works of furniture, interior spaces and architecture; important architects and designers; formal and structural elements; periods, styles, theories, and regional differences within a given style or period are identified. Lecture. Prerequisites: INAR 265, IA History II (recommended) and WRIT 112, Academic Writing II.

INAR 382 Design Studio 6: Community and Typology

4 UNITS

Typologies have long been used as a tool for generating meaning in design relative to historical and cultural references. As a strategy for understanding common characteristics, typologies assist in creating community identity. This studio explores the ambivalence between community identification and individual participation. Studio. Prerequisites: INAR

363, Design Studio 5: Dwelling and Culture and INAR 259, Tectonics I: Material Logic.

INAR 388 Third Year Open Studio

4 UNITS

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

INAR 451 Professional Practice

2 UNITS

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

INAR 454 Construction Documents

2 UNITS

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

INAR 480 Design Studio 7: Narrative and Media

5 UNITS

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

INAR 482 Senior Project Seminar

1 UNIT

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

INAR 483 Senior Project

5 UNITS

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

INAR 270, 370, 470 Topics in Interior Architecture

2-3 UNITS

These courses provide an in-depth investigation into topics of timely significance in the field of Interior Architecture. Topics are determined on the basis of faculty and student interest. Studio. Prerequisite: As noted per offering.

INAR 299, 399, 499 Independent Study

1-4 UNITS

These courses provide the opportunity for an individual investigation into an area of special interest chosen by the student with the approval of the department chair. Periodic meetings with an assigned faculty member are required. Hours by arrangement. Prerequisite: Permission of the director.

CURRICULUM MAP

Bachelor of Fine Arts in Interior Architecture BFA

	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
STRATEGIC PRINCIPLES	1 Design Thinking	2 Transdisciplinarity	3 Civic Engagement	4 Entrepreneurship

Assuring Academic Quality in Interior Architecture (BFA)	LEARNING OUTCOMES																									
	Strategic Principles																									
Strategic Principles	ARIA 114 Design Communication 1	INAR 105 Design Studio 1: 3D Design	FOUN 106 Color Theory and Interaction	INAR 106 Design Studio 2: 3D Analysis	ARIA 115 Design Communication 2	FOUN 101 Beginning Drawing	INAR 256 Materials & Furnishings	INAR 207 Design Studio 3: IA Elements	INAR 252 Space Planning	INAR 164 Interior Architecture History 1	INAR 258 Building Systems & Codes	INAR 282 Design Studio 4: Branding & Identity	ARIA 211 Design Communication 3	INAR 256 Interior Architecture History 3	INAR 363 Design Studio 5: Dwelling & Culture	INAR 366 Cont. IA History & Theories	INAR 259 Tectonics 1: Material Logic	INAR 365 Lighting Design	INAR 382 Design Studio 6: Community and Typology	INDS 3704 Human Agency and Interior Space	INAR 454 Construction Documents	INAR 480 Design Studio 7: Narrative & Media	INAR 482 Senior Prep	INAR 451 Professional Practice	INAR 483 Senior Project	
Critical inquiry into the design, building and inhabitation of interior environments																										
Social and cultural considerations of interior environments																										
Experiential considerations of interior environments																										
Technical considerations of interior environments																										
Integration and development of academic and professional methodologies																										

<p>Critical inquiry into the design, building and inhabitation of interior environments Students gain the ability to engage in the analysis, understanding, and development of the built environment as a viable object of critical inquiry evidenced through design and research processes, written communication, proficient and multivalent visual communication, quantitative analysis and historical research.</p>
<p>Social and cultural considerations of interior environments Students gain the ability to analyze, understand, critique and develop space as a social and cultural construction as evidenced in the development of programmatic, behavioral, ethical and collaborative strategies for the built environment within different scalar contexts and different professional settings.</p>
<p>Experiential considerations of interior environments Students gain the ability to analyze, understand, critique and develop spaces that elicit human response through the manipulation and enhancement of the sensual as evidenced through the design of interior environments that elicit experiential responses.</p>
<p>Technical considerations of interior environments Students gain the ability to analyze, understand, critique and develop spaces through the techniques and innovative building processes as evidenced through quantitative reasoning, systems integration, and production expertise.</p>
<p>Integration and development of academic and professional methodologies Students develop work processes that engender self-initiative, directed curiosity, and methodologies that seek to find knowledge beyond the given problem as evidenced through self-directed research, collaborative processes and professional character and ethics.</p>

GRADUATE PROGRAMS

Degrees Offered

Woodbury University offers the following graduate degrees in the School of Architecture:

- a two-year and a three-year NAAB-accredited, professional Master of Architecture
- a one-year post-professional Master of Science in Architecture
- a one-year post-professional Master of Science in Architecture, Real Estate Development degree
- a Master of Interior Architecture, with a two-year and a three-year track
- a two-year and a three-year professional Master of Landscape Architecture

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

Catherine Herbst, MArch, AIA, Chair, San Diego
Marc J Neveu, PhD, Chair, Los Angeles
Jason Rebillot, DDes, MAA, Graduate Program Coordinator, Los Angeles

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 offers summer travel opportunities in the Americas and abroad.

Los Angeles, a 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. Los Angeles’ twentieth century expansion within Southern California, from Santa Barbara to Tijuana, has served as the 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, environmental impacts, unchecked sprawl, and aging infrastructure as opportunities to learn, design, build, and effect positive change in cities around the world. Woodbury students learn to view space 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. 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, South-

ern 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 Agency for Civic Engagement, the Rome Center for Architecture and Culture, and the Julius Shulman Institute.

ASSESSMENT

Faculty members in the graduate program assess individual student learning outcomes for each assignment 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.

ACCREDITATION

The National Architectural Accrediting Board (NAAB) accredits the Master of Architecture programs at Woodbury University. In the United States, most state registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. 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.

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

Woodbury University School of Architecture offers the following NAAB-accredited degree program

- MArch (pre-professional degree + 63 graduate credits or non-pre-professional degree + 93 graduate credits)

The most recent accreditation evaluation for the professional MArch program took place in 2015. The program was awarded a full 8-year term of reaccreditation. The next evaluation will take place in 2023.

INTEGRATED PATH TO ARCHITECTURAL LICENSURE

The School of Architecture has been approved by the National Council of Architectural Accreditation Boards (NCAARB) to offer an integrated path to licensure upon graduation.

Participation in the IPAL program grants students permission to take the Architect Registration Examination (ARE) prior to completion of the BArch degree. Students are also offered consideration as candidates for employment by firms in the Woodbury School of Architecture IPAL consortium of firms.

Woodbury students in the first year of the MArch program who are on track to complete the degree requirements for the first year of the MArch curriculum as defined in their academic worksheet may apply. Second year students are not eligible unless they have prior work experience.

Students must work in firms belonging to the IPAL consortium, or in a firm approved by the Woodbury School of Architecture IPAL committee. Students must start their National Council of Architectural Registration Boards (NCARB) record prior to beginning work. Students must report all Architecture Experience Program (AXP) hours to NCARB according to the AXP Guidelines. Students must also submit AXP hours to the School of Architecture Career and Outreach Office at the end of each semester. International students must submit a completed Curricular Practical Training (CPT) form to the Woodbury University international student advisor before beginning any work. Students must stay on track academically and financially and remain in good standing as determined by the School of Architecture and the Woodbury University registrar.

COURSEWORK

Students in the MArch program's 2-year track study for five semesters; students in the 3-year track study for seven semesters. The summer semester before the final year in each track is devoted to a Fieldwork studio. 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.

MArch students complete a minimum of 63 units in the 2-year track, and 93 units in the 3-year track. For both tracks, at least twelve of the units are electives.

In addition to our regular semester classes, all incoming MArch students are required to participate in Groundwork, an intensive 2-week program, prior to their first semester at Woodbury. During this course, students receive 10 days of instruction introducing them to tools and concepts including digital drawing, analog modeling, software, fabrication, and local design and research resources. 3 units of graduate credit are awarded for the successful completion of the Groundwork program.

CURRICULUM SUMMARY

ARCHITECTURE MAJOR CURRICULUM LEADING TO THE MASTER OF ARCHITECTURE

THREE-YEAR TRACK

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 & Modeling	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
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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 FOR ADVANCED STANDING
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
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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)

COURSE DESCRIPTIONS
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 are exposed to increasing complexity in architectural space through the mining of conceptual organizing logics of design via 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: Graduate Design 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 recycled. Building is introduced as infrastructure and infrastructure as intervention within ecology, land- and urban-scape, site, and territory. Prerequisite: Graduate Design 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: Graduate Design 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: Graduate Design Studio 4.

**ARCH 691 GRADUATE DESIGN STUDIO 5:
FOCUSES & TOPICS**

6 UNITS

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

ARCH 692 GRADUATE THESIS STUDIO

6 UNITS

The culmination of the graduate professional program, students pursue a self-directed thesis in collaboration with a faculty advisor. Prerequisite: Graduate Design Studio 5 and 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: Building 1.

ARCH 546 BUILDING 3: ADVANCED STRUCTURES

3 UNITS

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

**ARCH 547 BUILDING 4:
ENVIRONMENTAL SYSTEMS INTEGRATION**

3 UNITS

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

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: Criticism 1.

**ARCH 556 CRITICISM 3:
ARCHITECTURE FROM MODERN (1945-PRESENT)**
3 UNITS

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

**ARCH 648 CRITICISM 4:
RESEARCH SALON & THESIS PREPARATION**
3 UNITS

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

ARCH 562 VISUALIZATION 1: MAKING TECHNIQUE
3 UNITS

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

ARCH 563 VISUALIZATION 2: ANALYTICAL CONSTRUCTIONS
3 UNITS

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

**ARCH 564 VISUALIZATION 3:
ADVANCED DRAWING AND MODELING**
3 UNITS

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

ARCH 565 VISUALIZATION 4: EVOLVING MEDIA
3 UNITS

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

**ARCH 620 PRACTICE 1:
CONTEMPORARY ARCHITECTURE PROFESSION**
3 UNITS

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

**ARCH 5736 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.

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

(PART 1 OF 2)

UNDERSTANDING		ABILITY			
STRATEGIC PRINCIPLES	1	2	3	4	
	Design Thinking	Transdisciplinarity	Civic Engagement	Entrepreneurship	

LEARNING OUTCOMES	MAJOR COURSES	Strategic Principles	Level of Accomplishment	3-year (1st year)		3-year (2nd year) / 2 year (1st year)			3-year / 2-year Thesis														
				Fall	Spring	Fall	Spring	Su.	Fall	Sp.													
Assuring Academic Quality in Architecture (MArch)				ARCH 182 Studio 1	ARCH 114 Building 1	ARCH 183 Criticism 1	ARCH 211 Visualization 1	ARCH 267 Studio 2	ARCH 281 Building 2	ARCH 243 Criticism 2	ARCH 283 Visualization 2	ARCH 268 Studio 3	ARCH 250 Building 3	ARCH 383 Visualization 3	ARCH 326 Studio 4	ARCH 330 Building 4	ARCH 384 Criticism 3	ARCH 327 Fieldwork	ARCH 425 Studio 5	ARCH 487 Professional Practice 1	ARCH 464 Criticism 4	ARCH 489 Thesis Studio	
Strategic Principles																							
Realm A: Critical Thinking and Representation	1	Professional Communication Skills																					
	2	Design Thinking Skills																					
	3	Investigative Skills																					
	4	Architectural Design Skills																					
	5	Ordering Systems																					
	6	Use of Precedents																					
	7	History and Global Culture																					
	8	Cultural Diversity and Social Equity																					
Realm B: Integrated Building Practices, Technical Skills and Knowledge	1	Pre-Design																					
	2	Site Design																					
	3	Codes and Regulations																					
	4	Technical Documentation																					
	5	Structural Systems																					
	6	Environmental Systems																					
	7	Building Envelope Systems and Assemblies																					
	8	Building Materials and Assemblies																					
	9	Building Service Systems																					
	10	Financial Considerations																					
Realm C: Integrated Architectural Solutions	1	Research																					
	2	Integrative Evaluation and Decision-Making Design Processes																					
	3	Integrative Design																					
Realm D: Professional Practice	1	Stakeholder Role in Architecture																					
	2	Project Management																					
	3	Business Practices																					
	4	Legal Responsibilities																					
	5	Professional Conduct																					

(PART 2 OF 2)

1	Professional Communication Skills Ability to write and speak effectively and use appropriate representational media with peers and with the general public.
2	Design Thinking Skills Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards.
3	Investigative Skill Ability to gather, assess, record, and comparatively evaluate relevant information and performance in order to support conclusions related to a specific project or assignment.
4	Architectural Design Skills Ability to effectively use basic formal, organizational and environmental principles and the capacity of each to inform two- and three-dimensional design.
5	Ordering Systems Ability to apply the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.
6	Use of Precedents Ability to examine and comprehend the fundamental principles present in relevant precedents and to make informed choices regarding the incorporation of such principles into architecture and urban design projects.
7	History & Global Culture Understanding of the parallel and divergent histories of architecture and the cultural norms of a variety of indigenous, vernacular, local, regional, settings in terms of their political, economic, social, and technological factors.
8	Cultural Diversity and Social Equity Understanding of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the responsibility of the architect to ensure equity of access to buildings and structures.
1	Pre-Design Ability to prepare a comprehensive program for an architectural project, which must include an assessment of client and user needs, an inventory of spaces and their requirements, an analysis of site conditions (including existing buildings), a review of the relevant building codes and standards, including relevant sustainability requirements, and assessment of their implications for the project, and a definition of site selection and design assessment criteria.
2	Site Design Ability to respond to site characteristics including urban context and developmental patterning, historical fabric, soil, topography, climate, building orientation, and watershed in the development of a project design
3	Codes and Regulations Ability to design sites, facilities and systems consistent with the principles of life-safety standards, accessibility standards, and other codes and regulations.
4	Technical Documentation Ability to make technically clear drawings, prepare outline specifications, and construct models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.
5	Structural Systems Ability to demonstrate the basic principles of structural systems and their ability to withstand gravity, seismic, and lateral forces, as well as the selection and application of the appropriate structural system.
6	Environmental Systems Understanding the principles of environmental systems' design, how systems can vary by geographic region, and the tools used for performance assessment. This must include active and passive heating and cooling, indoor air quality, solar systems, lighting systems, and acoustics.
7	Building Envelope Systems and Assemblies Understanding of the basic principles involved in the appropriate selection and application of building envelope systems relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.
8	Building Materials and Assemblies Understanding of the basic principles utilized in the appropriate selection of interior and exterior construction materials, finishes, products, components and assemblies based on their inherent performance including environmental impact and reuse.
9	Building Service Systems Understanding of the basic principles and appropriate application and performance of building service systems including mechanical, plumbing, electrical, communication, vertical transportation security, and fire protection systems.
10	Financial Considerations Understanding of the fundamentals of building costs, which must include project financing methods and feasibility, construction cost estimating, construction scheduling, operational costs, and life-cycle costs.
1	Research Understanding of the theoretical and applied research methodologies and practices used during the design process.
2	Integrative Evaluation and Decision-Making Design Processes Ability to demonstrate the skills associated with making integrated decisions across multiple systems and variables in the completion of a design project. This demonstration includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation.
3	Integrative Design Ability to make design decisions within a complex architectural project while demonstrating broad integration and consideration of environmental stewardship, technical documentation, accessibility, site conditions, life safety, environmental systems, structural systems, and building envelope systems and assemblies.
1	Stakeholder Role in Architecture Understanding of the relationships among key stakeholders in the design process—client, contractor, architect, user groups, local community—and the architect's role to reconcile stakeholder needs.
2	Project Management Understanding of the methods for selecting consultants and assembling teams; identifying work plans, project schedules, and time requirements; and recommending project delivery methods.
3	Business Practices Understanding of the basic principles of a firm's business practices, including financial management and business planning, marketing, organization, and entrepreneurship.
4	Legal Responsibilities Understanding of the architect's responsibility to the public and the client as determined by regulations and legal considerations.
5	Professional Conduct Understanding of the ethical issues involved in the exercise of professional judgment in architectural design and practice and understanding the role of the NCARB Rules of Conduct and the AIA Code of Ethics in defining professional conduct.

Master of Science in Architecture (MSArch)

Catherine Herbst, MArch, AIA, Chair, San Diego
Marc J. Neveu, PhD, Chair, Los Angeles
Jason Rebillot, DDes, MAA, Graduate Program Coordinator, Los Angeles

Program Overview

Woodbury School of Architecture offers a one-year postgraduate Master of Science in Architecture (MSArch) for applicants who already possess a bachelor's or master's degree (or both) in any design-related field. Applicants do not need to hold a professional degree to be eligible for the MSArch program.

Over three semesters, students develop expertise in various disciplinary realms, including but not limited to building technology, film and media, landscape and urbanism, and real estate development by completing coursework across our two campuses and multiple schools. Students and faculty members 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 MSArch program, a student may choose to focus his/her three semesters of studies through an affiliation with one of our research and practice centers. These faculty-based initiatives expand academic and professional possibilities and include the Agency for Civic Engagement, the Rome Center for Architecture and Culture, and the Julius Shulman Institute.

Students admitted to the MSArch program must submit portfolios that evidence proficiency in the School of Architecture's five tracks of mastery, with the goal of developing greater mastery in all five. They constitute a community of diverse, accomplished individuals who demonstrate the potential to engage in concentrated study to become leaders who are citizen architects—competent in the contemporary practice of the discipline—who understand the place of building in the environment, who have the intelligence to conceptualize in a way that has impact, and who have the moral ethics to ensure that such impact is for the greater common good.

Students admitted to the MSArch program will demonstrate a clear research agenda that can be completed to a level of satisfaction in three academic semesters.

ACCREDITATION

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

COURSEWORK

The three-semester, 36-unit intensive curriculum centers on the assembly of a thesis proposal in the fall semester, and the design of a thesis project in the spring semester. The spring thesis studio is followed by a summer semester spent further developing the thesis project and disseminating those results in the public sphere. Students take between 6 and 9 units of elective courses in both the fall and spring semesters.

CURRICULUM SUMMARY

ARCHITECTURE MAJOR CURRICULUM LEADING TO THE MASTER OF SCIENCE OF ARCHITECTURE (MSARCH)

Fall 1

ARCH 6911	Graduate Design Studio 5: Focuses & Topics	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
_____	Elective	(3 units)
_____	Elective	(3 units)
_____	Elective	(3 units)
_____	Elective (optional)	(3 units)

Summer

ARCH 681	Graduate Thesis Studio	6 units
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COURSE DESCRIPTIONS

ARCH 6911 GRADUATE DESIGN STUDIO 5: FOCUSES & TOPICS

6 UNITS

Students engage in critical design inquiry through the lens of a 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.

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, a program written, and the design methodology articulated. The thesis proposal demonstrates mastery in School of Architecture tracks in Critical Thinking, Design, Building, Representation, and Professionalism through multiple mediums, 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 mediums including but not limited to oral presentation, writing, two- and three-dimensional representation, and a rigorous public defense of the thesis.

ARCH 681 GRADUATE THESIS 2

6 UNITS

In the culmination of the postgraduate 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.

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	
STRATEGIC PRINCIPLES	1	Design Thinking	2	Transdisciplinarity	3	Civic Engagement	4	Entrepreneurship

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

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

Master of Science in Architecture in Real Estate Development (MSArch RED)

Catherine Herbst, MArch, AIA, Chair, San Diego
Armistead Smith, BArch, Director, San Diego

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

ACCREDITATION

The post-professional Master of Science in Architecture is not an 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 formas of the projects. Industry professionals—including bankers, contractors, building officials, lawyers, market analysts, and sales representatives—teach a parallel professional studio. Their presentations are tied to a series of sketch problems that integrate specific learning outcomes with 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 MSArch 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.

CURRICULUM SUMMARY

ARCHITECTURE MAJOR CURRICULUM LEADING TO THE MASTER OF SCIENCE OF ARCHITECTURE (MSARCHRED)

Fall

ARCH 580	Case Study Studio	6 units
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	1.5 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, and 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
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COURSE DESCRIPTIONS

The MSArch 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 phases 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

Introduction to financial analysis and economic factors affecting real estate business plans. 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

Continuing study of financial analysis and economic factors affecting real estate business plans, 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

This 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 the architect's role 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

Continued study of the conceptual and preliminary methods for cost estimating.

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

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

ARCH 580 CASE STUDY STUDIO

6 UNITS

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

ARCH 585 THESIS PROJECT RESEARCH STUDIO

6 UNITS

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

ARCH 590 THESIS PROJECT DEVELOPMENT STUDIO

6 UNITS

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

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						
STRATEGIC PRINCIPLES					1	Design Thinking	2	Transdisciplinarity	3	Civic Engagement	4	Entrepreneurship

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

Master of Interior Architecture (MIA)

Christoph Korner, MArch, Chair

Program Overview

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

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

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

The MIA argues for interior architecture as a unique body of knowledge, with a distinct discourse, canon,

and set of methodologies, filtered through the lenses of art, 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 will develop a consensus of the scope of research their cohort will explore. Students declare their interests and intentions, as well as research relevant issues in the study of Interior Architecture and other contemporary design disciplines.

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 it can measure the effectiveness of the curriculum through student achievement in the five program learning outcomes, as well as the CIDA Accreditation Standards and the university's Strategic Principles. The two-year and three-year track curricula have two points for assessing summa-

tive 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 occurs via the Academic Program Review. Each program is reviewed on a five-year cycle, unless it has an external program review process, in which case the internal and external cycles are synchronized. The CIDA and NASAD self-study serves as the School of Architecture's basis for these reviews and requires supplementary information. The Academic Program Review makes its way through several levels of approval: the Educational Planning Committee, the chief academic officer, the president, and the board of trustees must all endorse it. All plans for new programs or major program adjustments 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. This results in the creation of an outline of action items and work to take place between retreats. The graduate studio finals each semester offer familiar access to curriculum assessment, but do not provide a complete picture. Here, too, the associate dean gathers examples of graduate student work from across their 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, allowing 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 2-and 3-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 conduct pre-thesis and post-thesis surveys. Repeating this three-survey pattern with subsequent cohorts provides valuable input toward 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 will constitute a board of advisors to include graduate architectural educators, practicing professionals, and, eventually, at least one MIA alumnus. This board should undertake 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 members 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 there. 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 student's thesis preparation seminar, the student identifies his/her area of interest and research, and places that 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 the thesis preparation seminar, and at the end of the thesis. The director of communications offers MIA alumni opportunities to be involved in School of Architecture reviews and support students' 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.

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 may 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) accreditation after the program has graduated two cohorts. Both the two- and three-year tracks are considered terminal degrees.

The Department may require two- 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 program study for seven semesters. Each semester has at its core a five-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 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 12 of the units are elective.

Students in the two- and three-year programs are required to take 12 elective units, and have the option to take an additional three-unit elective, making their potential elective count 15 units overall.

CURRICULUM SUMMARY

INTERIOR ARCHITECTURE MAJOR CURRICULUM LEADING TO THE MASTER OF INTERIOR ARCHITECTURE

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 6716	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
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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 6720	Emerging Ideas 6	1 unit
INAR 6718	Studio 6	5 units
INAR 6722	Practice 3: Collaboration	3 units
_____	Elective	(3 units)
_____	Elective	(3 units)

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 6716	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
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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 6720	Emerging Ideas 6	1 unit
INAR 6718	Studio 6	5 units
INAR 6722	Practice 3: Collaboration	3 units
_____	Elective	(3 units)
_____	Elective Optional	(3 units)

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 of 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

This foundation graduate design studio prompts a fundamental understanding of the multivalent aspects of interior architectural spaces through an introduction to design methodologies across multiple mediums. 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 the mining of 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 of stimulating authentic and creative responses for spatial development. Prerequisite: 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 biases 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: Emerging Ideas 4: Methodological Slant and Studio 3: Pathways and Modalities.

INAR 6715 STUDIO 5: CONVERGENCE

5 UNITS

Through a collaboration with a small group cohort with similar methodological or subject focus, directed study and research, and support by select 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: Studio 4: Study-Away Fieldwork.

INAR 6718 STUDIO 6: THESIS

5 UNITS

The culmination of the graduate interior architecture program, students pursue their self-directed theses 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: Criticism 4: Thesis Preparation, 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 detail-

ing, 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 6XX FIGURING SPACE 3: IMPACT AND IMPLICATION

3 UNITS

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

INAR 5XX CRITICISM 1: FIELDWORK: SOUTHERN CALIFORNIA

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: Criticism 2: Declaring the Cannon or Acceptance into the 2-year track.

INAR 6712 CRITICISM 4: THESIS PREPARATION

3 UNITS

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

INAR 5XX VISUALIZATION 1

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 6716 VISUALIZATION 3:
ADVANCED DRAWING AND MODELING**

3 UNITS

Students 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: 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: 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: Emerging Ideas 3: Acquisition and Directing and 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. Prerequisite: Emerging Ideas 4.

**INAR 6720 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: Emerging Ideas 5 and 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: 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. Prerequisite: Practice 1: Ethics and the Profession.

INAR 6722 PRACTICE 3: COLLABORATION

3 UNITS

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

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		
STRATEGIC PRINCIPLES		1 Design Thinking	2 Transdisciplinarity	3 Civic Engagement	4 Entrepreneurship

LEARNING OUTCOMES	REQUIRED COURSES	
	Strategic Principles	Strategic Principles
Strategic Principles		
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, proficient 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.

Master of Landscape Architecture (MLA)

Three-Year track/ Two-Year track

Catherine Herbst, MArch, AIA, Chair, San Diego
Jose Parral, MA, Coordinator, San Diego

Program Overview

Landscape architecture combines science and art in the formation of space, transforming the relationship between nature and society. Our students, faculty, and collaborators discover contemporary and alternative ways human culture and ecology construct rich spatial narratives. Our graduates address the ecological, economic, and social challenges of the contemporary world.

The program integrates the historical and theoretical fields of architecture, landscape architecture, planning, and urban design through a fluid exchange of techniques and modes of operation to organize a more complex concept of society and nature. Through this systematic approach, students develop inclusive conceptual frameworks that affect and alter extensive territories, and that integrate into or reorganize complex systems.

Using multiple mediums including three-dimensional models, information-based multimodal diagramming tools, computer and manual rendering, the written and spoken word, and film, students explore the many fields that collectively define landscape architecture. They gain expertise in developing the essential elements of landscape, along with appropriate building technology, material science, and performative factor analysis to create spatial organizations across scales. The program provides students with the intellectual and professional tools necessary to negotiate the cultural/ecological landscape, rapidly changing technology, and emerging issues.

The program's vision is to graduate landscape architects who redefine context, content, and practice by producing new methods and operations in the processes of material organization and construction, as well as new transdisciplinary knowledge.

ASSESSMENT

GENERAL LEARNING ASSESSMENT PLAN

Faculty members in the professional Master of Landscape 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 School of 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 landscape architecture education standards, we identify key points at which we can measure the effectiveness of the curriculum through student progress toward program learning outcomes. The MLA assessment plan draws on established practices from the professional architecture program.

The MLA curriculum has two major points for assessing summative student learning: a formal portfolio review immediately after LARC 5XX Studio 4, and review of the capstone graduate thesis. While these projects provide summative measures of student learning, a review also 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 across the curriculum. In addition, a review of the products of the thesis preparation seminar serves as both summative and formative assessment: the thesis prep proposal demonstrates mastery of criticism and communication while proposing a direction for the capstone project to demonstrate mastery and integration of all six realms.

PORTFOLIO REVIEW

MLA students submit a portfolio of their coursework following the successful completion of LARC 5XX Studio 4. A faculty committee reviews the portfolios to ensure that each student meets all of the learning outcomes covered through this point of their course plan. Students who pass this review move on directly to the final year. Students who do not demonstrate appropriate mastery of MLA learning outcomes in their portfolio review are required to submit an updated portfolio at the end of the summer, and may be required to enroll in a recommended summer studio or seminar within the SoA to address gaps in learning.

GRADUATE THESIS REVIEW

The thesis serves as a capstone of graduate student

learning and achievement within the six realms of program outcomes. Students demonstrate the application of theoretical research and positioning, and their ability to integrate site, program, and other design issues in a self-initiated research or design project through a rigorous level of highly resolved work. The thesis reviews are our most public display of learning outcomes; guest critics are highly recognized in professional and academic realms. The debates generated in the review of graduate student work stimulate our faculty, graduating students, and continuing students throughout the School of Architecture to imagine greater levels of achievement, both academically and in landscape design. Graduate thesis reviews promote the quality of Woodbury's School of Architecture regionally, nationally, and internationally. Students receive the Master of Landscape Architecture only upon the recommendation of the MLA faculty after the successful presentation of a thesis.

FORMATIVE ASSESSMENT

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

STUDIO OR SEMINAR SMALL GROUP CRITIQUES

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

STUDIO OR SEMINAR PEER CRITIQUES

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

STUDIO INDIVIDUAL DESK CRITIQUES

Student and instructor regularly meet one-on-one at the student's desk to review progress in the project

and to discuss direction for continued development. Students learn to work quickly to test new ideas, to manifest their ideas in multiple mediums, and to evaluate the content of criticism.

SEMINAR MULTI-STEP PROJECTS

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

PUBLIC PROJECT REVIEWS WITH JURY

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

PUBLIC GALLERY REVIEWS

Students present their work in a group gallery. Peers, instructors, and invited guests make a 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 within and affect a context that has physical, intellectual, aesthetic, social, and historical value.

ACCREDITATION

Woodbury School of Architecture offers a Master of Landscape Architecture Degree in San Diego.

Individuals holding baccalaureate degrees in any discipline can enter the Master of Landscape Architecture three-year track, while individuals holding baccalaureate degrees in Landscape Architecture, Environmental Arts, or Architecture are eligible to apply for advanced standing and may complete the program in not less than 24 months or four terms.

The department will apply for LAAB (Landscape Architecture Accreditation Board) candidacy in the spring of 2016. We plan to achieve LAAB accreditation

for the 3-year MLA program by spring 2020. As noted in LAAB's Accreditation Standards and Procedures, a program can apply for accreditation and schedule a visit once it meets the minimum requirements and has graduated one cohort (first cohort graduates in spring 2019). The scheduled visit would be fall of 2019. LAAB requirements are excerpted below.

Both the two- and three-year tracks are considered terminal degrees.

COURSEWORK

Students in the MLA program are expected to complete all requirements for the three-year program in 36 months or 6 terms. Students with advanced standing may complete the program in not less than 24 months or four terms. Students have the option to take a summer semester studio before the final year in each program instead of fall as a substitution for Studio 5. Students take professional and elective courses in addition to the studio in fall and spring semesters. The final spring semester centers on the thesis studio, culminating in a public review.

To receive the MLA degree, graduates must demonstrate satisfactory completion of at least ninety units in the program. MLA students with advanced standing also demonstrate completion of at least forty professional units in their undergraduate degree. Advanced- standing 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. At least twelve of the units are elective.

In addition to our regular semester classes, all incoming MLA students in the three-year track are required to participate in Groundwork, an intensive 2-week program, prior to their first semester at Woodbury. Graduate students in the two-year track are encouraged to enroll in the Groundwork program as well. During this course, students receive 10 days of instruction that introduce them to tools and concepts including digital drawing, analog modeling, software, fabrication, and local design and research resources. The three units of graduate credit awarded for the successful completion of the Groundwork program can be used as 3 units of graduate curriculum credit for both tracks (considered an optional elective for the two-year track).

CURRICULUM SUMMARY

LANDSCAPE ARCHITECTURE MAJOR CURRICULUM LEADING TO THE MASTER OF LANDSCAPE ARCHITECTURE

THREE-YEAR TRACK

Summer

LARC 5XX	Groundwork	3 units
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Fall 1

LARC 5703	Studio 1: Panorama to X-ray	6 units
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LARC 5700	Ecology, Environment Materiality 1	3 units
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LARC 5701	History of Landscape Architecture 1	3 units
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LARC 5702	Visual Communication 1	3 units
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Spring 1

LARC 5XX	Studio 2: The One and the Many	6 units
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LARC 5XX	Ecology, Environment Materiality 2	3 units
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LARC 5XX	History of Landscape Architecture 2	3 units
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LARC 5XX	Visual Communication 2	3 units
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Fall 2

LARC 5XX	Studio 3: Traditional Projections of Landscape	6 units
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LARC 5XX	Ecology, Environment Materiality 3	3 units
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LARC 5XX	Theory in Landscape Architecture	3 units
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_____	Elective	3 units
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Spring 2

LARC 5XX	Studio 4: Non-traditional Projections of Landscape	6 units
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LARC 5XX	Ecology, Environment Materiality 4	3 units
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LARC 5XX	Contemporary Issues in Landscape Architecture	3 units
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LARC 6XX	Professional Practice in Landscape Architecture	3 units
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Fall 3

LARC 6XX	Studio 5	6 units
LARC 6XX	Thesis Prep	3 units
_____	Elective	3 units
_____	Elective	3 units

Spring 3

LARC 6XX	Studio 6 Thesis	6 units
_____	Elective	3 units
_____	Elective	3 units

TWO-YEAR TRACK

Fall 1

LARC 5XX	Studio 3: Traditional Projections of Landscape	6 units
LARC 5XX	Ecology, Environment Materiality 3	3 units
LARC 5XX	Theory in Landscape Architecture	3 units
_____	Elective	3 units

Spring 1

LARC 5XX	Studio 4: Non-traditional Projections of Landscape	6 units
LARC 5XX	Ecology, Environment Materiality 4	3 units
LARC 5XX	Contemporary Issues in Landscape Architecture	3 units
LARC 6XX	Professional Practice in Landscape Architecture	3 units

Fall 2

LARC 6XX	Studio 5	6 units
LARC 6XX	Thesis Prep	3 units
_____	Elective	3 units
_____	Elective	3 units

Spring 2

LARC 6XX	Studio 6 Thesis	6 units
_____	Elective	3 units
_____	Elective	3 units
_____	Elective	3 units

COURSE DESCRIPTIONS

LARC 5XX GROUNDWORK

3 UNITS

This intense 4-week session introduces students to concepts of landscape architecture through studio exercises, seminars, lectures, workshops, and field trips. Deeply immersed in design culture, students begin formulating ideas about what education and work are like in the discipline and profession of Landscape Architecture. Prerequisites: none.

LARC 5703 STUDIO 1: PANORAMA TO X-RAY

6 UNITS

In this foundation studio, students explore ways of observing and representing landscape. Emphasis is on various ways to measure material, space, time, movement, temperature, and rhythm and represent them through drawings, constructions, and other media. Students develop awareness of landscape through recording a trajectory and its spatial/qualitative relationships as a creative experiment in a landscape intervention. Studio themes include space, qualities of phenomena, and site specificity in the San Diego/Tijuana/Los Angeles region. Prerequisites: Graduate standing.

LARC 5XX STUDIO 2: THE ONE AND THE MANY

6 UNITS

In the second foundation studio, students explore relationships among sites, the performance of individuals, and landscape design. Students work with residual urban sites, determining location and human performance using photographs, video recordings, sketches, measured surveys, and other documentation. Projects engage students in (1) the relationship of public and private through material organization, and in (2) prototyping to reevaluate the large urban park for contemporary users/uses. Prerequisites: LARC 5703 Studio 1: Panorama to X-ray or permission of chair.

LARC 5XX STUDIO 3: TRADITIONAL PROJECTIONS OF LANDSCAPE

6 UNITS

2- and 3-year students work together on a project covering a wide range of fundamental issues and skills related to landscape architecture, from site analysis and planning, to placement of elements, to grading and storm water management, to natural and socio-cultural considerations, to design development and realization in form and construction. Students investigate collaboration with clients and other professionals and grapple with translating program and ideas in physical construction. Prerequisites: LARC 5XX Studio 2: The One and the Many, admission to MLA 2, or permission of chair.

LARC 5XX STUDIO 4: NONTRADITIONAL PROJECTIONS OF LANDSCAPE

6 UNITS

Students identify and analyze contemporary problems and issues related to landscape, challenging received ideas about urban parks, waterfront developments, residential community developments, and urban renewal. The studio focuses on residual zones within the metropolitan area. Students analyze development models and test design strategies. Students produce construction documents and present these alongside strategic and conceptual drawings/models. Prerequisites: LARC 5XX Studio 3: Traditional Projections of Landscape or permission of chair.

LARC 6XX STUDIO 5

6 UNITS

This advanced topic studio provides students with opportunities for focused exploration of particular themes in contemporary landscape architecture. Important emerging and accomplished designers, often with divergent points of view, interests, and backgrounds, are invited to lead these studios. The School of Architecture occasionally offers collaborative options across the topic studios of all grad programs. Prerequisites: LARC 5XX Studio 4: Nontraditional Projections of Landscape or permission of chair.

LARC 6XX STUDIO 6: THESIS

9 UNITS

Following the development of a thesis proposal in LARC 648, each student pursues a topic of relevance to landscape architecture. Students demonstrate through the thesis products of their mastery of academic inquiry, iterative design exploration, and clear and multiple modes of communication. Prerequisites: LARC 6XX Studio 5 and LARC 6XX.

LARC 5700 ECOLOGY, ENVIRONMENT & MATERIALITY 1: NATURAL AND PLASTIC ASSEMBLAGES

3 UNITS

UNIT 1: ENVIRONMENTAL SYSTEMS asks student to examine regions in the vicinity of San Diego County (inner and outer coastal plains, arid regions, etc.), developing an understanding of the relationships between geology, vegetation, and hydrologic and human flows. Field trips help students become familiar with the building blocks of the landscape and the various flows that construct it.

UNIT 2: MATERIAL PROCESSES OF ORGANIZATION

asks student to investigate the processes of material production used in organizing landscapes. Students study the manipulation, assemblage, and management of materials from plants, lumber, and stone to water, steel, etc. Topics include new materials being developed for sustainability; field trips to nurseries, quarries, and lumberyards; urban observation of final material assemblages; and laboratory visits to understand materials in production. Prerequisite: Graduate standing.

LARC 5XX ECOLOGY, ENVIRONMENT & MATERIALITY 2:

UNIT 1: TOPOGRAPHIC MANIPULATION focuses students on earthwork grading and the technologies informing the process. Students develop abilities in manipulation of the ground plane and an understanding of organizational, textural, scalar, and procedural comparisons between natural and constructed landforms.(?) Students develop understanding of drainage, aspect, growth, the relationship between planting and landform, and processes in construction.

UNIT 2: PLANTING PALETTES OF RESILIENCE

focuses students on the cultural, sustainable, and technical parameters of planting design. Through research and design, students investigate the characteristics of basic planting assemblages, their history, and their manipulation for contemporary sensibilities. Students study the place of plants in the system of ecological resilience and learn fundamental procedural aspects of planting. Students become familiar with detailing planting design for contractors, plant inspection, selection criteria, and site inspections. Prerequisites: LARC 5700 Ecology, Environment & Materiality 1: Natural and Plastic Assemblages or permission of chair.

LARC 5XX ECOLOGY, ENVIRONMENT & MATERIALITY 3: SITE ENGINEERING AND WATER MANAGEMENT

3 UNITS

UNIT 1: SITE ENGINEERING: LANDFORM AND GRADING asks students to continue their exploration of constructing landform as it relates to infrastructure design. Students experiment with complex parameters of contour manipulation, vehicular and pedestrian circulation systems, road and path alignment, and drainage and utility planning.

UNIT 2: WATER MANAGEMENT engages students in the essential study of water's influence on the landscape. Students learn to analyze the drainage singularities of a site as a basic tool for the manipulation of landscape. Students focus their attention on water flow, storm water management, swales, retention and detention basins, and how these relate to plant and wildlife ecologies. Students design grading and circulation/water management solutions for their projects in design studio. Prerequisites: LARC 54X Ecology, Environment & Materiality 2, admission to MLA 2, or permission of chair.

LARC 5XX ECOLOGY, ENVIRONMENT & MATERIALITY 4: LANDSCAPE CONSTRUCTION

3 UNITS

UNIT 1 introduces students to intentional landscape design for appropriate construction in varied environments. Students investigate the materials available for design and their physical characteristics, modes of production, sequences of assembly, maintenance needs, and life cycle. Students examine ground plane design and its conditions of change: surfaces, transitions, accessibility, and the laws of ADA, joints, seams, edges, etc.; freestanding and retaining walls; decks and overhead structures; and specification development. Students investigate construction techniques including reinforced concrete and in-earth retaining wall systems, reinforced concrete superstructures, wood frame superstructures, steel frame superstructures, glass superstructures, and tensile membrane or cable-net superstructures and ETFE-type air-inflated superstructures.

UNIT 2: URBAN LANDSCAPES AND MANUFACTURED SITES TOPICS

is an advanced workshop in which students research innovative techniques associated with current professional practice in landscape architectural construction, engineering, and planting design with special emphasis on urban landscapes. Professional specialists present topics and case studies such as site remediation, landfill sites, structural soils, and urban plantings. Students engage in detailed studies of construction documentation, project design, material and horticultural technology, and new building techniques. Their work is facilitated through case studies and visits to sites and professional offices. Prerequisites: LARC 5XX Ecology, Environment & Materiality 3: Site Engineering and Water Management or permission of chair.

LARC 5702 VISUAL COMMUNICATION 1

3 UNITS, CROSS-LISTED WITH ARCH 562

Students learn to understand drawing as a way to record, explore, and imagine. Students are inducted into the cultural and traditional conventions of architectural representation, learn drawing's basic vocabulary, and both digital and analog methods of expression and representation. Landscape architecture students focus their exploration through projects in LARC 5703 Studio 1. Prerequisite: Graduate standing.

LARC 5XX VISUAL COMMUNICATION 2

3 UNITS, CROSS-LISTED WITH ARCH 563

Building on the foundation established in Visual Communication 1, students expand the essential tools and methods to develop, test, produce, and communicate spatial ideas with clarity and detail. They analyze numerous representation techniques across multiple scales, engaging 2D and 3D analog and digital hardware and software. They develop representation as spatial enabler and interpreter to establish and convey perspective. Prerequisites: LARC 56X Visual Communication 1 or permission of chair.

LARC 5701 HISTORY OF LANDSCAPE ARCHITECTURE 1

3 UNITS

Students gain familiarity with landscape milestones through a study of selected sites, the historical contexts that informed their development, and their designers. Students research the disciplinary literature and demonstrate understanding and assessment of a given site and its cultural production from pre-history to Olmsted. Prerequisite: Graduate standing.

LARC 5XX HISTORY OF LANDSCAPE ARCHITECTURE 2

3 UNITS

Students continue their historic survey of landscape milestones, researching the disciplinary literature and demonstrating understanding and assessment of a given site and its cultural production, from Olmsted to Post Modernism. Prerequisites: LARC 5701 History of Landscape Architecture 1 or permission of chair.

LARC 5XX THEORY IN LANDSCAPE ARCHITECTURE

3 UNITS

Students build their understanding of landscape architecture theory. Drawing from historical knowledge and critical readings of interdisciplinary philosophy and theory, students focus on recent contemporary built works and their designers, and on larger issues for professional theory and practice today. Students begin to construct problems and stake positions with respect to the discipline in the 21st century. Prerequisites: 5XX History of Landscape Architecture 2, admission to MLA 2, or permission of chair.

LARC 5XX CONTEMPORARY ISSUES IN LANDSCAPE ARCHITECTURE

3 UNITS

Students interrogate contemporary issues in professional and academic theory and debate their relationship to current and future practice. Using local and regional contexts, students address how we understand and critique recent built work and the idea of landscape itself. Prerequisites: 5XX Theory in Landscape Architecture or permission of chair.

LARC 6XX THESIS PREPARATION

3 UNITS

Students undertake individual research and develop a proposal for a project- and/or theory-based thesis. Students engage in peer critique throughout the semester and present their proposals for review and acceptance by the faculty. Prerequisites: 5XX Contemporary Issues in Landscape Architecture and LARC 58X Studio 4.

LARC 6XX PROFESSIONAL PRACTICE OF LANDSCAPE ARCHITECTURE

3 UNITS

Students explore ideas and methods in current landscape architectural practice. Students visit construction sites, professional offices and archives, and become familiar with professional procedures, office management, project development, contracts,

and collaborative ventures. Co-requisites: LARC 5XX Studio 4 or permission of chair.

Landscape Architecture Electives**LARC 6XX CURRICULAR PRACTICAL TRAINING**

0 TO 3 UNITS, PASS/FAIL

Students bridge education with the profession of landscape architecture through practical training accompanied by class discussion in this guided internship. Class discussion supplements the internship experience through consideration of issues of professional practice while the work experience challenges students to adapt to and be productive in the workplace. Prerequisite: one semester of LARC studio.

LARC 6XX TOPICS IN HORTICULTURE AND PLANTING DESIGN

3 UNITS

Students explore relevant topics in horticulture and planting design as they relate to the contemporary landscape. The course supplements ideas in the core curriculum with advanced, cutting-edge research, technology, and case studies. Instructors will be drawn from leading practitioners and researchers in the field. Prerequisite: permission of chair.

LARC 6XX TOPICS IN ECOLOGICAL DESIGN

3 UNITS

Students explore relevant topics in ecological design and new technologies as they relate to contemporary landscape architecture. Topics may include ecology, sustainability, habitat restoration, hydrology, green roof and green architecture technology, soil technology, and techniques pertinent to the construction of ecologically dynamic, functioning landscapes. Instructors will be drawn from leading practitioners and researchers in the field. Prerequisite: permission of chair.

LARC 6XX TOPICS IN REPRESENTATION

3 UNITS

Students become familiar with new ways of documenting and seeing landscape. Students learn advanced theories and techniques in representation. Prerequisites: LARC 5XX and LARC 5XX, or permission of chair.

LARC 67X TOPICS IN DIGITAL MEDIA

3 UNITS

Students undertake advanced study in the uses and applications of various digital media, including Geo-

graphical Information Systems, 3D modeling, digital fabrication, video, animation, and web design.

Prerequisites: LARC 5XX and LARC 5XX, or permission of chair.

LARC 67X TOPICS IN THE HISTORY & THEORY OF DESIGN & LANDSCAPE ARCHITECTURE

3 UNITS

In this advanced seminar, students explore specific issues in the history and theory of landscape architecture and related fields of design. Students focus on the cultural context of built works, their relation to conceptual writings (contemporary with the designs as well as modern), and the dialogue between modern professional practice and historical example and method. Students are asked to link the analysis of the built environment and text to design practice and the making of projects. Prerequisites: LARC 5XX or permission of chair.

School of Business

Joan Marques, PhD, Interim Dean

Welcome to the School of Business! We are proud of our programs and the immediate stakeholders involved in our daily operations, our administrators, faculty, staff, and students. Woodbury's School of Business is one of the smallest business schools awarded AACSB accreditation, which makes us the embodiment of two critical factors for success: sophisticated education and scholarship, and a small environment with a family-like atmosphere. These two factors have proven to be a winning combination for our students! They feel comfortable from their first week on, while they know that their education will be innovative, eye-opening, and enriching in many ways.

As one of the oldest educational institutions in the Western part of the US, our school ensures a focus on four important aspects in today's world. This is articulated as follows in our mission statement:

Woodbury University's School of Business cultivates the distinctive talents of each student to prepare future leaders of business who communicate effectively, act ethically, and think globally.

Whether you are an MBA student or a BBA student majoring in Accounting, Fashion Marketing, Management, or Marketing, you will find that we take your growth toward being a globally oriented, articulate, morally sound leader very seriously. At the same time, our school embeds into its education the university's Strategic Principles: Civic Engagement, Design Thinking, Entrepreneurship, and Transdisciplinarity. You will find several classes within your major as well as within the general education part of your curriculum adhering to these structures.

Our MBA Program is offered in a dynamic, innovative, and intensive format, tailored to the needs of working adults with managerial aspirations. With all prerequisites fulfilled, the MBA Program consists of 12 courses. As of the

fall 2016, the MBA program will consist of two concentrations: Accounting-Finance and Leadership and Global Strategy. Students will have the option of selecting one of these two concentration options or fulfill the general MBA track.

Our BBA program is mainly delivered in a traditional format with options for selected upper-division management courses to be taken in an intensive 7-week format.

Both programs have specific student organizations that advocate students' concerns, and maintain a close relationship with the school's administrators.

All of the School of Business' administrators have an open door policy, welcoming students, prospective students, and alumni to walk in at any time for a chat, the sharing of ideas, some advice, or just a warm hello. Please stop by when you can!

FACULTY

Our award-winning, internationally diverse faculty provides an ideal blend of teaching scholars and working professionals. Our faculty is passionate about teaching and mentoring. The faculty members of the School of Business have made their mark both in academia as well as in industry. They are "edupreneurs." They routinely publish their research in reputable journals and professional books, present their findings at national and international conferences, and yet retain a highly practical and entrepreneurial orientation to their classroom teaching.

The educators in the School of Business are highly involved in teaching, research, advising, curriculum development, and leading internships.

ACCOUNTING**FULL-TIME FACULTY**

Anthony Craig Keller, Associate Professor
PhD, Texas A&M University

Li-Lin (Sunny) Liu, Associate Professor
PhD, Florida International University

ADJUNCT FACULTY

R. Duane Anderson
MBA, University of Southern California

Kirit M. Dave
MS, Golden Gate University

Reginald J. de Guzman, CPA
MS, Golden State University

Amath Fall, CPA, CFM, CMA, Cr.FA, CGMA
MS, University of Nebraska

Dennis McGuckian
MBA, Dartmouth College

Ray Scalice
MS, Golden Gate University

EMERITUS FACULTY

Jon Myers, CPA
DBA (hon), Woodbury University

FASHION MARKETING**FULL-TIME FACULTY**

Wendy K. Bendoni, Assistant Professor
MA, California State University, Los Angeles

Keith Nishida, Assistant Professor
PhD (candidate), Oregon State University, Corvallis

ADJUNCT FACULTY

Evelyn Chai Chua
EMBA, Claremont Graduate School, MBA,
Tsinghua University

Kimberly A. Westmoreland, Esq.
JD, Loyola Law School, Los Angeles

MANAGEMENT**FULL-TIME FACULTY**

Tahmoures A. Afshar, Professor
PhD, Indiana University

Robert L. Bjorklund, Professor
PhD, University of Massachusetts

Angelo Camillo, Associate Professor
PhD, Oklahoma State University

David Cho, Assistant Professor
PhD, Indiana University

Satinder Dhiman, Professor
PhD, Tilburg University; EdD, Pepperdine University

Nathan Garrett, Associate Professor
PhD, Claremont Graduate School

Svetlana Holt, Associate Professor
EdD, Pepperdine University

Yasuo Nishiyama, Associate Professor
PhD, University of California, Berkeley

Alexandra Saba, Assistant Professor
MA, Northern Arizona University; MC, Arizona State
University

Adam Wood, Assistant Professor
PhD, University of Southern California

ADJUNCT FACULTY

Arthur Baghdasarian
JD, Whittier Law School

Chris Banescu
JD, Southwestern School of Law

Michael Cook
DPA, University of La Verne.

Bert Fairbanks
MBA, University of Phoenix

Virginia Green
PhD, Capella University

Paul Sabolic
EdD, Nova Southeastern University

Brandon Shamim
MS, University of La Verne

Farhana Siddiqi
PhD, Claremont Graduate School

Flora Wiegers
MS, University of Southern California; MS Cal State LA

EMERITUS FACULTY

Robert A. Schultz, Professor
PhD, Harvard University

MARKETING

FULL-TIME FACULTY

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

Tony Stovall, Assistant Professor
PhD, University of Arizona

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

Andrè B. van Niekerk, Assistant Professor
PhD, Michigan State University

ADJUNCT FACULTY

Peter Zaharkiv
MASC, Ryerson Polytechnic

Mary Zakrasek
PhD, University of Arizona

EMERITUS FACULTY

Karen Kaigler-Walker, Professor
PhD, Ohio State University

Accounting

Mauro Diaz, Department Chair

Why Learn Accounting?

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

Why Major in Accounting?

The Accounting major prepares you to enter and thrive in the accounting profession. As an Accounting graduate, you'll have an excellent opportunity to thrive in a well-paid career. Accounting is a time-honored and universal profession; accountants are key professional advisors to organizations and individuals. Accountants are often asked to honestly and objectively measure and reflect the financial status of individuals and organizations. Those who leverage their education to become Certified Public Accountants (CPAs) join an elite group recognized throughout the world for helping people and organizations make better financial decisions.

What Do You Need to Bring Into Your Classes to Succeed in the Accounting Major?

Those students who succeed and go on to become CPAs must be logical, methodical, attentive to details, and have excellent people and communication skills.

What Do Students Learn in Accounting Classes?

In the two lower-division accounting courses, which are required for all business majors, students learn the fundamentals of accounting information systems, how to use accounting information, and how to work with accountants to make better financial decisions. These courses emphasize the strengths and weaknesses of accounting information, accounting information systems, and the accounting way of thinking. These courses provide an environment for students to learn the critical and fundamental concepts that drive accounting, accountants, and financial analysis, as well as opportunities for students to apply these concepts while practicing the research, analytic,

critical thinking, and communications skills that are important in management practice and crucial to good citizenship.

In upper-division accounting courses, students focus on learning the key details of accounting that are essential when entering the profession. The focus is on six major areas that are included on the CPA exam and other related professional exams: financial accounting, managerial accounting, taxation, auditing, business law, and government/not-for-profit accounting.

How Do Students Learn in Accounting Classes?

Accounting is logical, but not obvious. It requires hard work in order to master professional financial/accounting terminology and understand how the artificial information system works.

Students learn by reading, working through short quantitative problems, discussing answers in study groups, and actively participating in class discussions. Once the fundamentals are covered, students practice applying what was learned to new situations (often called "business cases"), making recommendations, and offering alternative ways of dealing with the opportunities or challenges presented in the cases. Students will support their recommendations with calculations and communicate the richness of their analyses in written reports and/or class presentations.

Scope of the Program

The Department of Accounting is responsible for undergraduate accounting courses. The coordinator of the department also has been assigned the scheduling of the undergraduate finance courses required of all business majors.

Many states require more than a BBA degree in accounting to become a CPA.

In 2013 California added a requirement that all candidates for a California CPA license must pass 150 semester units of college courses.

These units need not be from graduate courses or even upper-division courses; courses taken at community colleges, as well as university extension programs, will qualify. Those students who wish to become a CPA might also consider furthering their education by earning a Master's degree in accounting or taxation.

MISSION

Our mission is for accounting majors to be able to use accounting information to make better financial decisions and for our graduating accounting majors to enter and thrive in the profession.

PROGRAM LEARNING OUTCOMES

Students will demonstrate the following program learning outcomes in addition to university-wide and School of Business-wide student learning outcomes.

- Students passing the lower-division core courses in accounting are able to manifest the ability to use accounting information in making business decisions.
- Graduating accounting majors are able to demonstrate the knowledge of accounting concepts required for entry-level positions in the accounting profession.

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

Lower Division (Service Courses)

Learning Goal: Students passing the lower-division core courses can manifest the ability to use accounting information in making business decisions.

Learning Objectives:

- Students will be able to identify commonly used ratios, cost-related techniques, and the qualitative characteristics of Generally Accepted Accounting Principles [knowledge].
- Students will be able to understand which are of greater importance [understanding].
- Students will be able to evaluate the financial condition of an organization or investment [application].

Upper Division (Accounting Major Courses)

Learning Goal: Graduating accounting majors can demonstrate the knowledge of accounting concepts required for entry-level position in the profession.

Learning Objectives:

- Students will be able to identify key accounting issues under primary authorities, such as Generally Accepted Accounting Principles, Generally Accepted Auditing Standards, or federal income tax law [knowledge].
- Students will be able to understand which are of

greater importance [understanding].

- Students will be able to prepare advice for a client based on environmentally rich, practical, lifelike cases in which many issues are raised, the facts given are not “complete,” and insufficient space exists to allow for a thorough discussion of either application.

Curriculum Summary

ACCOUNTING MAJOR CURRICULUM

Leading to the Bachelor of Business

Administration (BBA) Degree

	<u>Units</u>
Major (M)	24
Business Core (BBA)	36
Internship (I)	3
General Education	58
Unrestricted electives (UE)	5
Minimum semester hours required	126

SUGGESTED SEQUENCE OF COURSES

FIRST YEAR

Fall Semester

Spring Semester

MGMT 100	Fundamentals of Business Enterprise	3 BBA
WRIT 111	Academic Writing I	3 GE
INDS ____	Interdisciplinary Core	3 GE
ENVT 200	Environmental Studies	3 GE
_____	Unrestricted Elective	3 UE

MGMT 110	Legal Environment of Business	3 BBA
COMM 120	Public Speaking	3 GE
PSYC 200	Introduction to Psychology	3 GE
WRIT 112	Academic Writing II	3 GE
LSCI 105	Information Theory and Practice	1 GE
MATH 220	Business Mathematics	3 GE

SECOND YEAR**Fall Semester**

ACCT 205	Financial Accounting for Decision Making	3 BBA
MGMT 326	Management and Organizational Behavior	3 BBA
ECON 203	Macroeconomics	3 GE
MATH 226	Business Statistics	3 GE
PHIL 210	Ethical Systems	3 GE
_____	Natural Science with Lab	3 GE

Spring Semester

ACCT 206	Managerial Accounting for Decision Making	3 BBA
MRKT 301	Principles of Marketing	3 BBA
ECON 204	Microeconomics	3 GE
ARTH 2__	Art History Course	3 GE
_____	Unrestricted Elective	3 UE

THIRD YEAR**Fall Semester**

ACCT 300	Cost Accounting	3 M
ACCT 304	Intermediate Accounting I	3 M
ACCT 352	Concepts of Taxation	3 M
MGMT 336	Management of Information Systems	3 BBA
MGMT 350	Business Ethics	3 BBA
INDS 3__	Transdisciplinary Seminar	3 GE

Spring Semester

ACCT 305	Intermediate Accounting II	3 M
ACCT 388	Advanced Business Law	3 M
FINA 360	Financial Management	3 M
_____ 3__	General Education Elective	3 GE

FOURTH YEAR**Fall Semester**

ACCT 410	Auditing	3 M
MGMT 400	Operations Methods in Value Chain Management	3 BBA
ACCT 403	Not-For-Profit Accounting	3 M
ACCT 3/4	Accounting Elective	3 M
_____ 3__	General Education Elective	3 GE
_____ 3__	General Education Elective	3 GE

Spring Semester

ACCT 490	Accounting Internship	3 I
MGMT 483	Business Policy and Strategy	3 BBA
MGMT 461	Leadership Theory and Practice	3 BBA
_____	Art History or Humanities Course	3 GE
_____	General Education Elective	3 GE

ACCOUNTING ELECTIVES

ACCT 351	Advanced Taxation	3
ACCT 353	Entertainment Industry Production Accounting & Management	3
ACCT 401	Advanced Accounting	3
ACCT 405	Accounting Information Systems	3
ACCT 470	Topics in Accounting	3
ACCT 485	Accounting Problems	3
ACCT 499	Independent Study in Accounting	1-3

ASSESSMENT PROCESS

In the Accounting program, both formative and summative assessment of students' performance are applied throughout the curriculum. Because the program is part of the overarching BBA degree program, all students are required to take the twelve BBA core courses. These courses are noted above with the designation "BBA."

For the BBA core courses, formative assessment processes include: opportunities for students to provide structured feedback to their peers; detailed feedback from professors on homework sub-missions through Moodle; Moodle forums; evaluation of students' formal presentations; inclusion of Writing Department consultants to enhance writing skills in MGMT 326, MGMT 350, and MGMT 461; and simulation games in MGMT 336 and MGMT 483.

The summative assessment processes for the BBA core courses include research and reflection papers, formal presentations, portfolio presentations, final exams, and the capstone project.

For Accounting major courses, formative assessment processes include detailed feedback from professors on homework submissions through Moodle, computer literacy requirements, field projects, an

internship project, and faculty advising through mandatory one-on-one meetings.

Summative assessment processes for Accounting major courses include formal presentations, portfolio presentations, and final or comprehensive exams.

RESULTS OF LEARNING

Students complete the program with a portfolio of written case projects and PowerPoint-type presentations where financial statements or accounting reports have been analyzed and the resulting advice defended by numbers.

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

ACADEMIC STANDARDS

The department applies university- and school-wide academic standards.

SPECIAL LEARNING OPPORTUNITIES/REQUIREMENTS

Capstone

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

The capstone course uses a computer simulation in which organizations are analyzed with respect to the effectiveness and appropriateness of strategies and goals in each of the functional areas. Also measured are the synergies of the functional areas

for achieving optimal results consistent with their respective missions.

Internship

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

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

The required work experience is a three-unit internship or accounting work experience of at least 120 hours (non-credit). If the requirement is satisfied by non-credit work experience, an additional upper-division accounting course will be required.

Other

Accounting students are advised to focus on their coursework and pursue accounting-related jobs rather than part-time jobs outside the field.

We encourage you to participate in student case competitions (such as offered by the Institute of Management Accountants) and submit papers to accounting conferences (such as the Western Decision Sciences Institute's annual meeting). Participation may be awarded academic credit through ACCT 499, Independent Study.

You are also encouraged to join professional organizations such as the California Society of CPAs (memberships are currently free for accounting students) and student organizations such as Woodbury's Accounting Society, Woodbury's

BPWOW (Business and Professional Women of Woodbury) and Woodbury's CEO (Collegiate Entrepreneurs' Organization). Students can also compete in CEO's annual Business Plan Competition for substantial cash prizes.

Accounting majors are strongly encouraged to consider investing their required upper-division GE/IL courses in law-related courses (such as POHI 337, United States Constitutional Law), as well as those involving ethics, journalism, social media, and the social sciences.

COMPUTER LITERACY REQUIREMENTS

Students will use word processing software (such as Word), presentation software (such as Power-Point), and spreadsheet software (such as Excel). Students also use professional research tools (such as Lexis/Nexis), and—in upper-division courses—specialized software (such as Lacerte for tax returns, CCH Tax Research NetWork, ACL, FARS, and the SEC's EDGAR database) typical for practitioners who specialize in the accounting areas taught (e.g. general ledger programs for an intermediate accounting practice set).

STUDENT COMPUTER AND OTHER EQUIPMENT REQUIREMENTS

In addition to the Computer Literacy Requirements listed directly above, students need to use computers with meaningful web access. Although computer labs are available on campus, students are encouraged to have their own netbooks and printers to work on homework and projects off campus. Accounting students are encouraged to have a financial calculator in ACCT 304, Intermediate Accounting I.

ACCOUNTING UNDERGRADUATE COURSES

ACCT 205 Financial Accounting for Decision Making

3 UNITS

In this course, students will learn the principles of accrual accounting, basic processes of financial record keeping, and use of basic financial statements. Emphasis is on learning the strengths and weaknesses of financial accounting in order to better use accounting information to make financial decisions. Prerequisites: MGMT 100, Fundamentals of Business Enterprise; and MATH 220, Business Mathematics or MATH 249, College Algebra.

ACCT 206 Managerial Accounting for Decision Making

3 UNITS

In this course, students will learn advanced topics in accounting with an emphasis on managerial accounting, including inventory costing, capital and operational budgeting, and break-even analysis. Prerequisite: ACCT 205, Financial Accounting for Decision Making.

ACCT 300 Cost Accounting

3 UNITS

In this course, students will learn about product costing, including activity-based costing, job-order costing, standard costing, variance analysis, and cost-volume-profit analysis. Students will also learn cost accounting techniques related to the budgeting of operations and capital expenditures, inventory control, performance measurement, and management decision making. Prerequisite: ACCT 206, Managerial Accounting for Decision Making. Students must bring the textbook to each class meeting.

ACCT 304 Intermediate Accounting I

3 UNITS

This course provides a concentrated study of financial accounting within the conceptual framework that underlies financial reporting, with emphasis on accounting issues related to asset valuation and reporting. Prerequisite: ACCT 206, Managerial Accounting for Decision Making. Students must bring the textbook to each class meeting.

ACCT 305 Intermediate Accounting II

3 UNITS

This course examines the development and application of accounting standards, such as those for evaluation, income taxes, compensation, or revenue recognition, with an emphasis on new standards and current developments. Prerequisite: ACCT 304, Intermediate Accounting I. Students must bring the textbook to each class meeting.

ACCT 351 Advanced Taxation

3 UNITS

This course focuses on advanced topics in taxation with an emphasis on strategic tax planning. Prerequisite: ACCT 305, Intermediate Accounting II. Students must bring the textbook to each class meeting.

ACCT 352 Concepts of Taxation

3 UNITS

This course introduces a broad range of tax concepts and types of taxpayers, covering the role of taxation in the business decision-making process; basic tax research and planning; professional standards and ethics; and the interrelationship and differences between financial accounting and tax accounting. Prerequisite: ACCT 206, Managerial Accounting for Decision Making. Students must bring the textbook to each class meeting.

ACCT 353 Entertainment Industry Production Accounting and Management

3 UNITS

This course focuses on accounting and management applications specific to the entertainment industry, with general use in areas of media production, such as film, television, commercials, music videos, and games development. Topics include production budgeting, management reporting, film terminology, and studio distribution contacts. Financial reporting requirements promulgated by the American Institute of CPAs and the Financial Accounting Standards Board will be discussed. Prerequisite: ACCT 206, Managerial Accounting for Decision Making. Students must bring the textbook to each class meeting.

ACCT 388 Advanced Business Law

3 UNITS

This course examines key legal doctrines and rules governing organizations. Emphasis is on analyzing open-ended, lifelike fact patterns (i.e. case studies) to identify and complete appropriate standard legal forms. Prerequisites: ACCT 205, Financial Accounting for Decision Making and MGMT 110, Legal Environment of Business. Students must bring the textbook to each class meeting.

ACCT 401 Advanced Accounting

3 UNITS

This course focuses on advanced topics in accounting, such as business combinations; consolidated financial statements; foreign currency transactions and financial statements; partnership formation and liquidation; and an introduction to government/not-for-profit accounting. Prerequisite: ACCT 305, Intermediate Accounting II. Students must bring the textbook to each class meeting.

ACCT 403 Government and Not-For-Profit Accounting

3 UNITS

In this course, students will examine fund accounting, the study of the accounting literature applicable to governmental units and not-for-profit entities such as colleges, universities, and hospitals. Prerequisite: ACCT 305, Intermediate Accounting II. Students must bring the textbook to each class meeting.

ACCT 405 Accounting Information Systems

3 UNITS

This course focuses on the study of the application of computer processing to accounting procedures, including control mechanisms and procedures to maintain the integrity of data and the effective reporting of information. Prerequisite: ACCT 206, Managerial Accounting for Decision Making. Students must bring the textbook to each class meeting.

ACCT 410 Auditing

3 UNITS

This course will examine financial auditing practices and procedures. Professional standards of practice and reporting are also explored. Prerequisite: ACCT 305, Intermediate Accounting II. Students must bring the textbook to each class meeting.

ACCT 470 Topics in Accounting

3 UNITS

Accounting subjects or developments of interest not covered elsewhere are explored. Students must bring the textbook to each class meeting.

ACCT 485 Accounting Problems

3 UNITS

A review of current accounting theory in which problems are used to test understanding and application in professional examinations. Prerequisites: ACCT 300, Cost Accounting and ACCT 305, Intermediate Accounting II. Students must bring the textbook to each class meeting.

ACCT 490 Accounting Internship

3 UNITS

Students will gain practical experience in an accounting environment.

ACCT 499 Independent Study

3 UNITS

This is an individual investigation of an aspect of accounting chosen by the student and approved by the instructor.

FINA 360 Financial Management

3 UNITS

This course provides an introduction to finance. Topics covered include financial statement and ratio analysis, working capital management, financial forecasting, leveraging, time-value of money, valuation of stocks and bonds, cost of capital, capital budgeting, and raising capital. Prerequisites: ACCT 206, Managerial Accounting for Decision Making, ECON 203, Macroeconomics, and ECON 204, Microeconomics.

CURRICULUM MAP

Bachelor of Business Administration in Accounting BBA

	INTRODUCED		DEVELOPED		PRACTICED		MASTERED		COURSES
	Introduced/Assessed		Developed/Assessed		Practiced/Assessed		Mastered/Assessed		BBA Core Courses
	Introduced		Developed		Practiced		Mastered		Accounting Courses
STRATEGIC PRINCIPLES	1	Design Thinking	2	Transdisciplinarity	3	Civic Engagement	4	Entrepreneurship	Internship

LEARNING OUTCOMES	MAJOR COURSES																					
	Strategic Principles																					
	MGMT 100 Fundamentals of Business Enterprise	MGMT 110 Legal Environment of Business	ACCT 205 Financial Accounting BBA 3	ACCT 206 Managerial Accounting BBA 5	MGMT 336 Management Information Systems	MGMT 326 Management & Organizational Behavior	MGMT 350 Business Ethics	MRKT 301 Principles of Marketing	FINA 360 Financial Management	MGMT 400 Operation Methods in Value Chain Mgmt	MGMT 461 Leadership Theory & Practice	MGMT 483 Business Policy & Strategy [Capstone]	ACCT 300 Cost Accounting	ACCT 304 Intermediate Accounting I ACCT 2	ACCT 352 Concepts of Taxation ACCT 3	ACCT 305 Intermediate Accounting II ACCT 4	ACCT Elective # 1 ACCT 5	ACCT 338 Advanced Business ACCT 6	ACCT 403 Government / Not-for-Profit ACCT 7	ACCT 410 Auditing ACCT 8	ACCT 490 Accounting Internship	
Strategic Principles	1				2		3	1	2	12	3	2										
Demonstrate Communication Skills																						
Incorporate Ethical Perspectives in Decisions																						
Demonstrate Global Awareness																						
Develop Basic Leadership Skills																						
Quantitative																						
Accounting & Financial																						
Use Accounting Concepts and Tools to Make Organizational Decisions																						
Manifest Entry Level Technical Expertise in Course Field																						

Fashion Marketing

Wendy K. Bondoni, MA, Department Chair

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

Why Learn Fashion Marketing?

Since fashion marketing encompasses a broad spectrum of endeavors, from product development to advertising, students can develop their specific interests and talents within the fashion marketing arena and be assured that there is a place for them within the fashion business community. No fashion company is too small or too large to need marketers. This allows fashion marketing graduates to choose the type and size of organization that suits their personal tastes.

What Do Fashion Marketing Students Learn?

Students learn how to adapt proven fashion marketing strategies to the ever-evolving world of the fashion business by learning both the psychology of why people purchase fashion products, and how to effectively develop, price, distribute, and promote products and services.

How Do Fashion Marketing Students Learn?

Students learn in a variety of settings and via a variety of experiences. All classes are interactive, with a minimum of formal lecture and a maximum of student-centered activities. Students are given

the opportunity in each class to learn by working in groups, writing, speaking, and completing projects—all of which offer the students the opportunity to engage a broad range of talents.

What Are the Results of the Course of Study in Fashion Marketing?

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

MISSION

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

PROGRAM LEARNING OUTCOMES

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

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

1. Effective Communication: To manifest professional entry-level fashion marketing communication skills.

Learning Objectives:

- To identify and analyze fashion marketing audiences, purposes, key ideas, sequencing of content, format, voice, style, technology, and key

terms of art.

- To apply effective principles of communication within the fashion marketing environment.
- To cogently and concisely present managerial advice from an environmentally rich, ambiguous set of facts embodying actual situations faced by fashion marketers.

2. Ethical Behavior: To incorporate ethical perspective into their professional decision making in the field of fashion marketing.

Learning Objectives:

- To identify ethical theories and challenges in fashion marketing.
- To apply ethical principles when facing challenges in making fashion marketing decisions.
- To be able to advise organizations on the suitability of ethical fashion marketing approaches to operational challenges that are raised in actual situations faced by marketers.

3. Global Perspective: To exhibit a global awareness in our graduates' professional decision making in the field of fashion marketing.

Learning Objectives:

- To identify multicultural challenges in social and fashion marketing environments.
- To apply knowledge of the global nature of fashion marketing when making decisions.
- To effectively analyze the pros and cons of alternative approaches to fashion marketing challenges that are raised in actual situations faced by business people.

4. Marketing Principles: To apply the underlying principles of fashion marketing when making business decisions.

Learning Objectives:

- To understand the underlying principles of fashion marketing.
- To apply the underlying principles of fashion marketing in real-world business situations.
- To effectively analyze various fashion marketing principles and their appropriate applications in business settings.

Curriculum Summary

FASHION MARKETING MAJOR CURRICULUM

Leading to the Bachelor of Business Administration (BBA) Degree

	<u>Units</u>
Major (M)	30
Business Core (BBA)	36
Internship (I)	3
General Education	46
Unrestricted electives (UE)	11
Minimum semester hours required	126

SUGGESTED SEQUENCE OF COURSES

FIRST YEAR

Fall Semester

FMRK 100	Fashion Fundamentals	3 M
WRIT 111	Academic Writing I	3 GE
COMM 120	Public Speaking	3 GE
ENVT 220	Environmental Studies	3 GE
_____	Unrestricted Elective	3 UE
_____	Unrestricted Elective	1 UE

Spring Semester

MGMT 100	Fundamentals of Business Enterprise	3 BBA
FMRK 235	Trend Analysis	3 M
WRIT 112	Academic Writing II	3 GE
MATH 220	Business Mathematics	3 GE
PSYC 200	Introduction to Psychology	3 GE
LSCI 105	Information Theory and Practice	1 GE

SECOND YEAR

Fall Semester

FMRK 360	Fashion, Culture and Society	3 M
MGMT 110	Legal Environment of Business	3 BBA
ECON 203	Macroeconomics	3 GE
PHIL 210	Ethical Systems	3 GE
MATH 226	Business Statistics	3 M
INDS 1XX	Interdisciplinary Studies Core	3 GE

Spring Semester

MRKT 301	Principles of Marketing	3 BBA
ECON 204	Microeconomics	3 GE
ACCT 205	Financial Accounting for Decision Making	3 BBA
FDES 261	History of Fashion II	3 GE
_____	Natural Science Course with lab	3 GE
_____	Unrestricted Elective	3 UE

THIRD YEAR**Fall Semester**

FMRK 3/4XX	Fashion Marketing Elective	3 M
_____ 3	General Education Elective	3 GE
ACCT 206	Managerial Accounting for Decision Making	3 BBA
MGMT 326	Management and Organizational Behavior	3 BBA
MRKT 310	Consumer Behavior	3 M
_____	Art History Course	3 GE

Spring Semester

FMRK 375	Field Experience	3 M
_____	Unrestricted Elective	1 UE
FINA 360	Financial Management	3 BBA
MGMT 350	Business Ethics	3 BBA
MGMT 336	Management of Information Systems	3 BBA
INDS 3__	Transdisciplinary Seminar	3 GE

FOURTH YEAR**Fall Semester**

FMRK 3/4XX	Fashion Marketing Elective	3 M
MGMT 400	Operations Methods in Value Chain Management	3 BBA
MGMT 461	Leadership Theory and Practice	3 BBA
FMRK 490	Internship	3 I

Spring Semester

MRKT 455	Market Research and Analysis	3 M
MGMT 483	Business Policy and Strategy	3 BBA
FMRK 3/4XX	Fashion Marketing Elective	3 M
_____	Unrestricted Elective	3 UE

UPPER-DIVISION FASHION MARKETING ELECTIVE COURSES

Select one or two from the following:

FMRK 246	Retail Fashion Buying
FMRK 330	Store Planning and Merchandise Presentation
FMRK 340	Fashion Promotion
FMRK 350	Fashion Styling for the Media
FMRK 365	Fashion Journalism
FMRK 410	Fashion Production and Wholesaling
FMRK 470	Topics in Fashion Marketing

UPPER-DIVISION MARKETING ELECTIVE COURSES

Select one from the following:

MRKT 312	Public Relations
MRKT 321	Advertising and Promotion Management
MRKT 325	Retail Marketing Management
MRKT 341	Marketing on the Internet
MRKT 342	Media Marketing
MRKT 330	Sustainable Marketing
MRKT 320	Fashion Retailing
MRKT 430	Service and Non-Business Marketing
MRKT 441	Sales Management
MRKT 451	Strategic Marketing

FASHION MARKETING MINOR

FMRK 100	Fashion Fundamentals	3
FMRK 235	Trend Analysis	3
MRKT 301	Principles of Marketing*	3

Select the sufficient number of courses to complete the fifteen-unit minor:

FMRK 246	Retail Fashion Buying	3
FMRK 375	Field Experience	3
FMRK 330	Store Planning and Merchandise Presentation	3
FMRK 340	Fashion Promotion	3
FMRK 350	Fashion Styling for the Media	3
FMRK 365	Fashion Journalism	3
FMRK 410	Fashion Production and Wholesaling	3
FMRK 320	Fashion Retailing	3
FMRK 470	Topics in Fashion Marketing	3

Minimum unit requirements 15

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

Assessment Process

In the Fashion Marketing program, both formative and summative assessments of students' performance throughout the curriculum are applied. Because the program is part of the overarching BBA degree program, all students are required to take the twelve BBA core courses. These courses are noted above with the designation "BBA."

For the BBA core courses, formative assessment processes include: opportunities for students to provide structured feedback to their peers; detailed feedback from professors on homework submissions through Moodle; Moodle forums; evaluation of students' formal presentations; inclusion of Writing Department consultants to enhance writing skills in MGMT 326, MGMT 350, and MGMT 461; and simulation games in MGMT 336 and MGMT 483.

The summative assessment processes for the BBA core courses include research and reflection papers, formal presentations, portfolio presentations, final exams, and the capstone project.

For Fashion Marketing major courses, formative assessment processes include detailed feedback from professors on homework submissions through Moodle, computer literacy requirements, field projects, an internship project, and faculty advising through mandatory one-on-one meetings.

Summative assessment processes for Fashion

Marketing major courses include formal presentations, portfolio, poster and research paper submissions and presentations, and final exams.

In FMRK 490, Internship in Fashion Marketing, each student successfully completes a 120-hour internship that is evaluated by both the faculty advisor and the on-site supervisor. Data from the supervisor survey is compiled each semester for analysis. Decisions regarding the FMRK curriculum and individual courses are made based on this data.

RESULTS OF LEARNING

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

ACADEMIC STANDARDS

The department applies university- and school-wide academic standards.

SPECIAL LEARNING OPPORTUNITIES/ REQUIREMENTS

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

Internship

Students are required to take FMRK 490, Internship in Fashion Marketing during their senior year. The ten- to fifteen-week experience offers students the opportunity to work in a fashion marketing environment of their choice during which they apply and expand their knowledge of the business of fashion marketing.

Study-Away

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

Other

Students are encouraged to take part in School of Business co-curricular activities such as the Collegiate Entrepreneurs' Organization (CEO). In MGMT 483, Business Policy and Strategy, students participate in the Capsim program and compete

on their scores with their counterparts at other universities across the country.

COMPUTER LITERACY REQUIREMENTS

Students use word processing software (such as Word) and presentation software (such as Power-Point). The accounting and management courses utilize spreadsheet software (such as Excel). All courses in marketing require students to use online information search vehicles (such as ProQuest). Students utilize the statistical package SPSS in MRKT 310, Consumer Behavior and MRKT 455, Market Research and Analysis.

STUDENT COMPUTER AND OTHER EQUIPMENT REQUIREMENTS

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

MINOR REQUIREMENTS

Although a minor is not required, students are encouraged to minor in an area that will support the fashion marketing degree in the area of greatest interest to the student. Suggested minors that are especially useful to fashion marketers include fashion design, psychology, graphic design, and communications.

FASHION MARKETING UNDERGRADUATE COURSES

FMRK 100 FASHION FUNDAMENTALS

3 UNITS

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

FMRK 235 TREND ANALYSIS

3 UNITS

This course introduces the basic theories of fashion, including perspectives on the nature of fashion

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

FMRK 246 RETAIL FASHION BUYING

3 UNITS

Provides an overview of the fashion merchandising function with special emphasis on planning, buying, promotion, selling, and control of fashion goods. Basic merchandise mathematics are incorporated. Lecture. Prerequisites: FMRK 100, Fashion Fundamentals and MATH 149, Intermediate Algebra.

FMRK 275 FIELD EXPERIENCE

3 UNITS

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

FMRK 320 FASHION RETAILING

3 UNITS

This course provides an in-depth overview of the fashion merchandising function and store operations management. Topics include planning, buying, and control of fashion goods; organizational structures; retail acquisition and expansion; developing a retail business plan; and utilizing entrepreneurial skills in retail settings. Lecture. Prerequisites: FMRK 235, Trend Analysis; MATH 220, Business Mathematics or MATH 249, College Algebra; MRKT 301, Principles of Marketing.

FMRK 330 STORE PLANNING AND MERCHANDISE PRESENTATION

3 UNITS

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

FMRK 340 FASHION PROMOTION

3 UNITS

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

FMRK 350 FASHION STYLING FOR THE MEDIA

3 UNITS

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

FMRK 360 FASHION, CULTURE, AND SOCIETY

3 UNITS

The impact of fashion/appearance on human behavior and the role of fashion as a form of communication are studied. Theories of psychology, social psychology, sociology, and anthropology are incorporated to assist in the understanding of how individuals express themselves through their appearance. The course examines the interrelationship between postmodern culture and fashion/beauty, beginning with an analysis of the primal, underlying motivations for adorning the body. Topics include non-verbal communication aspects of appearance; cultural appearance; the inherent sexism, lookism, ageism, and ethnocentricity of fashion; and the impact of sociological/religious/political/economic systems on dress and adornment. Lecture. Prerequisites: FMRK 235, Trend Analysis; WRIT 112, Academic Writing II or WRIT 212, Rhetoric and Design; PSYC 200, Introduction to Psychology.

FMRK 365 FASHION JOURNALISM

3 UNITS

This course examines the history of the fashion media and its impact on the fashion industry. The course will explore the interrelationship between fashion journalists, public relations specialists, photographers, and designers. Topics include effective interviewing, writing and editing articles, photo shoot organization and management, and

the newest form of fashion journalism, the Internet and blogs. Lecture. Prerequisites: FMRK 235, Trend Analysis; WRIT 112, Academic Writing II or WRIT 212, Rhetoric and Design.

FMRK 375 FIELD EXPERIENCE

3 UNITS

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

FMRK 410 FASHION PRODUCTION AND WHOLESALING

3 UNITS

This course will examine the dynamic changes in the fashion apparel supply chain. The student will gain an understanding of the apparel supply chain, including manufacturing, product development, and the distribution channel of product. Lecture. Prerequisites: FMRK 235, Trend Analysis; WRIT 112, Academic Writing II or WRIT 212, Rhetoric and Design; MRKT 301, Principles of Marketing.

FMRK 490 INTERNSHIP IN FASHION MARKETING

3 UNITS

Students obtain practical on-the-job training in a fashion marketing environment. Work experience is complemented by an academic requirement and periodic meetings with the fashion marketing department coordinator. 120 hours. Prerequisite: Senior standing and FMRK 246; twelve units up-division FMRK/MRKT courses.

FMRK 299, 399, 499 INDEPENDENT STUDY

1-3 UNITS

This is an individual investigation into a field of special interest chosen by the student with the approval of the appropriate dean. Regular, periodic meetings with the department coordinator or an assigned faculty member are required. Thirty hours are required for each unit of credit. Prerequisite: contract approval by the dean.

CURRICULUM MAP

Bachelor of Business Administration in Fashion Marketing BBA

	INTRODUCED	DEVELOPED	PRACTICED	MASTERED	COURSES
	Introduced/Assessed	Developed/Assessed	Practiced/Assessed	Mastered/Assessed	BBA Core Courses
	Introduced	Developed	Practiced	Mastered	Fashion Marketing Courses
STRATEGIC PRINCIPLES	1 Design Thinking	2 Transdisciplinarity	3 Civic Engagement	4 Entrepreneurship	Internship

LEARNING OUTCOMES	MAJOR COURSES																				
	Strategic Principles																				
	MGMT 100 Fundamentals of Business Enterprise	MGMT 110 Legal Environment of Business	ACCT 205 Financial Accounting BBA 3	ACCT 206 Managerial Accounting BBA 5	MGMT 336 Management Information Systems	MGMT 326 Management & Organizational Behavior	MGMT 350 Business Ethics	MRKT 301 Principles of Marketing	FINA 360 Financial Management	MGMT 400 Operation Methods in Value Chain Mgmt	MGMT 461 Leadership Theory & Practice	MGMT 483 Business Policy & Strategy [Capstone]	FMRK 100 Fashion Fundamentals	FMRK 235 Trend Analysis	FMRK 360 Fashion Culture and Society	FMRK 375 Field Experience	MRKT 310 Consumer Behavior	FMRK/MRKT 300/400 Electives (12 units)	MRKT 455 Marketing Research [Major Capstone]	FMRK 490 Fashion Marketing Internship	
Strategic Principles	1				2		3	1	2	12	3	2									
Demonstrate Communication Skills																					
Incorporate Ethical Perspectives in Decisions																					
Demonstrate Global Awareness																					
Develop Basic Leadership Skills																					
Quantitative																					
Accounting & Financial																					
Develop Understanding of Function of Fashion Marketing																					
Develop and Practice Fashion Marketing Tools and Skills																					

Management (BBA)

Svetlana Holt, EdD, Chair, BBA Program

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

Management starts with taking charge of your life, and doing so in a responsible yet progressive way. This is how your rise to leadership starts. Management is the most flexible, widespread, and needed skill in every possible setting. That is why you can find managers in every profession.

Why study Management?

A management degree is broadly applicable. In every area or industry you can find managers. Management alumni can be department supervisors, directors, branch managers, general managers, vice presidents and even presidents of small, mid-sized, or large organizations in the for-profit and non-profit sectors.

What do Managers do?

Managers plan, organize, coordinate, motivate, lead, and communicate, providing necessary services that make our world work. When they perform those services ethically and globally, great value is added at all levels of our worldwide community. This is why we are here and why we strive to educate you to be a high-quality leader and manager.

What do Management students learn?

Management majors learn skills in the various functions of business, such as accounting, finance, and marketing, but learn to use them globally and ethically, through effective planning, organizing, leading, communicating, and motivating.

How do Management students learn?

Management majors learn through the intellectual

contributions and teaching skills of excellent faculty members, team experiences, management simulations, and business internships. Our class sizes are small and our faculty members engage in close teacher/learner relationships with students both in and out of the classroom.

Students who graduate with a BBA will qualify for beginning professional management positions in business and not-for-profit organizations in the private and public sectors.

MISSION

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

PROGRAM LEARNING OUTCOMES

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

Curriculum Summary

MANAGEMENT MAJOR CURRICULUM Leading to the Bachelor of Business Administration (BBA) Degree

	<u>Units</u>
BBA Core	36
Concentration Core	21
Concentration Options Courses	9
Required Internship	3
Total Major	69
General Education	52
Unrestricted electives (UE)	5
Minimum semester hours required	126

SUGGESTED SEQUENCE OF COURSES**FIRST YEAR****Fall Semester**

MGMT 100	Fundamentals of Business Enterprise	3 BBA
WRIT 111	Academic Writing I	3 GE
INDS 1__	Interdisciplinary Core	3 GE
ENVT 220	Environmental Studies	3 GE
____	Unrestricted Elective	3 UE
____	Unrestricted Elective	1 UE

Spring Semester

MGMT 110	Legal Environment of Business	3 BBA
PSYC 200	Introduction to Psychology	3 GE
WRIT 112	Academic Writing II	3 GE
LSCI 105	Information Theory and Practice	1 GE
COMM 120	Public Speaking	3 GE
MATH 220	Business Math	3 GE

SECOND YEAR**Fall Semester**

ACCT 205	Financial Accounting for Decision Making	3 BBA
MGMT 301	Organizational Communication	3 M
MATH 226	Business Statistics	3 GE
ECON 203	Macroeconomics	3 GE
PHIL 210	Ethical Systems	3 GE
____	Natural Science with Lab	3 GE

Spring Semester

ACCT 206	Managerial Accounting for Decision Making	3 BBA
MGMT 326	Management and Organizational Behavior	3 BBA
ECON 204	Microeconomics	3 GE
____	Art History	3 GE
INDS 3XX	Transdisciplinary Seminar	3 GE
____	Unrestricted Elective	1 UE

THIRD YEAR**Fall Semester**

MRKT 301	Principles of Marketing	3 BBA
MGMT 336	Management of Information Systems	3 BBA
FINA 360	Financial Management	3 BBA
MGMT 350	Business Ethics	3 BBA
____	Humanities	3 GE

Spring Semester

MGMT 400	Operations Methods in Value Chain Management	3 BBA
MGMT 366	Small Business Management	3 M
MGMT 335	Managing Workplace Diversity	3 M
MGMT 340	Social and Political Environment of Business	3 M
MGMT 345	Global Enterprise	3 M
____ 3__	General Education Elective	3 GE

FOURTH YEAR**Fall Semester**

MGMT 490	Management Internship	3 BBA
MGMT 461	Leadership Theory and Practice	3 BBA
MGMT 474	Project Management	3 M
MGMT 460	Managing Change and Conflict	3 M
MGMT 3/4XX	Management Elective	3 M

Spring Semester

MGMT 483	Business Policy and Strategy	3 BBA
MGMT 3/4XX	Management Elective	3 M
MGMT 3/4XX	Management Elective	3 M
____ 3__	General Education Elective	3 GE

Management Minor

ACCT 205	Financial Accounting for Decision Making	3
MGMT 100	Fundamentals of Business Enterprise**	3
MGMT 110	Legal Environment of Business	3
MGMT 326	Management and Organizational Behavior	3
MRKT 301	Principles of Marketing	3
FINA 360	Financial Management*	3

Minimum unit requirements 18

*FINA 360 requires Macroeconomics and Microeconomics as prerequisites.

**MGMT 100 are prerequisites to ACCT 205 and will therefore have to be taken before ACCT 205.

ASSESSMENT PROCESS

In the Management program, both formative and summative assessments of each student’s performance are applied throughout the curriculum. Because the program is part of the overarching BBA Degree Program, all students are required to take the twelve BBA core courses. These courses are noted above with the designation “BBA.”

For the BBA core courses, formative assessment processes include: opportunities for students to provide structured feedback to their peers; detailed feedback from professors on homework sub-missions through Moodle; Moodle forums; evaluation on students’ formal presentations; inclusion of Writing Department consultants to enhance writing skills in MGMT 326, MGMT 350, and MGMT 461; and simulation games in MGMT 336 and MGMT 483.

The summative assessment processes for the BBA core courses include research and reflection papers, formal presentations, portfolio presentations, final exams, and the capstone project.

For Management major courses, formative assessment processes include detailed feedback from professors on homework submissions through Moodle, computer literacy requirements, evaluation of presentation skills, field projects, an internship project, and faculty advising through mandatory one-on-one meetings.

Summative assessment processes for Management major courses include: formal presentations, portfolio, poster and research paper submissions and presentations, and final exams.

RESULTS OF LEARNING

Employment and acceptance into a graduate program are both considered evidence of student success. However, we believe that evidence of learning is measured by a final national exam where you are ranked with thousands of other business students, internationally. Currently, we employ online simulation programs and case studies to find out how we, as a program, and the students are doing. In addition to the simulation experience, students are tested by a wide range of questions varying from accounting to production and marketing. So far, our students have maintained very high percentile rankings. This result is another positive differentiator for a student’s graduation resume.

ACADEMIC STANDARDS

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

SPECIAL LEARNING OPPORTUNITIES/ REQUIREMENTS

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

Internship

Each student in the BBA Management program is required to perform a 120-hour internship as part of gaining first-hand professional experience. We believe that a supervised internship provides an experience in the real world that cannot be duplicated in the classroom. We encourage students to engage in more than one internship. In addition

to the benefit of gaining practical work experience, whether or not a student has multiple internships can become a major differentiator on the student's resume that potential future employers may find helpful.

Study Away

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

Other

One of the learning opportunities that we provide is a multi-layer business strategy simulation. Students are introduced to the first level of the Capsim simulation as sophomores in the Management of Information Systems course and learn to make more sophisticated decisions from the simulation in the capstone class. In the sophomore course, the simulation introduces them (in a very real way) to all of the important functions of a business enterprise. We have found that our students learn best in a final, integrated course by doing and demonstrating what they have learned.

COMPUTER LITERACY REQUIREMENTS

Students use word processing software (such as Word), presentation software (such as PowerPoint), spreadsheet software (such as Excel), data management software (such as Access), and planning software (such as Project). It is the responsibility of all new students to have the ability to use the word processing and spreadsheet software. This means students should have the ability to create, edit, and format new and existing documents and spreadsheets, use formulas, move columns, and import/export data. Any student who needs to improve their skills with spreadsheets should consider taking a course in spreadsheets.

STUDENT COMPUTER AND OTHER EQUIPMENT REQUIREMENTS

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

COURSES

MGMT 100 FUNDAMENTALS OF BUSINESS ENTERPRISE

3 UNITS

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

MGMT 110 LEGAL ENVIRONMENT OF BUSINESS

3 UNITS

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

MGMT 301 ORGANIZATIONAL COMMUNICATION

3 UNITS

This course focuses on the practice of written and oral skills as applied to human relations in a business or non-business organizational setting. Emphasis is on the principles of effective listening and perceptual processes in communications, including an awareness of current issues such as the role of electronic media and communication processes within an organization. Prerequisite: WRIT 112, Academic Writing II.

MGMT 326 MANAGEMENT AND ORGANIZATIONAL BEHAVIOR

3 UNITS

This course is a comprehensive overview of the management process and organizational behavior. The focus of the course is on understanding and managing human behavior in organizations. Topics include: fundamentals of planning and organizing, organizational culture and leadership, motivation, communication, managing across cultures, ethics and social responsibility, human resource

management and development, interpersonal skills, teamwork and group dynamics, diversity, power and politics, authority and influence, and managing change and conflict. A high level of participation is garnered through the use of cases, simulations, discussion, and viewing the class itself as a virtual organization. Prerequisite: MGMT 100, Fundamentals of Business Enterprise. Co-requisite: WRIT 112, Academic Writing II or WRIT 212, Rhetoric and Design.

MGMT 327 HUMAN RESOURCES MANAGEMENT

3 UNITS

This course explores basic principles underlying formulation and administration of human resource management, such as recruitment, selection, orientation, training, development, compensation, benefits, safety, and health. Lecture. Prerequisites: MGMT 326, Management and Organizational Behavior and WRIT 112, Academic Writing II or WRIT 212, Rhetoric and Design.

MGMT 330 MANAGERIAL PERSUASION

3 UNITS

This course provides an understanding of the theory and processes of bargaining, persuading, and negotiation in organizational settings. Students develop skills through extensive case analyses, role playing, and simulations. This is designed for the broad spectrum of bargaining problems typically encountered in business. Lecture. Prerequisites: MGMT 326, Management and Organizational Behavior and WRIT 112, Academic Writing II or WRIT 212, Rhetoric and Design.

MGMT 335 MANAGING WORKPLACE DIVERSITY

3 UNITS

This course familiarizes students with the implications of increasing workplace diversity in the United States. It explores the complex interplay of ethnic, racial, gender, and other forms of diversity in organizations and its implications for decision making and organizational change. Lecture. Prerequisites: MGMT 110, Legal Environment of Business and WRIT 111, Academic Writing I.

MGMT 336 MANAGEMENT OF INFORMATION SYSTEMS

3 UNITS

This course analyzes the role played by information systems in a successful organization at the strategic level, where information technologies and systems

can provide major competitive opportunities, and at the operational level, where the continuous flow of useful data and information is vital to managers. Students will develop the skills to use available information channels effectively and initiate new ones when the need arises. Lecture. Prerequisite: WRIT 111, Academic Writing I.

MGMT 340 SOCIAL AND POLITICAL ENVIRONMENT OF BUSINESS

3 UNITS

This course is designed to explore the relationship between business and government in the United States. Through this course, the influence of environmental forces on business institutions and the impact of corporations on their environment will be studied. A central theme will be how business-society interaction changes the way companies are managed. Topics include business ethics, social responsibility, environmental policy, regulation, consumerism, affirmative action, politics, and current trends in organizational structures. Lecture. Prerequisites: MGMT 100, Fundamentals of Business Enterprise and WRIT 111, Academic Writing I.

MGMT 345 GLOBAL ENTERPRISE

3 UNITS

This course is an introduction to international business, including a review of those aspects of international economics, finance, and trade affecting international business decisions and operations. Topics include multinational enterprises, legal, political and socio-cultural considerations, and a survey of managerial solutions for recent and future trends in international business. Lecture. Prerequisites: MGMT 100, Fundamentals of Business Enterprise and WRIT 112, Academic Writing II or WRIT 212, Rhetoric and Design.

MGMT 350 BUSINESS ETHICS

3 UNITS

This course explores the process of ethical decision making in organizations. It emphasizes the development and application of moral concepts in the resolution of ethical dilemmas faced by managers and entrepreneurs and addresses the issue of social responsibility in the worldwide capitalist economic system. Lecture. Prerequisites: MGMT 110, Legal Environment of Business; MGMT 326, Management and Organizational Behavior; PHIL 210, Ethical Systems; PSYC 200, Introduction

to Psychology; and WRIT 112, Academic Writing II or WRIT 212, Rhetoric and Design.

MGMT 360 FUNDAMENTALS OF ENTREPRENEURSHIP

3 UNITS

This course provides an overview of the basic principles and processes of entrepreneurship. The entire entrepreneurial process is investigated, including conceptualizing, identifying and quantifying opportunities, and examining tax and legal considerations. Topics include start-up opportunity analysis/assessment, self-appraisal of entrepreneurial characteristics and leadership potential, the business plan, financing and raising capital, and building and leading an effective organization. Lecture. Prerequisites: MGMT 100, Fundamentals of Business Enterprise; FINA 360, Financial Management; and WRIT 112, Academic Writing II or WRIT 212, Rhetoric and Design.

MGMT 364 FAMILY BUSINESS MANAGEMENT

3 UNITS

This course focuses on the challenges and opportunities of managing the interests of two distinct yet overlapping institutions: the firm and the family. Key topics include understanding the uniqueness of family business in terms of culture, stages of evolution, career planning, business ownership, family structure, sibling rivalry, insurance and legal issues, and organizational issues such as succession and estate planning. Real-world family cases are examined in depth and local family business owners serve as invited speakers. Lecture. Prerequisites: MGMT 326, Management and Organizational Behavior; FINA 360, Financial Management; and WRIT 112, Academic Writing II or WRIT 212, Rhetoric and Design.

MGMT 366 SMALL BUSINESS MANAGEMENT

3 UNITS

This course looks at practical solutions to common problems and decisions facing the small business manager. Topics include raising capital, organization, record keeping and accounting, personnel management, inventory control, marketing and sales, and taxes. Lecture. Prerequisites: FINA 360, Financial Management; and WRIT 112, Academic Writing II or WRIT 212, Rhetoric and Design.

MGMT 367 NEW VENTURE CREATION

3 UNITS

This course focuses on the pre-start-up, start-up, and early growth of business ventures. Subject matter of the course is organized around the following themes: seeking and evaluating opportunities for new ventures, leveraging resources to convert those opportunities into viable businesses, and developing appropriate entry and exit strategies. Taking an applied approach, each student interviews a local entrepreneur and develops a detailed business plan for a new venture that they believe has the potential to impress a prospective investor. Lecture. Prerequisites: MGMT 360, Fundamentals of Entrepreneurship; and WRIT 112, Academic Writing II or WRIT 212, Rhetoric and Design.

MGMT 368 E-COMMERCE FUNDAMENTALS

3 UNITS

This course is designed to provide an overview of the key elements of e-commerce. It introduces students to the fundamentals of doing business in the digital economy. Topics include e-commerce; Internet technology; e-commerce applications in the field of marketing, business to business (B2B) and business to consumer (B2C) network platforms; and legal, security, tax, and policy issues pertaining to e-Commerce. Lecture. Prerequisites: MGMT 100, Fundamentals of Business Enterprise; and WRIT 112, Academic Writing II or WRIT 212, Rhetoric and Design.

MGMT 374 PRODUCTION AND OPERATIONS MANAGEMENT

3 UNITS

This course focuses on principles and techniques in industrial management. Topics include risk and forecasting, financing, production research and development, production planning, quality and materials control, and budgetary control as factors in management. Lecture. Prerequisites: MGMT 336, Management of Information Systems; and WRIT 112, Academic Writing II or WRIT 212, Rhetoric and Design.

MGMT 375 INTERNATIONAL FIELD EXPERIENCE

3 UNITS

This course is designed to give students interested in international business the opportunity to travel internationally in order to observe and analyze, first-hand, aspects of the global business

environment. Prerequisites: Approval by the instructor and payment of deposit.

MGMT 400 OPERATIONS METHODS IN VALUE CHAIN MANAGEMENT

3 UNITS

Value Chain Management looks at the entire stream of value-adding units and activities in an organization. The categories include primary line-management activities from inbound logistics, production, marketing and sales, outbound services, and return actions. It also includes staff functions such as HR, infrastructure concerns, development, and purchasing. The course focuses on the quantitative techniques utilized by managers in these areas for problem solving and decision making in business, including areas such as linear programming models, inventory and production models, decision making and project scheduling under certainty and uncertainty, transportation and shipment techniques, decision tree construction and analysis, and PERT/CPM.

Prerequisites: MATH 220, Business Mathematics or MATH 249, College Algebra; MATH 226, Business Statistics; MGMT 336, Management of Information Systems; and FINA 360, Financial Management.

MGMT 420 COMPENSATION AND BENEFITS MANAGEMENT

3 UNITS

This course focuses on techniques of wage/salary administration. Students will review job descriptions and job design as foundations for job analysis. The course examines methods and techniques of job evaluation and methods of determining appropriate pay ranges with employee benefits as part of compensation. The area of performance appraisal is examined as the basis for incentive plans. Lecture. Prerequisites: MGMT 327, Human Resources Management; MGMT 336, Management of Information Systems; FINA 360, Financial Management; and WRIT 112, Academic Writing II or WRIT 212, Rhetoric and Design.

MGMT 460 MANAGING CHANGE AND CONFLICT

3 UNITS

This course provides a theoretical foundation for the change process, with practice in the application of concepts to genuine situations through the case-study method and simulations. Students will study the dynamics of change in individuals,

groups, and organizations, focusing on theory, research, and current practices of facilitating the change process. Students will also study conflict versus confrontation and the development of skills needed to plan and augment change. There will be a testing of theories learned through group and individual projects such as role-playing, inter-viewing, real-world change incidents, and the group decision process. Lecture. Prerequisites: MGMT 326, Management and Organizational Behavior; and WRIT 112, Academic Writing II or WRIT 212, Rhetoric and Design.

MGMT 461 LEADERSHIP THEORY AND PRACTICE

3 UNITS

This course provides an examination of current theory in the burgeoning field of leadership studies, emphasizing leadership skills and their place in human resources management. Ideas of self-awareness, understanding the role of the leader, and sensitivity to individuals and groups will be taught. Students will learn the significance and implementation of vision statements and engage in a study of inspiration versus domination and motivation versus manipulation. Students will also explore the creation of positive self-image and group identity. Course activities include lecture, case study, experiential exercises, and group process. Lecture. Prerequisites: MGMT 326, Management and Organizational Behavior; MGMT 350, Business Ethics; and WRIT 112, Academic Writing II or WRIT 212, Rhetoric and Design.

MGMT 465 INTERNATIONAL MANAGEMENT

3 UNITS

This course focuses on identification, analysis, and resolution of managerial issues of organizations and policy for global managers both here and abroad. Emphasis is placed on the special problems of adaptation to different sociological, cultural, legal, political, and economic forces. Lecture. Prerequisites: MGMT 345, Global Enterprise; and WRIT 112, Academic Writing II or WRIT 212, Rhetoric and Design.

MGMT 470 TOPICS IN MANAGEMENT

3 UNITS

Topics in this course are focused on current issues in management. Lecture. Prerequisites: MGMT 326, Management and Organizational Behavior and junior standing.

MGMT 474 PROJECT MANAGEMENT

3 UNITS

This course examines characteristics, problems, techniques, and methods of project management. Projects are typically short-term and high-tempo in nature and must be conducted within cost, scope, and time constraints. The course provides conceptual and concrete operational tools for projects and decision making in organizations using Program Evaluation and Review Techniques (PERT), Critical Path Method (CPM), and MS Project Systems. Students will study project management textbooks, learn project management software, and analyze project management problems and cas-es. Prerequisites: MGMT 336, Management of Information Systems; and WRIT 112, Academic Writing II or WRIT 212, Rhetoric and Design.

MGMT 483 BUSINESS POLICY AND STRATEGY

3 UNITS

This course is the “capstone” course for business majors. It provides an opportunity to integrate previous studies in the functional areas of marketing, finance, accounting, production, and management. Organizations are analyzed with respect to the effectiveness and appropriateness of strategies and goals in each of the functional areas and the synergies of those areas for achieving optimal results consistent with their respective missions. The major topics covered include competitive analysis, the strategic management process, the role of the chief executive officer, strategy formulation and decision making, and strategy implementation. Lecture. Prerequisites: Senior standing; MGMT 400, Operations Methods in Value Chain Management; and WRIT 112, Academic Writing II or WRIT 212, Rhetoric and Design. Note: A minimum grade of “C” or better in this course is required to graduate.

MGMT 490 MANAGEMENT INTERNSHIP

3 UNITS

Students gain practical experience in management through on-the-job experience complemented by an academic requirement and periodic meetings with the internship coordinator. Students are required to complete a contract in advance of registration, perform at least 120 hours in the internship, and submit an application, weekly reports, mid-term and end-of-term evaluations by the student and the supervisor, and a minimum ten-page report of the experience. Prerequisites:

Management major with senior standing and contract approval by the internship coordinator and/or the Management department coordinator.

MGMT 299, 399, & 499 INDEPENDENT STUDY

3 UNITS

This is an individual investigation into a field of special interest chosen by the student and approved by the dean. Regular, periodic meetings with the department coordinator or an assigned faculty member are required. Thirty hours required for each unit of credit. Prerequisite: Contract approval by the dean.

CURRICULUM MAP

Bachelor of Business Administration in Management BBA

INTRODUCED	DEVELOPED	PRACTICED	MASTERED	COURSES
Introduced/Assessed	Developed/Assessed	Practiced/Assessed	Mastered/Assessed	BBA Core Courses
Introduced	Developed	Practiced	Mastered	Management Courses
STRATEGIC PRINCIPLES	1 Design Thinking	2 Transdisciplinarity	3 Civic Engagement	4 Entrepreneurship
				Internship

LEARNING OUTCOMES	MAJOR COURSES	
	Strategic Principles	Strategic Principles
<p style="text-align: center;">Assuring Academic Quality in Management (BBA)</p> <p><i>* Take 3 of these 4, or any upper division courses outside of your major with the approval of Advisor and Dept. Coordinator</i></p>	1	2
	MGMT 100 Fundamentals of Business Enterprise MGMT 110 Legal Environment of Business ACCT 205 Financial Accounting BBA 3 ACCT 206 Managerial Accounting BBA 5 MGMT 336 Management Information Systems MGMT 326 Management & Organizational Behavior MGMT 350 Business Ethics MRKT 301 Principles of Marketing FINA 360 Financial Management MGMT 400 Operation Methods in Value Chain Mgmt MGMT 461 Leadership Theory & Practice MGMT 483 Business Policy & Strategy [Capstone] MGMT 327 Human Resource Management * MGMT 330 Managerial Persuasion * MGMT 335 Managing Workplace Diversity MGMT 340 Social & Political Environment of Business MGMT 345 Global Enterprise MGMT 364 Family Business Management MGMT 366 Small Business Management MGMT 367 New Venture Creation MGMT 474 Project Management * MGMT 465 International Management * MGMT 460 Managing Change and Conflict MGMT 490 Management Internship	1 1 3 5 2 3 1 2 12 3 2 3 14 124 3
Demonstrate Communication Skills		
Incorporate Ethical Perspectives in Decisions		
Demonstrate Global Awareness		
Develop Basic Leadership Skills		
Quantitative		
Accounting & Financial		
Use Management Concepts and Tools to Make Organizational Decisions		
Manifest Technical Expertise in Management Field		

Marketing

Tony Stovall PhD, Department Chair

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

Why Learn Marketing?

Because marketing encompasses a broad spectrum of endeavors, from product development to advertising, students can develop their specific interests and talents within the marketing arena and be assured that there is a place for them within the business community. No company is too small or too large not to need marketers. This allows marketing graduates to choose the type and size of organization that suits their personal tastes.

What Do Marketing Students Learn?

Students learn how to adapt proven marketing strategies to the ever-evolving world of business by learning both the psychology of why people purchase products and how to effectively develop, price, distribute, and promote products and services.

How Do Marketing Students Learn?

Students learn in a variety of settings and via a variety of experiences. All classes are interactive, containing both formal lectures as well as student-centered activities. Students are given the opportunity in each class to learn by working in groups, and by writing, speaking, and completing projects—all of which offer them the opportunity to use a broad range of talents.

What Are the Results of the Course of Study in Marketing?

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

MISSION

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

PROGRAM LEARNING OUTCOMES

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

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

1. Effective Communication: To manifest professional entry-level marketing communication skills.

Learning Objectives:

- To identify and analyze marketing audiences, purposes, key ideas, sequencing of content,

format, voice, style, technology, and key terms of art.

- To apply good principles of communication within the marketing environment.
- To cogently and concisely present managerial advice from an environmentally rich, ambiguous set of facts embodying actual situations faced by marketers.

2. Ethical Behavior: To incorporate ethical perspective into their professional decision making.

Learning Objectives:

- To identify ethical theories and challenges in marketing.
- To apply ethical principles when facing challenges in making marketing decisions.
- To be able to advise organizations on the suitability of ethical marketing approaches to operational challenges faced by marketers in real-world situations.

3. Global Perspective: To exhibit global awareness in our graduates' professional decision making in the field of marketing.

Learning Objectives:

- To identify multicultural challenges in social and marketing environments.
- To apply knowledge of the global nature of marketing when making decisions.
- To effectively analyze the pros and cons of alternative approaches to marketing challenges that are raised in real-world situations and faced by people in business.

4. Marketing Principles: To apply the underlying principles of marketing when making business decisions.

Learning Objectives:

- To understand the underlying principles of marketing.
- To apply the underlying principles of marketing in real-world business situations.
- To effectively analyze various marketing principles and their appropriate applications in business settings.

Curriculum Summary
MARKETING MAJOR CURRICULUM
Leading to the Bachelor of Business Administration (BBA) Degree

	<u>Units</u>
BBA Core (BBA)	36
Marketing Major Core (M)	12
Marketing Major Electives (ME)	12
Total Major	60
General Education	52
Unrestricted Electives (UE)	14
Minimum semester hours required	126

SUGGESTED SEQUENCE OF COURSES

FIRST YEAR

Fall Semester

MGMT 100	Fundamentals of Business Enterprise	3 BBA
WRIT 111	Academic Writing I	3 GE
INDS 1__	Interdisciplinary Core	3 GE
ENVT 220	Environmental Studies	3 GE
_____	Unrestricted Elective	3 UE
_____	Unrestricted Elective	1 UE

Spring Semester

MGMT 110	Legal Environment of Business	3 BBA
PSYC 200	Introduction to Psychology	3 GE
WRIT 112	Academic Writing II	3 GE
COMM 120	Public Speaking	3 GE
MATH 220	Business Math	3 GE
LSCI 105	Information Theory and Practice	1 GE

SECOND YEAR

Fall Semester

ACCT 205	Financial Accounting for Decision Making	3 BBA
MATH 226	Business Statistics	3 GE
ECON 203	Macroeconomics	3 GE
_____	Natural Sciences with Lab	3 GE
PHIL 210	Ethical Systems	3 GE

Spring Semester

MRKT 301	Principles of Marketing	3 BBA
ACCT 206	Managerial Accounting for Decision Making	3 BBA
ECON 204	Microeconomics	3 GE
ARTH ___	Art History	3 GE
___ 3 ___	General Education Elective	3 GE

THIRD YEAR

Fall Semester

MRKT 310	Consumer Behavior	3 M
MRKT 3/4__	Marketing Elective	3 ME
MGMT 326	Management and Organizational Behavior	3 BBA
___ ___	Humanities	3 GE
FINA 360	Financial Management	3 BBA
___ ___	Unrestricted Elective	3 UE

Spring Semester

MGMT 336	Management of Information Systems	3 BBA
MRKT 3/4__	Marketing Elective	3 ME
MRKT 3/4__	Marketing Elective	3 ME
MGMT 350	Business Ethics	3 BBA
INDS 3XX	Transdisciplinary Seminar	3 GE
___ ___	Unrestricted Elective	1 UE

FOURTH YEAR

Fall Semester

MGMT 400	Operations Methods in Value Chain Management	3 BBA
MRKT 451	Strategic Marketing	3 ME
MRKT 3/4__	Marketing Elective	3 ME
MGMT 461	Leadership Theory and Practice	3 BBA
___ 3 ___	General Education Elective	3 GE

Spring Semester

MRKT 455	Market Research and Analysis	3 M
MRKT 490	Marketing Internship	3 M
MGMT 483	Business Policy and Strategy	3 BBA
___ ___	Unrestricted Elective	3 UE
___ ___	Unrestricted Elective	3 UE

Upper-division marketing elective courses.

MRKT 312	Public Relations	
MRKT 321	Advertising and Promotion Management	
MRKT 325	Retail Marketing Management	
MRKT 330	Sustainable Marketing	
MRKT 333	Civic Engagement and Social Issues	
MRKT 341	Marketing on the Internet	
MRKT 342	Media Marketing	
MRKT 360	International Marketing	
MRKT 420	Industrial Marketing	
MRKT 430	Service and Non-Business Marketing	
MRKT 441	Sales Management	

MARKETING MINOR

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

Select sufficient courses to complete the fifteen-unit minor.

MRKT 312	Public Relations	3
MRKT 321	Advertising and Promotion Management	3
MRKT 325	Retail Marketing Management	3
MRKT 341	Marketing on the Internet	3
MRKT 420	Industrial Marketing	3
MRKT 441	Sales Management	3
MRKT 451	Strategic Marketing	3
MRKT 455	Marketing Research and Analysis	3
MRKT 470	Topics in Marketing (subject to prerequisites)	3

Minimum unit requirement..... 15

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

ASSESSMENT PROCESS

In the Marketing program, both formative and summative assessment of students' performances are applied

throughout the curriculum. Because the program is part of the overarching BBA Degree Program, all students are required to take the twelve BBA core courses. These courses are noted above with the designation “BBA.”

For the BBA core courses, formative assessment processes include: opportunities for students to provide structured feedback to their peers; detailed feedback from professors on homework sub-missions through Moodle; Moodle forums; evaluation on students’ formal presentations; inclusion of Writing Department consultants to enhance writing skills in MGMT 326, MGMT 350, and MGMT 461; and simulation games in MGMT 336 and MGMT 483.

The summative assessment processes for the BBA core courses include research and reflection papers, formal presentations, portfolio presentations, final exams, and the capstone project.

For Marketing major courses, formative assessment processes include detailed feedback from professors on homework submissions through Moodle, computer literacy requirements, field projects, an internship project, and faculty advising through mandatory one-on-one meetings.

Summative assessment processes for Marketing major courses include formal presentations, portfolio, poster and research paper submissions and presentations, and final exams.

Each student also successfully completes a 120-hour internship that is evaluated by both the faculty advisor and the on-site supervisor. Data from the supervisor survey is compiled each semester for analysis. Decisions regarding the marketing curriculum and individual courses are made based on this data.

RESULTS OF LEARNING

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

ACADEMIC STANDARDS

The department applies university- and school-wide academic standards.

SPECIAL LEARNING OPPORTUNITIES/ REQUIREMENTS

Woodbury’s Career Development Office offers a variety of programs, services, and resources to assist students in exploring careers and securing intern-

ships. The staff works with students one-on-one to develop successful internship search strategies, helping students connect with employers through internship postings, resume collections, on- or off-campus interview opportunities, alumni connections, and employer outreach in the U.S.

Internship

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

Study-Away

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

Other

Students are encouraged to take part in School of Business extracurricular activities such as the Collegiate Entrepreneurs’ Organization (CEO). In MGMT 483, Business Policy and Strategy, students participate in the Capsim program and compete on their scores with their counterparts at other universities across the country.

COMPUTER LITERACY REQUIREMENTS

Students use word processing software (such as Word) and presentation software (such as Power-Point). The accounting and management courses utilize spreadsheet software (such as Excel). All courses in marketing require students to use online information search vehicles (such as ProQuest). Students utilize the statistical package SPSS in MRKT 310, Consumer Behavior, and MRKT 455, Market Research and Analysis.

STUDENT COMPUTER AND OTHER EQUIPMENT REQUIREMENTS

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

MINOR REQUIREMENTS

Although a minor is not required, students are encouraged to minor in the area of greatest interest to the student that will support the marketing degree. Suggested minors that are especially useful to marketers: psychology, graphic design, and communications.

Undergraduate Courses

MRKT 301 PRINCIPLES OF MARKETING

3 UNITS

This course is designed to introduce students to the fundamentals of marketing. Through this course, the foundations of marketing will be explored, the users of marketing will be identified, the role of marketing in the organization will be examined, marketing objectives, tools, and resources will be assessed, and components of strong marketing strategies will be evaluated. Lecture. Pre-requisites: WRIT 112, Academic Writing II or WRIT 212, Rhetoric and Design; and COMM 120, Public Speaking.

MRKT 310 CONSUMER BEHAVIOR

3 UNITS

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

MRKT 312 PUBLIC RELATIONS

3 UNITS

This course examines the theories and techniques involved in creating and implementing programs intended to influence public opinion and behavior. Students will also study the analysis of case histories and examinations of success and failure factors. Lecture. Prerequisite: MRKT 301, Principles of Marketing.

MRKT 321 ADVERTISING AND PROMOTION MANAGEMENT

3 UNITS

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

MRKT 325 RETAILING MARKETING MANAGEMENT

3 UNITS

The functions and institutions of retailing within the framework of managerial decision making. Topics include location, buying, merchandise man-

agement, pricing, and promotion. Lecture. Pre-requisite: MRKT 301, Principles of Marketing.

MRKT 330 SUSTAINABLE MARKETING

3 UNITS

This course explores the roles of marketing in a sustainable society. Sustainable marketing has two imperatives: 1) to conduct itself in a way that advances an organization's economic success while creating a positive impact on society and the environment, and 2) to help bring about a society that values and practices social and environmental sustainability in all its behaviors. Prerequisite: MRKT 301, Principles of Marketing.

MRKT 333 CIVIC ENGAGEMENT AND SOCIAL ISSUES

3 UNITS

This course is designed to introduce students to the fundamentals of social justice/service learning initiatives. Through this course, the foundations of social justice will be explored via interactive media and volunteer initiatives. Creativity, advertising, and promotional techniques are concepts that act as the underpinnings for this course. This course will utilize theoretical as well as practical instructional tools. Prerequisite: MRKT 301, Principles of Marketing.

MRKT 341 MARKETING ON THE INTERNET

3 UNITS

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

MRKT 342 MEDIA MARKETING

3 UNITS

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

MRKT 360 INTERNATIONAL MARKETING

3 UNITS

This course focuses on the strategic implications of international marketing. Students will learn to identify and analyze the underlying factors of international market environments and the forces which cause people in different cultural contexts to accept or reject new products. Attention is given to demand, product, policies, market channels, pricing, and the development and control of marketing programs. Prerequisite: MRKT 301, Principles of Marketing.

MRKT 420 INDUSTRIAL MARKETING

3 UNITS

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

MRKT 430 SERVICE AND NON-BUSINESS MARKETING

3 UNITS

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

MRKT 441 SALES MANAGEMENT

3 UNITS

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

MRKT 451 STRATEGIC MARKETING

3 UNITS

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

MRKT 455 MARKET RESEARCH AND ANALYSIS

3 UNITS

This course focuses on research as an aid to decision making. Students focus on planning the research approach, developing and testing questionnaires, sampling, and processing and interpreting data. Students will also learn to make the appropriate recommendations for marketing action. Computer assignments and a laboratory fee are required. Lecture. Prerequisites: MRKT 301, Principles of Marketing; MRKT 310, Consumer Behavior; MATH 226, Business Statistics.

MRKT 370, 470 TOPICS IN MARKETING

3 UNITS

Topics focus on current issues in marketing. Lecture. Prerequisites: MRKT 301, Principles of Marketing, and junior standing.

MRKT 490 MARKETING INTERNSHIP

3 UNITS

Practical on-the-job experience in a mid- or upper-level marketing environment. Work experience (120 hours) is complemented by academic requirements, including weekly reports and a research paper/project. Prerequisites: Senior standing and MRKT 310, Consumer Behavior.

MRKT 299, 399, 499 INDEPENDENT STUDY

1-3 UNITS

This is an individual investigation into a field of special interest chosen by the student and approved by the dean. Regular, periodic meetings with the department coordinator or an assigned faculty member are required. Thirty hours are required for each unit of credit. Prerequisite: Contract approval by the dean.

CURRICULUM MAP

Bachelor of Business Administration in Marketing BBA

	INTRODUCED	DEVELOPED	PRACTICED	MASTERED	COURSES
	Introduced/Assessed	Developed/Assessed	Practiced/Assessed	Mastered/Assessed	BBA Core Courses
	Introduced	Developed	Practiced	Mastered	Marketing Courses
STRATEGIC PRINCIPLES	1 Design Thinking	2 Transdisciplinarity	3 Civic Engagement	4 Entrepreneurship	Internship

Assuring Academic Quality in Marketing (BBA)		MAJOR COURSES															
		Strategic Principles															
LEARNING OUTCOMES		MGMT 100 Fundamentals of Business Enterprise	MGMT 110 Legal Environment of Business	ACCT 205 Financial Accounting BBA 3	ACCT 206 Managerial Accounting BBA 5	MGMT 336 Management Information Systems	MGMT 326 Management & Organizational Behavior	MGMT 350 Business Ethics	MRKT 301 Principles of Marketing	FINA 360 Financial Management	MGMT 400 Operation Methods in Value Chain Mgmt	MGMT 461 Leadership Theory & Practice	MGMT 483 Business Policy & Strategy [Capstone]	MRKT 310 Consumer Behavior	MRKT 300/400 Electives (15 units)	MRKT 455 Marketing Research [Capstone]	MRKT 490 Marketing Internship
Strategic Principles		1				2		3	1	2	12	3	2				
Demonstrate Communication Skills																	
Incorporate Ethical Perspectives in Decisions																	
Demonstrate Global Awareness																	
Develop Basic Leadership Skills																	
Quantitative																	
Accounting & Financial																	
Develop Understanding of Function of Marketing																	
Develop and Practice Marketing Tools and Skills																	

Master of Business Administration (MBA)

**Satinder Dhiman, PhD, EdD, 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.

Woodbury's MBA program is characterized by:

- A focus on entrepreneurship, which will provide you the tools and confidence necessary to turn vision into reality.
- An emphasis on ethics, which will help you achieve a level of success that creates a better world for you and those around you.
- A focus on change management, which will enable you to thrive in a dynamic, global environment.

You will be empowered to realize your leadership dreams and develop breakthrough thinking in a world where change is the only constant. Whether you are looking to transition into a new industry,

start your own business, or further your career in your current field, an MBA from Woodbury gives you a competitive edge.

If you have any questions, please feel free to contact the MBA Chair and Director, Dr. Satinder Dhiman, at satinder.dhiman@woodbury.edu

What Students Learn

Woodbury's MBA program prepares business graduates to compete in a dynamic, global environment marked by rapid technological and social change. Students emerge from the MBA program with a sound knowledge base in accounting, finance, marketing, leadership, strategy, and networking skills necessary to build a successful career.

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 according to 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 a case analysis approach and simulation games, students master real-world scenarios in accounting, finance, marketing, strategy, and leadership. This experiential learning approach is enhanced

by student role-play, 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 Master's 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.

MISSION

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, Syn-

thesis, 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 creatively adapt strategic thinking to address unpredictable situations and contexts (Analysis, Synthesis)
- To demonstrate the ability to integrate and synthesize various functional areas and assess their effectiveness in terms of achieving overall organizational goals/success (Synthesis, Evaluation)

Routes to MBA Program

1. Direct Admit: GMAT/GRE
2. Professional Admit: 3+ years of professional/ supervisory experience + WMBA 502: Essentials of Case Analysis course
3. Honors Track: Undergraduate cumulative GPA of 3.5 or higher from an AACSB school + WMBA 502: Essentials of Case Analysis course

Students with a BBA from an AACSB accredited school with a GPA of 3.5 or higher may enter the MBA program without GMAT or GRE. These students will take a course called WMBA 502, Essentials of Case Analysis that prepares students in quantitative, verbal, and writing skills.

MBA CURRICULUM SUMMARY
SUGGESTED SEQUENCE OF COURSES

Business Administration core (eight courses)	24 units
Electives (four courses)	12 units
Minimum semester units required	36 units

Required Business Administration core courses

WMBA 500	Financial Accounting	3 units
WMBA 503	Quantitative Methods for Business Decisions	3 units
WMBA 504	Managerial Economics	3 units
WMBA 505	Managing and Leading Organizations Ethically	3 units
WMBA 506	Marketing Concepts and Strategies	3 units
WMBA 507	Managerial Finance, Theory and Practice	3 units
WMBA 558	Entrepreneurship	3 units
WMBA 582	Strategic Management Consulting	3 units
Total required core courses		24 units

Elective Courses

Select four courses from the two sets of concentrations: Accounting-Finance and Leadership-Global Strategy.
[See below a list of electives] 12 units
Minimum semester units required 36 units

Professional Track Admits Only:

WMBA 502	Essentials of Case Analysis	3 units
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An elective can be any WMBA course other than the Core (including WMBA 502). A student coming in with WMBA 502 will take 3 elective courses. A student coming in without WMBA 502 will take 4 elective courses.

Accounting-Finance Concentration
LEADERSHIP AND GLOBAL STRATEGY

WMBA 501	Managerial Accounting
WMBA 510	Management of Global Enterprise
WMBA 511	International Finance
WMBA 513	Management Communications
WMBA 512	Corporate Finance
WMBA 518	International Marketing
WMBA 514	Investment Analysis
WMBA 530	Creativity in Management
WMBA 515	Money and Capital Markets
WMBA 541	Comparative International Mgmt
WMBA 531	Govt. and Nonprofit Accounting
WMBA 542	International Business Strategy
WMBA 548	Tax Theory and Application
WMBA 554	Self-Leadership for Executives
WMBA 550	Controllership Accounting
WMBA 555	Human Resources Management
WMBA 57x	Topics in Finance
WMBA 557	Spirituality in the Workplace
WMBA 57x	Topics in Accounting
WMBA 560	Ethical Leadership
WMBA 565	Emotional Intelligence at Work
WMBA 566	Change Management
WMBA 57x	Topics in International Business
WMBA 57x	Topics in Management

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 coursework with grade ‘B’ or higher; 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 504 Global Marketing
- PMBA 505 Production, Operation, and Systems
Management
- PMBA 506 Organizational Behavior and
Strategy
- PMBA 507 IT Applications

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
STRATEGIC PRINCIPALS	1 Design Thinking	2 Transdisciplinarity	3 Civic Engagement	4 Entrepreneurship
				P MBA Courses
				Case Analysis

Assuring Academic Quality in Business Administration (MBA)	MAJOR COURSES	LEARNING OUTCOMES																					
		Strategic Principals	WNBA 500 Financial Accounting	WNBA 503 Quantitative Methods for Business	WNBA 504 Managerial Economics	WNBA 505 Managing and Leading Organizations Ethically	WNBA 506 Marketing Concepts and Strategies	WNBA 507 Management Finance	WNBA 558 Entrepreneurship	WNBA 582 Strategic Management Consulting	WNBA 502 Case Analysis	PMBA 500 - 506	AC 5xx Accounting Elective	FI 5xx Finance Elective	IB 5xx International Business Elective	MG 5xx Management Elective	MR 5xx Marketing Elective	PC 501 Accounting Practice	PC 502 Financial Economics	PC 503 Legal and Ethical Environment	PC 504 Global Marketing	PC 505 Production and Operations Management	PC 506 Organization Behavior and Strategy
		Strategic Principals	3	23	23	234	13	ALL	123	23	ALL	23	3	23	13	123	ALL	13	23	13	13	12	ALL
MBA Goal 1: Demonstrate leadership competencies		ALL																					
MBA Goal 2: Communicate effectively		ALL																**					
MBA Goal 3: Act in an ethical manner		234																					
MBA Goal 4: Act effectively in global environment		23																					
MBA Goal 5: Integrate strategies cross-functionally		ALL																					
MBA Goal 6: Domain-specific knowledge and skills		ALL																					
AACSB Goal 1: Lead Organizations		ALL																					
AACSB Goal 2: Apply knowledge in new circumstances		124																					
AACSB Goal 3: Adapt and innovate to solve new problems		124																					
AACSB Goal 4: Integrate learning across disciplines		ALL																					

**Since PC classes are "bridge" classes for u/g non-business majors, some SLOs are at the introduction level.

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.

In the entrepreneurship course, the students complete a hands-on Outreach Project. The purpose of the MBA Outreach Project is to provide students with real-world consulting experience via 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 members of the Burbank Chamber of Commerce.

ASSESSMENT PROCESS

- Collaboratively developed learning outcomes and goals.
- Curriculum mapped to learning goals (at the program level) and to 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.

- Direct assessment: embedded into courses using clear rubrics.
- Indirect assessment: alumni surveys and exit exams, etc.

RESULTS OF LEARNING

Some examples of tangible student products of learning include graded student research papers (APA), case analyses, students' presentation videos, and digital leadership portfolios.

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 12 three-unit graduate courses. There are eight required core courses and four elective courses. Two sets of elective concentrations are available for the MBA students as follows: Accounting-Finance and Leadership-Global Strategy. 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 coursework (see under the heading MBA

Preparation Courses), by undergraduate coursework (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.

MBA COURSE DESCRIPTIONS

MBA PREPARATION COURSES

PMBA 501 ACCOUNTING PRACTICES

3 UNITS

This is an accelerated course in the 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 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.)

PMBA 507 IT APPLICATIONS FOR BUSINESS

3 UNITS

This course helps students effectively use office applications. It teaches the mechanical processes used to create and edit presentations, documents, spreadsheets, and project plans. Beyond these application-specific outcomes, the course also develops each student's underlying communication and

reasoning skills. This includes a student's ability to reason quantitatively, create effective business documents, influence others through effective presentations, and design a project plan. Lecture. Prerequisite: Graduate standing.

GRADUATE ACCOUNTING

WMBA 500 FINANCIAL ACCOUNTING

3 UNITS

An accelerated course in financial accounting with emphasis on the fundamentals of accounting and the preparation, analysis, and interpretation of financial statements. Students will develop the skills needed for understanding and analyzing corporate financial statements for decision making by prospective consumers of accounting information, such as managers, stockholders, creditors, financial analysts, and regulators. Students will also develop the skills needed to interpret how accounting standards and managerial incentives affect the financial reporting process. Prerequisites: PMBA 501, Accounting Practices or graduate standing.

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, Accounting Practices 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, Accounting Practices 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, Accounting Practices 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, Managerial Accounting 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, Financial Economics and PMBA 505, Production, Operation, and Systems Management 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, Financial Economics 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 exposure to the issues, problems, and application of finance concepts to solve operating or 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 cash flow, forecasting EVA and MVA, pricing financial securities, identifying and measuring financial risk and return, financial planning, financial statement analysis, and capital budgeting. Lecture. Problem solving, case studies, team working, and presentations are a central focus of this course. Prerequisite: PMBA 501, Accounting Practices and PMBA 502, Financial Economics 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, Managerial Finance, Theory and Practice 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, Managerial Finance, Theory and Practice 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, Managerial Finance, Theory and Practice 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, Managerial Finance, Theory and Practice 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, Managerial Finance, Theory and Practice or its equivalent and graduate standing.

GRADUATE INTERNATIONAL BUSINESS**WMBA 510 MANAGEMENT OF GLOBAL ENTERPRISE**

3 UNITS

This course provides an exploration of 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 emerging global markets. Prerequisite: PMBA 504, Global Marketing 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, Marketing Concepts and Strategies 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, Managing and Leading Organizations Ethically 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, Marketing Concepts and Strategies 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-performing 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, Marketing Concepts and Strategies 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. The course focuses on the application of the psychological principles of persuasive communications in fast-paced and limited-attention-span, multicultural environments in order to develop empathy and listening skills, enhance client relations, manage crises, negotiate effectively, and win 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 prob-

lem-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 perceptual 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 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 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, Managing and Leading Organizations Ethically or its equivalent, and graduate standing.

WMBA 556 STRATEGIC PLANNING IN MANAGEMENT

3 UNITS

This course focuses on the study and application of the means for achieving organizational renewal and growth. Topics include goal formulation; strategy formulation and evaluation; the design of appropriate organizational structures and programs; and the control process, including information sys-

tems. Lecture. Prerequisites: WMBA 505, Managing and Leading Organizations Ethically, WMBA 509, Management of Information Technology 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 the start-up resources, evaluating their viability to launch a business enterprise, and to 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 a business plan and strategic marketing; and 3) the understanding of the entrepreneurial mindset in terms of innovation and risk management. Lecture. Prerequisite: PMBA 506, Marketing Concepts and Strategies 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 lit-

erature, humanities, arts, and history can provide us with a matchless treasure trove for understanding the elusive art and practice of leadership. Prerequisite: WMBA 505, Managing and Leading Organizations Ethically 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, Managing and Leading Organizations Ethically.

WMBA 566 CHANGE MANAGEMENT

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, Managing and Leading Organizations Ethically.

WMBA 570 TOPICS IN MANAGEMENT

3 UNITS

Topics focus on current issues in management. Lecture. Prerequisite: PMBA 505, Production, Operation, and Systems Management or its equivalent and graduate standing.

WMBA 582 STRATEGIC MANAGEMENT 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, Global Marketing 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, Marketing Concepts and Strategies 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, Marketing Concepts and Strategies 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, Marketing Concepts and Strategies 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 game 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.

School of Media, Culture & Design

Sue Vessella, MFA, Interim Dean

The School of Media, Culture & Design offers many challenging degree paths designed to cultivate the particular talents of each student throughout their educational journey. Our goal is to educate the next generation of creative professionals seeking to make an impact on the global society. The school encompasses eight undergraduate programs in the fields of animation, communication, fashion design, filmmaking, game art & design, graphic design, media technology, and psychology. Students are encouraged to explore the areas between and around all these disciplines as they develop their personal vision. Graphic Design students might select a Consumer Behavior course in Psychology to better understand the factors that influence purchasing decisions. Fashion Design students may be interested in exploring costuming in the Filmmaking department. Game Art & Design students might connect with Media Technology to understand the logic and muscle that powers their games. Animation students might look to the Psychology department to understand the power of stories to influence thoughts and behaviors. The Communication department provides a cultural context for all of these connections, from visual communication, to verbal and non-verbal social interactions, to the examination of social and ethical entailments of rapidly evolving technological innovation.

By bringing together diverse fields in the areas of media, culture, and design, our programs are able to provide innovative learning opportunities in an interdisciplinary environment. Students are able to realize their educational objectives within a creative nexus that fully embraces, informs, and enriches their academic journey.

MISSION

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

GOALS

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

- Present comprehensive evidence of **disciplinary knowledge** related to the specific history, theory, standards of practice, and technologies found within a field of study.
- Develop expertise in the processes associated with the creation, form, content, production, and **dissemination of meaning and message**.
- Gain proficiency in **creative inquiry**, as manifest in research methodologies, interpretive applications, or aesthetic content.
- Demonstrate the ability to **work collaboratively** across diverse disciplines, to understand the value of cooperative activities, and to conduct transdisciplinary inquiry.
- Show competence in **critical thinking**, especially as it pertains to the fields of media, culture, and design.

The School of Media, Culture & Design discourages the use of waivers and substitution in all degree programs. They are not granted unless equivalent or more advanced replacement units in the major

are available. Students are required to prove requisite skills and abilities for the waived or substituted course through testing, project presentation, or completion of equivalent types of course matter as approved by the department chair. Substitutions are generally offered when there are curriculum changes and apply only to courses of a comparable or more advanced academic level in the major.

FACULTY

Through scholarly research, and professional practice, the faculty actively participates in shaping all of the programs in the School of Media, Culture & Design. This manifests itself in the creation of new courses, updates to existing courses, and assisting students in their studies and research. Through their creative work and private practices, faculty members are involved in their own scholarly studies, and also with contemporary design and media movements, which has a direct effect on their students' educational experience. This engagement creates a community atmosphere inside and outside the classroom, and contributes to students' learning success..

ANIMATION

FULL-TIME FACULTY

Angela Diamos, Professor
MFA, California State University, Northridge

Ric Heitzman, Associate Professor
MFA, School of the Art Institute of Chicago

Dori Littell-Herrick, Professor
MFA, University of California, Los Angeles

ADJUNCT FACULTY

Nick Bane
BFA, Woodbury University

Jerry Beck
School of Visual Arts; New School for Social Research

Dave Brain
BFA, Chouinard Art Institute

Frank Gladstone
BA, University of Florida

Arno Kroner
MA, Clermont University, France; MB, University of

Kansas

Sue Kroyer
BS, University of Wisconsin

Ashby Manson
BFA, Art Center College of Design; BA, Trinity College

Jim Richardson
BA, Columbia University

Justin Rodriguez
BA, California State University, Northridge

Edward Rosas

Ken Roskos
BFA, Edinboro University of Pennsylvania

Joe Weatherley
MFA, California State University, Fullerton

Michael Wingo
MFA, Otis Art Institute

COMMUNICATION

Full-Time Faculty

Kristen Fuhs, Assistant Professor
PhD, University of Southern California

Nicole Keating, Associate Professor
PhD, University of Pennsylvania

William McClain, Assistant Professor
PhD, University of Southern California

Jennifer Peterson, Associate Professor
PhD, University of Chicago

ADJUNCT FACULTY

Ani Abcarians
MA, California State University, Los Angeles

Burcak Aydin-Mcbride
MA, California State University, Northridge

Armen Karaoghlanian
BA, University of Southern California

Olga Legg
PhD, Herzen University, Saint Petersburg, Russia

Luci Marzola
PhD, University of Southern California

Azniv Mekhitarian
MA, California State University, Northridge

Mercedes Nelson-Coffman
MA, Pepperdine University

Alessandrina Sweeney
MA, California State University, Northridge

Teri Thompson
BA, California State University, Long Beach

Bethany Turner (San Diego campus)
EdD, University of Sarasota

Risa Williams
MFA, New York University
MA, Antioch University

EMERITUS FACULTY

Barbara J. Bowley, Professor
MA, MS, Columbia University

DESIGN FOUNDATION

FULL-TIME FACULTY

Patrick Nickell, Associate Professor
MFA, Claremont Graduate School

Doug Post, Associate Professor
MFA, Academy of Art University

ADJUNCT FACULTY

Carol Bishop
PhD, Union University

Olivia Booth
MFA, Art Center College of Design

Ronald J. Llanos
BFA, Art Center College of Design

Nate Page
MFA, California Institute of the Arts

Jaime Scholnick
MFA, Claremont Graduate University

Keith Walsh
MFA, Tufts University

Michelle Wiener
MFA, Otis College of Art and Design

EMERITUS FACULTY

Carolee Toon, Professor
MFA, Art Center College of Design

FASHION DESIGN

FULL-TIME FACULTY

Penny Collins, Professor
MFA, California State University, Northridge; MS,
College of New Rochelle

Anna Leiker, Assistant Professor
MS, California State University, Northridge

Wayne Kastning, Assistant Professor
BA, University of Arkansas

ADJUNCT FACULTY

Nina Dark
MA, California State University, Los Angeles

Maren Firpo
Advanced Certification, Deutsch Meisterschule für
Mode
(German Master School of Fashion)

Oksana Nedavniaya
BFA, California State University

May Routh
National Diploma of Design, St. Martin's College of
Art & Design, London, England

Susanna Sandke
MA, Occidental College; BFA, Stephens College

FILMMAKING

FULL-TIME FACULTY

David Collins, Assistant Professor
MFA, Peter Stark Producing Program, USC School of
Cinematic Arts

George Larkin, Assistant Professor
PhD, University of California, Berkeley

Xiaolin Yu, Assistant Professor
MFA, Producing, American Film Institute

ADJUNCT FACULTY

Kadina de Elejalde
MFA, Acting, Yale University

Samuel Kim
MFA, Cinematography, American Film Institute

Chryssanthy Kofidou
MFA, Production Design, American Film Institute

Kyle Soehngen
MFA, Directing, American Film Institute

Robert Taylor
MFA, Writing, American Film Institute

Casey Johnson
MFA, Directing, American Film Institute

Josh Wilkinson
MFA, Film Production, University of Southern California

Peter Zaharkiv
BSC, Ryerson Polytechnic Institute

GAME ART & DESIGN

FULL-TIME FACULTY

William Novak, Assistant Professor
MFA, Mills College

ADJUNCT FACULTY

Bryan Jaycox
MFA, University of Southern California

Lucas Miller
BA, State University of New York at Buffalo

Paul M. Smith
MA, William Patterson University

GRAPHIC DESIGN

FULL-TIME FACULTY

Rebekah Albrecht, Senior Lecturer

BA, California State University, Northridge

Behnoush McKay, Associate Professor
MFA, California State University, Los Angeles

Cate Roman, Associate Professor
MFA, Claremont Graduate University

ADJUNCT FACULTY

Ryan Achzet
BFA, Woodbury University

Jerri Hemsworth
BA, Pepperdine University

Brian Herbst
MFA, California State University, Northridge

Dan Hoy
BA, California State University, Northridge

Bert Johnson
BA, University of Illinois, Urbana-Champaign

Niku Kashef
MFA, California State University, Northridge

Dan McCollum
BA, University of California – Santa Barbara

MEDIA TECHNOLOGY

FULL-TIME FACULTY

Jesse Gilbert, Assistant Professor
MFA, California Institute of the Arts

ADJUNCT FACULTY

David Casey
MFA, California Institute of the Arts

PSYCHOLOGY

FULL-TIME FACULTY

Michael Faber, Assistant Professor
PhD, University of New Hampshire, Durham

D. Joye Swan, Professor
PhD, Claremont Graduate University

Robert Thornton, Assistant Professor
PhD, University of Southern California

ADJUNCT FACULTY

Jacquelyn Christensen
PhD, Claremont Graduate University

Emily Prior
MA, California State University, Northridge

Viken Yacoubian
PhD, University of Southern California

EMERITUS FACULTY

Zelda Gilbert, Professor
PhD, University of Kentucky

Animation (BFA)

Dori Littell-Herrick, MFA, Department Chair

There will always be artists driven to recreate the visions that dance in their heads; visions so fantastic and imaginative that only animation can express these stories. By combining a complex arrangement of image, timing, and sound, animation creates motion and character in a way no other medium can. It can awaken surreal worlds or focus on small, emotional moments. It can display humor or political commentary in a complex form. Previously relegated to the arena of children's entertainment, animation is now part of the cultural language of the Internet, mobile applications, games, and motion pictures. The same concepts that made Mickey Mouse dance can make dragons fly, Orc armies march, or ice palaces grow. From Bambi to Inside Out, from Bugs Bunny to Box Trolls, this is a medium that can evoke the mystical, surreal, fanciful, and satirical in all of us at every age.

Our task in the Animation program is to deepen each student's understanding and appreciation of the art and craft of animation through the making of projects. The Animation curriculum is structured to challenge each student to achieve the goals listed below:

- discover their creative voices through the production of personal animated projects;
- master the use of visual language as an artist and creator of time-based media for film, broadcast, mobile, and experimental platforms;
- focus their skills for entry into the animation profession, while simultaneously experimenting with a broad range of techniques and styles;
- develop critical thinking skills through study of the history of animation, art, and film, as well as analysis and critique of their own work;
- act as professional artists with an understanding of the ethical and legal standards of the industry and the culture in which they create.

MISSION

Animation is a unique marriage of art, performance, music, sound design, media, technology, and the written word. By engaging our culturally diverse students in the production of challenging

and relevant animation in a variety of forms, we encourage the development and growth of each individual. Students are supplied with the tools to develop hand-drawn, computer-generated, and stop motion projects. Our mission is to keep pace with the rapid technological changes in animation while providing the most basic tools and knowledge necessary to excel in all areas of the craft. Students are encouraged to strive for artistic excellence and professional expertise as they develop their individual vision.

PROGRAM LEARNING OUTCOMES

- Create a substantial body of personal work that showcases a unique creative voice.
- Exhibit mastery of hand-based and digital art skills in creative projects.
- Organize and present narrative content in storyboard form using visual and cinematic language.
- Apply animation principles in the design and production of time-based media.
- Develop and coordinate art and design strategies in both collaborative and independent production settings.
- Engage in constructive critical analysis of both creative process and product when offering and receiving critiques in a studio setting.
- Communicate artistic intent in a professional manner that illustrates a working knowledge of animation history and related fields.
- Demonstrate artistic mastery of the tools and technology in the chosen skill set of animation through presentation of a professional-quality reel and portfolio.
- Understand legal and ethical issues relating to professional practices and career management in the animation industry.

Curriculum Summary

ANIMATION MAJOR CURRICULUM

Leading to the Bachelor of Fine Arts (BFA) Degree

	<u>Units</u>
Major (M)	74
General Education/Integrative Learning (GE/IL)	46
Restricted Design Electives	3
Unrestricted Electives (UE)	5
Minimum Unit Requirement	128

SUGGESTED SEQUENCE OF COURSES**FIRST YEAR****Fall Semester**

ANIM 100	Animation Principles	3 M
FOUN 101	Beginning Drawing	3 M
FOUN 102	Design and Composition	3 M
WRIT 111	Academic Writing I	3 GE
INDS 1__	Interdisciplinary Core	3 GE

Spring Semester

ANIM 102	Beginning Figure Drawing	3 M
ANIM 112	Portfolio Review Workshop	1 M
ANIM 161	Introduction to Digital Media	3 M
FOUN 104	Drawing Concepts and Composition	3 GE
WRIT 112	Academic Writing II	3 GE
LSCI 105	Information Theory and Practice	1 M

SECOND YEAR**Fall Semester**

ANIM 203	Sophomore Studio I: Animation	3 M
ANIM 210	Design Symposia	1 M
ANIM 211	Storyboarding	3 M
ANIM 240	History of Animation 1	3 M
ANIM 263	Introduction to Stop Motion	3 M
MATH 2__	Mathematics	3 GE

Spring Semester

ANIM 204	Sophomore Studio II: Layout	3 M
ANIM 221	Character Design	3 M
ANIM 262	Introduction to 3D Computer Animation	3 M
ANIM 245	Iconic Films: Essentials for Animators	3 GE
ANIM 289	Progress Portfolio	0 M
COMM 120	Public Speaking	3 GE
ARTH 2__	Art History course	3 GE

THIRD YEAR**Fall Semester**

ANIM 305	Junior Studio 1	3 M
ANIM 340	Visual Development	3 M
ANIM 241	History of Animation II	3 GE
ANIM 3__	Animation Production Techniques Elective	3 GE
ENVT 220	Environmental Studies	3 GE
PSYC 200	Introduction to Psychology	3 GE

Spring Semester

ANIM 306	Junior Studio II	3 M
ANIM 330	Animal Drawing	3 M
ANIM 380	Senior Studio Research Seminar	3 M
ANIM 491	Internship Seminar	1 M
_____	Ethics Course	3 GE
_____3__	General Education Elective	3 GE

120 Hours Field Experience Required
(Prerequisite ANIM 490)

FOURTH YEAR**Fall Semester**

ANIM 485	Senior Studio I	4 M
ANIM 495	Animation Portfolio	3 M
ANIM 430	Figure Drawing Workshop	3 M
INDS-3XX	Transdisciplinary Seminar	3 GE
_____	Natural Science Course with lab	3 GE

Spring Semester

ANIM 486	Senior Studio II	4 M
_____3XX	General Education Elective	3 GE
_____	Restricted Design Elective (see list below)	3 RE/DES
_____	Unrestricted Elective	3 UE
_____	Unrestricted Elective	2 UE

ANIMATION ELECTIVE COURSES:

ANIM 231	Painting: Traditional and Digital Explorations	3 units
ANIM 223	The Costumed Figure	3 units
ANIM 316	Intermediate Animation	3 units
ANIM 335	Experimental Figure Drawing	3 units
ANIM 405	Background Painting	3 units
ANIM 410	Advanced Figure Drawing	3 units
ANIM 416	Character Animation Workshop	3 units
ANIM 420	Effects Animation	3 units
ANIM 170, 270, 370, 470	Topics in Animation	3 units
ANIM 299, 399, 499	Independent Study	1-4 units

ANIMATION PRODUCTION TECHNIQUES ELECTIVES:

ANIM 361	3D Computer Animation I	3 units
ANIM 362	3D Computer Animation II	3 units
ANIM 363	2D Computer Animation I	3 units
ANIM 364	2D Computer Animation II	3 units
ANIM 366	Puppet Building for Stop Motion	3 units

Courses that meet Restricted Design Elective requirements

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

ARCH 269	Object Making
ARTH 204	History of Modern Art
ARTH 205	History of Contemporary Art
ARTH 211	History of Latin American Art
INDS 327	Film and Literature
PHIL 310	Aesthetics

INCOMING PORTFOLIO REQUIREMENTS FOR TRANSFER STUDENTS**Transfer Placement Portfolio**

Incoming transfer students are required to submit

a portfolio of work including samples from all art and animation courses intended for transfer into the Animation major at Woodbury. Personal work is also encouraged. This portfolio may be either digital or printed hard copies. Original work will only be reviewed in meetings with the chair of the department.

Requirements for transfer placement portfolios can be found on the Animation website.

ASSESSMENT PROCESS

The Animation curriculum is designed to systematically assess student performance and learning throughout the four-year program. Students are assessed both formally and informally within the individual courses. Course final reviews include assessment by industry professionals as well as faculty. The department has identified four specific points for measured assessment, both formative and summative. The outcomes of the assessment are used to promote continuous improvement, assure program quality, and evaluate individual student performance. The four points include the Progress Portfolio Review (ANIM 289) at the end of the second year, the Senior Capstone Animation Project (ANIM 486), the Animation Portfolio (ANIM 495), and the Internship Seminar (ANIM 491). The Portfolio Review Workshop (ANIM 112) in the first year and the Collaborative Junior Animation Project (ANIM 305-6) in the third year help students prepare for these milestone assessments.

In-Studio Assessment

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

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

Often, students provide the most immediate feedback as they work in-studio outside of class hours. In addition, students are required to participate in the formal critique sessions during the semester and at

final reviews. This supports the students in developing the ability to critically analyze their own work and the work of others.

Pre-Capstone Requirements

Progress Portfolio (ANIM 289): At the end of the second year, all students must submit a progress portfolio and written artist statement to the Progress Portfolio Review. This portfolio will consist of work from all studio courses taken prior to the review, including Design Foundation. Personal work is also encouraged. Faculty reviewers and the department chair will determine if the student has developed an understanding of storytelling, visual language, animation and design principles, and digital skills necessary to advance to the junior studio sequence. Students who fail to pass this review with a minimum rank of acceptable in all categories must remediate based on the reviewers' recommendations and resubmit their portfolio for review prior to the fall semester.

Progress Portfolio Review also provides the faculty an opportunity to gauge the success of lower-division courses of the major in meeting the learning outcomes of the program. Using the Curriculum Map, faculty can review each course for success of teaching content, as well as the overall achievement of the students in the first two years of the program. Possible adjustments are discussed and may be implemented in the following year.

CAPSTONE COURSES

In the senior year, each student must complete a personal animation project as part of ANIM 485-6, Senior Studios I and II. Students may choose to work in collaborative teams with the permission of the course instructor, provided each student takes a leadership role in a defined creative aspect of the project. This capstone project demonstrates the student's mastery of visual language and thematic narrative and serves as the central project in their professional portfolio. Capstone projects are expected to be of professional, festival-level quality when submitted. All students are encouraged to enter this project into the appropriate animation festivals. All completed projects that meet the above standards are shown in the next annual Woodbury Animation Showcase.

ANIM 495, Animation Portfolio

Students collect their work from across the program and create a professional portfolio. Assessment and

critique of the student work happens during a juried review by faculty members and animation professionals. Students receive both verbal and written comments. Animation professionals evaluate the portfolio for selection of appropriate quality pieces, presentation, and focus of the work.

In addition, faculty members evaluate the portfolios for students' demonstration of the program learning outcomes at the appropriate level based on the Curriculum Map. Students are asked to provide a review of the program using the learning outcomes as a framework for the discussion. This may be informally conducted in the class or collected as a paper.

ANIM 486, Senior Studio II

Capstone projects are reviewed and assessed in a juried final review. This occurs one week prior to the year-end Woodbury Animation Showcase. Animation professionals review the work and provide written or verbal feedback. Students then have a chance to make improvements for the final screening. In addition, faculty members assess students' demonstration of the program learning outcomes as presented in the Curriculum Map.

ANIM 491, Internship Seminar

Students are required to maintain a journal of their internship experience, recording highlights of what they learned about the industry and the expectations of artists working in the industry. The journal may include both written and visual material. Students must also present a signed evaluation from the host company supervisor indicating that the student successfully completed the internship and demonstrated appropriate professional behaviors. Students are encouraged to share their journal with the host company supervisor. A symposia-style presentation is held in the spring of each year for students to present their findings to each other. ANIM 491, Internship Seminar, is a prerequisite to application for internship or work experience hours. Students may enroll in ANIM 490, Internship/Work Experience, for additional credit hours with the permission of the chair.

RESULTS OF LEARNING

Each studio course requires the production of various animation projects specific to the subject and learning outcomes of the course. Projects may be either hand-made drawings or objects or digital media. Examples of projects for hand-drawn animation include character design, visual development

art, storyboards, layouts, and traditional animation. Stop motion animation projects may include character puppets and miniature sets. Both traditional and stop motion animated films are completed digitally. Computer graphic animation is done entirely on the computer. In all three types of animation, the final output of the project will be digital, and may be presented and archived digitally.

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

STUDENT WORK

The Animation program is committed to supporting the students in ownership of their creative work. The university reserves the right to retain student work for archival, educational, and marketing purposes. In general, original work is returned within one calendar year, but may be kept for up to three years to meet accreditation needs. Digital copies of work may be kept indefinitely, based on the decision of the Animation department faculty member in charge of maintaining the archive. For further details on this policy, see the Animation portal site.

ACADEMIC STANDARDS

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

Core animation studios include ANIM 100, Animation Principles; ANIM 161, Introduction to Digital Media; ANIM 211, Storyboarding; ANIM 203, Sophomore Studio I; ANIM 204, Sophomore Studio II; ANIM 305, Junior Studio I; ANIM 306, Junior Studio II; ANIM 485, Senior Studio I; ANIM 486, Senior Studio II; and ANIM 495, Animation Portfolio.

SPECIAL LEARNING OPPORTUNITIES/ REQUIREMENTS

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

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

Internship/Work Experience

Prior to graduation, students must complete 120 hours of work experience in the animation profession or a related field. This may be paid or unpaid and should be accomplished in the junior or senior year in conjunction with ANIM 491, Internship Seminar. With the aim of maintaining the highest level of excellence in coursework, full-time students are encouraged to work no more than ten hours per week. Students are responsible for completing an internship contract with the sponsor company and the chair of the department, and maintaining a written journal, which may include art detailing the experience, how they met the learning objectives, and what professional skills they gained from the internship. At the completion of the internship, the sponsoring company must complete an evaluation of the student's work, including a statement of number of hours completed. This signed evaluation will be submitted to the chair of the department to complete the requirements of the internship.

Study Away

The School of Media, Culture & Design offers summer study-away programs, exploring topics such as design, fashion, and photography. Past locations

have included London, Paris, Cuba, and Turkey. Exchange programs in visual communications and game design are available in Germany, Mexico, and the Netherlands, as well as opportunities with a number of other universities worldwide. Woodbury also hosts international students, many of whom participate in the Animation program, creating a cross-cultural experience in our production studios.

Design Symposia

This required course takes students off-campus to attend a wide range of art, design, film, and performance experiences in the greater Los Angeles area. Each student maintains a journal of both written and visual material and takes part in discussions of the various events they attend. The faculty assists the students in connecting the current art and film trends they are experiencing to the history of animation, art, and film they are studying at Woodbury.

Lectures

Each year, the full-time Animation faculty hosts a fall and spring lecture, inviting professionals from local studios to come present their work and speak to students about a variety of topics; recent lectures have focused on character design, pitching a TV show, and using motion analysis in gaming animation. Students attend these lectures as part of their coursework and receive credit in some classes.

Local Events and Organizations

Because we are located in the heart of the Los Angeles animation industry, there are many local events and organizations that can enrich and expand the animation student's time at Woodbury.

CTN ANIMATION EXPO

The CTN Animation Expo, the largest talent-focused conference, is held yearly in the Burbank area. It brings together artists, educators, and students from the global animation community, including film and video, gaming, and education. Woodbury University is a proud sponsor of this event and encourages our students to volunteer and attend this unique gathering of animation talent.

ASIFA-HOLLYWOOD

ASIFA-Hollywood, The International Animated Film Society, is the largest chapter of ASIFA International, a UNESCO-chartered non-profit organization dedicated to the advancement of the art of animation. Woodbury University and the Animation program

are happy to sponsor many ASIFA-Hollywood events on campus, including screenings, book signings, and panel discussions led by industry professionals. Students are encouraged to join ASIFA-Hollywood to receive the many benefits of membership, including an opportunity to network with industry professionals.

COMPUTER LITERACY REQUIREMENTS

The Animation Department requires its graduates to be literate in the current digital media of representation and communication, as demonstrated by the following:

- Proficiency in computer systems operations, including communication, upgrades, and management; a familiarity with the multiple platforms available in Woodbury IT labs.
- A proficiency in Internet research, through successful completion of LSCI 105, Information Theory and Practice, or an appropriate equivalent. Bibliographic documentation of database and web-based sources of both text and images is required in all Animation courses.
- Proficiency in word processing and document formatting, including image and color management for printing.
- Proficiency in file and asset management in a shared digital environment and using multiple software programs in an animation pipeline through successful completion of ANIM 161, Introduction to Digital Media, and ANIM 262, Introduction to 3D Computer Animation; or appropriate equivalents.
- Proficiency in computer graphics software for image processing and two- and three-dimensional animation, as demonstrated through successful completion of ANIM 100, Animation Principles; ANIM 161, Introduction to Digital Media; ANIM 262, Introduction to 3D Computer Animation; ANIM 263, Introduction to Stop Motion; or appropriate equivalents.

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

STUDENT COMPUTER AND OTHER EQUIPMENT REQUIREMENTS

The Department of Animation requires a laptop computer for third- and fourth-year studios beginning with ANIM 305, Junior Studio I, but also strongly rec-

ommends this for first-year students. The system and software must be compatible with existing on-campus computer labs. Students may choose either Mac or PC based on their needs and budget. Questions may be directed to the department chair. Specific hardware and software requirements are listed on the Animation portal site.

All incoming students must purchase an external hard drive for use in classes and to catalog their work. Specific requirements are listed on the Animation portal site and the university website.

Students are responsible for email and ISP accounts; student-owned computers used on campus must have a network and/or wireless card, depending on where the computer will be used.

LAB FEES

Some courses require a lab fee, which is applied to instructional supplies utilized in the studio. Specific fees are outlined in the Fee section of the catalog.

MINOR REQUIREMENTS

ANIM Minor (For Design Majors)

	Units
ANIM 100 Animation Principles	3
ANIM 161 Introduction to Digital Media	3
ANIM 102 Beginning Figure Drawing	3
ANIM 211 Storyboarding	3

Select one from the following courses:

ANIM 221 Character Design	3
ANIM 240 History of Animation I	3
ANIM 340 Visual Development	3
ANIM 330 Animal Drawing	3
ANIM 262 Introduction to 3D Computer Animation	3

Total Units..... 15

ANIM Minor (for Non-Design Majors)

FOUN 102 Design and Composition	3
ANIM 100 Animation Principles	3
ANIM 211 Storyboarding	3
ANIM 161 Introduction to Digital Media	3
ANIM 240 History of Animation 1	3

Total Units..... 15

Animation Courses

ANIM 100 Animation Principles

3 UNITS

This is an introductory studio course in the fundamental principles of animation. Through lecture, demonstration, and in-class exercises, the students will study the basic theory and mechanics of the discipline. Students will develop both drawing and observational skills through the creation of simple animations using principles such as squash and stretch, overlap, and follow-through. Emphasis on the fundamentals of character design, storyboarding, and layout will be studied through the creation of a short animation project. Studio. Prerequisite: None.

Portfolio Project: Students' final class project and animation test is delivered on a DVD. Supporting art and written material may be included.

ANIM 102 Beginning Figure Drawing

3 UNITS

This is a beginning course in life drawing. Expressive and technical studies in various media emphasizing gesture, structure, and anatomy. Studio. Prerequisite: FOUN 101, Beginning Drawing.

Portfolio Project: A selection of ten pieces from varying projects representing the student's best work will be presented in portfolio form. Written material and supporting sketches may be included.

ANIM 112 Portfolio Review Workshop

1 UNIT

This is a lecture course in the preparation of academic portfolios to support students in preparing for Progress Portfolio Review. Lecture. Prerequisite: None.

ANIM 161 Introduction to Digital Media

3 UNITS

This studio course introduces students to the fundamental computer applications and processes used for digital media production. Emphasis on software programs dealing with imaging, drawing and painting, editing, compositing, motion graphics, raster, and vector artwork. Studio. Prerequisite: None.

Portfolio Project: Students will create a DVD presentation of all major projects. Supporting written

material, storyboards, and concept sketches should accompany the DVD either as slide shows in the DVD or in portfolio format.

ANIM 193 Open Studio: Animation Principles

3 UNITS

This course can substitute or remediate for ANIM 100, Animation Principles. This is an introductory course in the fundamental principles of animation taught in an open studio format. Students will develop both drawing and observational skills through creation of simple animation exercises using principles such as squash and stretch, overlap, and follow-through. Emphasis on the fundamentals of character design, storyboarding, and layout will be studied through creation of a short animation project. Studio. Prerequisite: Permission of instructor or department chair.

Portfolio Project: Students' final class projects and animation tests will be delivered on a DVD. Supporting art and written material may be included.

ANIM 1931 Open Studio: Storyboarding

3 UNITS

This course can substitute or remediate for ANIM 121, Storyboarding. An open studio course in storyboarding for animation. Emphasis is on visual storytelling, story structure, character development, cinematic language, and drawing techniques used in storyboarding. Studio. Prerequisite: Consent of instructor or department chair.

Portfolio Project: Three animation storyboards should be presented in portfolio format. All supporting writing and art related to the boards should be included.

ANIM 203 Sophomore Studio I: Animation

3 UNITS

This is a studio course building on ANIM 100, Animation Principles. Students develop skills in character animation. Emphasis is on the basic principles of character development, performance, and animation techniques. Students will assemble their projects into a finished pencil test animation reel. Prerequisite: ANIM 100, Animation Principles.

Portfolio Project: Students will create a DVD presentation of the pencil test animation reel including all major projects. Any written material for the course will be included in the portfolio.

ANIM 204 Sophomore Studio II: Layout

3 UNITS

This is a studio course in the fundamentals of animation layout and pictorial composition as staged environments for animated characters. Topics will include perspective, lighting and tone, issues of style, architectural elements, natural elements, and props as visual storytelling devices. The artist's statement for the sophomore year Progress Portfolio will be completed in this class. Studio. Prerequisites: FOUN 101, Beginning Drawing; ANIM 203, Sophomore Studio I; and FOUN 104, Drawing Concepts and Composition.

Portfolio Project: Students will create a presentation in portfolio form of assignments such as background design, scene layout, and workbook example. All research, preliminary work, written treatment of story, and artist's statement will be included as part of the portfolio.

ANIM 210 Design Symposia

1 UNIT

Students will attend lectures, exhibitions, or events exploring a variety of topics in design. Both on- and off-campus events are encouraged. Lecture. Prerequisite: None.

Portfolio Project: Student will submit a journal including collected materials, writing, and sketching related to the events attended.

ANIM 211 Storyboarding

3 UNITS

This is a studio course in storyboarding for animation. Emphasis is on visual storytelling, story structure, character development, cinematic language, and drawing techniques used in storyboarding. Studio. Prerequisite: ANIM 100, Animation Principles.

Portfolio Project: Students will create three animation storyboards presented in a portfolio or DVD. All supporting writing and art related to the boards may be included.

ANIM 221 Character Design

3 UNITS

This course focuses on the examination and exploration of the figure, both nude and clothed, as a reference for creating animated characters, sequential studies, and caricature. Studio. Prerequisite: ANIM 203, Sophomore Studio I: Animation; ANIM 102, Beginning Figure Drawing; or FOUN 105, Introduction to Figure Drawing.

Portfolio Project: A selection of ten observational

studies from in-class figure work and a selection of varying projects representing the student's best work will be presented in portfolio form. Research, supporting sketches, and written statements may be included.

ANIM 223 The Costumed Figure

3 UNITS

An intermediate studio emphasizing the figure with costumes and props. Investigation of both drawn and painted forms using a variety of media. Topics include composition, color, and lighting.

Portfolio Project: A selection of ten pieces from varying projects representing the student's best work will be presented in portfolio form. Written material and supporting sketches may be included.

ANIM 231 Painting: Traditional and Digital Explorations

3 UNITS

This course is a beginning studio exploring painting techniques in both traditional and digital media. Watercolor, gouache, and acrylic will be explored, as well as digital painting techniques that mimic traditional and more experimental styles. Studio. Prerequisite: FOUN 103, Color and Composition, or permission of instructor.

Portfolio Project: Students will create a minimum of six finished paintings—three traditional and three digital—in portfolio format. Supporting sketches and written material may be included.

ANIM 240 History of Animation 1

3 UNITS

This lecture course focuses on the historical, theoretical, aesthetic, and technical developments that have shaped the medium since its beginnings. Lectures include screenings of animated works, stages of production, and a general overview of the animation process. Lecture. Prerequisite: None.

Portfolio Project: A final paper for the course will be included in printed form.

ANIM 241 History of Animation II

3 UNITS

This is a lecture course building on ANIM 240, History of Animation I, and focusing on specific animation genres, studios, and artists. Course content will include research, readings, screenings, and visiting lecturers. Prerequisite: ANIM 240, History of

Animation I.

Portfolio Project: A final paper for the course will be included in printed form.

ANIM 245 Iconic Films: Essentials for Animators

3 UNITS

Even though animation is created one image at a time, it is still considered cinema, and, as such, the audience expects future animated films to be ever-more cinematic in content. This course is intended to be an overview of the great films and filmmakers of the last century and how they influenced the art of cinema as we know it. Material will be through lectures and screenings of films, supplemented by suggested reading. Lecture. Prerequisites: WRIT 111, Academic Writing I.

ANIM 262 Introduction to 3D Computer Animation

3 UNITS

This course will focus on instruction in the fundamental principles of animation as applied to three-dimensional digital animation. Emphasis on the basic processes of modeling, texturing, lighting, and rendering. Students will create a series of simple animations, and model and light simple props using 3D software. Prerequisite: ANIM 161, Introduction to Digital Media.

Portfolio Project: Students will create a DVD presentation of all major projects. Supporting written material, storyboards, and concept sketches may accompany the DVD either as slide shows in the DVD or in portfolio format.

ANIM 263 Introduction to Stop Motion

3 UNITS

This studio course is an introduction to the fundamentals of stop motion and experimental animation. Students experiment with lighting, staging, and camera placement while animating three-dimensional materials shot with a digital camera in real three-dimensional space. The student will learn specialized animation software specifically designed to shoot stop motion animation. For final review, students are required to submit four finished projects in QuickTime format on a DVD. Prerequisite: None

Portfolio Project: Students will create a DVD presentation of all animation projects created in the course. Written material, concept sketches, and other material may be included.

ANIM 289 Progress Portfolio

0 UNITS

Required as a prerequisite to ANIM 305, Junior Studio I, students will prepare a digital portfolio including work from each Animation and Design Foundation studio completed. Work from courses transferred into the major and personal work may also be included. Students will complete a written statement reflecting on strengths, weaknesses, and goals. A panel of faculty members will assess the students' portfolios for progress in the major and readiness for upper-division studios. Studio.

**ANIM 293 Open Studio:
Sophomore Studio I: Animation**

3 UNITS

This course can substitute or remediate for ANIM 203, Sophomore Studio I. ANIM 293 is an open studio course building on ANIM 100, Animation Principles, in which students develop skills in character animation. Emphasis is on the basic principles of character development, performance and composition, and visual storytelling. Studio. Prerequisites: ANIM 100, Animation Principles, and ANIM 121, Storyboarding, or consent of the instructor or department chair.

Portfolio Project: Students will create a DVD presentation of the pencil test animation reel including all major projects. Any written material for the course will be included in the portfolio.

**ANIM 2931 Open Studio:
Sophomore Studio II: Layout**

3 UNITS

This course can substitute or remediate for ANIM 204, Sophomore Studio II. ANIM 2931 is an open studio course in the fundamentals of animation layout and pictorial composition as staged environments for animated characters. Topics will include perspective, lighting and tone, issues of style, architectural elements, natural elements, and props as visual storytelling devices. The artist's statement for the Sophomore Year Progress Portfolio will be completed in this class. Studio. Prerequisites: FOUN 101, Beginning Drawing; ANIM 203, Sophomore Studio I; FOUN 102, Design and Composition; or consent of the instructor or department chair.

Portfolio Project: Students will submit a presentation in portfolio form of background design, scene layout, and workbook example. All research, preliminary work, written treatment of story, and

an artist's statement will be included as part of the portfolio.

ANIM 305 Junior Studio I

3 UNITS

This is an intermediate studio course in project development focusing on the execution of story into film or interactive projects. Students will form in groups of four to six to create a project proposal, which will be completed in Junior Studio II. Topics will include dramatic structure, theme, continuity, visual language, and presentation skills. Project proposals will include a treatment, storyboard, concept art, character design, short animatic, and production schedule showing how the project will be completed. Studio. Prerequisites: ANIM 204, Sophomore Studio II: Layout; ANIM 289, Progress Portfolio. Students must have a laptop in order to enroll in this class.

Portfolio Project: Each student will compile a portfolio or DVD of his or her contribution to the animated project. The full animatic may be included at the end of the DVD for context. All material will be clearly labeled, explaining what part of a scene the student worked on. Supporting sketch and concept art, and written material should be included in a process book or portfolio format.

ANIM 306 Junior Studio II

3 UNITS

This is an advanced studio course integrating all aspects of professional animated production. Students will work in their established teams in the production of the animated project developed in Junior Studio I. Emphasis is on the elements of visual storytelling, animation, sound, editing, and compositing. The artist's statement and a proposal for Senior Studio will be completed in this class. Studio. Prerequisite: ANIM 305, Junior Studio I.

Portfolio Project: Each student will assemble a properly documented clip reel of his or her contribution to the animated project on a DVD. The full project may also be included at the end of the DVD for context. Supporting sketches, art, and written material should be included in a process book or portfolio format.

ANIM 316 Intermediate Animation

3 UNITS

This is an intermediate class focused on traditional animation and building on the skills introduced in Sophomore Studio II. Emphasis is on character

construction and drawing, expressions and posing, sequential storytelling, scene planning, secondary animation, and dialogue. Studio. Prerequisite: ANIM 203, Sophomore Studio I: Animation.

Portfolio Project: A DVD presentation of all animation tests will be presented as a pencil test reel. Written material, supporting sketches, designs, and research may be included.

ANIM 325 Introduction to Acting and Improvisation 3 UNITS

This is a course for anyone interested in exploring human behavior and their own creativity, "through the lens of the actor." Working both individually and in groups, students will explore the actor's tools of observation, listening, physical expression, and imagination, as well as the basics of improvisation and creating a character. Emphasis is on acting for the screen and television: class sessions will be videotaped. Studio. Prerequisite: None.

Portfolio Project (for Animation students): A DVD presentation of the student's best work will be recorded during the class sessions.

ANIM 330 Animal Drawing 3 UNITS

This is an intermediate studio course in sketching and drawing animals. Students will participate in onsite drawing of a wide variety of animals at the Los Angeles Zoo, as well as drawing sessions on campus utilizing both domestic and wild animals. Basics include gesture, rhythm, volumes, and proportion with an emphasis on quick study, character design, movement, and comparative anatomy. Studio. Prerequisites: ANIM 221, Character Design; ANIM 102, Beginning Figure Drawing; FOUN 105, Introduction to Figure Drawing.

Portfolio Project: A selection of ten pieces from varying projects representing the student's best work will be presented in portfolio form. Written material and supporting sketches may be included.

ANIM 335 Experimental Figure Drawing 3 UNITS

This course is an advanced studio course in figure drawing using various dry media. Emphasis is on non-traditional visual sense of figure through the use of interpretive distortion and discovery through the juxtaposition of materials. Students will draw from the model with full figure, drapery, costume,

and props. Students will also further develop a personal style through experimentation with materials and compositional ideas. Studio. Prerequisite: ANIM 102, Beginning Figure Drawing.

Portfolio Project: A selection of ten pieces from varying projects representing the student's best work will be presented in portfolio form. Written material and supporting sketches may be included.

ANIM 340 Visual Development 3 UNITS

Students examine and explore composition, lighting, color, style, character design, and various painting techniques as components of animation development and visual storytelling. Emphasis is placed on techniques used by professional development artists and illustrators in the animation industry. Prerequisites: ANIM 221, Character Design; ANIM 204, Sophomore Studio II: Layout.

Portfolio Project: A selection of six pieces from varying projects representing the student's best work will be presented in portfolio form. Research, supporting sketches, and written statements may be included.

ANIM 361 3D Computer Animation I 3 UNITS

This is an intermediate studio course in 3D computer applications. Topics include modeling, rigging, and techniques of character animation using 3D computer software. Students will create projects using both character and camera animation, and explore lighting and texturing. Studio. Prerequisite: ANIM 262, Introduction to 3D Computer Animation.

Portfolio Project: The portfolio project of this course will consist of a DVD of three or more projects—including the final project—showing the range of skills the student gained during the course. Supporting written and sketch material may be included on the DVD as a slide show or presented in a portfolio format.

ANIM 362 3D Computer Animation II 3 UNITS

This is an advanced studio course in three-dimensional computer animation. Emphasis is on advanced animation techniques, staging, lighting, texturing, and rendering. Students will create an animated sequence and produce it from start to finish. Studio. Prerequisite: ANIM 361, 3D Computer Animation I.

Portfolio Project: The portfolio project of this course will consist of a DVD of the completed sequence including examples from all stages of production. Supporting storyboard, sketches, research, and written material may be included as a slide show or presented in portfolio format.

ANIM 363 2D Computer Animation I

3 UNITS

This is a course focusing on 2D software currently in use for production of television and short-form animation. Emphasis is on applying the basic principles of animation production in a two-dimensional CG environment. Students will create a short project to completion in the 2D software. Studio. Prerequisite: ANIM 161, Introduction to Digital Media, or consent of the instructor.

Portfolio Project: The portfolio project of this course will consist of a DVD of the final project showing the range of skills the student gains during the course. Supporting written and sketch material may be included on the DVD as a slide show or presented in a portfolio format.

ANIM 364 2D Computer Animation II

3 UNITS

ANIM 364 is an advanced course in the principles of two-dimensional compositing. Emphasis is on the use of post-production techniques to enhance the visual storytelling and problem-solve in production situations. Topics include principles of editing and the visual language of cinema. Studio. Prerequisite: ANIM 161, Introduction to Digital Media.

Portfolio Project: The portfolio project of this course will consist of a DVD of animation showing an understanding of compositing principles. At least one example of a complete scene broken down into the various layers should be included. All supporting process art and written material may be presented in portfolio format. All DVDs should be accompanied by a detailed shot list.

ANIM 366 Puppet Building for Stop Motion

3 UNITS

This studio course is an in-depth investigation into the art and animation of stop motion and experimental animation. The student will develop, design and shoot a stop motion short animated project based on their own ideas. Students are allowed

to take this course to develop puppets, props, and stages for their capstone senior films. For final review, students are required to submit a finished project in QuickTime format on a DVD, or document the development of their assets on a disc. Course enrollment is limited based on stage space and equipment. Prerequisite: ANIM 263, Introduction to Stop Motion.

Portfolio Project: The portfolio project for this course consists of a DVD presentation of all animation projects created in the course. Written material, concept sketches, and other material may be included.

ANIM 380 Senior Research Seminar

3 UNITS

The capstone research seminar provides students with the opportunity to explore possible capstone projects, research and gather support materials, identify a faculty review committee, and, if necessary, gather a team to the project. At the end of the research semester, students will submit an Animation Capstone Project Proposal signed by three members of the faculty representing the disciplines delineated in the student's proposal. Prerequisites: ANIM 305, Junior Studio I, and consent of chair.

Students involved in interdisciplinary teams may, with the permission of the chairs of the appropriate departments, participate in either TECH 302, Media Technology Research Seminar, or GAME 302, Game Capstone Research Seminar, in lieu of ANIM 380, Senior Research Seminar.

ANIM 393 Open Studio: Junior Studio I

3 UNITS

This course can substitute or remediate for ANIM 305, Junior Studio I. This is an intermediate open studio course in project development focusing on the execution of story into film or interactive projects. Students will form groups of four to six to create a project proposal, which will be completed in Junior Studio II. Topics will include dramatic structure, theme, continuity, visual language, and presentation skills. Project proposals will include a treatment, storyboard, concept art, character design, short animatic, and production schedule showing how the project will be completed. Studio. Prerequisites: ANIM 204, Sophomore Studio II, and ANIM 289, Progress Portfolio.

Portfolio Project: Each student will compile a portfolio or DVD of his or her contribution to the animated project. The full animatic may be included at the end of the DVD for context. All material will be clearly labeled, explaining which part of a scene the student worked on. Supporting sketch and concept art, and written material, should be included in a process book or portfolio format.

ANIM 3931 Open Studio: Junior Studio II

3 UNITS

This course can substitute or remediate for ANIM 306, Junior Studio II. This is an advanced open studio course integrating all aspects of professional animated production. Students will work in their established teams in the production of the animated project developed in Junior Studio I. Emphasis is on the elements of visual storytelling, animation, sound, editing, and compositing. The artist's statement and a proposal for Senior Studio will be completed in this class. Studio. Prerequisite: ANIM 305, Junior Studio I, or consent of instructor or department chair.

Portfolio Project: Each student will assemble a properly documented clip reel of his or her contribution to the animated project on a DVD. The full project may also be included at the end of the DVD for context. Supporting sketches, art, and written material should be included in a process book or portfolio format.

ANIM 405 Background Painting

3 UNITS

This is an advanced studio course in background painting techniques, both traditional and digital. Emphasis is placed on staging and supporting the theme and narrative of the animated story through color, composition, perspective, tone, and mood. Studio. Prerequisites: ANIM 204, Sophomore Studio II, and ANIM 340, Visual Development, or consent of instructor.

Portfolio Project: The portfolio project consists of a selection of six pieces from varying projects representing the student's best work presented in portfolio form. Research, supporting sketches, and written statements may be included.

ANIM 410 Advanced Figure Drawing

3 UNITS

This is an advanced course in life drawing and the study of the human figure using a variety of traditional and experimental media. Emphasis is on the development of figure art for use in professional portfolios. Studio. Prerequisite: ANIM 102, Beginning Figure Drawing.

Portfolio Project: A selection of ten pieces from varying projects representing the student's best work will be presented in portfolio form. Written material and supporting sketches may be included.

ANIM 416 Character Animation Workshop

3 UNITS

This is an advanced studio workshop focusing on character animation within the production environments of junior and senior studios. Emphasis is on setting up a scene, including character layout, posing, timing, dialogue, performance, and placing the scene within the continuity of the story. Studio. Prerequisite: ANIM 203, Sophomore Studio I: Animation.

Portfolio Project: A DVD presentation of all animation tests will be presented as a pencil test reel. Written material, supporting sketches, designs, and research may be included.

ANIM 420 Effects Animation

3 UNITS

This course is an introduction to the principles of effects animation in both two- and three-dimensional projects, hand-drawn and CG. Subjects will include water, fire, smoke, shadows, and other natural phenomena. Emphasis will be on the appropriate use of effects to support the story and art direction in an animated project. Studio. Prerequisites: ANIM 161, Introduction to Digital Media, and ANIM 262, Introduction to 3D Computer Animation, or consent of instructor.

Portfolio Project: The portfolio project will consist of a DVD including six projects, three in 2D animation and three in 3D animation. Supporting sketches and written material will be assembled in a project book to be presented with the DVD.

ANIM 430 Figure Drawing Workshop

3 UNITS

This course is an advanced figure drawing course with a focus on linear technique including use of one-minute poses. Emphasis is on continuing refinement of anatomical knowledge combined with use of line, modeling in light, and composition to develop an expressive and personal style. This course is designed to support students in the development of a professional portfolio that meets studio standards. Prerequisite: ANIM 102, Beginning Figure Drawing, or FOUN 105, Introduction to Figure Drawing.

Portfolio Project: A selection of ten pieces from varying projects representing the student's best work will be presented in portfolio form. Written material and supporting sketches may be included.

ANIM 485 Senior Studio I

4 UNITS

This advanced studio course consolidates all animation methodologies. Emphasis is on concept design, preproduction processes, and design thinking for the senior thesis project. Students will develop presentation storyboards, process books, concept design, and animatics. Studio. Prerequisite: ANIM 306, Junior Studio II.

Portfolio Project: Student will create a production bible that will be maintained through the completion of the thesis project. Concept art, storyboards, character design, and research material will be included. The final animatic will be submitted as a DVD.

ANIM 486 Senior Studio II

4 UNITS

This advanced studio course covers all aspects of animation production. The course is a continuation of Senior Studio I. Emphasis is on production of the Senior Thesis Project and preparation for national or international animation festivals. Studio. Prerequisites: ANIM 485, Senior Studio I, and permission of the instructor.

Portfolio Project: Students will create a completed poster for the final project and the production bible for the project will be submitted. The final project will be submitted as a DVD in an appropriate professional case.

ANIM 490 Internship Work Experience

1-4 UNITS

ANIM 490 is an off-campus internship in animation that may be taken with or without credit. The student bears the responsibility for submitting the proposal that identifies the sponsor of the participating organization, the learning objectives, and criteria for evaluation. The department chair must approve all internships. A minimum of forty hours is required for each unit of credit. Prerequisites: Animation 491, Internship Seminar, junior standing, and permission of the department chair.

Portfolio Project: Students will maintain a written journal which may include art detailing the experience, how they met the learning objectives, and what professional skills they gained from the internship.

ANIM 491 Internship Seminar

1 UNIT

This round-table seminar is designed to prepare students for a successful internship experience. Subjects will include researching and applying for internships, mock interviews, and company expectations for interns. Students who have completed internships will present their experiences. Course will meet for three sessions of five hours each and include a lunch. Prerequisites: Junior standing plus consent of chair.

Portfolio Project: Students will maintain a written journal which may include art detailing the internship experience, how they met the learning outcomes, and what professional skills they gained from the internship.

ANIM 493 Open Studio: Senior Studio I

4 UNITS

This course can substitute or remediate for ANIM 485, Senior Studio I. ANIM 493 is an advanced open studio course that consolidates all animation methodologies. Emphasis is on concept design and preproduction processes for the Senior Thesis Project. Students will develop presentation storyboards, process books, concept design, and animatics. Studio. Prerequisite: ANIM 306, Junior Studio II. Students must pass Sophomore Portfolio Review or have the consent of the instructor or department chair.

Portfolio Project: Students will create a production bible that will be maintained through the

completion of the thesis project. Concept art, storyboards, character design, and research material will be included. The final animatic will be submitted as a DVD.

ANIM 4931 Open Studio: Senior Studio II

4 UNITS

This course can substitute or remediate for ANIM 486, Senior Studio II. ANIM 4931 is an advanced open studio course covering all aspects of animation production and is also a continuation of Senior Studio I. Emphasis is on the production of the Senior Thesis Project and preparation for national or international animation festivals. Studio. Prerequisite: ANIM 485, Senior Studio I, or consent of instructor or department chair.

Portfolio Project: Students will create a completed poster for the final project and the production bible for the project will be submitted. The final project will be submitted as a DVD in an appropriate professional case.

ANIM 4932 Open Studio: Animation Portfolio

3 UNITS

This course can substitute or remediate for ANIM 495, Animation Portfolio. Instruction is in the preparation and presentation of the animation resume, portfolio, and reel. Lecture topics include professional practice, studio structure, career strategies, and business practices relating to animation. Studio. Prerequisite: ANIM 306, Junior Studio II, or consent of instructor or department chair.

Portfolio Project: All elements of the student's projects from all classes will be reviewed and the appropriate work will be assembled into a professional portfolio and reel for job hunting. Resumes, cover letters, artist's statements, and other written material will be included. The student will provide a copy to be maintained in the Animation archive.

ANIM 495 Animation Portfolio

3 UNITS

The focus of this course is instruction in the preparation and presentation of the animation resume, portfolio, and reel. Lecture topics include professional practice, studio structure, career strategies, and freelance business practices relating to animation. Students will create long-term career strategies that reflect their personal goals and vision as

entrepreneurial animation artists. Studio. Prerequisite: ANIM 306, Junior Studio II.

Portfolio Project: All elements of the student's projects from all classes will be reviewed and the appropriate work will be assembled into a professional portfolio and reel for job hunting. Resumes, cover letters, artist's statements, and other written material will be included. The student will provide a copy to be maintained in the Animation archive.

ANIM 170, 270, 370, 470 Topics in Animation

3 UNITS

These courses provide an in-depth study of specialized topics in the field of animation. Lecture, three hours per week. Studio, six hours per week. Prerequisite: Consent of instructor.

Portfolio Project: To be determined by the instructor and chair of Animation. All projects must include an art component and a written component.

ANIM 299, 399, 499 Independent Study

1-4 UNITS

This course is an individual studio investigation of special interest chosen by the student. Regular, periodic meetings with an assigned faculty member are required. Students must have consent and approval of the department chair. Thirty hours required for each unit of credit. No more than ten units of credit may be given for independent study courses toward the BFA degree. Prerequisite: Independent study contract.

Portfolio Project: To be determined by the instructor and chair of Animation. All projects must include an art component and a written component.

CURRICULUM MAP

Bachelor of Fine Arts in Animation BFA

PROGRAM			ASSESSMENT							
INTRODUCED	PRACTICED	ACCOMPLISHED	B	BENCHMARK	F	S	SUMMATIVE			
STRATEGIC PRINCIPLES			1	Design Thinking	2	Transdisciplinarity	3	Civic Engagement	4	Entrepreneurship

LEARNING OUTCOMES	MAJOR COURSES	YEAR 1					YEAR 2					YEAR 3					YEAR 4																											
		Fall		Spring			Fall		Spring			Fall		Spring			Fall		Spring	Elective																								
		ANIM 100	FOUN 101	FOUN 102	ANIM 102	ANIM 112	FOUN 104	ANIM 100	ANIM 203	ANIM 210	ANIM 211	ANIM 240	ANIM 263	ANIM 204	ANIM 221	ANIM 245	ANIM 262	ANIM 223	ANIM 231	ANIM 238	ANIM 305	ANIM 340	ANIM 305	ANIM 241	ANIM 330	ANIM 380	ANIM 361	ANIM 362	ANIM 363	ANIM 364	ANIM 365	ANIM 366	ANIM 333	ANIM 316	ANIM 430	ANIM 465	ANIM 495	ANIM 465	ANIM 490	ANIM 410	ANIM 416	ANIM 405		
Strategic Principles		1	1	1	4	1	1	1	34	34	1	1	1	23	12	1	1	4	14	1	14	1	1	1	1	12	12	12	12	1	1	1	1	1	1	14	14	34	1	1	1			
Create a substantial body of personal work that showcases a unique creative voice.	124																	F																										
Exhibit mastery of hand-based and digital art skills in creative projects.	1				B													F			F																							
Organize and present narrative content in storyboard form using visual and cinematic language.	12				B													F			F																							
Apply animation principles in the design and production of time-based media.	1				B													F			F																							
Develop and coordinate art and design strategies in both collaborative and independent production settings.	12																				F																							
Engage in constructive critical analysis of both creative process and product when offering and receiving critiques in a studio setting.	134				B																F																							
Communicate artistic intent in a professional manner that illustrates a working knowledge of animation history and related fields.	12										B										F																							
Demonstrate artistic mastery of the tools and technology in a chosen skill set of animation through presentation of a professional quality reel and portfolio.	14																		F																									
Understand legal/ethical issues relating to professional practices and career management in the animation industry.	ALL										B																																	

Anthropology

ANTHROPOLOGY MINOR

Required Courses:

ANTH 220	Cultural Anthropology	3
ANTH 401	Ethnographic Seminar	3

Select three courses from the following:

ANTH 300	Animals, Culture and Society	3
ANTH 305	Anthropology of Religion	3
ANTH 310	Food and Culture	3
ANTH 315	Visual Anthropology	3

ANTH 220 Cultural Anthropology

3 UNITS

This course provides students with a study of the similarities and varieties of human behavior as reflected in kinship systems, religions, arts and crafts, technologies, and lifestyles throughout the world. Lecture. Prerequisite: None.

ANTH 300 Animals, Culture, and Society

3 UNITS

This course examines human-animal interactions from evolutionary and socio-cultural perspectives. It explores the co-evolution of humans and animals dating from the time of our earliest ancestors, the role that animal domestication has played in the development of human culture, animal representations cross-culturally, the phenomenon of animal communication, and sociopolitical issues concerning animals in Western society, including animals as companions, entertainment, and food. Lecture. Prerequisites: WRIT 112, Academic Writing II, or WRIT 212, Rhetoric and Design; and LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture, or LSCI 205, Information in the Disciplines.

ANTH 305 Anthropology of Religion

3 UNITS

The course examines religion through a cross-cultural lens. It explores major anthropological perspectives on the domain of the sacred. The class will analyze areas of mysticism such as magic, witchcraft, shamanism, spirit possession, and altered states

of consciousness. It looks at the role of religion in today's society, focusing on world religions, secular religions, holy wars, fundamentalism, and the place of religion in relation to other ways of knowing. Lecture. Prerequisites: WRIT 112, Academic Writing II, or WRIT 212, Rhetoric and Design; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture, or LSCI 205, Information in the Disciplines.

ANTH 310 Food and Culture

3 UNITS

Food is the basis for our survival as a species and touches upon almost every aspect of culture. This course examines multiple dimensions of food across a wide variety of cultures. Topics include food rules and symbolism, the link between food and power, and the relationship between gender and food. We also examine cultural differences in culinary practices, traditions, and food technology, as well as the cross-cultural dimensions of food and health, obesity and thinness, and malnutrition and starvation. Students get hands-on experience with the relationship between food and culture by doing fieldwork in venues such as markets, restaurants, and food banks. Lecture. Prerequisites: WRIT 112, Academic Writing II, or WRIT 212, Rhetoric and Design; and LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture, or LSCI 205, Information in the Disciplines.

ANTH 315 Visual Anthropology

3 UNITS

Visual media provide a rich analysis of culture because it captures social activities where they occur. This course explores how visual media can enable us to observe and record culture in a holistic way. The course focuses on photographs, ethnographic films, documentary films, feature films, social media, and video-sharing sites. The class examines how people use visual media to record, analyze, or change reality, and how media can both represent and distort culture. Students have an opportunity to create their own visual artifact or perform anthropological analysis of an existing visual artifact. Lecture. Prerequisites: WRIT 112, Academic Writing II, or WRIT 212, Rhetoric and Design; and LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture, or LSCI

205, Information in the Disciplines.

ANTH 401 Ethnographic Seminar

3 UNITS

Ethnography is the study of cultures through close observation and interpretation of cultural phenomena, and it represents the main mode of analysis in cultural anthropology. This course provides students with the opportunity to experience intensive reading of key ethnographic texts and practice original ethnographic research. Students will learn how to read ethnographies, evaluate ethnographic techniques, and apply these techniques toward an original ethnographic project of their own design. This is a seminar-style class in which each student will facilitate class discussion concerning an ethnographic text. Each student will also present their final ethnography to the class and to the department for analysis and feedback. Prerequisites: WRIT 112, Academic Writing II, or WRIT 212, Rhetoric and Design; and LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture, or LSCI 205, Information in the Disciplines; and ANTH 220, Cultural Anthropology.

Communication (BA)

Jennifer Peterson, PhD, Interim Department Chair

The Communication Department is a vital part of Woodbury's School of Media, Culture & Design and benefits from its strategic location in Burbank, CA, often referred to as "the media capital of the world." Our curriculum spans the full range of communication studies, including media analysis, cultural studies, and media advocacy. Students in the major have abundant opportunities to develop a personalized education plan that includes additional cross-disciplinary coursework from other areas of the school, including animation, graphic design, game design, media technology, fashion, and psychology.

Communication is a hybrid discipline that bridges the humanities, social sciences, and fine arts. Many people are drawn to the study of communication because they find it helps them understand the underlying symbolic processes found in the modern world. As such, it is an ideal 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 twenty-first century. Communication has become one of the most popular undergraduate majors in the U.S. today.

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 today. They are given the necessary tools to become proficient public speakers, academic researchers, and digital communicators. Courses are clearly aligned to program outcomes so that students can direct their own progress as they move through the curriculum. Course assignments are carefully tailored to meet the learning outcomes for each class.

The curriculum has been devised to follow four stages loosely connected to the four years of a traditional degree cycle. The first stage provides a solid introduction to the field in both its theoretical and applied aspects. The second develops the interpretive capabilities of the student through the close reading of texts and examination of personal communication practices. Students expand their purview in the third stage to include visual communication and the broader socio-cultural aspects of communication. In the fourth stage, they delve further into the study of media and culture while also personalizing their research agenda. Successful completion of each stage of the curriculum, as well as its related theory and research components, is demonstrated in student learning portfolios, senior thesis projects, and the end-of-year departmental showcase.

The major culminates in a four-year Bachelor of Arts degree. For further information about the Communication major, contact Jennifer Peterson, Interim Chair of Communication, at jennifer.peterson@woodbury.edu.

MISSION

Communication is the study of human communication in all its forms, from speech to digital media. Our department encourages students to understand these communication processes through academic research, creative inquiry, and ethical reflection. Our curriculum integrates theoretical expertise with practical skills in communication and research practices. Students graduate with the knowledge needed to succeed in a wide variety of fields related to media and contemporary culture.

PROGRAM LEARNING OUTCOMES

- Students attain a solid grasp of leading theories and research practices found in the discipline.
- Students cultivate responsive listening skills and openness to the messages of others through their personal interactions inside and outside of the classroom.
- Students develop an appreciation for cultural diversity and multiple ways of knowing.
- Students gain the tools and confidence needed to conduct research and frame arguments in a scholarly way.
- Students increase their media literacy through the production and analysis of communication texts.
- Students gain exposure to professional practices in organizations and other entities related to their chosen area of focus in communication studies.

Curriculum Summary

COMMUNICATION MAJOR CURRICULUM

Leading to the Bachelor of Arts (BA) Degree

	Units
Major (M)	60
General Education/Integrative Learning (GE)	46
Unrestricted electives (UE)	14
Minimum semester hours required	120

SUGGESTED SEQUENCE OF COURSES

FIRST YEAR

Fall Semester

COMM 100	Media Culture	3 M
WRIT 111	Academic Writing I	3 GE
COMM 120	Public Speaking	3 GE
INDS 1XX	Interdisciplinary Core	3 GE
_____	Unrestricted Elective	3 UE
_____	Unrestricted Elective	1 UE

Spring Semester

COMM 203	Communication Theory	3 M
COMM 231	Oral Interpretation	3 M
WRIT 112	Academic Writing II	3 GE
LSCI 105	Information Theory & Practice	1 GE
COMM 222	Film Studies	3 M
PSYC 200	Introduction to Psychology	3 GE

SECOND YEAR

Fall Semester

COMM 210	Interpersonal Communication	3 M
COMM 215	Media History	3 GE
COMM 225	Writing for Media	3 M
COMM 200	Screening Series I	1.5 M
PSYC 221	Statistics for the Behavioral Sciences	3 GE
ANTH 220	Cultural Anthropology	3 GE

Spring Semester

COMM 230	Qualitative Research Methods	3 M
COMM 233	Video Production Workshop	3 M
COMM 212	Intercultural Communication	3 M
COMM 200	Screening Series 2	1.5 M
COMM 235	Media Ethics	3 GE
ARTH 2XX	Art History	3 GE

THIRD YEAR

Fall Semester

COMM 323	Cultural Studies	3 M
COMM 330	Social Media	3 M
COMM 327	Gender and Communication	3 M
ENVT 220	Environmental Studies	3 GE
_____	General Education Elective	3 GE

Spring Semester

COMM 360	Media Professions	3 M
COMM 3XX	Communication Elective	3 M
_____3XX	MCD Transdisciplinary	3 GE
_____	Natural Science with Lab	3 GE
_____	Unrestricted Elective	3 UE

FOURTH YEAR

Fall Semester

COMM 400	Philosophy of Communication	3 M
COMM 3__	Communication Elective	3 M
_____	Unrestricted Elective	3 UE
_____	Unrestricted Elective	3 UE

Spring Semester

COMM 3XX	Communication Elective	3 M
COMM 485	Senior Seminar	3 M
COMM 490	Internship	3 M
COMM 335	Media and Social Change	3 GE
_____	Unrestricted Elective	1 UE

CATEGORIES IN MAJOR COURSE OF STUDY

I. Required Courses

COMM 100	Media Culture	3 units
COMM 200	Screening Series (2 semesters)	3 units
COMM 203	Communication Theory	3 units
COMM 210	Interpersonal Communication	3 units
COMM 212	Intercultural Communication	3 units
COMM 215	Media History	3 units
COMM 225	Writing for Media	3 units
COMM 230	Qualitative Research Methods	3 units
COMM 231	Oral Interpretation	3 units
COMM 233	Video Production Workshop	3 units
COMM 323	Cultural Studies	3 units

COMM 327	Gender and Communication	3 units
COMM 330	Social Media	3 units
COMM 360	Media Professions	3 units
COMM 400	Philosophy of Communication*	3 units
COMM 485	Senior Seminar	3 units
COMM 490	Internship	3 units

*This course satisfies the departmental requirement for a competency exam.

II. Upper-Division Major Electives (Choose three)

COMM 307	Rhetorical Theory	3 units
COMM 310	Argumentation and Debate	3 units
COMM 314	Contemporary Journalism	3 units
COMM 320	Understanding Television	3 units
COMM 336	The Art of the Pitch	3 units
COMM 341	Film Genres	3 units
COMM 342	Film Noir	3 units
COMM 350	World Cinema	3 units
COMM 370	Special Topics in Communication	3 units
COMM 450	Collaborative Seminar	3 units
COMM 460	Critical Studies in Communication	3 units

ASSESSMENT PROCESS

Student performance and attainment in Communication is evaluated systemically throughout the program via ongoing assessment strategies that involve Cornerstone, Milestone 1 and 2, and Capstone levels. Each year, the department specifies key areas for measured assessment of student learning outcomes that involve not only programmatic outcomes, but also core competencies and institutional outcomes. The five core competencies include Oral Communication, Written Communication, Information Literacy, Quantitative Reasoning, and Critical Thinking. Institutional outcomes include Design Thinking, Civic Engagement, Transdisciplinarity, and Entrepreneurship. The processes provide a vehicle to assure program quality and promote continuous improvement in the effectiveness of teaching, the improvement of student work, and the design of the curriculum.

CAPSTONE COURSE

A senior seminar capstone class is taken in the final semester of the major course of study. In this class,

students undertake extensive research and produce a major research paper or original project appropriate to the field of communication. Under the guidance of the faculty instructor, students choose and develop a research or creative project in line with their own individual interests.

LEARNING PORTFOLIOS

All courses require specific activities and projects linked to the learning outcomes specified for each course. Work produced may include speeches, research papers, visual communication, and other tangible effects. Evidence of learning is assessed periodically through faculty advising, program review, and review of student learning portfolios.

SPECIAL LEARNING OPPORTUNITIES/REQUIREMENTS

The department provides excellent opportunities for students to gain industry-related field experience in the local creative economy. It also encourages study away through partnerships with international universities and summer course options.

• WORK EXPERIENCE/INTERNSHIP

Students majoring in Communication are required to complete 120 hours of internship or field experience. There are a number of exciting internships in the local area that are connected to the region's media, culture, and design industries. Internships give students practical experience and critical insight into career opportunities.

• RETHINKING MEDIA SERIES

The School of Media, Culture & Design periodically hosts guest lectures and appearances by experts and other notable professionals related to the field of communication studies. Students are expected to attend these lectures in order to become familiar with a broad range of perspectives and topics in communication.

• PROFESSIONAL COMMUNICATION ASSOCIATIONS

Students are encouraged to become members of the National Communication Association (NCA) and Western States Communication Association (WSCA) as part of their course of study.

• STUDENT ASSOCIATION

The department supports the activities of the Communication Club as well as the university's chapter of the national communication honorary society, Lambda Pi Eta. These groups promote high academic achievement and other communication ideals related to their charters.

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

COMPUTER LITERACY REQUIREMENT

Computer literacy standards ensure that students graduate with essential skills and knowledge relating to computer technology and digital media. They include regular and effective use of information resources, computer-mediated communication tools, and multimedia self-presentation. It is generally expected that students will become proficient in each area of computer application through the successful completion of courses in their major curriculum. The principles applied to each level of computer literacy are found below.

I. First Year: Computer Information Resources

Students should demonstrate:

- awareness of specific topics found in selected online information resources;
- ability to discuss both sides of an issue in public debate;
- detailed knowledge of at least one substantive contemporary issue.

II. Second Year: Basic Tools of Computer-Mediated Communication

Students should measure their own degree of competency in computer-mediated communication and share their findings in conversation with the faculty advisor. Areas of improvement should be designated by the student showing knowledge of and a commitment to digital citizenship, netiquette, and ethical communication.

III. Third Year: Computer-Mediated Social Participation

Students should demonstrate creativity, trans-disciplinarity, and social responsibility in their computer-mediated participation.

IV. Fourth Year: Computer-Mediated Self-Presentation

Students should demonstrate self-reflection and integration of personal, academic, and professional achievements in electronic copies of their resumes and e-portfolios.

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 access to the university's wireless network.

Recommended Hardware: MAC or PC, laptop or desktop, 1300 MHz (1.3 GHz) or better.

Required Software: Recent versions of operating system and word processing software.

COMMUNICATION MINOR

COMM 100	Media Culture	3 units
COMM 210	Interpersonal Communication	3 units

Select one from the following lower-division electives:

COMM 110	Creative Writing	3 units
COMM 203	Communication Theory	3 units
COMM 204	Public Relations	3 units
COMM 209	Advertising	3 units
COMM 230	Qualitative Research Methods	3 units
COMM 231	Oral Interpretation	3 units

Select one from the following upper-division electives:

COMM 305	Media, Self, and Society	3 units
COMM 307	Rhetorical Theory	3 units
COMM 310	Argumentation and Debate	3 units
COMM 312	Communication and Culture	3 units
COMM 314	Contemporary Journalism	3 units
COMM 323	Cultural Studies	3 units
COMM 327	Gender and Communication	3 units
COMM 370	Special Topics in Communication	3 units

Minimum unit requirement 15 units

Communication Courses

COMM 100 Media Culture

3 UNITS

This course is designed to provide an understanding of the dynamic interactions that exist between the self, media, society, and culture. It is meant to impart a sense of the forces guiding our involvement in this nexus, and the accompanying consumption of media products like books, TV, radio, and even toys. We will learn about the history of media systems directed at mass audiences, the major trends in effects research, and the general impact of the large-scale industrial production of culture. Lecture.

Co-requisite: WRIT 111, Academic Writing I.

COMM 110 Creative Writing

3 UNITS

This course introduces the student to fiction writing with an emphasis on the short story that provides a foundation for writing across all disciplines. Self-expression and experimentation will be encouraged within the framework of the narrative tradition. Mini-lectures on craft, reading assignments, writing exercises designed to inspire creativity and help the student reach his or her full potential, and thoughtful critiques of those exercises will guide the student toward planning, organizing, and completing the final project: a short story from five-hundred to one-thousand five-hundred words. Students will learn how to submit stories for publication and will be given the opportunity to read in front of an audience. Lecture. Prerequisite: WRIT 111, Academic Writing I.

COMM 120 Public Speaking

3 UNITS

This course provides a study of the oral presentation of ideas and feelings that blend contemporary communication theory with traditional approaches to public address. This course also provides experience in public speaking, interpersonal communication, and critical listening. Lecture. Prerequisite: none.

COMM 200 Screening Series 1

1.5 UNITS

This course exposes students to a variety of media screenings: contemporary, classic, experimental, narrative, documentary, etc. The course is designed to be a combination of screenings and special events. During some weekly meetings, students will benefit from guest speakers, workshops, or performances. Prerequisite: WRIT 111, Academic Writing I. Co-requisites: COMM 215, Media History, or COMM 212, Intercultural Communication.

COMM 200 Screening Series 2

1.5 UNITS

This course exposes students to a variety of media screenings: contemporary, classic, experimental, narrative, documentary, etc. The course is designed to be a combination of screenings and special events. During some weekly meetings, students will benefit from guest speakers, workshops, or performances. Lecture. Prerequisite: WRIT 111, Academic Writing I. Co-requisites: COMM 215, Media History, or COMM 212, Intercultural Communication.

COMM 203 Communication Theory

3 UNITS

This course introduces and critically analyzes the major theories of communication with an emphasis on media. The course also provides a review of the characteristics of the message, the communicator, and the audience that affect the impact of the message. Lecture. Prerequisite: WRIT 111, Academic Writing I.

COMM 204 Public Relations

3 UNITS

This course introduces messaging strategy using a combination of public relations theory and practical application. Lecture. Prerequisite: WRIT 111, Academic Writing I.

COMM 209 Advertising

3 UNITS

This course introduces students to North American advertising techniques. Components of advertising campaigns are used to illustrate these techniques in both successful and unsuccessful marketing efforts. Lecture. Prerequisite: WRIT 111, Academic Writing I.

COMM 210 Interpersonal Communication

3 UNITS

Interpersonal communication is the most widespread form of human communication. This course fosters a dialogic view of interpersonal exchange, in which meaning is co-created. Throughout the semester, the course provides opportunities for students to improve interpersonal communication in their personal and professional lives. Lecture. Prerequisite: WRIT 111, Academic Writing I.

COMM 212 Intercultural Communication

3 UNITS

This course provides an inter-, intra-, and cross-cultural analysis of processes and problems of communication as affected by ethnic or national identity; effects of differences in language, values, meaning, perception, and thought are examined. Lecture. Prerequisite: WRIT 111: Academic Writing I.

COMM 215 Media History

3 UNITS

How does culture construct gender? How are femininity, masculinity, and the spectrum of gender identities shaped by cultural and social images, practices, and values? How have images of gender changed over time? This is a gender studies course that draws from media studies and communication methodologies. In this course we will examine the social construction of gender in contemporary

American culture. We will draw upon various theoretical approaches to gender, and we will look at a number of case studies that demonstrate how femininity and masculinity are constructed, disputed, and debated in our culture today. We will examine the visual presentation of female and male bodies in media, how the media represents sexuality, and how stars serve to mobilize and manage spectator desire. Lecture. Prerequisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture, or LSCI 205, Information in the Disciplines; and WRIT 112, Academic Writing II or WRIT 212, Rhetoric and Design.

COMM 222 Film Studies

3 UNITS

This class will introduce students to the study of film form and culture. Films can be understood from a number of perspectives: as technology, as business, as entertainment, as art, and perhaps most importantly, as a socio-cultural artifact that reflects the cultural conditions under which they are produced and received. Toward that end, this class will explore a wide variety of issues related to the study of film, including aspects of production, distribution, reception, film form and style, genre, and authorship. Lecture. Prerequisite: WRIT 111, Academic Writing I.

COMM 225 Writing for Media

3 UNITS

In this course, students develop writing skills specific to various media-related fields. Students work on projects in print and digital journalism, advertising, screenwriting, public relations, and broadcasting. The emphasis is on writing structure and style, the importance of revising and editing, and the emergence of a writer's voice. Hybrid genres such as creative nonfiction will also be discussed. Lecture. Prerequisite: WRIT 111, Academic Writing I.

COMM 230 Qualitative Research Methods

3 UNITS

This course introduces students to qualitative research methods. Students will work on the formulation of research problems, establish field relations and tactics, develop interviewing skills, perform ethnography, and write research reports. The difference between quantitative and qualitative research will also be explored. Lecture. Prerequisite: WRIT 111, Academic Writing I. No lab costs.

COMM 231 Oral Interpretation

3 UNITS

This course focuses on improving communication skills by focusing almost entirely on those aspects of presentation associated with voice, body, and gesture. A unique performative approach combines the discovery of meaning in written texts with the effective communication of that meaning to an audience. A variety of traditional and non-traditional literary forms will be used, including prose, poetry, drama, autobiography, letters, and oral history. Lecture. Prerequisite: WRIT 111, Academic Writing I.

COMM 233 Video Production Workshop

3 UNITS

This course is a hands-on television production course that provides solid grounding in the technical and creative aspects of production. Students will conceptualize and develop group video projects and become familiar with Final Cut Pro editing techniques. Lecture. Prerequisite: WRIT 111, Academic Writing I.

COMM 235 Media Ethics

3 UNITS

This course introduces the subject of media ethics through readings, lectures, discussions, and case studies. This course is divided into two parts: Part One deals with the foundations of ethics and various dimensions of media ethics, such as truthfulness, privacy, civic engagement, identity politics, violence, and sexual pornography. Part Two then covers case studies in a number of media industries, including, but not limited to, journalism, entertainment, graphics, fashion, advertising, and public relations. Lecture. Prerequisite: WRIT 111, Academic Writing I.

COMM 237 Media Identity

3 UNITS

This course examines the relationship between mediated forms of communication and the formation of individual and social identities, with a particular emphasis on identities related to race, class, gender, ethnicity, and sexuality. Through a combination of lecture, screenings, and discussion, students will examine the ways in which popular media serves to construct, maintain, reproduce and/or challenge patterns of representation that shape our social and cultural understanding of identity. Lecture. Prerequisite: WRIT 112, Academic Writing II or WRIT 212, Rhetoric and Design; LSCI 105, Information Theory and Practice.

COMM 250 The Director's Craft

3 UNITS

What does it mean to be an "author" in the creative industries? How are artistic reputations constructed and understood? This course examines the complications of film authorship by studying the style, themes, and development of one or more film directors. Lecture. Prerequisite: WRIT 111, Academic Writing I.

COMM 305 Media, Self, and Society

3 UNITS

This course provides an exploration of the techniques used in propaganda and the persuasive communication strategies that convert ideas into ideologies. These techniques and strategies are illustrated in several ways, including marketing campaigns, artistic efforts, and wartime propaganda. Lecture. Prerequisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources for Architecture and Interior Architecture, or LSCI 205, Information in the Disciplines; WRIT 112, Academic Writing II, or WRIT 212, Rhetoric and Design; and COMM 100, Media Culture, or COMM 203, Communication Theory.

COMM 307 Rhetorical Theory

3 UNITS

This course surveys major classical and neoclassical treatises on rhetoric. Works include those of Plato, Aristotle, Cicero, Quintilian, St. Augustine, Blair, Burke, Whately, Toulmin, Campbell, Habermas, and other leading theoreticians. New units might look at African, Asian, and feminist approaches to rhetoric. Lecture. Prerequisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture, or LSCI 205, Information in the Disciplines; WRIT 112, Academic Writing II, or WRIT 212, Rhetoric and Design; and COMM 203, Communication Theory.

COMM 310 Argumentation and Debate

3 UNITS

This course examines the uses of argument, evidence, and the various types of proof. Attention is given to the different formal debate structures and modes of refutation. Deals with reasoning and explores logical fallacies. Students participate in classroom debates on significant contemporary issues. Lecture. Prerequisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture, or LSCI 205, Information in the Disciplines; WRIT 112, Academic

Writing II, or WRIT 212, Rhetoric and Design; and COMM 120, Public Speaking.

COMM 314 Contemporary Journalism

3 UNITS

An introduction to the fundamentals of newspaper, magazine and Web journalism, including the writing of hard-news stories, features, profiles, and entertainment reviews (film, theater, music, and books). Students will collaborate in the writing, editing, and publishing of the digital student newspaper, 7500. Lecture. Prerequisite: WRIT 112, Academic Writing II, or WRIT 212, Rhetoric and Design; LSCI 105, Information Theory and Practice or LSCI 106, Information Sources in Architecture or Interior Architecture.

COMM 320 Understanding Television

3 UNITS

This course uses a cultural approach to examine television's evolution both as a technological medium of communication and, conversely, as a reflection of society itself. Students will explore the story-telling and myth-making functions of television within the wider socio-cultural context. Students will also use a variety of theoretical perspectives, drawn from multiple areas of study, to understand the history, technology, and meaning of televisual discourse. Lecture. Prerequisites: WRIT 112, Academic Writing II, or WRIT 212, Rhetoric and Design; and LSCI 105, Information Theory and Practice or LSCI 106, Information Sources in Architecture and Interior Architecture, or LSCI 205, Information in the Disciplines.

COMM 323 Cultural Studies

3 UNITS

Cultural Studies is an academic discipline devoted to understanding and reading the world around us, particularly those elements we define as "culture." In this class, we will examine some of the different theories and theorists that make up the field of Cultural Studies, as well as various methods used to decode the objects and ideas that surround us. Lecture. Prerequisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture, or LSCI 205, Information in the Disciplines; and WRIT 112, Academic Writing II, or WRIT 212, Rhetoric and Design.

COMM 327 Gender and Communication

3 UNITS

This course provides an exploration of how cultural values and habits influence views on femininity and masculinity, how expectations of gender are communicated, and how communication affirms or challenges prevailing cultural prescriptions of gender in intra- and interpersonal, small group, public, and organizational settings. Lecture. Prerequisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture, or LSCI 205, Information in the Disciplines; and WRIT 112, Academic Writing II.

COMM 330 Social Media

3 UNITS

This course looks at the new channels of communication that make up the social media space. Students explore why the shift is happening now, both locally and globally, placing "power" in the hands of citizens and consumers. Students will gain the latest information on communication, public relations, advertising, marketing, and entrepreneurial strategies used across all industries. They will acquire practical skills through assignments and tasks involving social networks, content sharing, blogs, podcasts, wikis, and Twitter. A final project will serve as a portfolio piece. Lecture. Prerequisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture, or LSCI 205, Information in the Disciplines; and WRIT 112, Academic Writing II, or WRIT 212, Rhetoric and Design.

COMM 335 Media and Social Change

3 UNITS

This course examines the relationship between media and social justice, first by exploring the theoretical/historical foundations of these connections, and then by putting theory into practice through media production projects. Since media representation structures cultural meanings, it inevitably creates social change. In this course, we explore why and how this change occurs, and then learn how to harness the power of media to create positive transformation towards social justice. Working in groups of 4-6, students produce media production projects designed to create social change within a specific area of interest. Lecture. Prerequisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture, or LSCI 205, Information In the Disciplines; and WRIT 112, Academic Writing II, or WRIT

212, Rhetoric and Design; and COMM 233, Video Production Workshop.

COMM 336 The Art of the Pitch

3 UNITS

This course helps students become more persuasive speakers. It offers a history and context of the pitch process and documents the multiple formats of pitching across the design and business disciplines. Students also develop the analytical and critical tools necessary to evaluate the pitches of other students from multiple majors. This course is intended for juniors or seniors and is preparatory for senior projects. Lecture. Prerequisites: WRIT 112, Academic Writing II, or WRIT 212, Rhetoric and Design; LSCI 105, Information Theory and Practice or LSCI 106, Information Sources in Architecture or Interior Architecture; COMM 120, Public Speaking.

COMM 337 Surveillance & Culture

3 UNITS

This course will introduce students to a broad range of political, social, and cultural applications of surveillance technologies in the 20th and 21st centuries, but we will pay particularly close attention to the ways in which film, television, and new media technologies structure the way in which the culture of surveillance currently plays out in our daily lives. Lecture. Writ 112, Academic Writing II or WRIT 212, Rhetoric and Design; LSCI 105, Information Theory and Practice.

COMM 338 History of Documentary

3 UNITS

This class surveys the international history of documentary film and video with particular emphasis on the relationship between nonfiction practices and questions of truth, knowledge, history, politics, and ethics. In this course, we will investigate how the traditional concerns of documentary theory such as realism, authenticity, and commitment to public discourse have been redefined in contemporary times. Lecture, WRIT 112, Academic Writing II or WRIT 212, Rhetoric and Design; LSCI 105, Information Theory and Practice.

COMM 341 Film Genres

3 UNITS

This course is a historical and theoretical survey of film genre as a stylistic and narrative device. It will focus on one or more genres as a case study for exploring genre's significance in the historical, cultural, and economic fabric of the film industry.

Lecture. Prerequisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture, or LSCI 205, Information in the Disciplines; and WRIT 112, Academic Writing II, or WRIT 212, Rhetoric and Design.

COMM 342 Film Noir

3 UNITS

This course explores the origins and evolution of the film noir, from its literary beginnings to its contemporary manifestations. Students will look at the loosening of censorship structures that allowed for noir's emergence in Hollywood, the politics of post-war America that gave context to the film's bleak cynicism, and the films' distinctive style and character archetypes as they work to develop a better understanding of the genre's significance within the history of cinema. Lecture. Prerequisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture, or LSCI 205, Information in the Disciplines; and WRIT 112, Academic Writing II, or WRIT 212, Rhetoric and Design.

COMM 350 World Cinema

3 UNITS

This course offers a survey of narrative filmmaking outside of the United States from World War II through the beginning of the twenty-first century, focusing on various New Cinemas and other significant and influential film movements. The goal of the course is to examine the aesthetic histories of international filmmaking, while analyzing how particular film movements respond to local and global changes in political, social, and cultural climates over time. Lecture. Prerequisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture, or LSCI 205, Information in the Disciplines; and WRIT 112, Academic Writing II, or WRIT 212, Rhetoric and Design.

COMM 360 Media Professions

3 UNITS

This course is intended for students in the third year of the program. It provides advanced communication students with a "window" into various fields related to communication and media studies, and gives students the chance to examine future career options. Through guest speakers, field trips, analysis of media industries, and completion of student projects, students gain a better understanding of

the career opportunities (and internship possibilities) available to them. Students also examine the cultural significance of the professions within contemporary society, and consider the role of "work" in personal identity. Students will write a research paper related to their chosen area of specialization. Lecture. Prerequisites: WRIT 112, Academic Writing II, or WRIT 212, Rhetoric and Design; COMM 100, Media Culture, or COMM 203, Communication Theory; and LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources for Architecture and Interior Architecture, or LSCI 205, Information in the Disciplines.

COMM 370 Special Topics in Communication

3 UNITS

This a seminar devoted to selected topics of special interest to students and faculty. Lecture. Prerequisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture, or LSCI 205, Information in the Disciplines; and WRIT 112, Academic Writing II or WRIT 212, Rhetoric and Design; and COMM 100, Media Culture or COMM 203, Communication Theory. No lab costs.

COMM 400 Philosophy of Communication

3 UNITS

This course introduces students to some of the philosophical issues involved in human communication. Topics will include: the analysis of different types of communication (interpersonal, electronic, mass, etc.); the relationship between communication and identity; the connection between communication and politics; the nature of language; and the role that symbols play in communication. These topics will guide discussions aimed at investigating the role of communication in larger philosophical issues, such as existential notions of being, and the production and dissemination of knowledge. Lecture. Prerequisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture, or LSCI 205, Information in the Disciplines; and WRIT 112, Academic Writing II, or WRIT 212, Rhetoric and Design; and COMM 100, Media Culture, or COMM 120, Public Speaking.

COMM 450 Collaborative Seminar

3 UNITS

These advanced special topics seminars seek to address the changing nature of communication pro-

cesses in relation to a single grand theme. Previous offerings included themes related to the future, the global context, and the virtual world. Collaborative Seminar may be taken twice for credit in the major. Lecture. Prerequisites: WRIT 112, Academic Writing II, or WRIT 212, Rhetoric and Design; and COMM 307, Rhetorical Theory. No lab costs.

COMM 460 Critical Studies in Communication

3 UNITS

In this writing-intensive course, students gain a thorough understanding of the critical-studies approach in communication. Students examine media texts and other forms of communication through the lens of current critical and cultural theory. To do so, extensive use is made of the collection of important journal articles housed in the media research room of the library. Successful completion of the course satisfies the departmental requirement for a comprehensive exam. Lecture. Prerequisites: WRIT 112, Academic Writing II; COMM 307, Rhetorical Theory; and COMM 312, Communication and Culture.

COMM 485 Senior Seminar

3 UNITS

This class is a capstone for students in the Communication major. Students will engage in extensive research and produce a major research paper or original project appropriate to the field of communication. The creation of personal learning portfolios will help identify pertinent themes and research topics for each student. Lecture. Prerequisite: Senior status.

COMM 490 Communication Internship

3 UNITS

Students participate in an on-the-job practicum in commercial settings in media, design, entertainment, and marketing. Work experience is complemented by academic requirements specified in a contract with the faculty advisor. Prerequisite: Communication majors only.

CURRICULUM MAP

Bachelor of Arts in Communication BA

	INTRODUCED		DEVELOPED		PRACTICED		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	
STRATEGIC PRINCIPLES	1	Design Thinking	2	Transdisciplinarity	3	Civic Engagement	4	Entrepreneurship

LEARNING OUTCOMES	MAJOR COURSES	Assuring Academic Quality in Communication (BA)																					
		Strategic Principles																					
Strategic Principles		123	1234	12	123	1234	13	123	1234	3	123	13	23	23	23	13	4	VAR	VAR	2	1234	34	
Students will attain a solid grasp of leading theories and research strategies for purposes of building their inquiry practices.	12																						
Students shall advance their levels of media literacy through the production, interpretation, and critical analysis of communication texts.	12																						
Students shall develop an appreciation for both cultural diversity and multiple ways of knowing that demonstrates a high degree of self-reflexivity.	123																						
Students will cultivate an awareness of their own communication styles, skills, and insights along with a sense of responsibility for the effects these traits may have on themselves and others.	13																						
Students will be able to identify the unique skills, talents, and qualities that they possess which will help them fashion a destiny of their own making.	14																						
Students will acquire the ability to work collaboratively with multiple disciplines, and to understand the advantages and benefits of cooperative activities.	234																						

Design Foundation

Doug Post, MFA, Department Chair

The primary objective of the Design Foundation program is to assist students in gaining a visual literacy and practical knowledge of basic methods and techniques common to all the art and design disciplines. Students are encouraged to develop individual creative design concepts and gain critical thinking skills that can be applied to all intellectual endeavors. Through a multi-disciplinary studio experience, students learn to develop a commitment to process, focus, and time management, leading to the completion of successful projects.

MISSION

Design Foundation is an interdisciplinary program for entry-level students in the departments of Animation, Fashion Design, Filmmaking, Game Art & Design, Graphic Design, and Interior Architecture that introduces students to the principles and processes shared across the arts, design, and media disciplines, and provides them with a basis of study and skills to successfully apply to their education and eventual career within a specific design discipline.

PROGRAM LEARNING OUTCOMES

- Students will master basic art and design skills and methods that can be further developed within their majors.
- Students will gain the ability to bring critical thinking skills and creative, innovative solutions to art and design problems and to effectively communicate ideas through visual and verbal presentations and writing.
- Students will gain a broad visual and intellectual context for the application of art and design to a specific discipline as well as an appreciation for the arts as part of a lifelong process of learning.

LAB FEES

Some courses require a lab fee, which is applied to instructional supplies utilized in the studio. Specific fees are outlined in the Fee section of the catalog.

Curriculum Summary

The five core Design Foundation courses are embedded in the curricula of the design and media majors and support and parallel the major-specific

foundational courses. Typically, the courses are required in the first two to three semesters. They are: FOUN 101, Beginning Drawing; FOUN 102, Design and Composition; FOUN 104, Drawing Concepts and Composition; FOUN 105, Introduction to Figure Drawing; and FOUN 106, Color Theory and Interaction. The objective is to provide an introduction to basic drawing skills, the elements and principles of design and composition, and color theory, through study and applied practice within a broad context of art, design, and media.

COURSE PROCESS

Integrated Program

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

Design Foundation course progress and student achievement focus on basic instructional requirements. Lectures that explain the project's process, historical context, and relevance to art, design, and media are accompanied by demonstrations and presentations of previous student and/or professional examples. Small studio classes of up to sixteen students ensure that the students receive individual attention from the instructor in every class meeting.

COMMUNICATION

The primary objectives are to assist students as they explore design and drawing problems, develop innovative concepts, achieve an optimum level of technical skill, and communicate individual ideas. The studio instruction process helps students develop their visual, verbal, and written vocabulary through initial project research, design development, and presentation of completed projects.

A series of bi-weekly projects is generally scheduled for each course, providing a sequential learning experience for beginning students. Assignments are problem-based with specifically stated requirements and restraints. They begin with basic principles and

progress to more complex problems that require increasingly competent concepts and skills. Media is varied to give students opportunities to expand their design methods and technical skills, and to see the different results possible for completing a project.

ASSESSMENT PROCESS

Student Assessment

Emphasis is on in-studio design and drawing development with the instructor giving each student individual assistance. Assignments are critiqued one-on-one with the instructor during studio sessions as well as during in-group discussions. Completed design projects are presented and informally evaluated by the instructor and students. Drawing assignments are discussed informally during class and then pinned-up for a final review. Jurors are invited to final presentation reviews.

A midterm quiz is given on general terminology and vocabulary. Students receive a detailed, written evaluation and are graded on a percentage basis for each assignment. Each instructor develops his/her own assignment evaluation form based on common course learning outcomes and criteria. Evaluations assess process and execution including: design concept and development, skill achievement in use of methods and materials, verbal and visual presentation, and class engagement. The cumulative evaluations during the term are averaged for a final course grade. At any point during the term, a student can compute their grade average to assess their work in progress.

Assessment takes into consideration class attendance and participation, which is explained in each course syllabus. Students are apprised of any problems promptly by the instructor and referred, in writing, to the Office of Student Development for counseling.

Faculty Assessment

In addition to receiving student evaluations each term, the faculty meets as a group with the chair at least once per term for each course they teach to present student projects, discuss the progress of students and the effectiveness of their comparative teaching methods, and to make recommendations for improvements in the program. The Design Foundation chair also visits classes and meets with individual faculty members on an as-needed basis each term.

Department Assessment

Faculty members from the various design and media disciplines are invited to participate in the Design Foundation Final Reviews each semester, and to a program review once each year. Additionally, each year, the faculty assesses students in their courses with a rubric of course learning outcomes. Each course is assessed this way every two years with the design and color courses alternating years with the three drawing courses. The results of these assessments are compiled and analyzed by the Design Foundation Chair and turned in to the School Assessment Director.

DESIGN FOUNDATION COURSES

FOUN 101 Beginning Drawing

3 UNITS

This is a fundamental course in freehand observational drawing. Various media and methods are introduced to develop perceptual and technical drawing skills. Through in-class projects and outside sketchbook practice, students study line, shape, form, proportion, perspective, and tone with an emphasis on spatial relationships and the effects of light on form. Drawing and composition are also studied as an opportunity to express conceptual content in individual design processes. Studio. Prerequisite: none.

FOUN 102 Design and Composition

3 UNITS

This course introduces students to the elements and principles of design and to the processes of design thinking. Formal visual properties of line, shape, form, pattern, value, texture, and sequence are studied in their relationship to content and compositional organizing systems. Studio exercises using various media explore concepts of balance, harmony, repetition, rhythm, scale, and time in two-, three-, and four-dimensional organizations. Emphasis is placed on developing creative design concepts, gaining practical problem-solving skills, and communicating project solutions visually and verbally. Examples of historical and professional art and design are presented so that students may recognize their influence on contemporary design and to relate their own design efforts to a larger cultural context. Prerequisite: none.

FOUN 103 Color and Composition

3 UNITS

This course continues the exploration of design and composition, introducing more complex problems

with an emphasis on studying the properties and interactions of color. Studio. Prerequisite: FOUN 102, Design and Composition, recommended.

FOUN 104 Drawing Concepts and Composition

3 UNITS

This course builds on the direct observational drawing skills gained in FOUN 101, Beginning Drawing. Color media and a variety of subjects, including life models and exterior environments, are explored through in-class projects and outside sketchbook practice. Emphases are placed on developing individual expressive sketch techniques, bringing a point of view to the drawing experience, and realizing the visionary opportunities for drawing in the innovative practice of art and design processes. The work of professional artists and designers is studied to provide additional context for this investigation. Studio. Prerequisite: FOUN 101, Beginning Drawing. (FOUN 105, Introduction to Figure Drawing, may be exchanged with FOUN 104 as a FOUN requirement except in the case of Animation majors, who are required to take FOUN 104).

FOUN 105 Introduction to Figure Drawing

3 UNITS

Building on the observational drawing skills and methods gained in FOUN 101, Beginning Drawing, students in this course gain a practical understanding of the rhythms, proportions, movement, character, and anatomical structure of the human form. Through in-class study and outside sketchbook practice, additional emphasis is placed on developing the ability to visualize and adapt the human form for use in design and related disciplines. Studio. Prerequisite: FOUN 101, Beginning Drawing, recommended (FOUN 104, Drawing Concepts and Composition may be exchanged with FOUN 105 as a FOUN requirement except in the case of Animation majors, who are required to take FOUN 104).

FOUN 106 Color Theory and Interaction

3 UNITS

This course investigates the principles, properties, and interactions of color, as well as the cultural and psychological implications of color across disciplines. A variety of media and sources are introduced through weekly exercises. Students will develop a working knowledge of additive and subtractive color systems, color mixing, and approaches to color harmony, as well as an understanding of practical issues such as color matching, correction, and forecasting. Design thinking as it applies to visual communication is also considered in this course as an agent for mindfulness and engagement. Studio. Prerequisite: FOUN 102, Design and Composition, recommended.

Fashion Design (BFA)

Anna Leiker, MS, Interim Department Chair

Woodbury University offers a four-year Bachelor of Fine Arts degree in Fashion Design. The program is tailored to meet the needs of students wishing to enter the challenging, varied, and exciting world of the fashion or costume professional, and prepares students with a diverse set of skills and knowledge needed to successfully compete in these industries. The curriculum promotes strong technical skills, as well as critical and creative thinking, with equal emphasis on research and experiential learning. Freshman students may enter with no previous training; transfer students should submit samples of their work for placement evaluation. Choose a minor in Costume Design to work in film, theater, and television, or one in another department, such as Graphic Design, Fashion Marketing, or Business. Woodbury graduates will enter the workforce with confidence, creative problem-solving skills, an eloquent command of professional terminology, a pertinent internship under their belt, and up-to-date knowledge of the new practices and research involving green sources and production.

Design educators and industry professionals mentor students in creating their own collections and finding their aesthetic voices. Fundamental skill areas include design process, figure and model drawing, illustration, pattern-drafting, draping, and apparel construction, as well as fashion history and new approaches to the study of textiles, including a class on treatments and embellishments. Studio classes are sequenced to promote progressive learning, and include leading categories of womenswear, menswear, swimwear, knitwear, accessories, and couture techniques. Courses are also offered in shoe design, technical design, costume design, costume for animation and game art, lingerie, denim, and other specialized areas. Computer-assisted design and illustration are integrated into the curriculum throughout the four years of study. The creative work of fashion and costume design students is showcased at the university's annual fashion show. The program's capstone project is an industry-level portfolio that will open the doors to high-level jobs.

The Woodbury University Fashion Study Collection, consisting of more than five-thousand garments and accessories that represent the clothing history of the past two-hundred years, is available as a hands-on resource to students and faculty. Resources also include extensive runs of historical fashion magazines and trend reports. The Judith Tamkin Fashion Center houses rotating exhibitions of items from the Fashion Study Collection, as well as designer and student work. Students may intern with the curator and work on the themed exhibitions and management of the collection.

As part of the School of Media, Culture & Design, Fashion Design students can benefit from studies in related disciplines, such as Film, Game Art, Media Technology, and Animation. Woodbury's location in the hub of the media capital of the world, near an immense network of fashion designers, design studios, movie studios, animation houses, advertising agencies, and production companies, allows for unique field trips, guest lecturers, internships, and job opportunities that set Woodbury apart. Career opportunities include fashion designer, technical designer, fashion illustrator, stylist, wardrobe consultant, costume designer, costumer, game art consultant, accessories designer, manufacturer, and fashion design instructor.

MISSION

The Department of Fashion Design is committed to the development of students' unique creative voices, as evidenced by articulate expression, effective visuals, aesthetic sophistication, and innovative design. The integrated curriculum of cutting-edge learning systems taught by fashion professionals applies directly to industry requirements. A deep understanding of fashion history and the cultural relevance of clothing generates work inspired by personal vision and research, rather than trends. Graduates master an array of technical, collaborative, problem-solving skills, to become resilient and ethical forces in a rapidly changing global industry.

PROGRAM LEARNING OUTCOMES

Upon graduation, students will have mastered five areas of study.

- 1. Design** — Students will have an understanding of the design process that effectively utilizes aesthetic elements as well as research and applied concep-

tual thinking to develop contemporary design groups that are both functional and inventive.

2. Visual Skills — Students will be able to utilize a variety of media to communicate design ideas, including a mastery of relevant drawing and digital skills, writing, and verbal proficiency.

3. Construction — Students will possess the knowledge and skills in the use of industry-standard tools, materials, techniques, and processes sufficient to produce industry-quality finished product from sketch, draft, or specifications.

4. Professional Practice — Students will be able to determine design priorities, define and evaluate criteria, evaluate global markets, manage and coordinate multiple project elements, respond knowledgeably to ethical and environmental issues, and communicate effectively and productively with involved peers and personnel at all stages of the design process. Entrepreneurial opportunities are explored and students create a workable business plan.

5. Critical Thinking — Students will possess the ability to research, analyze, and generate abstract ideas based on multiple historical, cultural, and theoretical contexts of fashion and identity. Writing and verbal skills are emphasized so students can articulate their concepts effectively.

Curriculum Summary

FASHION DESIGN MAJOR CURRICULUM

Leading to the Bachelor of Fine Arts (BFA) Degree

	Units
Major (M)	76
General Education/Integrative Learning (GE)	46
Unrestricted Electives (UE)	6
Minimum Semester hours required	128

FIRST YEAR

Fall Semester

FDES 125	Technical Studio 1	3 M
FDES 110	Creating Character	2 M
FDES 100	Sewing Machine Technology	1 M
FOUN 105	Introduction to Figure Drawing	3 M
WRIT 111	Academic Writing I	3 GE
COMM 120	Public Speaking	3 GE
_____	Elective	3 UE

Spring Semester

FDES 121	Core Skills	2 M
FDES 126	Technical Studio 2	3 M
FDES 120	Visual Skills 1	3 M
FOUN 106	Color Theory and Interaction	3 M
WRIT 112	Academic Writing II	3 GE
LSCI 105	Information Theory and Practice	1 GE

SECOND YEAR

Fall Semester

FDES 220	Visual Skills 2	3 M
FDES 226	Advanced Technical Studio	3 M
FDES 240	Materials	2 M
FDES 260	History of Fashion	3 GE
FDES 105	Digital Fashion Design 1	3 M
INDS 1__	Interdisciplinary Course	3 GE

Spring Semester

FDES 232	Knitwear and Swimwear	4 M
FDES 261	History of Fashion II	3 M
FDES 280	Experimental Draping & Patterning	2 M
FDES 200	Beginning Drawing Lab	1 M
FDES 245	Progress Portfolio	0 M
FOUN 102	Design and Composition	3 M
PSYC 200	Introduction to Psychology	3 GE

*Successful design review required prior to enrollment in 300-level studios.

THIRD YEAR

Fall Semester

FDES 310	L.A. Fashion	4 M
FDES 331	Advanced Draping and Tailoring	3 M
FDES 301	Digital Fashion Design 2	2 M
FDES 300	Intermediate Drawing Lab	1 M
MATH 2__	Mathematics	3 GE
FDES 320	Art/Fashion Symposium	1 M
ENVT 220	Environmental Studies	3 GE

Spring Semester

FDES 332	Junior Collections	3 M
FDES 363	Digital Portfolio Development	3 M
FDES 330	Textile Arts	2 M
ARTH ____	Art History Course	3 GE
_____	Career Experience	0 M
_____	Natural Science Course with Lab	3 GE

FOURTH YEAR**Fall Semester**

FDES 431	Senior Collection I	3 M
FDES 410	Design and Portfolio Preparation	2 M
FDES 400	Professional Practice	2 M
_____	Social Science Course	3 GE
____3____	General Elective Course	3 GE
_____	Unrestricted Elective	3 GE

Spring Semester

FDES 411	Portfolio & Presentation	2 M
FDES 432	Senior Collection 2	4 M
FDES ____	Studio Elective	2 M
ARTH 2__	Art History Course	3 GE
INDS 3__	Transdisciplinary Seminar	3 GE

FASHION DESIGN ELECTIVES

FDES 2725	Period Costume Design	3
FDES 336	Leather Goods	2
FDES 3713	Costume Design for Film	2
FDES 3720	Film Production Lab	2
FDES 3723	Denim Specialization	2
FDES 401	Shoe Design	2
FDES 3719	Costume Collection 1	3
FDES 4706	Costume Collection 2	4

Students interested in costume design can substitute some costume courses for fashion courses.

ASSESSMENT PROCESS

Fashion Design student performance is evaluated systemically throughout the program in five areas

of study: Design, Visual Skills, Construction, Research/Critical Thinking, and Professional Practice.

- Students are assessed in every class at semester's end by the chair and relevant faculty.
- Milestone Assessment occurs through the Progress Portfolio Review at the end of the second year of study. This process documents student progress and a passing evaluation is required for entrance into upper-division studios.
- A professional assessment is conducted through internship host companies who evaluate the students' preparedness for real-world design environments.
- Summative Assessment takes place at the senior level through the Capstone Project.

Placement Portfolio Review – Upon acceptance, transfer students are required to submit a portfolio of their work for studio placement.

PRE-CAPSTONE REQUIREMENTS

Progress Portfolio Review — At the end of the sophomore year, students are required to submit a comprehensive portfolio of their work from their major studio courses at first and second levels. The portfolio should demonstrate sufficient development of the knowledge and skills in the five areas of study for the student to be successful in upper-level coursework. The goal of the review is to assess student progress, strengths and weaknesses, and the ability to integrate technical skills into creative projects. The presentation process also allows faculty to gauge the student's development of oral and written communication skills and self-criticality. A reflective essay addresses each student's learning process and helps to set goals for the next level of the program. A panel of fashion design faculty members and the department chair reviews the portfolios. Passing the Progress Portfolio Review is a prerequisite for upper-level fashion design classes. Students who fail must make appropriate remediation and resubmit their portfolio for review. Portfolio requirements can be found on the Fashion Design website.

CAPSTONE COURSES

To demonstrate proficiency in research, creative problem solving, project management, and entrepreneurial thinking, seniors must successfully pass five capstone courses: Design and Portfolio Preparation, Senior Collections 1 and 2, Portfolio and Presentation,

and Professional Practice. A successful Senior Collection demonstrates the student's design mastery, and the development of a strong aesthetic voice. Industry professionals will critique the collections in a formal design review, and the final looks are showcased at the annual runway event. A professional portfolio completes the senior thesis.

Students interested in Costume Design may substitute Costume Collection 1 and 2.

RESULTS OF LEARNING

Fashion Design seeks a productive balance between critical and technical skills. All students take a selection of design history in their major to explore historical and social perspectives. Foundation courses teach essential skills, such as anatomy and color theory, and initiate transdisciplinary opportunities. A series of sequential studios in the major provides increasingly complex design projects, which develop key skills such as information literacy, research and design development, and critical thinking. Visual skills, both digital and manual, are developed extensively; presentation methods, including written and verbal proficiencies, are practiced and critiqued. Students are encouraged to challenge accepted conventions in order to develop innovative design solutions. Studio Reviews by faculty and the department chair occur at the end of every semester, and industry professionals often participate. An assessment officer is charged with analyzing Program Learning Outcomes and suggesting needed improvements in the educational process. Student self-assessment is required in both the Progress Portfolio and the Senior Design Review presentation.

ACADEMIC STANDARDS

A minimum grade of C is required for students to pass major studio classes. Summer remediation courses are provided to help students improve their skills and move forward in their education.

FASHION DESIGN FACULTY

Regular faculty includes full-time professors and lecturers, Participating Adjuncts, and Adjuncts. They teach studio courses, lecture courses such as History of Fashion I and II, and provide supervised labs for additional instruction as needed. Upper-level students also have the opportunity to work with and manage various expert support staff, such as sample makers, screenprinters, knitters, textile artists, and laser and embroidery technicians. Design

Mentors from the fashion industry also participate periodically in critiques, design reviews, and certain design projects, providing direction parameters and feedback. This interaction gives students the opportunity to network and obtain internships and jobs. Certain internships may function as intensive apprenticeships, during which students work closely with a designer for an extended period of time.

STUDENT WORK

The university reserves the right to retain student work for archival, exhibition, and promotional purposes, including print and web formats.

SPECIAL LEARNING OPPORTUNITIES/REQUIREMENTS

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

It is the philosophy of the Fashion Design Department that students be exposed to both theoretical and professional aspects of the discipline. Students will work with industry professionals to develop their ideas and learn a structured methodology of design practice that will benefit them in the professional world. Students will research current designers and have the opportunity to experience international approaches to design practice during their education. Additionally, through networking with industry practitioners, students are exposed to the operations of professional practice. All students are encouraged to enter the many fashion competitions available, both locally and nationally.

INTERNSHIP/WORK EXPERIENCE

Prior to graduation, students must complete 120 hours of internship or work experience in the fashion, costume, or apparel industries. It is recommended that each student have passed the Progress Portfolio Review and be, at minimum, in junior standing before interning. The internship placement is approved by the department chair as well as the student's advisor, and an evaluation is completed by the host company.

STUDY TOURS AND STUDY AWAY

Annual Spring Break New York study tours are

planned, for which students gain credit for a two-unit studio elective. Study-away tours are designed to enhance fashion design students' curriculum and usually include upper-level credit. Past tours have visited England, Belgium, Turkey, France, Italy, and Costa Rica. Students also have opportunities for a semester abroad through partner schools.

LECTURE SERIES AND SPECIAL WORKSHOPS

Students are required to attend lectures, panel discussions, and workshops by industry professionals, often as part of their course syllabus. Lecturers include designers, business owners, historians, and other practitioners. Special workshops vary, depending on the design direction of key projects.

FASHION STUDENT ORGANIZATION

Fashion Design Students have an active organization, The Edge, which puts on fundraisers and other special events. Students also are encouraged to join professional organizations, such as Fashion Group International of Los Angeles (FGILA), the California Fashion Association (CFA), and the Costume Society of America. They also are taught the skills needed to participate in social media networking and blogs.

COMPUTER LITERACY REQUIREMENTS

The Fashion Design Department requires its graduates to be literate in the current media of fashion and costume design, as demonstrated by the following:

- Proficiency in digital applications using Adobe Photoshop and Illustrator, and in executing creative concepts in fashion using CAD.
- Proficiency in computer-based programs to create presentation boards, technical flats, tech packs, and finished design groups.
- Proficiency in word processing, document formatting, and file management for creating specification sheets, pattern cards, and cost sheets. Bibliographic documentation of database use and citation of web-based sources is required for all Fashion Design courses.
- Proficiency in Internet research, library research using online search engines, and online fashion market predictive services.

STUDENT COMPUTER REQUIREMENTS

Students are responsible for email, printing, and network log-on accounts. Students are required to provide computer data storage devices for saving their digital and CAD files. The Fashion Design De-

partment does not require a laptop computer, but recommends that each student have one.

MINOR REQUIREMENTS

Fashion Design Minor

FDES 121	Core Skills	2 units
FDES 125	Technical Studio 1	3 units
FDES 120	Visual Skills 1	3 units
FDES 100	Sewing Machine Technology	1 unit
FDES 260	History of Fashion I	3 units
FDES XXX	Fashion Design Elective	3 units

Costume Design Minor

Choose desired courses adding up to fifteen or more credits. Non-fashion students must consult with department chair. Courses used to fulfill a major requirement cannot be applied to the minor.

FDES 110	Creating Character	2 units
FDES 100	Sewing Machine Technology	1 unit
FDES 2725	Period Costume Design	3 units
FDES 3713	Costume Design for Film	2 units
FDES 3719	Costume Collection 1	3 units
FDES 4706	Costume Collection 2	4 units

Fashion Design Courses

FDES 100 Sewing Machine Technology

1 UNIT

Students will be given intensive training in the use and safety issues of all sewing, ironing, and construction equipment in the fashion design department so they can work independently and efficiently in the appropriate studios. They will be tested on all equipment. A heavy-duty bag with multiple design features will be the final project/test of their learning process. Studio. Prerequisite: None.

FDES 105 Digital Fashion Design 1

3 UNITS

The computer's role in fashion design and its creative potential is the focus of this course. Adobe Illustrator and Adobe Photoshop fundamentals will be studied to learn principles of digital designing while simultaneously developing your own drawing techniques. These programs enable the fashion designer to digitally sketch and present fashion collections. The student's working knowledge of tools and palettes is developed, as is speed and accuracy

in creating flats and sketches. Studio. Prerequisite: None.

FDES 110 Creating Character

2 UNITS

This course will introduce the costume and fashion design student to the nuances of character development and identity. Whether designing fashion or costume, students will learn to see, identify, and then practice the arts of color, texture, fit, and proportion. Students analyze and interpret a story to understand a specific character or customer, and learn to do additional research to enhance their work. They will then learn to translate that research into conceiving the perfect outfits for their muse/character. In addition, students will explore the basic skills needed for drawing and rendering costumes, including depicting specific actors or celebrities. Studio.

FDES 120 Visual Skills 1

3 UNITS

This course provides an introduction to design process, illustration, model drawing, and rendering techniques for fashion figures and technical flats. It functions as a support class for FDES 121, Core Skills, and coordinates skill building with specific design projects. Emphasis is placed on learning basic skills, critique, as well as beginning to develop a personal visual style and design aesthetic. Studio. Prerequisite or Co-requisite: FOUN 105, Introduction to Figure Drawing.

FDES 121 Core Skills

2 UNITS

This course is an introduction to the fashion industry, including the basic vocabulary and skills involved in design development. Students will explore personal identity to develop a personal aesthetic code and participate in several team projects to practice peer cooperation. Field research and speakers will enhance the course content and an inspiration sketchbook will be maintained to record the research and visual process. Studio. Prerequisite: None.

FDES 125 Technical Studio 1

3 UNITS

This course is an introduction to basic flat pattern making, draping, and sewing techniques. Muslin and fabric samples are constructed with the use of industry power machines, then fitted and complet-

ed into finished garments. Studio. Prerequisite: None.

FDES 126 Technical Studio 2

3 UNITS

This course provides a study of creating patterns through draping and drafting techniques and builds on the skills learned in FDES 125, Technical Studio 1. Designs are translated into muslin and fabric directly on the dress form; complex designs are interpreted through flat pattern techniques; production patterns are developed and graded; and markers are made. A coordinated separates group is produced for the final review. Studio. Prerequisite: FDES 125, Technical Studio 1.

FDES 200 Beginning Drawing Lab

1 UNIT

This required course builds on the skills introduced in Visual Skills 1 and 2 and acts as a support drawing class for upper-level transfer students. Students draw from the fashion model to refine their understanding of proportion, drape, silhouette, and color, as well as the idealized figure. Emphasis is placed on developing a personal visual style, improving compositional skills, and using a variety of media. A design sketchbook will enhance the learning process. Studio. Prerequisite: FDES 120, Visual Skills 1, or equivalent.

FDES 220 Visual Skills 2

3 UNITS

This course builds on the skills introduced in FDES 120, Visual Skills 1. Students continue to practice drawing from the fashion model to develop their eye for proportion, drape, silhouette and color. Two design projects are created from direction through final presentation. Emphasis is placed on starting to develop a personal visual style and design aesthetic. Studio. Prerequisite: FDES 120, Visual Skills 1.

FDES 226 Advanced Technical Studio

3 UNITS

This advanced course reviews and reinforces flat pattern, draping, and construction techniques. Special attention is given to development and construction of complex facings, lapels, and closures. Pattern marking and labeling is standardized. Fabrics are researched and purchased, resulting in finished coordinated garments. Design instructors oversee the design process, and the finished group is juried for the show. Studio. Prerequisite: FDES 126, Techni-

cal Studio 2, or equivalent transfer credit.

FDES 232 Knitwear and Swimwear

4 UNITS

Knitwear and swimwear markets are researched. Garments are designed and constructed through advanced draping and advanced pattern-making methods. Finished looks are juried for the fashion show. Studio. Prerequisite: FDES 226, Advanced Technical Studio.

FDES 240 Materials

2 UNITS

This course aims at developing core skills in the understanding and identification of textiles and other materials used in garment design. Emphasis is placed on the creation of effective fabric boards relating to specific design direction. Studio. Prerequisite: FDES 121, Core Skills.

FDES 245 Progress Portfolio

0 UNITS

This no-credit course offers an assessment opportunity for the second-year reviews. Students must pass their review and this course, which reflects the resulting grade, to go on to junior year.

FDES 260 History of Fashion I

3 UNITS

This course examines prehistoric, ancient, and traditional world costume through the sixteenth century CE, emphasizing the origins of clothing and stylistic trends in Asia, Africa, and the Near East. Lecture. Prerequisite: WRIT 111, Academic Writing I.

FDES 261 History of Fashion II

3 UNITS

This course explores western costumes from the seventeenth century CE to contemporary times with an emphasis on the twentieth and twenty-first centuries. Lecture. Prerequisite: WRIT 111, Academic Writing I.

FDES 2725 Period Costume Design

3 UNITS

The student of costume design analyzes the silhouette of an era through understanding fashion from the inside out. This course provides a practical studio introduction to historically accurate techniques of reproducing costume from the fifteenth to the nineteenth centuries. Studio. Prerequisite: None.

FDES 280 Experimental Draping and Patterning

2 UNITS

Students will explore radical free-form draping techniques, repurposing existing garments, and creating pattern blocks from the resulting details and silhouettes. Sustainability issues will be used to generate projects as will in-depth research of creative influences and historical precedents. Developing industry-level pattern-making skills will be a priority. Studio. Prerequisite: FDES 226, Advanced Technical Studio, or equivalent.

FDES 300 Intermediate Drawing Lab

1 UNIT

This required course is the second in a series of support drawing labs that maintain and build on the skills developed and introduced in Visual Skills 1 and 2. Students draw from the fashion model to refine their understanding of proportion, drape, silhouette, and color, as well as the idealized figure. Emphasis is placed on developing a personal visual style, improving compositional skills, and using a variety of media. A design sketchbook will enhance the learning process.

FDES 301 Digital Fashion Design 2

2 UNITS

This course focuses on the role of the computer in fashion design and its creative potential. Adobe Photoshop fundamentals will be studied to learn principles of digital designing while simultaneously developing technique. The student's working knowledge of Photoshop tools is developed, as well as speed and accuracy in creating design groups. Studio. Prerequisite: FDES 105, Digital Fashion Design 1.

FDES 310 L.A. Fashion

4 UNITS

This course combines design research with advanced illustration techniques and professional practice exploration. Students work with instructors to research the L.A. fashion industry, creating designs that reflect the youthful Los Angeles aesthetic. Projects provide a sequential series of visual and creative processes and critiques, with the outcome being a finished collection of designs that will be built in FDES 332, Junior Collections. Emphasis is also placed on field research and discussions to enhance internship experiences. Studio. Prerequisite: FDES 232, Knitwear and Swimwear, or equivalent.

FDES 320 Art/Fashion Symposium

1 UNIT

A ten-week course designed to take students off campus to explore relevant museum and gallery shows relating to fashion. Theoretical readings and lectures will enhance discussions of the various shows and exhibits and each student will keep a sketchbook of drawings and ideas reflecting on the various activities. Studio. Prerequisites: FDES 260, History of Fashion I, and FDES 261, History of Fashion II.

FDES 330 Textile Arts

2 UNITS

This course provides an introduction to various traditional and innovative surface and structural treatments used for aesthetic and functional purposes in apparel design. Studio. Prerequisite: FDES 240, Materials, or equivalent course.

FDES 331 Advanced Draping and Tailoring

3 UNITS

This advanced construction course builds on the skills learned in FDES 280, Experimental Draping and Patterning, through the study of complex draping techniques, and introduces students to advanced tailoring techniques through the patterning and construction of a tailored jacket and trousers. Studio. Prerequisites: FDES 226, Advanced Technical Studio, and FDES 280, Experimental Draping and Patterning, or equivalent.

FDES 332 Junior Collections

3 UNITS

Junior Collections is a studio construction course that builds on the work done in FDES 331, Advanced Draping and Tailoring, and FDES 310, L.A. Fashion. Students construct two to three outfits from their design groups that can be juried into the runway show. Garments are constructed through draping, tailoring techniques, and sewing procedures. Studio. Prerequisite: FDES 331, Advanced Draping and Tailoring.

FDES 336 Leather Goods

2 UNITS

An elective course that provides a study of handbag design, pattern making, and methods of construction. The contemporary leather goods market is researched and designs and samples are constructed. Studio. Prerequisite: FDES 100, Sewing Machine Technology, or a related workshop approved by the department chair.

FDES 363 Digital Portfolio Development

3 UNITS

This course explores the advanced use of Photoshop and Adobe Illustrator for fashion and costume design. Students learn to illustrate complex design groups combining digital and manual skills in preparation for Senior Portfolio. Studio. Prerequisite: FDES 301, Digital Fashion Design 2.

FDES 3713 Costume Design for Film

2 UNITS

This course introduces the elements of analyzing and preparing costume designs for film scripts, conferring with the director, and solidifying character concepts. Studio. Prerequisites: None.

FDES 3719 Costume Collection 1

3 UNITS

Costume Collection 1 begins the research and design phase of the costume characters to be presented at the Runway Event. Collaboration as well as individual growth in design, will be emphasized. Studio. Prerequisite: FDES 332, Junior Collections.

FDES 3720 Film Production Lab

2 UNITS

This course provides mentoring for students through their assigned intermediate film projects, highlighting the practical experience of wardrobe organization as crew, crew head, assistant designer, and costume designer. Studio. Prerequisites: WRIT 112, Academic Writing II, or WRIT 212, Rhetoric and Design; and LSCI 105, Information Theory and Practice.

FDES 3723 Denim Specialization

2 UNITS

Woodbury's Fashion Design department strongly believes that denim studies is a key area because of the incredible dominance denim has in the fashion industry in general, and in Los Angeles as the denim capital in particular. The Denim Specialization class offers a thorough approach to the world of denim, addressing historical significance and heritage influence, weaving, dyeing and finishing, cut and fit, as well as wash processes. Manufacturing, pricing, branding, and marketing will also be addressed. Design projects will take place in connection with the topics covered.

FDES 390 Career Experience/Internship

1-3 UNITS

Students obtain practical experience in a fashion design studio or apparel business. A journal will be

submitted to verify the completion of forty hours for each unit of credit. An evaluation will be submitted by the internship sponsor. A pass/fail grade will be given upon the completion of the internship experience. Internships must be approved by the fashion design department chair. Prerequisite: junior or senior standing.

FDES 400 Professional Practice

2 UNITS

Focusing on the practical and business side of the fashion industry from a designer perspective, this course will address various aspects and processes of both very structured, large companies and smaller, more organic businesses. Through lectures, discussions, and in-class exercises, students will learn about design cycle and personal branding. Professional attitude will be graded throughout the semester, such as punctuality, adherence to dress code, preparedness, and productive participation.

FDES 401 Shoe Design

2 UNITS

An elective course that provides a study of shoe design and methods of construction. The contemporary shoe market is researched and designs and samples are constructed. Studio. Prerequisite: FDES 100, Sewing Machine Technology, or a related workshop approved by the department chair.

FDES 410 Design and Portfolio Preparation

2 UNITS

This course provides a structured approach to the development of an industry-level portfolio in conjunction with designing a runway-quality collection. Instructors will take an individual approach to each student, focusing on their chosen area of emphasis. Design thinking, research, illustration techniques, fabric group development, and advanced digital skills are addressed and will contribute to the efficacy of the final presentation. Prerequisite: FDES 310, L.A. Fashion.

FDES 411 Portfolio and Presentation

2 UNITS

Focusing on the entrepreneurial side of the fashion industry from a designer perspective, this course addresses various aspects and processes of both start-up and small, organic businesses, as well as larger, more structured companies. Through lectures,

discussions, and in-class exercises, the students learn about becoming entrepreneurs, defining personal branding, and implementing a successful design cycle. Professional attitude will be emphasized, including punctuality, dress code, preparedness, and productive participation. Studio. Prerequisites or Co-requisites: FDES 363, Digital Portfolio Development, Design Studios 1-5.

FDES 431 Senior Collection 1

3 UNITS

This course involves the design and construction of high fashion and experimental designer garments to create a cohesive collection for the runway. Course includes fabric selection, draping, pattern making, prototype muslins, model fittings, and high-end construction techniques using professional industry finishes. Studio. Prerequisite: FDES 332, Junior Collections.

FDES 432 Senior Collection 2

4 UNITS

This course continues the design and construction of an innovative, well-merchandised collection, culminating in a Design Review presentation with industry professionals. The capstone projects are showcased in the yearly runway show. Studio. Prerequisite: FDES 431, Senior Collection 1.

FDES 4706 Costume Collection 2

4 UNITS

Costume Collection 2 initiates and completes the assembly and construction of costumes for supporting characters in the presentation of the Senior Costume Collection in the year-end fashion show. Collaboration, as well as individual growth in design and construction, will be emphasized. Studio. Prerequisite: FDES 3719, Costume Collection 1.

CURRICULUM MAP

Bachelor of Fine Arts in Fashion Design BFA

INTRODUCED	DEVELOPED	PRACTICED	APPLIED	PROFICIENT
High Importance	High Importance	High Importance	High Importance	High Importance
Moderate Importance	Moderate Importance	Moderate Importance	Moderate Importance	Moderate Importance
Low Importance	Low Importance	Low Importance	Low Importance	Low Importance

STRATEGIC PRINCIPLES	1	2	3	4
	Design Thinking	Transdisciplinarity	Civic Engagement	Entrepreneurship

Assuring Academic Quality in Fashion Design (BFA)	MAJOR COURSES	LEARNING OUTCOMES																																
		Strategic Principles	FOUN 103 Color & Composition	FOUN 103 Design & Color 2	FOUN 105 Figure Drawing	FDES 1xx Creating Character	FDES 125 Tech Studio 1	FDES 126 Tech Studio 2	FDES 1xx Core Skills	FDES 1xx Visual Skills	FDES 105 Digital FD 1	FDES 230 Materials	FDES 2xx Visual Skills 2	FDES 226 Advanced Tech Studio	FDES 2xx Beginning Drawing Lab	FDES 260 Fashion History 1	FDES 261 Fashion History 2	FDES 232 Knitwear Swimwear	FDES 2xx Exper Draping / Patterns	FDES 231 Progress Portfolio	FDES 301 Digital Fashion Design 2	FDES 3xx Art / Fashion Symposium	FDES 331 Advanced Draping	FDES 3xx Intermediate Drawing Lab	FDES 310 LA Fashion	FDES 332 Junior Collections	FDES 363 Digital Portfolio	FDES #xx Internship	FDES 3xx Textile Arts	FDES 4xx Design & Portfolio Prep	FDES 431 Senior Collection 1	FDES 4xx Professional Practice	FDES 411 Portfolio	FDES 432 Senior Collection 2
Strategic Principles		3		3	23	2	2	12		2		2	2				2	2		2	3	2		12	2	12	1			24	1	12	12	
Create design projects to industry standards		2																																
Participate effectively in the collaborative design process		12																																
Communicate abstract ideas of culture and identity through design concepts		2																																
Follow an effective research protocol to enhance originality		2																																
Analyze theoretical, cultural, and historical aspects of dress		2																																
Articulate standards of critical judgment and self-evaluation		1																																
Effectively communicate design ideas through 2D visual skills		2																																
Apply digital technology to multiple design problems		2																																
Create industry quality presentations		2																																
Produce quality samples and finished garments		12																																
Demonstrate proficiency in draping, patterning, and construction		1																																
Identify and analyze specific customers, design firms, and global markets		1																																
Develop effective skills for communication and teamwork		13																																
Demonstrate professionalism and time management skills		1																																

Filmmaking (BFA)

David Collins, MFA, Department Chair

MISSION

Film is one of the most influential mass communication mediums. We have developed and implemented curriculum that integrates historical study and theoretical expertise with practical skills in media production. Students in our program graduate with the knowledge needed to succeed in a wide variety of fields related to film production, media, and cultural studies.

PROGRAM LEARNING OUTCOMES

- Students will demonstrate how film is a medium of communication.
- Students will demonstrate the aesthetic principles of film.
- Students will demonstrate design principles considered in film production.
- Students will produce work from concept to finished product.
- Students will emphasize at least one area of film production, e.g., producing, directing, writing, cinematography, editing, lighting, sound, animation, writing, etc.
- Students will have functional knowledge of the history of film.
- Students will coordinate project elements and communicate with involved personnel.
- Students will demonstrate marketing procedures for film production, distribution, and exhibition.
- Students will serve an internship within the film industry.
- Students will produce a supervised senior project.
- Students will create a professional-quality portfolio.

Curriculum Summary

FILMMAKING MAJOR CURRICULUM

Leading to the Bachelor of Fine Arts
(BFA) Degree

	<u>Units</u>
Major (M)	77
General education/Integrative Learning (GE)	43
Unrestricted electives (UE)	8
Minimum semester hours required	128

FIRST YEAR

Fall Semester

FILM 101	Film History 1	3 M
FILM 103	Stage Grip and Lighting	1 M
FILM 110	Film Production 1	3 M
FOUN 106	Color Theory and Interaction	3 M
WRIT 111	Academic Writing I	3 GE
_____	Unrestricted Elective	3 UE

Spring Semester

FILM 102	Film History 2	3 M
FILM 115	Cinematography 1	3 M
FILM 200	Screenwriting 1	3 M
MATH 2__	Mathematics Course	3 GE
LSCI 105	Information Theory and Practice	1 GE
WRIT 112	Academic Writing II	3 GE

SECOND YEAR

Fall Semester

COMM 100	Media Culture	3 GE
FILM 140	Sound for Film	3 M
FILM 201	Screenwriting 2	3 M
FILM 203	Acting for Film	3 M
FILM 220	Film Editing 1	3 M
INDS 1__	Interdisciplinary Core Course	3 GE

Spring Semester

FILM 210	Film Production 2	4 M
FILM 215	Directing 1	3 M
FILM 225	Production Design	3 M
FILM 226	Progress Reel	0 M
_____	General Education Elective	3 GE
_____	Social Science Course	3 GE

THIRD YEAR

Fall Semester

FILM 300	Thesis Screenwriting	3 M
FILM 302	World Film History	3 M
FILM 315	Cinematography 2	3 M
FILM 350	Career Experience Preparation	1 M
PSYC 200	Introduction to Psychology	3 GE
_____	Ethics Course	3 GE

Spring Semester

ENVT 220	Environmental Studies	3 GE
FILM 304	Thesis Pre-Production	3 M
FILM 305	History of Film Directing	3 M
FILM 310	Documentary Film Production	3 GE
INDS 3__	Transdisciplinary Seminar	3 GE
_____	Work Experience	0 M

FOURTH YEAR

Fall Semester

FILM 400	Business of Entertainment	3 M
FILM 480	Thesis Production	4 M
_____	Film Elective	3 M
_____	Natural Science Course with lab	3 GE
_____	Unrestricted Elective	3 UE

Spring Semester

FILM 401	Entertainment Marketing	3 M
FILM 402	Producer Seminar	3 M
FILM 481	Thesis Post-Production	4 M
_____3__	General Education Elective	3 GE
_____	Unrestricted Elective	2 UE

Internship/work experience is required to be taken in any of the final three semesters, but is strongly recommended during the summer.

ASSESSMENT PROCESS

Student performance and achievement in Filmmaking is evaluated systemically throughout the program, via ongoing assessment strategies both

formal and informal. The department specifies four key areas for measured assessments that include both formative and summative benchmarks and involve multiple forms of evaluation. The processes provide a vehicle to assure program quality and promote continuous improvement in the effectiveness of teaching, the improvement of student work, and the design of the curriculum. Evidence of learning is assessed through the Progress Portfolio Review at the end of the second year of study. This process documents student progress and is required for entrance into upper-division studios. Student work is also evaluated through the thesis project, which assesses the pre-production, production, and post-production methodologies used, and their effectiveness in narrative solutions. Further assessment is made through the Senior Portfolio Presentation, which evaluates the student's mastery of learning outcomes, as well as development from the Progress Portfolio Review. Final assessments are conducted through the internship host companies to evaluate students' preparedness for real-world assignments.

PRE-CAPSTONE REQUIREMENTS

Progress Portfolio Review — At the end of the sophomore year, students are required to submit a comprehensive portfolio of their work from each major design studio. The portfolio should demonstrate sufficient development of the knowledge and skills of narrative filmmaking and the ability to integrate that cumulative knowledge and skill into original, creative, and meaningful films. Portfolios are reviewed by a panel made up of design faculty members and the department chair. Passing the Progress Portfolio Review is a prerequisite for FILM 341, Film Production Showcase.

CAPSTONE COURSES

In order to illustrate required professional and filmmaking competencies before graduation, students must successfully complete a capstone project. Capstone projects are designed to provide students the experience of developing and completing a filmmaking project illustrating their ability to address knowledge gained in the previous years of study. Students must demonstrate the application of theoretical research and production practice in a self-initiated filmmaking project through a rigorous level of work demonstrating a high degree of critical thinking, skill, and craft.

RESULTS OF LEARNING

Both studio and lecture courses require production of various filmmaking projects specific to the learning outcomes of each course. Projects may include screenplays, posters, pitches, pre-production packages, cinematography, sound recordings, sound designs and final sound mixes, poster design, acting scenes, websites, motion graphics, advertising, fictional narrative films, documentary narrative films, business plans, budgets, storyboards, animatics, production designs, art direction projects, and research papers. Student work is reviewed by industry professionals and faculty members at the end of each term. Additionally, evidence of learning is assessed through the Progress Portfolio Review at the end of the second year of study. These portfolios must include project samples from all studios completed. In the senior year, students develop their professional portfolio, which is also reviewed by industry professionals, and assessed by faculty and the Filmmaking Advisory Board. Student self-assessment is required in both the Progress and Senior Portfolio processes.

STUDENT WORK

The university reserves the right to retain student work for archival, exhibition, and promotional purposes, including in print and Web formats.

ACADEMIC STANDARDS

Below-average work is not acceptable for a professional degree. A minimum grade of C is required of all Filmmaking studio courses. Students receiving a grade below a "C" must successfully repeat that studio prior to enrollment in the succeeding studio. It is strongly recommended that students take no more than twelve studio units in a single semester.

SPECIAL LEARNING OPPORTUNITIES/REQUIREMENTS

It is the philosophy of the Filmmaking Department that students be exposed to both theoretical and professional aspects of the discipline. Students will become acquainted with current filmmakers and film movements, and they will have the opportunity to experience international approaches to filmmaking during their education. Additionally, through networking with industry practitioners and membership in professional design organizations, they are exposed to the operations of professional practice.

Internship/Field Experience — Prior to graduation, students must complete 120 hours of internship or field experience at a local design studio, advertising agency, entertainment studio, publisher, or marketing company. Passing the Progress Portfolio Review is a prerequisite to the field experience, which must be accomplished in the junior or senior year and approved by the department chair. Woodbury's Career Development Office offers a variety of programs, services, and resources to assist students in exploring careers and securing internships. The staff works with students one-on-one to develop successful internship search strategies and help students connect with employers through internship postings, resume collections, on- and off-campus interview opportunities, alumni connections, and employer outreach in the U.S.

Filmmaking Symposia — As an exploration and study of current art and design events in the Los Angeles area, this experience requires students to attend lectures, museums, galleries, and exhibitions exploring a variety of topics, including social and cultural issues. Through analysis and discussion of their experiences, students use this course to inform their studio work, and as a springboard for conceptual development of their degree projects.

Lecture Series — Students are required to attend lectures from professional filmmakers each term. Industry professionals from both national and international arenas have spoken at Woodbury on various design topics, including visual effects, logo development, entertainment media, motion graphics, information graphics, environmental graphics, costume design, and art direction.

COMPUTER LITERACY REQUIREMENTS

The Filmmaking Department requires its graduates to be literate in the current media of representation and communication, as demonstrated by the following:

- Proficiency in computer systems operations, including communications, upgrades, and management.
- Proficiency in Internet research, through completion of LSCI 105, LSCI 106, or LSCI 205, or appropriate equivalent. Bibliographic documentation of database use and citation of web-based sources is required of all Filmmaking courses.
- Proficiency in word processing, document for-

matting, and file management for both print and digital distribution.

- Proficiency in computer-based programs for editing, screenwriting, storyboards, animatics, sound design, budgeting, pre-production planning, color grading, titling, poster design, and image creation.

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

COMPUTER REQUIREMENTS

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

Filmmaking Courses

FILM 101 Film History I

3 UNITS

This course examines the technological, social, cultural, and aesthetic dimensions of the first sixty years of cinema, ranging from the 1890s through the 1940s. Lectures, screenings, readings, and discussion will explore the impact of international cinema. The course will also investigate the impact of the global circulation of films, filmmakers, and film culture in response to the complex and contested dominance of the U.S. film industry. Meets Art History elective requirement. Lecture. Prerequisite: None.

FILM 102 Film History II

3 UNITS

Through lectures, discussions, and analyses of screenings of films and film clips, this course will offer a chronology of the development of both the artistic elements in the narrative motion picture—exploring the film story as a natural progression of the storytelling tradition that has shaped scripture, poetry, drama, and the novel throughout human history—and as a globe-spanning business that has reshaped our perceptions of cultures, ethnic groups, and economic systems. The course covers the period from 1950 to the present. Students will continue exploring the film story as a natural progression of the storytelling tradition as it continues into the twenty-first century. Open to all majors. Lecture. Prerequisite: FILM 101, Film History 1.

FILM 103 Stage/Grip Lighting Workshop

1 UNIT

This workshop is designed to give students an introduction to basic care and maintenance of the soundstage, grip, and lighting equipment. The importance of this class is to familiarize and create safety guidelines for the uses of the space and equipment. Studio. Prerequisite: None.

FILM 110 Film Production 1

3 UNITS

This course is an introductory hands-on media production course that provides solid grounding in the technical and creative aspects of production and post-production. Students will conceptualize and develop solo and group video projects and become familiar with screenwriting and digital non-linear editing techniques. Studio. Prerequisite: None.

FILM 115 Cinematography 1

3 UNITS

This course is designed to introduce students to the basics of cinematography. In this class, we will cover the basic understanding and operations of camera, grip, and lighting equipment. Terminology, set procedures, aesthetics, and analysis will be a daily part of the class. Students will be required to attend, actively participate, and complete assignments in class as well as outside of class as an individual or in small groups. Studio. Prerequisites: FILM 110, Film Production 1.

FILM 140 Sound for Film

3 UNITS

Throughout the semester, students will be required to take sound from the production process and carry it through post-production. Through theory and exercise, students will learn how to capture production sound utilizing different microphones and capture devices, as well as the basic techniques needed from a sound professional. In the post-production process, the sound files will be managed, synced, manipulated, and recreated using Adobe Premiere. The basics of sound mixing and manipulation will create an understanding of how sound in film plays an undeniable part of the experience of great storytelling. Studio. Prerequisite: FILM 110, Film Production 1.

FILM 200 Screenwriting 1

3 UNITS

This course explores the process of writing a narrative script through lectures, screenings, readings,

in-class writing exercises, in-class workshops, and, of course, a lot of outside writing. Students take an idea and develop it into both a detailed treatment and a short film script. Class emphasis is on the student's own work, as well as on the development of the technique and craft necessary to shape that work. Students will learn Final Draft and study the leading screenwriting gurus of the day. Lecture. Prerequisite: WRIT 111, Academic Writing I. Open to all majors.

FILM 201 Screenwriting 2

3 UNITS

In this writing workshop, students will develop skills in narrative structure, screenplay format, and story elements, especially character, dialogue, and scene construction. Writing two short film screenplays will develop these skills. Lecture. Prerequisite: FILM 200, Screenwriting 1.

FILM 203 Acting for Film

3 UNITS

This studio course introduces the students to the basic principles and skills required for the art of acting. By exploring physical, emotional, and psychological techniques that encourage unique and specific character development, the student will learn how to apply these essential skills to film scene work. The student will also process how an actor primarily works as a storyteller, which always informs the choices he/she along with the director must make. Studio. Prerequisite: None.

FILM 210 Film Production 2

4 UNITS

This course is designed to assist the student's growth in visual storytelling. Focusing on the short film, this class will explore characters, story arcs, acts, style, and more. This workshop class will provide students with in-class time to create films. The course will also require that they work outside of class to finish assignments or projects. While discussing the broad terms of storytelling, the class will demand that students collaborate with others to find the best idea to suit the needs of each story that they will craft. This will require time and effort, respect for the process, and strong participation. The course will also demand that students offer suggestions and receive and give criticism of the work. In this class, students will write, produce, direct, edit, and complete 4 to 5 projects. Studio. Prerequisites: FILM 110, Film Production 1 and FILM

115, Cinematography 1.

FILM 215 Directing 1

3 UNITS

The core of this course explores the collaborative process between the director and actors, communication between them, and the shaping of actors' performances. Students will choose scenes from the class-assigned script, hold auditions, cast, rehearse, and present scenes in class. This is a workshop-style class that will require students to direct assigned scenes, share critiques, and receive direct feedback. 3 units. Studio. Prerequisite: FILM 110, Film Production 1.

FILM 220 Film Editing 1

3 UNITS

Editing is an essential part of the filmmaking process and students will gain an understanding of the principles and techniques that an editor uses to tell a story, along with the technical aspects related to the editing process and post-production. Lecture. Prerequisite: FILM 110, Film Production 1.

FILM 225 Production Design

3 UNITS

This course introduces the students to the process of designing a movie through various techniques and different steps. The emphasis is the delivery of a solid concept design that covers the requirements of the storytelling. Studio. Prerequisites: FILM 110, Film Production 1. Open to Architecture and Interior Architecture majors.

FILM 300 Thesis Screenwriting

3 UNITS

During this intensive 15-week class, students will discover how premise and character development work together to create compelling drama. The students will pick their story and begin writing their own short scripts, which will be developed, presented, discussed, and rewritten from a director's point of view, preparing students to direct the script themselves. We will also talk about genre, style, tone, and music, as these are crucial tools for a writer/director. At the end of the semester, the students will have their own short scripts, ready for them to direct. Lecture. Prerequisite: FILM 201, Screenwriting 2.

FILM 302 World Film History

3 UNITS

Every week, students will view one foreign classic or contemporary feature and possible supplementary short films or film clips to aid in the understanding of the movie's legacy, followed by an in-depth discussion of the viewed works. Lecture. Prerequisite: WRIT 112, Academic Writing II or WRIT 212, Rhetoric and Design; and LSCI 105, Information Theory and Practice or LSCI 106, Information Sources in Architecture and Interior Architecture.

FILM 304 Thesis Pre-Production

3 UNITS

Students learn the fundamentals of film production to create professional-quality portfolio work by utilizing pre-production and marketing skills. In this course, students will work on budgeting, scheduling using industry software, and creating fundraising business plans. This class also involves hands-on production of pitch videos, as well as editing to prepare to shoot senior thesis production projects the following semester. Studio. Prerequisites: FILM 300, Thesis Screenwriting.

FILM 305 History of Film Directing

3 UNITS

In this class, students will explore the history of directing and how the position developed in both practice and artistry, starting in the silent era and progressing into the modern era. The class consists of research papers, presentations, and a practical project as students learn of film directing's past in order to augment their own skills and knowledge in the area. Lecture. Prerequisite: FILM 210, Film Production 2; WRIT 112, Academic Writing II or WRIT 212, Rhetoric and Design; and LSCI 105, Information Theory and Practice or LSCI 106, Information Sources in Architecture and Interior Architecture.

FILM 310 Documentary Film Production

3 UNITS

This course will focus on the ways documentaries both report on and influence culture, looking at the specific processes of persuasion. A variety of theoretical perspectives will be used to untangle the meanings inherent in texts presented as entertainment so that their complexities and cultural logic becomes visible and subject to critique. Students will consider how such documentaries have influenced their own lives and those of others through the mechanisms of popular culture. They will also conduct a series of projects that culminate with

their own short documentary. Studio. Prerequisite: FILM 210, Film Production 2.

FILM 315 Cinematography 2

3 UNITS

This advanced camera course stresses that visual communication comes from a variety of styles and mediums. Ranging from traditional cinema to music videos, this class uncovers the sometimes subconscious methods used to tell a story. Studio. Prerequisite: FILM 210, Film Production 2.

FILM 350 Career Experience Prep

1 UNIT

This one-credit course will instruct students on the fundamentals of finding and building a career in entertainment. Subjects will include researching and applying for internships and jobs, cover letters and resumes, company expectations for workers, and networking skills. Lecture. Prerequisite: Filmmaking major.

FILM 400 Business of Entertainment

3 UNITS

A comprehensive introduction to the business of entertainment as part of a two-course series intended for fourth-year students. This is an introductory course in the business of entertainment for producers, directors, development personnel, aspiring media executives, and those who are planning, developing and executing media ventures. The class examines the business issues associated with the entertainment industry in the multiple formats of film, television, and video-accessible content. Lecture. Prerequisites: WRIT 112, Academic Writing II or WRIT 212, Rhetoric and Design.

FILM 401 Entertainment Marketing

3 UNITS

Open to all majors, this course will examine film and television product acquisition, distribution, and exhibition. This is an introductory course for those interested in pursuing careers as producers, directors, marketing executives, media-planning executives, and filmmakers who are developing marketing for media projects. This class examines the business issues associated with the distribution, marketing, and exhibition in the film and television entertainment industry. Lecture. Prerequisite: Marketing class.

FILM 402 Producer Seminar

3 UNITS

This class will explore what it takes to be a producer. The producer is the first one on, and the last one off the project. The course will cover how to find material, how to option it, how to attach talent to your project, how to pitch it, and how to find places to do so. In addition, the class will examine how to get the green light, how to deal with talent, how to deal with the various departments involved producing a film, how to work with the director, and how to eventually produce the film. This class is designed to give the student the confidence needed to move forward into the world of producing. Lecture. Prerequisite: FILM 400, Business of Entertainment (can take concurrently).

FILM 480 Thesis Production

4 UNITS

This course explores advanced practical and conceptual low-budget indie filmmaking in physical production. Students shoot scripts written during FILM 300, Thesis Screenwriting and planned in FILM 304, Thesis Pre-Production. Double system production sound will be recorded. This begins the Senior Film, which is meant to serve as a portfolio piece and is a graduation requirement. Studio. Prerequisites: FILM 304, Thesis Pre-production.

FILM 481 Thesis Post-production

4 UNITS

This course explores the advanced practical and conceptual low-budget indie filmmaking post-production process from editing, titles, visual effects, mixing, and distribution to festivals. This concludes the Senior Thesis Project, which is meant to serve as a portfolio piece and is a graduation requirement. 3 units. Studio. Prerequisite: FILM 480, Thesis Production.

FILM 490 Filmmaking Internship

3 UNITS

Students participate in an on-the-job practicum in commercial settings in media, design, entertainment, and marketing firms. Work experience is complemented by academic requirements specified in a contract with the faculty advisor. Prerequisite: Filmmaking majors.

Game Art & Design (BFA)

William Novak, MFA, Department Chair

Accreditation: National Association of Schools of Art & Design (NASAD)

Woodbury University offers a four-year Bachelor of Fine Arts degree in Game Art & Design. The program provides students with a professional education that prepares graduates through a solid understanding and mastery of the expertise required to enter professional practice. The curriculum provides students with a thorough comprehension of the production process through critical and creative thinking, theoretical and historical study, along with conceptual and experimental exploration.

The incredible growth and sheer expressive power of computer games have made them an important and influential part of today's cultural landscape. Rapid advancement of technology has moved communication in an interactive and visual direction, requiring new skills for designers and artists. A generation of young game players, raised on the earliest video games, are now the designers and creators of today's games. Young artists and designers, who are now students, will grow and develop into the field's innovators and emerge as the creators of tomorrow's games. They will take game art and game design to new places to promote learning, encourage health and exercise, create social change, assist corporations in employee training, support the military in recruiting and training, and, of course, to just have some fun.

The Game Art & Design BFA brings together art, animation, computer hardware and software, story development, and the many facets of game design. Students may choose from two emphases: Game Art, focusing on two- and three-dimensional character design, environmental design, and animation; or Game Design, focusing on elements such as game conceptualization, play mechanics, rule sets, story development, system navigation, user interfaces, scoring systems, and prototyping.

As one of the many vibrant programs in the School of Media, Culture and Design, the program is designed to integrate communications and psychol-

ogy into the general education curriculum through the study of visual communications, media culture, consumer behavior, and media psychology.

Woodbury's location in the center of Southern California's entertainment industries provides students with unique field trip, internship, and field experience opportunities.

MISSION

Game Art & Design merges creative vision, story, art, sound, animation, play mechanics, and computers in the development of immersive game experiences. Through interactive projects, students develop an individual creative voice while collaborating in a unique production environment. We provide students with the knowledge and skills to excel, while preparing them to meet the challenges of rapidly changing technology in both the production and distribution of tomorrow's computer games.

PROGRAM LEARNING OUTCOMES

Students who graduate from the Game Art & Design program will meet these learning outcomes:

- Knowledge of the concepts related to the visual, spatial, sound, motion, interactive, and temporal elements and features of digital technology, and principles for their use in the creation and application of interactive digital media.
- An understanding of the characteristics and capabilities of hardware and software game technologies, and their appropriateness for particular expressive, functional, strategic, and narrative applications.
- An understanding of the processes that are useful, effective, and desirable for the development and coordination of digitally based art and design strategies.
- Knowledge of the history, theory, and criticism, with respect to such areas as film, video, technology, and digital art and design.
- Development of the ability to work in teams and to organize collaborations among people from different disciplines.
- An understanding of the qualities, structure, and professional practices of the video game and interactive media industries.
- Development of a professional work portfolio that highlights the individual student's particular strengths.

ACADEMIC STANDARDS

Below-average work is not acceptable for a professional degree. A minimum grade of C is required of all Game Art & Design studio courses. Students receiving a grade below a "C" must successfully repeat that studio prior to enrollment in the succeeding studio. It is strongly recommended that students take no more than twelve studio units in a single semester.

Student Computer Requirement

Game Art & Design requires that third- and fourth-year students have a laptop computer, and recommends the same for first- and second-year students. The computer and software must be compatible with existing on-campus computer labs. Students may choose either Apple Mac or PC/Window laptops based on their needs and budget. A student's computer and software must be compatible with existing on-campus computer labs.

Questions may be directed to the department chair and/or faculty regarding the needs of a particular project, or for current hardware and software requirements.

Lab Fees

Some courses require a lab fee, which is applied to instructional supplies utilized in the studio. Specific fees are outlined in the Fee section of the catalog.

Curriculum

GAME ART & DESIGN MAJOR CURRICULUM

Leading to the Bachelor of Fine Arts (BFA) Degree

	Units
Major (M)	73
General Education/Integrative Learning (GE)	46
Unrestricted Electives (UE)	9
Minimum Semester Hours Required	128

SUGGESTED SEQUENCE OF COURSES

Students choose the emphasis they wish to pursue, either Game Design, or Game Art.

GAME ART EMPHASIS

FIRST YEAR

Fall Semester

GAME 101	Game Design Fundamentals	3 M
GAME 105	3D Game Art Fundamentals	3 M
FOUN 101	Beginning Drawing	3 M
WRIT 111	Academic Writing I	3 GE
COMM 120	Public Speaking	3 GE

Spring Semester

GAME 140	Environmental Design & Modeling	3 M
GAME 114	Introduction to Game Engines	3 M
FOUN 102	Design and Composition	3 ME
INDS 1__	Interdisciplinary Core	3 GE
WRIT 112	Academic Writing II	3 GE
LSCI 105	Information Theory and Practice	1 GE

SECOND YEAR

Fall Semester

GAME 224	History of Games: 20th Century	3 M
GAME 237	Materials, Lighting, and Rendering	3 M
ANIM 161	Introduction to Digital Media	3 ME
ANIM 262	Introduction to 3D Computer Animation	3 ME
PSYC 200	Introduction to Psychology	3 GE

Spring Semester

GAME 238	Character Design and Modeling	3 M
GAME 250	Portfolio Review	0 M
ANIM 204	Sophomore Studio II: Layout	3 M
ANIM 210	Design Symposia	1 M
ANIM 221	Character Design	3 M
COMM 235	Media Ethics	3 GE
MATH 2__	Mathematics Course	3 GE

THIRD YEAR

Fall Semester

GAME 309	3D Game Animation	3 M
ANIM 361	3D Computer Animation I	3 ME
FOUN 104/5	Drawing Concepts/ Figure Drawing	3 ME
ENVT 220	Environmental Studies	3 GE
TECH 102	Technology & Culture II	2 ME
TECH 103	Media Technology Lecture Series	1 ME

Spring Semester

GAME 302	Game Capstone Research Seminar	3 M
GAME 226	History of Games: Case Studies	3 M
ANIM 340	Visual Development	3 M
INDS 3__	Transdisciplinary Course	3 GE
_____	Social Science Course	3 GE
_____	Unrestricted Elective	3 UE
_____	Work Experience/Internship	0 M

FOURTH YEAR**Fall Semester**

GAME 431	Game Capstone Studio I	3 M
ANIM 3__	Animation Elective	3 M
_____	Humanities Course	3 GE
_____	Art/Film/Design History	3 GE
_____	Natural Science Course with Lab	3 GE
_____	Unrestricted Elective	3 UE

Spring Semester

GAME 432	Game Capstone Studio II	3 M
GAME 434	Professional Practices of the Game Industry	3 M
_____ 3__	General Education Elective	3 GE
_____	Art/Film/Design History	3 GE
_____	Unrestricted Elective	3 UE

REQUIRED FOR GRADUATION:

120 hours of Work Experience/Internship, paid or unpaid, in the game industry or related field, are required. The recommended time frame for internship/work experience is the summer between the third and fourth year.

GAME DESIGN EMPHASIS**FIRST YEAR****Fall Semester**

GAME 101	Game Design	3 M
GAME 105	3D Game Art Fundamentals	3 M
FOUN 101	Beginning Drawing	3 M
WRIT 111	Academic Writing I	3 GE
COMM 120	Public Speaking	3 GE

Spring Semester

GAME 106	Game Code Fundamentals	3 M
GAME 112	Game Design Documentation	3 M
GAME 114	Introduction to Game Engines	3 M
ANIM 161	Introduction to Digital Media	3 M
WRIT 112	Academic Writing II	3 GE
LSCI 105	Information Theory	1 GE

SECOND YEAR**Fall Semester**

GAME 221	Game Prototyping	3 M
GAME 211	Game Level Design	3 M
GAME 224	History of Games: 20th Century	3 M
FOUN 102	Design and Composition	3 M
INDS 1__	Interdisciplinary Core	3 GE
PSYC 200	Introduction to Psychology	3 GE

Spring Semester

GAME 222	Game Player Analysis	3 M
GAME 226	History of Games: Case Studies	3 M
GAME 254	Procedural Content in Games	3 M
GAME 250	Portfolio Review	0 M
MATH 2__	Mathematics Course	3 GE
COMM 235	Media Ethics	3 GE

THIRD YEAR**Fall Semester**

GAME 321	User Interface Design	3 M
GAME 323	Story Development for Interactive Media	3 M
FILM 140	Sound for Film	3 M
TECH 101	Technology & Culture I	2 M
TECH 103	Media Technology Lecture Series	1 M
_____	Unrestricted Elective	3 UE

Spring Semester

GAME 302	Game Capstone Research Seminar	3 M
GAME 332	Experimental Technology for Games	3 M
_____	Work Experience/Internship	0 M
ENVT 220	Environmental Studies	3 GE
INDS 3__	Transdisciplinary Course	3 GE
_____	Social Science Course	3 GE
_____	Humanities Course	3 GE

FOURTH YEAR**Fall Semester**

GAME 431	Game Capstone Studio I	3 M
GAME 413	Serious Games	3 M
_____	One Natural Science Course with lab	3 GE
_____	Art/Film/Design History	3GE
_____	Unrestricted Elective	3 UE

Spring Semester

GAME 432	Game Capstone Studio II	3 M
GAME 434	Professional Practices of the Game Industry	3 M
_____ 3__	General Education Elective	3 GE
_____	Art/Film/Design History	3 GE
_____	Unrestricted Elective	3 UE

REQUIRED FOR GRADUATION:

120 hours of Work Experience/Internship, paid or unpaid, in the game industry or related field, is required. The recommended time for internship/work experience is the summer between the third and fourth year.

ASSESSMENT PROCESS**The Game Art & Design**

The design and development of interactive computer software and video games, is, by nature, an interactive process. Studio courses provide the faculty an excellent opportunity to watch students work on their projects, assess their progress, and provide ongoing feedback and critique, both informal and written. Students are able to improve their projects during the semester based on input from the facul-

ty and from other students in the department.

Student performance and achievement in Game Art & Design is evaluated systemically throughout the program, with ongoing assessment strategies that involve Cornerstone, Milestone 1 and 2, and Capstone levels. Each year, the department specifies key areas for measured assessment of student learning outcomes that involve not only programmatic outcomes, but also core competencies and institutional outcomes. The five core competencies include Oral Communication, Written Communication, Information Literacy, Quantitative Reasoning, and Critical Thinking. Institutional outcomes include Design Thinking, Civic Engagement, Transdisciplinarity, and Entrepreneurship. The processes provide a vehicle to assure program quality and promote continuous improvement in the effectiveness of teaching, the improvement of student work, and the design of the curriculum. Evidence of learning in Game Art & Design is assessed through the Progress Portfolio Review at the end of the second year of study. This process documents student progress and is required for entrance into upper-division studios.

Student work is also evaluated through the Senior Capstone Project, which assesses the effectiveness of students' solutions to design problems. Further assessment is made through the Senior Portfolio Presentation, where each student's mastery of learning outcomes, and development from the Progress Portfolio Review are evaluated. A final assessment evaluating each student's preparedness for professional game studio environments is conducted through internship host companies.

PRE-CAPSTONE REQUIREMENTS

Progress Portfolio Review — At the end of the sophomore year, students are required to submit a comprehensive portfolio of their work from each major design studio. The portfolio should demonstrate sufficient development of the knowledge and skills particular to their Emphasis in Game Art or Game Design. Students who do not pass the Progress Portfolio Review must remediate according to the review committee's recommendations and resubmit their portfolio for future review.

CAPSTONE SEQUENCE

In order to illustrate the required professional and production capabilities before graduation, students must successfully pass GAME 302, Capstone Research Seminar, and GAME 431 & 432, Game Capstone Studios I & II.

Capstone projects are designed to provide students the experience of researching, planning, and developing a substantial video game or interactive media project that illustrates the artistic and production techniques practiced in the previous years of study. Students must demonstrate the application of research and development to a self-initiated game project through a rigorous level of work demonstrating a high degree of critical thinking, skill, and craft.

RESULTS OF LEARNING

Both studio and lecture courses require production of various game projects specific to the learning outcomes of each course. Projects may include game design documentation, 2D & 3D digital art, conceptual art, animated vignettes, visual short stories, isolated play mechanics, flowcharts, wireframes, computer code, system navigation charts, user interfaces, interactive software-specific exercises, collateral material, exhibit design, and research papers. At the end of each term, department faculty reviews student work. Additionally, evidence of learning is assessed through GAME 250, Progress Portfolio Review, at the end of the second year of study. These portfolios must include project samples from all studios completed. In their senior year, students develop their professional portfolio, which is also reviewed by industry professionals and assessed by faculty members and the Game Art & Design Advisory Board. Student self-assessment is required in both the Progress and Senior Portfolio processes, as well as the internship experience.

STUDENT WORK

Students own their work. The university reserves the right to retain student work for archival, exhibition, and promotional purposes, including print and various digital and web formats.

ACADEMIC STANDARDS

Below-average work is not acceptable for a professional degree. A minimum grade of "C" is required for the Game Art & Design studios in order to continue in the studio sequence. A student receiving

a grade below a "C" must successfully repeat that studio prior to enrollment in the succeeding studio. Students are not permitted to enroll in more than twelve studio units in a single semester.

SPECIAL LEARNING OPPORTUNITIES/ REQUIREMENTS

Game Art & Design students are exposed to both theoretical and professional aspects of video game development. Students will become acquainted with working designers and artists, and have the opportunity to meet with visiting professional developers during their education.

Internship/Work Experience

Prior to graduation, students must complete 120 hours of internship or work experience at a local game development studio, Internet company, entertainment studio, or publishing company. The internship or work experience must be accomplished in the junior or senior year and approved by the department chair. Woodbury's Career Development Office offers a variety of programs, services, and resources to assist students in exploring careers and securing internships. The staff works with students one-on-one to develop successful internship search strategies in order to help students connect with employers through internship postings, resume collections, on- and off-campus interview opportunities, alumni connections, and employer outreach in the U.S.

Guest Lecturers

Students are required to attend lectures from visiting game designers and artists. Industry professionals have spoken at Woodbury on various game development topics including animation techniques, postmortems, dev kits, new software, production processes, getting into the industry, quality assurance and testing, recent technological developments, and what they look for in a resume and portfolio.

GAME ART & DESIGN COURSES

GAME 101 Game Design Fundamentals

3 UNITS

The study of game design using digital and non-digital games, both old and new.

We examine introductory design topics and expand into the areas of procedural thinking, ideation, game prototyping, the balance between chance and skill, an examination of various design theories,

and the ethical considerations of game design. As the basis of student critiques, games will be played and broken down into their formal, dramatic, and dynamic structural elements. Individually and in teams, students will design and develop games that are play-tested and critically reviewed in class. Studio. Prerequisite: None.

GAME 105 3D Game Art Fundamentals

3 UNITS

Game art in three dimensions. An introduction to game production workflow techniques, time management, and the terminology of 3D design principles. Level-of-detail exercises will explore the concepts of polygon topology, image budgets, initial sketching and brainstorming, pre-visualization, hard surface construction, and spatial relationships with regard to the human factor of scale. Studio. Prerequisite: None.

GAME 106 Game Code Fundamentals

3 UNITS

Coding: Where the rubber meets the road. An introductory course in computer game programming for game designers, game artists, and other non-engineers. Using game engine software, students will design and create original playable games through code. Focus is on describing and creating world-defining systems by applying a wide range of coding techniques that can be used to create any type of video game, from text adventures to more complex physics simulations. Studio. Prerequisite: None.

GAME 112 Game Design Documentation

3 UNITS

The life of a video game design from initial conceptualization to the final written production specification. We will trace the creation of an initial game idea through a High Concept and "pitch" phase, to the writing of a Game Design Document (a.k.a. GDD). We will explore the purpose of design documentation, its maintenance, and its use in professional software development. Techniques for version control, as well as the handling of design artifacts and redundant data will be practiced. Students will develop a GDD of their original concepts and prepare them for executive-style presentations. Lecture. Prerequisite: WRIT 111, Academic Writing I.

GAME 114 Introduction to Game Engines

3 UNITS

An examination of commercial software systems

that aid in computer game development.

This course is an exploration and analysis of visual development tools and reusable software components for game asset creation and management giving attention to 2D and 3D rendering performance, collision detection, simple scripting, animation, play mechanics, sound and music. Students will design and implement original game concepts and test for playability and design integrity. Studio. Prerequisite GAME 101, Game Design Fundamentals.

GAME 140 Environmental Design and Modeling

3 UNITS

Game artists learn to create worlds. An examination and practice of industrial and architectural design principles and pre-visualization workflow techniques for creating interior and exterior 3D assets to support game design courses. Students will use 2D and 3D software to design and build environments, set dressing, and vehicles. Continued practice with level-of-detail exercises will further develop polygonal hard-surface construction with the implementation of UV set techniques, function integrity, asset modularity, and spatial relationships with regard to the human factor of scale. Studio. Prerequisite: GAME 105, 3D Game Art Fundamentals.

GAME 211 Game Level Design

3 UNITS

The study and practice of composing 2D and 3D digital play environments. Students will break down components of select commercial game levels and evaluate their designs in terms of effective and ineffective constructs. Studio projects involve the creation of game levels that include top-down, platformer, horizontal/vertical scrollers, and first/third person formats. Student-created levels will be play-tested in class and the success of their design intent will be assessed. Studio. Prerequisites: GAME 112, Game Design Documentation; GAME 114, Introduction to Game Engines.

GAME 221 Game Prototyping

3 UNITS

Design assessment prior to production. Prototyping is that part of game development where designers and artists assess all aspects of a game design prior to full production. Attention is paid to issues of feasibility, practicality, and remedy of design flaws. Focus includes "fun factor," development time, and overhead system resources. Techniques include

paper prototyping, use of logic and flow charts, and advanced use of game engine software. Students will learn to prototype original game designs for group critique. Studio. Prerequisite: GAME 114, Introduction to Game Engines.

GAME 222 Game Player Analysis

3 UNITS

When creating a video game, development teams often lose sight of what they are doing and why, and who they are doing it for. We will focus on the game player and how game creators can “play to their audience.” We will identify the types of players, why people play computer games, analyze player psychology, their data profiles, audience diversity, and its impact on the consumer marketing of video games. Lecture. Prerequisite: GAME 101, Game Design Fundamentals.

GAME 224 History of Games: 20th Century

3 UNITS

The creation and evolution of video games in the twentieth century. We will examine the origin and development of digital games and their technology. Our study will begin with the World War II era and the invention of the electronic computing machine. Our exploration will continue with the early uses of electronics in games, the emergence of digital media in everyday life, the placement of powerful game computers in the home, and the creation and advances of the early Internet. Key games will be analyzed in terms of their social, cultural, and economic impact on our world. Lecture. GAME 224 and 226 may be taken in any order. Prerequisites: WRIT 112, Academic Writing II, or WRIT 212, Rhetoric and Design; and GAME 101, Game Design Fundamentals.

GAME 226 History of Games: Case Studies

3 UNITS

The evolution of the video game industry and its impact on American culture. We will explore the renaissance of PC games via digital distribution and browser games, the mobile games industry from its early years through the touch-screen revolution, and the disruption created by both the emergence of the direct-to-consumer business model and changes in the global economy. We will analyze key games and trends in terms of their social, cultural, and business impact on our world. Lecture. GAME 224 and 226 may be taken in any order. Prerequisite:

WRIT 112, Academic Writing II, or WRIT 212, Rhetoric and Design; GAME 101, Game Design Fundamentals.

GAME 237 Materials, Lighting and Rendering

3 UNITS

The study of virtual light, texturing, and performance considerations. Students will explore game project development from initial concept to final production employing simulated, realistic lighting techniques to effectively convey the desired mood and ambiance of a scene. Further study includes function integrity, composition, and 3D camera properties, such as depth of field, custom material channels, and specialized textures, with special attention to rendering performance considerations. Continued level of detail exercises will develop vertex coloring and texture baking techniques, ambient occlusion, global illumination, light exclusivity, shadow quality, image budgets, and advanced lighting systems and rendering techniques. Studio. Prerequisite: GAME 140, Environmental Design and Modeling.

GAME 238 Character Design and Modeling

3 UNITS

The creation of organic 3D models. Students will develop the knowledge and technical skills necessary to translate a concept into a digital 3D organic sculpture. Use of various alternative software will develop a clear understanding of how human anatomy relates to 3D organic modeling. Emphasis is on learning the industry standard best-practices for efficient polygonal organic modeling, proper construction of edge loops to create shape and form, the importance of multiple tile UV sets, retopology of high-resolution models, and 3D digital painting and texturing techniques. Studio. Prerequisite: GAME 237, Materials, Lighting and Rendering.

GAME 254 Procedural Content in Games

3 UNITS

The study of the automatic creation of game content during runtime. In some video games, procedural methods have been traditionally used to generate unique game levels, rules, and quests each time a game is played. Future applications are driven by recent industry developments and experimental techniques for generating art textures, special visual effects, sound effects, music, puzzles, and narrative. Studio projects involve hands-on pro-

totyping, scripting, and experimentation to produce the desired procedural results. Studio. Prerequisites: GAME 112, Game Design Documentation, GAME 114, Introduction to Game Engines.

GAME 302 Game Capstone Research Seminar

3 UNITS

Research and pre-production in preparation for the Capstone experience. Through lectures, self-directed study, and research, students working in teams develop a Proposal and Project Plan for their Capstone Project. Proposals include comprehensive game art and design specifications, in addition to production schedules for each project presented. Students experience overall project development and management, including asset creation, documentation, and pre-production processes. Approved Proposals will be produced in the senior year's Game Capstone Studios I & II. Studio. Prerequisites: Consent of department chair, GAME 250, Portfolio Review.

GAME 309 3D Game Animation

3 UNITS

Bringing life to three-dimensional objects. Students will study and practice the integration of 3D animation production methods and techniques used in today's video game industry. Studies include the integration of motion-capture data and traditional key-frame animation into game engine production pipelines. Students will demonstrate how forward and inverse kinematics systems relate to body mechanics in order to effectively express a complex 3D animation network. Studio. Prerequisite: GAME 238, Character Design and Modeling.

GAME 321 User Interface Design

3 UNITS

Analysis of effective user interface design techniques.. Students will study the foundation of interaction design, graphic design, information architecture, and usability design to create effective video game interfaces. In addition to learning interface design methodologies and principles, students will also be introduced to industry standard software tools, along with contemporary UI design trends and practices in video game development. Students will produce several game interface design examples for their portfolio. Studio. Prerequisite: GAME 221, Game Prototyping.

GAME 323 Story Development for Interactive Media

3 UNITS

The unique qualities of narrative in interactive media and games. This course will cultivate students' abilities to understand, interpret, and produce rich and sophisticated narrative video games. Students will be required to properly scope, prototype, play-test, produce, and polish a number of short-story games. Classes will consist of short lectures, 'close playings' and discussions of games, and in-class writing assignments. Activities include routine presentations of works-in-progress, ongoing play-testing, and a consistent level of production. All of the short-story games will become portfolio pieces, but one in particular will be chosen by the student for extra attention and refinement, and will be exhibited at the end of the semester. Studio. Prerequisites: GAME 112, Game Design Documentation, GAME 221, Game Prototyping.

GAME 332 Experimental Technology for Games

3 UNITS

Will this be the future of video games? An examination of the technologies of perception used to create immersive game experiences in the fields of virtual reality, mixed reality, augmented reality and alternate reality. We will explore the devices that exist today for enhancing the user's perceptual experience and the fundamentals of the human sensory apparatus that drives them. Students will design and implement immersive experiences for a range of technology platforms aimed at increasing the player's sensory experience. Studio. Prerequisite: GAME 221, Game Prototyping.

GAME 390 Work Experience/Internship

3 UNITS

120 hours of work experience in the video game, entertainment, or interactive industry is required to graduate. Students must be at least in their junior year and in good academic standing to apply. The application process is the completion of a Game Art & Design Internship Contract signed by their faculty advisor, the department chair, and the host company's supervisor. Grades are Pass/Fail and are based on a signed evaluation form from the company's supervisor, and an internship journal maintained by the student. The journal details their hours, what they learned about the industry, and their expectations and thoughts on the experience. Students will formally share their findings with classmates. Prerequisites: Consent of Chair, Game Art & Design majors only.

GAME 413 Serious Games

3 UNITS

The use of video game design techniques outside the entertainment industry. Video game technology is regularly used in many non-entertainment applications. This course looks at the use of games for education, training, and civically engaged experiences in fields such as medicine, physical therapy, psychology, government defense, fine arts, and aviation. Students will learn the concepts of instructional design, and how to assess the success of a game as a training and enrichment tool. Studio. Prerequisite: GAME 221, Game Prototyping.

GAME 431 Game Capstone Studio I

3 UNITS

Putting it all together: Part 1 of 2. Students implement their project plan for an original interactive work that was developed and approved in the previous semester's Game Capstone Research Seminar. Special attention will be paid to the effective use of technology, schedule slippage, high-risk areas, weekly progress, play-testing, iteration, and the practicality of the original design intent. Studio. Prerequisites: Consent of department chair, GAME 302, Game Capstone Research Seminar.

GAME 432 Game Capstone Studio II

3 UNITS

Putting it all together: Part 2 of 2. Student teams integrate their individual focuses in game art, game design, and game development software to complete their capstone production of an original video game or other interactive media. Capstone projects are presented and assessed in a final faculty review. Assessment points include effective and creative use of technologies, problem solving, design thinking, fun factors, and success of their project management planning. Students are responsible for a written self-evaluation of their project, analyzing design, art, coding, project goals, and their level of success. Studio. Prerequisites: Consent of department chair, GAME 431, Game Capstone Studio I.

GAME 434 Professional Practices of the Game Industry

3 UNITS

Students prepare for the challenges of finding a job and succeeding in the competitive video game industry. Topics include the current economics and structure of the industry, roles and skill sets within team structures, creative processes, and business practices such as publishing and marketing. Students will develop their career goals and their ability to effectively assess prospective employers to identify the best possible matches. Studio. Prerequisite GAME 431, Capstone Studio I.

are presented and assessed in a final faculty review. Assessment points include effective and creative use of technologies, problem solving, design thinking, fun factors, and success of their project management planning. Students are responsible for a written self-evaluation of their project, analyzing design, art, coding, project goals, and their level of success. Studio. Prerequisites: Consent of department chair, GAME 4700, Game Capstone Studio I.

CURRICULUM MAP

Bachelor of Fine Arts in Game Art & Design BFA (Emphasis on Art)

INTRODUCED	DEVELOPED	PRACTICED	MASTERED	ASSESSMENT				
STRATEGIC PRINCIPLES	1	Design Thinking	2	Transdisciplinarity	3	Civic Engagement	4	Entrepreneurship

LEARNING OUTCOMES	MAJOR COURSES																						
	Strategic Principles																						
Strategic Principles	12	12	12	12	12	12	12	12	12	2	123	PROGRESS PORTFOLIO REVIEW		12	12	12	12	12	12	124	12	12	
Assuring Academic Quality in Game Art & Design (BFA) Emphasis on Art																							
Demonstrate command of the visual, spatial, sound, motion, interactive, and temporal elements of digital game art and design.																							
Understand game technologies (hardware and software); appropriateness for story, functional, and strategic applications; and influences on game audiences.																							
Understand the processes for the development and coordination of digitally based art and design strategies (design docs, flowcharts, block diagrams, concept mapping, etc.)																							
Understand history, theory, and criticism in narrative film, animation, and digital art and game design.																							
Understand the interaction of art and technology in game design.																							
Master the ability to work in teams and take a leadership role in a collaborative project.																							

Graphic Design (BFA)

Behnoush McKay, MFA, Department Chair

Accreditation: National Association of Schools of Arts & Design (NASAD)

Woodbury University offers a four-year Bachelor of Fine Arts degree in Graphic Design. Included in the University's accreditation by the National Association of Schools of Art and Design, the program provides students with a professional education that prepares graduates with a solid understanding and mastery of the expertise required to enter professional practice. The curriculum provides students with a thorough comprehension of the design process through critical and creative thinking, theoretical and historical study, along with conceptual and experimental exploration. It is the intent of the department that students graduate with standards of design excellence, professional ethics, and social responsibility.

Students are actively engaged in the process of learning through their direct participation in the discussion and analysis of the subject matter. Areas of investigation include visual communication in theory and practice, shaping civic attitudes through understanding cultural diversities, finding solutions for environmental and ecological concerns, and communicating the global aspects of social and political life. The curriculum promotes the internalization of the information, and evidence shows that by graduation, this reciprocal process has become a part of the student's design process. Through this process, they learn how to convey their personal voice and take initiative in advancing their education.

Small class size allows individual attention from the faculty and advances the student's learning experience. Students learn through research, sequential development, the study of current visual communication topics, and projects that simulate professional practice, as well as individual and class critiques. This pedagogy involves levels of competency including introduction, development, practice, and mastery. Courses are taught by design educators and industry professionals, and include study in typography, graphic design, digital practice, pack-

age design, interactive media, photography, design history, and professional practices. In the senior year, students can focus their creative energy and gain experience in a design profession that sparks their interest by customizing their studies in the following areas:

Entertainment Design
Motion Design
Advertising Design
Publication Design
Environmental Graphics

As one of the many vibrant programs in the School of Media, Culture and Design, the program is designed to integrate communications and psychology into the general education curriculum through the study of visual communications, media culture, consumer behavior, and media psychology.

Woodbury's location in the hub of Southern California's entertainment and advertising industries provides students with unique field trip, internship, and field experience opportunities. Career opportunities include positions as graphic designers, interactive and web designers, art directors, and creative directors, as well as positions in marketing and corporate communications.

MISSION

The Department of Graphic Design is committed to providing students with a design education in accordance with the highest professional standards. Our aim is to inspire graphic designers who can analyze communication problems, articulate ideas in visual form, and produce effective design solutions by developing their individual talents, potential, and personal voices. We prepare innovative graduates through a mastery of the analytical, conceptual, creative, and technical skills required to advance the practice of graphic design and contribute responsibly in a global community.

PROGRAM LEARNING OUTCOMES

HISTORY AND THEORY — Students will demonstrate understanding of how communication theories, principles, and processes have evolved through history and use this knowledge to address various types of contemporary problems. They will demonstrate fluency in the use of the formal vocabulary and concepts of design and critical theory—

including content, elements, structure, style, and technology—in response to visual communication problems.

RESEARCH AND INQUIRY — Students will acquire research capabilities and skills such as using databases, asking questions, observing users, and developing prototypes. They will use analytical tools to construct appropriate visual representations in the execution of research activities. They will interpret research findings practically and apply them in design development. They will support design decisions with quantitative and qualitative research findings at various stages of project development and presentation. They will demonstrate the ability to frame and conduct investigations in terms of people, activities, and their settings—including determining people’s wants, needs, and patterns of behavior—and developing design responses that respect the social and cultural differences among users of design in local and global contexts.

STRATEGY AND PLANNING — Students will demonstrate an understanding of and ability to develop strategies for planning, producing, and disseminating visual communications. They will demonstrate functional knowledge of creative approaches, and the analytical ability to utilize such approaches to identify communication opportunities and generate alternative solutions. They will exhibit the ability to plan the design process and construct narratives and scenarios for describing user experiences.

DESIGN COMMUNICATION — Students will demonstrate the ability to develop informed considerations of the spatial, temporal, and kinesthetic relationships among form, meaning, and behavior, and apply them to the development of various types of visual communication design projects. They will demonstrate the ability to use typography, images, diagrams, motion, sequencing, color, and other such elements effectively in the contexts of specific design projects. They will demonstrate understanding of design at different scales, ranging from components to systems, and from artifacts to experiences.

TECHNOLOGY — Students will demonstrate the ability to conduct critical evaluations of different technologies in specific design-problem contexts, including the placement of technical issues in the service of human-centered priorities and matching

relationships between technologies and the people expected to use them. They will exhibit the ability to recognize and analyze the social, cultural, and economic implications of technology on message creation and production, as well as human behavior, and to incorporate results into design decisions.

PROFESSIONAL PRACTICE — Students will demonstrate functional knowledge of professional design practices and processes, including professional and ethical behaviors and intellectual property issues such as patents, trademarks, and copyrights. They will demonstrate design criticism through analysis of their own and others’ work. They will work productively as team members. They will demonstrate proficiency in both verbal and visual presentation.

LAB FEES

Some courses require a lab fee, which is applied to instructional supplies utilized in the studio. Specific fees are outlined in the Fee section of the catalog.

Curriculum Summary

GRAPHIC DESIGN MAJOR CURRICULUM

Leading to the Bachelor of Fine Arts (BFA) Degree

	<u>Units</u>
Major (M)	77
General Education/Integrative Learning (GE)	46
Unrestricted electives (UE)	5
Minimum semester hours required	128

SUGGESTED SEQUENCE OF REQUIRED COURSES

FIRST YEAR

Fall Semester

FOUN 101	Beginning Drawing	3 M
GDES 107	Digital Practice	3 M
GDES 106	Graphic Design 1	3 M
WRIT 111	Academic Writing I	3 GE
_____	Unrestricted elective	3 UE

Spring Semester

FOUN 102	Design and Composition	3 M
GDES 116	Typography 1	3 M
GDES 240	Photography 1	3 M
GDES 260	History of Graphic Design 1	3 M
WRIT 112	Academic Writing II	3 GE
LSCI 105	Information Theory and Practice	1 GE

SECOND YEAR**Fall Semester**

FOUN 106	Color Theory and Interaction	3 M
GDES 207	Digital Production	3 M
GDES 216	Typography 2	3 M
GDES 256	Interaction Design 1	3 M
GDES 265	History of Graphic Design 2	3 GE

Spring Semester

GDES 356	Interaction Design 2	3 M
GDES 285	Logo and Identity Design	3 M
GDES 288	Graphic Design 2	3 M
GDES 289	Progress Portfolio	0 M
COMM 120	Public Speaking	3 GE
PSYC 200	Introduction to Psychology	3 GE
MATH 2XX	Mathematics	3 GE

Progress Portfolio Review required for advancement to GDES 310, Information Design.

THIRD YEAR**Fall Semester**

GDES 310	Information Design	3 M
GDES 315	Package Design	3 M
GDES 391	Design Symposia 1	1 M
INDS 1XX	Interdisciplinary Course	3 GE
ENVT 220	Environmental Studies	3 GE
ARTH XXX	Art History	3 GE

Spring Semester

GDES 396	User Experience Design	3 M
GDES 388	Graphic Design 3	3 M
GDES 491	Degree Project Research	2 M
_____	Natural Science with Lab	3 GE
_____	Humanities Course	3 GE
INDS 3XX	Transdisciplinary Seminar	3 GE
CAREER	Career Experience	0 M

FOURTH YEAR**Fall Semester**

GDES 316	Typography 3	3 M
GDES 492	Degree Project	3 M
GDES 4XX	Graphic Design Focus Elective	3 M
PSYC 3XX	Psychology Elective	
	OR	
COMM 3XX	Communication Elective	3 GE
___3___	INDS or Principles Elective	3 GE

Spring Semester

GDES 450	Professional Practice	2 M
GDES 485	Portfolio Presentation	3 M
GDES 4XX	Graphic Design Focus Elective	3 M
_____	Social Science Course	3 GE
ARTH	Art History	3 GE
_____	Unrestricted Elective	2 UE

Courses That Meet Graphic Design Focus Elective Requirements

GDES 414	Environmental Graphics
GDES 430	Advertising Design
GDES 432	Publication Design
GDES 446	Entertainment Design
GDES 447	Motion Design

ASSESSMENT PROCESS

Student performance and achievement in Graphic Design is evaluated systemically throughout the program, through ongoing assessment strategies that involve Cornerstone, Milestone 1 and 2, and Capstone levels. Each year the department specifies key areas for measured assessment of student learning outcomes that involve not only programmatic outcomes, but also core competencies and institutional outcomes. The five core competencies include Oral Communication, Written Communication, Information Literacy, Quantitative Reasoning, and Critical Thinking. Institutional outcomes include Design Thinking, Civic Engagement, Transdisciplinarity, and Entrepreneurship. The processes provide a vehicle to assure program quality and promote continuous progress in the effectiveness of teaching, the improvement of student work, and the de-

sign of the curriculum. Evidence of learning in the discipline is assessed through the Progress Portfolio Review at the end of the second year of study. This process documents student progress and is required for entrance into upper-division studios. Student work is also evaluated through the Degree Project, which assesses the research methodology used and its effectiveness in design solutions. Further assessment is made through the Senior Portfolio Presentation, which evaluates the students' mastery of learning outcomes, and development from the Progress Portfolio Review. A final assessment evaluating the students' preparedness for professional design environments is conducted through internship host companies.

PORTFOLIO REQUIREMENT

Freshman Portfolio — Applicants are encouraged to submit a portfolio that demonstrates their artistic perspective and range of skills to help the professors better understand how to assist students in reaching academic and professional goals.

Placement Portfolio — Transfer students are required to submit a portfolio of their work for studio placement. Requirements can be found on the Graphic Design website.

PRE-CAPSTONE REQUIREMENTS

Progress Portfolio Review — At the end of the sophomore year, students are required to submit a comprehensive portfolio of their work from each major design studio. The portfolio should demonstrate sufficient development of the knowledge and skills of graphic design and the ability to integrate that cumulative knowledge and skill into original, creative, and meaningful visual communication. Portfolios are reviewed by a panel comprised of design faculty and the department chair. GDES 289, Progress Portfolio, is a prerequisite for GDES 310, Information Design. Students who do not pass GDES 289, Progress Portfolio, must remediate according to the review committee's recommendations and resubmit their portfolio for review.

Prerequisite Requirements — GDES 310, Information Design, is an intermediate studio in graphic design exploring the fundamental theories and methodologies of visual communication. Students develop creative design solutions involving research, information analysis, and problem solving in consideration of context, concept, audience, and process. An additional prerequisite is GDES 491, Degree Project Research, in which students devel-

op a proposal for their degree project. The course is broken into four modules that deal with the components of the Graphic Design project: topic development, research and information analysis, conceptual thesis, and contextual framework.

CAPSTONE COURSES

In order to illustrate required professional and design competencies before graduation, students must successfully pass GDES 491, Degree Project Research; GDES 492, Degree Project; and GDES 485, Portfolio Presentation. GDES 492 is the program's capstone project. Capstone projects are designed to provide students the experience of developing and completing a design project that illustrates their ability to address knowledge gained in the previous years of study. Students must demonstrate the application of theoretical research to a self-initiated graphic design project through a rigorous level of work, which is clearly resolved, demonstrating a high degree of critical thinking, skill, and craft.

RESULTS OF LEARNING

Both studio and lecture courses require production of various graphic design projects specific to the learning outcomes of each course. Projects may include logos, stationery applications, brochures, posters, publications, photography, packaging, websites, motion graphics, advertising, collateral material, environmental designs, exhibit design, information design, and research papers. At the end of each term, student work is reviewed by both industry professionals and department faculty. Additionally, evidence of learning is assessed through GDES 289, Progress Portfolio, at the end of the second year of study. These portfolios must include project samples from all studios completed. In their senior year, students develop their professional portfolio, which is also reviewed by industry professionals and assessed by faculty members and the Graphic Design Advisory Board. Student self-assessment is required in both the Progress and Senior Portfolio processes, as well as the internship experience.

STUDENT WORK

The university reserves the right to retain student work for archival, exhibition, and promotional purposes, including print and web formats.

ACADEMIC STANDARDS

Below-average work is not acceptable for a profes-

sional degree. A minimum grade of "C" is required for the design studios in order to continue in the studio sequence. A student receiving a grade below a "C" must successfully repeat that studio prior to enrollment in the succeeding studio. Students are not permitted to enroll in more than twelve studio units in a single semester.

SPECIAL LEARNING OPPORTUNITIES/ REQUIREMENTS

It is the philosophy of the Graphic Design department that students be exposed to both theoretical and professional aspects of the discipline. Students will become acquainted with current designers and design movements, and have the opportunity to experience international approaches to design during their education. Additionally, they are exposed to the operations of professional practice via networking with industry practitioners and membership in professional design organizations.

Internship/Career Experience

Prior to graduation, students must complete 120 hours of internship or Career Experience at a local design studio, advertising agency, entertainment studio, or publishing or marketing company. The internship or Career Experience must be accomplished in the junior or senior year and approved by the department chair. Woodbury's Career Development Office offers a variety of programs, services, and resources to assist students in exploring careers and securing internships. The staff works with students one-on-one to develop successful internship search strategies in order to help students connect with employers through internship postings, resume collections, on- and off-campus interview opportunities, alumni connections, and employer outreach in the U.S.

Study Away

The department has offered summer study-away programs in London, featuring topics exploring design and photography. Exchange programs in visual communications and design are available in Germany, Mexico, and the Netherlands, as well as opportunities with a number of other universities worldwide. Woodbury also hosts international students, which promotes a vibrant cross-cultural discourse.

Design Symposia

As an exploration and study of current art and de-

sign events in the Los Angeles area, this experience requires students to attend lectures, museums, galleries, and other exhibitions exploring a variety of topics including social and cultural issues. Through analysis and discussion of their experiences, students use this course to inform their studio work, and as a springboard for conceptual development of their degree projects.

Lecture Series

Students are required to attend lectures from professional graphic designers each term. Industry professionals from both national and international arenas have spoken at Woodbury on various design topics including typography, logo development, entertainment media, motion graphics, information graphics, environmental graphics, and print.

Professional Affiliation

The Woodbury University Graphic Design program is affiliated with the American Institute of Graphic Arts (AIGA), the national professional association for Design, whose mission is to advance designing as a professional craft, strategic tool, and vital cultural force. Students, with a faculty sponsor, run the Woodbury University AIGA student group. Officers are elected from the student body each year and they plan local networking and fundraising events for the group. Students participate in the local Los Angeles chapter events, including studio tours, guest speakers, scholarship competitions, exhibitions, conferences, and portfolio review events. They network with industry professionals and students from other AIGA-affiliated schools, and participate in special projects sponsored by local design studios.

COMPUTER LITERACY REQUIREMENTS

The Graphic Design Department requires its graduates to be literate in the current media of representation and communication, as demonstrated by the following:

- Proficiency in computer systems operations, including communications, upgrades, and management.
- Proficiency in Internet research, through completion of LSCI 105, Information Theory and Practice, or appropriate equivalent. Bibliographic documentation of database use and citation of web-based sources is required of all Graphic Design courses.
- Proficiency in word processing, document for-

matting, and file management for both print and digital distribution.

- Proficiency in computer-based design programs for page layout, interactive and motion design, and image creation.

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

COMPUTER REQUIREMENTS

Students are responsible for email and ISP accounts; student-owned computers used on campus should have a network and/or wireless card for access to the university's wireless network. The Department of Graphic Design requires a laptop computer, the use of which is mandatory beginning with the course GDES 216, Typography 2. However, it is strongly recommended for first-semester studio courses. The system must be compatible with existing on-campus computer labs. Specific hardware and software requirements are listed on the Graphic Design website.

MINOR REQUIREMENTS

(Minor students exempt from FOUN 103, Color and Composition)

GDES 106	Graphic Design 1	3 units
GDES 107	Digital Practice	3 units
GDES 116	Typography 1	3 units
GDES 216	Typography 2	3 units
GDES 288	Graphic Design 2	3 units
GDES 289	Progress Portfolio	0 units

Graphic Design Minor for Architecture Majors

(Minor students exempt from FOUN 103, Color and Composition)

GDES 106	Graphic Design 1	3 units
GDES 116	Typography 1	3 units
GDES 216	Typography 2	3 units
GDES 288	Graphic Design 2	3 units
GDES 289	Progress Portfolio	0 units

Select one from (3 units each):

GDES 207	Digital Production
GDES 240	Photography 1
GDES 250	Screen Printing 1
GDES 315	Package Design
GDES 310	Information Design
GDES 256	Interaction Design 1
GDES 260	History of Graphic Design 1

Graphic Design Courses

GDES 100 Introduction to Graphic Design

2 UNITS

This course is an introductory course in the fundamentals of graphic design, and an exploration of opportunities in the field. Emphasis is on the design development process, including research, concept, and execution of visual communication topics. Students will become familiar with digital tools and terminology, basic typographic conventions, and concept sketching. Studio. Prerequisite: None.

GDES 106 Graphic Design 1

3 UNITS

Introduction to the field of graphic design exploring its creation and function as a tool of communication, including issues of information, concept, and execution. Emphasis will be placed on understanding principles of visual organization and typography, and the study of the elements of design as applied to graphic design problem solving. Studio. Prerequisites: None.

GDES 107 Digital Practice

3 UNITS

This course is an introduction to the fundamentals of digital technology, including their roles in the creation, reproduction, and distribution of visual messages. Students will study drawing and imaging software used in the graphic design industry. They will also become familiar with digital tools and terminology as they apply to creative visual communication. Studio. Prerequisite: None.

GDES 116 Typography 1

3 UNITS

This course is an introduction to the fundamentals of typography, including its theory, practice, technology, and history. Emphasis is on the study and practice of typographic vocabulary, anatomy,

proportion, grids, hierarchy, and legibility in type applications. Students will analyze typographic solutions and their impact on visual communication messaging. Studio. Prerequisite: None.

GDES 207 Digital Production

3 UNITS

This is an intermediate course in the study and practice of software applications used for design and production of multi-page documents and motion-based design. Emphasis is on digital visual effects, motion graphics, and compositing. Commercial printing processes, including digital pre-press and post-press applications, are covered. Studio. Prerequisite: GDES 107, Digital Practice. May be taken concurrently with GDES 107, Digital Practice, for transfer students.

GDES 216 Typography 2

3 UNITS

This course focuses on intermediate-level studies in typographic communications, exploring student awareness of typography as an informative medium that carries aesthetic and social meaning. Emphasis is placed on extensive application of type to visual communication projects and the responsibilities inherent in working with visible language. Studio. Prerequisite: GDES 116, Typography 1.

GDES 240 Photography 1

3 UNITS

This course provides an introduction to digital photography and digital camera operations covering lighting, composition, exposure, and the fundamentals of traditional photographic concepts. Exploration of creative and technical issues in photographic output are covered. Students will also gain instruction in imaging software application including image editing, printing, and color management. Studio. Prerequisite: None.

GDES 250 Screen Printing 1

3 UNITS

This course is an intermediate studio featuring the exploration and study of the screen printing process including inks, imaging techniques, and stencil systems. Students will investigate surfaces and substrates—including fabric, paper, and plastics—and produce screen prints. Students will also examine the history of screen printing and a contemporary industry overview. Individual study and investigation of special interests will be encouraged. Studio. Prerequisite: Sophomore standing.

GDES 256 Interaction Design 1

3 UNITS

This course is an intermediate studio exploring the best practices and current trends of front-end Web development, while experimenting with various methods of organization and mapping of information to integrate layers of content into non-linear, interactive narration. Studio. Prerequisite: GDES 107, Digital Practice, and GDES 116, Typography 1.

GDES 260 History of Graphic Design 1

3 UNITS

This course provides a study of the historical evolution of Graphic Design and visual communication from the printing press to the mid-twentieth century. Students will examine how graphic design has responded to and affected cultural, social, political, and technological developments since the development of the Gutenberg printing press. Emphasis will be placed on the role of the Industrial Revolution and its effect on the technological advancements that have shaped graphic design in the modern era. Lecture. Prerequisite: WRIT 111, Academic Writing I.

GDES 265 History of Graphic Design 2

3 UNITS

This course presents a critical overview of the issues, theories, and practices that have shaped twenty-first century Graphic Design. The study focuses on Late Modern, Postmodern, and contemporary movements, weaving in key national and international practitioners to explore how the field has been affected by advancements in design theory, as well as social, cultural, and technological developments. Students will discuss the work of major individual designers and their stylistic approaches in visual communication and messaging. Core topics include the development of experimental design, post-typographic revolution, motion graphics, and visual communications in the era of globalization. Lecture. Prerequisites: GDES 260, History of Graphic Design 1.

GDES 285 Logo and Identity Design

3 UNITS

This course is an intermediate studio in the design of logo and identity systems. Students will design marks for various businesses and organizations, as well as explore both contemporary and historic corporate logos and their evolution. Emphasis is on the application of logotypes, and typographic issues in logo design, as well as style manuals and collateral applications. Studio. Prerequisite: GDES 216, Typography 2.

GDES 288 Graphic Design 2

3 UNITS

This is an intermediate course in the study and practice of graphic design systems relative to social, cultural, and historic issues. Students will learn the value of research as it applies to the development of design solutions. Emphasis is on conceptual thinking, visual organization/composition, information hierarchy, symbolic representation, and the construction of meaningful images. Studio. Prerequisites: FOUN 106, Color Theory and Interaction; GDES 106, Graphic Design 1; GDES 116, Typography 1; and GDES 107, Digital Practice. Required co-requisite: GDES 289, Progress Portfolio.

GDES 289 Progress Portfolio

0 UNITS

Required as a co-requisite to GDES 288, Graphic Design 2, students will develop a portfolio including work from each major design studio completed. They will complete a reflective self-assessment evaluating their strengths, weaknesses, and performance in lower-division studios. Students will be assessed for their progress in the program and readiness for upper-division studios. Studio. Prerequisite: FOUN 106, Color Theory and Interaction; GDES 106, Graphic Design 1; GDES 116, Typography 1; and GDES 107, Digital Practice. Co-requisite: GDES 288, Graphic Design 2.

GDES 310 Information Design

3 UNITS

This is an intermediate studio course in graphic design exploring the fundamental theories and methodologies of communicating information visually. Students will examine the development of creative design solutions involving research, information analysis, and problem solving in consideration of context, concept, narrative, audience, and process. Studio. Prerequisites: GDES 288, Graphic Design 2; GDES 289, Progress Portfolio; GDES 240, Photography 1; and GDES 260, History of Graphic Design 1.

GDES 315 Package Design

3 UNITS

This is an intermediate studio investigating the process of package design, including research, conceptual development, and design applications. Students will examine materials and processes relative to the development of forms and graphics for packaging. Through an understanding of the qualities inherent in various materials, they will design a variety of packaging solutions dealing with

shape, form, and volume. Marketing issues such as client needs, product placement, and package function will be covered. Studio. Prerequisite: GDES 288, Graphic Design 2.

GDES 340 Photography 2: Photographic Practice

3 UNITS

This course is a continuation of photographic study, exploring technique, in-studio and other lighting options, and presentation/professional practices. Emphasis is placed on the continuation of the contemporary photographic series, portfolio development, post-visualization, and materials, with a basic introduction to photographic theory. Studio. Prerequisite: GDES 240, Photography 1.

GDES 342 Photographic Studio and Alternative Practice

3 UNITS

This is a course in both intermediate challenges in studio photography for commercial and creative application, and an overview of alternative processes as related to further understanding of creative image-making possibilities. Studio emphasis is placed on art direction for products and subjects. Basic studio lighting techniques for digital camera operation. Studio. Prerequisite: GDES 240, Photography 1.

GDES 356 Interaction Design 2

3 UNITS

This is an advanced studio course exploring the design of web-based user interface applications across multiple devices. Emphasis is placed on the design of navigational structures and systems, audience, organization of information, and access to web applications. These applications and structures will be evaluated for their responsiveness and usability across multiple devices. Studio. Prerequisites: GDES 216, Typography 2, and GDES 256, Interaction Design 1.

GDES 360 Screen Printing 2

3 UNITS

This is an advanced studio featuring the exploration and study of the screen printing process as applied to the student's major discipline focusing on inks, imaging techniques, and stencil systems. Students will develop designs and investigate surfaces and substrates to communicate or create a unique design assemblage. Individual research and investigation of special interests will be required. Students will produce a major work as it applies to their

individual major study. Focus will be on the research and originality of the submission. Studio. Prerequisite: GDES 250, Screen Printing 1.

GDES 388 Graphic Design 3

3 UNITS

This is an advanced studio providing a civically engaged experience in the study and application of graphic systems. Students will develop a comprehensive design system for a sponsoring client, exploring issues of research, analysis, audience, identity, and presentation. Internal, promotional, and collateral material are also examined. Students will present and receive feedback from the sponsoring client in a professional format. Studio. Prerequisite: GDES 288, Graphic Design 2.

GDES 390 Internship

1-4 UNITS

Students will participate in off-campus internships in design, advertising, and marketing. No more than ten units of credit may be given for internship courses toward the BFA degree. The student bears the responsibility for submitting the contract that identifies the sponsor of the participating organization. All internships must be approved by the department chair. A minimum of forty hours of participation is required for each unit of credit. These units can be applied to the Career Experience requirement. Prerequisite: GDES 310, Information Design.

GDES 391 Design Symposia 1

1 UNIT

This course explores and studies current art and design events in the Los Angeles area. Students will attend lectures, museums, galleries, exhibitions, or other events exploring a variety of topics, and analyze and discuss the experiences. Lecture. Prerequisites: GDES 265, History of Graphic Design 2; GDES 288, Graphic Design 2.

GDES 392 Design Symposia 2

1 UNIT

This course provides a focused exploration and study of current historic art and/or cultural events and exhibitions in the Los Angeles area. This research will expand on the study and experience from GDES 391, Design Symposia 1. Students will attend lectures, museums, galleries, exhibitions, or other events exploring a variety of topics, and analyze and discuss the experiences. Readings and discussion of the experiences will enhance the ana-

lytical perspective of the student. Lecture. Prerequisite: GDES 391, Design Symposia 1.

GDES 396 User Experience Design

3 UNITS

This studio course introduces the contemporary design practices for addressing the design of interfaces and systems with a user-centered focus. The process involves basic knowledge of means for considering, evaluating, and anticipating the consequences of design action in a variety of systems. It will lead students to become critical users of technology, able to match technological choices to specific problems and their respective contexts, and invent the systems through which users create their own experiences. Studio. Prerequisites: GDES 310, Information Design, and GDES 356, Interaction Design 2.

GDES 414 Environmental Graphics

3 UNITS

This is an advanced studio course examining the design of visual communications systems in the spatial environment. Both interior and exterior spaces are investigated, including design of signage, way-finding systems, displays, and exhibits, as well as the exploration of fabrication methods and materials. Studio. Prerequisites: GDES 288, Graphic Design 2; GDES 289, Progress Portfolio.

GDES 316 Typography 3

3 UNITS

This is an advanced studio course that explores experimental typographic applications in 2D, 3D, or motion formats. Students will develop and design concepts that challenge traditional typographic aesthetics, and investigate experimental approaches to create unique designs using typography as an expressive element. They will explore the full potential of typography to express different forms of analytical and creative content. Emphasis is placed on the interpretation of language and information as well as personal expression. Studio. Prerequisite: GDES 288, Graphic Design 2 and GDES 265, History of Graphic Design 2.

GDES 430 Advertising Design

3 UNITS

This course provides an introduction to the design of advertising for mass communication. Emphasis is placed on marketing and concept development through analysis of specific client needs to create effective and targeted advertising for both print

and electronic media. Through research and design development, students will create projects in response to the social and cultural human factors that impact consumers. Studio. Prerequisite: GDES 288, Graphic Design 2; GDES 289, Progress Portfolio.

GDES 432 Publication Design

3 UNITS

This course is an advanced design studio exploring the design, layout, and production of electronic and print publications including newsletters, magazines, and annual reports. The class will emphasize page layout and grid systems, typographic structures, and the use of art and photography in publications in both print layout and digital mediums. Studio. Prerequisite: GDES 288, Graphic Design 2; GDES 289, Progress Portfolio.

GDES 446 Entertainment Design

3 UNITS

This is an advanced design studio exploring graphic applications in the entertainment business. Students will study industry marketing techniques through exploration in theatrical, video game, and music-related projects. Studio. Prerequisites: GDES 288, Graphic Design 2; GDES 289, Progress Portfolio; and GDES 240, Photography 1.

GDES 447 Motion Design

3 UNITS

This is an intermediate studio exploring motion design with an emphasis on narrative structure relative to elements of space, time, and transition in sequential organization. Students explore the study of rhythm and pacing and their influence on content and visual messages. Stress is placed on systems, structure, and synthesis of text and image for time-based media. Studio. Prerequisites: GDES 288, Graphic Design 2; GDES 289, Progress Portfolio, and GDES 356, Interaction Design 2.

GDES 450 Professional Practice

2 UNITS

This is an examination of business procedures used in the graphic design industry. Students will develop a formal business and marketing plan with graphic components that include identity and promotional elements. Emphasis is placed on entrepreneurial strategies, professional issues and relationships, project procedures, business management, ethical issues, copyright, contracts, and pricing. Studio. Prerequisites: GDES 288, Graphic Design 2; and WRIT

112, Academic Writing II, or WRIT 212, Rhetoric and Design.

GDES 470 Topics in Graphic Design

1-4 UNITS

Topics will include advanced design, production, and communication problems of a specialized nature. Studio.

GDES 485 Portfolio Presentation

3 UNITS

This is an advanced studio in the preparation and presentation of the Graphic Design portfolio in both print and digital mediums. Emphasis is placed on review and critique, as well as portfolio development in both print and digital formats. Students will augment their portfolio with a career-focused project. Presentation and interviewing techniques, including resume preparation, job search issues, networking, references, and salary negotiation are covered. Studio. Prerequisite: GDES 310, Information Design.

GDES 491 Degree Project Research

2 UNITS

Through the study of design research methodology and theoretical concepts, students develop a proposal for their capstone degree project. Emphasis is placed on comprehensive research, subject and design analysis, audience identification, and feasibility of design applications. Students will examine the usefulness, usability, desirability, technological feasibility, economic viability, and sustainability of their proposed projects. Studio. Prerequisite: GDES 265, History of Graphic Design 2, and GDES 310, Information Design.

GDES 492 Degree Project (Capstone)

3 UNITS

Through the process of Inquiry Learning, involving exploration, questioning, making discoveries, and testing the reliability and validity of these discoveries, students will transform a self-initiated research proposal into a visual communication project. The capstone course emphasizes both critical and design thinking, and is broken into four modules that involve topic development, information gathering and analysis, conceptual thesis, and contextual framework. Studio. Prerequisites: GDES 491, Degree Project Research.

GDES 299, 399, 499 Independent Study

1-4 UNITS

This is an individual studio investigation into a field of special interest chosen by the student. Course description, objectives, content, and schedule must be submitted to the department chair for approval.

Regular, periodic meetings with sponsoring faculty are required. No more than ten units of credit may be given for independent study courses toward the BFA degree. Prerequisite: Independent Study contract.

CURRICULUM MAP

Bachelor of Fine Arts in Graphic Design BFA

INTRODUCED	DEVELOPED	PRACTICED	MASTERED	ASSESSMENT			
1	Design Thinking	2	Transdisciplinarity	3	Civic Engagement	4	Entrepreneurship

(PART 1 OF 2)

Assuring Academic Quality in Graphic Design (BFA) LEARNING OUTCOMES	MAJOR COURSES	Strategic Principles																										
		FOUN 101 Beginning Drawing	FOUN 102 Design Elements	GDES 106 Graphic Design 1	GDES 107 Digital Practice	FOUN 103 Color Theory 2	GDES 116 Typography 1	GDES 240 Photography 1	GDES 260 Hist. Graphic Design 1	GDES 207 Design Production	GDES 216 Typography 2	GDES 256 Interaction Design 1	GDES 265 Hist. Graphic Design 2	GDES 285 Logo and Identity Design	GDES 288 Graphic Design 2	GDES 289 Progress Portfolio	GDES 356 Interaction Design 2	GDES 310 Information Design	GDES 315 Package Design	GDES 391 Design Symposia	GDES 396 User Experience Design	GDES 388 Graphic Design 3	GDES 490 Degree Project Research	GDES 217 Typography 3	GDES 492 Degree Project	GDES 350 Professional Practice	GDES 485 Portfolio Presentation	Career Experience
Strategic Principles																												
Design Thinking																												
Civic Engagement																												
Transdisciplinarity																												
Entrepreneurship																												
History and Theory																												
Demonstrate understanding of how communication theories, principles, and processes have evolved through history																												
Demonstrate fluency in the use of the formal vocabulary and concepts of design and critical theory in response to communication problems.																												
Research and Inquiry																												
Demonstrate research capabilities and skills such as using databases, asking questions, and observing users.																												
Interpret research findings and use analytical tools to construct appropriate visual representations in the execution of research activities																												
Support design decisions with quantitative and qualitative research findings at various stages of project development and presentation																												
Demonstrate the ability to frame and conduct investigations in terms of people, activities, and their settings																												
Strategy and Planning																												
Demonstrate understanding of and ability to develop strategies for planning, producing, and disseminating visual communications																												
Demonstrate knowledge of creative approaches, and the analytical ability to identify communication opportunities and generate alternative solutions																												
Exhibit the ability to plan the design process and construct narratives and scenarios for describing user experiences																												
Demonstrate concept communication skills that illustrate the development process, through thumbnail sketching and rough renderings																												

CURRICULUM MAP

Bachelor of Fine Arts in Graphic Design BFA

INTRODUCED	DEVELOPED	PRACTICED	MASTERED	ASSESSMENT			
1	Design Thinking	2	Transdisciplinarity	3	Civic Engagement	4	Entrepreneurship

(PART 2 OF 2)

Graphic Design

Assuring Academic Quality in Graphic Design (BFA) LEARNING OUTCOMES	MAJOR COURSES																										
	Strategic Principles																										
Strategic Principles	FOUN 101 Beginning Drawing	FOUN 102 Design Elements	GDES 106 Graphic Design 1	GDES 107 Digital Practice	FOUN 103 Color Theory 2	GDES 116 Typography 1	GDES 240 Photography 1	GDES 260 Hist. Graphic Design 1	GDES 207 Design Production	GDES 216 Typography 2	GDES 256 Interaction Design 1	GDES 265 Hist. Graphic Design 2	GDES 285 Logo and Identity Design	GDES 288 Graphic Design 2	GDES 289 Progress Portfolio	GDES 356 Interaction Design 2	GDES 310 Information Design	GDES 315 Package Design	GDES 391 Design Symposia	GDES 396 User Experience Design	GDES 388 Graphic Design 3	GDES 490 Degree Project Research	GDES 217 Typography 3	GDES 492 Degree Project	GDES 350 Professional Practice	GDES 485 Portfolio Presentation	Career Experience
Design Communication																											
Develop visual communication design projects that consider spatial, temporal, and kinesthetic relationships among form, meaning, and behavior																											
Demonstrate the ability to create compositions utilizing typography, images, diagrams, motion, sequencing, color, and other such elements effectively																											
Demonstrate understanding of design at different scales, ranging from components to systems and from artifacts to experiences																											
Demonstrate conceptual and technological aspects of photographic principles and their application to design communication projects																											
Develop design comprehensives and construct prototypes																											
Technology																											
Conduct critical evaluations of different technologies and match those technological choices to specific problems and their respective contexts																											
Recognize and analyze the social, cultural, and economic implications of technology on design solutions and its production.																											
Professional Practice																											
Demonstrate understanding of design practices and processes, including professional and ethical behaviors and intellectual property																											
Demonstrate critical judgment through analysis of their own and others work regarding usefulness, usability, desirability, technological feasibility, economic viability and sustainability																											
Work productively as team members and collaborate in the creation and production of visual communication messaging																											
Demonstrate verbal and visual presentation techniques, including articulation of design concepts and solutions, and their communication through graphic display																											
Core Competencies																											
Oral Communication																											
Quantitative Reasoning																											
Information Literacy																											
Written Communication																											
Critical Thinking																											

- Design Thinking** *Demonstrate the iterative process to create impactful, innovative solutions in the production of visual communication messaging.*
- Civic Engagement** *Apply critical knowledge, skills and values to real-world projects and experiences that strengthen communities.*
- Transdisciplinarity** *Integrate multiple perspectives and practices into the creative process to develop approaches that are versatile and broadly informed.*
- Entrepreneurship** *Gain knowledge of industry business practices to create opportunities for actionable growth and success in the work environment.*

- Oral Communication** *Present project to client, communicating the concept and benefits of the design in meeting audience needs.*
- Quantitative Reasoning** *Consolidate large amounts of data into cohesive design that communicates a unique perspective driven from data interpretation.*
- Information Literacy** *Demonstrate comprehension of research methodologies and analyze their application to a self-driven design research project.*
- Written Communication** *Rewrite final script considering instructor's notes, in-class feedback and table reads.*
- Critical Thinking** *Develop a comprehensive project based in a solid research foundation, that demonstrates critical thought.*

Media Technology (BS)

Jesse Gilbert, MFA, Department Chair

The use of digital technology as a tool in art, design, and media continues to expand exponentially. Here in Los Angeles, in the heart of the animation, film, television, and game industries, it is now necessary for all artists entering these fields to “speak technology,” as well as use those digital tools that are common to their professions. It is increasingly necessary as well for technologists to “speak art and design” in order to integrate into creative studio culture and work side-by-side with artists and designers. The Media Technology Bachelor of Science degree is designed to meet that need by integrating programming and technology skills with the current BFA degrees in MCD (Animation, Graphic Design, Game Art & Design, Fashion Design, and Filmmaking). Media Tech will also support those students in Architecture and Interior Architecture who have an interest in the technology-heavy aspects of architecture, such as themed environments (e.g., Disney Imagineering). Many of the designers working in the local special effects and game industries hold architecture degrees.

Media Technology is designed to be a Bachelor of Science degree that aligns closely with our Bachelor of Fine Arts degrees. Most Media Technology courses are project-based and will be taught in a studio (or lab) format, with five hours per week of faculty contact per three-unit studio course. This will integrate well with the current studio culture in MCD. In addition, the Animation, Media Tech, and Game programs share many classes in their major sequence. This will allow students to work in a cross-disciplinary environment and encourage multidisciplinary capstone teams formed of artists, designers, and technologists, mirroring the professional world.

Media Technology requires a fifteen-unit Design/Media concentration, in which enrolled students will choose from five studio courses in a field of their choice. The concentration is designed to provide students with in-depth exposure to a creative discipline, leading to a deeper integration at the capstone level. All courses in this concentration must be approved by the Media Technology chair.

MISSION

As creative disciplines continue to incorporate technology into their core practices, the demand for technically knowledgeable university graduates has increased dramatically. Traditional design programs are challenged to address this demand. The Media Technology Bachelor of Science program offers an alternative by providing technically minded students a solid grounding in the history, theory, and practice of software and hardware systems, while also emphasizing a dialogue with creative disciplines via collaborative projects throughout the four-year degree. Media Technology graduates will pursue creative high-tech jobs prepared to face the demands of the twenty-first century marketplace.

STUDENT LEARNING OUTCOMES

- Students who graduate from the Media Technology program will explore and analyze the historical and cultural context of digital media within a range of creative disciplines, including narrative visual media and games.
- Students who graduate from the Media Technology program will demonstrate mastery of modern software development practices, including prototyping, developing, debugging, managing source code, documentation, and deployment.
- Students who graduate from the Media Technology program will demonstrate familiarity with development environments and mastery of at least one coding language.
- Students who graduate from the Media Technology program will collaborate in teams comprised of people from different disciplines.
- Students who graduate from the Media Technology program will take a leadership role in a collaborative project.
- Students who graduate from the Media Technology program will develop original software or hardware in the field of human/computer interaction.
- Students who graduate from the Media Technology program will demonstrate the utility of original software or hardware within a specific media context.
- Students who graduate from the Media Technology program will demonstrate the integration of a high level of quantitative and logic skills within software development.
- Students who graduate from the Media Technology program will apply computational skills to analyze, scope, and resolve problems as they arise in the development and/or deployment of technology

projects.

- Students who graduate from the Media Technology program will demonstrate mastery of written and oral presentation including technical documentation of technology projects.

ACADEMIC STANDARDS

Below-average work is not acceptable for a professional degree. A minimum grade of C is required of all 300 and 400 level courses in Media Technology. Students receiving a grade below a "C" must successfully repeat that course prior to enrollment in the succeeding course.

LAB FEES

Some courses require a lab fee, which is applied to instructional supplies utilized in the studio. Specific fees are outlined in the Fee section of the catalog.

Curriculum

MEDIA TECHNOLOGY MAJOR CURRICULUM

Leading to the Bachelor of Science (BS) Degree

	<u>Units</u>
Major (M)	
Media Technology Core Courses	52
Design/Media Concentration	15
General Education/Integrative Learning (GE)	43
Unrestricted Electives (UE)	10
Minimum Semester Hours Required	120

SUGGESTED SEQUENCE OF COURSES

FIRST YEAR

Fall Semester

TECH 101	Technology & Culture I	2 M
TECH 111	Introduction to Programming I	3 M
TECH 103	Media Technology Lecture Series	1 M
_____	Design/Media Concentration	3 M
WRIT 111	Academic Writing I	3 GE
INDS 1--	Interdisciplinary Core	3 GE
_____	Elective (PPDV recommended)	1 UE

Spring Semester

TECH 102	Technology & Culture II	2 M
TECH 112	Introduction to Physical Computing	3 M
TECH 103	Media Technology Lecture Series	1 M
_____	Design/Media Concentration	3 M
WRIT 112	Academic Writing II	3 GE
MATH 249	College Algebra	3 GE
LSCI 105	Information Literacy	1 GE

SECOND YEAR

Fall Semester

TECH 211	Scripting with Python	3 M
	OR	
GAME 114	Intro to Game Engines	3 M
TECH 221	Human Computer Interaction	3 M
_____	Design/Media Concentration	3 M
ANIM 210	Design Symposia	1 M
COMM 120	Public Speaking	3 GE
MATH 2704	Math for Media Technology I	3 M

Spring Semester

TECH 212	Digital Media Fundamentals	3 M
	OR	
TECH 214	Game Development	3 M
_____	Design/Media Concentration	3 M
TECH 2XX	Progress Portfolio	0 M
PSYC 200	Introduction to Psychology	3 GE
COMM 235	Media Ethics	3 GE
ENVT 220	Environmental Studies	3 GE

THIRD YEAR

Fall Semester

TECH 3702	Programming for Visual Media	3 M
_____	Media Technology Major Elective	3 M
_____	Design/Media Concentration	3 M
MATH 2705	Math for Media Technology and Games II	3 M
_____	Art History	3 GE

Spring Semester

TECH 302	Media Technology Research Seminar	3 M
_____	Media Technology Major Elective	3 M
_____	Film History	3 GE
INDS 3__	Interdisciplinary Course	3 GE
_____	Natural Science Lab Course	3 GE

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

FOURTH YEAR**Fall Semester**

TECH 411	Media Technology Capstone Project I	3 M
TECH 421	Future of Digital Media	3 M
__3__	General Education/Integrative Learning Elective	3 GE
_____	Elective	3 UE
_____	Elective	3 UE

Spring Semester

TECH 412	Media Technology Capstone Project II	3 M
TECH 422	Media Technology Professional Practices	3 M
_____	Humanities Course	3 GE
_____	Elective	3 UE

REQUIRED FOR GRADUATION:

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

Courses**TECH 101 Technology & Culture I**

2 UNITS

A foundation course composed of introductory modules focused on theoretical and applicable topics in art, science, and technology. Technology is inextricably a part of our lives, and yet it is increasingly difficult to define. As we explore new frontiers, our technologies may outpace our ability to predict their social, cultural, or environmental impacts. This course, part one of a two semester sequence, centers on the history of technologies,

their role in catalyzing disruptive change, and what we can learn by examining today's cutting edge from a historical perspective. Part 1 of a 2-semester sequence. Lecture.

TECH 102 Technology and Culture II

2 UNITS

A foundation course composed of introductory modules focused on systems-thinking as a way to further understand technology's role in cultural formation. Building on the previous semester's exploration, this course introduces systems-thinking as a powerful analytical tool in understanding technology. Systems-thinking forces us to acknowledge the ethical, operational, and structural implications of our technological choices, and provides a window into the potential for purpose-driven technological innovation. The course provides a rigorous introduction to the systems lens and asks students to apply such thinking to their own uses of technology. Students will complete regular writing assignments, culminating in a semester research paper. Part two of a two-semester sequence. Lecture. Prerequisite: TECH 101, Technology and Culture I.

TECH 103 Media Technology Lecture Series

1 UNIT

The Media Technology Lecture Series features practitioners from a wide range of creative and scientific fields, all of whom incorporate technology at the core of their professional inquiry. Open to the entire Woodbury community, this course aims to foster dialogue around the increasing role of technology in society, its application across a diverse range of professional practices, the resulting explosion of creative and expressive modes of production, and the ethical and moral dilemmas that have emerged as technology has evolved. Lecture.

TECH 111 Introduction to Programming I

3 UNITS

An introduction to foundation principles of computer science for students with no prior background in computing. Topics include the history of computers, writing algorithms and using programming constructs, data organization and computer applications, introductory concepts in digital electronics and computer architecture, computer languages, and the impact that computers have had on society and are likely to have in the future. Students will complete weekly programming assignments, culminating in an original semester project that elabo-

rates on the concepts and techniques covered in the course. Part 1 of a 2-semester sequence. Studio.

TECH 112 Introduction to Physical Computing

3 UNITS

An introduction to foundation principles of computer science for students with no prior background in physical computing. Topics include the history of micro-controllers, writing algorithms and using programming constructs, data organization and computer applications, introductory concepts in electronics, sensors, and micro-controller architecture, computer languages, and the impact that micro-controllers have had on society and are likely to have in the future. Students will complete weekly circuit builds, programming assignments, culminating in two original projects that elaborate on the concepts and techniques covered in the course, focusing on using micro-controllers to sense the world, User Interface, and User Experience design. Part 2 of a 2-semester sequence. Studio. Prerequisite: TECH 111, Introduction to Programming I.

TECH 211 Scripting with Python

3 UNITS

An introductory course in Python: an interpreted, interactive, object-oriented, extensible programming language that has become a standard across the creative media industry. This class will focus on fundamentals of language syntax, data structures, functions and re-usable classes, and will highlight core strategies for scripting in the context of creating digital media. Students will complete regular programming exercises, culminating in a semester project that demonstrates facility with the Python language as applied in digital media workflows. Studio. Prerequisite: TECH 112, Introduction to Physical Computing.

TECH 212 Digital Media Fundamentals

3 UNITS

A hands-on course introducing core concepts and practices of digital media creation and workflows. Creative industries have shifted en-masse to digital workflows for all stages of production. This course will provide students with hands-on training on cameras, techniques, and software used in working with time-based digital media workflows that can be applied across a number of industries. Topics may include: animation, codecs, non-linear editing systems, video standards, video cameras, and video

workflows. Students will complete weekly assignments that culminate in a final project combining disparate media. Studio.

TECH 214 Game Development

3 UNITS

An intermediate course exploring game engine programming with an emphasis on the development of custom code for visual effects and advanced interaction. Game engines are highly extensible platforms that incorporate sophisticated APIs for customizing gameplay including, but not limited to: artificial intelligence, sound and visual effects, and gestural control. Students will be introduced to programming APIs and will work in teams to design and implement a personal game as a semester project. Studio. Prerequisites: GAME 114, Introduction to Game Engines; and TECH 111, Introduction to Programming I.

TECH 221 Human Computer Interaction

3 UNITS

Human Computer Interaction has evolved from its origins in Human Factors and Functional Design to embrace the multi-disciplinary concept of User Experience (UX). The UX field frames research as a fundamental component of design thinking, centering the lived experience of users as the prime inspiration for technological innovation. This class introduces students to the UX field, providing hands-on opportunities for students to apply this theory in their design practice. Studio. Prerequisite: TECH 112, Introduction to Physical Computing.

TECH 2xx Progress Portfolio

0 UNITS

Required as a co-requisite to TECH 212 or TECH 214, students will develop a portfolio including work from each major design studio completed. They will complete a reflective self-assessment evaluating their strengths, weaknesses, and performance in lower-division studios. Students will be assessed for their progress in the program and readiness for upper-division studios. Studio. Prerequisite: TECH 221, Human Computer Interaction.

TECH 301 Programming for Visual Media

3 UNITS

This course focuses on the recent history, uses, and aesthetics of programmatic visuals. Topics include C/C++ programming languages, programming inside

of an Integrated Development Environment (IDE), computer vision, image and video textures, vectors and force calculation, particle systems, projection mapping, and system control. Students will complete weekly programming assignments, culminating in an original semester project that elaborates on the concepts and techniques covered in the course. Studio. Prerequisite: TECH 111, Introduction to Programming I; and TECH 112, Introduction to Physical Computing.

TECH 302 Media Technology Research Seminar

3 UNITS

The capstone research seminar provides students with the opportunity to explore possible capstone projects. Students will research and gather support materials, identify a faculty review committee, and gather a project team. At the end of the research semester, students will submit a Media Technology Capstone Project Proposal signed by three members of the faculty from the disciplines represented in the student's proposal. Studio. Prerequisite: TECH 301, Programming for Visual Media.

TECH 311 Introduction to Computer Music

3 UNITS

Digital technologies have profoundly impacted the ways that sound is created, recorded, processed, and distributed. Personal computers have replaced studios full of sound recording and processing equipment, completing a revolution that began with recording and electronics. Students will learn the fundamentals of digital audio, basic sound synthesis algorithms, and techniques for digital audio effects and processing. Students will apply knowledge to programming assignments using a visual programming environment for sound synthesis and composition. Students will complete a semester project that reflects a personal approach to sound and interaction, demonstrating mastery of tools and techniques. Studio. Prerequisites: TECH 111, Introduction to Programming I; and TECH 112, Introduction to Physical Computing.

TECH 321 Programming for Mobile I

3 UNITS

Fueled by the explosion of Apple's iOS and Google's Android platform, the increasing ubiquity of mobile devices has reshaped the technology landscape. This course will provide a solid grounding in the development, testing, and deployment of software across a variety of mobile hardware platforms and

APIs. Students will complete regular programming assignments, culminating in a semester project that consists of deployment-ready code and clear technical documentation. Part one of a two-semester sequence. Studio. Prerequisite: TECH 221, Human/Computer Interaction.

TECH 322 Programming for Mobile II

3 UNITS

This course provides a further exploration of the reshaped technology landscape. The course will also provide a further grounding in the development, testing, and deployment of software across a variety of mobile hardware platforms and APIs. Students will complete regular programming assignments, culminating in a semester project that consists of deployment-ready code and clear technical documentation. Part two of a two-semester sequence. Studio. Prerequisite: TECH 321, Programming for Mobile I.

TECH 332 Media Environments

3 UNITS

This course focuses on the recent history, uses, and aesthetics of video projection mapping to create immersive environments. Topics include display hardware, hardware and software media servers, light, networks, projection mapping onto planar and non-planar surfaces, show control protocols, and video standards. Students will complete weekly assignments and in-class assignments, culminating in an original semester project that elaborates on the concepts and techniques covered in the course. Studio. Prerequisite: GAME 105, 3D Game Fundamentals; TECH 212, Digital Media Fundamentals; and TECH 3702, Programming for Visual Media.

TECH 411 Media Technology Capstone Project I

3 UNITS

This course integrates the interdisciplinary elements of curricula. Students will work with their faculty review committee and the course facilitator to begin their capstone project based on the Media Technology Capstone Project Proposal submitted in TECH 302. Part one of a two-semester sequence. Studio. Prerequisite: TECH 302, Media Technology Research Seminar.

TECH 412 Media Technology Capstone Project II

3 UNITS

Students will continue to work with their faculty review committee and the course facilitator to

complete their capstone project. Final review will include presentation to the student's faculty review committee and presentation in the Media Technology Senior Showcase. Continuation of TECH 411, Media Technology Capstone Project I. Part two of a two-semester sequence. Studio. Prerequisite: TECH 411, Media Technology Capstone Project I.

TECH 421 Future of Digital Media

3 UNITS

From traditional television to the Web, games, movies, mobile devices, and advanced interactive systems, digital media surrounds us and drives a diverse array of cultural and political conversations. Yet the transition to digital media has increasingly been defined by the consolidation of media outlets into the hands of a very few. Students will explore the new digital landscape, how it came about, where it is going, and how it can be leveraged for civic engagement. Grounded in joint research with community partners, students will propose solutions that involve average citizens more meaningfully in the political process. Studio. Prerequisite: TECH 302, Media Technology Research Seminar.

TECH 422 Media Technology Professional Practices

3 UNITS

This course focuses on developing ethical foundations of good professional practice in the media technology industries. The course will provide a basic survey of ethical theories and discussions of the role of professional organizations in maintaining good practice, including ethical concerns such as data privacy, and software and media piracy. Students will complete regular writing assignments, culminating in a semester research paper. Lecture. Prerequisite: TECH 421, Future of Digital Media.

TECH 490 Internship

3 UNITS

All supervised, professional, experienced, third-year students in good academic standing will apply for internships. They will submit a Media Technology Internship Contract signed by their faculty advisor, the program chair, and the professional industry supervisor from the place of internship for approval prior to beginning the internship. Grades are Pass/Fail only and are based on the student's internship journal and a letter of completion and evaluation from the professional industry supervisor.

Psychology (BA)

D. Joye Swan, PhD, Department Chair

The psychology major concentrates on the behavior and mental processes of human beings as individuals, members of groups, and as part of the larger social culture. Students confront issues of competition, cooperation, and conformity within social settings, and explore mechanisms of influence in the media and their environment. The psychology program places special emphasis on the investigation of humans as agents for and recipients of influence and persuasion in their roles as consumers and communicators.

The program is writing-intensive with an emphasis on critical thinking. Coursework in the major challenges students to apply their classroom knowledge to real-world issues and experiences. Students also develop the skills necessary to design, implement, statistically analyze, and write research studies. Students receive a strong foundation in psychological theory and application that successfully prepares them to continue their education at the graduate school level. At the same time, the program's emphasis on critical thinking and social behavior is designed to complement any career path involving human interaction.

The Department of Psychology offers students in other majors the opportunity to complete a minor in psychology. A minor helps focus the skills developed in another major by adding additional layers of analytical thinking, strategic problem solving, effective writing, and persuasive communication abilities. A communication minor is recommended for psychology majors, but students are encouraged to discuss other options with their advisor that may better meet their career goals. A Capstone Senior Thesis Project completes the curriculum, providing the student with the opportunity to synthesize and put into practice the knowledge and skills learned in the program.

MISSION

The mission of the Woodbury University psychology program is to develop critical thinkers who are introspective and proactive lifelong learners, and who

are demonstrably learned in the field. The program values a practical perspective with which students are encouraged to apply their knowledge to novel situations and to the amelioration of social problems. Students are well-prepared by the program to demonstrate these skills in a variety of arenas, such as graduate school or public service.

PROGRAM LEARNING OUTCOMES

Students majoring in psychology are expected to:

- Acquire knowledge and skills relevant to behavioral science in general and to psychology in particular.
- Demonstrate significant knowledge of the content of the discipline of psychology through written work, projects, debates, and presentations across the breadth of the curriculum.
- Exhibit critical thinking skills, such as the weighing of evidence, analyzing of arguments, and drawing of conclusions through debate, writing, and investigative assignments.
- Apply the knowledge of psychology to real-world problems as demonstrated on application essay exams and hands-on projects where students "do" psychology.
- Demonstrate the ability to engage in collaborative learning both within the field and across disciplines through successful completion of teamed research and design projects with other students in MCD.
- Demonstrate strong discipline-specific APA writing skills through engagement in writing intensive core curricular courses.
- Demonstrate the ability to design, conduct, and evaluate discipline-specific research problems, culminating in submission of a proposal to a research conference and in the completion of an independent senior thesis.

Curriculum

PSYCHOLOGY MAJOR CURRICULUM

Leading to the Bachelor of Arts (BA) Degree

	<u>Units</u>
Major (M)	55
General Education/Integrative Learning (GE)	46
Unrestricted Electives (UE)	19
Minimum Semester Hours Required	120

SUGGESTED SEQUENCE OF REQUIRED COURSES**FIRST YEAR****Fall Semester**

WRIT 111	Academic Writing I	3 GE
COMM 120	Public Speaking	3 GE
COMM 100	Media Culture	
	OR	
COMM 203	Communication Theory	3 GE
PSYC 102	Foundations in Critical Thinking	1 M
PSYC 104	History of Psychological Science	1 M
PSYC 103	Career Paths in Psychology	1 M
_____	Unrestricted Elective	3 UE

Spring Semester

PSYC 200	Introduction to Psychology	3 M
WRIT 112	Academic Writing II	3 GE
LSCI 105	Information Theory & Practice	1 GE
INDS 1__	Interdisciplinary Core course	3 GE
_____	General Education Elective	3 GE

SECOND YEAR**Fall Semester**

PSYC 210	Developmental Psychology	3 M
_____	Social Science Course	3 GE
___ 3__	Integrative Learning Elective	3 GE
ENVT 220	Environmental Studies	3 GE
_____	Unrestricted Elective	3 UE

Spring Semester

PSYC 300	Social Psychology	3 M
PSYC 305	Personality	3 M
PHIL 210	Ethical Systems	3 GE
_____	Unrestricted Elective	3 UE
_____	Natural Science with Lab	3 GE

THIRD YEAR**Fall Semester**

PSYC 306	Influence & Persuasion	3 M
PSYC 3__	Psychology Major Elective	3 M
PSYC 3XX	Psychology Major Elective	3 M
COMM 2__	Communication Course	3 GE
_____	Unrestricted Elective	3 UE

Spring Semester

PSYC 221	Statistics for the Behavioral Sciences	3 M
PSYC 309	Abnormal Psychology	3 M
PSYC 3__	Psychology Major Elective	3 M
PSYC 230	Foundations of Research Methods	3 M
INDS 3__	Transdisciplinary Seminar	3 GE

FOURTH YEAR**Fall Semester**

PSYC 331	Advanced Statistics for the Behavioral Sciences	4 M
PSYC 3__	Psychology Major Elective	3 M
PSYC 402	Advanced Research Methods	3 M
_____	Unrestricted elective	3 UE
_____	Unrestricted elective	3 UE

Spring Semester

PSYC 3__	Psychology Major Elective	3 M
PSYC 3__	Psychology Major Elective	3 M
PSYC 410	Senior Thesis	3 M
PSYC 490	Internship	3 M
___ 3__	General Education Elective	3 GE
_____	Unrestricted elective	1 UE

COURSES THAT MEET PSYCHOLOGY**ELECTIVE REQUIREMENT**

Students must complete seven courses from the following:

PSYC 301	Group Processes
PSYC 311	Human Sexuality
PSYC 312	Environmental Psychology
PSYC 313	Social Cognition
PSYC 314	Psychology of Gender
	OR
COMM 327	Gender and Communication
PSYC 315	Industrial/Organizational Psychology
PSYC 316	Cross-Cultural Psychology
PSYC 317	Media Psychology
PSYC 318	Consumer Behavior
PSYC 320	Sensation and Perception
PSYC 321	Neuropsychology
PSYC 370	Topics in Psychology

ASSESSMENT PROCESS

five-year cycle of assessment and review. The purpose of this is to maintain the highest level of academic quality and to assure that the program continues to meet the needs of the students it serves. Assessment of the Student Learning Outcomes listed above is an ongoing part of that process. Student success in meeting these criteria is assessed throughout the curriculum, but most particularly through the major's capstone courses.

MARKER COURSES

There are two marker courses in the major designed to measure student progress in their knowledge and abilities related to the field. These courses are rigorous and writing-intensive, requiring students to produce an extensive written project. In the psychology major, the marker courses are PSYC 300, Social Psychology, and PSYC 402, Advanced Research Methods.

CAPSTONE COURSE

The Capstone Course of the major is the Senior Thesis (PSYC 410), for which students create an extensive research project, applying what they have learned in psychology to a real-world problem or question of their choosing. The Senior Thesis projects are presented in a public forum and evaluated by members of the Woodbury community, as well as individuals in the field. Students must also apply to present their final project at a national research conference.

RESULTS OF LEARNING

The majority of upper-division psychology courses include written projects which ask students to demonstrate their ability to apply and critically think about what they have learned. In addition, students engage in both individual and group research projects. The Advanced Research Methods and Senior Thesis projects are presented publicly and evaluated by the Psychology Advisory Board.

ACADEMIC STANDARDS

A minimum grade of "C" is required for PSYC 200, Introduction to Psychology; PSYC 300, Social Psychology; PSYC 221, Statistics for the Behavioral Sciences; PSYC 230, Foundations of Research Methods; PSYC 402, Advanced Research Methods; and PSYC 410, Senior Thesis. A minimum grade of "C-" is required for PSYC 331, Advanced Statistics for the Behavioral Sciences. A student receiving a grade below the standard must successfully repeat that

course prior to enrollment in succeeding courses.

INTERNSHIP

All students at Woodbury University are required to complete an internship in an area closely related to their career or educational goals. For the psychology major, the internship provides an opportunity for students to gain valuable experience in specific areas in which they may be planning careers or may intend to specialize during graduate school. This allows students a "try before you buy" opportunity to make sure that a particular area of psychology is a good fit.

STUDENT WORK

The university reserves the right to retain student work for archival, exhibition, and promotional purposes, including print and Web formats.

SPECIAL LEARNING OPPORTUNITIES/REQUIREMENTS

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

It is the philosophy of the Psychology Department that students be exposed to both theoretical and professional aspects of the discipline. Students will become acquainted with current psychological theories and emerging trends and movements in the field.

Internship/Field Experience

Prior to graduation, students must complete 120 hours of internship or field experience at a relevant and pre-approved venue.

Professional Research Conferences

Students are required to submit their Senior Thesis project for presentation at a professional psychological conference.

Professional Affiliation

The Woodbury University Psychology program is a member chapter of Psi Chi, the national honor society in psychology. Students meeting eligibility

requirements are inducted annually into lifetime membership in Psi Chi.

COMPUTER LITERACY REQUIREMENT

The Psychology Department requires its graduates to be literate in the use of computers in a variety of capacities:

- Proficiency in email, through regular communication with school administration and course instructors.
- Proficiency in internet research, through completion of all writing-intensive courses requiring research papers. Specifically, these courses are PSYC 200, Introduction to Psychology, PSYC 402, Advanced Research Methods, and PSYC 410, Senior Thesis.
- Proficiency in word processing, verified through research assignments and essays that are submitted as .doc or .pdf files (specific examples can be found in almost all 300-level psychology courses).
- Proficiency in the use of statistical analysis software, specifically SPSS, through the completion of PSYC 221, Statistics for the Behavioral Sciences, PSYC 331, Advanced Statistics for the Behavioral Sciences, PSYC 402, Advanced Research Methods, and PSYC 410, Senior Thesis.
- Proficiency in the use of PowerPoint and presentation software through the completion of courses including, but not limited to, PSYC 402 and PSYC 410.
- Proficiency in searching databases for research articles and books, verified through research assignments and essays that are submitted in almost all 300-level (and above) psychology courses. Proficiency in word processing is expected and honed across all courses in psychology.

STUDENT COMPUTER REQUIREMENTS

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

PSYCHOLOGY MINOR REQUIREMENTS

Select four from the following courses:

PSYC 300	Social Psychology
PSYC 301	Group Processes
PSYC 305	Personality
PSYC 306	Influence and Persuasion
PSYC 309	Abnormal Psychology
PSYC 311	Human Sexuality
PSYC 312	Environmental Psychology
PSYC 313	Social Cognition

PSYC 314	Psychology of Gender
PSYC 315	Industrial/Organizational Psychology
PSYC 316	Cross-Cultural Psychology
PSYC 317	Media Psychology
PSYC 318	Consumer Behavior
PSYC 320	Sensation and Perception
PSYC 370	Topics in Psychology

Psychology Courses

PSYC 102 Foundations in Critical Thinking

1 UNIT

Critical thinking is the process of evaluating our own beliefs as well as the beliefs of others. In this course, we will explore principles of critical thinking, focusing on topics including systemic biases in thinking, gullibility, foolishness, clarity, insight, and, generally, why intelligent, rational people can make really bad decisions. We will focus specifically on how taking a scientific perspective on psychology sheds light on both the strengths and weaknesses of our thinking. Lecture.

PSYC 103 Foundations: Career Paths in Psychology

1 UNIT

I just declared Psychology as my major. What can I do with it? Do I need to go to graduate school to be a psychologist? I'm a Psychology major but I'm not sure what I want to do. Can you make money in psychology? I like listening to people's problems & I'm a good listener so psychology is the obvious choice for me, right? I don't like listening to people's problems, is psychology the wrong choice for me?

Students often end up in psychology because they aren't sure what they want to do, so this seems like as good a place as any to spend some time (beats a microeconomics class, right?). Or, they think they know exactly what they want to do based on what they think psychology is (people laying on your furniture and telling you their problems, right?). This class aims to confirm and dispel these and other ideas while broadening your view of psychology and the myriad of career options open to psychology majors. Lecture.

PSYC 104 Foundations: History of Psychological Science

1 UNIT

This course presents, in brief, a history of activity related to the development of psychology in the previous two centuries, from its origins in philosophy and the natural sciences, to its inception, refinement, and emergence as a massively influential and diverse scientific field dedicated to studying human thought and behavior. We will concentrate less on the names and lives of the men and women considered to be “great” psychologists and more on the contextual, cultural, political, and professional forces that have influenced their ideas, as well as the overall direction of the field. The primary aim of this course is to provide students with a solid picture of what psychology is and where it is going by studying where it has been. Lecture.

PSYC 200 Introduction to Psychology

3 UNITS

This course introduces students to the basic concepts of psychology and the psychological processes of perception, learning, thinking, motivation, personality, development, and social behavior. Lecture. Prerequisite: WRIT 111, Academic Writing I. Majors must pass this class with a grade of “C” or higher.

PSYC 210 Developmental Psychology

3 UNITS

This course focuses on the study of psychological development of the person from the prenatal period through old age and death. The course emphasizes theories and their applications to the understanding of the physical, cognitive, social, and emotional changes that occur throughout the human life span. Lecture. Prerequisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture, or LSCI 205, Information in the Disciplines; PSYC 200, Introduction to Psychology; WRIT 112, Academic Writing II or WRIT 212, Rhetoric and Design; and COMM 120, Public Speaking.

PSYC 221 Statistics for the Behavioral Sciences

3 UNITS

This course emphasizes a conceptual rather than computational understanding of basic statistical concepts, including descriptive and inferential statistics, probability, and hypothesis testing. A key component of the course is the introduction to statistical computation using the SPSS computer

program. Lecture. Prerequisite: Placement exam or MATH 149, Intermediate Algebra, with a grade of “C” or higher. Majors must pass this class with a grade of “C” or higher.

PSYC 230 Foundations of Research Methods

3 UNITS

This course introduces students to the methods psychologists use to conduct research. Students will learn about the scientific method—the universal language of science—as well as how to form research questions and hypotheses, how to design and critique studies, how to analyze and interpret research data, and how to control variables. In particular, an important way in which students will learn about research methods in this course is through performing research studies rather than just reading about them. Prerequisites: WRIT 112, Academic Writing II, or WRIT 212, Rhetoric and Design; PSYC 200, Introduction to Psychology; and have completed a minimum of three upper-division psychology courses. Majors must pass this class with a grade of “C” or higher.

PSYC 300 Social Psychology

3 UNITS

Social psychology is concerned with the interaction of individuals with other individuals and groups. Topics include attitudes, prejudice, persuasion, obedience, and attraction. Lecture. Prerequisites: WRIT 112, Academic Writing II, or WRIT 212, Rhetoric and Design; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture, or LSCI 205, Information in the Disciplines; COMM 120, Public Speaking; and PSYC 200, Introduction to Psychology. Majors must pass PSYC 300 with a grade of “C” or higher.

PSYC 301 Group Processes

3 UNITS

This course focuses on the study of intergroup processes and structure, including cooperation, hostility and prejudice, stereotypes, influence, and conformity. The class will examine leadership and membership issues in such settings as families, study groups, and team projects. Lecture. Prerequisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture, or LSCI 205, Information in the Disciplines; WRIT 112, Academic Writing II, or WRIT 212, Rhetoric and Design; COMM 120, Public Speaking; and PSYC 300, Social Psychology.

PSYC 305 Personality

3 UNITS

This course focuses on the study of the historical development of major personality theories, including psychoanalytic, humanistic, and learning approaches. Methods of personality measurement, such as objective and projective tests, inventories, and other assessment procedures, will also be explored. Lecture. Prerequisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture, or LSCI 205, Information in the Disciplines; PSYC 200, Introduction to Psychology; WRIT 112, Academic Writing II, or WRIT 212, Rhetoric and Design; and COMM 120, Public Speaking.

PSYC 306 Influence and Persuasion

3 UNITS

This course explores how people influence themselves and each other singly and in groups. The activities of compliance professionals such as salespersons, con artists, politicians, etc. are stressed. Additionally, concentration is placed on research into the effects of influence and the ethics of the application of influence. Lecture. Prerequisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture, or LSCI 205, Information in the Disciplines; PSYC 200, Introduction to Psychology; WRIT 112, Academic Writing II, or WRIT 212, Rhetoric and Design; and COMM 120, Public Speaking. Psychology majors only: PSYC 300, Social Psychology is also a prerequisite.

PSYC 309 Abnormal Psychology

3 UNITS

Abnormal psychology is the study of disorders of a psychological nature. This course is intended to familiarize the student with the symptoms, causes, and treatments of a variety of such disorders, including mood, anxiety, and personality disorders, as well as disorders related to substance abuse. Lecture. Prerequisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture, or LSCI 205, Information in the Disciplines; PSYC 200, Introduction to Psychology; WRIT 112, Academic Writing II, or WRIT 212, Rhetoric and Design; and COMM 120, Public Speaking.

PSYC 311 Human Sexuality

3 UNITS

This course examines the social dimensions of

human sexuality. An emphasis is placed on self-evaluation and frank discussion with regard to sexual attitudes, values, and behaviors. Historical, anthropological, biological, social, and psychological factors will be introduced to encourage a broad social science perspective. Lecture. Prerequisites: PSYC 200, Introduction to Psychology; WRIT 112, Academic Writing II, or WRIT 212, Rhetoric and Design; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture, or LSCI 205, Information in the Disciplines; and COMM 120, Public Speaking.

PSYC 312 Environmental Psychology

3 UNITS

This course focuses on the examination of the effect of the environment on human behavior. Topics include evolutionary and cultural forces that impact use of the environment, the concept of territoriality, and how people perceive and use space. Emphasis is placed on the effects of signage and architectural design on human behavior, and the impact of crowding, noise, and population density on well-being. Lecture. Prerequisite: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture, or LSCI 205, Information in the Disciplines; WRIT 112, Academic Writing II, or WRIT 212, Rhetoric and Design; COMM 120, Public Speaking; and PSYC 200, Introduction to Psychology.

PSYC 313 Social Cognition

3 UNITS

An examination of the effects that our thoughts, experiences, and expectations have on our social behavior. The course provides an in-depth study of these cognitive factors that combine to distort our perceptions of others and ourselves and create our unique, although biased, view of the world. Lecture. Prerequisite: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture, or LSCI 205, Information in the Disciplines; WRIT 112, Academic Writing II, or WRIT 212, Rhetoric and Design; COMM 120, Public Speaking; and PSYC 200, Introduction to Psychology.

PSYC 314 Psychology of Gender

3 UNITS

This course focuses on the examination of the concepts and issues related to gender, viewed from a broad range of disciplines within the social sciences, with an emphasis on historical antecedents, evolu-

tion, biology, and cultural norms. Issues include the meaning of gender in society, the development of gender identity, sex roles, and gender differences in aptitudes and abilities. Lecture. Prerequisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture, or LSCI 205, Information in the Disciplines; PSYC 200, Introduction to Psychology; WRIT 112, Academic Writing II, or WRIT 212, Rhetoric and Design; and COMM 120, Public Speaking.

PSYC 315 Industrial/Organizational Psychology

3 UNITS

This course explores the study of human organizations in the workplace. Topics include cultural issues involved in the development of industry and the structure of these organizations, the efficacy of various organizational structures on productivity and well-being of employees, organizational structure as a reflection of values and norms, and the effect of changes in a culture on organizational behavior and vice versa. Lecture. Prerequisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture, or LSCI 205, Information in the Disciplines; PSYC 200, Introduction to Psychology; WRIT 112, Academic Writing II, or WRIT 212, Rhetoric and Design; and COMM 120, Public Speaking.

PSYC 316 Cross-Cultural Psychology

3 UNITS

This course looks at the search for commonalities and differences in behavior, attitudes, and norms across cultures. The focus is on the applicability of Western theories of human psychology to other cultures, broadly defined to include nationality, race, ethnicity, gender, and social class. Lecture. Prerequisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture, or LSCI 205, Information in the Disciplines; PSYC 200, Introduction to Psychology; WRIT 112, Academic Writing II, or WRIT 212, Rhetoric and Design; and COMM 120, Public Speaking.

PSYC 317 Media Psychology

3 UNITS

This course encompasses the behavioral aspects of media in activities, events, theories, and practices with regard to the effects and behaviors stimulated by media elements. These include pictures, sound, graphics, and content and their effects on the senses and intelligences. Prerequisites: LSCI

105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture, or LSCI 205, Information in the Disciplines; WRIT 112, Academic Writing II, or WRIT 212, Rhetoric and Design; COMM 120, Public Speaking; and PSYC 200, Introduction to Psychology.

PSYC 318 Consumer Behavior

3 UNITS

This course examines the application of psychological theory and applied research methods to the study of consumer behavior. The psychological processes that influence consumer decision making will be addressed, including product recognition, alternative evaluation and choice behavior, and post-purchase attitudes and behavior. Prerequisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture, or LSCI 205, Information in the Disciplines; WRIT 112, Academic Writing II, or WRIT 212, Rhetoric and Design; COMM 120, Public Speaking; and PSYC 200, Introduction to Psychology.

PSYC 319 Introduction to Counseling

3 UNITS

This course provides an introduction and overview of professional counseling. Selected theories will be evaluated briefly and methods of their application emphasized. Counseling strategies for specific groups (i.e. families, children, drug addiction, etc.) will be explored. Professional issues related to laws, ethics, and personal care will be considered as well. Prerequisites: WRIT 112, Academic Writing II, or WRIT 212, Rhetoric and Design; COMM 120, Public Speaking; PSYC 200, Introduction to Psychology; and LSCI 105, Information Theory and Practice or LSCI 106, Information Sources in Architecture and Interior Architecture.

PSYC 320 Sensation and Perception

3 UNITS

This course focuses on understanding how individuals obtain information from the environment and various theories as to how that information is processed. Topics will include basic sensory physiology, psychophysics, visual perception, auditory perception, tactile perception, and the chemical senses. Prerequisites: MATH 149, Intermediate Algebra; WRIT 112, Academic Writing II, or WRIT 212, Rhetoric and Design; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture, or LSCI 205, Information in the Disciplines; and PSYC 200, Introduction to Psychology.

PSYC 321 Neuropsychology

3 UNITS

This course provides the student with a broad scope of knowledge about the biological bases of psychological phenomena with an emphasis on brain and behavior relationships. Students will be introduced to the following topics: the basics of neuroanatomy and neurotransmission; neuroscience research methods; the physiology of visual perception, audition, and movement; the biology of motivation like hunger, thirst, and aggression; the neurobiology of complex behavior such as learning, memory, wakefulness, and sleep; and the biological bases of select disorders (mood and anxiety disorders; drug addiction; schizophrenia). Prerequisite: PSYC 200, Introduction to Psychology; WRIT 112, Academic Writing II, or WRIT 212, Rhetoric and Design; and LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources for Architecture and Interior Architecture, or LSCI 205, Information in the Disciplines.

PSYC 331 Advanced Statistics for the Behavioral Sciences

4 UNITS

This course examines the application of advanced statistical methods including multivariate and nonparametric analyses. Course focuses on selecting appropriate statistical analyses and the computer skills necessary to perform the analyses using SPSS, as well as the interpretation of computer-generated results. Lecture. Prerequisite: PSYC 221, Statistics for the Behavioral Sciences. Majors must pass this class with a grade of "C" or higher.

PSYC 370 Topics in Psychology

1-3 UNITS

This course focuses on various areas of interest within the field of psychology. Prerequisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture, or LSCI 205, Information in the Disciplines; PSYC 200, Introduction to Psychology; WRIT 112, Academic Writing II, or WRIT 212, Rhetoric and Design; COMM 120, Public Speaking; and other specific prerequisites depending on topic.

PSYC 402 Advanced Research Methods

3 UNITS

Advanced design thinking through experimental and research methodology in contemporary psychology. Specific topics from areas of student interest are applied to hypothesis formation, experi-

mental design, observation, measurement, and data collection. Individuals will be expected to complete a scientific research study from conception to implementation to statistical analysis to written APA-style manuscript. Lecture. Prerequisites: PSYC 230, Foundations of Research Methods; PSYC 221, Statistics for the Behavioral Sciences; and have completed a minimum of six upper-division psychology courses; senior standing, psychology majors only. Students must pass PSYC 402 with a grade of "C" or higher.

PSYC 410 Senior Thesis

3 UNITS

The course emphasizes the student's ability to synthesize and integrate the knowledge gained throughout the program. Students will complete an entrepreneurial research design project by collecting and analyzing data and writing an APA-style manuscript, which includes an Introduction, Methods, Results, and Discussion sections. Students are also required to design a poster exhibit to be prepared for presentation at a psychology conference or convention. In addition, students will reflect on their learning experience, goals, and ambitions by completing a Portfolio of their future plans, a professional CV, and personal statement. Prerequisites: PSYC 331, Advanced Statistics for the Behavioral Sciences; and PSYC 402, Advanced Research Methods; senior standing, psychology majors only.

PSYC 490 Internship

3 UNITS

Students obtain practical, on-the-job training in a setting of business, law, government agency, or other organization. Work experience is complemented by an academic requirement and periodic meetings with the student's on-campus internship advisor. Students are required to complete 90 hours at the internship site, with an additional 30 hours devoted to weekly written summaries, as well as a final written review of the experience. Prerequisite: junior standing, psychology majors only.

CURRICULUM MAP

Bachelor of Arts in Psychology BA

INITIATED	DEVELOPING	PRACTICED	MASTERED	COURSES	
High Importance	High Importance	High Importance	High Importance	Introduction	
Moderate Importance	Moderate Importance	Moderate Importance	Moderate Importance	Breadth Courses	
Low Importance	Low Importance	Low Importance	Low Importance	Research Sequence	
STRATEGIC PRINCIPLES		1 Design Thinking	2 Transdisciplinarity	3 Civic Engagement	4 Entrepreneurship

Assuring Academic Quality in Psychology (BA)		MAJOR COURSES																	
LEARNING OUTCOMES		Strategic Principles																	
Strategic Principles		PSYC 200 Introduction to Psychology	PSYC 210 Developmental Psychology	PSYC 300 Social Psychology	PSYC 301 Group Processes	PSYC 305 Personality	PSYC 306 Influence and Persuasion	PSYC 309 Abnormal Psychology	PSYC 311 Human Sexuality	PSYC 312 Environmental Psychology	PSYC 313 Social Cognition	PSYC 314 Psychology of Gender	PSYC 316 Cross-Cultural Psychology	PSYC 317 Media Psychology	PSYC 221 Statistics for Behavioral Sciences	PSYC 230 Foundation in Research Methods	PSYC 331 Advanced Applied Statistics	PSYC 402 Advanced Research Methods	PSYC 410 Senior Thesis
Strategic Principles		123	3	ALL	13	3	ALL	34	134	ALL	3	13	134	134	23	23	23	234	ALL
PSYC 1: Develop strong discipline-specific content knowledge		123																	
PSYC 2: Promote a culture of critical thinking		ALL																	
PSYC 3: Apply knowledge creatively		ALL																	
PSYC 4: Encourage collaborative working and learning		14																	
PSYC 5: Display strong discipline-specific writing skills		23																	
PSYC 6: Demonstrate computer skills in acquiring, organizing, analyzing, and presenting information		123																	
PSYC 7: Develop ability to design, conduct and evaluate scientific research		23																	

Master of Media for Social Justice (MSJ)

Nicole Keating, PhD

Chair, Master of Media for Social Justice (MSJ)

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 requirement. 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.

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 thesis 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 thesis proposals and final projects, and may require supplemental coursework as necessary.

Mission

The M.A. program in Media for Social Justice educates social innovators 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.

STUDENT LEARNING OUTCOMES

Demonstrate collaborative skills within the field of social justice media entrepreneurship.

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

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

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

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

CURRICULUM SUMMARY

Students in the two-year MSJ program study for four semesters and a summer. Students take courses in social justice media theory, transmedia production, social entrepreneurship, and gain workplace experience through internships. During the final year of the program, students work on individual transmedia projects in the thesis sequence. By the time students graduate, they will have a portfolio, an independent thesis 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

ASSESSMENT PLAN 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 writ-

ten 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 demonstrate 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.

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).

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				
STRATEGIC PRINCIPLES	1	Design Thinking	2	Transdisciplinarity	3	Civic Engagement	4	Entrepreneurship

Assuring Academic Quality in Media for Social Justice (MSJ)	MAJOR COURSES	LEARNING OUTCOMES															
		Strategic Principles	MFSJ 5702 Media and Social Change	MFSJ 5703 Transmedia Production I	MFSJ 5700 Creative Entrepreneurship 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
		Strategic Principles	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														

College of Liberal Arts

Douglas J. Cremer, PhD, Dean

The days of remaining in the same career throughout one's working life are past. We want to give students at Woodbury, who are already a diverse group driven to succeed when they step onto campus, every possible advantage as they transform their energy and ambition into educational programs capable of meeting the challenges of the contemporary world. Educational practice informed by a transdisciplinary approach is the best way to accomplish this task. Woodbury, in fact, has a long history of teaching practices that encourage collaboration, social responsibility, and complex forms of communication in what is emerging as transdisciplinary inquiry and problem solving.

Our curriculum focuses on developing the intellectual capacity to produce diverse and different contexts for identifying and solving problems; to seek out alternate, cutting-edge ways of living and experiencing the world; to develop the interpersonal skills needed to work effectively both within and across cultures; and lastly, to analyze, understand, and work toward the change students want to see in their worlds. Courses, majors, and programs in the College of Liberal Arts prepare students with skills for an array of careers and advanced degrees. All of our courses expose students to the rapidly changing body of knowledge, theories, ideas, and principles that have shaped society, technology, culture, and the environment. Across all environments the College creates, the emphasis is on active, experiential learning techniques designed to enhance the student's capacity for not only independent and rigorous thought, but also creative and applied, contextual analysis leading to action.

MISSION

The College of Liberal Arts is devoted to instilling a love of learning, thinking, questioning, and

critiquing all forms of knowledge in their content, structure, and application.

MAJORS, DEPARTMENTS AND PROGRAMS

The College houses five undergraduate majors and one graduate degree as well as numerous other departments and programs that educate all undergraduate students who attend the university. The majors—Interdisciplinary Studies, Leadership, Politics & History, Professional Writing, and Public Safety Administration—and the master's degree in Leadership, are all structured as challenging interdisciplinary degrees grounded thoroughly in the liberal arts:

Interdisciplinary Studies uses a self-directed approach in which students, under the direction of a selected faculty advisory team, integrate two different disciplines among those offered at Woodbury, resulting in a Senior Thesis Project that sets the student on course for a unique career.

Leadership blends studies of human behavior, ethical decision making, quantitative analysis, and organizational structures in an innovative manner that highlights the struggles and rewards of contemporary leadership, using a highly interactive and challenging instructional methodology specifically suited to developing future leaders.

Politics and History combines two closely related fields in a way that emphasizes the strengths of historical study for uncovering the roots of, and possible solutions to, today's global problems. The program's core educational value is rooted in political analysis as a means to understand the multiple sources and differing strategies employed by groups and individuals to describe and address their participation in local and global issues.

Professional Writing emphasizes the principles of clarity, ethics, relevance, creativity, and global scope in the work of its students as it trains them to be effective writers, ready and interested in integrating all the diverse endeavors of professional writing while focusing on their own unique passions and creative goals.

Public Safety Administration evaluates, researches, and serves the criminal justice professions through the interdisciplinary and comparative study of crime and criminal behavior, as well as the policies and systems designed to control criminality. Our curriculum provides both a substantive and practical knowledge base that links multidisciplinary social science theories and methods with effective and responsible public policy, and the ethical practice of the justice professions within a multicultural, constitutional democracy.

Our other departments and programs all provide essential elements of a university education, initiate efforts in transdisciplinary collaboration with other parts of the university, and oversee several programs that enrich and diversify our students' experiences in such fields as Art History, Economics, Foreign Languages, Library Science, Literature, Mathematics, Philosophy, Personal and Professional Development, Sciences, and Urban Studies. Finally, we host a number of programs that assist students in their academic success, from the Writing Center to pre-law advising. We are equally committed to the success of the students in our degree programs and to all students across Woodbury's two campuses.

FACULTY

The faculty of the College of Liberal Arts is incredibly diverse, not only in education and backgrounds, but in approaches to student learning and academic scholarship. As the principal stewards of the College's degrees and programs, they are responsible for creating and improving the educational experiences of all of the University's students. They serve as mentors and advisors, providing personal and ongoing direction for students, whether they are majors, minors, or taking an individual course. Faculty members also work collegially and collaboratively with each other, as well as with educators across and outside the university, in order to establish opportunities for inter- and transdisciplinary research and course development.

INTERDISCIPLINARY STUDIES

Interdisciplinary Studies, Urban Studies, Foreign Languages, Literature, and Sciences

FULL-TIME FACULTY

Christine Carmichael, Associate Professor, Physics
PhD, University of New South Wales, Australia

Nageswar Rao Chekuri, Professor, Physics
EdD, University of Cincinnati

Jason Keller, Senior Lecturer, Interdisciplinary Studies
MFA, University of California, Irvine

Will McConnell, Associate Professor, Interdisciplinary Studies
PhD, McMaster University, Ontario

Phillip E. Pack, Professor, Biology
PhD, Claremont Graduate School

Elisabeth Sandberg, Professor, Literature and Interdisciplinary Studies
PhD, University of Massachusetts, Amherst

ADJUNCT FACULTY

Ray Bergstrom, Physics
MS, Stanford University

Emily Bills, Urban Studies
PhD, New York University

Doug Brownell, Physics
MS, University of California, San Diego

Barbara Hunt, Biology
MA, EdD, California State University, Los Angeles

Megan McLeod Kendrick, Urban Studies
PhD, University of Southern California

Ani Okkasian, Interdisciplinary Studies
MA, Georgetown University

Yvonne Saalman, Chinese
DipEd, Victoria University, Wellington, New Zealand

Claude Willey, Urban Studies
MFA, University of California, Irvine

LEADERSHIP**FULL-TIME FACULTY**

H. Eric Schockman, Associate Professor
PhD, University of California, Riverside

Elizabeth Trebow, Associate Professor
PhD, Columbia University

Adjunct Faculty

Armond Aghakhanian
EdD, Pepperdine University

Eric Agrusa
EdD, University of Southern California

Matthew Cahn
PhD, University of Southern California

Ariane David
PhD, Fielding Graduate Institute

J. Dallas Dishman
PhD, University of Southern California

Seta S. Khajarian
EdD, Pepperdine University

Michelle Lipton
JD, Pepperdine University

Michele A. L. Villagran
EdD, Pepperdine University

Don St. Clair
EdD, Pepperdine University

Scott R. Sveslosky
JD, University of Southern California

Kevin Tamaki
MA, University of Michigan

Jim Uhl
MA, Woodbury University

Kim Williams
EdD, University of California

LIBRARY & INFORMATION SCIENCES**FULL-TIME FACULTY**

Cathryn Copper, Associate Professor
MLIS, University of Toronto

Jared Cowing, Assistant Professor
MLIS, University of Rhode Island

Raida Gatten, Associate Professor
MLIS, Kent State University

Barret Havens, Associate Professor
MLIS, University of Texas at Austin

L. Nedra Peterson, Professor
MA, University of Arizona

Amanda Woodward, Assistant Professor
MLIS, University of California, Los Angeles

Adjunct Faculty

Diane Zwemer, Instruction Coordinator
MLS, Syracuse University

Karla Bluestone
MLIS, San Jose State University

Eric Garcia
MLIS, San Jose State University

POLITICS AND HISTORY

**Politics & History, Public Safety Administration,
Art History, Philosophy, and Economics**

FULL-TIME FACULTY

Emerald M. Archer, Associate Professor, Political
Science
PhD, University of California, Santa Barbara

Amy Marie Converse, Associate Professor, Art History
PhD, University of California, Los Angeles

Brian Fitch, Associate Professor, Public Safety
PhD, Fielding Graduate Institute

Douglas Green, Senior Lecturer, Art History and
Philosophy

MFA, University of California, Irvine

James Robertson, Assistant Professor, History
PhD, New York University

Rossen Ventsislavov, Associate Professor, Philosophy
PhD, City University of New York

Adjunct Faculty

Ed Gomez, Art History
MFA, Otis College of Art and Design

Vivian Terr, Pre-Law Advisor
JD, Columbia University

Brian Truong, Economics
MA, California State University, Los Angeles

**MATHEMATICS
FULL-TIME FACULTY**

Annie Chu, Assistant Professor
PhD, University of California, Los Angeles

Martin C. Tippens, Assistant Professor
EdD, California State University, Northridge

ADJUNCT FACULTY

Eugene Allevato
MS, Military Engineering Institute, Brazil; MPhil, University of Wales, UK; MBA, Woodbury University

Andranik Hakobyan
MS, California State University, Northridge

Rubik Yegoryan
PhD, Yerevan Physics Institute and St. Petersburg
Institute of Nuclear Physics

**PERSONAL AND PROFESSIONAL DEVELOPMENT
ADJUNCT FACULTY**

Evelyn Alfaro
MA, Woodbury University

Rebecca Devereaux
PhD, Claremont Graduate University

Kelli Ross
MS, California State University, Long Beach

Marco Valenzuela
MA, Ohio State University

**WRITING
FULL-TIME FACULTY**

Matthew A. Bridgewater, Assistant Professor, ePortfolio Coordinator
PhD, Bowling Green State University

Reuben J. Ellis, Chair, Professor
PhD, University of Colorado at Boulder

Richard N. Matzen, Jr., Professor
PhD, Indiana University of Pennsylvania

Adjunct Faculty

Laurel DiGangi, Director of the Writing Center
M.A., University of Illinois, Chicago

Tsoleen Donoyan
M.A., California State University of Los Angeles

Alan Gries
B.A., Columbia College

Nicholas Henson
PhD, University of Oregon

Chelsea Johnson
M.F.A, Eastern Washington University

Kim Rawley
MA, California State University, Bakersfield

Elizabeth von Schoff
MA, University of California, Los Angeles

Art History (Minor)

Amy Converse, PhD, Coordinator

The minor in Art History offers a distinct yet complementary program in relation to other departments, one that is committed to historical inquiry and critical analysis of art at all levels of learning. We explore and critique canonical and liminal artistic traditions, and look for ways that the study of art history interpenetrates and illuminates other discourses and disciplines.

Students will find that coursework in the minor and in the program overall encourages them to develop an independent critical involvement with works of art and visual culture, to examine changing historical conceptions of art and the artist, and to explore the visual arts in their wider cultural and political contexts. In this program, we explore the evolution of salient methodologies toward art, and look for interdisciplinary tools to examine the wider impact of such shifts over time.

Woodbury's Art History program provides students with an understanding of the history of Modern and Contemporary Art, and a comprehension of the concept of Modernism and its legacy in the field. We train students to consider the historical, social, and political contexts of art in terms of events and ideas; to evaluate visual, theoretical, and historical information; and to engage with theory, practice, and reflection through reading, research, and writing. Students who fulfill the requirements for the minor will receive a solid foundation in critical methodologies that will inform and enrich their major course of study, whatever that may be.

STUDENT LEARNING OUTCOMES

Learning outcomes express the kinds of things (abilities, knowledge, and values) that students can expect to be taught and to learn in the Art History program and its courses.

- Students will explain how history corresponds to art, and art to history, in oral presentations and written work.
- Students will discuss different forms of art in an informed, analytical, and visually critical way in oral presentations and written work.
- Students will discuss the idea and effects of visual

culture, particularly within the fields of media and design.

- Students will evaluate works of art from different points of view, through their own analysis and the use of primary and secondary texts.
- Students will contextualize twentieth-century art, in terms of historical, social, and political events and ideas in oral presentations and written work.
- Students will demonstrate a comprehension of the concept of Modernism and its legacy in this field in oral presentations and written work.
- Students will examine critically the relationship between theory and practice in twentieth-century art, and the interaction between the two, in oral presentations and written work.
- Students will evaluate the role of museums and galleries as part of the curatorial field in oral presentations and written work.
- Students will evaluate visual, theoretical, and historical information through first-hand study of works of art.
- Students will demonstrate research and writing skills specific to the discipline of art history.
- Students will use libraries, bibliographies, catalogues, and periodicals in a scholarly fashion.

Curriculum Summary

ART HISTORY MINOR CURRICULUM

Select at least two courses from the following:

ARTH 204	History of Modern Art
ARTH 205	History of Contemporary Art
ARTH 211	History of Latin American Art
ARTH 270	Topics in Fine Art

And select at least three from the following:

ARTH 331	History of Modern Painting
ARTH 332	History of Photography
ARTH 333	History of Land Art
ARTH 334	Curatorial Studies : Theory and Criticism
ARTH 337	Video Art: Blurred History, Theory, Practice
ARTH 338	History of Performance Art
ARTH 339	History of Art and Violence
ARTH 340	History of Zombie Films, Art, and Literature
ARTH 341	History of Avant-Garde Film
ARTH 342	Art Theory and Practice

ARTH 343 History of Digital Art
and Electronic Media

ARTH 370 Topics in Art History

ARTH 375 Field Experience

Minimum unit requirement: 15 units

ART HISTORY COURSES

ARTH 204 History of Modern Art

3 UNITS

This course will seek to create a historical narrative from c. 1860 to the period immediately following WWII by outlining the major artistic movements and theories in modern art. Focusing primarily on the art of Europe and the United States, students will also study design, architecture, and film in order to observe the characteristics of progress and originality that often define avant-garde modernism. Lecture. Prerequisite: None.

ARTH 205 History of Contemporary Art

3 UNITS

This lecture course offers a comparative exploration and study of the different aspects and issues in contemporary art from World War II to the present day. Sculpture, painting, performance art, video, mixed media, and other forms will be discussed, with an emphasis on current trends in the art world. This work will be analyzed in terms of history and politics, as will its aesthetic foundations and legacies. Prerequisite: None.

ARTH 211 History of Latin American Art

3 UNITS

This course is a comparative exploration and study of contemporary art in Central and South America. Sculpture, painting, architecture, mixed media, performance, and video art from the 1960s to the present day will be considered. This work will be discussed and analyzed in terms of history, politics, and aesthetics. Prerequisite: None.

ARTH 170, 270 Topics in Fine Arts

3 UNITS

Topics focus on various areas of interest within contemporary art. Lecture. Prerequisite: None.

ARTH 331 History of Modern Painting

3 UNITS

This course will provide students with a fundamental understanding of the artistic, political, cultural, and scientific developments that radically altered the

look and the purpose of painting in the modern era, as well as an understanding of major international styles and movements in painting from the 1850s to the present. Prerequisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture, or LSCI 205 Information in the Disciplines; WRIT 112, Academic Writing II, or WRIT 212, Rhetoric and Design; COMM 120, Public Speaking; and one of either ARTH 204, History of Modern Art, ARTH 205, History of Contemporary Art, or ARTH 211, History of Latin American Art.

ARTH 332 History of Photography

3 UNITS

This course studies the history of photography from a chronological and theoretical perspective specifically in relation to its position within modern art. Students will read canonical texts in conjunction with an exploration of the medium from its 19th century origins to its present use in contemporary art. The course will evaluate the medium of photography as a utilitarian commercial activity and as a culture-producing medium within the field of visual art and aesthetics. We will focus on photography's evolution against biographical, historical, economic, and social contexts. Seminars will consist of slide lecture, field trips to exhibitions, group discussion, and student research presentations. Seminar. Prerequisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture, or LSCI 205, Information in the Disciplines; WRIT 112, Academic Writing II, or WRIT 212, Rhetoric and Design; COMM 120, Public Speaking; and one of either ARTH 204, History of Modern Art, ARTH 205, History of Contemporary Art, or ARTH 211, History of Latin American Art.

ARTH 333 History of Land Art

3 UNITS

This course will introduce students to the subject of Land Art, focusing on situating landscape within the context of contemporary art. Through readings, films, music, and slides, the class will explore site-specific works of art created from the 1960s to the present, with emphasis on materials, scale, and aesthetics generated from this movement and its art-historical precedents. Seminar. Prerequisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture, or LSCI 205, Information in the Disciplines; WRIT 112, Academic Writing II, or WRIT 212, Rhetoric and

Design; COMM 120, Public Speaking; and one of either ARTH 204, History of Modern Art, or ARTH 205, History of Contemporary Art, or ARTH 211, History of Latin American Art.

ARTH 334 Curatorial Studies: Theory and Criticism

3 UNITS

This seminar course will analyze the dominant systemic structures and discursive practices of art exhibitions, but also the strategies of opposition that have been directed against them. Through a laboratory-based model of study, students will produce their own curatorial proposals, understanding and interrogating the politics of representation. Seminar. Prerequisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture, or LSCI 205, Information in the Disciplines; WRIT 112, Academic Writing II, or WRIT 212, Rhetoric and Design; COMM 120, Public Speaking; and one of either ARTH 204, History of Modern Art, or ARTH 205, History of Contemporary Art, or ARTH 211, History of Latin American Art.

ARTH 337 Video Art: Blurred History, Theory, Practice

3 UNITS

This course will explore the medium of video and its chronological development, from its beginnings in the 1960's with video portability, to its immersion in today's pervasive digital practices. In addition, we will also consider video art through the lens of aesthetics, activism, practice, and theory in order to examine the characteristics that make a conventional history almost impossible to write. Through readings, screenings, field trips, and visiting artists, we will follow the symbiotic play between this artistic practice and popular media to create a complex picture of the medium today. Prerequisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture, or LSCI 205, Information in the Disciplines; WRIT 112, Academic Writing II, or WRIT 212, Rhetoric and Design.

ARTH 338 History of Performance Art

3 UNITS

This course is an exploration of the history of and issues within contemporary performance art and its documentation. The class begins by looking at some of the precedents of performance art prior to World War II, to its evolution and cohabitation with video art in the sixties and seventies, to its present-day explosion of digital media. The course will also focus on the philosophical, economic, political, and cultur-

al consequences of the movement in art towards the body as object to the 'performative.' Prerequisites: LSCI 105, Information Theory and Practice, LSCI 106, Information Sources in Architecture and Interior Architecture, or LSCI 205, Information in the Disciplines; WRIT 112, Academic Writing II, or WRIT 212, Rhetoric and Design.

ARTH 339 History of Art and Violence

3 UNITS

This course offers a comparative exploration and study of the different aspects and issues relating to violence in contemporary art. Artwork will be discussed and analyzed in terms of history and politics, as well as its aesthetic foundations and legacies. Prerequisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture, or LSCI 205, Information in the Disciplines; WRIT 112, Academic Writing II, or WRIT 212, Rhetoric and Design.

ARTH 340 History of Zombie Films, Art, and Literature

3 UNITS

Since George Romero's Night of the Living Dead in 1968, zombie movies have been a part of American popular culture, but also part of politics. This upper-division seminar will explore the connections between zombie films, politics, history, race, and gender over the last 40 years. Prerequisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture, or LSCI 205, Information in the Disciplines; WRIT 112, Academic Writing II, or WRIT 212, Rhetoric and Design.

ARTH 341 History of Avant-Garde Film

3 UNITS

This course offers a comparable exploration and study of the different aspects and issues in avant-garde film as it relates to contemporary art. The films and videos explored in the course will be discussed and analyzed in terms of history and politics, as will their aesthetic foundations and legacies. Prerequisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture, or LSCI 205, Information in the Disciplines; WRIT 112, Academic Writing II, or WRIT 212, Rhetoric and Design.

ARTH 342 Art Theory and Practice

3 UNITS

This class will investigate the possibilities of incorporating critical theory into existing practices of

creative production. Students will explore a diverse range of contemporary cultural theories using a hybrid model of seminars and workshops in order to understand a “post-studio” practice and the method of post-production. It is the goal of the course for students to develop new conceptual strategies within the fields of design, art, architecture, and video. Prerequisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture, or LSCI 205, Information in the Disciplines; WRIT 112, Academic Writing II, or WRIT 212, Rhetoric and Design.

ARTH 343 History of Digital Art and Electronic Media

3 UNITS

This seminar explores the rapidly developing influence of electronic media on contemporary artistic practice by examining a wide array of new media, including electronics, robotics, video games, the Web, and virtual reality. This class will study the art-historical context of such technologies, as well as their wider social and theoretical implications for visual culture. Prerequisites: LSCI 105, Information Theory and Practice, LSCI 106, Information Sources in Architecture and Interior Architecture, or LSCI 205, Information in the Disciplines; WRIT 112, Academic Writing II, or WRIT 212, Rhetoric and Design.

ARTH 370 Topics in Art History

3 UNITS

Topics focus on various areas of interest within Art History. Seminar. Prerequisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture, or LSCI 205, Information in the Disciplines; WRIT 112, Academic Writing II, or WRIT 212, Rhetoric and Design; COMM 120, Public Speaking; and one of either ARTH 204, History of Modern Art, or ARTH 205, History of Contemporary Art, or ARTH 211, History of Latin American Art.

ARTH 375 Field Experience

3 UNITS

Study in Fine Arts combined with travel to relevant sites. Both travel and study on campus are required. Seminar. Prerequisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture, or LSCI 205, Information in the Disciplines; WRIT 112, Academic Writing II, or WRIT 212, Rhetoric and Design; COMM 120, Public Speaking; and one of either ARTH 204, History of Modern Art, or ARTH 205, History of

Contemporary Art, or ARTH 211, History of Latin American Art.

ARTH 299, 399, 499 Independent Study

3-6 UNITS

This course is an individual investigation into a field of special interest chosen by the student with the approval of the dean. Regular, periodic meetings with the department chair or an assigned faculty member are required. Thirty hours required for each unit of credit. Prerequisite: Consent of the dean.

Economics

Lower-level economics are liberal arts courses offered through the department of Politics and History in cooperation with the School of Business. For questions about the Economics courses listed below, contact the Chair of Politics & History, Emerald Archer.

ECONOMICS COURSES

ECON 200 Elementary Economics

3 UNITS

This course is an analysis of the contemporary American economic system. This course is a combination of macroeconomics and microeconomics. Topics include: inflation, unemployment, national income determination, money and banking, fiscal and monetary policies, theories of production and consumer choice, prices and outputs, monopoly and competition, wages and profits, and international trade and finance. Lecture. Prerequisite: None.

ECON 203 Macroeconomics

3 UNITS

This course is an introduction to macroeconomic analysis. Economic theory relative to the determination of national income, inflation, unemployment, money and banking, and government fiscal and monetary policies in offsetting economic fluctuations will be covered. Students will also study the applications of macroeconomic theory, including its use in evaluating and forming public policy. Lecture. Prerequisite: MATH 149, Intermediate Algebra.

ECON 204 Microeconomics

3 UNITS

This course is an introduction to microeconomic analysis. Economic theory relative to demand, marginal analysis, consumer behavior, costs and production, competitive and noncompetitive product markets, and labor markets and welfare will

be covered. Applications of microeconomic theory, including its use in evaluating and forming public policy, will also be covered. Lecture. Prerequisite: ECON 203, Macroeconomics.

Foreign Languages

All foreign language courses are offered through the department of Interdisciplinary Studies and are coordinated by the associate dean.

FOREIGN LANGUAGES COURSES

CHIN 101 Beginning Chinese I

3 UNITS

This course introduces basic spoken Mandarin Chinese (Putonghua), including fundamental elements of vocabulary and grammar, giving special attention to clear pronunciation. It also introduces essentials of reading and writing, including basic calligraphy. Lecture. Prerequisite: None.

CHIN 1710 Beginning Chinese II

3 UNITS

This course continues the introduction of basic spoken Mandarin Chinese (Putonghua), including fundamental elements of vocabulary and grammar, giving special attention to good pronunciation. It also continues the introduction of the essentials of reading and writing, including basic calligraphy. Lecture. Prerequisite: CHIN 101, Beginning Chinese I.

FREN 110 Beginning French I

3 UNITS

This is a beginning course in French that emphasizes the use of the spoken language in addition to some basic elements of French culture. Present tense, negative and interrogative forms, dates, counting, time, and first-group verbs will be covered. Lecture. Prerequisite: None.

FREN 113 Beginning French II

3 UNITS

This course focuses on stressing basic conversation competence and exploring elements of French history. Future and past tenses will be covered. Lecture. Prerequisite: FREN 110, Beginning French I, or permission of the instructor.

JAPN 110 Beginning Japanese I

3 UNITS

This course introduces basic spoken Japanese, emphasizing fundamental elements of vocabulary and grammar, while giving special attention to clear pronunciation. The Hiragana and Katakana syllabaries are also introduced. Lecture. Prerequisite: None.

JAPN 113 Beginning Japanese II

3 UNITS

This course focuses on more advanced grammar elements such as compound and complex sentences, idiomatic expressions, and levels of politeness. Students will also learn more Kanji characters and delve into aspects of Japanese culture. Lecture. Prerequisite: JAPN 110, Beginning Japanese I.

Interdisciplinary Studies (BA/BS)

Will McConnell, PhD, Associate Dean

The Department of Interdisciplinary Studies provides a diversity of educational experiences for students. From its self-designed major, which allows students—with the assistance of a group of faculty members—to create their own educational program, to its courses in foreign languages, interdisciplinary studies, literature, urban studies, and sciences, the department bridges the distance between, and creates unique perspectives on, the applied arts, the fine arts, the humanities, and the natural and social sciences. Through innovative and collaborative educational experiences, programs, and courses, the Department of Interdisciplinary Studies can also enrich discipline-specific majors, since courses offered by the department involve in-depth coverage of two or more knowledge-specific areas. They are designed to provide knowledge, skills, and experiences not normally encountered in other courses, and frequently employ team-teaching, experiential strategies and cutting-edge course design to enhance their interdisciplinary perspectives.

The Interdisciplinary Studies major is intended for students seeking a unique, hand-crafted university education. In consultation with the assistant dean and a team of faculty members chosen from across the university, students co-create self-designed programs combining two or more disciplines, culminating in senior thesis presentations that demonstrate their learning. Built around a core of courses in interdisciplinary theory and research, the major offers opportunities for students to bring together such diverse disciplines as business (marketing, management, finance) and architecture, communication and politics, art history and interior architecture, leadership and education, etc. The major suits students who have interests that lie between or outside the scope of our other academic majors, but have strong relationships with those majors. These interests also may be related to a curriculum that supports the majors, such as art history, literature, or writing, but for which we do not currently offer a major program. In the Interdisciplinary Studies Self-Designed Major, students work with three faculty members serving in the role of faculty advisors/mentors to design an in-depth study that requires knowledge of or skills in multiple disciplines. Then, students participate in an

educational experience that translates their passions into analyses via a research studio experience across the major. Students then work to convert their analyses into action.

Additionally, the department offers a variety of courses and programs in support of both the liberal and integrative learning goals of the university. Such learning experiences are rooted in a strong group of interdisciplinary courses that approach history, literature, philosophy, and politics from social, cultural, as well as thematic perspectives: Journeys, Natures, Conflicts, and Knowledges. From innovative topics courses that combine scuba certification and ocean-based, interdisciplinary research, to experiential learning that blends traditional in-class and kinetic exploration of horses at a local horse ranch, to initial foreign language study and the examination of the urban environment, the department's courses prepare students for the globalized world. Similarly, in the study of literary and philosophical works, students are grounded in the humanistic values and questions important to understanding the diverse perspectives and cultures in which they live. In all courses in the department, students practice interpretative, critical, and analytical skills while challenging traditional boundaries and structures.

MISSION

Connecting students and faculty in the exploration and analysis of issues and topics that both integrate and transcend differing disciplinary perspectives and methods.

PROGRAM LEARNING OUTCOMES

Learning outcomes express the kinds of things (abilities, knowledge, and values) that students can expect to gain from the Interdisciplinary Studies program and its courses.

- Students will practice textual analysis, placing ideas in context while transcending received meaning(s) in oral presentations and written work.
- Students will explore different possibilities for interpretation and the production of meaning(s) in oral presentations and written work.
- Students will acquire the multiple analytical and interpretive skills that come with experience in different disciplines, demonstrating a nuanced understanding of disciplinary and interdisciplinary perspectives.
- Students will develop the breadth of knowledge and experience that leads to a sense of social and

personal responsibility and civility, as evidenced by their choice and execution of research projects.

- Students will demonstrate the ability to take initiative in crossing boundaries while developing integrative research projects.
- Students will create innovative approaches to multifaceted situations through critical thinking and inquiry.
- Students will solve problems too complex to be understood or addressed with the knowledge and tools of a single discipline.

CURRICULUM SUMMARY

INTERDISCIPLINARY STUDIES MAJOR CURRICULUM

Leading to the Bachelor of Arts (BA) or Bachelor of Science (BS) Degree

	<u>Units</u>
Major (M)	46 (BA) or 61 (BS)
General Education (GE)	49
Unrestricted electives (UE)	25 (BA) or 10 (BS)
Minimum semester hours required	120

For the major in Interdisciplinary Studies, students must accumulate 120 credit units to graduate, whether the designed program will result in a Bachelor of Arts (BA) or Bachelor of Science (BS) degree. All Interdisciplinary Studies self-designed major students must meet all of Woodbury University's Integrative Learning and Residency requirements.

Building Your Major

Students begin with an initial interview with the chair of the department to ascertain the suitability of the student's aspirations to the program. If the potential for undertaking an INDS degree is found, the student begins by enrolling in INDS 200, Introduction to Interdisciplinary Studies, where s/he begins developing the contract for the major under the chair's supervision; this work involves exploring the meaning of interdisciplinarity, discussing the student's purposes and goals, building an understanding of necessary skills to build given those goals, deciding on appropriate learning outcomes, and selecting the student's faculty mentors, who serve as facilitators of learning and development on their major committee. Across the students' coursework and experiences, the major becomes a research studio, in which students work collaboratively with their peers, faculty, and external mentors to focus a unique research-based approach toward producing insights and possible solutions to a capacious social problem or set of issues.

The INDS 200 course and the development of the major contract last either fifteen or seven weeks, depending on the the student and the chair's decision. A new student (or newly transferred student) registered in the major begins with general education courses while defining the major. A student changing majors within Woodbury formally maintains her or his current major for the semester (with some possible adjustment, if possible, of courses taken in light of the potential Interdisciplinary Studies degree) during the contract process. It is highly recommended that students take as many of the INDS 100-level courses as they can, since these serve as a great introduction to the theory and practice of interdisciplinarity. Additionally, if the student is on academic probation, he or she must meet the criteria for being in good standing before completing the change of major.

During the INDS 200 course and the contract process, the student and chair discuss possible faculty members to be selected as the student's Self-Designed Major Review Committee (SMRC). The student meets each potential member, discussing with her or him the student's ideas and plans for the degree. With the assistance of the chair, the student begins writing the proposal for Self-Designed Curriculum and finalizes the choice of the members of his/her SMRC. At least one of the three members of the SMRC must be a full-time member of the faculty. These members, once they agree to serve, also provide feedback on the student's proposal, including discussion of the final project draft, the selection of courses, and the development of learning outcome sequencing.

The student, the SMRC, and the chair meet formally to review and approve an individualized curriculum contract and plan of study that includes a title for the curriculum and a tentative timeline for completing that curriculum:

- The curriculum must involve at least two disciplines and the work in each discipline must be equivalent to a minor in each (fifteen credit units each; see the sections on academic minors for details of the relevant minor).
- All students must complete at least one year under the new contract, making the minimum time from first contact to completion two years, or three semesters, plus a summer term.
- The committee shall assess the educational fitness of plans of self-designed majors proposed by stu-

dents in the program as well as any modifications to that plan of study.

The SMRC members, in consultation with other faculty and chairs as necessary, must approve the final proposal. When approved by the dean of the College of Liberal Arts, the student forwards the proposal to the Registrar's Office and files a petition for change of major along with the proposal. Students may also declare their major before the proposal is finalized (as described above), but they remain responsible for completing the work with their SMRC. The approved proposal serves as the contract for the student's plan of study. Amendments and modifications to the plan may be made following the same procedure as the initial approval.

All contracts must include, and all students must complete, five INDS courses: INDS 200, Introduction to Interdisciplinary Studies; INDS 350, Interdisciplinary Research; and INDS 490, Internship. The final two courses are part of a year-long capstone project: INDS 491, Senior Thesis: Preparation, and INDS 492, Senior Thesis: Execution. Major courses must come from at least two areas of the curriculum equivalent to a minor (fifteen credit units) in each area. A minimum of twenty-seven credit units must be taken at the 300 or 400 level; at least nine of those credit units must be taken at the 400 level or above.

Interdisciplinary Studies Assessment Process

In order to assure the quality of student learning, the department's faculty regularly reviews the collective work of students over time. Students' research papers, exams, evaluations of presentations, internship reports, and senior theses are archived for review purposes. Each year, an assessment report is written for faculty to use in creating adjustments and improvements to the program, its courses, and students' overall learning.

For the purposes of assessment, the overall curriculum has been broken down into distinct parts:

- The introductory information theory (LSCI 105) and foreign language courses (CHIN 110, FREN 110 and 113, JAPN 110 and 113) and outcomes.
- The 200-level courses (ECON 200, 202, and 203, LITR 206, PHIL 201 and 210) and outcomes.
- The upper-division seminars (INDS 322, 327, and 330, LITR 330, PHIL 310, 311, 312, and 314) and outcomes.

- The research core (INDS 200, 350, 491, 492) and internship (INDS 490) and outcomes.
- The overall program is reviewed and any special assessments are undertaken in 2014 and 2020.

SUGGESTED SEQUENCE OF COURSES

FIRST YEAR

Fall Semester

ARTH 2__	Art History	3 GE
INDS 1__	Interdisciplinary Studies (101 recommended)	3 GE
WRIT 111	Academic Writing I	3 GE
PPDV 100	Transition to College	1 UE
MATH 149	Intermediate Algebra or Unrestricted Elective	3 UE

Spring Semester

_____	Humanities (INDS 102 recommended)	3 GE
_____	Social Science	3 GE
COMM 120	Public Speaking	3 GE
WRIT 112	Academic Writing II	3 GE
LSCI 105	Information Theory and Practice	1 GE
_____	Unrestricted Elective	3 UE

SECOND YEAR

Fall Semester

INDS 200	Introduction to Interdisciplinary Studies	3 M
ENVT 220	Environmental Studies	3 GE
_____	GE Breadth Elective (INDS 103 recommended)	3 GE
PHIL 210	Ethical Systems	3 GE
_____	Unrestricted Elective	3 UE

Spring Semester

MATH	Mathematics	
2__		3 GE
_____	GE Breadth Elective (INDS 104 recommended)	3 GE
_____	Natural Science with Lab	3 GE
_____	Major Area 1 Course	3 M
_____	Major Area 2 Course	3 M

THIRD YEAR**Fall Semester**

INDS 350	Interdisciplinary Research	3 M
_____	Major Area 1 Course	3 M
_____	Major Area 2 Course	3 M
___3__	GE Breadth Elective	3 GE
___3__	GE Principle Elective	3 GE

Spring Semester

___3__	Major Area 1 Course	3 M
___3__	Major Area 2 Course	3 M
INDS_3__	Transdisciplinary Seminar	3 GE
_____	Unrestricted Elective†	3 UE
_____	Unrestricted Elective†	3 UE

FOURTH YEAR**Fall Semester**

___3__	Major Area 1 Course	3 M
___3__	Major Area 2 Course	3 M
INDS 491	Senior Thesis: Preparation	3 M
INDS 490	Internship	4 M
_____	Unrestricted Elective†	3 UE

Spring Semester

___3__	Major Area 1 Course	3 M
___3__	Major Area 2 Course	3 M
INDS 492	Senior Thesis: Execution	3 M
_____	Unrestricted Elective†	3 UE
_____	Unrestricted Elective†	3 UE

† These unrestricted electives must be Major Area 1 or 2 courses for the BS degree

INTERDISCIPLINARY STUDIES COURSES**INDS 101 Journeys**

3 UNITS

This course examines the causes and effects of physical and spiritual journeys, human migrations, and how movements of individuals and populations have been understood in differing cultures and eras. Lecture. Prerequisite: None.

INDS 102 Natures

3 UNITS

This course explores the various ways the natural world and human relations to or within that world have been characterized and constructed in different contexts and communities. Lecture. Prerequisite: None.

INDS 103 Conflicts

3 UNITS

This course focuses on the sources and consequences of war, conquests, and clashes in the political, social, and cultural spheres as expressed in historical, analytical, and literary sources. Lecture. Prerequisite: None.

INDS 104 Knowledges

3 UNITS

This course examines the ways in which opinions and beliefs, bodies of knowledge, and certainties have been constructed and communicated over time, including experiential, narrative, and analytical sources. Lecture. Prerequisite: None.

INDS 200 Introduction to Interdisciplinary Studies

3 UNITS

This course introduces students to the concepts and methods of interdisciplinary studies, including approaches to integrating two distinct disciplines and applying insights from one to the other and vice versa. Serves as first course in the Interdisciplinary Studies major as well as an introduction for those generally interested in integrative, interdisciplinary learning. Seminar. Prerequisite: WRIT 111, Academic Writing I.

INDS 299, 399, 499 Independent Study

1-6 UNITS

This course is an individual investigation into a field of special interest chosen by the student with the approval of the dean. Regular, periodic meetings with the department chair or an assigned faculty member are required. Thirty hours required for each unit of credit. Prerequisite: Consent of the dean.

INDS 322 Music and Literature

3 UNITS

This course examines the relationship between the music and the literary texts that have inspired songs, operas, ballets, symphonies, and suites. Writings of and about music and musicians and writings using musical structure are also treated. Seminar. Prerequisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture, or LSCI 205, Information in the Disciplines; WRIT 112, Academic Writing II, or WRIT 212, Rhetoric and Design; COMM 120, Public Speaking; and one of either INDS 101, Journeys, INDS 102, Natures, INDS 103, Conflicts, INDS 104, Knowledges, or LITR 206, The Short Story.

INDS 325 L.A. Stories

3 UNITS

L.A. Stories is an upper-division seminar that explores Los Angeles through various media and methods to help students become more knowledgeable and analytical inhabitants and observers of their current urban environment and the stories of the people who create this city. The seminar builds on skills acquired in previous courses that have laid the foundation for the writing, research, and analysis expected of students at the university level. You will submit both a draft and the final version of a formal paper (documenting sources according to the MLA), many informal assignments based on readings, screenings, and field experiences, plus do an oral and written presentation on site-specific research. Our overarching text this semester is Los Angeles, especially facets that interest students personally. L.A. Stories is an interdisciplinary course that is not limited to fiction and non-fiction but that embraces each student's particular take on the city through personal observation, research, and presentation. Prerequisites: WRIT 112, Academic Writing II, or WRIT 212, Rhetoric and Design; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture, or LSCI 205, Information in the Disciplines.

INDS 327 Film and Literature

3 UNITS

This course provides an analysis of literature and films and possible relationships between these two art forms. Seminar. Prerequisites: LSCI 105, Informa-

tion Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture, or LSCI 205, Information in the Disciplines; WRIT 112, Academic Writing II, or WRIT 212, Rhetoric and Design; COMM 120, Public Speaking; and one of either INDS 101, Journeys, INDS 102, Natures, INDS 103, Conflicts, INDS 104, Knowledges, LITR 206, The Short Story; ARTH 204, History of Modern Art, ARTH 205, History of Contemporary Art, or ARTH 211, History of Latin American Art.

INDS 328 Reading the West: Texts, Landscapes and Constructions in the Arid West

3 UNITS

This seminar is a transdisciplinary approach to the "meanings" of the "West" in the United States. Students will engage with a variety of texts and methods for reading them by surveying the diverse ways in which Americans have used the landscape to describe, critique, structure, and maintain competing notions of civilization. In this course, "text" means any medium for creating a message: archaeological sites, painting, photography, land art, and film (as well as writing). Seminar. Prerequisites: WRIT 112, Academic Writing II, or WRIT 212, Rhetoric and Design; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture, or LSCI 205, Information in the Disciplines; and one of either INDS 101, Journeys, INDS 102, Natures, INDS 103, Conflicts, or INDS 104, Knowledges.

INDS 330 Seminar in Transdisciplinary Studies

3 UNITS

A special transdisciplinary research seminar with differing topics each offering. Students in the seminar will be instrumental in designing the course: they will choose a problem or issue in the contemporary world; develop the course topic, including course readings, invited guest lecturers, and planned field trips; design a proposal to address the chosen problem; and present their findings and recommendations to the campus community. Seminar. 3 units. Prerequisites: WRIT 112, Academic Writing II, or WRIT 212, Rhetoric and Design; LSCI 105, Information Theory and Practice; COMM 120, Public Speaking; 2xx social science or humanities course; and instructor consent.

INDS 340 Human Agency and Interior Spaces

3 UNITS

Based on close readings of texts dealing with agency and space, as well as generative writings and interpretations of the two, this course melds on-site analysis of interior space with different theoretical frameworks in order to formulate an understanding of the relationship between interior environments, human behavior, and ideological understandings. Seminar. Prerequisites: WRIT 112, Academic Writing II, or WRIT 212, Rhetoric and Design; LSCI 105, Information Theory and Practice; COMM 120, Public Speaking; and one lower-division humanities or social science course.

INDS 350 Interdisciplinary Research

3 UNITS

This course provides an introduction to the essentials of interdisciplinary research, including approaches to integrating two distinct disciplines and applying insights from one to the other and vice versa. The course serves as second course in the Interdisciplinary Studies major, as well as an introduction for those generally interested in integrative, interdisciplinary research. Prerequisites: INDS 200, Introduction to Interdisciplinary Studies; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture, or LSCI 205, Information in the Disciplines; WRIT 112, Academic Writing II, or WRIT 212, Rhetoric and Design; COMM 120, Public Speaking.

INDS 370 Topics in Interdisciplinary Studies

3 UNITS

This course focuses on various areas of interest that are best studied with an interdisciplinary approach. Seminar. Prerequisites: WRIT 112, Academic Writing II, or WRIT 212, Rhetoric and Design; COMM 120, Public Speaking; and at least one other course specific to the topic of the course.

INDS 490 Internship

3-4 UNITS

Students obtain practical, on-the-job training in a setting related to their career and educational goals. Work experience is complemented by an academic requirement and periodic meetings with student's on-campus internship advisor. The course serves as the third course in the Interdisciplinary Studies major. Internship contract required by Registrar. Thirty hours per unit credit. Prerequisite: Senior standing, Interdisciplinary Studies majors only.

INDS 491 Senior Thesis: Preparation

3-4 UNITS

This course is a student-designed interdisciplinary research seminar that integrates two distinct disciplines and applies the insights from one to the other and vice versa. The course serves as the fourth course in the Interdisciplinary Studies major. Seminar. Prerequisite: INDS 350, Interdisciplinary Research.

INDS 492 Senior Thesis: Execution

3-4 UNITS

This course is the continuation of a student-designed interdisciplinary research seminar that integrates two distinct disciplines and applies the insights from one to the other and vice versa. The course serves as the final course in the Interdisciplinary Studies major. Seminar. Prerequisite: INDS 491, Senior Thesis: Preparation.

CURRICULUM MAP

Bachelor of Arts or Science in Interdisciplinary Studies BA or BS

	INTRODUCED		DEVELOPED		PRACTICED		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	
STRATEGIC PRINCIPLES	1	Design Thinking	2	Transdisciplinarity	3	Civic Engagement	4	Entrepreneurship

<p style="text-align: center;">Assuring Academic Quality in Interdisciplinary Studies (BA or BS)</p> <p style="text-align: center;">LEARNING OUTCOMES</p>	MAJOR COURSES													
	Strategic Principles													
Strategic Principles	24	12	23	12	ALL	12	12	24	ALL	24	12	234	124	ALL
Practice textual analysis, placing ideas in context while transcending the written word through reading texts writ large														
Practice textual analysis, creating a sense of play, exploring different possibilities, and assuming nothing														
Acquire the multiple analytical and interpretative skills that come along with experience in different disciplines														
Develop the breadth of knowledge and experience that leads to a sense of social and personal responsibility and civility														
Demonstrate the ability to take initiative in crossing boundaries while developing integrative research														
Create innovative approaches to multifaceted situations through critical thinking and inquiry														
Solve problems too complex to be dealt with the knowledge and tools of a single discipline through individual and group research														

Leadership (BA/MA)

H. Eric Schockman, PhD, Department Chair

Leadership is a recognized degree for those interested in administrative and leadership positions in the non-profit, public, or private sectors. The undergraduate major and graduate degree focus on an understanding of human behavior both in general and within organizations, principles of effective leadership, organizational structure and communication, ethical behavior and decision-making principles, communication processes, and principles of effective administration.

An associate's degree of science or art or the equivalent is required for the undergraduate program. In addition to the associate's degree, all students must complete coursework required by the university in basic skills and general education. Students are required to complete prerequisites to courses in the curriculum.

A bachelor's degree of science or art or the equivalent is required for the graduate degree.

We have formed partnerships with the The Los Angeles Police Department, the Los Angeles Fire Department, the City of Beverly Hills, the City of Los Angeles, and the County of Los Angeles. Other off-site cohorts are being developed.

Overview of the Program

In this day and age, successful organizations seek individuals equipped not only with effective administrative skills, but also those who exhibit good leadership skills in the workplace. The BA 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 ability of adult students to join practice with theory and bring to the classroom valuable experience that enhances learning and helps form effective leaders.

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

The program uses a cohort model and 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, and attractive to a wide variety of working professionals and industries. Composed of successful professionals, the faculty blends experience with theory in a curriculum that asks students to reflect on their own organizational experiences and uses an interactive classroom format with collaborative learning, student presentations, and team projects supporting the small, seminar-like classes.

Our hope is that each student will leave every class with at least one idea or practical detail that s/he can put to work the very next day. Further, we hope that as students learn more about leadership theory and practice, they will learn even more about themselves.

MISSION

Our Mission is to develop the next generation of critically thinking and virtuous leaders, who consider the rights and welfare of those they lead, and are able to transcend traditional disciplinary boundaries.

LEADERSHIP (BA) PROGRAM LEARNING OUTCOMES

1. Demonstrate understanding of organizational processes and organizational behaviors.
2. Demonstrate critical, analytical, and synthetic thinking.
3. Write, speak, and present using multiple forms of expression, such as logical, statistical, and visual.
4. Continue to fulfill civic and social responsibilities.
5. Demonstrate self-awareness, and awareness of

the relationship between themselves and others, in the context of a culturally, ethnically, globally diverse environment.

LEADERSHIP (MA) PROGRAM GOALS AND LEARNING OUTCOMES

1. Knowledge of theories and concepts regarding organizations and leadership (Transdisciplinarity, Entrepreneurship)
 - 1.1: Evaluate the relevance of traditional and contemporary leadership and organizational theories and concepts to specific situations.
 - 1.2: Compare and contrast theories regarding employee dynamics, development, and motivation.
2. Critical, analytical, strategic, and systems thinking (Transdisciplinarity, Design Thinking, Entrepreneurship)
 - 2.1: Employ systems thinking when approaching issues or situations.
 - 2.2: Employ an Assess, Plan, Implement, and Evaluate approach to issues or situations.
 - 2.3: Propose and conduct research related to organizations and leadership.
 - 2.4: Critically consume and/or apply published research related to leadership and organizations.
3. Effective communication (Transdisciplinarity, Design Thinking, Entrepreneurship, Civic Engagement)
 - 3.1: Communicate effectively in both oral and written formats.
 - 3.2: Identify and characterize non-verbal communication.
4. Ethical employee, leader, member of the community (Civic Engagement)
 - 4.1: Articulate and prioritize ethical principles of leadership.
 - 4.2: Formulate ethical decision-making approach.
5. Conflict mitigation (Transdisciplinarity, Civic Engagement)
 - 5.1: Display appreciation for diverse viewpoints.
 - 5.2: Detect, differentiate, and diffuse interpersonal conflict.
6. Self-understanding of leadership strengths and areas for improvement (Design Thinking)
 - 6.1: Relate leader effectiveness to concepts of Emotional Intelligence.

Curriculum Summary Leadership Major Curriculum Leading to the Bachelor of Arts (BA) Degree

	<u>Units</u>
Major Courses (M)	42
Upper Division General Education Courses (Quant I & II) (GE/IL)	6
Transferable General Education and Unrestricted Electives	72
Minimum Semester Hours Required	120

SUGGESTED SEQUENCE OF COURSES

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

ASSESSMENT PROCESS

The undergraduate Leadership Program has developed the following assessment plan:

- Year 1 - Compare results of the Benchmarking assignment from the student's first course

- (LEAD 300, Leadership Theory and Practice I) with student work from the last course (LEAD 401, Capstone in Leadership).
- Year 2 – Compare results from first three courses (LEAD 300-302) to assess the progression from Introduced through Developed for selected learning outcomes through assessment of course products/portfolios.
 - Year 3 - Compare results from courses LEAD 303-306 to assess the progression from Introduced through Mastery for selected learning outcomes through assessment of course products/portfolios.
 - Year 4 - Compare results from the courses LEAD 309-314 to assess the progression from Introduced through Mastery for selected learning outcomes through assessment of course products/portfolios.

In addition, there are regular and ongoing student learning assessment procedures.

- Baseline measurements: Comparison of entrance essays and resumes at beginning of program (LEAD 300) and at capstone (LEAD 401).
- Formative assessment throughout coursework:

- Course assignments, student self-assessments, standardized leadership surveys, personal learning plans.
- Formative assessment in practical application: Course assignments, student self-assessments, standardized leadership surveys, personal learning plans.
 - Summative assessment: Capstone seminar academic paper/project, Moodle review, surveys.

CAPSTONE COURSE

A senior seminar capstone class is taken in the final semester as the culmination of the major course of study. In this class, students engage in extensive research and produce a major research paper or original project appropriate to the field of leadership. The creation of this artifact assists each student in their identification of pertinent themes and research topics.

Graduate Degree Curriculum

Leading to the Master of Arts (MA) Degree

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 Thesis in Leadership	7 weeks	3

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

RESULTS OF LEARNING

All courses require specific activities and projects linked to the learning outcomes specified for each course. Work produced may include research papers, presentations, team-based projects, and out-of-class experiences.

ACADEMIC STANDARDS

Like all Woodbury students in accredited undergraduate programs of study, students must maintain a grade point average of 2.0 or higher to remain eligible for continuing their studies.

SPECIAL LEARNING REQUIREMENTS

Students in intensive degree programs 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 Leadership program must be literate in the current electronic media of communication and fundamental software required to function as a leader in an organizational environment. It specifically requires of its students skills in word processing, presentation software, and the Internet. These skills are well-developed across the curriculum, as virtually every course requires them. Students acquire proficiency in spreadsheets, as demonstrated by the successful completion of required courses LEAD 312 and 313, Quantitative Methods I and II, or their 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 access to the university's wireless network.

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

Required Software: Recent versions of MS Windows and MS Office.

BA COURSES**LEAD 300 Leadership Theory and Practice I**

3 UNITS

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

LEAD 301 Leadership Theory and Practice II

3 UNITS

This course examines current theory in the burgeoning field of leadership studies. It includes practical application of leadership skills and their place in supervising and leading others. Also covered are ideas of self-awareness, understanding the role of the leader, leadership styles, and the significance and

implementation of vision statements. Lecture, case study, experiential exercises, and group processes.

LEAD 302 Critical Analysis and Decision Making

3 UNITS

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

LEAD 303 Leadership and Social Responsibility

3 UNITS

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

LEAD 304 Organizational Structure: Private and Public Sectors

3 UNITS

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

LEAD 305 Personnel Development and Organizational Culture

3 UNITS

This course covers the basic principles underlying formulation and administration of human resource management, such as recruitment, selection, orientation, training, development, compensation, benefits, and salary. Upon understanding the managing of human resources, primary focus becomes critical and social meanings associated with the development of human resources. Course topics include internal and external organizational influences

upon individual morale, motivation, satisfaction, and performance. Lecture, case study, experiential exercises, and group processes.

LEAD 306 Diversity and Organizational Culture

3 UNITS

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

LEAD 307 Leadership and Organizational Communication

3 UNITS

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

LEAD 308 Leadership and Interpersonal Communication

3 UNITS

Interpersonal aspects of leadership communications will be studied. This course explores concepts and develops related skills that define communication in a variety of face-to-face contexts. Topics include models of communication, language and meaning, verbal and nonverbal communication, interpersonal communication, small group communication, perception, conflict, and establishing positive human relationships via communication. Lecture, case study, experiential exercises, and group processes.

LEAD 309 Leadership and Organizational Psychology

3 UNITS

This course provides an overview of leadership and employee behavior in the workplace and a broader study of organizational psychology. Topics include cultural issues involved in the development of organizations and the structure of these organizations, the efficacy of various organizational structures on

productivity, the well-being of employees, and organizational structure and culture as a reflection of values and norms. Lecture, case study, experiential exercises, and group processes.

LEAD 310 Leading Organizational Change

3 UNITS

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

LEAD 311 Managing Conflict and Labor Relations

3 UNITS

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

LEAD 312 Quantitative Methods I

3 UNITS

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

LEAD 313 Quantitative Methods II

3 UNITS

The focus of this course is on formulation of research problems, development of interviewing skills—including data collection and recording—establishing field relations and tactics, transcribing data, analyzing data, and writing research reports. This course addresses the fundamentals of participant observation and interviewing. Students conceptualize their own research design and become

more knowledgeable consumers of extant literature. Lecture, case study, experiential exercises, and group processes.

LEAD 314 Strategic Planning and Assessment

3 UNITS

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

LEAD 401 Capstone in Leadership

3 UNITS

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

CURRICULUM MAP

Bachelor of Arts in Leadership BA

INTRODUCED	DEVELOPED		APPLIED		MASTERED			
STRATEGIC PRINCIPLES	1	Design Thinking	2	Transdisciplinarity	3	Civic Engagement	4	Entrepreneurship

Assuring Academic Quality in Leadership (BA)																	
LEARNING OUTCOMES		MAJOR COURSES															
Strategic Principles		Strategic Principles															
		LEAD 300 Leadership Theory and Practice 1	LEAD 301 Leadership Theory and Practice 2	LEAD 302 Critical Analysis and Decision Making	LEAD 303 Leadership and Social Responsibility	LEAD 304 Organizational Structure	LEAD 305 Personnel and Organizational Culture	LEAD 306 Diversity in Organizational Culture	LEAD 307 Leadership and Organizational Communication	LEAD 308 Leadership and Interpersonal Communication	LEAD 309 Leadership and Organizational Psychology	LEAD 310 Leading Organizational Change	LEAD 311 Managing Conflict and Labor Relations	LEAD 312 Quantitative Methods 1	LEAD 313 Quantitative Methods 2	LEAD 314 Strategic Planning and Assessment	LEAD 401 Capstone in Leadership
Strategic Principles																	
Demonstrate understanding of organizational processes and organizational behaviors.																	
Demonstrate critical, analytical, and synthetic thinking.																	
Write, speak, and present using multiple forms of expression, such as logical, statistical, and visual.																	
Demonstrate self-awareness, and awareness of the relationship between themselves and others, in the context of a culturally, ethnically, globally diverse environment.																	
Continue to fulfill civic and social responsibilities.																	

MA COURSES

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.

CURRICULUM MAP
Master of Arts in Leadership

INTRODUCED	DEVELOPED			MASTERED				
STRATEGIC PRINCIPLES	1	Design Thinking	2	Transdisciplinarity	3	Civic Engagement	4	Entrepreneurship

LEARNING OUTCOMES	COURSES	Assuring Academic Quality in Leadership (MAL)									
		Strategic Principles	LEAD 511 Organizational Leadership	LEAD 512 Critical Thinking and Emotional Intelligence	LEAD 513 Psychology of Organizations	LEAD 514 Ethics in Organizations	LEAD 515 Quantitative Analysis	LEAD 516 Group Dynamics	LEAD 517 Conflict Resolution	LEAD 518 Strategic Communication	LEAD 519 Leading Innovation and Organizational Change
Strategic Principles											
GOAL 1											
SLO 1.1: Evaluate the relevance of traditional and contemporary leadership and organizational theories and concepts to specific situations	24										
SLO 1.2: Compare and contrast theories regarding employee dynamics, development, and motivation	24										
GOAL 2											
SLO 2.1: Employ systems thinking when approaching issues or situations	124										
SLO 2.2: Employ and Assess, Plan, Implement, and Evaluate approach to issues or situations	124										
SLO 2.3: Propose and conduct research related to organizations and leadership	124										
SLO 2.4: Critically consume and/or apply published research related to leadership and organizations	124										
GOAL 3											
** SLO 3.1: Communicate effectively in both oral and written formats	ALL										
SLO 3.2: Identify and characterize non-verbal communication	ALL										
GOAL 4											
SLO 4.1: Articulate and prioritize ethical principles of leadership	3										
SLO 4.2: Formulate ethical decision-making approach	3										
GOAL 5											
SLO 5.1: Display appreciation for diverse viewpoints	23										
SLO 5.2: Detect, differentiate, and diffuse interpersonal conflict	23										
GOAL 6											
SLO 6.1: Relate leader effectiveness to concepts of Emotional Intelligence	1										

GOAL 1: Knowledge of theories and concepts regarding organizations and leadership.
GOAL 2: Critical, analytical, strategic, and systems thinking.
GOAL 3: Effective communication.
GOAL 4: Ethical employee, leader, member of the community.
GOAL 5: Conflict mitigation.
GOAL 6: Self-understanding of leadership strengths and areas for improvement.

** "Communicate effectively in both oral and written formats" is developed in all courses that have papers/presentations; and then mastered in the capstone

Library and Information Science

L. Nedra Peterson, MA, University Librarian

Information literacy is essential in all disciplines, and achieving information literacy skills positions students for academic, professional, and personal success. Woodbury University requires that all students demonstrate a certain level of information literacy at the time of graduation. The library offers several one-unit courses that provide a foundational mechanism through which students may satisfy the university requirement. Students only need to take one of these courses. When taken early in a student's career, LSCI courses provide a strong benchmark foundation for information literacy skills. With continued instruction and practice in other GE and discipline courses, students will be prepared for the more complex and sophisticated applications of information literacy assessed in their majors at the capstone level.

STUDENT LEARNING OUTCOMES

The library is a student's partner in learning, research, study, and teaching. Connecting scholars with information and related services, the library's faculty and staff provide the human element that helps guide scholars toward self-sufficiency in effective and efficient research, and development of critical evaluation skills.

Guided by the Framework for Information Literacy in Higher Education established by the Association of College and Research Libraries (ACRL), the library provides courses, workshops, and individual point-of-use instruction to facilitate the achievement of the following outcomes:

- Students will recognize and utilize the library's physical and virtual resources and services as an access point for the facilitation of learning.
- Students will demonstrate a foundational understanding of research methods and resources appropriate for inquiries both general and discipline-specific.
- Students will evaluate information critically and contextually and incorporate appropriate information into their knowledge base.
- Using resources discovered through the research process, students will integrate appropriate and

meaningful sources into the creation of oral, physical, visual, and/or written works that advance understanding.

- Students will apply skills and knowledge of effective and ethical research processes to real life issues and situations.
- Students will continue to build and practice information literacy skills and knowledge beyond LSCI courses, applying them in other courses and situations.

ASSESSMENT PROCESS

In the Library and Information Science program, both formative and summative assessments of students' performance are applied. Formative assessment processes include: opportunities for students to provide structured feedback to their peers; detailed feedback from professors on homework and quizzes; and student self-assessments. Summative assessment methods include: comprehensive exam; and evaluation of students' formal presentations and projects. Assessment takes into consideration class attendance and participation, which is explained in each course syllabus.

LSCI professors assess their own performance through student course evaluations, professors' self-reflection, and faculty peer observation of their teaching. At the department level, a regular five-year cycle of programmatic assessment provides opportunities to evaluate the results of changes made in response to previous findings. The purpose of this is to maintain the highest level of academic quality and to assure that the program continues to meet the needs of the students it serves. Assessment of the Student Learning Outcomes listed above is an ongoing part of that process.

RESULTS OF LEARNING

The most obvious tangible results of student learning are manifest in projects created for various classes throughout the course of study at Woodbury. Bibliographies and resource lists will show accurate and correct citation practices, appropriate choices of a variety of authoritative resource material, and verification that projects overall are free of plagiarism.

Changes in behaviors and attitudes are evident in students' activities, such as being able to use the library online catalog independently to identify materials, retrieve materials from various locations,

choose appropriate research tools and execute effective and efficient searches, evaluate information and its sources critically, and use information effectively and ethically to accomplish a specific purpose.

Courses

LSCI 105 Information Theory and Practice

1 UNIT

This course is an introduction to the production and dissemination of information and knowledge. Using networked information systems, traditional scholarly resources, and evolving delivery systems, students develop an understanding of concepts underlying the research process, and skills in retrieval and critical evaluation of resources appropriate to university-level research. Provides experience in the ethical use and presentation of research results with correct documentation styles, and the application of knowledge and skills to research assigned in other courses.

LSCI 106 Information Sources in Architecture/Interior Architecture

1 UNIT

Students of LSCI 106 will participate in discussions and presentations, and will complete a variety of assignments that will involve the use of online and print information resources. Course content will focus on the research process and developing the skills involved in the retrieval, evaluation, and ethical use of information. Most of the information resources discussed during this course will be relevant to the fields of architecture and interior architecture. This course satisfies Woodbury University's Information Literacy Proficiency Requirement.

LSCI 205 Information in the Disciplines

1 UNIT

This course introduces students to the professional and research literature in the disciplines of their individual majors. Students will develop an understanding of the production and dissemination of information and knowledge as reflected in a specific discipline, refine retrieval and evaluation skills, and communicate the results of research in a format appropriate to the discipline or profession. This course satisfies Woodbury University's Information Literacy proficiency requirement.

Literature

Literature classes offer students a range of perspectives on literary expression and its continuing exploration of the human condition. These classes deepen one's understanding of the historical, cultural, and individual elements found in contemporary and historical literary works. Students are challenged to pursue the meaningful threads of styles and content that connect texts to each other and to their social context.

All literature courses are offered through the department of Interdisciplinary Studies and are coordinated by the associate dean.

LITERATURE COURSES

LITR 206 The Short Story

3 UNITS

This course provides a study of the short story as a unique literary form. The course will explore the reading and analysis of representative stories and the historical development of the short story. Lecture. Prerequisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture, or LSCI 205, Information in the Disciplines; and WRIT 112, Academic Writing II, or WRIT 212, Rhetoric and Design.

LITR 330 Autobiography

3 UNITS

Radically different styles of autobiographies are explored. The course looks at ethics and intentions in depicting one's own life. Students will gain an appreciation for the sometimes fuzzy distinctions between what is fiction and what is fact in character portrayals. Lecture. Prerequisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture, or LSCI 205, Information in the Disciplines; WRIT 112, Academic Writing II, or WRIT 212, Rhetoric and Design; COMM 120, Public Speaking; and LITR 2XX, literature course.

LITR 299, 399 Independent Study

3 UNITS

This is an individual investigation into a field of special interest chosen by the student with the approval of the dean. Regular, periodic meetings with the department chair or an assigned faculty member are required. Thirty hours required for each unit of credit. Prerequisite: Consent of the dean.

LITR 270, 370 Topics in Literature

3 UNITS

Lecture. Prerequisite: for LITR 270: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture, or LSCI 205, Information in the Disciplines; WRIT 112, Academic Writing II, or WRIT 212, Rhetoric and Design; for LITR 370: WRIT 112, Academic Writing II, and LITR 2XX, literature course.

Mathematics

Martin C. Tippens, EdD, Department Chair

MISSION

Our mission is to promote a positive attitude in our students toward mathematics, to develop mathematical habits of mind, and to equip our students with sufficient expertise in mathematics to function effectively in society and in their careers. Our dynamic course offerings are designed to meet the needs of the various university majors and to address social and environmental challenges.

LEARNING OUTCOMES

- Demonstrate mastery in basic math skills.
- Communicate mathematical concepts in three representations: written, symbolic, and graphic.
- Effectively incorporate concepts from one math course into another math course.
- Apply math across the curriculum by effectively analyzing, formulating, and solving problems within their disciplines.
- Demonstrate mathematical habits of mind, as well as critical and abstract thinking skills.
- Apply math in the solution of social and environmental problems.

Curriculum Summary

THE DEVELOPMENTAL MATHEMATICS PROGRAM

For those not ready to undertake college-level mathematics, either because they have been away from the subject for a while or because they have yet to fully grasp the fundamentals and put them into practice, the developmental mathematics program provides the needed coursework.

MATH 049, Elementary Algebra, and MATH 149, Intermediate Algebra, are consecutive three-unit courses that prepare students for college-level work in mathematics. MATH 049 does not apply toward graduation but will fulfill unit requirements for financial aid. MATH 149 applies toward elective credit but does not fulfill a general education requirement. Placement in these classes is based on a proficiency examination score. A grade of "C" (2.0) or higher in MATH 049 is required to enroll in MATH 149. A grade of "C" (2.0) or higher in MATH 149 is required to enroll in college-level mathematics courses.

THE COLLEGE-LEVEL MATHEMATICS PROGRAM

All university students are required to complete at least one three-unit college-level mathematics course. Many departments ask for an additional mathematics course; students are advised to check the course requirements for their program of study. College-level mathematics courses are designated with a number in the 200s, such as those below: In addition, the department may occasionally offer

MATH 200	Math Ideas
MATH 220	Business Mathematics
MATH 226	Business Statistics
MATH 249	College Algebra
MATH 251	Trigonometry with Descriptive Geometry
MATH 270	Topics in Mathematics
MATH 299	Independent Study in Mathematics

an upper-division course in mathematics:

MATH 370	Topics in Mathematics
MATH 399	Independent Study in Mathematics

ASSESSMENT PROCESS

Ongoing diagnostic, formative, and summative assessment methods are used to evaluate student and faculty efforts. Reflections on the results of these assessments enable faculty to direct their energies toward more effective accomplishment of departmental goals. By reviewing the curriculum, instructional methods, and various assessment processes, faculty can monitor changes in students' beliefs, increased understanding of mathematics and natural sciences, and improved abstraction, communication, and collaborative skills.

In mathematics, common final examinations are conducted for the courses that have multiple sections; examinations are evaluated and graded by the mathematics professors collectively, minimizing "instructor bias." Each course and its related outcomes are assessed every two years.

Math Courses

MATH 049 Elementary Algebra

3 UNITS

This is a course in pre-algebra and is also an introduction to algebra. Topics include operations on whole numbers, fractions, real numbers, first-degree equations of one variable and formulas, and an introduction to polynomials. This course does not count toward graduation. Lecture. Prerequisite: Placement examination.

MATH 149 Intermediate Algebra

3 UNITS

This is a beginning course in algebra. Topics include polynomials, factoring, algebraic expressions, equations in two variables, quadratic equations, and graphing. Lecture. Prerequisite: Placement exam or MATH 049, Elementary Algebra, with a grade of "C" or better.

MATH 200 Math Ideas

3 UNITS

This course provides a survey of a variety of branches of mathematics including history of numeration systems, logic, inductive and deductive reasoning, geometry, perspective and art, an introduction to trigonometric functions, probability and statistics, and business and finance math. An emphasis will be placed on applications of mathematics in the real world. Lecture. Prerequisite: Placement exam or MATH 149, Intermediate Algebra, with a grade of "C" or better.

MATH 220 Business Mathematics

3 UNITS

This is a course applying mathematics to business, economics, and management. Topics include matrices, linear programming, an introduction to probability and statistics, game theory, mathematics of finance, and Markov chains. Lecture. Prerequisite: Placement exam or MATH 149, Intermediate Algebra, with a grade of "C" or better.

MATH 226 Business Statistics

3 UNITS

This course emphasizes conceptual rather than computational understanding of basic statistical concepts, including inferential statistics, probability, and hypothesis testing. A key component of the course is the introduction to statistical computation using the SPSS computer program. Lecture. Prerequisite: Placement exam or MATH 149, Intermediate Algebra, with a grade of "C" or better.

MATH 249 College Algebra

3 UNITS

This is a course in algebraic functions. Topics include, but are not limited to: relations; functions; inverse functions; the algebra of functions; polynomial, rational exponential; and logarithmic functions. Course content is covered in three realms: symbolic, graphic, and the written word. In addition, each topic includes components of problem solving and applications. Lecture. Prerequisite: Placement exam or MATH 149, Intermediate Algebra, with a grade of "C" or better.

MATH 251 Trigonometry with Descriptive Geometry

3 UNITS

This is a course in trigonometry and descriptive geometry. Topics include radian measure, algebraic and trigonometric functions, inverse functions, trigonometric identities and equations, vectors, laws of sine and cosine, vector algebra, orthographic projection, multi-view drawings, visualization, and fundamental views of the point, line, and plane. Lecture. Prerequisite: MATH 249, College Algebra, with a grade of "C" or better.

MATH 270 Topics in Mathematics

3 UNITS

This course focuses on various areas of interest in mathematics. Lecture. Prerequisite: Placement exam or MATH 149, Intermediate Algebra, with a grade of "C" or better.

MATH 2701 Descriptive Geometry

1 UNIT

This course is an introduction to the methods of orthographic projection used to achieve accurate rendering of objects and spatial relations between objects. Applications from architecture are used. Lecture. Prerequisite: MATH 202, Trigonometry.

MATH 2704 Math for Media Technology I

3 UNITS

An introduction to propositions, logic, sets and functions, matrices, combination, permutation, and probability, with an emphasis on reading and writing mathematical proofs. This course is one part of the two courses of the Math for Media Technology series. Lecture. Prerequisite: MATH 249, College Algebra, with a grade of "C" or better.

MATH 2705 Math for Media Technology II

3 UNITS

An introduction to graph theory and graph models, trees, algorithms, Boolean algebra, and Turing Machines, with an emphasis on reading and writing mathematical proofs. This course is the second part of the two courses in the Math for Media Technology series. Lecture. Prerequisite MATH 249, College Algebra, with a grade of "C" or better.

al of the dean. Regular, periodic meetings with the department chair and an assigned faculty member are required. Thirty hours required for each unit of credit. Prerequisite: Consent of the dean.

MATH 370 Topics in Mathematics

3 UNITS

This course focuses on various areas of interest in mathematics. Lecture. Prerequisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture, or LSCI 205, Information in the Disciplines; WRIT 112, Academic Writing II or WRIT 212, Rhetoric and Design; COMM 120, Public Speaking; and MATH 2xx.

MATH 299, 399, 499 Independent Study in Mathematics

1-5 UNITS

This is an individual investigation into a field of special interest chosen by the student with the approval

CURRICULUM MAP

(PART 1 OF 2)

Math Department Learning Outcomes

INTRODUCED	DEVELOPED	PRACTICED	MASTERED
STRATEGIC PRINCIPALS	1 Design Thinking	2 Transdisciplinarity	3 Civic Engagement
			4 Entrepreneurship

LEARNING OUTCOMES	REQUIRED COURSES									
	Strategic Principals	MATH 049 Elementary Algebra	MATH 149 Intermediate Algebra	MATH 220 Business Mathematics	MATH 226 Business Statistics	MATH 249 College Algebra	MATH 251 Trigonometry with Descriptive Geometry	MATH 2700 Topics in Mathematics	MATH 2704 Math for Media Technology I	MATH 2705 Math for Media Technology II
Strategic Principals										
Demonstrate mastery in basic math skills										
Communicate mathematical concepts in three representations; written, symbolic and graphic										
Effectively incorporate concepts from one math course into another math course										
Apply math across the curriculum by effectively analyzing, formulating, and solving problems within their disciplines										
Demonstrate mathematical habits of mind, critical and abstract thinking skills										
Collaborate with others to solve problems and propose effective solutions to complex problems or issues										

(PART 2 OF 2)

Learning Outcomes	Below Expectations	Satisfactory	Above Expectations	Exemplary
1. Demonstrate mastery in basic math skills	Student work demonstrates little or no understanding of concepts and principles using appropriate terminology, symbols, or images.	Student work demonstrates basic understanding of most of the <i>fundamental</i> concepts and principles using appropriate terminology, symbols, or images.	Student work demonstrates a solid understanding of the fundamental concepts and principles using appropriate terminology, symbols, or images.	Student work demonstrates an <i>understanding</i> of all concepts and principles using appropriate terminology, symbols, or images. Student work may display originality in the use of fundamental concepts and principles.
2. Communicate mathematical concepts in three representations; written, symbolic and graphic	Student work does not demonstrate most of the relevant connections among mathematical concepts and principles.	Student work demonstrates a basic understanding of the relevant connections between mathematical concepts and principles. Demonstration of this understanding will be simple, and understanding of connections across or between principles may be uneven.	Student work demonstrates most of the relevant connections between mathematical concepts and principles. Demonstration of student understanding will display some complexity of thought/reasoning, and connections across or between principles will be clear if not always well-worded or explained.	Student work demonstrates a thorough knowledge and control over all relevant connections among or between mathematical concepts and principles.
3. Effectively incorporate concepts from one math course into another math course	Student work does not show reasoning for applying relevant mathematical concepts and principles to problems or issues and reflects a thorough knowledge of each principle.	Student work shows somewhat correct reasoning for applying relevant mathematical concepts and principles to problems or issues and reflects a thorough knowledge of each principle.	Student work shows mostly correct reasoning for applying relevant mathematical concepts and principles to problems or issues and reflects a thorough knowledge of each principle.	Student work shows correct reasoning for applying relevant mathematical concepts and principles to problems or issues and reflects a thorough knowledge of each principle.
4. Apply math across the curriculum by effectively analyzing, formulating, and solving problems within their disciplines	Student work does not display an understanding of mathematics in applications to specific disciplines.	Student work displays unevenness in applications of math to specific disciplines.	Student work displays a solid understanding of mathematics in applications to specific disciplines.	Student work displays an original, creative, rigorous understanding of mathematics in discipline specific applications.
5. Demonstrate mathematical habits of mind, critical and abstract thinking skills	Student work shows little ability to identify and synthesize concepts and principles to find solutions. Student work does not appraise solutions, ideas, reasoning, arguments, etc. by clearly discussing advantages, disadvantages, and/or differences and similarities of solutions.	Student work identifies and synthesizes some of the concepts and principles to find workable solutions. Student work offers partial appraisal of solutions, ideas, reasoning, arguments, etc. Work demonstrates unevenness in discussing advantages, disadvantages, and differences and similarities in solutions to complex problems, or solution(s) proposed simplify the complexity of the problem.	Student work identifies and synthesizes most of the concepts and principles necessary to find solutions. Student work appraises solutions, ideas, reasoning, arguments, etc. by clearly and methodically presenting advantages, disadvantages, and differences and similarities in alternative solutions. The discussion may have mistakes, but, overall, the discussion is accurate and draws on contextually useful principles, concepts, and reasoning methodology.	Student work identifies and synthesizes all relevant concepts and principles to find creative, original solutions. Student work appraises the solutions, ideas, reasoning, arguments, etc. by clearly discussing advantages, disadvantages, and differences and similarities in concepts as well as proposed solutions.
6. Collaborate with others to solve problems and propose effective solutions to complex problems or issues.	Student did not gather data relevant to the topic; did not fulfill the assigned duties in the team work and not participated in the preparation and presentation of power points or similar ones; did not allow other team members to speak and did all the talking usually argued and always wanted things his/her way.	Student gathered very little data relevant to the topic and shared little data with the group members on time; fulfilled very few of the assigned duties in the team work and participated too little in the preparation and presentation of power points or similar ones; did not allow other team members to speak; argued with other group members and took sides with friends instead of considering all views.	Student gathered basic data relevant to the topic and shared that data with the group members on time; fulfilled nearly all the assigned duties in the team work and participated in the preparation and presentation of power points or similar ones; listened patiently when other team members spoke. Student may have articulated irrelevant, but helped group decision-making processes by working toward fair decisions.	Student gathered a great deal of data relevant to the topic and shared that data with the group members on time; fulfilled all the assigned duties, engaged in teamwork and actively participated in the preparation and presentation of power points, emails, in-class discussions, etc. Student listened patiently when other team members spoke and expressed fairly his/her thoughts without arguing and helped reach a fair decision.

Personal and Professional Development

Phyllis Cremer, EdD, Coordinator

The Personal and Professional Development (PPDV) program provides educational experiences that support retention by enhancing the student learning experience within traditional academic subjects by focusing on areas of personal and professional development. The PPDV curriculum is grounded in a view of learning that includes and is inextricably intertwined with intra- and interpersonal competence, psychosocial development, and practical competence in all dimensions of life. These courses are intended to help students link their classroom/studio experiences with their everyday emotional, intellectual, and physical experiences, and therefore align with important principles put forth by Woodbury University.

This view of student learning and development was first presented in The Student Learning Imperative put forth by the American College Personnel Association (ACPA 1994), which argues for a seamless relationship between in- and out-of-class experiences for students. The Student Learning Imperative, Woodbury's Office of Student Development, and the PPDV curriculum are based on the following assumptions about higher education and student development:

- "Hallmarks of a college-educated person include: (a) complex cognitive skills such as reflection and critical thinking; (b) an ability to apply knowledge to practical problems encountered in one's vocation, family, or other areas of life; (c) an understanding and appreciation of human differences; (d) practical competence skills (e.g., decision making, conflict resolution); and (e) a coherent, integrated sense of identity, self-esteem, confidence, integrity, aesthetic sensibilities, and civic responsibility." (ACPA 1994)
- The traditional separation between academic affairs (cognitive) and student development (affective) bears little resemblance to post-college life. Moreover, it is difficult to classify many critical skills (e.g., leadership, mentoring, identity formation) as either cognitive or affective.
- Both in-class and out-of-class experiences contrib-

ute to learning and personal development, and "almost any educationally purposeful experience can be a precursor to a desired outcome" (ACPA 1994, 1).

Similarly, "Learning Reconsidered" defines learning as "a comprehensive, holistic, transformative activity that integrates academic learning and student development" (Keeling 2004, 2). "Learning Reconsidered" offers a framework which recognizes "the essential integration of personal development with learning," and asserts that "student learning produces both educational and developmental outcomes" (Keeling 2004, 3). "Learning Reconsidered" and "Learning Reconsidered 2" (Keeling 2006) echo Patricia King and Marcia Baxter Magolda's assertion in "A Developmental Perspective on Learning" (1996) that "...a successful educational experience simultaneously increases cognitive understanding and a sense of personal maturity and interpersonal effectiveness." (Keeling 2004, 3).

Indeed, Woodbury's own focus on "the integrated student" supports this philosophy. The beliefs that "the aspects of a student's personal and professional life are fully integrated," and that "what one will do as a professional is an outgrowth of what one will become as a person," (taken from the Woodbury University Six Principles) require that our traditionally distinct silos of academic learning and student development no longer be considered separate objectives. Adoption of a PPDV curriculum is an important step toward bridging that perceived gap.

LEARNING OUTCOMES

The PPDV curriculum focuses on the integration of personal and professional development into a student's academic experience in order to educate the whole student. Based on the characteristics of a college-educated person outlined in The Student Learning Imperative, Baxter Magolda (1999) identified specific dimensions of learning that fall within this framework:

- **Inter- and intrapersonal competence** means recognizing and defining oneself as unique, evolving, and self-directed, and interacting effectively with a wide variety of individuals and groups;
- **Practical competence** refers to the skills needed to be an effective student, professional, and citizen;

- **Persistence and academic achievement** refers to acquiring the skills and motivation necessary to pursue and achieve academic goals.

ASSESSMENT

Instructors in the Personal and Professional Development program assess individual student learning outcomes in each assignment and for each course, utilizing grading guidelines established across the university and standards established by the program coordinators. PPDV instructors also engage in ongoing assessment of the effectiveness of each course, both during the course and at the end of each semester.

Formative assessment processes utilized within the PPDV program include:

- structured opportunities for students to provide feedback on their peers' presentations;
- MOODLE discussions, during which students are expected to thoughtfully comment on each other's ideas;
- ongoing instructor feedback throughout multi-step projects;
- mandatory one-on-one meetings between students and instructors to reflect on accomplishments and obstacles to date, and discuss direction for future development.

Summative assessment processes include:

- research and reflection papers;
- formal presentations;
- portfolios;
- in-class cumulative exams.

Courses

PPDV 100 Transition to College

1 UNIT

This seminar course is for all incoming freshmen and designed to orient new students to university life so they may achieve greater academic, professional, and personal success. Through discussion, activities, and reflection exercises, students and faculty work together exploring the opportunities and challenges of a new learning environment and developing strategies to meet students' developing goals. Course cannot be repeated to remediate a non-passing grade.

PPDV 200 Transition to Woodbury

1 UNIT

This course is designed to introduce transfer students to strategies for succeeding in Woodbury University's design programs. While each student has proven his or her ability to succeed in higher education, new strategies may be needed to transition from one learning community to another. This course will allow students to discover the differences in their new environment and collaboratively explore strategies for success.

PPDV 222 Leadership in Community Building

1 UNIT

This introductory leadership course is open to all students and required for students who are applying for a student leader position. Students will explore skills and theoretical frameworks in the areas of ethical decision making, college student development, group processes, and social responsibility.

Philosophy (Minor)

Philosophy is the most ancient discipline, but it is also the most contemporary. Life today is marked by unbridled progress, political strife, and information overload. Meeting these challenges is impossible without the abstract thinking and conceptual agility of philosophy. Philosophy is inherently interdisciplinary—it readily engages and informs fields as varied as physics, architecture, history, marketing, mathematics, political science, the arts, etc. Many of today's hybridized studies—neuroscience, urban planning, medical research, sustainability—actively employ philosophical language and methodology. We make sense of our world through the pursuit of truth and value. Truth is important as a marker of scientific, historical, and logical fact. It helps us describe the world reliably and engage with it productively. In our continuous attempts to get a handle on the world around us, philosophy provides the fundamental criteria for belief, knowledge, truth, and certainty. The study of value is also essential to our understanding of the human condition. Each statement we make, each action we commit to, and each object we create is charged with ethical and/or aesthetic value. Acquaintance with the principles of philosophical ethics and aesthetics brings us closer to the ideals of civility and refinement. A better person and a better society are only achievable through the educated pursuit of these ideals.

The Philosophy program is fully integrated into the broader university curriculum. The Philosophy minor is designed to provide the basis for undergraduate-level proficiency in the discipline. The core courses listed below are supplemented by a roster of upper-division offerings that involve topical studies and guided research. The Introduction to Philosophy course and the Ethical Systems course both satisfy university-wide requirements and are designed to have a broader conceptual appeal. In addition to these, the Philosophy program develops upper-division interdisciplinary courses offered as electives to students from other academic departments such as Architecture, Business, Politics and History, Art History, etc.

STUDENT LEARNING OUTCOMES

The outcomes listed below represent the projected proficiencies students could expect to acquire through the Philosophy Program and its courses.

- The student will demonstrate a broad comprehension of key philosophical terminology, theories, and schools of thought.
- The student will have the ability to use libraries, bibliographies, and periodicals in a scholarly fashion.
- The student will demonstrate reading and understanding both primary and secondary texts of philosophy.
- The student will possess facility with the basic analytic skills essential to philosophical argumentation.
- The student will have the ability to evaluate and compare different philosophical positions.
- The student will demonstrate understanding of the philosophical implications of language and behavior.
- The student will engage in written philosophical analysis.
- The student will possess facility with written and oral communication skills through engagement in philosophical discussion.
- The student will demonstrate the ability to apply logical methods and critical thinking to different topics of interest.

PHILOSOPHY MINOR CURRICULUM

Select one course from the following:

PHIL 201	Introduction to Philosophy	3 units
PHIL 210	Ethical Systems	3 units

And select at least four from the following courses:

PHIL 310	Aesthetics	3 units
PHIL 311	Moral Philosophy	3 units
PHIL 312	Philosophy of Religion	3 units
PHIL 314	Existentialism	3 units
PHIL 315	Celebrity	3 units
PHIL 316	Philosophy of History	3 units
PHIL 317	Philosophy of Architecture	3 units
PHIL 370	Topics in Philosophy	3 units

Minimum unit requirement 15 units

PHILOSOPHY COURSES

PHIL 201 Introduction to Philosophy

3 UNITS

This is a survey course focusing on the origins of philosophy. Treated are the perennial questions of philosophy, including the nature of knowledge, free will and determinism, immortality, and reality. Lecture. Prerequisite: None.

PHIL 210 Ethical Systems

3 UNITS

This course provides an analysis of ethical problems intrinsic to modern life, including an examination of traditional and contemporary moral theories and their applications in practical experience. Lecture. Prerequisite: None.

PHIL 270 Topics in Philosophy

3 UNITS

This course focuses on various areas of interest in philosophy. Lecture. Prerequisite: None.

PHIL 310 Aesthetics

3 UNITS

This course provides an examination of the concept of beauty, the nature of artistic judgment, art and reality, the work of art as aesthetic object, truth and meaning in the arts, and an exploration of art as intuition, imitation, and experience. Seminar. Prerequisites: LSCI 105, Information Theory and Practice,

or LSCI 106, Information Sources in Architecture and Interior Architecture, or LSCI 205, Information in the Disciplines; WRIT 112, Academic Writing II, or WRIT 212, Rhetoric and Design; COMM 120, Public Speaking; and PHIL 2XX, Philosophy course, or INDS 1XX, Interdisciplinary course, or ARCH 330, Theory of Architecture.

PHIL 311 Moral Philosophy

3 UNITS

This course examines fundamental ethical theories in light of contemporary moral philosophy. The course covers such topics as the nature of justice, the relationship between happiness and virtue, and the possibility of objective moral standards. Seminar. Prerequisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture, or LSCI 205, Information in the Disciplines; WRIT 112, Academic Writing II or WRIT 212, Rhetoric and Design; COMM 120, Public Speaking; and PHIL 2XX, Philosophy course, or INDS 1XX, Interdisciplinary course.

PHIL 312 Philosophy of Religion

3 UNITS

This course is a study of classical and contemporary Western texts dealing with the existence and nature of God, the problem of evil, the existence of miracles, and the relationship between reason and revelation. Seminar. Prerequisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture, or LSCI 205, Information in the Disciplines; WRIT 112, Academic Writing II, or WRIT 212, Rhetoric and Design; COMM 120, Public Speaking; and PHIL 2xx, Philosophy course, or INDS 1xx, Interdisciplinary course.

PHIL 314 Existentialism

3 UNITS

This course is a consideration of the nineteenth- and twentieth-century claims concerning the collapse of the Western philosophical tradition, focusing on such writers as Nietzsche, Heidegger, and Sartre, among others. Seminar. Prerequisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture, or LSCI 205, Information in the Disciplines; WRIT 112, Academic Writing II, or WRIT 212, Rhetoric and Design; COMM 120, Public Speaking; and PHIL 2XX, Philosophy course, or INDS 1XX, Interdisciplinary course.

PHIL 315 Celebrity

3 UNITS

What is celebrity? What kind of society is the one that prioritizes fame? Are celebrities better than the rest of us? Are justice and fame compatible? What are the mechanics of social distinction? Questions like these demand our attention because their answers pertain to our cultural environment and our shared humanity. This course will attempt an interdisciplinary analysis of the concept of celebrity and its sociological, historical, aesthetic, psychological, and philosophical implications. Through the lens of different readings from the various social sciences, the question of what value celebrity adds or takes away from us will be put in clear perspective. Seminar. Prerequisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture, or LSCI 205, Information in the Disciplines; WRIT 112, Academic Writing II, or WRIT 212, Rhetoric and Design; COMM 120, Public Speaking; and PHIL 2XX, Philosophy course, or INDS 1XX, Interdisciplinary course.

PHIL 316 Philosophy of History

3 UNITS

There are questions that concern the study of history but are often very difficult for historians to answer. Philosophy has traditionally come to the rescue with the handling of three specific challenges: the metaphysical challenge has to do with our understanding of the passage of time; the epistemological challenge has to do with the ways in which we make and verify claims about history; and the ethical challenge is related to the justification of historical praise and blame. The course will tackle these challenges by applying the wisdom of philosophy to a wealth of historical examples. As we put historians' assumptions to the test in an interdisciplinary context, we will come away with a stronger sense of the value the study of history brings to our lives. Seminar. Prerequisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture, or LSCI 205, Information in the Disciplines; WRIT 112, Academic Writing II, or WRIT 212, Rhetoric and Design; COMM 120, Public Speaking; and PHIL 2XX, Philosophy course, or INDS 1XX, Interdisciplinary course.

PHIL 317 Philosophy of Architecture

3 UNITS

This course surveys the bearing philosophy has on architecture through readings from philosophical aesthetics and the theory of architecture. The philosophical insight employed today in architecture is a product of complex historical parallels between architectural theory and philosophy. This mutual interest offers fecund paths for the exploration of the conditions for building as a philosophical enterprise in its own right. At the same time, the metaphysical, utilitarian, aesthetic, epistemological, and ethical problems architecture routinely faces all test the limits of philosophical inquiry. They are as capable of shaking up philosophical preconceptions as they are the foundations of potential buildings. Seminar. Prerequisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture, or LSCI 205, Information in the Disciplines; WRIT 112, Academic Writing II, or WRIT 212, Rhetoric and Design; COMM 120, Public Speaking; and PHIL 2XX, Philosophy course, or INDS 1XX, Interdisciplinary course.

PHIL 370 Topics in Philosophy

3 UNITS

This course focuses on various areas of interest in philosophy. Seminar. Prerequisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture, or LSCI 205, Information in the Disciplines; WRIT 112, Academic Writing II, or WRIT 212, Rhetoric and Design; COMM 120, Public Speaking; and PHIL 2XX, Philosophy course, or INDS 1XX, Interdisciplinary course.

PHIL 299, 399, 499 Independent Study

1-3 UNITS

This course is an individual investigation into a field of special interest chosen by the student with the approval of the dean. Regular, periodic meetings with the department chair or an assigned faculty member are required. Thirty hours required for each unit of credit. Prerequisite: Consent of the dean.

Politics & History (BA) & Economics

Emerald Archer, PhD, Associate Dean

The Department of Politics & History provides a diversity of educational experiences for students. From its two undergraduate majors in Politics & History and Public Safety Administration to minors in Art History and Philosophy and courses in Economics, the department bridges the distance between, and creates unique perspectives on, the arts, the humanities, and the social sciences.

The Politics & History major is an exciting interdisciplinary combination of two traditional disciplines. It brings together the strengths of political analysis and historical narrative in a way that introduces students to the complexities of decision making, the diversity of ideologies, and the ebb and flow of historical change. We believe that the study of history and politics properly concerns every aspect of human activity, past and present. Our focus in the major, therefore, is less on memorizing specific events and persons than on exploring the various ways that cultural practices, economic structures, and social organizations influence the twenty-first century. Students are encouraged to use a variety of sources that includes political and social documents. Modeling their faculty, students learn to articulate and clarify the multiple causes and consequences of global political developments over the past 250 years. Moreover, faculty members are encouraged to use a variety of methods: readings, lectures, discussions, projects, and independent studies to develop students' analytical skills, historical knowledge, and political acumen.

The curriculum is shaped by a unique interdisciplinary core that, in the first two years, introduces the major, blending studies of politics and history with those of literature and philosophy. Upper-division seminars, which are generally offered on a rotating two-year cycle, focus on such interdisciplinary topics as war and revolution, civil rights and globalization, and political theory and law, among others. The seminars are supported by and coalesce around a research sequence that introduces students to historiographical and political methodologies, helps them develop advanced research skills, and prepares them to write a senior thesis over a year-long pair of courses culminating in an individual research project that is presented publicly to students and faculty.

This major aids in law school preparation, leading to graduate-level education for a career in the legal field. Students are also well-prepared for admission to graduate education in political science, international affairs, or history, as well as careers in government service at the local, state, or national level, and non-profit organizations. Politics & History alumni have received graduate degrees in history, law, public administration, education, business administration, and organizational leadership, and are serving as elected city officials, lawyers, professors, business owners, and teachers.

MISSION

To create a transdisciplinary approach to the study of politics and history with a global perspective.

PROGRAM LEARNING OUTCOMES

Learning outcomes express abilities, knowledge, and values that students can expect to learn in the Politics & History program and its courses.

- Students will analyze political situations clearly and convincingly with one or more different political ideologies and theories in oral presentations and written work.
- Students will apply different historiographical approaches to historical analysis clearly and convincingly in oral presentations and written work.
- Students will demonstrate significant global awareness of multiple cultural, historical, and political traditions in the modern world in oral presentations and written work.
- Students will demonstrate significant knowledge relevant to international conflicts, diplomacy, and organizations in oral presentations and written work.
- Students will discuss intelligently the philosophical and historical origins of Western political and legal traditions in oral presentations and written work.
- Students will discuss intelligently the role of other social science disciplines in the analysis of political and historical situations in oral presentations and written work.
- Students will develop basic research designs, including hypotheses, analysis, use of primary and secondary sources, and qualitative and quantitative reasoning.
- Students will clarify their political philosophies in light of historical knowledge and theoretical perspectives in an intelligent and convincing manner.
- Students will clarify their career goals relevant to the study and application of political and historical knowledge and analysis in an intelligent and convincing manner.

Curriculum Summary

POLITICS & HISTORY MAJOR CURRICULUM

Leading to the Bachelor of Arts (BA) Degree

	Units
Major (M)	52
General Education (GE)	49
Unrestricted electives (UE)	19
Minimum semester hours required	120

SUGGESTED SEQUENCE OF REQUIRED COURSES

FIRST YEAR

Fall Semester

POHI 101	The State, the Economy, and the City	3 M
PPDV 100	Transition to College	1 UE
MATH 149	Intermediate Algebra or Unrestricted Elective	3 UE
WRIT 111	Academic Writing I	3 GE
_____	Unrestricted Elective	3 UE

Spring Semester

POHI 102	Wars, Gods, and Revolutions	3 M
_____	Social Science	3 GE
COMM 120	Public Speaking	3 GE
WRIT 112	Academic Writing II	3 GE
LSCI 105	Information Theory and Practice	1 GE
PHIL 210	Ethical Systems	3 GE

SECOND YEAR

Fall Semester

INDS 1__	Interdisciplinary Core	3 M
ENVT 220	Environmental Studies	3 GE
ARTH 2__	Art History	3 GE
MATH 2__	Mathematics	3 GE
_____	Unrestricted Elective	3 UE

Spring Semester

INDS 1__	Interdisciplinary Core	3 M
PSYC 221	Statistics for the Behavioral Sciences	3 M
POHI 221	Introduction to Political and Historical Research	3 M
_____	Natural Science with Lab	3 GE
PSYC 200	Introduction to Psychology	3 GE

THIRD YEAR

Fall Semester

POHI 3__	Major Elective 1	3 M
POHI 3__	Major Elective 2	3 M
_____	Humanities	3 GE
_____	GE Breadth Elective	3 GE
__3__	GE Principle Elective	3 GE

Spring Semester

POHI 3__	Major Elective 3	3 M
POHI 3__	Major Elective 4	3 M
INDS 3__	Transdisciplinary Seminar	3 GE
_____	Unrestricted elective	3 UE
_____	Unrestricted elective	3 UE

FOURTH YEAR

Fall Semester

POHI 3__	Major Elective 5	3 M
POHI 3__	Major Elective 6	3 M
POHI 400	Advanced Research Methods	3 M
POHI 490	Internship	4 M
__3__	GE Breadth Elective	3 GE

Spring Semester

POHI 3__	Major Elective 7	3 M
POHI 3__	Major Elective 8	3 M
POHI 401	Senior Thesis	3 M
_____	Unrestricted elective	3 UE
_____	Unrestricted elective	3 UE

POLITICS & HISTORY ELECTIVES

Students must complete eight courses from the

POHI 321	International Wars
POHI 322	Civil Wars
POHI 323	Genocides
POHI 324	AIDS and Epidemics
POHI 325	Modern Revolutions
POHI 326	Terrorism
POHI 327	Classic Civil Rights Movements
POHI 328	Contemporary Civil Rights Movements
POHI 331	Classic Political Theory

POHI 332	Contemporary Political Theory	
POHI 333	Globalization	
POHI 334	Postmodernism	
POHI 335	Migration and Colonization	
POHI 336	Liberation and Decolonization	
POHI 337	United States Constitutional Law	
POHI 338	International Law and Organizations	
POHI 339	The Holocaust	
POHI 370	Topics in Politics and History	

following:

POLITICS & HISTORY MINOR REQUIREMENTS

INDS 101	Journeys	3 units
INDS 102	Natures	3 units
INDS 103	Conflicts	3 units
INDS 104	Knowledges	3 units
POHI 101	The State, the Economy, and the City	3 units
POHI 102	Wars, Gods, and Revolutions	3 units
POHI 221	Introduction to Political and Historical Research	3 units
POHI 270	Topics in Politics & History	3 units

For the minor in Politics & History, select two from the following courses:

Select three from the elective courses listed above.
Minimum unit requirement: 15 units

Assessment Process

The Politics & History department faculty assesses individual student learning for each assignment in every course based on established university grading guidelines. Beyond evaluating individual learning, the department faculty regularly reviews the collective work of students over time. The department archives students' research papers, exams, presentation evaluations, internship reports, and senior theses for review purposes. Every other year, an assessment report is written for faculty and used to make adjustments and improvements to the program, its courses, and the students' overall learning.

The Politics and History curriculum has two major components—foundational and advanced coursework—and culminates in a capstone project (the senior thesis) that demonstrates summative student learning. In their first two years, Politics & History students take courses on the building blocks of the

discipline—specifically, critical writing, research methodology, and the transdisciplinary nature of Politics & History topics. Introductory coursework provides a forum where students are evaluated individually on their analytical abilities, writing, and understanding of research methodologies before taking advanced courses that regularly test and utilize these skills.

Seminar-style advanced courses not only require that students present ideas in written work coherently, but also demand an ability to orally articulate ideas to their peers and to faculty. Students make individual choices based on their interests (e.g., law, theory, etc.) and take advanced courses that will contribute to the production of their senior thesis. In upper-division classes, students become intimately familiar with the peer-review process and do several revisions of any given term paper. Thus, faculty continually evaluates student progress on argument formation, critical thinking, and writing. The senior thesis project, or capstone, is designed to show a mastery of critical thinking, writing for the discipline, oral presentation, and a deep understanding of the chosen topic and associated literature. The senior thesis is presented to all Politics & History faculty and simulates the professional conference experience where other scholars openly critique and evaluate scholarship. Finally, every Politics & History student completes an internship relevant to his or her major and career goals. Both departmental faculty and the student's internship mentor, a professional in the industry, evaluate this work. The internship opportunity allows students to put into practice skills learned at Woodbury and is part of their senior-year experience. Overall, the collaboration between students, faculty, and professionals allows for the evaluation not only of the individual student, but also of the effectiveness of the advanced curriculum and the extent to which upper-division classes build on and integrate the foundational coursework in the curriculum.

RESULTS OF LEARNING

The primary focus of the Politics & History program is on improving students' analytical abilities, their knowledge of the world, and their awareness of their own values and ambitions. The emphasis is on how students' learning is expressed in both written and oral arguments and in the organization and display of information, both qualitative and quantitative. Evidence of student learning in research papers and oral presentations, with particular emphasis on the senior thesis, is collected and

reviewed by the department faculty on a regular basis in order to monitor the collective performance of the students in the program.

POLITICS & HISTORY COURSES

POHI 101 The State, the Economy, and the City

3 UNITS

This course is designed to introduce students to major ideas, themes, and texts in the study of politics and history. The class will deal with three broad themes that are important foundations for the study of human societies: the state, the economy, and the city. Rather than limit our attention to a single historical period or geographic region, we will instead draw from a number of case studies—ranging from Ancient Rome to contemporary L.A.—to consider the common concepts and processes that underpin different societies. The goals of the course are threefold: to provide students with an awareness of the major events, social processes, and historical figures that have created the modern world; to develop in students a knowledge of the key terms, theories, and concepts that shape how we understand the histories, societies, and political behaviors of human societies; and to familiarize students with world geography and the histories of different regions of the world. Paired with POHI 102, Wars, Gods, and Revolutions, both courses are intended to provide students with the basic knowledge and skills required to take upper-level classes in Politics & History. Lecture. Prerequisites: None.

POHI 102 Wars, Gods, and Revolutions

3 UNITS

This 3-unit course analyzes the historical, political, and social components of political violence through an examination of significant readings focusing on diverse theoretical perspectives. This introduction to political ideas related to war, religion, and revolution provides a global perspective that considers the multiplicity of human identity and how those identities are mobilized in order to wage war and revolution. There are three goals for this course: (1) provide students with an awareness of the major events, social processes, and historical figures that have shaped the modern world; (2) to develop in students a knowledge of the key terms, theories, and concepts that shape how we understand the histories, societies, and political behaviors of human societies; and (3) to familiarize students with world geography and the histories of various regions of the world. Lecture. Prerequisites: None.

POHI 221 Introduction to Political and Historical Research

3 UNITS

This seminar, serving as a transition to upper-division work, prepares students for systematic investigations into issues and ideas relevant to the study of politics and history. Topics in American and world history and politics not covered in the interdisciplinary core (Journeys, Natures, Conflicts, and Knowledges) are also addressed. Lecture. Prerequisites: WRIT 112, Academic Writing II, or WRIT 212, Rhetoric and Design; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture, or LSCI 205, Information in the Disciplines; COMM 120, Public Speaking; and one of either INDS 101, Journeys, INDS 102, Natures, INDS 103, Conflicts, or INDS 104, Knowledges.

POHI 270 Topics in Politics & History

3 UNITS

This is a specialized course that focuses on various issues of interest in politics and history. Lecture. Prerequisites: WRIT 112, Academic Writing II, or WRIT 212, Rhetoric and Design; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture, or LSCI 205, Information in the Disciplines; COMM 120, Public Speaking; and one of either INDS 101, Journeys, INDS 102, Natures, INDS 103, Conflicts, or INDS 104, Knowledges.

POHI 321 International Wars

3 UNITS

This seminar explores the origins, course, and consequences of modern international conflicts in a variety of settings, including analyses of political and social ideologies and conflicting international alliances and groupings. Topics include such classic struggles as the Napoleonic Wars, the First and Second World Wars, and proxy wars of the Cold War, as well as contemporary international wars in Latin America, Africa, and Asia. Seminar. Prerequisites: WRIT 112, Academic Writing II, or WRIT 212, Rhetoric and Design; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture, or LSCI 205, Information in the Disciplines; COMM 120, Public Speaking; and one of either INDS 101, Journeys, INDS 102, Natures, INDS 103, Conflicts, or INDS 104, Knowledges.

POHI 322 Civil Wars

3 UNITS

This seminar explores the origins, course, and consequences of modern internecine conflicts in a variety of settings, and includes analyses of political and social ideologies and conflicting internal alliances and groupings. Topics include such classic struggles as the American, Russian, and Chinese Civil Wars, as well

as contemporary civil wars in Latin America, Africa, and Asia. Seminar. Prerequisites: WRIT 112, Academic Writing II, or WRIT 212, Rhetoric and Design; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources for Architecture and Interior Architecture, or LSCI 205, Information in the Disciplines; COMM 120, Public Speaking; and one of either INDS 101, Journeys, INDS 102, Natures, INDS 103, Conflicts, or INDS 104, Knowledges.

POHI 323 Genocides

3 UNITS

This seminar delves into the intentional attempts by organized groups, from state authorities to local political leaders, to destroy, in whole or in part, the members of a particular national, ethnic, religious, or racial group. Topics include the debates concerning the meaning of the term genocide itself and its political uses and abuses, as well as modern examples ranging from the Holocaust to Rwanda and the former Yugoslavia. Seminar. Prerequisites: WRIT 112, Academic Writing II, or WRIT 212, Rhetoric and Design; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture, or LSCI 205, Information in the Disciplines; COMM 120, Public Speaking; and one of either INDS 101, Journeys, INDS 102, Natures, INDS 103, Conflicts, or INDS 104, Knowledges.

POHI 324 AIDS and Epidemics

3 UNITS

This seminar examines the complex social, political, and historical reactions to disease and epidemics through a close analysis of procedures, theories, and outcomes adopted in the face of global pandemics such as influenza, cholera, malaria, and HIV/AIDS. Topics to be covered include disease transmission, sexually transmitted diseases, quarantines, stigmatization, attribution, and the effects of race, class, and gender on the perception of disease. Seminar. Prerequisites: WRIT 112, Academic Writing II, or WRIT 212, Rhetoric and Design; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture, or LSCI 205, Information in the Disciplines; COMM 120, Public Speaking; and one of either INDS 101, Journeys, INDS 102, Natures, INDS 103, Conflicts, or INDS 104, Knowledges.

POHI 325 Modern Revolutions

3 UNITS

This seminar examines the social, cultural, and political revolutions of Europe and Asia in the twentieth century, using the eighteenth-century French revolution

as a model. Taking as a starting point the analytical language of bourgeois, proletarian, and peasant revolutions, a critical and comparative approach to the Russian and Chinese revolutions is used to illuminate revolutions in several other nations. Seminar. Prerequisites: WRIT 112, Academic Writing II, or WRIT 212, Rhetoric and Design; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture, or LSCI 205, Information in the Disciplines; COMM 120, Public Speaking; and one of either INDS 101, Journeys, INDS 102, Natures, INDS 103, Conflicts, or INDS 104, Knowledges.

POHI 326 Terrorism

3 UNITS

This seminar analyzes the historical and political components of terrorism through an examination of significant readings focusing on diverse theoretical perspectives. Terrorism as a regional as well as a global phenomenon is examined through its relationship to political ideologies, religious fundamentalisms, criminal activity, and state sponsorship. Seminar. Prerequisites: WRIT 112, Academic Writing II, or WRIT 212, Rhetoric and Design; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture, or LSCI 205, Information in the Disciplines; COMM 120, Public Speaking; and one of either INDS 101, Journeys, INDS 102, Natures, INDS 103, Conflicts, or INDS 104, Knowledges.

POHI 327 Classic Civil Rights Movements

3 UNITS

This seminar examines the strategies, language, and politics of several attempts to extend rights and liberties to disenfranchised members of western societies. Topics include female suffrage, union and immigrant rights, minority voting rights, student and youth rights, intermarriage, as well as rights to free access and equal accommodations. Seminar. Prerequisites: WRIT 112, Academic Writing II or WRIT 212, Rhetoric and Design; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture, or LSCI 205, Information in the Disciplines; COMM 120, Public Speaking; and one of either INDS 101, Journeys, INDS 102, Natures, INDS 103, Conflicts, or INDS 104, Knowledges.

POHI 328 Contemporary Civil Rights Movements

3 UNITS

This seminar explores the continuing demand of disenfranchised members of global societies for power and equality. International strategies, the use of mass communication media, and the construction of polit-

ical discourse are examined through the struggles of indigenous, internally colonized peoples, women in patriarchal societies, and lesbian and gay women and men, among others. Seminar. Prerequisites: WRIT 112, Academic Writing II, or WRIT 212, Rhetoric and Design; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture, or LSCI 205, Information in the Disciplines; COMM 120, Public Speaking; and one of either INDS 101, Journeys, INDS 102, Natures, INDS 103, Conflicts, or INDS 104, Knowledges.

POHI 331 Classic Political Theory

3 UNITS

This seminar develops themes such as the legitimacy of ruling authority, the administration of justice, the role of freedom and constraint, and the relationship between individual and communal rights and responsibilities. Readings are drawn from authors ranging from Plato to Karl Marx, from Niccolò Machiavelli to John Stuart Mill. Seminar. Prerequisites: WRIT 112, Academic Writing II, or WRIT 212, Rhetoric and Design; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture, or LSCI 205, Information in the Disciplines; COMM 120, Public Speaking; and one of either INDS 101, Journeys, INDS 102, Natures, INDS 103, Conflicts, or INDS 104, Knowledges.

POHI 332 Contemporary Political Theory

3 UNITS

This seminar is a comparative examination of the theoretical bases of global political systems, including ideologies originating in Asia, Africa, and Latin America, as well as Europe and the United States after the Second World War. Topics include the relationship between the state and the economy, the role of non-governmental organizations in the extension of state power, and the use and abuse of mass mobilization, among others. Seminar. Prerequisites: WRIT 112, Academic Writing II, or WRIT 212, Rhetoric and Design; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture, or LSCI 205, Information in the Disciplines; COMM 120, Public Speaking; and one of either INDS 101, Journeys, INDS 102, Natures, INDS 103, Conflicts, or INDS 104, Knowledges.

POHI 333 Globalization

3 UNITS

This seminar examines the contemporary development of transnational movement, trade, politics, and communication on a worldwide scale. Topics discussed

range from the development of global organizations such as the International Monetary Fund and the World Trade Organization, to the emergence of global consumer culture, urbanization patterns, and economic dependencies. Seminar. Prerequisites: WRIT 112, Academic Writing II, or WRIT 212, Rhetoric and Design; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture, or LSCI 205, Information in the Disciplines; COMM 120, Public Speaking; and one of either INDS 101, Journeys, INDS 102, Natures, INDS 103, Conflicts, or INDS 104, Knowledges.

POHI 334 Postmodernism

3 UNITS

This seminar analyzes the multi-faceted contemporary theory of postmodernism, questioning and examining the alleged shift away from modernity's emphasis on the subject, its universalizing tendencies, and its binary modes of thought. The topic is explored through studying such postmodern strategies as paradox, ambiguity, pastiche, and indeterminacy. Seminar. Prerequisites: WRIT 112, Academic Writing II, or WRIT 212, Rhetoric and Design; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture, or LSCI 205, Information in the Disciplines; COMM 120, Public Speaking; and one of either INDS 101, Journeys, INDS 102, Natures, INDS 103, Conflicts, or INDS 104, Knowledges.

POHI 335 Migration and Colonization

3 UNITS

This seminar looks at the historic patterns of human migration as well as the political, economic, and military sources of population movement and political domination. Topics include the causes and consequences of national displacement and diaspora, the rule of colonial elites and their sources of power, and the abuses of indigenous and immigrant peoples, among others. Seminar. Prerequisites: WRIT 112, Academic Writing II, or WRIT 212, Rhetoric and Design; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture, or LSCI 205, Information in the Disciplines; COMM 120, Public Speaking; and one of either INDS 101, Journeys, INDS 102, Natures, INDS 103, Conflicts, or INDS 104, Knowledges.

POHI 336 Liberation and Decolonization

3 UNITS

This seminar examines the complex problems of national identity in an era of wars of liberation and post-colonialism, looking at such topics as the African,

Asian, and Latin-American struggles for independence through the lenses of orientalism, subaltern studies, and post-national thought. Questions raised range from the dynamics of internal class and ethnic divisions in newly created states, to the continuing relationship between former colonial powers and their former dependencies. Seminar. Prerequisites: WRIT 112, Academic Writing II, or WRIT 212, Rhetoric and Design; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture, or LSCI 205, Information in the Disciplines; COMM 120, Public Speaking; and one of either INDS 101, Journeys, INDS 102, Natures, INDS 103, Conflicts, or INDS 104, Knowledges.

POHI 337 United States Constitutional Law

3 UNITS

This seminar studies the historical development and contemporary function of constitutional law—defined as the interpretation and implementation of the U.S. Constitution—through the problematics of liberal democratic theory and the role of the judiciary as an actor in political life. Major cases in constitutional law, on such topics as the extent of judicial power, states' rights, and equal protection, are examined. Seminar. Prerequisites: WRIT 112, Academic Writing II, or WRIT 212, Rhetoric and Design; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture, or LSCI 205, Information in the Disciplines; COMM 120, Public Speaking; and one of either INDS 101, Journeys, INDS 102, Natures, INDS 103, Conflicts, or INDS 104, Knowledges.

POHI 338 International Law and Organizations

3 UNITS

This seminar explores the development of the rules, principles, and theories applied to conduct between nations and the embodiment of these ideas in various regional and worldwide associations that transcend international boundaries. From the beginnings of a law of nations and international treaties to the origins and expansion of the United Nations, the International Court of Justice, and the European Union, questions of the reach and limits of such bodies are discussed. Seminar. Prerequisites: WRIT 112, Academic Writing II, or WRIT 212, Rhetoric and Design; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture, or LSCI 205, Information in the Disciplines; COMM 120, Public Speaking; and one of either INDS 101, Journeys,

INDS 102, Natures, INDS 103, Conflicts, or INDS 104, Knowledges.

POHI 339 The Holocaust

3 UNITS

The word "holocaust," Greek in origin, means "sacrifice by fire" (USHMM 2013). We have come to understand this term as specific to the genocide of the European Jewry, along with other stigmatized groups, during WWII. This course examines how the "systematic, bureaucratic, state-sponsored persecution of approximately six million Jews by the Nazi regime and its collaborators" came to be (ibid.). The course explores many facets of the Holocaust: Jewish life in Germany before WWII, a historical understanding of racism and anti-Semitism, the rise and expansion of the Nazi empire, the construction of the "Final Solution," establishment of ghettos and the concentration camp system, and the varied experiences of victims, rescuers, and perpetrators. This course also explores thematic scholarship on camp art, memorialization, commemoration, and the written record. Seminar. Prerequisites: WRIT 112, Academic Writing II, or WRIT 212, Rhetoric and Design; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources for Architecture and Interior Architecture, or LSCI 205, Information in the Disciplines; COMM 120, Public Speaking; and one of either INDS 101, Journeys, INDS 102, Natures, INDS 103, Conflicts, or INDS 104, Knowledges.

POHI 370 Topics in Politics & History

3 UNITS

This is a specialized course that focuses on various issues of interest in politics and history. Seminar. Prerequisites: WRIT 112, Academic Writing II, or WRIT 212, Rhetoric and Design; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture, or LSCI 205, Information in the Disciplines; COMM 120, Public Speaking; and one of either INDS 101, Journeys, INDS 102, Natures, INDS 103, Conflicts, or INDS 104, Knowledges.

POHI 299, 399, or 499 Independent Study

1-3 UNITS

This is an individual investigation into a field of special interest chosen by the student with the approval of the dean. Regular, periodic meetings with the department chair or an assigned faculty member are required. Thirty hours required for each unit of credit. Prerequisite: Consent of the dean.

POHI 400 Advanced Research Methods

3 UNITS

This seminar involves a discussion of significant historiographical and political science literature, from model exemplars to failed experiments and methodologies, both quantitative and qualitative, in preparation for the writing of the senior thesis research paper. Seminar. Prerequisites: WRIT 112, Academic Writing II, or WRIT 212, Rhetoric and Design; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture, or LSCI 205, Information in the Disciplines; COMM 120, Public Speaking; either PSYC 221, Statistics for the Behavioral Sciences, or MATH 226, Business Statistics; and one of either INDS 101, Journeys, INDS 102, Natures, INDS 103, Conflicts, or INDS 104, Knowledges; and POHI 221, Introduction to Political and Historical Research.

POHI 401 Senior Thesis

3 UNITS

This topical seminar, which focuses on a particular problem in history and politics, integrates the methodological approach of each discipline in a comparative format. Students use individual and peer work to develop research topics and produce a significant research paper as their senior thesis that is publicly reviewed by the faculty of the department. Seminar. Prerequisite: POHI 400, Advanced Research Methods.

POHI 490 Internship

3-4 UNITS

Students obtain practical, on-the-job training in a setting of business, law, government agency, or other organization. Work experience is complemented by an academic requirement and periodic meetings with the student's on-campus internship advisor. Internship contract required by the registrar. Thirty hours per unit credit. Prerequisites: Senior standing, Politics and History majors only.

CURRICULUM MAP

Bachelor of Arts in Politics & History BA

INTRODUCED	DEVELOPED		PRACTICED	MASTERED				
STRATEGIC PRINCIPLES	1	Design Thinking	2	Transdisciplinarity	3	Civic Engagement	4	Entrepreneurship

Assuring Academic Quality in Politics & History (BA)		MAJOR COURSES																						
LEARNING OUTCOMES		Strategic Principles																						
Strategic Principles		POHI 101	POHI 102	POHI 221	POHI 321	POHI 322	POHI 323	POHI 324	POHI 325	POHI 326	POHI 327	POHI 328	POHI 331	POHI 332	POHI 333	POHI 334	POHI 335	POHI 336	POHI 337	POHI 338	POHI 400	POHI 401	POHI 490	
Analyze political situations clearly and convincingly with one or more different political ideologies and theories in oral presentations and written work																								
Apply different historiographical approaches to historical analysis clearly and convincingly in oral presentations and written work																								
Demonstrate significant global awareness of multiple cultural, historical and political traditions in the modern world in oral presentations and written work																								
Demonstrate significant knowledge relevant to international conflicts, diplomacy and organizations in oral presentations and written work																								
Discuss intelligently the philosophical and historical origins of Western political and legal traditions in oral presentations and written work																								
Discuss intelligently the role of other social science disciplines in the analysis of political and historical situations in oral presentations and written work																								
Develop basic research designs, including hypotheses, analysis, use of primary and secondary sources, and qualitative and quantitative reasoning																								
Clarify her or his political philosophy in light of historical knowledge and theoretical perspectives in an intelligent and convincing manner																								
Clarify his or her career goals relevant to the study and application of political and historical knowledge and analysis in an intelligent and convincing manner																								

Public Safety Administration (BS)

Brian Fitch, PhD, Coordinator

The Public Safety Administration major is an innovative program that broadens the scope of the traditional criminal justice degree. The degree focuses on both public and private safety systems with emphasis on intervention, community relations, public communication, policing, corrections, and societal reaction to offenders and their communities. The aforementioned issues are investigated with respect to process—from the community and family, to crime and police, to arrest and prosecution through the correctional system—and reintegration efforts. The major offers students both soft (e.g., community relations) and hard (e.g., policing) skills relevant to criminal justice, and is aligned with local law enforcement communities.

The Public Safety degree offers both standard criminal justice coursework and four distinct emphases: (1) law enforcement, (2) legal studies, (3) community service, and (4) forensic science. The aforementioned emphases illustrate the expansive nature of public safety, and give students the opportunity to choose areas within the discipline in which to specialize. The program revolves around three core ideas: applied skills, transdisciplinary pedagogy, and civic engagement.

Applied Skills

The Public Safety degree program will provide students with a theoretical foundation to the fundamentals of public and private safety. However, in an effort to create the most competitive student within the discipline, it is important to apply theory to practice. Students will have an opportunity to consider if they have chosen the appropriate specialization by participating in hands-on simulations.

Transdisciplinary Pedagogy

Public Safety Administration is, by definition, a trans-discipline. Collaboration between academicians, practitioners, and community members is critical to understanding all dimensions of public and private safety. Academicians, practitioners, and community members will exchange ideas and share resources with one another in an effort to achieve

common goals and transform local communities by using ethical public safety frameworks to solve problems.

Civic Engagement

The Public Safety Administration degree is also a forum for civic engagement. Students in the program will strengthen communities by actively applying critical knowledge, skills, and values. Students work with faculty who are in the field (e.g., police officers, correction officers, rehabilitation experts) and have service-learning opportunities open to them to better understand the specific issues and needs of their own communities.

MISSION

To serve the criminal justice professions through the interdisciplinary and comparative study of crime and criminal behavior, as well as the policies and systems designed to control criminality. The program promotes lifelong learning among students who develop into justice professionals prepared to ethically lead public and private efforts that make communities safer and that promote the equitable application of the law across all boundaries, both perceived and real. Our curriculum provides both a substantive and practical knowledge base that links multidisciplinary social science theories and methods with effective and responsible public policy and the ethical practice of the justice professions within a multicultural, constitutional democracy.

PROGRAM LEARNING OUTCOMES

Undergraduate students completing the PSAD degree will be able to demonstrate the following abilities:

- Evaluate the merits of competing theoretical perspectives used to explain the nature of crime, and demonstrate an ability to apply criminological theories to specific types of crime.
- Demonstrate an ability to apply ethical principles to criminal justice issues, policies, and practices and evaluate their implications.
- Explain the criminal justice process, the role of discretion among criminal justice actors, and evaluate best practices.

- Demonstrate an understanding of the research process (both qualitative and quantitative) by both conducting original research and analyzing existing data.
- Express a thorough knowledge of the Criminal Justice System including police, courts, and corrections.
- Describe and relate the constitutional rights and responsibilities of citizens, offenders, and victims as they apply to state, federal, and procedural laws.
- Identify legal and moral responsibilities of criminal justice professionals as they relate to cultural diversity and establishing positive community relationships.
- Develop an understanding of the public safety careers and explore their own qualifications for entry-level public safety positions.
- Evaluate the historical, political, and social contexts and empirical support for a particular criminal justice policy area.
- Identify ways in which oppression, privilege, discrimination, and social and economic disadvantage contribute to inequalities and injustices within criminal justice systems.

Curriculum Summary

PUBLIC SAFETY MAJOR CURRICULUM

Leading to the Bachelor of Science (BS) Degree

	<u>Units</u>
Major (M)	52
General Education/Integrative Learning (GE)	49
Unrestricted electives (UE)	19
Minimum semester hours required	120

SUGGESTED SEQUENCE OF REQUIRED COURSES

FIRST YEAR

Fall Semester

PSAD 101	Introduction to Public Safety	3 M
PPDV 100	Transition to College	1 UE
MATH 149	Intermediate Algebra or Unrestricted Elective	3 UE
WRIT 111	Academic Writing I	3 GE
ENVT 220	Environmental Studies	3 GE

Spring Semester

PSAD 102	Enforcement and Corrections	3 M
PSYC 200	Introduction to Psychology	3 GE
WRIT 112	Academic Writing II	3 GE
LSCI 105	Information Theory and Practice	1 GE
PHIL 210	Ethical Systems	3 GE
COMM 120	Public Speaking	3 GE

SECOND YEAR

Fall Semester

PSAD 201	Courts and the Law	3 M
PSAD 203	Introduction to Community Relations	3 M
INDS 1__	Interdisciplinary Studies (103 recommended)	3 GE
_____	Humanities (ARTH 204 recommended)	3 GE
BIOL 231	Human Biology	3 GE

Spring Semester

PSAD 202	Introduction to Forensic Science	3 M
PSAD 204	Public Policy	3 M
PSYC 221	Statistics for the Behavioral Sciences	4 GE
ARTH 205	History of Contemporary Art	3 GE
_____	GE Breadth Elective (INDS 102 recommended)	3 GE

THIRD YEAR

Fall Semester

PSAD 301	Criminology and Forensic Psychology	3 M
PSAD 302	Data Analysis for Public Safety	3 M
PSAD 3__	Concentration 1	3 M
PSAD 3__	Concentration 2	3 M
_____	GE Breadth Elective (ECON 203 recommended)	3 GE

Spring Semester

PSAD 303	Ethics and Justice	3 M
PSAD 3__	Concentration 3	3 M
INDS 350	Interdisciplinary Research	3 GE
_____	Unrestricted elective	3 UE
_____	Unrestricted elective	3 UE

FOURTH YEAR**Fall Semester**

PSAD 3__	Concentration 4	3 M
PSAD 491	Senior Thesis Preparation	3 M
PSAD 490	Internship	4 M
_____3__	GE Principle Elective	3 GE
_____	Unrestricted elective	3 UE

Spring Semester

PSAD 3__	Concentration 5	3 M
PSAD 492	Senior Thesis Execution	3 M
_____3__	GE Breadth elective	3 GE
_____	Unrestricted elective	3 UE
_____	Unrestricted Elective	3 UE

PUBLIC SAFETY CONCENTRATIONS

Students must choose one of the following four concentrations by the beginning of their junior year: (1) law enforcement, (2) legal studies, (3) community service, or (4) forensic science. Note: Only concentrations in law enforcement and legal studies will be initially offered. Community service and forensic science will be offered in the future.

LAW ENFORCEMENT

PSAD 311	Policing
PSAD 312	Terror and Cybersecurity
PSAD 313	Criminal Investigations
PSAD 314	Private Security
PSAD 315	Problems in Law Enforcement

LEGAL STUDIES

PSAD 321	Criminal and Civil Law
PSAD 322	Constitutional Law
PSAD 323	Administrative Law
PSAD 324	Law and Society
PSAD 325	Problems in Legal Studies

COMMUNITY SERVICE

PSAD 331	Community Service
PSAD 332	Domestic Violence
PSAD 333	Juvenile Justice
PSAD 334	Prevention and Probation
PSAD 335	Problems in Community Service

FORENSIC SCIENCE

PSAD 341	Developments in Forensic Science
PSAD 342	Evidence and Procedures
PSAD 343	Crime Scene Investigations
PSAD 344	Biology at the Bar
PSAD 345	Problems in Forensic Science

ASSESSMENT PROCESS

The Public Safety Administration faculty assesses individual student learning for each assignment in every course based on established university grading guidelines. Beyond evaluating individual learning, the department faculty regularly reviews the collective work of students over time. The department archives students' research papers, exams, presentation evaluations, internship reports, and senior theses for review purposes. Every other year, an assessment report is written for faculty and used to make adjustments and improvements to the program, its courses, and students' overall learning.

The PSAD curriculum has two major components—foundational and advanced concentrated coursework—and culminates in a capstone project (the Senior Thesis) that demonstrates summative student learning. In the first two years, PSAD students take courses on the building blocks of the discipline—specifically, critical writing, research methodolo-

gy, and various foundational survey coursework. Introductory coursework provides a forum where students are evaluated individually on their analytical abilities, writing, and understanding of research methodologies before taking advanced courses that regularly test and utilize these skills.

Seminar-style advanced courses not only require that students present ideas coherently in written work, but also demand an ability to orally articulate ideas to their peers and faculty. Students make individual choices based on their interests (e.g., law enforcement, legal studies, community service, or forensic science) and take advanced courses that will contribute to the production of their senior thesis. In upper-division classes, students become intimately familiar with the peer-review process and do several revisions of any given term paper. Thus, faculty continually evaluates student progress on argument formation, critical thinking, and writing. The senior thesis project, or capstone, is designed to show a mastery of critical thinking, writing for the discipline, oral presentation, and a deep understanding of the chosen topic and associated literature. The senior thesis is presented to all PSAD faculty and simulates the professional conference experience where other scholars openly critique and evaluate scholarship. Finally, every PSAD student completes an internship relevant to his or her major and career goals. Both departmental faculty and their internship mentor, a professional in the industry, evaluate this work. The internship opportunity allows students to put into practice skills learned at Woodbury and is part of their senior-year experience. Overall, the collaboration between students, faculty, and professionals allows for the evaluation not only of the individual student, but also of the effectiveness of the advanced curriculum and the extent to which upper-division classes build on and integrate the foundational course work in the curriculum.

RESULTS OF LEARNING

The primary focus of the Public Safety Administration program is on improving students' analytical abilities, their knowledge of the world, and their awareness of their own values and ambitions. The emphasis is on how students' learning is expressed in both written and oral arguments and in the organization and display of information, both qualitative and quantitative. Evidence of student

learning in research papers and oral presentations, with particular emphasis on the senior thesis, is collected and reviewed by the department faculty on a regular basis in order to monitor the collective performance of the students in the program.

SPECIAL LEARNING OPPORTUNITIES/ REQUIREMENTS

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

Internship

In order to reinforce the knowledge and skills acquired in the classroom, all students are required to complete a four-unit practical internship of 160 hours at a site of their choosing. Internship possibilities include political campaigns, historical museums, historic preservation agencies, law enforcement agencies, and various government offices, among others. The internship includes regular journals, evaluations, and a concluding reflective essay. Students may also fulfill the internship requirement by attending American University's "Semester in Washington Program" in the nation's capital, and serving in one of over two thousand internship sites in Congress, the White House, and numerous federal agencies.

Study Away

There are several options available for students interested in study away. In the winter break or the summer, the university sponsors different programs for single-course study. In the past, we have offered such courses in China, France, Germany, Italy, Spain, and Thailand. Check each fall for available opportunities as they change regularly. During the academic year, students may apply for a variety of programs offered through other universities to participate in their educational activities. The department chair and faculty will assist in developing a plan and exploring options.

COMPUTER LITERACY REQUIREMENTS

Public Safety Administration majors demonstrate the required computer skills suitable to their program through successful completion of the requirements for the degree, and the use of those skills in their capstone project. Basic skills in word processing, email communications, and Internet research are required of all majors and accomplished through completion of the Academic Writing Program (WRIT 112, Academic Writing II). Spreadsheet skills are accomplished through the course in statistics (PSYC 221, Statistics for the Behavioral Sciences). All capstone projects must demonstrate fluency with these four areas in the course of preparation.

STUDENT COMPUTER AND OTHER EQUIPMENT REQUIREMENTS

Students are required to have a computer with word processing, spreadsheet, Internet and email capabilities. The department's recommended software package is Microsoft Office for either PC or Mac.

PUBLIC SAFETY ADMINISTRATION COURSES**PSAD 101 Introduction to Public Safety**

3 UNITS

Survey of public safety system with emphasis on intervention, public communication, policing, prosecution, corrections, and societal reaction to offenders and their communities. The course focuses on the process—from the community and family, to crime and police, to arrest and prosecution through the correctional system—and reintegration efforts. Lecture. Prerequisite: None

PSAD 102 Enforcement and Corrections

3 UNITS

Introduction to essential criminal procedures: the law of search and seizure, arrests, confessions, identification; and basic criminal investigations: crime scene search, interview of witnesses, interrogation of suspects, methods of surveillance; and fundamental corrections practice: sentencing, incarceration, parole, probation, and rehabilitation. Lecture Prerequisite: PSAD 101, Introduction to Public Safety.

PSAD 201 Courts and the Law

3 UNITS

The scope, purpose, and definitions of substantive criminal law and trials: criminal liability, statutory

and common law offenses (with some reference to the California Penal Code), and significant defenses. Lecture. Prerequisites: PSAD 102, Enforcement and Corrections.

PSAD 202 Introduction to Forensic Science

3 UNITS

The fundamentals of forensic science and analysis. Topics include the recognition, identification, individualization, and evaluation of physical, chemical, and biological evidence. Lecture. Prerequisites: PSAD 102, Enforcement and Corrections; and BIOL 231, Human Biology.

PSAD 203 Introduction to Community Relations

3 UNITS

The basics of effective communication concerning public safety with various community constituencies: neighborhoods, businesses, places of worship, community groups, and families. Lecture. Prerequisites: PSAD 101, Introduction to Public Safety; and COMM 120, Public Speaking.

PSAD 204 Public Policy

3 UNITS

An introduction to the interactions between local, regional, state and federal legislation and administration and their effect on city management, police administration, and community services. Lecture. Prerequisite: PSAD 102, Enforcement and Corrections.

PSAD 301 Criminology and Forensic Psychology

3 UNITS

An examination of principles and concepts of criminal behavior; criminological theory; the nature, extent, and distribution of crime; legal and societal reaction to crime; dynamics of violence and victimology; and eyewitness testimony. Seminar. Prerequisites: PSAD 102, Enforcement and Corrections; PSYC 200, Introduction to Psychology; WRIT 112, Academic Writing II or WRIT 212, Rhetoric and Design; and LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture.

PSAD 302 Data Analysis for Public Safety

3 UNITS

Application of statistical methods for examining large- and small-scale social phenomena related to public safety. Topics include poverty, employment, housing, crime, education, health services, public

services, and policing. Seminar. Prerequisites: PSAD 101, Introduction to Public Safety; PSYC 221, Statistics for the Behavioral Sciences; WRIT 112, Academic Writing II or WRIT 212, Rhetoric and Design; and LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture.

PSAD 303 Ethics and Justice

3 UNITS

An introduction to the fundamental theories of justice and their ethical application to communities and individuals in both domestic and international contexts, including discrimination and victimization of special groups (e.g., women, homosexuals, and various ethnic and racial groups). Seminar. Prerequisites: PSAD 102, Enforcement and Corrections; PHIL 210, Ethical Systems; WRIT 112, Academic Writing II or WRIT 212, Rhetoric and Design; and LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture.

PSAD 311 Policing

3 UNITS

The historical evolution of policing as an institution of social control with emphasis placed on the contemporary roles of police officers, including patrol strategies, training procedures, ethical standards, and discretion. Considers under-represented groups in policing and corruption in police agencies. Seminar. Prerequisites: WRIT 112, Academic Writing II or WRIT 212, Rhetoric and Design; COMM 120, Public Speaking; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture; PSAD 101, Introduction to Public Safety; and PSAD 102, Enforcement and Corrections.

PSAD 312 Terror and Cybersecurity

3 UNITS

Explores origins of terrorism, tracing development from early states to a modern mode of conflict. Presents national, regional, and global perspectives. Additionally, vulnerabilities of computer networks and techniques for protecting networks and data are discussed. Basic elements of symmetric and asymmetric cryptography, and secure e-commerce involving secure transmission, authentication, digital signatures, and digital certificates is presented. Seminar. Prerequisites: WRIT 112, Academic Writing II or WRIT 212, Rhetoric and Design; COMM 120,

Public Speaking; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture; and PSAD 101, Introduction to Public Safety.

PSAD 313 Criminal Investigations

3 UNITS

Study of basic principles of criminal investigation. Analysis of investigative techniques; patterns and modus operandi; interviewing and interrogation strategies; collection and management of evidence; surveillance; and crime scene investigation. Theories, philosophies, and concepts related to suppression of crime are covered. Seminar. Prerequisites: WRIT 112, Academic Writing II or WRIT 212, Rhetoric and Design; COMM 120, Public Speaking; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture; PSAD 101, Introduction to Public Safety; and PSAD 301, Criminology and Forensic Psychology.

PSAD 314 Private Security

3 UNITS

This course will provide students with an overview of the private investigation field. The course will focus on employment opportunities, history, evolution, methods and management of private investigations, sources of information, investigative technology, and ethical, public policy, and legal considerations related to investigations in the private sector. Seminar. Prerequisites: WRIT 112, Academic Writing II or WRIT 212, Rhetoric and Design; COMM 120, Public Speaking; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture; and PSAD 101, Introduction to Public Safety.

PSAD 315 Problems in Law Enforcement

3 UNITS

The class will survey contemporary and timely issues that are current within law enforcement. These problems will likely vary from semester to semester. Students will think critically and attempt to provide solutions for the unique problem set. Seminar. Prerequisites: WRIT 112, Academic Writing II or WRIT 212, Rhetoric and Design; COMM 120, Public Speaking; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture; PSAD 102, Enforcement and Corrections; and PSAD 311, Policing.

PSAD 321 Criminal and Civil Law

3 UNITS

The course analyzes the elements of an offense, to classify offenses, and to identify possible defenses in criminal cases. Students will analyze the rights and obligations of citizens involving areas of civil law. Additionally, students will learn to recognize the responsibilities and limitations of citizens and police officers in light of the Charter of Rights and Freedoms, and develop legal research and analysis skills to locate, interpret, and apply statute and case law. Seminar. Prerequisites: WRIT 112, Academic Writing II or WRIT 212, Rhetoric and Design; COMM 120, Public Speaking; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture; PHIL 210, Ethical Systems; and PSAD 303, Ethics and Justice.

PSAD 322 Constitutional Law

3 UNITS

This seminar studies the historical development and contemporary function of constitutional law, defined as the interpretation and implementation of the U.S. constitution, through the problematics of liberal democratic theory and the role of the judiciary as an actor in political life. Major cases in constitutional law, on such topics as the extent of judicial power, states' rights, and equal protection, are examined. Seminar. Prerequisites: WRIT 112, Academic Writing II or WRIT 212, Rhetoric and Design; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture; COMM 120, Public Speaking; and one INDS 1XX course.

PSAD 323 Administrative Law

3 UNITS

This course is an introduction to the law of the administrative state—to the constitutional, statutory and judge-made rules governing what agencies may do, the procedures they must follow, and how they can be held to account. Topics include mechanisms for control of agencies by the legislative and executive branches; the constitutional basis for, and limits on, governance by agencies; the availability and effects of judicial review over agency action; and the features of agency rulemaking and adjudication. Seminar. Prerequisites: WRIT 112, Academic Writing II or WRIT 212, Rhetoric and Design; COMM 120, Public Speaking; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture; PHIL 210,

Ethical Systems; and PSAD 321, Criminal and Civil Law.

PSAD 324 Law and Society

3 UNITS

Introduces the relationship between law and society. Discusses theoretical perspectives from a number of social science disciplines. Promotes a foundational understanding of the concept of law and the origins, development, and role of law in society, particularly outside of formal legal institutions. Topics covered may include legal mobilization, law and social change, social movements, law and inequality, and law's relationship to social control. Seminar. Prerequisites: WRIT 112, Academic Writing II or WRIT 212, Rhetoric and Design; COMM 120, Public Speaking; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture; PHIL 210, Ethical Systems; PSAD 321, Criminal and Civil Law; and PSAD 322, Constitutional Law.

PSAD 325 Problems in Legal Studies

3 UNITS

The class will survey contemporary and timely issues that are current within legal studies. These problems will likely vary from semester to semester. Students will think critically and attempt to provide solutions for the unique problem set. Seminar. Prerequisites: WRIT 112, Academic Writing II or WRIT 212, Rhetoric and Design; COMM 120, Public Speaking; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture; PSAD 303, Ethics and Justice; and PSAD 324, Law and Society.

PSAD 331 Community Service

3 UNITS

Current and historical definitions of community, community service organizations, and the variety of public safety organizations that provide service within communities are examined. Emphasis is on interactions between neighborhood residents, civic organizations, law enforcement, and the courts in conflict resolution, crisis intervention, and remediation efforts. Seminar. Prerequisites: WRIT 112, Academic Writing II or WRIT 212, Rhetoric and Design; COMM 120, Public Speaking; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture; PSAD 203, Introduction to Community Relations; and PSAD 302, Data Analysis for Public Safety.

PSAD 332 Domestic Violence

3 UNITS

This seminar provides an in-depth examination of domestic violence from a legal perspective. It explores a wide range of topics, including police and prosecutorial responses, expert witness testimony, battered women as criminal defendants, domestic violence and child custody, legal remedies for battered immigrants, and domestic violence as a human rights concern. Each subject area brings together doctrinal issues with those of practice and of theory. Seminar. Prerequisites: WRIT 112, Academic Writing II or WRIT 212, Rhetoric and Design; COMM 120, Public Speaking; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture; PSAD 203, Introduction to Community Relations; and PSAD 302, Data Analysis for Public Safety.

PSAD 333 Juvenile Justice

3 UNITS

Overview of delinquent behavior and juvenile justice system responses to delinquency. Considers current issues (e.g., gangs, police, and corrections) from perspectives of individuals, families, communities, and society. Explores history of juvenile justice in America, the nature of justice, punishment, rehabilitation, and the goals and effectiveness of our juvenile justice system. Includes a juvenile court experiential component. Seminar. Prerequisites: WRIT 112, Academic Writing II or WRIT 212, Rhetoric and Design; COMM 120, Public Speaking; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture; PSAD 203, Introduction to Community Relations; PSAD 204, Public Policy; and PSAD 302, Data Analysis for Public Safety.

PSAD 334 Prevention and Probation

3 UNITS

Students learn about basic duties of parole or probation officers who work for community-based correctional programs. Duties may include monitoring house arrest, day reporting, restitution enforcement, and community service details. Additional topics of instruction may include levels of offender supervisions, various treatment needs, revocations processes, investigative reports writing, and sentencing structures. Seminar. Prerequisites: WRIT 112, Academic Writing II or WRIT 212, Rhetoric and Design; COMM 120, Public Speaking; LSCI 105, Information Theory and Practice, or LSCI 106,

Information Sources in Architecture and Interior Architecture; PSAD 203, Introduction to Community Relations; PSAD 204, Public Policy; and PSAD 302, Data Analysis for Public Safety.

PSAD 335 Problems in Community Service

3 UNITS

The class will survey contemporary and timely issues associated with community service. These problems will likely vary from semester to semester. Students will think critically and attempt to provide solutions for the unique problem set. Seminar. Prerequisites: WRIT 112, Academic Writing II or WRIT 212, Rhetoric and Design; COMM 120, Public Speaking; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture; PSAD 203, Introduction to Community Relations; and PSAD 303, Ethics and Justice.

PSAD 341 Developments in Forensic Science

3 UNITS

Overview of general principles of forensic science, techniques, equipment, and methodologies as used in crime laboratories. Focus on fingerprint and firearm identification, trace evidence (hair, fiber, paint, glass), blood, DNA evidence, forensic document examination, crime scene kits, and forensic microscopy. Seminar. Prerequisites: WRIT 112, Academic Writing II or WRIT 212, Rhetoric and Design; COMM 120, Public Speaking; LSCI 105, Information Theory and Practice or LSCI 106, Information Sources in Architecture and Interior Architecture; PSAD 202, Introduction to Forensic Science; and PSAD 302, Data Analysis for Public Safety.

PSAD 342 Evidence and Procedures

3 UNITS

This course covers rules of evidence in law enforcement procedures from investigations to courtroom hearings. It examines burden of proof, judicial notice, and admissibility of testimonial and documentary evidence, relevancy, materiality, and competency. The course analyzes state and federal court cases as well as trial techniques and presentation of evidence. Seminar. Prerequisites: WRIT 112, Academic Writing II or WRIT 212, Rhetoric and Design; COMM 120, Public Speaking; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture; PSAD 202, Introduction to Forensic Science; PSAD 302, Data Analysis for Public Safety; and PSAD 341, Developments in Forensic Science.

PSAD 343 Crime Scene Investigations

3 UNITS

A study of the methods and techniques of scientific crime scene investigation, documentation and recognition of physical evidence, collection, and crime scene reconstruction. Laboratory. 3 credits. Seminar. Prerequisites: WRIT 112, Academic Writing II or WRIT 212, Rhetoric and Design; COMM 120, Public Speaking; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture; PSAD 202, Introduction to Forensic Science; PSAD 302, Data Analysis for Public Safety; and PSAD 341, Developments in Forensic Science.

PSAD 344 Biology at the Bar

3 UNITS

This class puts the forensic science learned in previous classes into the context of law. Students will study how various scientific methodologies (e.g., entomology, bite marks, fingerprinting) have been used to win criminal cases. The course will also talk about the misuse of science in the courtroom, along with the "CSI effect." Seminar. Prerequisites: WRIT 112, Academic Writing II or WRIT 212, Rhetoric and Design; COMM 120, Public Speaking; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture; PSAD 202 Introduction to Forensic Science; PSAD 302, Data Analysis for Public Safety; and PSAD 341, Developments in Forensic Science.

PSAD 345 Problems in Forensic Science

3 UNITS

The class will survey contemporary and timely issues associated with forensic science. These problems will likely vary from semester to semester. Students will think critically and attempt to provide solutions for the unique problem set. Seminar. Prerequisites: WRIT 112, Academic Writing II or WRIT 212, Rhetoric and Design; COMM 120, Public Speaking; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture; PSAD 202, Introduction to Forensic Science; PSAD 302, Data Analysis for Public Safety; and PSAD 341, Developments in Forensic Science.

PSAD 490 Internship

4 UNITS

Application of classroom learning to an applied justice setting. Work experience is complemented by an academic requirement and periodic meetings

with the student's on-campus internship advisor. Internship contract required by the registrar. Thirty hours per unit of credit. Prerequisites: Senior standing, Public Safety Administration majors only.

PSAD 491 Senior Thesis Preparation

3 UNITS

This course is a student-designed interdisciplinary research seminar that integrates the student's distinct Public Safety concentration with the major core courses and applies the insights from one to the other and vice versa. The course serves as the penultimate course in the Public Safety Administration Studies major. Seminar. Prerequisites: PSAD 302, Data Analysis for Public Safety.

PSAD 492 Senior Thesis Execution

3 UNITS

The course is the continuation of a student-designed interdisciplinary research seminar that integrates the student's distinct concentration with the major core courses and applies the insights from one to the other and vice versa. The course serves as the final course in the Public Safety Administration major. Seminar. Prerequisite: PSAD 491, Senior Thesis Preparation.

CURRICULUM MAP

Public Safety Administration Degree

INTRODUCED	DEVELOPED		PRACTICED		MASTERED			
STRATEGIC PRINCIPLES	1	Design Thinking	2	Transdisciplinarity	3	Civic Engagement	4	Entrepreneurship

LEARNING OUTCOMES	REQUIRED COURSES																					
	Strategic Principles																					
	PSAD 101 Intro to Public Safety	PSAD 102 Enforcement & Corrections	PSAD 202 Intro to Forensic Science	PSAD 203 Intro to Community Relations	PSAD 204 Public Policy	PSAD 301 Criminology & Forensic Psychology	PSAD 302 Data Analysis for Public Safety	PSAD 303 Ethics & Justice	PSAD 311 Policing	PSAD 312 Terror & Cybersecurity	PSAD 313 Criminal Investigations	PSAD 314 Private Security	PSAD 315 Problems in Law Enforcement	PSAD 321 Criminal/Civil Law	PSAD 322 Constitutional Law	PSAD 323 Administrative Law	PSAD 324 Law and Society	PSAD 325 Problems in Legal Studies	PSAD 400 Internship	PSAD 401 Senior Thesis Preparation	PSAD 402 Senior Thesis Execution	
Strategic Principles																						
Evaluate the merits of competing theoretical perspectives used to explain the nature of crime and demonstrate an ability to apply criminological theories to specific types of crime																						
Demonstrate an ability to apply ethical principles to criminal justice issues, policies, and practices and evaluate their implications																						
Explain the criminal justice process, the role of discretion among criminal justice actors, and evaluate best practices																						
Develop basic research designs, including hypotheses, analysis, use of primary and secondary sources, and qualitative and quantitative reasoning																						
Express a thorough knowledge of the Criminal Justice System including police, courts and corrections																						
Describe and relate the constitutional rights and responsibilities of citizens, offenders and victims as they apply to state, federal and procedural laws																						
Identify legal and moral responsibilities of criminal justice professionals as they relate to cultural diversity and establishing positive community relationships																						
Identify ways in which oppression, privilege, discrimination, and social and economic disadvantage contribute to inequalities and injustices within criminal justice systems																						
Evaluate the historical, political, and social contexts and empirical support for a particular criminal justice policy area																						
Clarify career goals relevant to the study and application of political and historical knowledge and analysis in an intelligent and convincing manner																						

Sciences

Christine Carmichael, PhD, Coordinator

Complex issues confront the modern world; dealing with them requires scientific learning and skills. Instructors and staff in the department provide learning environments that help students recognize and strengthen their abilities across different scientific disciplines, improve their investigative and communicative skills, and act with greater scientific awareness in their roles as citizens. Students become effective learners as well as good communicators through scientific perspectives. Our goal is to inspire students to continue their scientific learning long after they leave the laboratory or classroom.

In our lower-division courses in biology and physics, we provide engaging, hands-on learning environments using innovative instructional methods. All of our laboratory courses are taught in an integrated studio format, with discussions, presentations, lectures, reflection, analysis, and experimentation blended together in a common time, allowing for all modes of instruction to be linked closely together. From a solid foundation in scientific method and practice, we move students beyond concrete specifics to the discovery of general principles and scientific concepts.

This is especially true in our environmental studies course and occasional upper-division courses. Here, the complex relations between scientific and other research domains present opportunities to engage the world in collaborative and transdisciplinary ways. These courses, at times team-taught by professional science educators and specialists in the social sciences, humanities, and architecture, help students re-contextualize real-world issues by applying scientific methods.

SCIENCES MISSION

The mission of the Sciences Program is to create for students a solid foundation of scientific principles, methods, and applications.

LEARNING OUTCOMES

As a result of their education in the sciences, students will be able to:

- Recognize and explain scientific principles and their symbolic representations.
- Understand connections among scientific principles and concepts.
- Apply scientific concepts to explain real life problems and issues.
- Distinguish between science and pseudo-science.
- Evaluate proposed approaches to complex or transdisciplinary problems through scientific methods.
- Collaborate with others to propose effective solutions to simple or complex issues.
- Demonstrate an awareness of social responsibility when science is applied to civic or social issues.

Science Curriculum

All university students are required to complete Environmental Studies (a 200-level lecture course) and a Sciences course with a lab.

Natural Sciences Course Without a Lab:

ENVT 220 Environmental Studies

Natural Sciences Courses With Lab:

BIOL 230 Biology (laboratory)

BIOL 231 Human Biology (laboratory)

BIOL 232 Botany (laboratory)

BIOL 270 Topics in Biological Science
(may have a lab)

Physical Sciences:

PHYS 243 Physics for Architects (laboratory)

PHYS 2704 Science of Music and Color

SCIENCE ASSESSMENT PROCESS

Ongoing diagnostic, formative, and summative assessment methods are used to see the fruits of student and faculty efforts. Reflections on the results of the assessment enable faculty to channel efforts toward more effective accomplishment of departmental goals. By reviewing the curriculum, instructional methods, and various assessment processes, faculty can see the changes in students' understanding of sciences and their improved abstraction, communication, and collaborative skills.

In the natural sciences, student work in the form of examinations, homework, class work, and laboratory work provides evidence of learning. The biological and physical science courses and their relevant outcomes are assessed by the department faculty in alternate years.

RESULTS OF LEARNING

The primary focus of the Interdisciplinary Studies program is on increasing students' analytical abilities, their knowledge of the world, and their awareness of their own values and ambitions. The emphasis is on how students' learning is expressed, in both written and oral arguments, and in the organization and display of information, both qualitative and quantitative. Evidence of student learning in research papers, oral presentations, and multi-media formats, with particular emphasis on the senior thesis, is collected and reviewed by the department faculty on a regular basis in order to monitor the collective performance of the students in the program.

In the Interdisciplinary Studies major, students' capstone project courses are conducted as directed studies, in consultation with all three members of the SMRC (and approved by all members of the SMRC). The first course, a reading/research-based course that prepares the student for the second, includes investigations into the relevant literature and resources, and the development of a plan for the second course. In INDS 492, the student executes and performs the final cumulative work of the capstone. Both courses must demonstrate a balance between the student's chosen disciplines, address concrete objectives to be met (tied to the student's major proposal objectives), include meetings with and advising by individual review committee members, and require a midterm and final evaluation by the entire review committee. The final evaluation reviews, including a presentation to the SMRC, are open to the Woodbury University community, and require at least one hour for presentation and discussion.

SPECIAL LEARNING OPPORTUNITIES/ REQUIREMENTS

Woodbury's Career Development Office offers a variety of programs, services, and resources to assist students in exploring careers and securing internships. The staff works with students one-on-one

to develop successful internship search strategies and help students connect with employers through internship postings, resume collections, on- and off-campus interview opportunities, alumni connections, and employer outreach in the U.S.

Internship

In order to reinforce the knowledge and skills acquired in the classroom, all students are required to complete a three-unit practical internship of 120 hours at a site of their choosing relevant to their particular career and educational goals. The internship includes regular journals, evaluations, and a concluding reflective essay. Students may also fulfill the internship requirement by attending American University's "Semester in Washington Program" in the nation's capital, serving in one of over two thousand internship sites in Congress, the White House, and numerous federal agencies.

Study Away

There are several options available for students interested in study away. In the winter break or summer, the university sponsors different programs for single-course study. In the past, we have offered such courses in China, France, Germany, Italy, Spain, and Thailand. Check each fall for opportunities available as they change regularly. During the academic year, students may apply for a variety of programs offered through other universities to participate in their educational activities. The department chair and faculty will assist in developing a plan and exploring options.

COMPUTER LITERACY REQUIREMENTS

Interdisciplinary Studies majors demonstrate the required computer skills suitable to their program through the successful completion of the requirements for the degree and the use of those skills in their capstone project. Basic skills in word processing, email communications, and Internet research are required of all majors and accomplished through completion of the Academic Writing Program (WRIT 112, Academic Writing II). Spreadsheet skills for those integrating business into their programs are accomplished through the course in statistics (MATH 226, Business Statistics). All capstone projects must demonstrate fluency in these areas in the course of preparation.

STUDENT COMPUTER AND OTHER EQUIPMENT REQUIREMENTS

Students are required to have a computer with word processing, spreadsheet, Internet, and email capabilities. The department's recommended software package is Microsoft Office for either PC or Mac.

SCIENCE COURSES

BIOL 230 Biology

3 UNITS

This course is a study of major concepts in biology. Topics include the scientific process, the chemistry of living things, the cell, heredity, molecular genetics, evolution, ecology, and animal behavior. Laboratory. Prerequisite: ENVT 220, Environmental Studies.

BIOL 231 Human Biology

3 UNITS

This course is an introduction to selected topics in human anatomy and physiology. Topics include cell structure and function, tissues, nutrition, immunity, the integumentary system, digestive system, cardiovascular system, lymphatic system, reproductive system, nervous system, and endocrine system. Laboratory. Prerequisite: ENVT 220, Environmental Studies.

BIOL 232 Botany

3 UNITS

This course is an introduction to selected topics in plant biology. Topics include the structure of plant cells, the structure of roots, stems, leaves and flowers, reproduction in plants, genetics of plants, diversity of plant life, and characteristics of various groups of plants. Laboratory. Prerequisite: ENVT 220, Environmental Studies.

ENVT 220 Environmental Studies

3 UNITS

This course provides an overview of topics including ecosystems, biodiversity, mineral and nutrient cycles, sources of energy, waste and pollution, and environmental movements and philosophies. Lecture. Prerequisites: None.

PHYS 243 Physics for Architects

3 UNITS

An introductory course in physics covering topics in motion, statics, force, rotation, acoustics, thermodynamics, electricity, and optics. Studio-Lab. Prerequisite:

sites: ENVT 220, Environmental Studies, and MATH 251, Trigonometry with Descriptive Geometry.

PHYS 2704 Science of Music and Color

3 UNITS

This course provides an introduction to the science of music and color. Topics covered include the physics of waves, physical acoustics (the physical production of sound), musical acoustics (the human perception of sound), the human voice, musical acoustics (the physics of musical instruments), electroacoustics (electronics, loudspeakers, and recording), light, additive and subtractive color, the physiological perception of color, the vocabulary of color, color theory, screen displays, and printing. Prerequisite: ENVT 220, Environmental Studies.

Urban Studies (Minor)

Emily Bills, PhD, Coordinator

The Urban Studies minor at Woodbury University is intended to prepare students to engage with the enormous challenges that global urban development brings to contemporary life. It does this by helping students obtain the critical and analytical skills needed to interpret and respond to changing urban conditions, both past and present. While the program is interdisciplinary in format, it strives for cohesiveness by taking a culture-based approach to the analysis of the social, political, economic, and environmental issues impacting the development of cities.

More specifically, the program strives to help students become actively engaged in the ethical issues shaping the development of environmentally sustainable, politically constructive, and socially just urban spaces. In the process, they develop critical learning skills that enable them to better understand the diverse forces shaping historical and contemporary urban circumstance and apply those skills to an integrated analysis of urban development. The program is committed to encouraging students to make informed and useful connections between topics in Urban Studies and the key issues shaping their major area of study and their personal actions as inhabitants of urban spaces. Urban Studies faculty collaborates with faculty from different disciplines to identify, evaluate, and engage in a

dialogue about points of overlap between curriculums as they relate to urban development.

MISSION

To create a transformative educational program devoted to both the theory and practice of Urban Studies.

STUDENT LEARNING OUTCOMES

Learning outcomes express the abilities, knowledge, and values that students can expect to gain from the Urban Studies program and its courses.

- The student will identify the significance of major themes in urban history.
- The student will identify the significance of issues shaping contemporary urban circumstance.
- The student will recognize clearly and respond effectively to environmental issues.
- The student will recognize clearly and respond effectively to social justice issues.
- The student will recognize clearly and respond effectively to constructive urban politics.
- The student will create integrated analyses of urban development.
- The student will create informed connections between a student's major and minor disciplines.

URBAN STUDIES ASSESSMENT PROCESS

In order to assure the quality of student learning, the department's faculty regularly reviews the collective work of students over time. Students' research papers, exams, evaluations of presentations, and internship reports are archived for review purposes. There are three main modes of assessment for the Urban Studies minor:

- **Assessment by faculty of student work:**
A team of faculty members collects and assesses student work on an annual basis, from the introductory course to the upper-division seminars. A rubric is established by which student work can be evaluated to determine whether it reflects the objectives outlined in the curriculum map.
- **Assessment of program by student focus group:**
The urban studies program coordinator holds an annual focus group meeting with students in the Urban Studies program. The focus group serves as an open platform for the faculty member and the students to evaluate program effectiveness and possible areas for improvement.

• **Assessment of alumni:**

The Urban Studies program coordinator assesses alumni progress and determines if the program objectives were fruitful in facilitating career development.

URBAN STUDIES MINOR CURRICULUM

For the minor in Urban Studies, students must take the following course:

URBS 100 Introduction to Urban Studies

And select at least four courses from the following:

- URBS 301 Urban Theory
- URBS 302 Current Issues in Urban Studies
- URBS 311 Urban Ecology and Los Angeles
- URBS 312 The Infrastructural City
- URBS 321 Environmental Urbanism
- URBS 331 Food and the City
- URBS 322 The Global Metropolis
- URBS 370 Topics in Urban Studies
- INDS 325 L.A. Stories

URBAN STUDIES COURSES

URBS 100 Introduction to Urban Studies

3 UNITS

This course is an introduction to the history of urban planning, emphasizing the ways in which urban thinkers and practitioners have tried to achieve their various objectives and analyzing the consequences of those actions for current and future dwellers. The course examines how people and organizations of both the past and present act to shape the built environment by crafting policies, drawing up plans, and implementing projects. Major themes include the political and economic circumstances shaping industrial expansion, public health, infrastructural developments, sustainability, and historic preservation. Lecture. Prerequisites: None.

URBS 301 Urban Theory

3 UNITS

Seminal topics shaping the global field of urban theory over the last century are presented with a transdisciplinary focus. The struggle to conceptualize urbanization and socio-spatial development, both real and imagined, is considered through a

close, critical, and analytical reading of texts from the fields of urban planning, geography, sociology, political science, philosophy, and gender studies, among others. Seminar. Prerequisites: WRIT 112, Academic Writing II, or WRIT 212, Rhetoric and Design; COMM 120, Public Speaking; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture, or LSCI 205, Information in the Disciplines; and one social science course (ECON 2xx, POHI 2xx, INDS 1xx or 2xx, or PSYC 2xx).

URBS 302 Current Issues in Urban Studies

3 UNITS

The theories and debates that are currently at issue in the practice and discourse of urban studies are examined, including the impacts of history, geography, planning, and public health. Specific topics related to the built environment, political institutions, historical frameworks, and technological forces are examined. Seminar. Prerequisites: WRIT 112, Academic Writing II; COMM 120, Public Speaking; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture, or LSCI 205, Information in the Disciplines; and one social science course (ECON 2xx, POHI 2xx, INDS 1xx or 2xx, or PSYC 2xx).

URBS 311 Urban Ecology and Los Angeles

3 UNITS

This course immerses students in a study of the local urban environment through a combination of readings, discussion, creative projects, and on-site examination. Students integrate interdisciplinary ways of seeing and reading the city in projects that respond to the immediate urban environment. Course methodologies include fieldwork research, mapping projects, and visual and written modes of representation, such as digital photography, video, and website development. Seminar. Prerequisites: WRIT 112, Academic Writing II, or WRIT 212, Rhetoric and Design; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture, or LSCI 205, Information in the Disciplines; COMM 120, Public Speaking; and one social science course (ECON 2xx, POHI 2xx, INDS 1xx or 2xx, or PSYC 2xx).

URBS 312 The Infrastructural City

3 UNITS

This course is an introduction to the ongoing role transportation and communications infrastructure

plays in the facilitation of urban development. Students are familiarized with key infrastructural design proposals, both real and imagined, and the major ways infrastructure has shaped the organization of people and places at both a local and global level. Possible topics include alternatives to the car-sprawl example around the world and the Internet's impact on global capital, urban growth, and local perception of place. Seminar. Prerequisites: WRIT 112, Academic Writing II, or WRIT 212, Rhetoric and Design; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture, or LSCI 205, Information in the Disciplines; COMM 120, Public Speaking; and one 200-level social science course (ECON, INDS, POHI, PSYC).

URBS 321 Environmental Urbanism

3 UNITS

This course explores major themes in environmental history, planning, and sustainability. Students engage questions about the definition of "natural" and "constructed" environments; the slipping boundaries between so-called "exurban" and open spaces; and political modes of retaining or defining natural space. Other possible topics include how land-use practices can lead to air pollution, inefficient energy consumption, and inequitable resource distribution. The course also examines efforts to address the environmental ills facing cities and their surroundings. Seminar. Prerequisites: WRIT 112, Academic Writing II, or WRIT 212, Rhetoric and Design; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture, or LSCI 205, Information in the Disciplines; COMM 120, Public Speaking; and one 200-level social science course (ECON, INDS, POHI, PSYC).

URBS 322 The Global Metropolis

3 UNITS

This course examines the major social, political, economic, and historical factors shaping global metropolitan environments, particularly in the Global South. Themes and cities vary from year to year, with a strong focus on urban development in Africa, Latin America, the Greater Middle East, and Asia. Possible topics for comparison might include nature and the city, colonial and post-colonial cities, and race and immigration. Seminar. Prerequisites: WRIT 112, Academic Writing II, or WRIT 212, Rhetoric and Design; LSCI 105, Information Theory

and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture, or LSCI 205, Information in the Disciplines; COMM 120, Public Speaking; and one 200-level social science course (ECON, INDS, POHI, PSYC).

URBS 331 Food and the City

3 UNITS

This course explores the intersections between food and the urban environment, focusing on the ways food production, distribution, and consumption impact environmental concerns, public health, and policy. Through readings, guest speakers, site visits, hands-on projects, and volunteer work, students analyze how food is grown, harvested, packaged, shipped, and sold. The class is particularly concerned with current issues in food politics (labor, policy, immigration), food justice (underserved communities, food insecurity), trends in food movements (locavore, slow food, farmers' markets), and the impacts of industrial agribusiness on environmental concerns. Prerequisites: WRIT 112, Academic Writing II, or WRIT 212, Rhetoric and Design; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture, or LSCI 205, Information in the Disciplines; COMM 120, Public Speaking; and one 200-level social science course. (ECON, INDS, POHI, PSYC).

URBS 370 Topics in Urban Studies

3 UNITS

This is a specialized course that focuses on various issues of interest in urban studies. Seminar. Prerequisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture, or LSCI 205, Information in the Disciplines; WRIT 112, Academic Writing II, or WRIT 212, Rhetoric and Design; COMM 120, Public Speaking; URBS 100, Introduction to Urban Studies; or INDS 1xx.

URBS 299, 399, or 499 Independent Study

1-3 UNITS

This is an individual investigation into a field of special interest chosen by the student with the approval of the dean. Regular, periodic meetings with the department chair or an assigned faculty member are required. Thirty hours required for each unit of credit. Prerequisite: Consent of the dean.

Writing

Professional Writing (BA)

First-Year Composition and Research Writing

Reuben J. Ellis, PhD, Department Chair

Educator John Dewey in [Experience and Education](#) (1938) explains that progressive education looks toward the future and values real-world experience. The Writing Department embraces Dewey's suggestion and commits to the idea that good writers conscientiously understand writing as both a formative process and as the creative making of completed texts addressing the needs of specific audiences in specific situational, disciplinary, and professional contexts. Writing, in other words, both produces knowledge through the act of writing itself and communicates knowledge when it is formulated. The Writing Department seeks to work with students as they understand writing in these two ways—and other ways of their own discovery.

OVERVIEW OF THE DEPARTMENT

The Writing Department integrates the following areas and programs:

The Professional Writing Program (BA)

The Professional Writing degree prepares students for successful work as writers in a variety of professional fields, including technical writing and consulting; corporate, financial, and non-profit sectors; publishing and journalism; government and law; and education and the arts. The Professional Writing degree emphasizes the principles of clarity, ethics, relevance, creativity, and global scope in the work of its students as it trains them to be effective writers, ready and interested in integrating all the diverse endeavors of professional writing while focusing on their own unique passions and creative goals.

The First-Year Composition and Research Writing Program

The First-Year Composition program is a component of Woodbury University's General Education program and is designed to develop students' written communication skills. The program seeks to prepare students for both academic writing during their university education and for their work after

graduation. The First-Year Composition program understands student writing as a set of skills, critical thinking behaviors, and practices that must be reinforced across the curriculum. This program is part of the learning experience for almost all Woodbury students and seeks to develop, reinforce, and nurture their interest in writing.

The Writing Center

The Writing Center offers free peer tutoring services at all stages of the writing process, including brainstorming, developing and refining thesis statements, synthesizing sources, using correct documentation formats, editing, and proofreading. Student tutors help with conventional papers, multimodal and digital projects, and presentations for classes, as well as other professional writing documents such as resumes and application letters. Students may work one-on-one with a TWC tutor in-person or submit their projects online for a remote tutoring session. Since its beginning in 2006, the TWC has conducted over 15,000 tutorials for Woodbury students.

THE PROFESSIONAL WRITING PROGRAM (BA)

Overview

Professional writers make complex ideas, processes, or procedures understandable. The Professional Writing degree provides students with advanced study and practical experience in writing for print, digital, and multimodal occasions and formats. Based on a strong foundation in rhetorical and socio-linguistic theory and discourse analysis, the degree combines the values of liberal education inherent in effective communication with a clear career orientation. The degree takes a transdisciplinary approach to the theory and practice of writing that adapts genre-specific skills to a variety of communication contexts. It bridges disciplinary considerations to create new forms of practical knowledge and builds a sequence of course experiences categorized as foundations, contexts, and explorations that culminate in a capstone thesis project. This learning process develops skills that incorporate articulate and audience-oriented writing processes for both analytical thinking and problem solving. It emphasizes the multimodal integration of writing and extends the function of design thinking inher-

ent in writing processes to digital and multi-media applications. Its emphasis on applied and practical communication integrates writing with the public spheres of entrepreneurial innovation and community-oriented civic engagement.

Students complete their studies within the Professional Writing program prepared to be effective advocates for positive processes of cultural, institutional, and technological change. The Professional Writing degree fits with the university's mission, vision, strategy, resources, and existing programs by offering a degree that supports the university's commitment to providing a liberal arts education within the context of professional study.

MISSION

The Professional Writing Degree at Woodbury University prepares people to be imaginative, ethical, and professional writers ready to work individually and collaboratively in a variety of relevant environments and genres while integrating writing and evolving new media.

PROGRAM LEARNING OUTCOMES

A student completing the Professional Writing degree will:

- Acquire the ability to write professionally in various environments and genres.
- Cultivate skills in collaborative workplace writing.
- Integrate writing and new media according to rhetorical design principles.
- Demonstrate understanding of the marketability of writing.
- Apply rhetorical strategies as an imaginative and ethical writer.

Curriculum Summary

PROFESSIONAL WRITING MAJOR CURRICULUM

Leading to the Bachelor of Arts (BA) Degree

	<u>Units</u>
Major (M)	52
General Education (GE)	49
Unrestricted electives (UE)	19
Minimum semester hours required	120

SUGGESTED SEQUENCE OF REQUIRED COURSES

FIRST YEAR

Fall Semester

WRIT 111	Academic Writing I	3 GE
WRIT 121	Introduction to Professional Writing	3 M
COMM 120	Public Speaking	3 GE
MATH 149	Intermediate Algebra or Unrestricted Elective	3 UE
PPDV 100	Transition to College	1 UE

Spring Semester

ARTH 2__	Art History Course	3 GE
LSCI 105	Information Theory & Practice	1 GE
MATH 2__	Mathematics Course	3 GE
WRIT 112	Academic Writing II	3 GE
WRIT 122	Rhetorical Theory and Practice	3M
WRIT 200	Technical Writing	3 M

SECOND YEAR

Fall Semester

INDS 1__	Interdisciplinary Course	3 GE
PHIL 210	Ethical Systems	3 GE
WRIT 201	Digital Composition	3 M
WRIT 220/221	Legal and Policy or Proposal and Grant Writing	3 M
_____	Social Science Course	3 GE

Spring Semester

ENVT 220	Environmental Studies	3 GE
WRIT 230/231	Periodical Writing or Writing Health Sciences	3 M
WRIT 240/241	Civic Engagement or Blogging and Social Media	3 M
_____	GE Breadth Elective**	3 GE
_____	Unrestricted Elective***	3 UE

THIRD YEAR**Fall Semester**

INDS 3__	Transdisciplinary Seminar	3 GE
WRIT 300	Web Authoring: Theory and Practice	3 M
WRIT 320/321	Collaboration and Editing or Online Journalism	3 M
_____	Natural Science Course with lab	3 GE
_____	GE Breadth Elective**	3 GE

Spring Semester

WRIT 301	Writing Across Cultures	3 M
WRIT 310/311	Information and Interactive Design or Textuality and Intertextuality	3 M
_____ 3__	GE Breadth Elective	3 GE
_____	Humanities Course	3 GE
_____ 3__	GE Principle Exercise	3 GE

FOURTH YEAR**Fall Semester**

WRIT 400	Digital Publication	3 M
WRIT 420	Topics in Writing	3 M
WRIT 490	Internship	4 M
WRIT 491	Senior Project I	3 M
_____	Unrestricted Elective	3 UE

Spring Semester

WRIT 401	Freelance Writing	3 M
WRIT 492	Senior Project II	3 M
_____	Unrestricted Elective	3 UE
_____	Unrestricted Elective	3 UE
_____	Unrestricted Elective	3 UE

**Recommended courses:

COMM 100, Media Culture, COMM 203, Communication Theory, or COMM 212, Intercultural Communication

***Recommended courses: courses in graphic design

Minor in Professional Writing

The Minor in Professional Writing is designed to complement all Woodbury University majors. It will

enhance the effectiveness of all courses of study and add value to the Woodbury degree.

Required Courses (6 units):

WRIT 121: Introduction to Professional Writing (3 units)

WRIT 201: Digital Composition (3 units)

Select three from the following courses (9 units):

WRIT 122: Rhetorical Theory and Practice (3 units)

WRIT 200: Technical Writing (3 units)

WRIT 221: Proposal and Grant Writing (3 units)

WRIT 230: Periodical Writing (3 units)

WRIT 231: Writing in the Health Sciences (3 units)

WRIT 240: Writing and Civic Engagement (3 units)

WRIT 241: Professional Blogging and Social Media (3 units)

WRIT 300: Web Authoring: Theory and Practice

WRIT 301: Writing Across Cultures (3 units)

WRIT 310: Information and Interactive Design (3 units)

WRIT 311: Textuality and Intertextuality (3 units)

WRIT 320: Collaboration and Editing (3 units)

COMM 314: Contemporary Journalism (3 units)

WRIT 321: Online Journalism (3 units)

WRIT 400: Digital Publication (3 units)

WRIT 401: Freelance Writing (3 units)

WRIT 420: Topics in Writing (3 units)

At least two courses (6 units) must be 300-level courses or higher.

Internship

Students are required to complete a four-unit internship of 160 hours through a business or organization they will select in consultation with their faculty advisor. The purpose of the internship is to reinforce knowledge and skills gained in the classroom and provide students with practical workplace experiences. Internship possibilities include media outlets, print and digital publishers, broadcasting, advertising and public relations firms, health science organizations, government offices, non-profits, software developers, game developers, entertainment industry entities, university offices, and independent writers and artists. The internship may include self-reflective journal writing, supervisor evaluations, and a final self-archived reflection.

Senior Project

Students complete a two-course capstone senior project that consists of (1) a planning and research phase and (2) the production of an original monograph or monograph-equivalent work of creative

and original professional writing. The senior project allows students an opportunity to synthesize knowledge and skills gained during their major in a focused and sustained format and to specialize in an area of interest to them. Senior projects bridge students' academic work and their professional work after graduation and in some cases may serve as the initial foundation of a beginning career.

Assessment Process

The Writing Department faculty evaluates individual student learning for each assignment in every Professional Writing course based on established university grading guidelines. In addition to evaluating individual learning, the department electronically archives student work for assessment purposes and uses a three-year assessment cycle to regularly review the collective work of students over time, as follows:

- Cornerstone: benchmark knowledge at the beginning of the course of study (1st year)
- Milestone 1: formative knowledge during the course of study (2nd year)
- Milestone 2: formative practiced knowledge during the course of study (3rd year)
- Capstone: summative knowledge at the end of the course of study (4th year)

Processes or competencies assessed consist of:

- Foundational rhetorical theories and practices (Cornerstone)
- Foundational technical writing genres (Cornerstone)
- Foundational digital theories and practices (Milestone 1)
- Purposes, genres, and audiences for legal and grant writing (Milestone 1)
- Theories, methods, and practices for creating documents (Milestone 2)
- Utilization of software and digital/technological platforms (Milestone 2)
- Theories and practices for writing for global and local audiences (Milestone 2)
- Utilization of digital platforms and strategies for civic engagement (Milestone 2)
- Design research methods and methodologies (Capstone)
- Using research and prior scholarship to self-initiate a writing research project (Capstone)
- Strategies and products that reflect ability to be a freelance writer (Capstone)
- Internship performance (Capstone)

The purpose of assessment is the improvement of course pedagogy and curriculum, the enhancement of aligning courses with program learning outcomes, Core Competencies, and institutional Principles.

Results of Learning

The work of the Professional Writing program is to help students grow as thinking, detail-oriented, ethical, and creative professional writers ready to work individually and collaboratively across genres and across cultures. The emphasis is on how students explore and develop their own values and goals in these contexts. Student learning is expressed in written work, but also in other forms of active engagement with learning environments—classroom settings, internships, and individual research and projects. The purpose of assessment in the Professional Writing program is to monitor the collective growth and achievement of students in the program.

CURRICULUM MAP

Bachelor of Arts in Professional Writing BA

BEGINNING		INTERMEDIATE		ADVANCED				
Highest Importance		Highest Importance		Highest Importance				
Moderate Importance		Moderate Importance		Moderate Importance				
Low Importance		Low Importance		Low Importance				
STRATEGIC PRINCIPALS	1	Design Thinking	2	Transdisciplinarity	3	Civic Engagement	4	Entrepreneurship

LEARNING OUTCOMES	REQUIRED COURSES																						
	Strategic Principals																						
Strategic Principals		WRIT 1702 Introduction to Professional Writing	WRIT 121 Rhetorical Theory and Practice	WRIT 200 Technical Writing	WRIT 201 Digital Composition	WRIT 220 Legal and Policy Writing	WRIT 221 Proposal and Grant Writing	WRIT 230 Periodical Writing	WRIT 231 Writing in the Health Sciences	WRIT 240 Writing and Civic Engagement	WRIT 241 Professional Blogging and Social	WRIT 300 Web Authoring	WRIT 301 Writing Across Cultures	WRIT 400 Digital Publication	WRIT 401 Freelance Writing	WRIT 310 Information and Interactive Design	WRIT 311 Textuality and Intertextuality	WRIT 320 Collaboration and Editing	WRIT 321 Online Journalism	WRIT 420 Topics in Writing	WRIT 490 Internship	WRIT 491/2 Senior Project (1 and 2)	
Acquire the ability to write professionally in various environments and genres	123																						
Cultivate skills in collaborative workplace writing	123																						
Integrate writing and new media according to rhetorical design principles	12																						
Demonstrate understanding of the marketability of writing	134																						
Apply rhetorical strategies as imaginative and ethical writers	ALL																						

THE FIRST-YEAR COMPOSITION AND RESEARCH WRITING PROGRAM

Overview

Woodbury University believes strongly in the value and practice of effective written communication. Consequently, all Woodbury students are required to take two courses in writing as part of our General Education (GE) program: (1) a first-year composition course (Academic Writing I) and (2) a research writing course (Academic Writing II). This requirement emphasizes how important the university thinks writing is to the current and future success of its students. Writing as a form of communication is vital, but there is more to it than that: there is evidence that suggests that writing contributes in a fundamental way to the ability to engage in original thought. The Writing Department asks students to consider that as they take writing classes. Woodbury University is not alone in this, of course. Nearly every university and college in the world places writing at the core of its commitment to liberal arts education and professional preparation.

The First-Year Composition and Research Writing program asks students to develop pre-professional or professional writing knowledge and skills as part of their process of securing academic literacy on the university level. The program measures students' knowledge and skills by evaluating and assessing end-of-semester portfolios. In the eighteenth-century, a portfolio—from the Italian, a portafoglio—meant "a case for carrying loose papers." These days, it means a way of representing who we are. A portfolio is required in all courses in the program.

Mission

The First-Year Composition and Research Writing program aims to develop students' written communication abilities and skills so that their writing addresses diverse audiences, blends distinctive genres, crisscrosses disciplinary boundaries, and embodies productive academic and professional information and ideas.

Program Learning Outcomes

A student completing each First-Year Composition and Research Writing course will, at the appropriate level:

- Think critically and cultivate the ability to analyze a situation or text and make thoughtful decisions based on that analysis, through writing, reading, and research.

- Facilitate all social and technical aspects of the writing processes when undertaking writing and research.
- Compose in multiple environments and use electronic technologies to enhance the graphic design elements of the print, screen, or web pages. Level: Intermediate Pillar Alignment: Design Thinking
- Demonstrate rhetorical knowledge by acting on understandings of audiences, purposes, and contexts when creating texts.
- Acquire knowledge of genre conventions that define informal and formal texts in terms of applicability and appropriateness for specific rhetorical situations.

Curriculum Summary

First-Year Composition and Research Writing Curriculum (as part of General Education)

	<u>Units</u>
General Education (GE)	6
Minimum Units Required	6

*6 units of writing (WRIT 111 and WRIT 112) is the graduation requirement for Woodbury students. How many units will be taken at Woodbury is determined by (1) in the case of freshman students, the results of the writing placement process, and (2) in the case of transfer students, the awarding of transfer credit and, in some cases, completion of a "WRIT 112 Transfer Portfolio."

SUGGESTED SEQUENCE OF REQUIRED COURSES

FIRST YEAR

Fall Semester

WRIT 111	Academic Writing I	3 GE
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Spring Semester

WRIT 112	Academic Writing II	3 GE
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Students are required to enroll in First-Year Composition and Research Writing courses in consecutive semesters until completing the entire sequence with a grade of "C" or better in each course. If a student enrolls in an equivalent course off-campus, then the student still must complete the writing courses in consecutive semesters beginning with the first semester at Woodbury University and with a grade of "C" or better in each course.

The Writing Department uses its First-Year Composition and Research Writing placement process to place students starting at Woodbury into the appropriate first course in writing. That course begins the required writing sequence.

Freshman students whose placement results indicate they are not prepared to succeed in taking the required 6 units of GE writing instruction will be required to take an additional 3-unit course to prepare them for the 6-unit requirement.

Proceeding through the First-Year Composition and Research Writing Curriculum

Woodbury's writing requirements are simple. Students are required to take two courses: WRIT 111, Academic Writing I and WRIT 112, Academic Writing II. If the Writing Department faculty determines that a student is not ready to succeed in WRIT 111, the student will be required to take WRIT 100, Bridge to Academic Writing. This process is outlined in the document "Study Guide: English Placement Exams and Portfolios and Math Placement Exams." Students should receive the document and be instructed in how to proceed through the process before their Student Orientation, Advising, and Registration (SOAR) process when they first come to campus.

In summary, here are the options for fulfilling the writing requirement:

- If a student is not transferring in the equivalent of WRIT 111, the student should do one of these two things before SOAR:
 - The student may take a timed-essay placement exam for possible placement in WRIT 100, WRIT 111, or WRIT 112.
 - The student may submit a "Freshmen Placement Portfolio" or a "College Writing Portfolio" for possible exemption from WRIT 100, 111, or 112 (see the "Study Guide" for more information on this).
- If a student is transferring in the equivalent of WRIT 111:
 - The student should enroll in WRIT 112.
- If a student is transferring in the equivalent of WRIT 111 and WRIT 112 from another institution:
 - The student should submit a "WRIT 112 Transfer Portfolio" to document that the WRIT 112–equivalent transfer course provided the student with adequate competence in research writing. The student should receive a letter outlining the requirements for the "WRIT 112 Transfer Portfolio" from the Registrar.

The portfolio is evaluated by Writing Department faculty. If the portfolio is not submitted or is not evaluated as demonstrating research writing competence, the student will be required to take WRIT 112 and the course transferred in will count as general elective credit. Please note: the equivalent of WRIT 112 does not transfer from California community colleges.

Assessment Process

The Writing Department faculty evaluates individual student learning for each assignment in every First-Year Composition and Research Writing course based on established university grading guidelines. In addition to evaluating individual learning, the department electronically archives student work for assessment purposes and regularly reviews the collective work of students over time, as follows:

General assessment: every two years, the department samples collected student portfolios on a randomized basis and assesses them based on program learning outcomes.

"C-" Portfolio assessment: every semester, the department collects from faculty all portfolios in the grade range of "C" to "C-." This is the range in which portfolios are considered marginal for passing/failing because "C" is the minimum passing grade. Ninety percent of a student's final grade is based on writing, and the portfolio is intended to represent a reasonable and reliable indication of the student's overall level of writing competence. The faculty assesses these portfolios and makes recommendations to instructors regarding their pass/fail status.

In addition, the Writing Department uses a variety of indirect methods to assess student work. For example, students are periodically asked to voluntarily complete surveys to indicate the effectiveness of teaching. The Writing Department uses such survey results to develop self-reflective assignments and course content. The department conducts both qualitative and quantitative institutional research to develop placement, portfolio evaluation, and faculty performance, and to continue to evolve best-teaching practices and curriculum.

Academic Standards, Consistency, and Faculty Development

First-Year Composition and Research Writing course learning outcomes are held in common across sections, and instructors are provided with a common

syllabus template for learning outcomes, grading criteria, rubrics, and departmental policies. Assignments and calendars are unique to instructors. This process contributes to shared standards for both students and faculty. This is further reinforced by the C- Portfolio Workshop review process.

Results of Learning

Students in all courses in the First-Year Composition and Research Writing program demonstrate their learning by the creation of end-of-semester portfolios that collect and archive their work. These portfolios are assembled digitally and include components of self-reflection and creative self-archiving. These portfolios represent a measure and even a celebration of how well students achieve learning outcomes in their courses.

CURRICULUM MAP

First Year Composition

	BEGINNING		INTERMEDIATE		ADVANCED			
	Highest Importance		Highest Importance		Highest Importance			
	Moderate Importance		Moderate Importance		Moderate Importance			
	Low Importance		Low Importance		Low Importance			
STRATEGIC PRINCIPALS	1	Design Thinking	2	Transdisciplinarity	3	Civic Engagement	4	Entrepreneurship

Assuring Academic Quality in First Year Composition	REQUIRED COURSES	Strategic Principals		
		WRIT 100 Bridge to Academic Writing	WRIT 111 Academic Writing I	WRIT 112 Academic Writing II
		123	123	123
		Strategic Principals		
LEARNING OUTCOMES				
Think critically and cultivate the ability to analyze a situation or text and make thoughtful decisions based on that analysis	3			
Facilitate all social and technical aspects of the writing processes when undertaking writing and research				
Compose in multiple environments and use electronic technologies to enhance the graphic design elements of print, screen, or web pages	1			
Demonstrate rhetorical knowledge by acting on understandings of audiences, purposes, and contexts when creating texts	2			
Acquire knowledge of genre conventions that define informal and formal texts in terms of applicability and appropriateness for specific rhetorical situations				

THE WRITING CENTER

The Writing Center has been a vital part of the Writing Department and the Woodbury University community since its founding in 2006. Since that time, it has completed over 15,000 tutorials for both undergraduate and graduate students. The Writing Center offers free peer tutoring services at all stages of the writing process, including brainstorming, developing and refining thesis statements, synthesizing sources, using correct documentation, editing, and proofreading. Student tutors help with conventional papers, multimodal and digital projects, and presentations for classes, as well as other professional writing documents such as resumes and application letters.

The Writing Center's motto, "Language, Thought, Synthesis," reflects its core philosophy, that writing is both a means to communicate knowledge and to produce knowledge through the act of writing itself. The Writing Center supports writing as a foundation for discourse communities and offers practical support to transform cultural and linguistic diversity into valuable expressive and communicative writing, to strengthen the links between composition theories and teaching practices, to modify essay and research conventions, to address specific assignments, and to use existing and cutting-edge technologies to prepare students for the communication practices that define professional environments before and after graduation.

The Writing Center supports writing throughout the curriculum and is the foundation of the Writing Department's Writing Across the Curriculum and Writing in the Disciplines (WAC/WID) initiatives. Writing Center student tutors help students meet writing standards set by faculty throughout the university's curriculum.

Besides tutoring services, the Writing Center conducts Writing Center orientations—in the Writing Center and in classrooms based on faculty requests. Writing Center staff participates in new student orientation and a wide variety of on-campus co-curricular activities to promote student writing and Writing Center services. The Writing Center also

offers students dedicated writing space in its Writers' Studio, where they may experience a creative and supportive writing environment close to where writing faculty and tutors do their own work.

The Writing Center is also committed to the education of its student tutors. The Writing Center believes that its tutors are students first, as well as being student employees. It believes that it has a responsibility to contribute to their education and that their education will in turn have a compelling subsidiary impact on their work with the students they tutor. Through a rigorous referral and learning-oriented hiring process, beginning-of-semester training seminars, regularly conducted in-service training, and regularly conducted outreach and "ambassador" activities throughout the university, the Writing Center provides a carefully prepared "curriculum" for the development of its tutors. When tutors are not directly engaged in tutoring, they study scholarship and research data about professional, academic tutoring, as well as complete self-reflective investigations into their own tutoring practices. Student tutors go through an annual evaluation process. These practices "professionalize" peer tutors and contribute to the Writing Center curriculum.

Annual assessment of Writing Center work is conducted through a variety of direct and indirect means, including tutor training and evaluation, direct assessment of completed tutorials, data collection and analysis of Writing Center use, and a student satisfaction survey. The Writing Center's annual assessment becomes part of the Writing Department's annual report.

WRITING DEPARTMENT COURSES

WRIT 100: Bridge to Academic Writing

3 UNITS

This is an intensive writing course designed to deepen students' experiences with writing (and reading) for academic purposes by providing basic lessons in academic writing. WRIT 100 students are introduced to writing as a process, in order to complete grammar lessons, improve grammatical accuracy, and develop expository skills. WRIT 100 includes teaching common academic rhetorical strategies, establishing proofs to support a thesis idea, and writing essays that are coherent and logical. Seminar. Prerequisites: Appropriate placement score.

WRIT 111: Academic Writing I

3 UNITS

This is an intensive writing course that introduces students to university standards for academic writing and teaches students how to use the writing process and social processes to write for various audiences. WRIT 111 students improve their pre-writing and revision abilities and learn to modify the essay form, integrate their opinions and experiences into essays, and create multiple-source papers in APA format. WRIT 111 also includes learning to coordinate first- and third-person narration, and critiquing readings for bias and other logical fallacies. Seminar. Prerequisites: WRIT 100, Bridge to Academic Writing, or appropriate placement score.

WRIT 112: Academic Writing II

3 UNITS

This is an intensive writing course in the Writing Program where students develop their research and writing skills, practice APA documentation formats, and integrate diverse kinds of documents to explore topics, solve problems, and develop arguments. WRIT 112 also includes elements of document design and field research, as well as research into a subject other than English. Specifically, the issue of sustainability will be examined by each student through the lens of his/her major. While studying sustainability, students will critically think, read, write, and analyze the relationships between language, knowledge, and power. Seminar. Prerequisites: WRIT 111, Academic Writing I, or appropriate placement score.

WRIT 120: Cultural Values and Images

3 UNITS

By examining visual media (images from films and other online sources), as well as written and multi-modal texts, students define and explore common social and educational concepts such as stereotypes, translation, body language, and safety as they arise in different cultural contexts and express contrastive values. Students further explore these topics and modes of communication experientially by composing their own complex and contrastive texts. Seminar. Prerequisites: None.

WRIT 121: Introduction to Professional Writing

3 UNITS

An overview of the study of professional writing, its disciplinary bounds and connections to other disciplines. Includes introductory focused experience in

specific modes of professional writing: written, digital, and multimodal. Seminar. Prerequisites: None.

WRIT 122: Rhetorical Theory and Practice

3 UNITS

An introduction to the theory, practice, and social, intercultural, and ethical implications of rhetoric as an art and craft of persuasion and consensus building. Seminar. Prerequisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture; WRIT 111, Academic Writing I; and WRIT 121, Introduction to Professional Writing.

WRIT 200: Technical Writing

3 UNITS

An introduction to technical writing focused on the practice of communicating complex and specific information, including reports and documentation in workplace contexts. Seminar. Prerequisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture; and WRIT 111, Academic Writing I.

WRIT 201: Digital Composition

3 UNITS

An introduction to complex, digital composition based on transdisciplinary theory, rhetorical analysis, and applied experience, exploring the relationship between orality, writing, and visual elements. Seminar. Prerequisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture; WRIT 112, Academic Writing II or WRIT 212, Rhetoric and Design; and WRIT 121, Introduction to Professional Writing.

WRIT 212: Rhetoric and Design

3 UNITS

WRIT 212 is a writing-intensive course designed for students who either need to complete the Academic Writing Requirement or are interested in improving their ability to write and design documents in their major and/or chosen profession. WRIT 212 students study the primary publications in their major/profession, practice its defining writing style and document design, and create documents accordingly. All WRIT 212 students create a portfolio of their writing. This course may fulfill a lower-division General Education Requirement in the Humanities. Seminar. Prerequisites: WRIT 112, Academic Writing II, or equivalent transfer credit.

WRIT 220: Legal and Policy Writing

3 UNITS

An introduction to research and writing in the context of the law and government, including appropriate interpretive and rhetorical methodologies, and the associated, appropriate professional ethics. Seminar. Prerequisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture; WRIT 112, Academic Writing II or WRIT 212, Rhetoric and Design; WRIT 121, Introduction to Professional Writing; and WRIT 201, Digital Composition.

WRIT 221: Proposal and Grant Writing

3 UNITS

An exploration of the theory of proposition in the specific context of the mechanics, audience-orientation, and research considerations of grant writing. Seminar. Prerequisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture; WRIT 112, Academic Writing II or WRIT 212, Rhetoric and Design; WRIT 121, Introduction to Professional Writing; and WRIT 201, Digital Composition.

WRIT 230: Periodical Writing

3 UNITS

An introduction to popular periodical (magazine) writing, both short and long (feature) forms, based on rhetorical concerns such as purpose, audience, situation, arrangement, and delivery, exploring point of view and "objectivity." Seminar. Prerequisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture; WRIT 112, Academic Writing II or WRIT 212, Rhetoric and Design; WRIT 121, Introduction to Professional Writing; and WRIT 201, Digital Composition.

WRIT 231: Writing in the Health Sciences

3 UNITS

An introduction to technical writing skills in the field of health sciences that will examine different types of written communication, established patterns of communication, and ethical aspects of writing in health-related contexts. Audiences such as other professionals, patients and clients, and the public will be considered. Seminar. Prerequisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture; WRIT 112, Academic Writing II or WRIT 212, Rhetoric and Design; WRIT 121, Intro-

tion to Professional Writing; and WRIT 201, Digital Composition.

WRIT 240: Writing and Civic Engagement

3 UNITS

An examination and practice in the application of writing to community-based initiatives, including not-for-profit ventures, advocacy, and activism. Seminar. Prerequisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture or Interior Architecture; WRIT 112, Academic Writing II or WRIT 212, Rhetoric and Design; WRIT 121, Introduction to Professional Writing; and WRIT 201, Digital Composition.

WRIT 241: Professional Blogging and Social Media

3 UNITS

An exploration of the essentials of blogging and social media communication with a focus on different rhetorical purposes and audiences as well as practices of creating, managing, and distributing social content. Seminar. Prerequisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture; WRIT 112, Academic Writing II or WRIT 212, Rhetoric and Design; WRIT 121, Introduction to Professional Writing; and WRIT 201, Digital Composition.

WRIT 300: Web Authoring: Theory and Practice

3 UNITS

An inquiry into the concept, theory, and position of web authorship, auteur theory, corporate authorship, and open access in technologically and otherwise dynamic contexts. Seminar. Prerequisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture; WRIT 112, Academic Writing II or WRIT 212, Rhetoric and Design; WRIT 121, Introduction to Professional Writing; and WRIT 201, Digital Composition.

WRIT 301: Writing Across Cultures

3 UNITS

An examination of how writing and ideas translate across cultures, with attention to the differences between ethnographic, auto-ethnographic, and autochthonous texts. Seminar. Prerequisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture; WRIT 112, Academic Writing II or WRIT 212, Rhetoric and Design; WRIT 121, Introduction to Professional Writing; and WRIT 201, Digital Composition.

WRIT 310: Information and Interactive Design

3 UNITS

A collaborative, project-based approach to designing effective, integrated experiences for users built on conducting activity analysis of everyday practices, using object-oriented modeling techniques to represent and plan transformations to those practices, and doing UI prototyping to specify implementation plans. Seminar. Prerequisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture; WRIT 112, Academic Writing II or WRIT 212, Rhetoric and Design; WRIT 121, Introduction to Professional Writing; and WRIT 201, Digital Composition.

WRIT 311: Textuality and Intertextuality

3 UNITS

An investigation of the notion and production of texts and their relationship to other texts, based on ideas of commentary, engagement, and dependence, providing composition practice to explore those relationships and bridge media. Seminar. Prerequisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture; WRIT 112, Academic Writing II or WRIT 212, Rhetoric and Design; WRIT 121, Introduction to Professional Writing; and WRIT 201, Digital Composition.

WRIT 312: Rhetoric and Electronic Environments

3 UNITS

This writing-intensive course not only supports writing-intensive courses in a major, but also focuses on how electronic environments and media are re-shaping professional writing and audience expectations within profession- and discipline-specific rhetoric. WRIT 312 students apply rhetorical theory—as it applies to the relationships between speaking, writing, and images—to improve their manipulation of document design in electronic environments. All WRIT 312 students will create an electronic portfolio of their writing and images. This course may fulfill an upper-division General Education Requirement in the Humanities. Seminar. Prerequisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture, or LSCI 205, Information in the Disciplines; and WRIT 112, Academic Writing II, or WRIT 212, Rhetoric and Design.

WRIT 320: Collaboration and Editing

3 UNITS

A project-based exposure to text production and revision, improvement, restructuring, and fact-checking in a variety of mediated contexts bridging collaborative and unilateral models of revision, and involving multimodal and multimedia platforms and textual repurposing. Seminar. Prerequisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture; WRIT 112, Academic Writing II or WRIT 212, Rhetoric and Design; WRIT 121, Introduction to Professional Writing, and WRIT 201, Digital Composition.

WRIT 321: Online Journalism

3 UNITS

This course is cognate to COMM 314, Contemporary Journalism. The Communications and Writing Departments alternate teaching these courses. Seminar. Prerequisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture; and WRIT 112, Academic Writing II or WRIT 212 Rhetoric and Design.

WRIT 400: Digital Publication

3 UNITS

A practicum-based experience in online magazine publication that provides experience managing, editing, and producing a professional online periodical. Seminar. Prerequisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture; WRIT 112, Academic Writing II or WRIT 212, Rhetoric and Design; WRIT 121, Introduction to Professional Writing; and WRIT 201, Digital Composition.

WRIT 401: Freelance Writing

3 UNITS

A practical workshop in writing and repurposing

research for multiple freelance markets and an examination of the evolving role of the writer in contemporary multimedia contexts. Seminar. Prerequisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Architecture; WRIT 112, Academic Writing II or WRIT 212, Rhetoric and Design; WRIT 121, Introduction to Professional Writing; and WRIT 201, Digital Composition.

WRIT 420: Topics in Writing

3 UNITS

An advanced-level focused examination of specific issues and topics of contemporary or historical relevance to professional writing. Seminar. Prerequisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture or Interior Architecture; WRIT 112, Academic Writing II or WRIT 212, Rhetoric and Design; WRIT 121, Introduction to Professional Writing; and WRIT 201, Digital Composition.

WRIT 490: Internship

4 UNITS

Practical workplace, career-oriented, and field-based experience applying writing theory and practice in practical and accountable contexts. Practicum. Prerequisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture or Interior Architecture; WRIT 112, Academic Writing II or WRIT 212, Rhetoric and Design; WRIT 121, Introduction to Professional Writing; WRIT 201 Digital Composition; WRIT 400, Digital Publications; WRIT 300, Web Authoring: Theory and Practice; and WRIT 301, Writing Across Cultures.

WRIT 491: Senior Project I

3 UNITS

The planning and research phase of a capstone thesis project culminating the degree that results in an

Student *and* Campus Life:

COMMUNITY, CONTEXT AND PERSONAL DEVELOPMENT

The Los Angeles Times Library

L. Nedra Peterson, MA, University Librarian

MISSION

The library is dedicated to enriching the life of the Woodbury community through the expansion of knowledge and creativity. We seek to build and preserve resource collections that meet current and future curriculum, research, intellectual, creative, and professional needs of the university. In pursuit of this mission, the library strives for excellence in the quality of its programs, services, and resources.

FACULTY

Cathryn Copper, San Diego Librarian
MIS, University of Toronto

Jared Cowing, Systems Librarian
MLIS, University of Rhode Island

Raida Gatten, Public Services Librarian
MLIS, Kent State University

Barret Havens, Digital Initiatives Librarian
MLIS, University of Texas at Austin

L. Nedra Peterson, University Librarian
MA, University of Arizona

Amanda Woodward, User Engagement Librarian
MLIS, University of California, Los Angeles

ADJUNCT FACULTY

Diane Zwemer, Instruction Coordinator
MLS, Syracuse University

Karla Bluestone
MLIS, San Jose State University

Eric Garcia
MLIS, San Jose State University

ADJUNCT REFERENCE LIBRARIANS

Andrea Anzalone
MLIS, University of California, Berkeley

David Davis
MLIS, San Jose State University

Karen Knotts
MLIS, San Jose State University

Howard Kovensky
MLIS, San Jose State University

Angela Langer-Jankovich
MLIS, Pratt Institute

STAFF

Elsie Aromin, Public Services Coordinator/Inter
Library Loan and Course Reserves Manager

Allison Chan, Library Public Services Assistant/Serials
Manager

Lita Fabiosa, Technical Services Coordinator

Kathleen Glover, Library Public Services Specialist/
Stacks Manager

Christine Huynh, Administrative Assistant

Arturo Medina, Library Public Services Assistant/
Audio-Visual Manager

Marti Pike, Cataloger

The library's physical spaces provide access to collec-

tions that encourage creativity and exploration in a technologically and aesthetically inviting environment. Comfortable lounge-type seating is arranged throughout the main building, inviting browsing of new books, newspapers, and magazines. To accommodate diverse study needs and learning styles, there are spaces for individual quiet study as well as group study areas. Wireless access to the Internet is available throughout the library facility and courtyard. The Electronic Study Hall classroom houses desktop computer workstations in a lab setting, and is available for quiet study when not reserved for classes.

COLLECTIONS AND SERVICES

The library supports the university's mission of excellence in professional and liberal arts education by collecting, preserving, and providing access to the record of human knowledge. Resources for research and inspiration are discipline-focused, as well as transdisciplinary. The library's collection includes approximately 120,000 print and e-books, 4,000 video recordings, 185 current print journal subscriptions, and access to 46 research databases.

Scholars locate and identify materials through the library's online information systems. The online catalog provides information about books, videos, periodicals, and other materials that comprise the library's collections at both the Burbank and San Diego campuses. While continuing to develop and manage collections of traditional printed and physical materials, the library also provides access to a wide variety of digital resources. These include electronic journals and magazines, e-books, streaming videos, and reference sources. Access to the library's online catalog, e-resources, and research databases is available any time, night or day.

Research assistance is easily available, extending from quick answers for simple questions to advanced research consultations with librarians. Simply ask at any of the service desks or via the library's website. A chat reference service and an email-based service provide help during the library's open hours.

Librarians play a vital role in educating Woodbury students. The library provides a dynamic instruction program to support students in achieving the most efficient and effective use of information resources and technologies, developing skills that have

lifelong value in our information-rich environment. The library offers several 1-unit courses designed to help students satisfy the university's information literacy requirement (see Library and Information Science courses in the College of Liberal Arts). Additional instruction services include specialized sessions for specific classes at the request of instructors, and workshops and training in library research and resources.

The library utilizes wide-ranging borrowing agreements which provide quick access to materials held by other institutions. Materials not owned by Woodbury's library may be requested through InterLibrary Loan at no charge to students, faculty, and staff, thus making the scholarly resources of the world available to the campus community.

The Woodbury identification card is available through the library and serves as a library card and meal card. Photos are taken in room L104 any time the library is open. The card is free, though if lost or damaged, a replacement will cost \$5.00. Cards must be updated every semester at the library circulation desk. Borrowers may access their library accounts through the online catalog to renew items or place items on hold as well as to view outstanding materials.

The library's hours of operation vary throughout the year to accommodate the academic cycle. Current hours are always viewable on the library's website <http://library.woodbury.edu/> or available by calling 818-252-5200.

A small library focused on the study of architecture, urbanism, and development is maintained at the San Diego campus. Regardless of location, all Woodbury students, faculty, and staff have the same access to the library's electronic databases and catalog.

LIBRARY PERFORMANCE STANDARDS

Assessment of the performance of the library in the provision of resources and services that support student learning is based on guidelines established in the Standards for Libraries in Higher Education as developed by the Association of College and Research Libraries, and addresses the following goals:

- The Woodbury Library provides an environment that is conducive to study and learning.
- The library promotes and maintains useful and

effective services in support of the library's and university's instructional programs.

- The library acquires varied, up-to-date, authoritative collections of information resources to assist students in achieving their educational goals, to support the curriculum, and to support faculty research needs.
- The library's management and systems are effective and efficient, culminating in a well-run organization supported by programmatic self-reflection, adaptation to Woodbury's evolving academic community, and personnel committed to continued professional growth.

International Opportunities For Study

Study-away experiences are opportunities where students learn in areas of extreme environmental, cultural, and social difference over an extended period of time to gain a better understanding of themselves and of their culture. In doing so, students develop the ability to evaluate elements of their own culture and positions of unbiased interaction with cultural and individual difference. This encourages a stronger understanding of fluid inter-subjectivities, aiding in the assertion of more open and inclusive global citizens. These study-away opportunities take many forms at the university.

STUDY AWAY OPPORTUNITIES

No educational experience has a greater impact in producing lifelong learners than a travel abroad experience in which students apply what they have learned on campus in the context of a distant society and culture. Woodbury students continually mention their experiences abroad as transformational. Each year, the faculty offers students a variety of short-term and summer-long international study programs in their disciplines of architecture, design, business, and the liberal arts. In addition, the university participates in direct exchange programs with a number of universities abroad.

DIRECT EXCHANGE

In a "direct exchange" program, students pay tuition at their home institution and room and board at their host institution. For information about the programs below and others, students should contact the chair of their program of study. If a student interested in studying abroad is a financial

aid recipient, the student should also contact the Financial Aid office to complete additional documents in order to receive funding while involved in their study-away program. For specific information about Direct Exchange programs, please contact the Dean in your school or college, or the director of the International Students Resource Center, James Coon.

SUMMER EXPERIENCES

Woodbury offers a number of opportunities to travel and study, both within the United States and overseas, ranging from short trips to a summer term abroad. The School of Architecture hosts such a summer program for architecture students to study in locations such as Tokyo, Paris, Berlin, China, or Barcelona. Summer architecture studios have also traveled to Brazil, Mexico, Tahiti, and Costa Rica for site investigations. Programs differ each year depending on the interest of students and faculty. Students should talk to their department chairs to learn about opportunities offered each academic year.

OTHER OPPORTUNITIES

The Woodbury chapter of the AIAS (American Institute of Architecture Students) also has organized national and international student trips. Information on this program may be obtained from the School of Architecture.

Junior Fellows Program

**Will McConnell, Assistant Dean,
College of Liberal Arts**

The College of Liberal Arts sponsors a junior fellowship program for all undergraduates. Up to fifteen students are selected each fall semester on the Burbank campus to participate in a special transdisciplinary research studio. Students enter the seminar with a specific focus or theme: poverty or social equity issues in Los Angeles; global sustainability; communication and privacy in postmodernity, etc. The seminar facilitates students' exploration of transdisciplinary methodologies, from research approaches drawn across multiple disciplines to communication and representation strategies that meet the needs of inter- and transdisciplinary audiences. Students are instrumental in designing the work of the seminar. Students work to hone a focus on their problem or issue in the contemporary world,

contribute to the development of course readings, design a proposal to address the chosen problem, and present their findings and recommendations to the campus community. The course will serve as an Integrative Learning or unrestricted elective.

Participation requires the student to find a faculty member to serve as a sponsor or the members of the faculty to nominate particular students with their consent. All students who apply or are nominated must have a minimum overall GPA of 3.3 and have completed no less than sixty units and no more than one hundred units by the beginning of the subsequent fall semester. Students also are required to submit a five hundred-word essay expressing the student's interest in a significant and pressing problem in the world today, and a letter of support from the sponsoring or nominating member of the faculty.

The Institute for Excellence in Teaching and Learning

VISION

The Institute for Excellence in Teaching and Learning (IETL) strives to be a partner in advancing and sustaining the teaching and learning processes at Woodbury University. IETL envisions learning environments where the effectiveness of pedagogy is measured by the dynamic qualities of student learning it produces.

MISSION

The Institute enhances the professional growth of faculty—both full-time and adjunct—and instructional staff through services, programs, and resources dedicated to fostering more significant learning experiences for Woodbury students

GOALS

- Increase faculty understanding of current pedagogical knowledge and practice regarding teaching and learning.
- Assist new faculty in becoming more effective teachers.
- Stimulate and support campus-wide conversations about teaching and learning.
- Establish and sustain communities of teaching and learning across departments, institutes, and schools through reflection and training.

- Support university initiatives on teaching and learning.
- Support a university culture of assessment, especially with the assessment of student learning.
- Provide scholarly and practical resources to enhance the teaching skills of the faculty.
- Promote community service initiatives for Woodbury students.
- Encourage the Scholarship of Teaching and Learning.
- Promote Woodbury nationally as an example of an effective teaching institution.

PRESENT PROGRAMMING

Orientation and Mentoring Program

Designed to orient and assist Woodbury faculty members early on in developing and enhancing their teaching skills and establishing a lasting foundation for an engaging and effective teaching career.

Mid-Career Faculty Learning Community

Designed to bring together mid-career faculty members through a transdisciplinary learning community providing structure and collegiality for faculty seeking reflection and support for exploring new methods of teaching in their discipline.

Classroom Observations and Consultations

Designed to assist faculty members more directly with one-on-one conversations about specific teaching concerns and the effectiveness of teaching practices in a particular class.

Student Feedback through Consensus (SFC)

Designed to provide important feedback to faculty members from students in their class early in the semester. Feedback allows the faculty an opportunity to reshape the course content or format if necessary.

Access to Teaching and Learning Resources

Our Web-based resource center displays scholarly as well as practical resources for the improvement of classroom teaching and effectiveness.

Senior Teaching Fellows Mentoring Program

Designed to recognize senior faculty members for their success in the classroom and their suitability

as mentors for new faculty or faculty interested in new educational initiatives.

Office of University Advancement

Erik Greeny,
Vice President, University Advancement

“Education and philanthropy turn a student into a citizen.”

One of the greatest gifts a college education provides is a greater understanding of one's place in the world. The Office of University Advancement helps foster a philanthropic spirit among its various constituencies. In so doing, we have a tri-fold mission of helping to support Admissions and Enrollment, boosting careers through internships and jobs, as well as arranging gifts-in-kind and philanthropic support from a variety of sources. The university relies on several sources of income aside from tuition and fees. We must enlist sustaining financial support from parents and alumni, foundations and corporations, as well as government grants to ensure the achievement of the highest priorities of the university. The Office of Advancement staff proudly works to strengthen the relationships between the university and the members of its extended family. Through its efforts, Woodbury can remain a vital and relevant institution for learning and development, career preparation and enhancement, and enabling its graduates to become productive citizens who think and act philanthropically.

Student and Parent Giving

By embarking upon a personal tradition of giving back to your school while still enrolled, you and your family can begin the steps of ensuring a broader scope of your Woodbury education. Your family contributions will help to provide expanded learning and networking opportunities for existing students as well as future generations who will follow and be inspired by your example.

Alumni Relations

Access to opportunity is a strong component of career success. By developing a positive and continuing relationship with alumni, the Career Development Office and The Office of Advancement work together to provide that access to current students, and help them obtain internships, work experienc-

es, part- and full-time jobs, and other career opportunities through our alumni network. When alumni help current students in their job search, or through activities like job shadowing and mentoring, alumni are able to become more involved with Woodbury in truly meaningful ways. Further engagement takes place through annual events, including Woodbury Week, Summer Series events, as well as other alumni celebrations where former students are encouraged to return to campus to renew old acquaintances, develop new contacts, and connect with current students, faculty, and staff. Through various volunteer opportunities, alumni work side-by-side with staff, faculty, and students, which is a key component to fostering a true alumni spirit within Woodbury University.

For alumni seeking career assistance, the Career Development Office provides a variety of services. For more information, please contact the Career Development Office at (818) 252-5207 or visit their website at: <http://woodbury.edu/careers/>.

Woodbury has educated more than seventy-seven thousand alumni. While three-quarters of Woodbury graduates have resided in Southern California, Woodbury alumni can be found in all fifty states and in fifty-eight countries around the world. The majority of alumni have entered productive jobs in the Los Angeles area, where they have built businesses, both large and small, founded magazines, established accounting firms, designed and built architectural structures, become noted fashion designers for movies and television, won design competitions, held public office, led non-profit organizations, and much more.

Alumni Giving

The percentage-level of contributions by a university's alumni is the barometer by which prospective students, college ranking systems, and financial supporters view a school's value. In particular, when Woodbury applies for foundation grants, we are often asked about the level of alumni support as a basis to determine if the university is a good investment. Therefore, alumni giving is central to the university's ability to prosper and grow.

Annual Fund

The Woodbury University Annual Fund provides support for the highest needs of Woodbury Univer-

sity. Tax-deductible gifts to this fund are distributed to all areas of the campus.

Annual Fund gifts are used to:

- provide financial assistance for deserving students who otherwise could not afford a Woodbury education;
- keep the university on the cutting edge of technology;
- attract faculty members who are leaders in their respective industries or specialties;
- maintain and beautify university buildings and grounds.

The Annual Fund allows alumni, parents, and friends an opportunity each year to make a meaningful difference in the lives of current students. Giving is the most tangible measure of your satisfaction with Woodbury. By investing in Woodbury's Annual Fund, you provide critical resources for faculty and students that spark the innovations that will elevate Woodbury to the next level in higher education.

To make a gift to the Annual Fund, please contact Damon Griffin, Associate Director of University Advancement, by telephone at (818) 252-5289 or via email at damon.griffin@woodbury.edu to join in the Woodbury tradition of giving. You can always make a gift online by going to www.woodbury.edu/support.

Traditional Giving Methods for Friends and Family of Woodbury University

Scholarships — As with most private, not-for-profit institutions, this is one of the most important needs at Woodbury. Named scholarship opportunities are available—annual scholarships may be established

for a minimum of \$2,500 and endowed scholarship funds are established with gifts starting at \$50,000.

Planned Giving — Woodbury alumni and friends who want to support the university can do so and reap the inherent tax benefits specific to the type of giving designated. Planned giving benefits may include life income, future continued use of gift property, an avoidance of capital gains tax, as well as providing donors with immediate income tax deductions. Planned giving donors are recognized as members of the “Pop” Whitten Heritage Society.

“Pop” Whitten Heritage Society — Ray Howard Whitten became the sixth president of Woodbury Business College in 1922. Students soon began addressing him as “Pop” Whitten because of his openness and genuine concern for all Woodbury students. During his tenure, Whitten transformed the school from a traditional business school into a college of higher learning. “Pop” Whitten is remembered as an innovative educator who left a lasting mark on our university. Friends of Woodbury University can share in “Pop” Whitten’s legacy by leaving gifts from their estates, whether through a will or other estate-planning vehicles, to Woodbury University.

If you have any questions regarding scholarship gifts, planned gifts, or the “Pop” Whitten Heritage Society, please contact Michael Seymour, Executive Director, University Advancement at (818) 252-5248 or via email at Michael.Seymour@woodbury.edu.

Campus Life

The Office of Student Development

Phyllis Cremer, Vice President, Office of Student Development

In collaboration with students, faculty, staff, and families, the Office of Student Development facilitates students' transformation and enriches their educational experience by embracing their goals, dreams, and aspirations. We will offer opportunities for engagement in educationally purposeful activities, challenge students to develop academically and personally, provide the support necessary for them to do so, and advocate for their needs.

STAFF

Administrative:

Michelle Sidney, Administrative Coordinator

Academic and Student Success:

Evelyn Alfaro, Academic Advisor

Rebecca Devereaux, Dean,
Academic and Student Success

Jessica Oviedo, Career Counselor

Ruben Rodriguez, Disabilities Coordinator

Kelli Ross, Academic Advisor

Student Life:

Ryan Burtanog, Counseling Intern,
San Diego Campus

James Coon, International Student Advisor (DSO)

Shannon Hobbs, Interim Assistant Dean of
Residential Life

Wynn Helms, Counselor

Stevon Lewis, Director, Counseling Services

Mikhail Lyubarev, Director, Health Services

Monika Marfechuk, Administrative Assistant,
Residential Life

Liya Sarkisyan, Campus Nurse

Welcome To Woodbury

The Welcome to Woodbury program is offered to all students at the beginning of each semester. Welcome to Woodbury is designed to help new and continuing students understand Woodbury's values, become familiar with campus resources and opportunities for involvement, develop relationships, and feel part of the Woodbury community.

The San Diego campus also has an orientation program for all incoming students. Attendance is encouraged, as information on university policies, services, programs, and concerns particular to the San Diego campus will be provided.

STUDENT LIFE: BUILDING COMMUNITY, BUILDING PERSONAL SUCCESS

The Student Life staff within the Office of Student Development facilitates a variety of co-curricular opportunities for students. These include advising and supporting student organizations such as the Associated Students of Woodbury University (ASWU), Program Board, Greek Life, and other professional, cultural, and social groups. The Student Life staff also offers a variety of services and programs designed to create a campus environment that complements the academic experience and cultivates the social and personal development of Woodbury students.

LEADERSHIP DEVELOPMENT

Woodbury University believes in the cultivation of student leaders, both to shape the campus and to prepare students for shaping their world. We offer many opportunities for students to lead in meaningful ways.

- Associated Students of Woodbury University (ASWU)
- Campus Activity Board
- SOAR Peer Advisors
- Resident Advisors
- Residence Hall Association
- Greek Council
- Community Honor Council
- International Peer Advisors
- Academic Peer Mentors
- Tutors
- OSD Interns

STUDENT ORGANIZATIONS

The educational experience at Woodbury extends beyond classroom work. Student organizations

provide opportunities to develop leadership skills, network, make a contribution to the campus community, and have fun. Student interest drives the development of each organization. We are confident that you will find one that matches your individual interests. Students are also welcome to work with Office of Student Development staff to start new organizations.

Academic/Professional Organizations

Alpha Chi
 American Institute of Architecture Students (AIAS)
 American Institute of Graphic Arts (AIGA)
 Business Professional Women of Woodbury (BPWOW)
 Circle K
 Collegiate Entrepreneurs' Organization (CEO)
 Communication Club
 Council of Latin American Students of Architecture (CLEA)
 International Interior Design Association (IIDA) Campus Center
 Men Against Rape and Sexual Assault (MARS)
 Politics and History Club
 Psychology Students Association
 Rotaract Club
 Silver Screen
 Zone V

Cultural Organizations

Armenian Student Association (ASA)
 Black Student Association
 Chinese Cultural Community
 La Voz Unida (LVU)
 Russian Student Association (BSA)
 Saudi Student Association (SSA)
 Thrive Fellowship
 Unity
 Woodbury International Student Association

Governing Organizations

Associated Students of Woodbury University (ASWU)
 Campus Activity Board
 Greek Council
 MBA Association
 Woodbury Leadership Association (WLA)

Fraternities and Sororities

Beta Lambda Chi
 Delta Sigma Phi
 Phi Sigma Sigma

Sigma Gamma Rho
 Sigma Omega Nu

Citizenship: Rules and Education

STUDENT CODE OF CONDUCT

Woodbury University strives to maintain a community that values academic excellence, institutional integrity and justice, equity, and diversity. An individual voluntarily joins the Woodbury community and thereby assumes the obligation of abiding by its standards. Each member of the Woodbury community shares responsibility for maintaining conditions that support the university's purpose.

The university, through the Office of Student Development, maintains the exclusive authority to impose sanctions for behaviors that violate the Student Code of Conduct. Any student or student organization charged with alleged violations of the Student Code of Conduct shall be afforded the opportunity to be heard in an educational conduct hearing. However, the university reserves the right, in consultation with the dean of students, to suspend or expel a student/organization at any time for any reason deemed sufficient by the university.

The university determines, publishes, and makes known its rules and regulations concerning student conduct in the Student Handbook. In addition, the university has the right to determine when its rules are violated, determine the appropriate course of action, and update these policies as needed.

ACADEMIC HONESTY

Because the integrity of the academic enterprise of any institution of higher education requires honesty in scholarship and research, academic honesty is required at Woodbury University. Academic integrity is important for two reasons: first, independent and original scholarship ensures that students and scholars derive the most from their educational experience and the pursuit of knowledge. Second, academic dishonesty violates the most fundamental values of a community of scholars and depreciates the achievements of the entire university community. Accordingly, Woodbury University views academic dishonesty as one of the most serious offenses that a member of the community can commit. Adherence to the Academic Honesty Policy reflects the commitment of the Woodbury community to the ideals of learning, research, and scholarship.

The Academic Honesty Policy is outlined in its entirety in the “Academic Standards, Policies and Procedures” section of this handbook and in the Student Handbook.

ALCOHOL POLICY

Woodbury University’s alcohol policy reflects current interpretations of federal, state, and local laws governing the possession, distribution, and use of alcohol, and also expresses the university’s commitment to responsible drinking and behavior. Refer to the Student Handbook for the complete Policy for Events with Alcohol.

SMOKING POLICY

In compliance with Section 41.5 of the Los Angeles Municipal Code, the campus smoking policy is as follows:

- Smoking (designated as smoking of pipes, cigars, and cigarettes) is prohibited in all indoor areas.
- Smoking is allowed in designated outdoor areas only.

STUDENT GRIEVANCE POLICY

The grievance policy will be used to resolve grievances against decisions or actions of university faculty, staff, and agents affiliated with the university that create a hostile environment for teaching and learning. For detailed policies and procedures, please refer to “Academic Policies” of this university handbook or the Student Handbook.

NON-DISCRIMINATION POLICY

Woodbury University is committed to providing an environment that 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.

SEXUAL MISCONDUCT POLICY (TITLE IX)

Woodbury University is committed to providing a non-discriminatory and harassment-free education-

al, living and working environment for all members of our community including students, faculty, staff, and guests. All members of the campus community are expected to conduct themselves in a manner that does not infringe upon the rights of others. This policy prohibits all forms of sexual misconduct, including sexual harassment, sexual assault, stalking, intimate partner violence, and sexual exploitation. Misconduct of this nature is contrary to Woodbury’s institutional values and prohibited by state and federal law.

Woodbury University encourages the prompt reporting of any incident of sexual misconduct to the University. Upon receipt of a report, the university will take prompt and effective action to end the misconduct, remedy the effects, and prevent its recurrence. This policy has been developed to reaffirm these principles, define community expectations, provide recourse for those individuals whose rights have been violated, and provide fair and equitable procedures for determining when this policy has been violated.

If you believe you have experienced or witnessed sexual misconduct at Woodbury University, contact one of the university’s Title IX Coordinator:

Natalie Avalos

Vice President, Administrative Services
Hensel Hall
818.252.5107
natalie.avalos@woodbury.edu

The university’s Sexual Misconduct/Title IX policy can be found in its entirety in the Student Handbook.

Academic and Student Success Programs

Housed in the Whitten Student Center on the Burbank campus, the Office of Student Development provides academic support programs free of charge to all Woodbury Students. Collaborating with both faculty and student leaders, the Office of Student Development strives to provide comprehensive services that assist students in reaching their academic goals.

ACADEMIC ADVISING

Office of Student Development academic advisors assist students in the development of meaningful

educational plans that are consistent with their academic, personal, and professional goals through direct service to the student and collaboration with faculty and other campus resources. The Office of Student Development's advisors coordinate advising activities and provide direction and assistance to both faculty members and students who have advising concerns.

Academic advisors offer academic counseling for students who are academically at risk and administer probationary actions for the general student body. Though a student may at times need to consult with a variety of individuals, each student is assigned one primary faculty advisor who is located in his/her major department. The function of this association is to support and challenge the student in career and educational decisions. During the registration for each semester, students are required to consult with their assigned faculty advisor and to obtain their major and/or general education course requirements. Students are expected to register each semester during their assigned registration window and by the university-wide registration goal date (usually the Friday before studio final exams week).

TUTORING

Drop-in tutoring is available starting the second week of the fall and spring semesters and concludes the week before Studio Finals. Appointments are available beyond the drop-in hours and for subjects or times not listed on the published tutoring schedule (available each semester on the university portal).

ACADEMIC PEER MENTORS

Academic Peer Mentors (APMs)—academically accomplished students in each major—assist students in time management, study skills, and use of campus and community resources. They offer guidance and encouragement on a weekly basis throughout the semester. Any student may request to be paired with an Academic Peer Mentor.

INTERNATIONAL PEER ADVISORS

International Peer Advisors (IPAs) provide guidance to international students as they transition to life as a Woodbury University student. IPAs communicate weekly with international students, plan events designed to meet the needs of international students, and assist with the facilitation of International Student Orientation.

SOAR

Student Orientation Advising and Registration (SOAR) is the first step in a student's transition into Woodbury University. SOAR provides an academic orientation to new undergraduate and graduate students. Students will meet with faculty advisors to register for classes. Students will also become acquainted with departments, resources, and services that will assist them in their academic career at Woodbury. SOAR Peer Advisors provide students with additional support in adjusting to their academic and personal responsibilities.

SOAR PEER ADVISORS

Each freshman student will be assigned a SOAR Peer Advisor who will also act as co-teacher in the PPDV 100, Transition to College, course. During the first semester, SOAR Peer Advisors contact freshman students on a weekly basis and meet with students as needed to assist them in reaching academic and personal success.

DISABLED STUDENTS

POLICY AND PROCEDURES FOR ACCOMMODATING STUDENTS AND APPLICANTS WITH SPECIAL NEEDS: MOBILITY-BASED AND NON-MOBILITY-BASED DISABILITIES

Woodbury University is strongly committed to promoting and achieving equitable learning opportunities and participation for students with disabilities. The university complies with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and applicable state and local anti-discrimination laws. Pursuant to these laws, no qualified individual with a disability shall unlawfully be denied access to participation in or benefits from any services, programs, or activities of the university.

The university recognizes physical and mental disabilities that include mobility, sensory, health, psychological, and learning disabilities, and provides reasonable accommodations to qualified individuals with disabilities once the disability is adequately documented, as provided below. It is the responsibility of the student to make his or her disability and needs known in a timely fashion and to provide appropriate documentation and evaluations to support the accommodations the student requests. The university, however, is unable to make

accommodations that are unduly burdensome or that fundamentally alter the nature of the service, program, or activity.

PROCEDURES FOR REGISTERING FOR REASONABLE ACCOMMODATION

Whenever possible, at least two weeks prior to the beginning of each semester, students seeking an accommodation for their disability should schedule an appointment with the Office of Student Development, fill out an "Accommodation Request Form," and provide supporting documentation, as discussed below. This will ensure adequate time to determine if the documentation is sufficient and to make any necessary advance arrangements for the accommodation(s). Any documentation, or request for accommodation that is received after the start of classes may delay the provision of accommodations.

For assistance, contact the Office of Student Development at 818.252.5232. Accommodation request forms can either be found in the Whitten Student Center or downloaded from the portal site at <http://my.woodbury.edu>.

It is the student's responsibility to identify the need for an accommodation and provide the appropriate documentation for the requested accommodation. Accommodations will be arranged once students have met with the disabilities coordinator in the Office of Student Development, provided formal documentation, and registered their disability. It is the student's responsibility to keep all appointments related to the provision of accommodations.

General Documentation Guidelines

Students who wish to be considered for reasonable accommodations must submit current documentation (i.e., medical/educational/diagnostic reports) from licensed physicians, psychologists, or other qualified professionals, as well as supporting historical records and materials.

Evaluator Qualifications

- The professional conducting the assessments and rendering diagnoses must have comprehensive training with regard to the specific disability being addressed.
- All diagnosticians must be impartial individuals who are not family members of the student.
- The name, title, and professional credentials of

the evaluator, including information about licensing or certification, the area of specialization, employment, and state in which the individual practices should be clearly stated in the documentation.

Current Documentation

The university requires that submitted documentation be within three years old, but will utilize common sense and discretion in accepting older documentation of conditions that are permanent or non-varying. Changing conditions and/or changes in how the condition impacts the individual brought on by growth and development may warrant more frequent updates in order to provide an accurate picture. The university, therefore, reserves the right to request additional information in order to determine eligibility.

Comprehensive Documentation should:

- State the specific disability, as diagnosed, and when appropriate, should relate the disability to the applicable professional standards, for example, DSM-IV-TR.
- Provide relevant educational, developmental, and medical history.
- Describe the comprehensive testing and techniques used to arrive at the diagnosis. Include test results with subtest scores (standard or scaled scores) for all tests.
- Describe the functional limitations. Explain how the disability impacts the student's daily functioning and abilities.
- Offer suggestions for accommodations for the disability and the rationale for the accommodations.

NON-MOBILITY-BASED REASONABLE ACCOMMODATIONS

Accommodations and services will be provided for qualified students with documented disabilities on a case-by-case basis. Examples of the accommodations that may be provided when appropriate, include, but are not limited to, readers, interpreters, note takers, alternative textbook formats, course load modifications, exam accommodations, and flexibility on assignment deadlines. The university will be ultimately responsible for determining appropriate accommodations in accordance with the law. This decision will be made on the basis of the documentation provided and the requirements of the academic program. Accommodations will not be considered reasonable if they would funda-

mentally alter the nature of the program or if they would be unduly burdensome for the university, either financially or administratively.

Mobility-Based and Physical Disability Reasonable Accommodations

The university will ensure that mobility-impaired/physically disabled students are scheduled into appropriate classrooms and provided with all necessary equipment and accommodations necessary for the student's full participation in a course, provided that it would not be unduly burdensome or fundamentally alter the nature of the goods or services provided by the university.

After a mobility-impaired/physically disabled student meets with the Office of Student Development, completes an "Accommodation Request Form," and provides supporting documentation, as discussed above, the Office of Student Development will notify the student's instructors. Each instructor must determine, in conjunction with the Office of Student Development, if the classroom, lab, or studio is physically accessible prior to requiring the student to attend class.

All classrooms, laboratories, and locations for meetings or special events off campus will be evaluated for mobility-impaired access for wheelchair users or other mobility-impaired/physically disabled students prior to requiring students to attend any meetings or special events off campus.

Classrooms

All classrooms, laboratories, and study areas that will be readily accessible for mobility-impaired students will be equipped in the following ways:

- There will be accessible desks, tables, or workstations designed to provide the required wheelchair seating space with ISA-priority signage to indicate that mobility-impaired/physically disabled students will have first priority use.
- Accessible desks, tables, or workstations will be fixed to the floor or otherwise permanently installed.
- The desks, tables, or workstations will be placed in such a manner as to enable the mobility-impaired/physically disabled student to interact with the class and the instructor, is not made to sit alone, facing a wall or the other students.

- The location of the desk, table, or workstation will be near an accessible entrance and exit of the classroom.

Equipment

All equipment used in classrooms will be readily accessible to mobility-impaired/physically disabled students. By notifying the Office of Student Development at least two weeks prior to the semester, whenever possible, of their mobility-based disability and filling out the "Accommodation Request Form," students will not be required to ask for an accessible facility or readily accessible special equipment or tools. This does not apply to students requiring non-mobility based and non-physical disability reasonable accommodations, such as special educational accommodations (e.g., note takers).

Field Trips and Off-Site Class Activities

All field trips and any off-site or on-site class activities scheduled outside of the regular classroom, laboratory, or studio will be accessible in the following ways for mobility-impaired/physically disabled students:

- Instructors are required to uphold all policies, procedures, and practices for field trips and off-site activities to ensure that the location is accessible for a mobility-impaired/physically disabled student enrolled in their course. After evaluating the location, if the instructor cannot ensure accessibility, the instructor must demonstrate that modifying the location would fundamentally alter the nature of the programs and services offered as a part of the course.
- If accessibility is legitimately denied to a special event or field trip, the instructor must provide written notice to the student and provide them with substitute materials or events to compensate for the inaccessible field trip or special event.
- The Hollywood Gallery may not be used for any student classes, student presentations, or student events.

Housing

The university's North Hall student residence has rooms equipped for mobility-impaired/physically disabled students. Students will need to indicate on the online housing application the need for an accessible room and medical documentation will be required to secure the room assignment. After

which, no additional documentation of the disability will be needed. There is no additional fee for an accessible room. A limited number of accessible spaces is available.

Public Events

Public events held on campus to which the general public and student population are invited will be held in accessible locations. In circumstances in which changing a location for an event to make it accessible would fundamentally alter the nature of the goods or services provided such as to deny a mobility-impaired/physically disabled student access, the student will be provided with written notice that the public event cannot be located in an accessible location. The student will also be provided with substitute materials or events to compensate for the special event.

Woody's Café

The university will provide appropriate accommodations to ensure that New Woody's Café will be accessible to mobility-impaired/physically disabled students at all times the café is operational.

Disability Grievance Procedure

The university has an internal grievance procedure for resolution of complaints alleging violations of disability. Students may also use this grievance procedure to appeal the university's decisions regarding requests for accommodation. To file a grievance, students should contact the dean of students, located in the Whitten Student Center.

If a student has any questions or concerns about disabilities, they should contact the Office of Student Development at 818.252.5254, or stop by the Whitten Student Center.

CAREER DEVELOPMENT

Career guidance and development activities provided by the Career Development Office, a unit of the Office of Student Development housed in the Whitten Student Center, strive to provide students and alumni with quality information, advice, and tools in the areas of career counseling, job/internship search strategies, and professional development, to ensure a smooth transition from college into a career. The Career Development Office supports students through the stages of their university experience, from the first year through graduation and

beyond. The services and programs are designed to help students and alumni connect with potential employers, explore a wide range of career choices, and identify and achieve their professional goals.

The Career Development Office offers five essential areas that provide activities and interventions to assist students and alumni in their career-planning process: Career Counseling; Career Information, Preparation, and Programming; Career Services Management (CSM NACElink Network); Internship Assistance; and Professional and Graduate School Advisement.

Career Counseling

- Career counseling to help undergraduate and graduate students and alumni with career and educational goals.
- Career assessment inventories to assist students with early career exploration and planning.
- Individual assistance on issues such as choosing or changing a major and career change or transition.
- Support and guidance to explore, define, and realize career goals.
- Assistance with goal-setting and goal achievement through a variety of career exploration activities.

Career Information, Preparation, and Programming

- Resumé and cover letter assistance
- Practice interviews (mock interviews)
- Information about full-time jobs, employers, employment trends, salary, and other labor market information
- Workshops on a wide range of topics including job search techniques, resume writing, interviewing, networking, personal branding, and salary negotiation
- Monthly career e-newsletters, the office's main vehicle for communicating a wealth of career-related information to students
- Job/internship e-bulletins and email announcements to inform students, staff, and faculty about employment opportunities and upcoming events
- Annual luncheons, alumni panel discussions, etiquette dinners, and networking mixers
- On-campus recruitment of students by employers through interviewing, employer information sessions and school-specific recruiting fairs

Career Services Manager (CSM)

CSM is provided by NACELink Network and is the university's web-based student and alumni job board, listing the following opportunities:

- On-campus and off-campus employment opportunities;
- Part-time, full-time, and internship opportunities;
- Local and national post-degree career opportunities;
- Students register at no cost and are able to identify potential opportunities for which they may apply. Students can upload their resumés and work samples (i.e. writing samples, cover letters, portfolios, etc.). Employers can review student resumes and work samples as well as contact students for follow-up information. CSM is located at <http://woodbury-csm.symplicity.com/students> and is free to access. Login requires one's username and password.

Internship/Work Experience Assistance

The Career Development Office can assist in connecting students with real-world, career-related experiences that have proven to be a critical career-development step for graduates. In addition to connecting with employers locally and nationally to develop new internship opportunities, the staff also collaborates with faculty to support academic internship experiences:

- Individual meetings with a career counselor for guidance and internship listings
- Employer connections and company referrals
- Employer Internship Information Sessions

Professional and Graduate School Advisement:

- Guidance for students interested in pursuing professional or graduate programs
- Resources dealing with professional school directories and graduate school exams
- Graduate school personal statement assistance

CONTACT INFO:**Career Development**

Whitten Student Center

Monday-Friday: 9:00am - 5:00pm

Phone: 818.252.5266

Email: careers@woodbury.edu

How to Make an Appointment

The best way to guarantee that your career guidance needs will be met is to speak with a career

counselor or advisor. Make an appointment to do so by calling 818.252.5260 or stop by and speak with an administrative staff assistant at the front desk.

Career Development Office Staff

Brigid McManama, Career Outreach Specialist for Interior Architecture, Isaacs Faculty Center

Jessica Oviedo, Career Counselor, Whitten Student Center

Catherine Roussel, Career and Outreach Coordinator, School of Architecture (Isaacs Faculty Center)

Campus Facilities

FACULTY ANNEX

The Faculty Annex houses faculty offices for different schools. It is also home to a variety of classrooms and activities, mostly in the design and media areas, including Woodbury's stop motion lab.

CABRINI HALL

Part of the original Villa Cabrini, Cabrini Hall houses the Fashion Design Department, the Judith Tamkin Fashion Center, the Nan Rae Gallery, and the dining hall. Design studios in Cabrini Hall are accessible twenty-four hours a day, seven days week.

THE DESIGN CENTER

The Design Center is dedicated to art and design and houses Animation, Graphic Design, Interior Architecture, and Design Foundation studios. Each department has designated studio spaces for the appropriate studio classes. The art/design departments share computer facilities and studio classrooms. Each department has dedicated individual support areas and archival storage space. Many of the design studios in the Design Center are accessible twenty-four hours a day, seven days week.

HENSEL HALL

Hensel Hall is the main administration building. It houses the offices of the Senior Administration.

ISAACS FACULTY CENTER

The Isaacs Faculty Center houses most of the full-time faculty from three of the university's four schools. It has two conference rooms: the large Kirkendall Conference Room and the smaller Nielsen Conference Room.

ENTERTAINMENT MEDIA

Entertainment Media houses a sound stage, a screening theater and sound-mixing room, prop storage, scene docks, and audition and rehearsal rooms. The building is located on the upper quad, next to the university's recreational court that is also the site of intramural sports in soccer and basketball.

MILLER HALL

Miller Hall houses the Consolidated Student Service Center which includes the Business Affairs Office, Registrar's Office, Financial Aid Office, Admissions Office, and Reception. The building also houses the Technology Office, computer labs, and smart classrooms.

RESIDENCE HALLS

Woodbury's residence halls house approximately 225 students at Woodbury's Burbank campus. North Hall, the newer of the two buildings, offers breathtaking views of the San Fernando Valley. Centrally located is South Hall, which is also nestled behind the Alumni Quad.

GALLERIES

The Nan Rae Gallery is the university's main gallery. It is a modern open-plan facility in the basement of Cabrini Hall. This gallery hosts exhibitions of student work, along with the work of visiting artists.

The Powell Gallery is a two-story open gallery on the first floor in the center of the Design Building. It is most often used for departmental studio reviews, which can be viewed in-progress by faculty and students from all programs. The gallery is outfitted for multi-media projection and is available for exhibitions and lectures.

The Judith Tamkin Fashion Center in Cabrini Hall houses rotating exhibitions of items from the Fashion Study Collection, as well as student work. The Woodbury University Fashion Study Collection, consisting of over six thousand garments and accessories that represent the clothing history of the past two hundred years, is available as a hands-on resource to students and faculty. Students may intern with the curator to work on displays and assist in the management of the collection.

The Wedge Gallery in the Architecture Complex offers exhibits of student and faculty work.

ARCHITECTURE MAKING COMPLEX

All students have access to the Shop and Digital Fabrication Facilities in the Architecture Complex. These facilities offer hand and power tool use, CNC milling, three-dimensional printing, and laser cutting machines. Students are required to take and pass the Shop Safety Course and the Digital Fabrication Orientation before using the equipment.

COMPUTER FACILITIES

Technology is a shared resource on campus. Each building offers students a variety of computer labs and other technological resources, from laser cutters and render farms to printers, plotters, and smart computer-based classrooms.

Black & white and color printing and plotting is available in computer labs at the student's expense.

Student lab techs are present during all open lab hours and are the initial source for resolving any lab-based problems students might experience.

Internet access is available from all computer lab workstations as well as from the university's wireless network, which is available from anywhere on campus (except residence halls, which have their own wireless Internet access).

DIGITAL RESOURCE CENTER

The DRC is a support center, not a teaching lab, offering expanded computer services designed to support students in Animation, Graphic Design and Interior Architecture. It is equipped with four computer stations with Cintiq pen tablets, and space for setting up laptops. Large printers, plotters, and a large-format scanner enable students to print assignments. A small render farm supports the Architecture students in rendering large-scale, high-resolution prints for presentation. Single licenses of specific Animation software are installed in this room. Students and faculty are able to use the Digital Resource Center as a meeting space to discuss digital assignments without interfering with ongoing classes in the teaching labs.

DESIGN CENTER INTERIOR RESOURCE LIBRARY

The resource library, located on the first floor of the Design Center, is primarily for the use of Interior Architecture students. Some materials may be taken permanently; others are loaned out on a temporary basis. The resource library has posted hours and is supervised by Interior Architecture students.

GRAPHIC DESIGN PHOTO AND SCREENPRINTING LABS

The photography facilities include a dry-mount room and an adjacent shooting lab available for product photography. The lab areas also house the necessary equipment for the silk-screen program. Access to the photography lab facility is by appointment only with a trained lab technician. Appointments are scheduled by the administrative assistant for Graphic Design in the School of Media, Culture & Design.

SCHOOL OF ARCHITECTURE

A complex of dedicated studio spaces for Architecture students, who are given access twenty-four hours a day, seven days a week throughout the year.

SCHOOL OF BUSINESS BUILDING

The Business Building houses the office of the dean of the School of Business as well as the offices of the associate dean, business chairs, and faculty. The building also contains seminar rooms, electronic classrooms, computer labs, and the Fletcher Jones Foundation auditorium.

THE WEST ANNEX

Located in a building on property adjacent to campus, this building houses classrooms for lecture and studio work. The School of MCD has a Capstone Projects Suite for use by students and faculty for capstones in many of the new programs of Film-making, Media Technology, and Game Art & Design. The building is directly accessible through a gate between the two properties.

WHITTEN STUDENT CENTER

The Whitten Student Center, named after beloved former Woodbury president "Pop" Whitten, houses the Office of Student Development (academic support and student life), the Writing Department, the Writing Center, the Institute for Excellence in Teaching and Learning, and the Transitional English Language Program. Central Services is also housed in the Whitten Center. The lounge, computer stations, tutoring areas, seminar room and meeting spaces serve as popular gathering spots for students.

Operation Manual

ADMISSIONS

Sabrina Taylor, Director of Admissions

UNDERGRADUATE ADMISSION POLICY

Woodbury University welcomes and encourages candidates for admission who are focused on studying in an environment emphasizing professional careers. The Admissions Committee carefully considers each applicant as a unique individual with special talents, strengths, and areas of challenge. Primary emphasis is placed on the applicant's prior academic record. A writing sample, evidence of artistic and creative talents, standardized test scores, recommendations, a record of extracurricular activities, work experience, and personal interviews may also be considered in the admission decision. Faxed documents will not be considered official. Upon enrollment, Woodbury requires that each student has graduated from a regionally accredited secondary school. A high school equivalency certificate or GED may be considered on an individual basis.

Applications for admission are reviewed on a rolling basis. Applicants with or without prior college experience may apply online for admission to the Fall or Spring semesters by visiting woodbury.edu.

Application Deadlines:

Spring Semester	November 1st
Fall Semester	March 1st

Please Note: In order to be considered for admission, it is the applicant's responsibility to submit required documents to the Office of Admission by the application deadline.

REQUIREMENTS FOR FRESHMAN ADMISSION

Students who are currently attending high school or who have never attended a college or university are considered freshman applicants. To receive full consideration for admission, candidates must submit all required official documents on or before the priority deadline. Applications will be accepted after this date, but decisions will be made on a space-available basis. Candidates are strongly encouraged (although not required) to complete a college preparatory curriculum.

The following list outlines the recommended high school course curriculum for freshman applicants:

- English Four years
- Mathematics Three years
- Science Two years
- Foreign Language Three years
- Social Studies Two years

REQUIREMENTS FOR TRANSFER ADMISSION

Students who are currently attending or who have previously attended a college or university are considered transfer applicants. A minimum of twenty-four semester units or forty transferable quarter units are required to be considered a transfer student. To receive full consideration for admission, candidates applying must submit all required documents on or before the priority deadline. Applications will be accepted after this date, but decisions will be made on a space-available basis. Applicants are expected to be in good academic standing at all previous institutions attended. Students must submit official transcripts from all colleges previously attended.

Applicants who have completed fewer than twenty-four transferable semester units or forty transferable quarter units at the college level are encouraged, not required, to provide official SAT I or ACT scores. A personal interview may be requested on an individual basis. Transfer students applying for a major in one of the design fields may submit photographs or digital images of their work, if available. With the exception of Animation Arts portfolios, all documents submitted for evaluation for admission to the university become the property of the institution and will not be returned to the applicant.

TRANSFER CREDIT INFORMATION

Woodbury University awards transfer credit earned at regionally accredited colleges and universities on a course-by-course basis. Courses are considered for transfer when a grade of "C" (2.0) or higher has been earned. Transfer credit is accepted only when the course is applicable toward major, minor, general education, and/or elective requirements for the Woodbury University degree. Credit is not granted for coursework completed at an institution that does not have regional accreditation or specialized accreditation. An official notice of transfer credit will be issued by the Registrar's Office. The VA will be notified of all transfer credit awarded to students receiving veterans' benefits.

TRANSFER CREDIT FOR VOCATIONAL COURSES AND FROM INSTITUTIONS WITH SPECIALIZED ACCREDITATION

A maximum of thirteen semester units of vocational courses from a regionally accredited institution may be accepted for transfer and applied toward a Woodbury degree. General Education requirements cannot be satisfied by the completion of vocational courses.

Based on the recommendations of the American Council on Education (ACE) or the Commission on Recognition of Postsecondary Accreditation (COR-PA), Woodbury University considers selected course transfers for credit from specialized institutions that hold accreditation status with their specialized accrediting agency, specifically Council for Interior Design Accreditation, NAAB, or NASAD. Credit will be transferred for this course work only when a grade of "C" (2.0) or higher has been earned. General Education courses will not be transferred from specialized institutions.

Final decisions on the awarding of transfer credit are made by the Registrar's Office.

GENERAL EDUCATION TRANSFER POLICY FOR STUDENTS WITH ASSOCIATE OF ARTS, ASSOCIATE OF SCIENCE, OR BACHELOR'S DEGREE

Transfer credit is not available for those who hold a bachelor's degree from an institution without regional accreditation.

Transfer students with an earned Associate of Arts or Associate of Science degree in an academic major from a regionally accredited college in the U.S., or a degree from an international academic institution with English as the language of instruction that is equivalent to a U.S. degree, have met most of Woodbury University's lower-division general education requirements. Students still must satisfy all Academic Writing requirements and all requirements in the major program, including lower-division general education courses. In addition, students must satisfy all upper-division general education requirements and meet all other admissions and graduation requirements and competencies of the university.

Degrees/credits earned more than eight years before admission or readmission will be accepted to meet general education and university graduation

requirements, as well as major requirements, at the discretion of the university.

Students with a bachelor's degree from a regionally accredited college or university in the U.S., or from an international academic institution with English as the language of instruction that is equivalent to a U.S. bachelor's degree, will be considered to have fulfilled general education core requirements except Academic Writing. Additional specific general education courses may be required to support the academic major selected by the student. Specific requirements for general education support courses, major courses, and elective courses are fulfilled by transfer equivalent courses when a grade of "C" (2.0) or higher is earned. Transfer credit is not available for those who hold a bachelor's degree from an institution without regional accreditation or from an international institution that is not accredited.

Degrees/credits earned more than eight years before admission or readmission will be accepted to meet general education and university graduation requirements, as well as major requirements, at the discretion of the university.

CREDIT BY EXAMINATION

Woodbury offers credit by examination when the examination is administered and sponsored by these recognized agencies within American higher education:

- Advanced Placement Examinations by the College Board (see below).

- Courses evaluated and listed by the American Council on Education.
- Excelsior College Exams (formerly called ACT-PEP). Credit is awarded based on the recommendations of the American Council on Education.
- College Level Examination Program (CLEP) 40th percentile for general area examinations is required, excluding the English Composition examination. "C" level or higher is required on the subject area examinations.
- D.A.N.T.E.S. "C" level or higher is required on the subject examinations.

Scores must be sent directly by the agency to Woodbury University in order to be evaluated for credit.

Woodbury encourages matriculated students who believe that they have the equivalent academic knowledge required in specific subject areas to pursue the earning of credit by examination. Matriculated students must request permission to take these exams from the Registrar's Office. Failure to obtain permission may result in denial of transfer credit.

ADVANCED PLACEMENT EXAMINATIONS

Woodbury University accepts scores of three, four, and five on Advanced Placement (AP) Examinations administered by the College Board and awards credit applicable to major, general education, and/or elective requirements within undergraduate degree programs. Credit is applied as follows:

AP Examination	Applicable to	Units
Art History	Two Art History Courses	6
Art, Studio: Drawing	Two General Education Electives	6
Art, Studio: General	Two General Education Electives	6
Biology	Two Natural Science Courses	6
Chemistry	Two Natural Science Courses	6
Chinese Language and Culture	Two General Education Electives	6
Computer Science, A	Elective	3
Computer Science, AB	Elective	6
English, Language & Composition	WRIT 111, Academic Writing I	3
English, Literature & Composition	One General Education Elective	3
Environmental Science	ENVT 220, Environmental Studies	3
French, Language	Two General Education Electives	6
German, Language	Two General Education Electives	6
Government & Politics, U.S.	One General Education Elective	3

AP Examination	Applicable to	Units
Government & Politics, Comparative	One General Education Elective	3
History, U.S.	Two History Courses	6
History, European	Two History Courses	6
Human Geography	One General Education Elective	3
Italian Language and Culture	Two General Education Electives	6
Japanese Language and Culture	Two General Education Electives	6
Latin, Virgil	One Literature Course	3
Macroeconomics	ECON 203, Macroeconomics	3
Mathematics, Calculus AB	Two Mathematics Courses	6
Mathematics, Calculus BC	Two Mathematics Courses	6
Microeconomics	ECON 204, Microeconomics	3
Music Theory	Unrestricted Elective	3
Physics B	PHYS 243, Physics for Architects	3
Physics C, Mechanics	One Natural Science Course	3
Physics C, Electricity & Magnetism	One Natural Science Course (no lab)	3
Psychology	PSYC 200, Introduction to Psychology	3
Spanish, Language	Two General Education Education	6
Spanish, Literature	Two Literature Courses	6
Statistics	MATH 226, Business Statistics	3

PLACEMENT EXAMINATIONS

Information about placement exams can be found under "Integrative Learning" in the section entitled "Academic Proficiencies and Placement."

TRANSFER CREDIT FROM FOREIGN COLLEGES AND UNIVERSITIES

In order to determine transfer credit from foreign colleges and universities, official transcripts and an English translation, if needed, must be submitted to the Office of Admissions. The credentials evaluation service's recommendation will be regarded as advisory only. Official Evaluations are accepted from a NACES approved organization. The Registrar's Office of Woodbury University will make final decisions on the awarding of credit.

ADMISSION OF PERMANENT RESIDENTS

The admission policies and requirements for persons who are permanent residents of the United States are the same as those for United States citizens.

ADMISSION OF NON-DEGREE STUDENTS

Students who wish to enroll in a course or courses without seeking a Woodbury University degree are considered non-degree applicants. A non-degree

applicant is required to show proof that prerequisite coursework and other academic requirements have been fulfilled.

PROVISIONAL ADMISSION

Applicants who do not qualify for regular admission but who demonstrate potential to perform successfully at the university level may be granted provisional admission. Full-time undergraduate students admitted with provisional admission are limited to twelve units and are to complete twelve units with a grade point average of 2.00 ("C") or higher in their first semester or be subject to academic disqualification.

DEFERMENT OF APPLICATION

Students may defer their application for admission for up to one year from the original term for which they applied. Requests for deferment must be in writing. The student must submit a letter requesting admission for the new semester in which the student is interested and the reason for the deferment. During the deferment period, the Office of Admissions will retain all documents and fees submitted to date. If the applicant has not enrolled at Woodbury University within one year after submitting an original application, then all documentation

and fees for that applicant will become invalid. The applicant will be required to submit new documentation and fees in order to be considered for future terms.

READMISSION AFTER ABSENCE FROM THE UNIVERSITY

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 Financial Information section of this catalog for information about tuition, fees, and policies.

TRADITIONAL UNDERGRADUATE ADMISSION APPLICATION REQUIREMENTS

FRESHMAN APPLICATION REQUIREMENTS

Common Application or Woodbury University's Online Application

1. When submitting an online application, there is a \$75 application fee (non-refundable) or an approved fee waiver that will be applied.
2. School of Architecture applicants can apply online for the Burbank or San Diego campus.

Official High School Transcripts

- a. Official high school transcripts are required for all freshman applicants who have not yet graduated at the time of application.
- b. At the time of application, a high school transcript up to 11th grade must be submitted. Once accepted and prior to enrollment, a final transcript with graduation date listed must be submitted.

Electronic Submission

1. High school transcripts can be submitted electronically through the Common Application and are considered official. The Woodbury University Online application will allow for submission of unofficial transcripts. If submitting official transcripts electronically, applicants may submit through various online vendors. Contact the admissions office with any questions you may have about submitting transcripts electronically at 1-800-784-9663.

Submit by Mail

2. If submitting transcripts by mail, they must be sealed in an unopened envelope in order to be considered official, with an original signature of the school official(s). Transcripts should be mailed to the following address:

Woodbury University
Office of Admissions
7500 N. Glenoaks Blvd.
Burbank, CA 91504-7846

SAT I or ACT Test Scores

All freshman applicants are required to submit SAT I or ACT scores. Only one test is required.

Woodbury University Codes:

SAT I: 4955
ACT: 0481

SAT I or ACT scores must be sent officially from the testing centers. Below you will find contact information for the centers to have your scores sent:

SAT 866.756.7346
ACT 319.337.1313

Academic Recommendation

3. If applying using the Common Application, submitted Academic Letters of Recommendation are considered sufficient.
4. If applying using Woodbury University's Online Application, an Academic Letter of Recommendation can be uploaded to the online application or a hard copy can be mailed to the following address:

Woodbury University
Office of Admissions
7500 N. Glenoaks Blvd.
Burbank, CA 91504-7846

Personal Essay

Personal essay prompts can be found within the Common Application or the Woodbury University Online Application.

TRANSFER APPLICATION REQUIREMENTS

Common Application or Woodbury University's Online Application

- When submitting your online application, there is a \$75 application fee (non-refundable) or an approved fee waiver that will be applied.

Official Transcripts

- Official high school transcripts are required for all transfer students who have not completed an Associate's Degree.
- Official transcripts are required from all colleges/universities attended for all transfer students.

Electronic Submission

- High school, college, and university transcripts can be submitted electronically through the Common Application and are considered official. The Woodbury University Online application will allow for submission of unofficial transcripts for review purposes ONLY. To make an admissions decision, official transcripts must be mailed or electronically submitted. If submitting official transcripts electronically, applicants may submit through various online vendors. Contact the admissions office with any questions you may have about submitting transcripts electronically at 1-800-784-9663.

Submit by Mail

- If submitting official transcripts by mail, they must be sealed in an unopened envelope in order to be considered official, with an original signature of the school official(s). Transcripts should be mailed to the following address:

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7500 N. Glenoaks Blvd.
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Academic Recommendation

- If applying using the Common Application, submitted Academic Letter of Recommendations are considered sufficient.
- If applying using Woodbury University's Online Application, an Academic Letter of Recommendation can be uploaded to the online application or a hard copy can be mailed to the following address:

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Office of Admissions
7500 N. Glenoaks Blvd.
Burbank, CA 91504-7846

Personal Essay

Personal essay prompts can be found within the Common Application or the Woodbury University Online Application.

Portfolio (for design majors within the School of Architecture and the School of Media, Culture & Design)

A portfolio of design work is required for design majors within the School of Architecture and the School of Media, Culture & Design, if seeking to transfer design units.

Portfolios submitted as part of the application process may be picked up on campus by prior special arrangement. Otherwise, all documents submitted for review become the property of the university and will not be returned to the applicant.

UNDERGRADUATE INTERNATIONAL APPLICATION REQUIREMENTS (In addition to the above-mentioned Freshman and Transfer requirements)

Evaluation of Transcripts

- Submit certified English translation of all non-English-language documents along with official transcripts with a proper course-by-course foreign credential evaluation from a NACES-approved organization. www.naces.org.

Proof of English Proficiency

International applicants must submit proof of English proficiency by submitting one of the following:

- Minimum TOEFL of 61 (ibt)
- Minimum IELTS of 6
- Transferable English Composition course (non ESL) with a grade of "C" or better from an accredited US college or university
- Completion of an accredited English Language program with the highest proficiency level by the Commission of English Language Program (CEA) or The American Council of Continuing Education & Training (ACCET)

Test scores submitted must be from tests taken within 2 years of time of application.

I-20 Checklist

Woodbury University generates an I-20 form after students have accepted their offer of admission by submitting their non-refundable commitment deposit along with the following documentation:

- Copy of your Passport and/or Visa (and for each dependent who will apply for an F-2 Visa)
- Financial Guarantee
 - o Proof of Financial Support must be submitted in the form of a bank statement (from within the last 6 months). The financial support must be sufficient to cover the expenses of the student for one full academic year. For any document that is not under the student's name, an Affidavit of Support must be completed.
 - o Bank statements must be original on letterhead from a checking, savings, or time deposit account. Brokerage (stock funds), real estate, or any other non-liquid assets are not acceptable. All bank statements must be in English and in U.S. dollar currency or its foreign equivalents.
- Transfer I-20 Form
 - o The 'Transfer I-20 Form' is only required for students who are currently in the United States with an F-1 Visa given by another institution.

COLLEGE OF LIBERAL ARTS UNDERGRADUATE PROGRAM REQUIREMENTS

Bachelor of Arts, Leadership (BA, Leadership)

(These requirements are specific to the Bachelor of Arts, Leadership program and in addition to the above-mentioned Freshman, Transfer, and International Student requirements.)

Entry into this program is for transfer undergraduate students only and requires applicants to either have an Associate's Degree from a regionally accredited college OR transferable general education units (60-72). This is a part-time program and full-time international students seeking F-1 status are not eligible to apply.

Students applying for this program must meet the following requirements to be eligible for admission:

Minimum of 60-72 semester units and/or an Associate's Degree from a regionally accredited institution, including additional coursework that may be completed after admission.

GE REQUIREMENTS

All applicants must have completed most of the following General Education courses prior to starting the program:

WRIT 111, Academic Writing I	(3 units)
WRIT 112, Academic Writing II	(3 units)
COMM 120, Public Speaking	(3 units)
MATH 2XX __ Mathematics	(3 units)
Art History	(3 units)
Humanities	(3 units)
Art History or Humanities	(3 units)
Social Science	(3 units)
Social Science	(3 units)
Social Science	(3 units)
BIOL 2__ Biological Science	(3 units)
PHYS 2__ Physical Science	(3 units)
General Education Elective	(3 units)
UNRESTRICTED ELECTIVES	(33 units)
TOTAL TRANSFER UNITS:	72

REQUIREMENTS FOR DEGREE COMPLETION PROGRAM ADMISSION

To receive full consideration for admission, candidates applying must submit all required documents on or before the priority deadline. Applications will be accepted after this date, but decisions will be made on a space-available basis. Applicants are expected to be in good academic standing at all previous institutions attended. Students must submit official transcripts from all colleges previously attended.

REQUIRED DOCUMENTATION FOR DEGREE COMPLETION PROGRAM

The university requires certification that the student has graduated from a regionally accredited secondary school or community college with an Associate's Degree. A personal interview may be requested on an individual basis.

LEADERSHIP TRAINING PROGRAM: LASDU, LAFD, & LAPD APPLICANTS Students seeking credit for successful completion of leadership program must submit a written capstone report of courses com-

pleted. 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.

The applicant's qualifications are evaluated upon receipt of the following:

BACHELOR OF ARTS, LEADERSHIP APPLICATION REQUIREMENTS

Woodbury University's Online Application

- When submitting your online application, there is a \$75 application fee (non-refundable), or an approved fee waiver that will be applied.

Official Transcripts

- Official high school transcripts are required for all transfer students who have not completed an Associate's Degree.
- Official transcripts are required from all colleges/universities attended for all transfer students.
- A high school equivalency certificate or GED may be considered on an individual basis.

Electronic Submission

- High school, college, and university transcripts can be submitted electronically through the Common Application and are considered official. The Woodbury University Online application will allow for submission of unofficial transcripts for review purposes ONLY. Contact a counselor with any questions you may have about submitting transcripts electronically.

Submit by Mail

- If submitting official transcripts by mail, they must be sealed in an unopened envelope in order to be considered official, with an original signature of the school official(s). Transcripts should be mailed to the following address:

Woodbury University
Office of Admissions
7500 N. Glenoaks Blvd.
Burbank, CA 91504-7846

Academic Recommendation

- An Academic Letter of Recommendation can be uploaded to the online application or a hard copy can be mailed to the following address:

Woodbury University
Office of Admissions
7500 N. Glenoaks Blvd.
Burbank, CA 91504-7846

Professional Resumé

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

TRANSFER CREDITS

General Education

39 credits needed in the following areas:

- | | |
|-----------------------------------|-----------|
| • English Communication: | 9 credits |
| • Mathematics: | 3 credits |
| • Art History & Humanities: | 9 credits |
| • Social & Behavioral Sciences: | 9 credits |
| • Physical & Biological Sciences: | 6 credits |
| • General Education Elective: | 3 credits |

UNRESTRICTED ELECTIVES	33 credits needed
Total Transfer Requirements:	72 credits

GRADUATE ADMISSION POLICY

Woodbury University welcomes the opportunity to further your goal of enrolling in one of our seven graduate degree programs. We look for students who have potential for developing strong professional and research based ideas with the aspiration of creating new bodies of knowledge. We are dedicated to excellence in research and are looking to support students who share those values by providing distinguished faculty members who have mastered the theoretical underpinnings of their disciplines, a wide array of outstanding resources and diverse learning experiences which include networking with and mentoring from some of the brightest minds of the region.

To be considered for admission to Woodbury University, graduate applicants must meet the minimum university eligibility requirements as well as the requirements for the specific program to which they are applying.

Term	Program	Deadline
Spring Semester	Master of Business Administration	November 1st
	Master of Leadership	November 1st
Summer Semester	Master of Business Administration	March 1st
Fall Semester	Master of Architecture	January 15th
	Master of Business Administration	July 1st
	Master of Interior Architecture	January 15th
	Master of Leadership	July 1st
	Master of Landscape Architecture	January 15th
	Master of Science in Architecture	January 15th
	Master of Science in Architecture, Real Estate Development	January 15th

Please Note: In order to be considered for admission, it is the applicant's responsibility to submit required documents to the Office of Admission by the application deadline.

GRADUATE ADMISSION REQUIREMENTS

(Each program may have additional unique requirements. Please see program sections for more information.)

Woodbury University's Online Application

When submitting your online application, there is a \$75 application fee (non-refundable) or an approved fee waiver that will be applied.

School of Architecture applicants can apply online for the Burbank or the San Diego campus.

Official Academic Transcripts

Official transcripts from all schools attended are required, regardless of credit received or courses completed. These records should confirm that a bachelor's degree has been granted from a regionally accredited institution. All international transcripts must be translated into English.

Electronic Submission

College and university transcripts can be submitted electronically through the Woodbury University Online application. These transcripts are considered unofficial and will be used for review purposes ONLY. To make an admissions decision, official transcripts must be mailed or electronically submitted. If submitting official transcripts electronically, applicants may submit through various online vendors. Contact the admissions office with any questions you may have about submitting transcripts electronically at 1-800-784-9663.

Submit by Mail

If submitting official transcripts by mail, they must be sealed in an unopened envelope in order to be considered official, with an original signature of the school official(s). Transcripts should be mailed to the following address:

Woodbury University
Office of Admissions
7500 N. Glenoaks Blvd.
Burbank, CA 91504-7846

Letters of Recommendation

Submit (3) professional and/or academic letters of recommendation attesting to the applicant's academic achievements and/or professional experience, written by academic or professional personnel, counselors, supervisors, or teachers. The letters should be submitted on the sender's letterhead. You may upload these recommendation letters to Woodbury University's Online Application, have them emailed to your admission counselor (this can be done once an application is submitted), or mail a hard copy in a sealed (unopened) envelope to the following address:

Woodbury University
Office of Admissions
7500 N. Glenoaks Blvd.
Burbank, CA 91504-7846

Professional Resumé

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

GRADUATE INTERNATIONAL STUDENT

REQUIREMENTS (In addition to the above-mentioned program requirements)

Transcript Evaluation

Submit certified English translation of all non-English-language documents along with course-by-course foreign credential evaluation of transcripts from a NACES- approved organization. www.naces.org.

English Proficiency

International applicants must provide proof of English proficiency by submitting one of the following:

- Minimum TOEFL of 80 (ibt)
- Minimum IELTS of 6.5
- Transferable English Composition course (non ESL) with a grade of "C" or higher from an accredited U.S. college or university
- Completion of an accredited English Language program with the highest proficiency level by the Commission of English Language Program (CEA) or The American Council of Continuing Education & Training (ACCET)

Test scores submitted must be from tests taken within 2 years of time of application.

I-20 Checklist

Woodbury University generates an I-20 form after students have accepted their offer of admission by submitting their non-refundable commitment deposit along with the following documentation:

- Copy of your Passport and/or Visa (and for each dependent who will apply for an F-2 Visa)
- Financial Guarantee
 - Proof of Financial Support must be submitted in the form of a bank statement from within the last 6 months. The financial support must be sufficient to cover the expenses of the student for one full academic year. For any document which is not under the student's name, an Affidavit of Support must be completed.
 - Bank statements must be original on letterhead from a checking, savings, or time deposit account. Brokerage (stock funds), real estate, or any other non-liquid assets are not acceptable.

All bank statements must be in English and in U.S. dollar currency or its foreign equivalents.

- Transfer I-20 Form
 - The 'Transfer I-20 Form' is only required for students who are currently in the United States with an F-1 Visa given by another institution.

READMISSION AFTER ABSENCE FROM THE UNIVERSITY

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 Financial Information section of this catalog for information about tuition, fees, and policies.

COLLEGE OF LIBERAL ARTS GRADUATE PROGRAM REQUIREMENTS

Master of Arts in Leadership (MA, Leadership)

(These requirements are specific to the Master of Arts, Leadership program in the College of Liberal Arts and in addition to the above-mentioned Graduate Admission Requirements.)

Eligibility

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

Personal Statement

A two- to three-page essay describing your qualifications for acceptance into the Master of Arts in Leadership program. Address your leadership philosophy and self-assessment of leadership capacity.

Interview

An interview is required for all applicants. A phone or in-person interview will be scheduled by the College of Liberal Arts or the Office of Admission once an application is complete.

Additional Requirements

The following are additional documents required for students ranging between a 2.0-3.0 cumulative GPA in undergraduate studies.

Leadership Essay

(GPA between 2.5-2.99)

Applicants with an undergraduate GPA between 2.5 and 2.99 are also required to submit a Leadership Essay which explains why they are interested in a degree in Leadership, and how it will be applicable to their professional development.

Graduate Record Examination (GRE)

(GPA between 2.0-2.49)

The GRE is a requirement for applicants who have an undergraduate GPA of less than 2.5. Official test scores should be sent directly to Woodbury University (Institution Code 4955).

For more information on the GRE and to learn when and where you may take the exam, visit www.ets.org/gre.

SCHOOL OF ARCHITECTURE GRADUATE PROGRAM REQUIREMENTS

Master of Architecture (MArch)

Master of Science in Architecture (MSArch)

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

Master of Interior Architecture (MIA)

Master of Landscape Architecture (MLA)

(These requirements are specific to the programs in the School of Architecture and in addition to the above-mentioned Graduate Admission Requirements.)

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.

Personal Statement

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.

Portfolio

All graduate design applicants are required to submit a portfolio of creative work conveying the scope of their design sensibilities when applying for the Master of Architecture (MArch), Master of Interior Architecture (MIA), Master of Landscape Architecture (MLA), Master of Science in Architecture (MS Arch), or Master of Science in Architecture, and Real Estate Development (MS Arch RED) programs. 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 is required for applicants. If needed, a phone or in-person interview is scheduled by the School of Architecture once an application is complete.

Graduate Record Examination (GRE)

The GRE is a requirement for applicants who

have an undergraduate GPA of less than 3.0. Official test scores should be sent directly to Woodbury University (Institution Code 4955).

For more information on the GRE and to learn when and where you may take the exam, visit www.ets.org/gre. Students should take exams no later than January of the application year.

SCHOOL OF BUSINESS GRADUATE PROGRAM REQUIREMENTS

Master of Business Administration (MBA)

(These requirements are specific to the MBA program in the School of Business and in addition to the above-mentioned program requirements.)

MBA Application Requirements

Eligibility

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

Personal Statement

A 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.

Test Scores

Depending on the track of entry (Direct Track, Professional Track, or Honor's Track), the Graduate Management Admissions Test (GMAT) or

Graduate Record Examination (GRE) tests may be required.

There are (3) different tracks available for applicants to enter the MBA program based on their backgrounds.

Direct Admit Track - For recent college graduates with little or no work experience, applicants must submit official GMAT or GRE test scores and meet minimum 2.5 GPA requirements.

Professional Admit Track - For applicants with 3–5 years of management and/or supervisory work experience and a bachelor's degree from a regionally accredited institution meeting minimum 2.5 GPA requirements. Upon evaluation, a GMAT or GRE score may not be required. These students will take a course called WMBA 502, Essentials of Case Analysis during their first semester, which will prepare them in quantitative, verbal, and writing skills.

Honors Track - Applicants with a BBA from an AACSB-accredited institution with a GPA of 3.5 or higher may enter the MBA program without GMAT or GRE scores. These students will take a course called WMBA 502, Essentials of Case Analysis during their first semester, which will prepare them in quantitative, verbal, and writing skills.

Admissions Footnote

Submission of falsified documentation will result in Woodbury University denying admission or revoking admission after an applicant enrolls.

ACADEMIC CALENDAR

TRADITIONAL CALENDAR

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

	FALL 2016	SPRING 2017	SUMMER 2017
Classes Begin:	Aug. 22	Jan. 9	10 wk May 8
Late Registration: (\$35 Late Registration Fee added)	Aug. 1-Sept. 2	Dec. 19-Jan. 23	Apr. 17-May 12
Course Add/Drop period:	Aug. 22-Sept. 2	Jan. 9-23	May 8-12
Last Date to Withdraw from Course:	Oct. 21	Mar. 10	June 16
Studio Finals:	Nov. 30-Dec.4	Apr. 26-30	July 17-21
Final Examinations:	Dec. 5-9	May 1-5	July 17-21
Spring Break	Mar. 13-17 (Traditional classes only)		
Faculty Development Days: (No Traditional Day/Evening Classes – Intensive Classes meet on these days)	Oct. 10-11	Feb. 21	
Semester Recess:	Dec. 12-Jan. 8	May 6-7	July 22-Aug. 20

SUMMER SUPER SESSION 6-WEEK INTENSIVE FORMAT

Summer Super Session courses must be dropped the Friday before classes begin to avoid incurring tuition charges

		SUMMER SESSION 2017
Super Session Begins:		
Session 1		May 8
Session 2		June 26
Course Add/Drop Period:		
Session 1	(Drop by May 5 to avoid tuition charges)	May 8-12
Session 2	(Drop by June 23 to avoid tuition charges)	June 26-30
Last Date to Withdraw from Courses:		
Session 1		May 26
Session 2		July 14
Last Regular Class:		
Session 1		June 16
Session 2		Aug. 4

7-WEEK INTENSIVE FORMAT

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

Module Classes Begin:	FALL 2016	SPRING 2017	SUMMER 2017
Session 1	Aug. 22	Jan. 9	May 8
Session 2	Oct. 17	Mar. 6	June 28
Registration Deadlines:			
Session 1	Aug. 26	Jan. 13	May 12
Session 2	Oct. 21	Mar. 10	July 5
<i>Payment: Payment due at time of registration or no later than the Friday of the 1st week of class. Note: Registration in intensive courses is permitted through the first week of each session with the exception of Business Classes: Please see Business Courses Add/Drop Period Below.</i>			
Add/Drop Period:			
Session 1	Aug. 22-26	Jan. 9-13	May 8-12
Session 2	Oct. 17-21	Mar. 6-10	June 28 - July 5
Business Courses			
Add/Drop Period:			
Session 1	Aug. 19	Jan. 6	May 5
Session 2	Oct. 14	Mar. 3	June 26
Last Date to Withdraw from Courses:			
Session 1	Sep. 9	Jan. 27	May 26
Session 2	Dec. 4	Apr. 21	Aug. 15
Semester Recess:			
	Dec. 5-Jan. 9	Apr. 24-May 5	Aug. 16-19

5-WEEK INTENSIVE FORMAT

Module Classes Begin:	FALL 2016	SPRING 2017	SUMMER 2017
Session 1	Aug. 22	Jan. 9	May 8
Session 2	Sept. 26	Feb. 13	June 12
Session 3	Oct. 31	Mar. 20	July 17
Registration Deadlines:			
Session 1	Aug. 22-26	Jan. 9-13	May 8-12
Session 2	Sept. 26-30	Feb. 13-17	June 12-16
Session 3	Oct. 31-Nov. 4	Mar. 20-24	July 17-21
Course Add/Drop Period:			
Session 1	Aug. 22-26	Jan. 9-13	May 8-12
Session 2	Sept. 26-30	Feb. 13-17	June 12-16
Session 3	Oct. 31-Nov. 4	Mar. 20-24	July 17-21
Last Regular Class:			
Session 1	Sept. 23	Feb. 10	June 9
Session 2	Oct. 28	Mar. 17	July 14
Session 3	Dec. 2	Apr. 21	Aug. 18
Graduation	May 6		

UNIVERSITY BREAKS AND HOLIDAYS 2016/2017

(5-wk or 7-wk Intensive classes may be in session during these periods)

Fall

Semester 2016

Sept. 5	Monday, Labor Day
Nov. 24-25	Thurs.-Fri., Thanksgiving
*Dec. 12-Jan. 8	Winter Break
Dec. 25-Jan. 2	Campus Holiday Closure

Spring

Semester 2017

Jan. 16	Monday, Martin Luther King Day
Feb. 20	Monday, President's Day
*March 13-17	Mon.-Fri., Spring Break
March 17	Friday, Spring Holiday
March 29	Wednesday, Cesar Chavez Day (observed)

Summer

Session 2017

May 29	Monday, Memorial Day
July 4	Tuesday, Independence Day

** University Offices will be open during the Winter and Spring Breaks, except for the Campus Holiday Closure as noted above.*

FINANCIAL AID CALENDAR 2016/2017

Students reapplying for financial aid assistance for 2017/2018 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.

	Fall 2017	Spring 2018	Summer 2018
Priority filing date for returning students	April 1, 2017	Oct. 31, 2017	March 17, 2018
2016/2017 Cal Grant filing deadline:	March 2, 2017		

REGISTRATION FOR SPRING 2017 & SUMMER 2017/FALL 2017

The registration periods for semesters in the 2016/2017 and 2017/2018 Academic years are tentatively scheduled, as a result the actual date registration begins is subject to change. Information will be provided to all students regarding advising and registration periods and will also be posted on the university portal as we approach those periods.

Academic advising and course selection period for returning students

Spring 2017	Summer 2017	Fall 2017
Oct. 31, 2016		March 20, 2017

General (Open) Registration for Returning Students

Spring 2017	Summer 2017	Fall 2017
Nov. 28, 2016- Jan. 23, 2017	Nov 28, 2016- May 12, 2017 (Summer 2017)	Apr. 17, 2017- Sept. 1, 2017 (Fall 2017)

Financial Information

FINANCIAL AID

Celeastia Williams, Director of Enrollment Services

Students beginning the process of selecting a college find that the cost of an education is likely to be a major concern. Woodbury University is committed to assisting students with these costs through a variety of financial aid programs. Many students need help with the educational expenses incurred while attending Woodbury. Scholarships are available that may be awarded based on academic merit.

Financial aid includes grants, scholarships, loans, and part-time employment. The university offers a combination of these types of aid from various sources in an award package. Financial aid is awarded on the basis of financial need. Eligibility for financial aid is established through the Free Application for Federal Student Aid (FAFSA). Continued financial aid eligibility is based on financial need and satisfactory academic progress.

An application for financial aid does not affect the student's chances for admission.

HOW TO APPLY FOR FINANCIAL AID

Applying for need-based financial aid at Woodbury University is an annual process. The University offers a combination of these types of aid from various sources in an award package. Financial aid is awarded on the basis of financial need. Every interested student must submit the proper applications, forms, and financial documents by the posted deadlines to receive full consideration for federal, state, and institutional grant and loan aid. Students who wish to be considered for assistance from Woodbury University are required to complete a Woodbury University Financial Aid Information Request Form.

Incoming students who want to be considered for Woodbury University need-based institutional aid and federal and state grant and loan assistance must complete the CSS/Financial Aid PROFILE available from the College Board in addition to completing the Free Application for Federal Student Aid (FAFSA). New students must be accepted for admission to Woodbury before an offer of financial assistance is given.

Current students who are renewing their aid application or applying for the first time and are interested in receiving low interest federal loans and/or state and federal grants are required to complete the Free Application for Federal Student Aid (FAFSA). To complete a FAFSA, go to FAFSA on the web at FAFSA.GOV.

Students receiving only merit scholarships are not required to apply for financial aid each year. Assuming all requirements for maintaining the scholarship(s) are met, these scholarships will automatically be renewed by the Office of Financial Aid. The terms of your merit scholarship are stated in your letter of admission and scholarship notification.

California residents will meet the Cal Grant program deadline by filing their FAFSA on or before March 2nd. The Cal Grant program also requires that students who have not previously been recipients of a Cal Grant file a GPA Verification Form with the California Student Aid Commission no later than March 2nd. The GPA Verification Form is available through high school guidance counselors, local college financial aid offices, and Woodbury University.

Financial aid is awarded on a yearly basis for the traditional academic year of fall and spring semesters. Students interested in summer funding should inquire 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 an undergraduate or graduate.
- The student must be a U.S. citizen or national or:
 - A. be a permanent resident of the United States;
 - B. provide evidence from the U.S. Citizenship and Immigration Services (USCIS) that he/she is in the United States for other than a temporary purpose with the intention of becoming a citizen or permanent resident;
 - C. is 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. is a graduate of an accredited U.S. high school, or holds a GED certificate or an associate's degree from a community college.
- The student must maintain satisfactory academic progress standards.
- The student must not be in default on any Federal Student Loan, to include Federal Stafford Loans, Federal Perkins Loans (formerly called NDSL), Federal Direct Loans, nor owe a refund to any institution for funds received under the Pell Grant, SEOG, or SSIG programs. Further, for parents to receive a Plus Loan, neither the parent nor the student may be in default or owe an overpayment to any Financial Aid grant program.
- The student must be in compliance with Selective Service Registration laws and sign a statement certifying compliance.
- The student must certify that he/she has not engaged in the unlawful manufacture, distribution, dispensing, or use of a controlled substance.

WHAT KIND OF FINANCIAL AID IS AVAILABLE?

Financial aid available at Woodbury comes from the federal and state governments, the university, and private donors. The following list provides an idea of the resources available to our students:

GRANTS

Grants are based upon need and do not require repayment. The following grants are available at Woodbury University:

Pell Grants are funds made available from the federal government and are designed to help needy undergraduate students meet educational costs. These grants are based on demonstrated need as determined by the federal government. Awards currently range from \$598 to \$5815 per award year.

The Supplemental Educational Opportunity Grant (SEOG) is also funded through the federal government. These funds are earmarked for exceptionally needy undergraduate students and may range from \$200 to \$2,000 per year here at Woodbury.

Cal Grant A awards are from the State of California; this award provides assistance to California residents who come from low- and middle-income families. A student's grade point average as well as demonstrated financial need is taken into consideration when making these awards.

Cal Grant B, also from the State of California, is designed for California high school graduates with high academic potential who come from minority, disadvantaged, or low-income families, and who have little or no previous college work (less than

one semester or sixteen quarter units). Awards include semester allowance checks to students for living expenses, plus, beginning in the student's second year of study, tuition and fee grants are also provided.

Applicants are notified by the California Student Aid Commission if selected to receive a Cal A or Cal B state award.

EMPLOYMENT

On-campus employment opportunities are available and may be included in a financial aid award package to assist students in meeting their educational expenses.

Federal Work Study (FWS) is a program funded by the federal government and Woodbury University to provide part-time employment for students who demonstrate financial need. Students employed through this program are assisted in finding jobs on campus through the Work Study Program Coordinator. Most students work between eight and twelve hours per week while classes are in session and earn no less than minimum wage.

LOANS

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

The Federal Perkins Loan Program is one of the oldest federally funded loan programs that make low-interest loans available to needy students enrolled at least half-time. The interest rate is currently 5%. No payments are made nor does interest accrue until nine months after a student ceases to be enrolled at least half-time. Awards are made by Woodbury University and generally range from \$300 to \$5,500 per year based upon available fund allocations. The Perkins loan program is being phased out and is currently scheduled to terminate on September 30, 2017.

William D. Ford Federal Direct Educational Loan Programs

- *Federal Direct PLUS Loans (Parent Loans)
 - *Federal Direct Stafford Loans (Subsidized and Unsubsidized)
 - *Federal Direct Grad Plus Loans (graduate students only)
- Woodbury University participates in the William D. Ford Federal Direct Loan programs. As with all federal student aid, you apply for Direct Loans by filling out the Free Application for Federal Student

Aid (FAFSA). Most students use FAFSA on the web to complete their applications. The information on your FAFSA is transmitted to the schools that you list on the application, and those schools use the information to assess your financial need for student aid. Your Financial Aid Letter of Offer will tell you how much you may borrow and the types of loans you are eligible to receive. Your financial aid package may identify eligibility for the William D. Ford Federal Direct Education Loan Programs (FDELDP). These loan programs are made available by the U.S. Department of Education. Direct Loans are low-interest loans for students and parents to help pay for the cost of a student's education after high school. The lender is the U.S. Department of Education ("the Department") rather than a bank or other financial institution.

With Direct Loans, you:

- borrow directly from the federal government and have a single contact—the Direct Loan Servicing Center—for everything related to the repayment of your loans, even if you receive Direct Loans at different schools.
- have online access to your Direct Loan account information twenty-four hours a day, seven days a week at Direct Loans on the web at: www.dl.ed.gov.
- can choose from several repayment plans that are designed to meet the needs of almost any borrower, and you can switch repayment plans if your needs change.

To get an idea of your monthly loan payments after you graduate, take a look at the Department of Education's repayment calculator at <http://www.direct.ed.gov/calc.html>.

*Federal Direct PLUS Loans (Parent Loans for Undergraduate Students): The PLUS program is for parents who need to borrow to help meet their dependent student's educational costs. Eligibility

is based on the parent passing a credit check. The amount of a PLUS loan may not exceed the cost of education, minus any other financial aid received by the student. Loans made on or after July 1, 2016 will have an annual fixed interest rate of 6.31%. New PLUS borrowers begin repayment of principal and interest within sixty days of the disbursement of the new loan.

*The Federal Direct Loan Program (FDELDP): Student loans are either subsidized or unsubsidized. Subsidized loans are awarded on the basis of financial need. Unsubsidized loans are not awarded on the basis of need; they are available to students who do not qualify for subsidized loan funds. Subsidized and Unsubsidized loans for undergraduates first disbursed after July 1, 2016 will be subject to an annual interest rate of 3.76% as determined by the Department of Education. Unsubsidized loans for graduate students, the interest rate is 5.31%. Maximum amounts that may be borrowed during an academic year as well as aggregate maximum amounts are outlined in the following chart.

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 6.31%. New Grad PLUS borrowers begin repayment of principal and interest within sixty days of the full disbursement of the new loan. The Federal Direct Stafford Loan Program (FDELDP): Stafford loans for graduate students are unsubsidized only. Unsubsidized loans are not awarded on the basis of need, but rather on the cost of attendance of your program. For loans first disbursed after July 1, 2016, the annual fixed interest rate is currently capped at 5.31%. Maximum amounts that may be borrowed during an academic year as well as aggregate maximum amounts are outlined in the following chart.

FEDERAL DIRECT LOAN BORROWER LIMITS

Academic Level	A. Dependent/Independent Student Status: Sub/Unsubsidized Federal Direct Loan Limit:	B.* (see Note) Additional Unsubsidized Federal Direct Loan Limit
	FIRST YEAR	
Freshman (0-29 semester units)	\$3,500/\$2,000 (two semesters) \$1,750/\$1,000 (one semester)	\$4,000 (two semesters) \$2,000 (one semester)
SECOND YEAR		
Sophomore (30-59 semester units)	\$4,500/\$2,000 (two semesters) \$2,250/\$1,000 (one semester)	\$4,000 (two semesters) \$2,000 (one semester)

THIRD YEAR AND BEYOND

Junior to completion of degree (60 or more semester units)	\$5,500/\$2,000 (two semesters) \$2,750/\$1,000 (one semester)	\$5,000 (two semesters) \$2,500 (one semester)
GRADUATE/PROFESSIONAL	\$8,500/\$2,000 (two semesters) \$4,250 (one semester)	\$12,000 (two semesters) \$6,000 (one semester)
AGGREGATE LOAN LIMITS	\$31,000	\$34,500
Undergraduate study:	(\$23,000 subsidized & \$8,000 unsubsidized)	(additional unsubsidized loans)
Independent Students & Dependents whose parents cannot get a PLUS	\$57,500 (\$23,000 subsidized + \$34,500 unsubsidized)	
Combined undergrad and graduate study:	\$65,500	\$73,000 (additional unsubsidized loans)

Note: The "Additional Unsubsidized Stafford Loan Eligibility" (up to \$4,000 during the first and second years and up to \$5,000 during the third year and beyond) may be available to independent students or dependent students whose parents cannot borrow under the PLUS program. Each academic year, qualified undergraduates may borrow up to the loan limit specified under column A and then, if eligible, may borrow an additional sum, up to the amount specified under column B.

Alternative Educational Loan Programs: A non-federal credit-based student loan program administered by a network of lenders. These are private loan programs, which offer families alternative financing options to cover college costs and, although they are designed to meet educational expenses, students and parents are strongly encouraged to first apply for available loans under the William D. Ford Federal Direct Educational Loan Programs (FDELDP). Should you not qualify for assistance under FDELDP or need additional assistance beyond what can be funded through the federal programs, alternative loans are available to meet those college costs. Application procedures and loan terms vary by lender, so it is strongly advised that you research the various options and choose what fits your particular situation the best. Woodbury University will be requested to certify student enrollment and, in many cases, cost of attendance for these loans.

UNIVERSITY-SPONSORED GRANTS AND SCHOLARSHIPS

Applying for financial aid automatically places you in consideration for university-sponsored grants and scholarships. University-sponsored grants and scholarships are available to returning students who have completed at least one semester at Woodbury. Funds are provided from available institutional resources and are therefore not transferable upon withdrawal from the university. Unless otherwise noted, students must maintain full-time status to remain eligible for these funds. University grants and scholarships are for tuition charges only. They are not applied to housing costs. Recipients must meet the standards for satisfactory academic progress and other academic criteria as described within each award category.

The Woodbury University Grant is awarded to undergraduate students based upon demonstrated financial need. To qualify for the grant, students must enroll at least half-time. The Woodbury grant is prorated if less than full-time. These awards are distributed during the fall and spring semesters and are applied towards tuition only. Recipients must

meet the standards for satisfactory academic progress and maintain a cumulative grade point average of 2.0 or higher.

The Woodbury University Academic Scholarship is awarded to entering freshmen on the basis of academic standing and personal qualifications. The awards range from \$14,000 to \$16,000 a year for tuition only. These awards are renewable for up to four years or five years if enrolled in the Architecture program starting with your Freshman year. Criteria for renewal include full-time status and maintenance of the required cumulative grade point average.

The Woodbury University Transfer Scholarship is awarded to entering transfer students on the basis of academic criteria and personal qualifications. The award ranges from \$10,000 to \$12,000 a year for tuition only. The award is renewable for up to three or four additional years depending on the student's academic program and class standing at admission. Criteria for renewal include full-time status and maintenance of the required cumulative grade point average.

The Community College Scholarship, in the amount of \$1,000, is an institutional award that recognizes the relationship between community college counselors and students who select Woodbury for their baccalaureate study. The award is renewable for tuition charges only and recipients must enroll in a full-time academic load, achieve satisfactory academic progress, and maintain a cumulative grade point average of 3.0 or higher.

The High School Counselor Scholarship, in the amount of \$1,000, is an institutional award that recognizes the relationship between high school guidance counselors and students who plan to attend Woodbury University. The scholarship is renewable for tuition charges only and recipients must enroll in a full-time academic load, achieve satisfactory academic progress, and maintain a cumulative grade point average of 3.0 or higher.

Donor-Sponsored Scholarships, Woodbury University has several donor-sponsored scholarships. Scholarships, like grants, do not need to be paid back. They are usually awarded to students who meet a combination of eligibility requirements, such as high academic achievement, financial need, class standing, or other criteria specified by the donor. Students who have completed one semester or more at Woodbury are automatically considered based on their profiles. Awards are made annually based on available funds.

SATISFACTORY ACADEMIC PROGRESS

Criteria for satisfactory academic progress include both qualitative and quantitative standards. These satisfactory academic policies apply equally to those who receive financial aid. 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 handbook. To maintain academic progress, undergraduate students must earn a GPA of 2.0 or higher, graduate students must earn a cumulative GPA of 3.0 or higher. Failure at the undergraduate level to achieve a cumulative 2.0 GPA by the end of the second year of enrollment at Woodbury University will result in loss of eligibility for financial aid. 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 on financial aid disqualification and may become ineligible for financial aid.

Satisfactory Academic Progress Requirements

Satisfactory Academic Progress for all undergraduate students is defined in the following chart which indicates the minimum number of semester units that need to be completed each academic year, based on full-time and part-time enrollment status. Fulfillment of the university's minimum satisfactory academic progress requirement does not guarantee degree completion in four years. Please see the section below entitled Academic Load for the average unit completion needed per academic year to accomplish this goal.

ACADEMIC LOAD

EXAMPLE OF MINIMUM SATISFACTORY ACADEMIC PROGRESS STANDARDS WITHIN THE TIME RESTRICTION FOR FULL- AND PART-TIME STUDENTS

	Full-Time* (Entered with Freshman Status) Min. per Sem. Units	Cumulative Units
Year #1	12	24
Year #2	12	48
Year #3	12	72
Year #4	12	96
Year #5	12	120

Year #6 12 144
 (A maximum of six years to complete a BS, BA, BBA or BFA Degree, minimum units 126)

Year #7 12 168
 (A maximum of seven years to complete the BArch Degree, minimum units 160)

*Full-time Enrollment Status: Students are expected to pass a minimum twenty-four semester hour units each academic year, an average of twelve units each semester, fall and spring.

	Part Time** (Entered with Freshman Status) Min. per Sem. Units	Cumulative Units
Year #1	6	12
Year #2	6	24
Year #3	6	36
Year #4	6	48
Year #5	6	60
Year #6	6	72
Year #7	6	84
Year #8	6	96

(Maximum eight years to complete the BS Degree, minimum one hundred twenty-six units)

Year #9	6	108
Year #10	6	120

(Maximum ten years to complete the BArch Degree, minimum one hundred sixty units)

Part-time students receive an additional two years to complete their degree objective. If a student is only part-time throughout their academic career, they will find it difficult to complete their degree objectives within acceptable time frames.

**Part-time Enrollment Status: Students are expected to pass a minimum twelve semester hour units each academic year, an average of six units each semester, fall and spring.

Note: Summer session at Woodbury University allows students to accelerate or remediate unit or grade point deficiencies from the previous academic semester through full-time or part-time enrollment.

COMPLETION TIME LIMITS FOR UNDERGRADUATE STUDENTS

Full-Time Enrollment Status

Undergraduate: Full-time undergraduates enroll in twelve to eighteen units per semester, fall and spring semesters. Summer session enrollments, full-time or part-time, may be used to accelerate a study program or remediate academic progress.

- Full-time Bachelor of Science, Bachelor of Arts, Bachelor of Business Administration, and Bachelor of Fine Arts degree candidates who entered with freshman status and without transferable credit must complete their degree requirements within six academic years after matriculation. For transfer students, the time limit for completion of the degree and continued eligibility for financial aid is reduced when transferable units are applied upon matriculation. Eligibility for financial aid ceases six years after matriculation or earlier when the time limit for completion is reduced.
- Full-time Bachelor of Architecture degree candidates who entered with freshman status and without transferable credit must complete their degree requirements within seven and a half academic years after matriculation. For transfer students, the time limit for completion of the degree and continued eligibility for financial aid is reduced when transferable units are applied upon matriculation or extended when the enrollment status varies from full-time to part-time. Eligibility for financial aid ceases seven years after matriculation or earlier when the time limit for completion is reduced.
- When enrolled full-time, undergraduate students must complete an average of twelve units per semester, twenty-four units during each academic year (fall and spring semesters) and maintain a GPA of 2.0 or higher. Failure to meet these quantitative and qualitative standards each academic term will result in the loss of eligibility for financial aid.
- At the conclusion of the second academic year at Woodbury, all undergraduate students must achieve a cumulative GPA of 2.0 or higher in order to avoid financial aid disqualification and possible loss of eligibility for financial aid.

Part-Time Enrollment Status

Undergraduate: Part-time undergraduates enroll in less than twelve units per academic semester during the fall and spring semesters. During each semester with part-time enrollment, students are expected

to complete all units attempted. Summer session enrollments, full-time or part-time, may be used to accelerate a study program or remediate academic progress.

- Part-time Bachelor of Science, Bachelor of Arts, Bachelor of Business Administration, and Bachelor of Fine Arts degree candidates who entered with freshman status and without transferable credit must complete their degree requirements within eight academic years after matriculation. For transfer students, the time limit for completion of the degree and continued eligibility for financial aid is reduced when transferable units are applied upon matriculation. Eligibility for financial aid ceases eight years after matriculation or earlier when the time limit for completion is reduced.
- Part-time Bachelor of Architecture degree candidates who entered with freshman status and without transferable credit must complete their degree requirements within ten academic years after matriculation. For transfer students, the time limit for completion of the degree and continued eligibility for financial aid is reduced when transferable units are applied upon matriculation or extended when the enrollment status varies from full-time to part-time. Eligibility for financial aid ceases seven years after matriculation or earlier when the time limit for completion is reduced.
- When enrolled part-time, undergraduate students must complete all units attempted per semester (fall and spring semesters) and maintain a GPA of 2.0 or higher. Failure to meet these quantitative and qualitative standards each academic term will result in placement on financial aid probation and possible loss of eligibility for financial aid.
- At the conclusion of the second academic year at Woodbury, all undergraduate students must achieve a cumulative GPA of 2.0 or higher in order to qualify for financial aid during a third year of study.

COMPLETION TIME LIMITS FOR GRADUATE STUDENTS

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.

- Full-time graduate degree candidates who en-

tered 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 higher. 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 as 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 in fall and spring semesters. Summer session enrollments, full-time or part-time, may be used to accelerate a study program or remediate academic progress.

Completion time limits

- Part-time graduate degree candidates who entered without transferable credit must complete their degree requirements within six years after matriculation. For transfer students, the time limits for completion of the degree and for continued eligibility for financial aid are reduced when transferable units are applied upon matriculation or when the enrollment status varies from part-time to full-time. Eligibility for financial aid ceases three years after matriculation or earlier when the time limit for completion is reduced.
- When enrolled part-time, graduate students must complete all units attempted per semester and maintain a GPA of 3.0 or higher. 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 is based on both qualitative (GPA) and quantitative (units) criteria.

- When a student's semester enrollment status varies between full-time and part-time, he/she is expected to complete at least twelve units during each semester of full-time enrollment; during each semester of part-time enrollment, he/she is expected to complete all units attempted.
- Failure and No Pass Grades or No Credit Grades: Courses for which a grade of "F" or "NP" or "NC" are recorded cannot be counted as units completed toward SAP requirements.
- Withdrawal: Courses for which grades of "W", "WU" or "WW" are recorded cannot be counted as units completed toward SAP requirements.
- Audit Courses: Audit course units do not apply as units of progress during an academic semester, and the units graded "AU" are not applied as units completed toward SAP requirements.
- Incomplete: Courses for which a grade of "I" is recorded cannot count as units toward SAP requirements. When the final grade is recorded, then the units and letter grade will be applied toward the quantitative and qualitative SAP requirements.
- In Progress: Courses for which an interim mark of "IP" is assigned do not count as units completed toward the requirement until the course is completed and a final grade is recorded.
- Repeated Courses: A student may remediate a course for the purpose of improving their 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. An appeal must be filed with Financial Aid to be considered for probation status. Warning notices of pending disqualification status are mailed to students after the conclusion of the fall semester. Official notices of financial aid disqualification status are mailed to students after the conclusion of each academic year.

For purposes of financial aid, summer session enrollments may be used to remediate units from the previous academic year (fall and spring semesters). To remediate GPA deficiencies, courses must be completed at Woodbury, as GPA quality points are only applied to units completed in residency. When probation status is not removed within the time limit, students lose their eligibility to qualify for financial aid.

Loss of Eligibility for Financial Aid

When the terms of the policies on Satisfactory Academic Progress and Financial Aid Probation Status are not met, students experience a loss of eligibility for financial aid. Students who are disqualified for financial aid may continue their study at the university if they are not academically disqualified as well. Academic achievements during this period may assist students 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 coursework, which remediates unit and GPA deficiencies.
- Re-admission to the university after a two-year period of absence from the university.
- The Second-Year Rule: When eligibility for financial aid is lost due to failure to end the second academic year at Woodbury with a minimum cumulative GPA of 2.0 or higher, eligibility may only be reinstated following a financial aid appeal. If the appeal is granted, the student must meet the minimum GPA in the semester immediately following the semester during which the minimum GPA was not achieved.

- An appeal for Financial Aid Probation Status, through a successful appeal of policies on Satisfactory Academic Progress.
- Remediation through summer enrollment at Woodbury or an approved concurrent enrollment at another institution. Summer sessions may be used to remediate deficiencies from the previous academic year.

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

Procedures for Appeals to the Policies on Satisfactory Progress

Students who have not made satisfactory academic progress have the right to appeal their "loss of eligibility for financial aid." Students who believe they have an extenuating circumstance may submit a written letter of appeal and provide full documentation of the circumstances for review by the Director of Enrollment Services or the director's designee. Each appeal will be considered on the merits of the circumstances 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 directed to the attention of the Director of Enrollment Services. 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 should contact your financial aid counselor to discuss the impact of withdrawing from courses before you withdraw because you could end up owing a repayment to federal aid programs if you have received more aid than you have earned for the payment period, and owe money to the university for tuition not covered by aid as a result of the refund.

Students withdrawing from the university must follow the procedures for official withdrawal from courses as indicated in this handbook (see 'Withdrawal from Courses'). It is the student's responsibility to indicate the last date of attendance. In the event a student does not comply with the procedures for withdrawal, the last date of attendance will be the later of the withdrawal date recorded by the registrar or the date recorded by the Office of Residence Life. A student completely withdrawing from the university will be assessed a \$100 administrative fee.

Registration, Tuition, Fees, and Charge Policies

REGISTRATION AT WOODBURY

Registration at Woodbury University follows an important planning sequence. Students are encouraged to follow carefully the steps of the registration process in order to attain their academic goals with the greatest ease and efficiency.

The process begins either the previous semester for the returning Woodbury student or before coming to the university for the entering student. The steps are outlined in the sequence below, from course selection to registration, which is concluded with verification of payment of tuition and fees. The university encourages students to complete the registration process by the last day of General Registration. However registration continues through the add/drop periods for each semester.

Registration in courses, and changes in program (adds and/or drops), are the responsibility of the student and must be initiated by the student.

UNDERGRADUATE REGISTRATION

School of Architecture, School of Business, School of Media, Culture & Design, and the College of Liberal Arts

- **Course Selection Period** (See Academic Calendar)
Students select and reserve their classes in advance of the General Registration period. They consult with their academic advisors.
- **General Registration** (See Academic Calendar)
The General Registration period will vary depending on the semester. Registration for the next semester in the year, typically spring, will begin approximately eight weeks before the start of that semester and ends approximately three weeks before the start of the semester. Registration for summer or the subsequent academic year's fall semester occurs two to five months before the start of those semesters. During this period, students register and pay tuition and all other charges for the semester.
- **Late Registration** (See Academic Calendar)
This period begins several weeks before the start of the semester and ends on the last day to add/drop for the semester.
A late registration fee of \$75 is assessed during this period. Students follow the same steps as those during General Registration.

- Registration is completed when all financial obligations are satisfied.

Returning students who register after the regular registration period will be assessed a late registration fee of \$75.

Returning students may register for upcoming seven-week modules in any fifteen-week period (fall, spring, or summer sessions) up to the Friday prior to the start of the module. Returning students who register after the regular registration period will be assessed a late registration fee of \$75.

Tuition, Fees, and Charges (2016-2017)

TUITION AND FEES

UNDERGRADUATE TUITION

Tuition per semester

12-18 units.....	\$18,441.00 per semester
11 units or less	\$1,201.00 per unit
Over 18 units (overload).....	\$1,201.00 per unit
BA in Leadership	\$336.00 per unit
SOBER College	\$325.00 per unit
Summer Super Session	\$285.00 per unit
TELP	\$364.00 per unit
DLI	\$138.00 per unit
LAFD Leadership courses	\$191.00 per unit
LAPD Leadership courses	\$191.00 per unit
AACEL	\$774.00 per unit

GRADUATE TUITION

Master of Interior Architecture (MIA)	\$1,156.00 per unit
Master of Business Administration (MBA)	\$1,156.00 per unit
MA in Media for Social Justice	\$1,156.00 per unit
Master of Architecture (MArch)	\$1,156.00 per unit
MS Architecture.....	\$1,156.00 per unit
MA in Leadership	\$731.00 per unit
LAFD Leadership courses	\$204.00 per unit
LAPD Leadership courses	\$204.00 per unit

DEPOSITS

Commitment Deposit.....	\$500.00
MArch/MIA Groundworks deposit	\$500.00

FEES

Application Fee	\$75.00
Technology Fee	
Traditional Graduate and Undergraduate students.....	\$400.00 per semester
Non-traditional undergraduate	

students (BA in Leadership)	\$26.00 per unit
Non-traditional graduate students (MBA and MA)	\$26.00 per unit
SOAR	
Undergraduate	\$225.00
Graduate	\$175.00
Graduation Fee	\$175.00
Parking	
Los Angeles/Burbank Campus..	\$150.00 per semester
San Diego Campus.....	\$ 50.00 per semester
ASWU Undergraduate	
Los Angeles/Burbank	
Students	\$100.00 per semester
San Diego Students	\$0.00 per semester
MBA Association	
Fee (mandatory)	\$100.00 per semester
MA, MArch, Ms Arch, MIA, Association	
Fee (mandatory)	
Los Angeles/Burbank	
Students	\$50.00 per semester
San Diego Students	\$0.00
Health Center Fees	\$12.00 per semester
Late Registration Fee (see academic calendar for applicable dates).....	\$75.00
Returned Check fee.....	\$100.00
Deferred Payment Contract Processing Fee ...	\$50.00
Late Payment Fee	\$50.00
Transcript Fee – per official copy.....	no fee
Identification Card Replacement Fee.....	\$5.00

OTHER CHARGES (Insurance, Room and Board)

Health Insurance

Fall Semester Only	\$589.00
Spring and Summer Semester.....	\$960.00
Summer Semester Only	\$422.00

Residential Housing

South Hall	
Quad per semester	\$3,126.00
Quad per year	\$6,252.00
Double per semester	\$4,053.00
Double per year	\$8,106.00
Single per semester	\$4,671.00
Single per year	\$9,342.00
North Hall	
Triple per semester	\$3,126.00
Triple per year	\$6,252.00
Double per semester	\$3,434.00
Double per year	\$6,868.00
Single per semester	\$4,671.00
Single per year	\$9,342.00

Meal Plan*

Plan A 14 meals per week plus \$150 flex dollars	\$2,312.00 per semester
Plan B 12 Meals per week plus \$200 flex dollars	\$2,312.00 per semester
Plan C 10 meals per week plus \$150 flex dollars	\$2,134.00 per semester
Plan D 8 meals per week plus \$200 flex dollars	\$2,134.00 per semester

*meal plans are mandatory for residential students

COURSE FEES

ANIM 100 Animation Principles	\$20
ANIM 193 Open Studio: Animation Principals ..	\$20
ANIM 1931 Open Studio: Storyboarding....	\$30
ANIM 203 Sophomore Studio I: Animation	\$30
ANIM 204 Sophomore Studio II: Layout	\$30
ANIM 211 Storyboarding	\$30
ANIM 221 Character Design	\$25
ANIM 231 Painting:	
Traditional and Digital Explorations.....	\$25
ANIM 263 Introduction to Stop Motion	\$30
ANIM 293 Open Studio:	
Sophomore Studio I: Animation.....	\$30
ANIM 2931 Open Studio: Sophomore Studio II:	
Layout	\$30
ANIM 305 Junior Studio I.....	\$25
ANIM 306 Junior Studio II.....	\$25
ANIM 316 Intermediate Animation	\$25
ANIM 330 Animal Drawing.....	\$25
ANIM 340 Visual Development	\$25
ANIM 393 Open Studio: Junior Studio I.....	\$30
ANIM 3931 Open Studio: Junior Studio II	\$30
ANIM 405 Background Painting	\$25
ANIM 410 Advanced Figure Drawing	\$25
ANIM 416 Character Animation Workshop.....	\$30
ANIM 420 Effects Animation	\$25
ANIM 485 Senior Studio I	\$35
ANIM 486 Senior Studio II	\$35
ANIM 493 Open Studio: Senior Studio I	\$35
ANIM 4931 Open Studio: Senior Studio II.....	\$35
ANIM 495 Animation Portfolio	\$35
ARCH 182 Design Studio 1A	\$25
ARCH 183 Design Studio 1B	\$25
ARCH 211 Design Communication 2	\$15
ARCH 269 Object Making	\$15
ARCH 281 Design Studio 2A	\$25
ARCH 283 Design Studio 2B	\$25

ARCH 351 Design, Animation, and Simulation in the Digital Environment	\$15	FMRK 375 Field Experience.....	\$25
ARCH 383 Design Studio 3A	\$25	FOUN 101 Beginning Drawing	\$15
ARCH 384 Design Studio 3B	\$25	FOUN 102 Design and Composition	\$15
ARCH 468 Digital Media	\$15	FOUN 103 Color and Composition	\$15
ARCH 487 Design Studio 4A	\$25	FOUN 104 Drawing Concepts and Composition	\$15
ARCH 489 Design Studio 4B	\$25	FOUN 106 Color Theory & Interaction	\$20
ARCH 491 Design Studio 5A	\$25	FILM 103 Stage Grip and Lighting	\$35
ARCH 492 Degree Project	\$25	FILM 110 Film Production 1	\$35
ARCH 4930 4th Yr Open Studio	\$25	FILM 115 Cinematography 1	\$100
ARCH 4931 4th Yr Open Studio.....	\$25	FILM 140 Sound for Film	\$35
ARCH 4932 4th Yr Open Studio.....	\$25	FILM 203 Acting for Film	\$35
ARCH 544 Building 1	\$50	FILM 210 Film Production 2	\$100
ARCH 545 Building 2	\$50	FILM 220 Film Editing 1.....	\$35
ARCH 546 Building 3	\$50	FILM 225 Production Design	\$50
ARCH 547 Building 4	\$50	FILM 310 Documentary Film Production	\$50
ARCH 562 Visualization 1	\$50	FILM 315 Cinematography 2	\$100
ARCH 563 Visualization 2	\$50	FILM 3705 Advanced Editing	\$35
ARCH 564 Visualization 3	\$50	FILM 4708 Cinematic Style in Directing	\$50
ARCH 565 Visualization 4	\$50	GAME 101 Game Design Fundamentals	\$25
ARCH 575 Fieldwork	\$50	GAME 302 Game Capstone Research Seminar	\$30
ARCH 5750-5759 Fieldwork	\$50	GAME 332 Experimental Technology for Games	\$40
ARCH 583 Graduate Studio 1	\$50	GAME 432 Game Capstone Studio II	\$60
ARCH 584 Graduate Studio 2	\$50	GDES 106 Graphic Design 1	\$25
ARCH 585 Thesis Project Research.....	\$50	GDES 107 Digital Practice	\$15
ARCH 587 Graduate Studio 3	\$50	GDES 207 Digital Production	\$15
ARCH 589 Graduate Studio 4	\$50	GDES 116 Typography 1	\$25
ARCH 590 Thesis Project	\$50	GDES 216 Typography 2	\$25
ARCH 6741 Groundworks: Studio Culture	\$50	GDES 316 Typography 3	\$25
ARCH 6742 Groundworks: Visualization.....	\$50	GDES 240 Photography 1	\$50
ARCH 6743 Groundworks: Fabrication	\$50	GDES 250 Screen Printing 1	\$30
ARCH 691 Graduate Studio 5	\$50	GDES 256 Interaction Design 1	\$15
ARCH 692 Graduate Thesis Studio	\$50	GDES 288 Graphic Design 2	\$30
FDES 125 Technical Studio 1	\$45	GDES 310 Information Design	\$25
FDES 225 Technical Studio 2	\$45	GDES 315 Package Design	\$25
FDES 226 Advanced Technical Studio.....	\$45	GDES 340 Photography 2: Photographic Practice	\$50
FDES 231 Children's Wear	\$40	GDES 342 Photographic Studio & Alternative Practice	\$50
FDES 232 Knitwear and Swimwear	\$45	GDES 344 Logo & Identity Design	\$25
FDES 235 Textile Design	\$40	GDES 356 Interaction Design 2.....	\$15
FDES 331 Advanced Draping and Tailoring	\$45	GDES 360 Screen Printing 2	\$30
FDES 332 Junior Collections.....	\$45	GDES 388 Graphic Design 3	\$50
FDES 336 Leather Goods.....	\$40	GDES 391 Design Symposia 1.....	\$15
FDES 343 Millinery.....	\$40	GDES 414 Environmental Graphics.....	\$25
FDES 401 Shoe Design.....	\$40	GDES 415 Exhibit Design	\$25
FDES 407 Advanced Shoe Design	\$40	GDES 430 Advertising Design	\$25
FDES 431 Senior Collection 1	\$45	GDES 432 Publication Design	\$25
FDES 432 Senior Collection 2	\$45		
FDES 455 Costuming for Motion Picture/Television	\$45		

GDES 446 Entertainment Design.....	\$25
GDES 447 Motion Design	\$15
GDES 485 Portfolio Presentation.....	\$50
GDES 492 Degree Project	\$50
INAR 105 Design Studio 1	\$25
INAR 106 Design Studio 2	\$25
INAR 206 Design Studio 3	\$25
INAR 282 Design Studio 4	\$25
INAR 362 Design Studio 5	\$25
INAR 381 Design Studio 6	\$25
INAR 480 Design Studio 7	\$25
INAR 483 Senior Project	\$25
INAR 188 First Year Open Studio.....	\$25
INAR 288 Second Year Open Studio.....	\$25
INAR 388 Third Year Open Studio.....	\$25
INAR XXX Studio 1	\$50
INAR 6717 Studio 2	\$50
INAR 6703 Studio 3	\$50
INAR 6711 Studio 4	\$50
INAR 6715 Studio 5	\$50
INAR 6718 Studio 6	\$50
INAR XXX Visualization 1	\$50
INAR 6710 Visualization 2.....	\$50
INAR 6716 Visualization 3.....	\$50
BIOL 230 Biology	\$50
BIOL 231 Human Biology.....	\$50
BIOL 232 Botany.....	\$50
PHYS 243 Physics for Architects.....	\$50
BIOL 27X.X Special Topics	\$25
BIOL 300 Evolution.....	\$25
TECH 112 Introduction to Physical Computing	\$75
TECH 221 Human/Computer Interaction	\$50
TECH 301 Programming for Visual Media	\$50
TECH 321 Programming for Mobile I	\$50
TECH 332 Media Environments.....	\$50

NOTE: Other courses may carry a materials fee as announced in the Self Service list of courses for each academic semester.

COPYING AND PRINTING/PLOTTING FEES

On-campus copying and printing/plotting is on a cost per page basis. Fees will be posted at each copier and printer.

PAYMENT OPTIONS

Financial arrangements are the responsibility of the student. Students may view their current outstand-

ing balance at any time through Self Service. Accordingly, effective fall semester 2013, the Business Office does not print or mail out paper statements, but sends out email notifications prior to the due dates. Students can go onto Self Service to view and pay their bills. Students are responsible for keeping their addresses current with the university. Woodbury accepts payments by cash, check, wire-transfer or ACH, debit card (Mastercard® and Visa®), and credit card (Mastercard®, Visa®, American Express®, and Discover®), and payments can be made online through Self Service, in person, over the telephone, or mailed in advance of their respective due dates.

The university offers three payment options for students to pay their tuition, fees, and room and board charges. All Intensive Degree Program students are required to elect Option 1 or Option 3.

Option 1: Semester Payment Plan

The balance of the student's account, less financial aid administered by the university, is due in full by the first payment date of the semester. Students who have not signed a deferred payment contract (Option 2) and have unpaid tuition and fee balances by the first payment date of the respective semester will incur late payment charges based on the below schedules.

Option 2: Deferred Payment Plan

Students in good financial standing are permitted to pay the charges for tuition, fees, and room and board, less financial aid administered by the university, in installments as described below. A payment contract must be completed and signed by the student in the Business Office. A \$50 non-refundable fee will be charged for this service.

Option 3: Employer Payment Plan

Students are required to pay 25% of the charges for tuition plus all fees and room and board, less financial aid administered by the university, by the last day of the General Registration period. The remaining student balances are due in full by the 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

Undergraduate Programs

Fall Semester 2016

- July 29, 2016 (25% due)
- August 26, 2016 (25% due)
- September 23, 2016 (25% due)
- October 21, 2016 (25% due)

Spring Semester 2017

- December 16, 2016 (25% due)
- January 8, 2017 (25% due)
- February 4, 2017 (25% due)
- March 4, 2017 (25% due)

Summer Session 2017

- April 14, 2017 (33% due)
- May 13, 2017 (33% due)
- June 10, 2017 (34% due)

Intensive Five- and Seven-Week Program

There is no deferred payment option for students enrolled in intensive five- and seven-week courses. Payment must be made at the time of registration or no later than Friday of the first week of each enrolled session.

REFUND POLICY

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

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

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.

Example: Unit overload (more than eighteen units) to full-time (twelve units)
or
Full-time (at least twelve units) to part-time (eleven units or less)

You may still withdraw from 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 will result in the following financial consequences based on the following schedules:

TUITION

Undergraduate Programs (fall and spring semesters):

- Within the First Two Weeks (i.e., add/drop period) 100% (less \$100 Administrative Withdrawal Fee)
- Within Week Three 50% (less \$100 Administrative Withdrawal Fee)
- Within Week Four 25% (less \$100 Administrative Withdrawal Fee)
- Week Five and AfterNO REFUND

Undergraduate Programs (summer session):

- Within First week (i.e., add/drop period) 100% (less Administrative Withdrawal Fee)
- Within Week Two 50% (less Administrative Withdrawal Fee)
- Within Week Three 25% (less Administrative Withdrawal Fee)
- Week Four and AfterNO REFUND

Intensive Degree Program:

- Within Week One 100% (less Administrative Withdrawal Fee)
- Within Week Two 25% (less Administrative Withdrawal Fee)
- Week Three and AfterNO REFUND

Intensive Degree Program six-week summer session:

Complete drop before the first week of classes start 100% refund, no grade
 Complete drop during the first week of classes no refund, no grade
 Withdraw after the first week of classes no refund, no grade

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

POLICY ON HOUSING AND FOOD SERVICE ADJUSTMENTS

Complete Withdrawal from the University

As indicated under Tuition and Fees, the university complies with the Higher Education Amendments of 1992 for students who completely withdraw from the university. Accordingly, a prorated 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 handbook. As part of this procedure, it is the student's responsibility to indicate the last date of attendance. In the event the student does not comply with the official withdrawal procedure, the last date of attendance will be the later of the withdrawal date recorded by the registrar or the date recorded by the Housing Office. Unused cash cards for food must be turned in to be included in the pro rata refund calculation.

NON-WITHDRAWAL ADJUSTMENTS

Housing and Meals

The university Housing License Agreement is for the entire academic year. Termination of the univer-

sity Housing License Agreement will be limited to extreme situations and only with the written approval of the Director of Residential and Greek Life or designee. A \$500 cancellation fee will be charged in addition to the prorated cost as outlined in the Housing License Agreement in the case of a termination.

Prior to entering into the university Housing License Agreement, a \$500 housing deposit will be due. This housing deposit is refundable if it is not used to offset community or individual damages including 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. The housing deposit will also be forfeited for early cancellation of this agreement and/or improper checkout.

TUITION REFUND POLICY - ADMINISTRATIVE WITHDRAWAL

Students who are administratively withdrawn from class(es) by the university forfeit all tuition when:

- The student is suspended for unacceptable behavior, or
- The student is withdrawn for financial delinquency

NOTE: Students who are administratively withdrawn from class(es) for any one of the above circumstances may not be reinstated into class(es) for the semester.

BOOKS AND SUPPLIES

The cost of books and supplies is dependent upon the courses or seminars taken by the individual student. The university bookstore does not carry charge accounts. To pay for books and supplies, students may use cash, check, credit cards, and their Anticipated Financial Aid. Credit at the University Bookstore is available to students with excess financial aid on their accounts.

Academic Policy, Regulations, and Standards

OVERVIEW OF ACADEMIC YEAR AND PROGRAM

ACADEMIC YEAR

The academic year includes two semesters: fall and spring. The academic year is at least thirty weeks in length, during which time full-time students are expected to complete a minimum of twenty-four semester hours. The Summer Session is scheduled between academic years and allows students to accelerate or remediate their academic progress through full- or part-time enrollment.

UNDERGRADUATE PROGRAM COURSES

Regular semester-length morning and afternoon courses are scheduled Monday through Friday; evening courses are generally scheduled Monday through Thursday.

INTENSIVE DEGREE PROGRAM COURSES

In the Intensive Degree Program, the student has an opportunity for in-depth concentration on the subject. Most traditional three-semester credit courses require forty-five classroom hours of instruction; courses from the Intensive Degree Program require twenty to twenty-eight classroom hours. While this intensive model is designed to allow degree completion in a shorter period of time, there is an increased expectation for independent learning outside of the classroom. Students should anticipate a minimum commitment of fourteen to twenty-one hours per week for each course, in addition to class time. Every course requires an assignment to be prepared prior to the first class session. Attendance is mandatory.

ACADEMIC POLICIES

Classification of Students

Students who have completed zero to twenty-nine units of credit (applicable toward the degree) are classified as freshmen; thirty to fifty-nine units as sophomores; sixty to eighty-nine units as juniors; ninety to 126 units or more as seniors; and 127+ as senior plus. All students are subject to the rules governing academic load and prerequisites, regardless of the program in which they are enrolled.

ACADEMIC LOAD

A full-time academic load for undergraduates is defined as twelve to eighteen units per semester. Those who enter the university as freshmen and

who intend to complete their four-year degrees with their class will need to complete an average of thirty to thirty-two units per academic year; those pursuing a five-year program will need to complete an average of thirty-two units per academic year.

Students achieving a grade point average of 3.0 or higher in the preceding semester, and a cumulative grade point average of 3.0 or higher, may register for a maximum of twenty-one units during the succeeding semester. As long as the requisite average of 3.0 is maintained, acceleration is permitted.

Class Attendance Policy

Regular and prompt attendance at all university classes is required. The instructor is not obligated to assign extra work or to prepare additional examinations for classes missed. It is understood that when 15% of the class time has been missed, the student's absence rate is excessive. Each instructor will announce his/her attendance policy in the course syllabus.

Intensive Attendance Policy

Intensive Degree Program students are expected to attend every class meeting. Because of the pace of Intensive Degree Program courses, absence from a single class meeting causes students to miss a substantial portion of class content and participation. Students are expected to be present for the entire class period each meeting.

Unit Requirement - Undergraduate

A minimum of 120 semester units of degree credit is required for the Bachelor of Arts (BA) or Bachelor of Science (BS) degrees. A minimum of 126 semester units of degree credit is required for Bachelor of Business Administration (BBA) degree. A minimum of 128 semester units is required for Bachelor of Fine Arts (BFA) degrees. The minimum for the Bachelor of Architecture (BArch) degree is 160 units. The number of elective units may vary depending on circumstances; however, there are no exceptions to this minimum-unit policy for graduation.

RESIDENCE REQUIREMENTS

The university requires undergraduate students to earn a minimum of forty-five semester units of coursework at Woodbury University. Also, students must complete a minimum of thirty-two out of their final forty semester units at Woodbury. Credit for prior learning of a non-traditional nature (such as the CLEP program) is not applicable to the fulfillment of the university residence requirement.

REGISTERING

REGISTERING FOR CLASSES

Registration is rolling.

Auditing Courses

The auditing of courses constitutes a serious commitment on the part of a student. A decision to audit a course rather than take it for academic credit should be made in consultation with a student's academic advisor. A student should realize that enrollment in a course for audit may not be the basis for a course waiver or serve as a prerequisite for subsequent courses. The policy on academic load applies equally to credit and audit registrations.

The matriculated undergraduate student may elect to audit a course within the eighteen unit maximum for the comprehensive unit cost of the semester's tuition. For approved units in excess of eighteen, the charge is 50% of the tuition per unit as stated in the current handbook.

When a course is audited, there are no examinations or grades recorded. Regular attendance, however, is expected so that the student's presence is not disruptive to the progress of the class. An audit registration may not be changed to a credit registration after the first week of the semester. The policy on academic load will prevail for matriculated students who enroll in courses for audit.

A credit registration may not be changed to an audit registration after the first week of the semester.

Occasionally, members of the public may want to audit courses. The university particularly welcomes alumni, who may wish to update their skills and knowledge, and senior citizens who want to enhance their learning. Admission to classes is dependent upon space availability once the needs of matriculated students have been met. The audit charge is 50% of the regular tuition plus a services fee of \$55.

Non-Matriculated Student Registration

The university welcomes limited registration of students who have not applied for admission. Prior to official admission, students are permitted to complete up to eighteen units, with no more than eleven units being completed in any one semester. Upon completion of eighteen units, further registration will be authorized only after acceptance

for admission to the university has been approved. Academic requirements, including those for prerequisite course(s), apply to non-matriculated students in the same manner as they do to matriculated students.

Prospective non-matriculated students must provide the Office of Admissions with proof that prerequisite coursework and other academic requirements have been fulfilled prior to registration. In addition, approval of the department chair or the dean of the school is required.

Non-Matriculated High School Student Registration

Woodbury University invites eligible high school students to take only one course for college credit at Woodbury University per semester. The students will be offered seats in under-filled courses at the 100 and 200 level that do not have prerequisites. This credit would typically transfer to other colleges should the students, upon graduation from high school, choose not to attend Woodbury University.

Criteria for eligibility:

- Be a true junior
- Have a minimum cumulative GPA of 3.0
- Obtain a letter of recommendation from at least one teacher or program administrator
- Comply fully with Woodbury University's policies (e.g., use of library materials within the library, registration deadlines)
- Complete the course requirements as defined by the syllabus with no exceptions
- Obtain required approval of the instructor-of-record

The Office of Admissions at Woodbury University will handle admissions procedures.

Students participating in this program are eligible for academic services at Woodbury University (e.g., library, computer labs, writing center), but are not eligible for non-academic services (e.g., transportation, health care except emergency medical needs, financial aid, room and board).

ADDING, DROPPING, WITHDRAWING

Add and Drop Period - Undergraduate Program

Students are encouraged to add and/or drop classes online. If this is not possible, registration changes (course adds and/or drops) are accepted at the

Registrar's Office. Add/drop ends on the last day of week two of the semester. Adding Intensive Degree Program courses (seven-week School of Business or six-week summer session courses) ends the Friday before the session begins. Students may drop these classes through the Friday of the first week of the session but may not add an Intensive Degree Program course once the session begins. The exact dates are announced and posted outside the Registrar's Office each semester and in the Academic Calendar published in this catalog.

Withdrawal From Courses

It is the student's responsibility to withdraw from courses. Beginning with the close of the program change period through the ninth week, students in fifteen-week classes may withdraw from courses and receive a "W" grade. Students in Intensive Degree courses may withdraw through the third week of a session. All withdrawals from courses must be submitted by the student on the official Program Change Form.

In the case of international students, clearance by the international student advisor is expected.

If withdrawal from all courses is requested, the above procedures must be followed and the last date of attendance in class must be indicated on the withdrawal form. A leave of absence application or a withdrawal from the university should be submitted at this time. (See section on Administrative Withdrawal.)

Faculty-generated withdrawal of students from courses

Students who voluntarily discontinue attending class but who fail to withdraw officially before the established deadline may be issued a "WU" grade by their instructor. Instructors are not required to issue a "WU" grade and may issue an "F" grade instead. "W" or "I" grading symbols that indicate a withdrawal or incomplete grade will not be issued to students who have failed to follow the withdrawal procedure.

Withdrawals Due to U.S. Armed Forces Military Mobilization

Any current student who has been ordered to service due to emergency or other declared U.S. Armed Forces military mobilizations and must withdraw from the university will be given special consideration as follows:

Registration

- Complete withdrawal from the term/s without penalty. A letter grade of 'WM' indicating withdrawal due to military service will be assigned.
- The student can petition course credit based on work completed. The decision to grant credit will be at the discretion of the instructor and chair.
- Degrees will be awarded if credit is granted in those courses that meet the completion (graduation) requirements for the program.

Refunds

- Students will receive full refunds of tuition and prorated refunds of room and board, without any penalty charges, in those circumstances in which course credit is not awarded. For full refund policy see pages **349-350** in this catalog.

Re-entry

- The two-year leave of absence for persons on active duty will be extended by up to six months following return to inactive service.

Intensive Degree Program Add/Drop/Withdrawal

Intensive Degree Program students are expected to attend every class meeting. Because of the pace of Intensive Degree Program courses, absence from a single class meeting causes students to miss a substantial portion of class content and participation. Students are expected to be present for the entire class period each meeting.

It is the responsibility of the student to withdraw from any class they choose not to complete. Students are not automatically withdrawn for non-attendance and are responsible for initiating the withdrawal process. The following tuition refund schedule will be followed:

Intensive Degree Program seven-week classes which meet once per week:

- Complete drop during week one, 100% refund, no grade.
- Withdraw during week two, 25% refund, "W" grade.
- Withdraw prior to third class meeting, no refund, "W" grade.
- No withdrawals will be processed after week three.

Intensive Degree Program six-week summer session:

- Complete drop before the first week of classes start, 100% refund, no grade
- Complete drop during the first week of classes, no refund, no grade

- Withdraw after the first week of classes, no refund, “W” grade

Students who find it necessary to withdraw from courses may begin the withdrawal process by calling an advisor or by contacting the Registrar’s Office prior to the deadline.

Administrative Drop

The faculty reserves the right to request the registrar to have students dropped administratively from a course when the necessary prerequisite course(s) have not been completed. Prerequisites are regularly monitored by the Registrar’s Office and students who are dropped from a class are notified in writing that they have been dropped.

Students who do not attend scheduled classes during the first week of the semester are subject to the university’s administrative drop policy. Under this policy, instructors can “administratively drop” students who do not attend class sessions during the add/drop period. A student’s non-attendance can be reported to the Registrar’s Office, which will in turn drop the class or classes from that student’s schedule. Students will receive notification from the registrar when this action occurs. The Business Office and the Office of Financial Aid are also notified of this action. Based upon the student’s enrollment status, adjustments may be made that affect the amount of tuition charged, as well as affect the amount of financial aid received. The student will be charged an administrative non-attendance (“no-show”) fee of \$150 if administratively dropped from a class or classes.

Administrative Withdrawal

The university reserves the right to suspend or withdraw a student from courses and/or the university when disciplinary action is justified due to:

- unacceptable behavior;
- financial circumstances;
- failure to meet course prerequisite(s);
- non-attendance in all courses.

When the university takes such action, the university notifies the student of the action in writing. When a student is withdrawn administratively from the university and all courses for unacceptable behavior, financial circumstances, or non-attendance, no tuition or fees are credited or refunded.

Students who are administratively withdrawn are not eligible to continue class attendance or receive grades. The courses may be repeated during a future semester with normal tuition and fees assessed, provided there is authorization to return to the university.

Withdrawal From the University

Students withdrawing from the university must complete the formal withdrawal process. A petition form must be obtained from the Registrar’s Office and the process completed before leaving the university. Students who withdraw from the university and decide to return at a later date must reapply for admission under the degree requirements in effect at the time of readmission.

LEAVE OF ABSENCE

Students taking a leave of absence from the university for one or more semesters to a maximum of three semesters must complete the formal approval process. An application should be obtained from the Registrar’s Office and the process completed before leaving the university.

Purpose

In granting a leave of absence, Woodbury University recognizes the need of our students to interrupt their academic work for a period of time. A leave of absence will allow a Woodbury student to return to his or her studies after the leave without reapplying to the university. The particular reasons for a leave of absence vary, as does the length of time granted for a leave. Woodbury University policy is designed to meet these varying needs and to provide the opportunity for the student to discuss with a representative of the university the implications and responsibilities of a leave of absence.

Application Procedure

All students interested in applying for a leave of absence should complete an application form available from the Office of Student Development or the Registrar’s Office. The form asks for the duration of the leave, the plans for the period of the leave, and a written statement on why the leave is requested. Final approval for the leave is given only when the completed application is submitted to the Registrar’s Office. The application form and the written statement will be kept as part of the student’s record. It is strongly recommended that the student consult with an academic advisor to be sure

that the leave will not create any serious complications to the academic program.

Time of Absence

A leave of absence may be up to three semesters, excluding summer. Requests for a leave of absence (or for an extension of a leave) should normally be made before the end of the preceding semester. Requests for an immediate leave of absence (starting while classes are still in session) may be requested under exceptional circumstances.

University Fees

A student taking a leave of absence from the university shall be subject to the same refund policy as a student withdrawing from the university. A student planning a leave of absence has the responsibility for making all arrangements with regard to financial aid directly with the Financial Aid Office and for meeting all necessary financial aid deadlines. It is essential that the student meet with a representative from that office to preserve financial aid while on leave. In addition, a student planning a leave of absence has the responsibility of meeting all financial obligations and deadlines with the university. The student should plan to meet with a representative of the Business Office to discuss all financial aspects of the leave.

Extensions of Leave

Woodbury University does not usually approve a leave for more than three semesters, and a request to extend the leave beyond the third semester will only be approved under exceptional circumstances. Requests for extension of a leave must be made in writing to the Registrar's Office for consideration by the faculty academic policy appeals committee.

Return to the University

If no restrictions have been placed on the leave of absence, a student may return to the university after the period of leave without applying for readmission. Most leaves of absence have no restrictions, but in certain special cases, restrictions may exist. If a student takes a leave and is later deemed by the appropriate academic body to have performed unsatisfactory work before the leave, a return to Woodbury University may be subject to approval by that body, or the leave may be revoked. The vice president of student development may designate a leave as "medical" and may require a doctor's recommendation before the

student's return is approved. A student on leave is accountable to the behavior standards outlined in the handbook as well as in the student handbook.

Failure to Return after a Leave

A student who does not return at the end of a leave, and who has not requested an extension, is considered withdrawn from the university and -out of status. Withdrawal papers will be completed by the university. If a student later wishes to return to the university, an application for readmission must be presented to the Office of Admission. At that time the student will be admitted under the most recent handbook, not the handbook of original matriculation.

Leave of Absence and Re-admission

Students remain in active status for three semesters on a leave of absence. If not enrolled by the fourth semester (excluding summer sessions), a student must apply for re-admission.

NOTE: Former students who are re-admitted after falling out of status matriculate under the degree requirements in effect at the time of re-admission.

INVOLUNTARY LEAVE OF ABSENCE POLICY

Woodbury University provides a range of services to support and address the mental and/or physical health needs of students including assessment, short-term care as appropriate, and referrals. Our first concern is for the health and welfare of each individual in our community. Our goal is to enable all of our students to participate fully as members of Woodbury's academic community.

However, the university may require a student to take a leave of absence if, in the judgment of the dean of students (or designee), the student:

- poses a threat to the lives or safety of himself or herself or other members of the Woodbury University community;
- has evidenced a medical condition or behavior that seriously interferes with the student's ability to function and/or seriously interferes with the educational pursuits of other members of the Woodbury University community.

When a student exhibits any of the behaviors described above, an assessment by either Counseling Services or a designated licensed mental health professional may be required. Based on the assessment,

the dean of students will determine which of the following courses of action is appropriate:

- The student remains enrolled with no conditions.
- The student remains enrolled subject to certain conditions.
- The student be placed on an involuntary leave of absence.

If the dean of students' decision is to place the student on an involuntary leave of absence, the decision will also indicate the length of the leave and describe the conditions under which the student may seek re-enrollment. The student will be informed, in writing, of the involuntary leave, the effective date of that leave, and conditions for return. If the student is permitted to remain enrolled subject to certain conditions, the student will be informed of the effective date and the duration of the conditions.

Students seeking re-enrollment after an involuntary leave of absence must petition in writing to the dean of students. Re-enrollment will be contingent upon requirements outlined by the dean of students at the time of the leave. The leave of absence may not exceed three semesters, excluding summer. If a student does not re-enroll by the fourth semester he or she must apply for re-admission to the university.

Students have the right to appeal the decision of the dean of students within five business days of its receipt. The appeal must be submitted in writing to the vice president of student development and include the basis for the appeal.

As with all other types of leaves, the policy on re-funds contained in this handbook will apply.

TRANSFER CREDITS, CREDIT BY EXAMINATION, AND CONCURRENT REGISTRATION

Transfer credits are accepted when applicable toward major, minor, general education, and elective requirements for the Woodbury University degree.

Petitions for registration at another institution concurrent with Woodbury enrollment are available at the Registrar's Office. Petitions for concurrent enrollment are evaluated by the registrar or designee, subject to the university transfer, residency, and academic load policies. Students who register at other institutions and who have not obtained advance approval from the registrar are ineligible to receive transfer credit for the concurrent registration.

The same procedure is required prior to CLEP, DAN-TES, and Excelsior College Examinations in order to receive transfer credit. Also see the section titled "Credit by Examination" under "Admission Requirements."

OWNERSHIP OF DESIGN PROJECTS

The university may retain all student projects in perpetuity for archival purposes. If the project is retained for a designated period of time, the university may dispose of the project as it sees fit if the project is not claimed. Reasonable care will be taken to ensure the safety of the project; however, the university will not be responsible for loss or damage. In any display of the project, the originator will be acknowledged.

Academic Standards

COURSE NUMBERING

001-049	Pre-college and remedial/Non-degree
050-099.....	Activity courses/Non-theory/Lower Division
100-199	Introductory courses/Lower Division
200-299	Intermediate courses/Lower Division
300-399	Intermediate courses/Upper Division
400-499	Advanced courses/Upper Division
500-699	Applicable to advanced degree– Graduate level (500- and 600- level courses are not available to undergraduate students.)

UNIT VALUE

Academic credit is measured on the Carnegie Semester Hour (Unit) System. One Carnegie unit of credit is earned as follows:

- **Lecture Courses:** During an academic semester, one unit of credit is awarded for one hour (fifty minutes) of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks.
- **Seminar Courses:** During an academic semester, one unit of credit is awarded for one hour (fifty minutes) of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks.
- **Laboratory Courses:** During an academic semester, one unit of credit is awarded for two hours (one hundred minutes) of classroom or direct faculty instruction and a minimum of four hours of out-of-class student work each week for approximately fifteen weeks.
- **Studio Courses:** During an academic semester, one unit of credit is awarded for two hours (one hundred minutes) of classroom or direct faculty instruction and a minimum of four hours of out-of-class student work each week for approximately fifteen weeks.
- **Independent Study:** During an academic semester, one unit of credit is awarded for a minimum of three hours (150 minutes) of work per week for approximately fifteen weeks. Independent study must be approved by the department chair, and designed based on specific learning outcomes that are verifiable through the assessment of student achievement. The student will define the research topic and with the assistance of the faculty sponsor, develop the syllabus, including a course description, learning outcomes, research criteria, assignments, and weekly schedule. Regular periodic meetings with sponsoring faculty are required.
- **Directed Study:** During an academic semester, one unit of credit is awarded for a minimum of three hours (150 minutes) of work per week for approximately fifteen weeks. Students are permitted to individually study an existing course's content, through a directed experience that is supervised and controlled by faculty, and approved by the department chair. Regular periodic meetings with sponsoring faculty are required, and the work must be focused on learning outcomes and verifiable through the assessment of student achievement.
- **Internship:** A minimum of forty hours per unit of credit is required. Host companies must be approved by the department chair, and company supervisors must agree to place the student in a position that will benefit not only their organization, but will add to the student's education in a meaningful manner.
- **Hybrid Courses:** During an academic semester, one unit of credit is awarded for a minimum of three hours (150 minutes) of work per week for approximately fifteen weeks. All courses offered in this format shall include regular effective contact between instructor and students, through group and individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, email, or other activities.
- **Online Courses:** During an academic semester, one unit of credit is awarded for a minimum of three hours (150 minutes) of work per week for approximately fifteen weeks. All courses offered in this format shall include regular effective contact between instructor and students, through group and individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, email, or other activities.

INTENSIVE DEGREE PROGRAM COURSE UNIT VALUE

- **Five-Week Courses:** One unit of credit is awarded for a minimum of four hours in class per week for five weeks and three hours of preparation per day for five weeks.
- **Seven-Week Courses:** One unit of credit is awarded for a minimum of four hours in class per week for seven weeks and two hours of preparation per day for seven weeks.
- **Six-Week Courses:** One unit of credit is awarded for a minimum of four hours in class per week for six weeks and two and one half hours of preparation per day for six weeks.

CHANGE IN COURSE UNIT VALUE

Woodbury reserves the right to adjust the unit value of a course due to curriculum changes. The change in unit value of a course does not affect the minimum units required for graduation.

EXAMINATIONS AND EVALUATION

The final grades for courses should be based on a minimum of three significant evaluations. Most courses will have mid-semester and final examinations as part of this evaluation. In studio and laboratory courses, evaluation is often carried out in the form of projects, special critiques and other approved methods. The final examination schedule is shown in the university's academic and administrative calendar as well as the schedule of classes. The specific final examination schedule is published by Academic Support Services near the beginning of each semester and is available in the Registrar's Office.

GRADES AND QUALITY POINTS

Woodbury primarily uses a letter grade evaluation reporting system based on a 4.0 quality point formula. Earned grades and quality points are awarded according to the following schedule:

Superior Grades: A, A-

- A** 4.00 quality points per semester hour
- A-** 3.67 quality points per semester hour

Above Average Grades: B+, B, B-

- B+** 3.33 quality points per semester hour
- B** 3.00 quality points per semester hour
- B-** 2.67 quality points per semester hour

Average Grades: C+, C

- C+** 2.33 quality points per semester hour

- C** 2.00 quality points per semester hour

Below Average Grade: C-

- C-** 1.67 quality points per semester hour

Unsatisfactory, but Passing Grades: D+, D

- D+** 1.33 quality points per semester hour
- D** 1.00 quality points per semester hour

Failing Grade: F

- F** 0 quality points per semester hour

- AU** Audit No quality points

- W** Withdraw No quality points
(Awarded only when student officially withdraws from a course)

- WW** Administrative Withdrawal No quality points
(Issued when the university withdraws the student from a course)

- I** Incomplete No quality points
(See policy on Incomplete Grades)

- P** Passing Grade No quality points
(equivalent to a grade of "C" or higher)

- NP** Not Passing Grade No quality points

- IP** In Progress Grade No quality points

- NG** No Grade No quality points

- WU** Unofficial Withdrawal No quality points
(Issued by the instructor in consultation with the registrar when a student stops attending and participating in the course without formal notification to the institution)

The grades "P" (Pass) and "NP" (No Pass) are available for selected courses such as internship courses as specified under the description for the designated course.

The minimum passing grade for preparatory and transitional classes MATH 049, Elementary Algebra; MATH 149, Intermediate Algebra; WRIT 100, Bridge to Academic Writing; WRIT 111, Academic Writing I; WRIT 112, Academic Writing II; WRIT 212, Rhetoric and Design; LSCI 105, Information Theory and Practice; LSCI 106, Information Sources in Architects

and Interior Architects; LSCI 205, Information in the Disciplines, is “C” or better.

“IP” (“In Progress”) is an interim grade used to indicate that a course is scheduled to exceed the authorized end date of an academic semester. The time-unit for course completion is to be determined by the instructor, and specified in the syllabus or contract, subject to the approval of the registrar at the time the course is scheduled. This mark is available for use in internships, field experiences, and independent studies. The “IP” appears on the student’s record to document enrollment. The appropriate grade replaces the “IP” on the student’s record after the course is complete. The “IP” is not included in calculations of grade point average.

“NG” (“No Grade”) is an interim grade used only by the registrar when a delay in the reporting of a grade is due to circumstances beyond the control of the student. The “NG” will be replaced by the appropriate grade as soon as it becomes available. The “NG” is not included in calculations of grade point average.

“WU” (“Unofficial Withdrawal”) is assigned to students who unofficially withdraw or cease attendance after the add/drop period of the term. The instructor can assign, as a final grade, “WU” rather than an “F” when a student has ceased attendance in class. The grade is submitted along with the student’s last date of attendance.

Grading Guidelines

“A” = Clearly stands out as excellent performance, has unusually sharp insight into material and initiates thoughtful questions, sees many sides of an issue, articulates well, and writes logically and clearly; integrates ideas previously learned from this and other disciplines and anticipates the next steps in progression of ideas. Example: “A” work should be of such a nature that it could be put on reserve for all students to review and emulate. The “A” student is, in fact, an example for others to follow.

“B” = Grasps subject matter at a level considered to be good to very good, is an active listener and participant in class discussion, speaks and writes well, accomplishes more than the minimum requirements, and produces work in and out of class that is of high quality. Example: “B” work indicates a high

quality of performance and is given in recognition for solid work; a “B” should be considered a high grade.

“C” = Demonstrates a satisfactory comprehension of the subject matter, accomplishes only the minimum requirements, displays little initiative, communicates orally and in writing at an acceptable level for a college student, and has a generally acceptable understanding of all basic concepts. Example: “C” work represents average work for the students in a program or class. A student receiving a “C” has met the requirements and deadlines of the course. The “C” student must be a student whose work the university would be willing to exhibit.

“D” = Quality and quantity of work in and out of class is below average, unsatisfactory and barely acceptable. Example: “D” work is passing by a slim margin.

“F” = Quality and quantity of work in and out of class is unacceptable. Example: “F” work does not qualify the student to progress to a more advanced level of work.

NOTE: Good grades are usually correlated with regular attendance and with assignments of all types completed and on time. Poor grades are often correlated with frequent absences and incomplete and/or missing assignments. Plus or minus grades indicate that a student is at a high or low end of the assigned grade.

Final Evaluation and Grading

A final letter grade is to be issued at the end of the semester of the registration. The final grade is based on the faculty member’s assessment of the student learning.

Grade Point Average

A minimum cumulative grade point average of 2.0 is required for graduation.

Semester Academic Honors

The Dean’s List—The university encourages academic excellence and each semester recognizes full-time undergraduate students who demonstrate their excellence. Those undergraduates who successfully complete twelve or more units with no grades of “P”, “I”, or “IP”, with a semester grade point aver-

age of 3.5 or higher, receive a letter of commendation from the dean of their respective school. They are also placed on the Dean's List.

Policy Statement on Final Grades

Grades submitted to the Registrar's Office by the instructor for a course are considered to be the final, official institutional grades. By policy, a grade is based on the instructor's evaluation of course work completed, including quality of learning, as of the ending date of the course. The ending date is the day of the final examination at the end of the academic semester. Final course grades may not be changed as a result of the student's submitting additional work, repeating examinations or taking additional examinations after the conclusion of the course.

Policy on Adjustment of Final Grade through Re-evaluation

Although grades submitted to the registrar are considered final and official, further evaluation by the instructor of record may reveal an error in the original grade due to a computational or clerical error.

The registrar is authorized to accept an adjusted grade when the following conditions exist:

- The student requests re-evaluation on or prior to the Friday of the seventh full week of the following semester (excluding summer term) by formally filing a petition with the registrar.
- The instructor, upon re-evaluation, identifies and acknowledges an error and reports a corrected grade to the registrar.
- The instructor on his/her own initiative concludes after re-computation of the work completed that the original grade was in error and reports the error to the registrar by Friday of the seventh full week of the following semester (excluding summer term).

The deadline for submission of grade changes is posted at the Registrar's Office every semester.

NOTE: When reporting a revised grade, the instructor will certify, via the official Grade Change Petition/Report, that the revised grade is based on the correction of an error that has been revealed by a re-examination of the instructor's records.

Policy on Incomplete Grades

An incomplete grade ("I") may be issued by a

course instructor when an extenuating circumstance such as illness occurs during the final seven weeks of the semester. An incomplete grade may be issued when the following conditions exist:

- The student has filed an official petition for an incomplete grade with the course instructor prior to the day of the final examination or final project due date.
- The student has attended class sessions regularly, submitted timely work assignments, and taken examinations and quizzes. The student's performance has been acceptable during the first eight weeks of the semester.
- The extenuating circumstance, such as illness, has been documented.
- The instructor has approved the petition and listed work yet to be completed.
- The student who has received an "I" grade is eligible to complete the course requirements by the designated contract completion date, which must fall within the following semester (excluding summer). When the course requirements have not been fulfilled within the designated period, the "I" grade will be changed to a permanent "F" grade.
- Upon completion of the remaining coursework within the extended period, the student must file a formal petition for a change of grade with the Registrar's Office.
- A student may not re-enroll in a class or attend a class in which he/she has an incomplete grade pending.

RE-ENROLLMENT FOR THE PURPOSE OF IMPROVING A GRADE

A student may repeat a course for the purpose of improving a grade. The course must be repeated in its entirety. No additional credit is allowed for repeating a course in which the initial grade was "passing." Both the original grade and the grade earned in the repeated course will permanently appear on the student's transcript record. The grade for the repeated course is the final earned grade for the course. The original course grade and quality points no longer apply toward cumulative totals.

Independent and Directed Study

INDEPENDENT STUDY

Philosophy

Independent study is a mode of study available on a limited basis to students who have obtained high academic levels of performance. Independent study

courses answer the need for individual research and expression in areas of special interest for which the university does not offer a specific classroom course. It provides a learning experience in selecting a study project, mastering the necessary library and research techniques for gathering data, and devising a suitable means of communicating the results of the project. Such experiences permit self-testing that comes with self-imposed assignments and discipline. The demands are rigorous; however, there is potential for high-level achievement through self-directed learning.

Definition

A course by independent study is one that is initiated by the student with the goals, objectives, learning outcomes, and assessment procedures designed by the student and an appropriate faculty sponsor. An independent study course may not duplicate a regular classroom course of study offered by the university. The dean of the appropriate school must approve each independent study.

Eligibility

- Undergraduate students who have obtained sophomore standing (thirty units) and who are in good academic standing, are eligible to apply for a course by independent study.
- Graduate students who are in good standing are eligible to apply for a course by independent study.
- Students must demonstrate to the proposed faculty sponsor that they have the academic prerequisites and/or related experience necessary to perform the projected study.
- Non-matriculated students, generally, are ineligible to undertake a course by independent study.

Registration Authorization

- Registration for a course by independent study is authorized only after the independent study contract has been approved.
- Registration must be completed by the first day of the third week of the semester of enrollment. Therefore, it is expected that students will complete their application for an independent study and receive final approval of the independent study contract prior to the beginning of the semester intended for registration.
- Exceptions for late registration must receive the approval of the faculty academic appeals committee.

Registration Authorization

- Registration for a course by independent study is authorized only after the independent study contract has been approved.
- Registration must be completed by the first day of the third week of the semester of enrollment. Therefore, it is expected that students will complete their application for an independent study and receive final approval of the independent study contract prior to the beginning of the semester intended for registration.
- Exceptions for late registration must receive the approval of the faculty academic appeals committee.

Final Evaluation and Grading

A final letter grade is to be issued at the end of the semester of the registration. The final grade is based on the faculty sponsor's assessment of the student learning as outlined in the independent study contract under the instructional objectives, learning outcomes, and evaluation criteria section. A passing grade may not be earned when there is an absence of the final written paper or written project summary.

DIRECTED STUDY

Definition

Directed study is available only to students who, due to extenuating circumstances, cannot enroll in a regularly scheduled course. Directed study allows students to do the work of a regular, specified course by studying the material without regular classroom attendance. This may be done either during the semester the class is offered or when the class is not currently offered. The same learning must be demonstrated as that achieved by students attending the regular class; alternative arrangements for exams and other requirements are subject to approval of the instructor.

Eligibility

- Students must demonstrate to the proposed faculty sponsor that they have the academic prerequisite necessary to perform the directed study.
- Non-matriculated students, generally, are ineligible to undertake a course by directed study.

Registration Authorization

- Registration for a course by directed study is authorized only after the directed study contract has been approved.

- Exceptions for late registration must receive the approval of the faculty academic policy appeals committee.

ACADEMIC MINORS

An academic minor consists of a coordinated set of courses that take a student beyond the introductory level in an academic field but which are not sufficient to constitute a major. Students may not minor in their major. All prerequisite requirements for the courses listed must be met. Minors are listed on a student's transcript but are not listed on the diploma. Courses taken to satisfy major requirements cannot be used to satisfy minor requirements. A minor consists of a minimum of fifteen units. Nine of these units must be unique to the minor, the remaining units may also be applied to general education, restricted design elective, or unrestricted elective requirements.

TIME RESTRICTION ON DEGREE COMPLETION

Full-time students pursuing the Bachelor of Science, Bachelor of Business Administration, Bachelor of Arts, or Bachelor of Fine Arts degrees must complete all requirements within six years from matriculation. Full-time Bachelor of Architecture students must complete all requirements within seven years from matriculation. Part-time students pursuing the four-year Bachelor of Science, Bachelor of Business Administration, Bachelor of Arts, or Bachelor of Fine Arts degrees must complete all requirements eight years after matriculation. Part-time students in the five-year Bachelor of Architecture program must complete all degree requirements ten years after matriculation.

ACADEMIC STANDING

Students are considered to be in good academic standing when they maintain minimum semester and cumulative grade point averages (GPA) of 2.0 (undergraduates) or 3.0 (graduates) on all attempted Woodbury University coursework. Cumulative GPA requirements includes all work numbered 050 or higher.

Financial aid recipients are required to meet additional requirements for satisfactory academic standing. Refer to the Financial Aid section for more details.

Academic Warning

Students who fail to meet the minimum semester grade point average (GPA) for satisfactory academ-

ic standing but earn/maintain a cumulative grade point average above the minimum satisfactory GPA will be placed formally on Academic Warning. A notification will be sent from the Office of Student Development to the student at the mailing address officially listed by the student with the University. The student will be required to consult with two offices: 1) the faculty advisor in his/her major and 2) the Office of Student Development academic advisor assigned to his/her School/College. The student must meet all conditions included in the Academic Warning notification.

Academic Probation

After one semester (Fall, Spring, or Summer), students who fail to meet the minimum cumulative grade point average (GPA) for satisfactory academic standing will be placed formally on Academic Probation. A notification will be sent from the Office of Student Development to the student at the mailing address officially listed by the student with the University. This notification will stipulate the conditions for continued enrollment. The student will be required to consult with two offices: 1) the faculty advisor in his/her major, and 2) the Office of Student Development academic advisor assigned to his/her School/College. The student must meet all conditions included in the Academic Probation notification. Failure to do so will result in future holds on course registrations. Students who fail to meet the cumulative grade point average of 2.0 (undergraduate)/3.0 (graduate) will be placed on academic probation.

Academic Probation for Students Receiving VA Benefits

A student receiving Veterans benefits whose cumulative grade point average remains below 2.0 for more than two semesters will not be eligible for certification for VA benefits.

Subject to Dismissal and Provisional Probation

After two semesters (including Fall, Spring, or Summer), students who fail to raise their cumulative grade point average to the minimum satisfactory level will be considered Subject to Dismissal.

Students who are subject to dismissal but have shown significant academic progress as indicated below may be allowed to continue at Woodbury for

one additional semester on Provisional Probation. Significant academic progress is defined as follows:

- Freshman (0-29 total units): Earned a term GPA of at least 2.00 and the cumulative GPA is no lower than 1.60
- Sophomore (30-59 total units): Earned a term GPA of at least 2.00 and the cumulative GPA is no lower than 1.70
- Junior (60-89 total units): Earned a term GPA of at least 2.00 and the cumulative GPA is no lower than 1.80
- Senior (90 or more total units): Earned a term GPA of at least 2.00 and the cumulative GPA is no lower than 1.90
- Graduate student: Earned a term GPA of at least 3.0 and the cumulative GPA is no lower than 2.90

Students who are allowed to continue on Provisional Probation will be sent a notification from the Dean of Academic and Student Success in the Office of Student Development to the mailing address officially listed by the student with the University. This notification will stipulate the conditions for continued enrollment. The student will be required to consult with two offices: 1) the faculty advisor in his/her major and 2) the Dean of Academic and Student Success in the Office of Student Development. The student must meet all conditions included in the Provisional Probation notification. Failure to do so will result in future holds on course registrations and may result in the administrative withdrawal of the student from all his/her enrolled courses.

Academic Dismissal

After two semesters (including fall, spring, or summer), students who fail to raise their cumulative grade point average and who do not qualify for Provisional Probation will be academically dismissed from the university. A notification will be sent from the Dean of Academic and Student Success in the Office of Student Development to the mailing address officially listed by the student with the university. This notification will stipulate the conditions necessary for the student to apply for reinstatement to the university. A hold will be placed on future course registrations and the dismissal will be recorded on the student's transcript.

Procedures for Appealing Policies on Satisfactory Academic Standing

Students failing to meet Satisfactory Academ-

ic Standing who believe they have extenuating circumstances that impacted their ability to participate/perform academically have the right to appeal the decision. Students must provide, in writing, a letter of explanation and documentation to the designated person, office, or committee stated below within this policy and by the published deadline. If the deadline falls on a holiday or non-business day, the appeal packet will be due by the following business day.

Appeal Documentation Guidelines

Students who wish to appeal must submit documentation (i.e. medical, legal) from a qualified evaluator as described below, as well as any application historical records and materials. Must be applicable to the dates of enrollment under appeal and within three years old. The University utilizes common sense and discretion in accepting older documentation of conditions that are permanent or non-varying, though some conditions and/or changes may warrant more frequent updates in order to provide an accurate picture. The university, therefore, reserves the right to request additional information in order to determine eligibility.

Appealing based on emergent medication conditions affecting a semester's performance:

Evaluator Qualifications

- The professional conducting the assessments and rendering diagnoses must have comprehensive training with regard to the specific issue (medical, legal, etc.) being addressed.
- All evaluators/diagnosticians must be impartial individuals who are not family members, employers, employees, or otherwise personally affiliated with the student or the student's family.
- The name, title and professional credentials of the evaluator, including information about license or certification, the area of specialization, employment, and state in which the individual practices should be clearly stated in the documentation.

Comprehensive documentation

1. State the specific condition which impacted the student's ability to perform or participate academically.
2. Include relevant educational, developmental, and medical history.
3. If medical, describe the comprehensive testing and techniques used to arrive at the diagnosis.

Include test results with subtest scores (standard or scaled scores) for all tests.

4. Describe the functional limitations resulting from the condition(s). Explain how the condition(s) impacted the student's academic functioning and abilities.
5. NOTE:
 - a) An Individualized Education Plan (IEP) or a 504 Plan is not sufficient documentation of a disability.
 - b) The university may require additional documentation if it is determined that the existing documentation is incomplete or inadequate to ascertain the extent of the condition or its impact on the student's ability to academically participate or perform. The cost of obtaining documentation is borne by the student.

Questions about this policy should be addressed to the Office of Student Development.

School of Architecture Graduate Academic Progress/Probation Policy

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 School of Architecture 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.

Questions about this policy should be addressed to the Office of Student Development.

DEGREE PROGRAMS

Academic Major

Upon admission to a degree program, candidates select an academic major. Students follow the required curriculum for the selected major as outlined in the handbook of their admission year, including major, general education, and elective courses required to achieve the minimum semester hour units for the degree.

Degree Contract and Change of Handbook Contract

A degree is based on the handbook in effect at the time of admission and matriculation. Students may receive authorization through formal petition to change their handbook year. In doing so, the degree is revised based on all requirements [transfer policy, major(s), general education, and electives] outlined in the university handbook in effect at the time the petition to change the handbook year is approved.

Change of Degree Program

Students who matriculate into one degree program, such as the Bachelor of Arts (BA) degree program, and desire to change to another degree program, such as the Bachelor of Architecture (BArch) degree program, must formally apply for admission and be accepted into that program before the change is effected. The contract for the degree is then based on the university handbook in effect at the time re-admission and matriculation take place. The application for a change of degree program may be obtained from the Registrar's Office.

Double Major

Students admitted to the Bachelor of Business Administration (BBA), Bachelor of Arts (BA), or the Bachelor of Fine Arts (BFA) degree program may pursue a double major. The minimum requirement for graduating with two majors is the completion of all required courses in both majors, as well as completion of the general education and minimum elective semester hour units for the degree.

Although, as a rule, both majors are completed concurrently, a second major may be added after degree completion if certain criteria are met.

- The statute of limitations on the degree must be unexpired.
- The additional major must be completed under the handbook currently in effect, subject to departmental review.
- The second major is certified through the transcript of record. No additional diploma will be issued nor will an invitation to the graduation ceremony be forthcoming.

In such cases, the university can make no guarantee of full-time status or the timeliness of course offerings.

Dual Degree

Students may, with the approval of their advisor and the registrar, pursue dual degrees at the same level. Minimum requirements for dual degrees are handled in the same manner as double majors. The difference here is that the student pursues two majors with different degree designations, for example, pursuing both a BA and a BFA.

Change of Major

Students may receive authorization through formal petition to change their academic major. In doing so, the contract for the degree is based on the handbook in effect at the time of admission and matriculation, or the handbook in effect at the time the Petition for Change of Major is approved.

Degree Requirements

In order to earn a degree, a student must complete all department, course and unit requirements as stipulated in the handbook in effect when the student first matriculated at the university, or the handbook in effect when a change of major and/or handbook year is approved. The university may modify specific course requirements when courses are deleted or curricula are revised. In such a case, appropriate substitutions will be made.

GRADUATION

Application for Graduation

Applications for Graduation must be filed with the Registrar's Office three semesters in advance of the anticipated semester of graduation. Students will be assessed a \$175 Graduation Fee. The fee must be paid prior to filing the application. An official evaluation of the student's progress toward the degree and any remaining

deficiencies will be mailed to the student within six to eight weeks from receipt of the application.

Graduation Policy

The graduation date is awarded for the term in which all degree requirements have been met. Degree requirements include submission of all supporting documents (such as official transcripts and CLEP results) as well as the filing of the application for graduation. All academic and administrative requirements must be met. Degrees are not awarded retroactively.

Participation in Graduation

A student may participate in only one graduation ceremony per degree. Students wishing to participate in graduation must be in good academic standing with the university.

A petition is available to undergraduate students who will be deficient six units and graduate students who will be deficient three units at the end of the spring semester. Students must have filed their application for graduation and been evaluated. Honors at the graduation ceremony will not be available to students in this group.

Diplomas

Diplomas are mailed approximately three months after the actual term of graduation.

Academic Recognition

To encourage the achievement of academic excellence, Woodbury University gives recognition to superior students who have demonstrated the initiative and sense of responsibility to excel. Such superior performance is recognized with special awards for academic achievement. There are two aspects of the program: Departmental Honors and Honors at Graduation. These honors are only available to undergraduate students who are enrolled in their final degree requirements. Those students who are deficient in units or other degree requirements are not eligible.

Departmental Honors

Departmental Honors are awarded to the graduate in each of the undergraduate majors who has achieved the highest scholastic record in his/her department. Those students who are deficient in units or other degree requirements are not eligible.

Honors at Graduation

Students who maintain a high scholastic average are eligible for graduation with honors. These honors are bestowed according to the following cumulative numerical grade point averages:

Cum Laude.....	3.5 to 3.69
Magna Cum Laude.....	3.7 to 3.89
Summa Cum Laude	3.90 and above

Academic Honesty Policy

Because the integrity of the academic enterprise of any institution of higher education requires honesty in scholarship and research, academic honesty is required at Woodbury University. Academic integrity is important for two reasons: first, independent and original scholarship ensures that students and scholars derive the most from their educational experience and the pursuit of knowledge. Second, academic dishonesty violates the most fundamental values of a community of scholars and depreciates the achievements of the entire university community. Accordingly, Woodbury University views academic dishonesty as one of the most serious offenses that a member of our community can commit. Adherence to the Academic Honesty Policy reflects the commitment of our community to the ideals of learning, research, and scholarship.

DEFINITIONS OF ACADEMIC DISHONESTY

Cheating

Cheating is the act or attempted act of deception by which an individual seeks to misrepresent that he/she has mastered information on an exercise that he/she has not mastered.

Examples include, but are not limited to:

- using books, notes, calculators, conversations with others (including text messages), etc. to complete a test or other assignment when such use is prohibited;
- having other people conduct research or work for the student without advance authorization from the instructor. This includes the services of term paper companies (e.g., downloading a paper in whole or in part from the Internet);
- reusing previously submitted work in whole or in part for credit or honors without authorization from the instructor;
- copying from another student's test paper;
- allowing another student to copy from a test paper;
- using or possessing specifically prepared materials during a test (e.g., notes, formula lists, notes written on the student's clothing, etc.) when such materials have not been authorized.

Fabrication

Fabrication is the use of invented information or the falsification of research or other findings in an academic exercise.

Examples include but are not limited to:

- altering and resubmitting returned academic work without notice to the instructor;
- citing information not taken from the source indicated;
- listing sources in a bibliography not used in the academic exercise;
- submitting in a paper, thesis, lab report, or other academic exercise falsified, invented, or fictitious data or evidence, or deliberate and knowing concealment or distortion of the true nature, origin, or function of such data or evidence.

Facilitating Academic Dishonesty

Facilitating academic dishonesty is intentionally or knowingly helping or attempting to help another commit an act of academic dishonesty.

Plagiarism

Plagiarism is the submission of another's work as one's own, without adequate attribution. When an individual submits work that includes the words, ideas, or data of others, the source of the information must be acknowledged through complete, accurate, and specific references, and, if verbatim statements are included, through quotation marks or indentation as appropriate. By placing his/her name on work submitted, the author certifies the originality of all work not otherwise identified by appropriate acknowledgements. Plagiarism covers unpublished as well as published sources.

Examples of plagiarism include, but are not limited to:

- quoting another person's actual words, complete sentences or paragraphs, or entire piece of written work without acknowledgement of the original source;
- using another person's idea, opinion, or theory even if it is completely paraphrased in one's own words without acknowledgement of the source;
- borrowing facts, statistics, or other illustrative materials that are not clearly common knowledge without acknowledgement of the source;
- submitting as your own any academic exercises (e.g., written work, printing, sculpture, design, etc.) prepared totally or in part by another;

- copying, or allowing another to copy, a computer file that contains another individual's assignment, and submitting it, in part or in its entirety, as one's own.
- When working with others on an assignment, submitting individual copies of the assignment as one's own individual work.

Outsourcing

For the purpose of this policy, outsourcing is defined as obtaining created work or acquiring outside services to produce created works in any aspect of course-assigned project development and/or production. This includes work or services that are paid for and work or services that are not. It includes work or services from any individual including fellow students and outside professionals.

Outsourcing is different than collaboration. Collaboration is seeking from another student, tutor, professor, or colleague critique and review while maintaining control and authorship over the work as an individual or a group. Collaboration is a fundamental skill where students learn from one another and work together to achieve a common goal. Follow your instructor's guidelines with respect to what kind of collaboration is permissible for any given assignment, and request clarification when you need it.

Outsourcing of project production elements is prohibited unless specifically stated in your course syllabus and/or guidelines. Outsourced elements must be acknowledged through complete, accurate, and specific references. The intellectual authorship of the project must belong to the submitting students.

Outsourcing will not be permitted under following circumstances:

1. If a program or course learning outcome is designed to assess skills or techniques and the outsourcing involves these skills or techniques.
2. If a program or course learning outcome is designed to assess the production of physical or digital components and outsourcing involves these components.
3. If the effect of outsourcing changes or impacts the students' original design, or creative vision, or process at any stage of the project from development to final production or installation.

If there is a question as to whether outsourcing is

appropriate or approved, it is the student's responsibility to seek clarification from the instructor.

Academic Misconduct

Academic misconduct includes other academically dishonest acts such as tampering with grades or taking part in obtaining or distributing any part of an unadministered test.

Examples include, but are not limited to:

- stealing, buying, or otherwise obtaining all or part of an unadministered test;
- selling or giving away all or part of an unadministered test including answers to an unadministered test;
- bribing any other person to obtain an unadministered test or any information about the test;
- entering a building or office for the purpose of obtaining an unadministered test;
- continuing to work on an examination or project after the specified time has elapsed;
- entering a building or office for the purpose of changing a grade in a grade book, on a test, or on other work for which a grade is given;
- changing, altering, or being an accessory to the changing and/or altering of a grade in a grade book, on a test, a "change of grade" form, or other official academic records of the university that relate to grades;
- submitting any academic accomplishment in whole or in part for credit more than once, whether in the same course or in different courses without prior consent of the instructors.

Action Taken by Instructors

Note: Academic honesty is expected in all aspects of curricular and co-curricular life. The term "instructor" is used to refer to anyone serving in the role of teacher, facilitator, advisor, or supervisor.

When a violation of the academic honesty policy appears to have occurred within the academic process, the individual instructor discusses the apparent violation with the student as soon as possible and gives the student an opportunity to explain. Instructors are also encouraged to seek the counsel of department chairs, deans, directors, and librarians in gaining perspective concerning the severity of an offense.

If the instructor chooses to continue the complaint, the instructor may impose one or more of the following grade-related sanctions:

- an assignment to repeat the work, to be graded

on its merits;

- a lowered/failing grade on the assignment;
- a lowered grade in the course;
- a failing grade in the course.

The instructor notifies the student of the charge and the penalty to be imposed. The instructor then completes the Academic Honesty Violation Report Form. The student signs the form as indication of receipt. The student also has the opportunity to comment on the alleged violation as indicated on the form. A student's refusal to sign the form does not negate the charge of academic dishonesty. The instructor gives the student a copy of the form.

The instructor sends the completed Academic Honesty Violation Report Form to the chief conduct officer for placement in the student's file so that infractions may be monitored in the context of the student's entire disciplinary record. Sanctions above and beyond instructor sanctions may be issued by the chief conduct officer when the student has previously been reported for an academic honesty infraction.

A student may appeal an instructor's decision to impose grade-related and/or course-related sanctions as outlined in the Appeal Process.

Action Taken by the Chief Conduct Officer

The chief conduct officer meets with students accused of academic dishonesty in cases of repeated violation, in cases where an alleged violation is reported by an individual other than the instructor, or at the request of the student.

The chief conduct officer may impose any of the following sanctions dependent on the severity and nature of the offense:

- Disciplinary warning
- Taking or repeating LSCI 105, Information Theory and Practice
- Other educational sanctions - a hold is placed on the student's registration and transcripts until the sanction is satisfactorily completed
- Placement on disciplinary probation
- Suspension
- Expulsion

Cases in which the sanctions of suspension or expulsion may be levied may be referred to the University Committee On Student Behavior.

Decisions made by the chief conduct officer or the University Committee on Student Behavior may be appealed by the student to the chief student affairs officer as outlined in the Appeal Process.

APPEALS PROCESS

To Appeal the Decision of an Instructor:

- Within three business days of official notification of the decision, the student must submit a letter of appeal to the faculty academic policy appeals committee via the Registrar's Office. The letter must state the grounds for the appeal.
- Grounds for appeal are:
 - The student has new evidence available that was not available prior to the original decision.
 - The process as outlined was not adhered to and the break in process was substantial enough to have possibly affected the outcome.
 - The sanctions do not relate appropriately to the violation for which the student has been found to have committed.
- If the faculty academic policy appeals committee determines that there are grounds for an appeal, then the committee will hear the student's case. The decision of the faculty academic policy appeals committee replaces that of the instructor.

To Appeal the Decision of the Chief Conduct Officer:

- Within three business days of official notification of the decision, the student must submit a letter of appeal to the chief student affairs officer. The letter must state the grounds for the appeal.
- Grounds for appeal are:
 - The student has new evidence available that was not available prior to the original hearing.
 - The conduct process as outlined was not adhered to during the student's original hearing and the break in process was substantial enough to have possibly affected the outcome.
- If the chief student affairs officer determines that there are grounds for an appeal, then he or she will rehear the student's case. The decision of the chief student affairs officer replaces that of the chief conduct officer.

To Appeal the Decision of the University Committee on Student Behavior:

- Within three business days of official notification of the decision, the student must submit a letter of appeal to the chief student affairs officer. The letter must state the grounds for the appeal.
- Grounds for appeal are:
 - The student has new evidence available that

- o was not available prior to the original hearing.
- o The conduct process as outlined was not adhered to during the student's original hearing and the break in process was substantial enough to have possibly affected the outcome.
- If the chief student affairs officer determines that there are grounds for an appeal, then he or she will convene an appeals board to rehear the student's case. The decision of the appeals board replaces that of the University Committee on Student Behavior.

The decision rendered as a result of the appeal process is final.

Computer Security (Personal Computers and Related Devices)

By their very nature, laptop, netbook, and tablet computers are designed to be lightweight, easy to transport, and simple to conceal. These features, however, also make them extremely vulnerable to theft. There are a few basic rules that should be followed to minimize the chance of theft:

- Lock the door to your residence hall room whenever you leave, no matter how long you plan to be gone. (This is a good rule to follow, even if your computer is not in your room.)
- Never leave your computer unattended in a classroom, lounge, cafeteria, or any public place.
- Display your name in a prominent place on your computer and on your computer carrying case.
- Make every effort to register your computer system with your (or your family's) homeowner's insurance.
- Record the serial numbers of your system, and place these numbers in a secure location.
- Register your computer with the computer's manufacturer.

It is extremely important to recognize that each student is responsible for the security of his or her own computer. Should a theft occur, the official policy of Woodbury University will be to treat the theft (or attempted theft) of a computer in a similar manner to any other type of on-campus theft. An individual found responsible for a theft or attempted theft will be subject to disciplinary action, up to and including immediate dismissal from Woodbury University.

STORING COMPUTER WORK

Storing Computer Work

Computer projects may be developed on computers whether university- or personally owned. Students are responsible for the offline storage and maintenance of all personal computer programs and projects. No student programs or project data are to be stored permanently on the hard disks of any university computers.

DISCLAIMER REGARDING ACADEMIC ADVISING

The university publishes academic policies and programs, including required courses for graduation, and honors those published requirements. The student is responsible for his/her program, including meeting the published requirements. The university assists the student in making prudent decisions by providing academic advising. However, the decisions made in the academic advising process are those of the student.

Student Rights

PETITIONS TO THE FACULTY ACADEMIC POLICY APPEALS COMMITTEE

Petitions for exceptions to academic policy are filed at the Registrar's Office. Subsequently, the petitions are forwarded to the Faculty Academic Policy Appeals Committee for consideration and action. The committee evaluates each student petition individually and considers the special circumstances presented. Students are notified in writing regarding decisions. Those who receive a negative response to a petition have the right to request the registrar to arrange for a personal appearance before the committee.

GRIEVANCE POLICY

This grievance policy will be used to resolve grievances against decisions or actions of university faculty, staff, and agents affiliated with the university that create a hostile environment for teaching and learning.

This procedure shall not be used for frivolous or malicious complaints. If a complaint has been made in bad faith, disciplinary action will be taken against the person bringing the complaint.

Students cannot undo what has been decided by the following administrative systems:

- student code of conduct violations, because there is a separate procedure administered by the Office of Student Development;
- formal complaints of sexual harassment, because there is a separate procedure administered by Hu-

man Resources;

- exceptions to Academic Policies and Procedures, because there is a separate procedure administered by the Faculty Academic Policy Appeals Committee.

Informal Process

The student is encouraged to discuss the matter of dispute with the person against whom they have a grievance, and seek a mutual resolution. If this does not resolve the issue, the student should pursue the matter with the department chair in the case of a faculty grievance.

If the dispute is unable to be resolved at this level, the student should contact any of the following individuals for assistance in determining appropriate next steps, such as mediation or further discussion with the department chair or supervisor:

- Dean of faculty
- Dean of students
- Director of the Institute for Excellence in Teaching & Learning

The university believes that most grievances can be resolved informally.

Formal Resolution

If the informal resolution process is not able to remediate the situation, a student has the right to file a formal grievance.

Procedure

- The student must submit the grievance in writing to the dean of faculty for grievances against faculty and to the Office of Human Resources for grievances against staff. Students are invited to seek consultation from the dean of students or director of the Institute for Excellence in Teaching & Learning in preparing their written statement.
- The person against whom the grievance is filed has an opportunity to review and respond to the written allegations.
- The dean of faculty and human resource officer will begin an investigation within twenty-four hours of receipt of the written grievance.
- The dean of faculty and human resource officer will convene a panel which will consist of the following:
 - for grievances against faculty members – another faculty member from the same school, one faculty member from a different school, one staff member, and one student. The dean

of faculty will serve as the non-voting panel chair;

- for grievances against staff – another staff member from the same department, one staff member from a different department, one faculty member, and one student. The human resource officer will serve as the non-voting panel chair.
- The panel will convene within five business days of completion of the investigation.
- A decision will be communicated to the student within two business days of the panel review.
- Appeals may be made if one or more of the following circumstances exist:
 - evidence is available that was not available prior to the original panel review;
 - the process outlined here was not adhered to during the review process.

Appeals must be submitted in writing to the chief academic officer within five days of notification of the outcome of the panel review. The chief academic officer will convene an ad hoc committee to serve as the appeal panel.

Student Access to Records Under the Privacy Act

The Family Educational Rights to Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

- The right to inspect and review the student's education records within forty-five days of the day the university receives a request for access. An exception to this general provision is that confidential letters of recommendation placed in the files of the Office of Admission or the Career Services files prior to January 1, 1975, are considered "closed" files. Each individual may decide whether to waive the right to view letters of recommendation placed in his/her file after January 1, 1975. If so, written notice to this effect must be placed in the file.
 - Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The university official to whom the request was submitted shall advise the student of the correct official to whom the request should be addressed.
- The right to request the amendment of the student's education records that the student believes are inaccurate.
 - Students may ask the university to amend a record that they believe is inaccurate. They

should write the university official responsible for the record, clearly identify the part of the record that they want changed, and specify why it is inaccurate.

- o If the university decides not to amend the record as requested by the student, the university will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
- The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.
 - o One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the university in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the university has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.
 - o A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
 - o Upon request, the university discloses education records without consent to officials of another school in which a student seeks or intends to enroll, prospective employers, or licensing boards.
 - The right to file a complaint with the U.S. Department of Education concerning alleged failures by the university to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:
 - o Family Policy Compliance Office
 - o U.S. Department of Education
 - o 400 Maryland Avenue, SW
 - o Washington, DC 20202-4605

Note: The university has the right to designate certain information, including each student's name, address, email address, telephone number, date and place of birth, major field of study, enrollment status, class level, dates of attendance, degrees and awards received, and

the most recent previous institution attended by the student as "directory information" for the purposes of alumni, business directories, student directories, etc. Woodbury University does not publish directory information; however we will release information to certain third parties such as prospective employers or other educational institutions. If any current Woodbury University student does not want such information disclosed under any circumstances, he or she must notify the Registrar's Office in writing of the specific information not to be released.

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