

Handbook and Guide to Learning

2021–2022



WOODBURY
UNIVERSITY
FOUNDED IN 1884

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Academic Calendar 2021–2022

TRADITIONAL CALENDAR

Woodbury University's academic calendar includes three academic terms: Fall Semester, Spring Semester, and Summer Session.

	FALL 2021 (16 week)	SPRING 2022 (16 Week)	SUMMER 2022 (10 week)
Classes Begin	Aug. 23	Jan. 17	May 23
Late Registration (\$75 late registration fee added)	Aug. 23-Sep. 3	Jan. 17-28	May 23-27
Course Add/Drop Period	Aug. 23-Sep. 3	Jan. 17-28	May 23-27
Last Day to Withdraw	Oct. 22	Mar. 18	July 1
Last Regular Class	Nov. 24	May 2	July 22
Studio Finals	Nov. 29-Dec. 3	May 3-May 7	July 25-29
Final Examinations	Dec. 6-10	May 9-13	July 25-29
Spring Break		Mar. 14-18	
Woodbury University Enrichment Days No traditional day/evening classes (Intensive classes meet on these days)	Oct. 12-13	Feb. 22 Mar. 31-Apr. 1	
Semester Recess	Dec. 13-Jan. 14	May 16-20	Aug. 1-Aug. 26

FALL 5-WEEK INTENSIVE FORMAT (for select psychology courses only)

FALL 2021	
Module Classes Begin	
Session 1	Aug. 23
Session 2	Sept. 27
Session 3	Nov. 1
Registration Deadlines	
Session 1	Aug. 20
Session 2	Oct. 1
Session 3	Nov. 5
Course Add/Drop Periods	
Session 1	Aug. 23-27
Session 2	Sept. 27-Oct. 1
Session 3	Nov. 1-5
Last Day to Withdraw	
Session 1	Sept. 10
Session 2	Oct. 15
Session 3	Nov. 19
Last Regular Class	
Session 1	Sept. 24
Session 2	Oct. 29
Session 3	Dec. 3

7-WEEK INTENSIVE FORMAT

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

	Fall 2021	Spring 2022	Summer 2022
Module Classes Begin			
Session 1	Aug. 22	Jan. 16	May 15
Session 2	Oct. 17	Mar. 13	July 3
Registration Deadlines			
Session 1	Aug. 27	Jan. 21	May 20
Session 2	Oct. 22	Mar. 18	July 8
<i>Payment is due at time of registration or no later than the Friday of the first week of class.</i>			
<i>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 Periods Below.</i>			
Add/Drop Periods (for courses other than Business)			
Session 1	Aug. 23-27	Jan. 17-21	May 16-20
Session 2	Oct. 18-22	Mar. 14-18	July 4-July 8
Business Courses Drop Periods			
Session 1	Aug. 20-27	Jan. 14-21	May 13-20
Session 2	Oct. 15-22	Mar. 11-18	July 1-July 8
Business Courses Add Periods			
Session 1	<i>Add on or before:</i> Aug. 20	Jan. 14	May 13
Session 2	<i>Add on or before:</i> Oct. 15	Mar. 11	July 1
Last Date to Withdraw			
Session 1	Sept. 17	Feb. 11	June 10
Session 2	Nov. 12	Apr. 15	July 29
Last Regular Class			
Session 1	Oct. 9	Mar. 5	July 1
Session 2	Dec. 3	Apr. 29	Aug. 19
Semester Recess	Dec. 6-Jan. 15	May 2-May 13	

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 2022		
Super Sessions Begin		
Session 1		May 23
Session 2		July 4
Course Add Periods		
Session 1	Add on or before:	May 20
Session 2	Add on or before:	July 1
Course Drop Periods		
Session 1	Drop on or before May 20 to avoid tuition charges	May 20-27
Session 2	Drop on or before July 1 to avoid tuition charges	July 1-July 8

Last Date to Withdraw from Course

Session 1
Session 2

June 17
July 22

Last Regular Class

Session 1
Session 2

July 1
Aug. 12

Woodbury University Graduation: May 14, 2022**WOODBURY UNIVERSITY BREAKS AND HOLIDAYS 2021/2022**

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

Fall Semester 2021

Monday, September 6, Labor Day
*Tuesday-Wednesday, October 12-13, University Enrichment Days
Thursday-Friday, November 25-26, Thanksgiving
Friday, December 24- Friday, December 31, Campus Holiday Closure
*Saturday, December 12- Sunday, January 10, Winter Break

Spring Semester 2022

Monday, January 17, Martin Luther King Jr. Day
Monday, February 21, President's Day
*Tuesday, February 22, University Enrichment Day
*Monday-Friday, March 14-18, Spring Break
Friday, March 18, Spring Holiday
Wednesday, March 30, Cesar Chavez Day (Observed)
*Thursday-Friday, March 31-April 1, University Enrichment Day

Summer Session 2022

Monday, May 30, Memorial Day
Monday, June 20, Juneteenth (Observed)
Monday, July 4, Independence Day

* Classes are canceled these days, but Woodbury University offices will remain open.

Registration for Spring 2022, Summer 2022, and Fall 2022

The registration periods for semesters in the 2021/2022 and 2022/2023 Academic years are **tentatively scheduled**, and as a result, actual dates registration begins are 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 2022
Summer 2022
Fall 2022

Nov. 1, 2021-Nov. 28, 2021
Nov. 1, 2021-Nov. 28, 2021
Mar. 7, 2022-April 16

General Open Registration for Returning Students

Spring 2022
Summer 2022
Fall 2022

Nov. 29, 2021-Jan. 28, 2022
Nov. 29, 2021-Jan. 28, 2022
Apr. 17, 2022-Aug. 27, 2022

Students reapplying for financial aid assistance for 2021/2022 should complete their applications by the priority dates listed below. If applying for the full year, only the first priority filing date must be met.

2021/2022 Priority Filing Dates for Returning Students

Fall 2021	Apr. 1, 2021
Spring 2022	Oct. 28, 2021
Summer 2022	Mar. 16, 2022

Students reapplying for financial aid assistance for 2022/2023 should complete their applications by the priority dates listed below. If applying for the full year, only the first priority filing date must be met.

2022/2023 Priority Filing Dates for Returning Students

Fall 2022	Apr. 1, 2022
Spring 2023	Oct. 28, 2022
Summer 2023	Mar. 16, 2023

2021-2022 Move-in Dates

	Early Move-in	Standard Move-in
Fall 2021	Aug. 14, 2021	Aug. 21, 2021
Spring 2022	Jan. 9, 2022	Jan. 16, 2022

BUSINESS OFFICE DATES

Undergraduate Deferred Payment Due Dates 2021–2022 (Traditional Term)

Fall 2021	Spring 2022	Summer 2022
July 30, 2021	December 17, 2021	April 22, 2022
August 27, 2021	January 14, 2022	May 20, 2022
September 24, 2021	February 11, 2022	June 17, 2022
October 22, 2021	March 11, 2022	

Undergraduate Deferred Payment Due Dates 2021–2022 (7-Week Term Dates)

Fall 2021	Spring 2022	Summer 2022
August 27, 2021	January 14, 2022	May 13, 2022
October 22, 2021	March 11, 2022	July 1, 2022

Handbook and Guide to Learning

Woodbury University

2021–2022 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, California 94501; 510.748.9001) and is approved by the Bureau for Private Postsecondary Education.

WASC granted Woodbury University its original regional accreditation in 1961.

The National Architectural Accrediting Board (NAAB) granted accreditation in 1994.

Woodbury University's School of Business received its accreditation from the Accreditation Council for Business Schools and Programs in 1991 and additional accreditation from the Association to Advance Collegiate Schools of Business (AACSB) in 2014.

The Council for Interior Design Accreditation (CIDA) granted the University's Interior Design program accreditation in 1991. The program received additional accreditation by the National Association of Schools of Art and Design (NASAD) in 2008.

Along with Woodbury University's Interior Design program, the University's programs in Animation, Fashion Design, and Graphic Design received accreditation from NASAD in 2008. Woodbury University's Game Art & Design program received plan approval from NASAD in 2012.

Woodbury University's Filmmaking program received accreditation from NASAD in 2015.

Veterans Affairs

Woodbury University degree programs are approved for Veterans Affairs educational funding benefits under U.S. Code Title Number 38. 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 to prohibit all forms of such discrimination or harassment among University faculty, students, staff, and administration.

Disclaimer

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 2021 through Summer Session 2022.

Curricular Changes

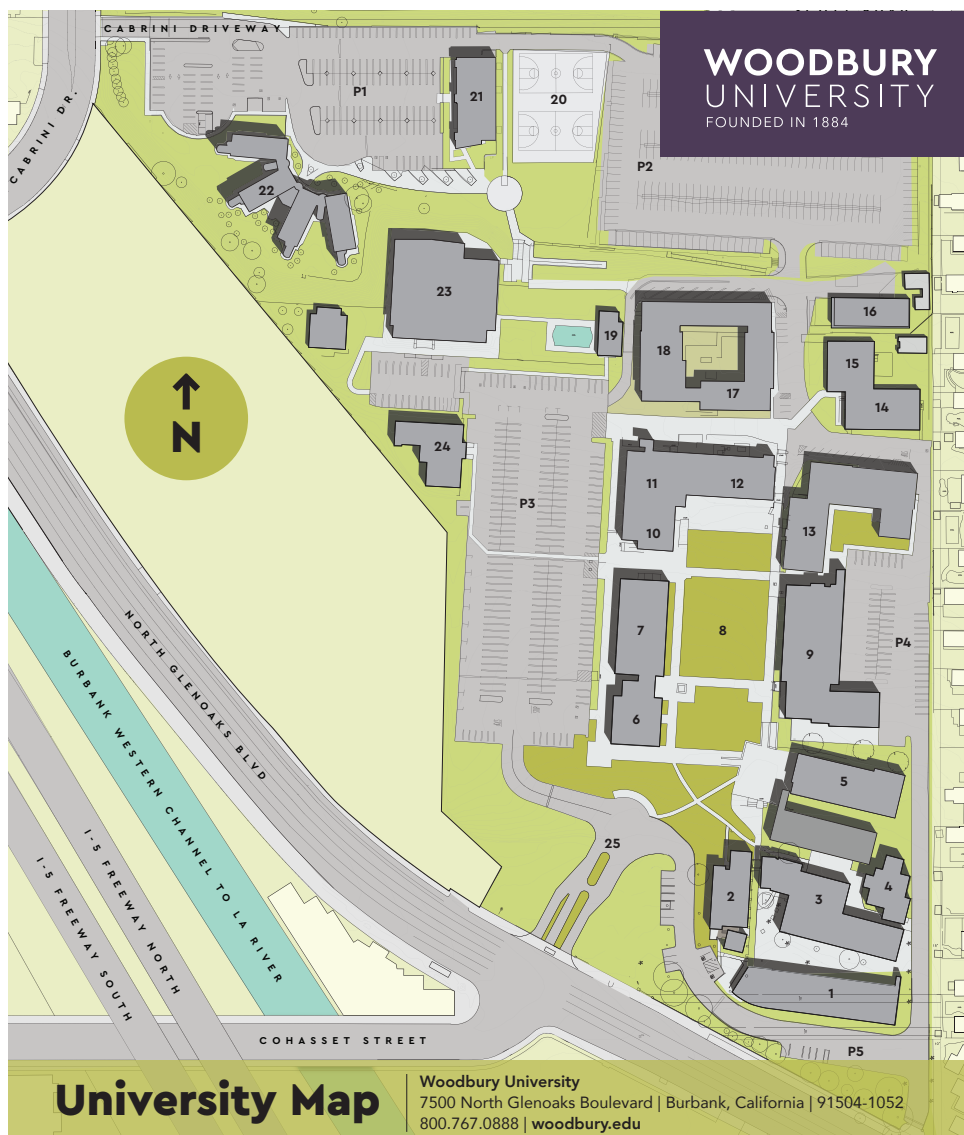
Courses listed in this handbook are subject to changes initiated by departments or programs. The submitted changes are subject to approval by the Curriculum Committee or the Educational Planning Committee, the Woodbury University Faculty Association (WUFA), and the Office of Academic Affairs (OAA).

Changes in curricula for the ensuing year are published in a handbook supplement or in the following academic year's catalog.

Locale

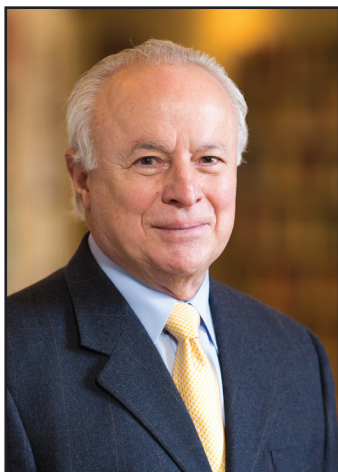
Woodbury University's main campus is located at 7500 Glenoaks Boulevard in Burbank, California 91504, adjacent to the city of Los Angeles, about an 18-minute drive from downtown Los Angeles. The 22-acre campus is at the foot of the Verdugo Hills, just east of the Burbank Airport, with convenient access 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 92113, where it currently offers a five-year Bachelor of Architecture (BArch) program, a professional Master of Architecture (MArch), and post-professional Master of Science degrees in Architecture.



Academic Affairs.....6	Enkeboll Courtyard.....5	Lynn Saffell Board Room.....6	School of Architecture
Admissions.....7	Faculty Annex and	Malburg Atrium.....9	Offices.....13
Advancement.....6	Conference Room.....24	Miller Hall.....7	School of Business.....9
Ahmanson Main Space.....1	Financial Aid.....7	Naidorf Hall.....2	School of Media,
Alumni Quad.....8	First Aid Station.....15	Nan Rae Gallery.....10	Culture & Design Offices.....13
ASWU House/Pool.....19	Fletcher Jones Foundation	Nielsen Conference Room.....13	South Hall.....18
Bookstore.....17	Auditorium.....9	North Hall.....22	Student Affairs.....14
Bowman Conference Room.....9	Hensel Hall.....6	Office of the President.....6	Nielsen Athletic Complex.....20
Business Office.....7	Human Resources.....6	Parking.....P1-P5	Wedge Gallery.....3
Cabrini Hall.....11	Information Booth.....25	Physical Plant Operations.....16	Whitten Student Center.....14
Central Services.....15	Information Technology.....7	Powell Gallery.....23	Woodshop.....4
College of Liberal Arts.....13	Isaacs Faculty Center.....13	Registrar.....7	Woody's Cafe.....12
Counseling Services.....14	Kirkendall	Security.....15	Writing Center.....14
Design Center.....23	Conference Room.....13	Architecture Complex.....1-3	
Entertainment Media.....21	Los Angeles Times Library.....5		

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. Its two extraordinary geographic locations benefit the institution's architecture, design, business, and liberal arts programs. Within a few miles of our two campuses are some of the most innovative companies in the world, including the Walt Disney Company and Warner Bros. Studios. Creative enterprises like these are at the core of our academic programs. Specifically, three of Woodbury University's key differentiators are: every major requires an internship before graduation; our award-winning faculty members focus on mentoring and faculty-student interaction; and more than 90% of Woodbury graduates secure jobs in their chosen fields.

Offering more than 25 undergraduate and graduate majors in the Schools of Architecture; Business; Media, Culture & Design; and the College of Liberal Arts, each of our programs is built on a strong, practice-based professional and liberal arts foundation, and on an extensive résumé of accolades. For example, I am proud that five of our programs have been granted accreditation from national rating organizations, and that five of our majors are also ranked among the top programs in the nation. In addition, Woodbury is recognized as a leading university by the likes of *The Economist*, *U.S. News & World Report*, *Colleges of Distinction*, *Graphic Design USA*, *DesignIntelligence*, and *Animation Career Review* as offering top-notch academic programs that prepare students for excellence in their chosen fields, and in their lives.

Woodbury students hail from more than 40 countries, reflecting the cultural diversity of Southern California and beyond. More than half of our students are the first in their families to earn a college degree. Many take advantage of opportunities to travel to other countries as part of their Woodbury experience. Our alumni can be found in all 50 states and in 49 countries, and our faculty is comprised of top professionals in their respective fields, who also are some of the best minds in the academic world.

Over the years, Woodbury University graduates have founded and built businesses, headed national publications, become noted fashion designers for film and television, won design competitions, held public office, led non-profit organizations, and enjoyed countless other achievements. Many of our students report that it was their Woodbury education that enabled them to look beyond their individual career goals, to collaborate with others, and to develop innovative solutions to a wide range of community challenges.

As we celebrate more than 135 years of academic excellence, I invite you to visit our website and our Burbank and San Diego campuses to learn more about what Woodbury University has to offer. It very well might change your life—and the world!

Sincerely,

David M. Steele-Figueroa, PhD
President, Woodbury University

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 our processes, services, and environment enrich the student experience.

Our Contribution to Society

Successful Woodbury graduates are ambassadors for the University. They are visionary leaders who help individuals and communities flourish. They are known for being strong communicators, ethical thinkers, and creative problem solvers deeply committed 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. We focus on our Core Values and Strategic Principles to enable the success of our students, of employers who hire our graduates, and the community at large.

Core Values

Excellence: Woodbury University is driven by standards of excellence in teaching, services, student well-being, community safety, and sustainable practices.

Ethics: Woodbury University sets the highest standards of academic and professional behavior to encourage social responsibility.

Aspiration: Woodbury University pursues ever-higher levels of competitiveness, distinctiveness, and service learning.

Community: Woodbury University builds a culture that values diversity and inclusion, 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. These principles embody hallmarks of a WU graduate. These hallmarks comprise the University Learning Outcomes we use to determine that the students graduating from Woodbury attain characteristics unique to a Woodbury University degree.

Design Thinking

Developing the ability, desire, and confidence to imagine new ideas to create impact and make a difference.

Hallmark 1: Creativity, Knowledge, Skills

- ULO 1.1: Think critically (CC: CT)
- ULO 1.2: Employ creative, innovative problem-solving
- ULO 1.3: Create, build, design, and/or develop projects relevant to discipline

Entrepreneurship

Fostering a culture of creativity, innovation, and opportunity.

Hallmark 2: Professional Behavior and Ethics

- ULO 2.1: Take initiative personally and professionally
- ULO 2.2: Apply ethical and/or professional principles relevant to discipline
- ULO 2.3: Collaborate with members of diverse populations on projects and/or products
- ULO 2.4: Communicate effectively (Core Competency: Written Communication, Oral Communication)

Transdisciplinarity

Harnessing the creative power of multiple disciplines and communities that broaden perspectives across academic boundaries.

Hallmark 3: Analysis, Synthesis

- ULO 3.1: Select, analyze, and synthesize diverse information from reliable, scholarly, and appropriate sources (CC: IL)
- ULO 3.2: Interpret and/or apply quantitative reasoning relevant to discipline (CC: QR)

Civic Engagement

Achieving civic fulfillment through the process of giving back.

Hallmark 4: Civic-Mindedness (Civic Engagement)

- ULO 4.0: Engage responsibly in the community and beyond

Our History

In the late 19th century, Los Angeles was a rapidly growing town with a population of approximately 11,000. Many new business enterprises were being established and community leaders looked forward to expansion and growth driven by a sustained 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 its first 103 years, the University occupied various locations in central Los Angeles, moving whenever necessary to accommodate the growth of its student body. In 1931, the Division of Professional Arts was established to focus on the fields of design that are closely allied with business. Woodbury then became a college of business administration and design. In 1937, despite a worldwide recession, legendary President R.H. "Pop" Whitten led the effort to build new facilities at 1027 Wilshire Boulevard. For 50 years, this location served as the University's campus, welcoming the return of World War II and Korean War veterans, as well as thousands of other students who were the first in their families to attend college. In 1969, Woodbury introduced a graduate program leading to a Master's degree in Business Administration (MBA). In 1972, Woodbury became a non-profit institution of higher education, and in 1974, Woodbury College became Woodbury University, and began its initial fundraising efforts among friends and alumni. 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 its current location, a 22.4-acre campus in Burbank/Los Angeles. Classes began at these facilities in October 1987.

In 1998, Woodbury established a campus in San Diego, offering a bachelor's degree (BArch) and both professional and post-professional master's degrees in architecture.

Our Faculty

Approximately 70 full-time and more than 170 adjunct faculty members constitute the dedicated group of educators who embody Woodbury University's academic mission through intellectual pursuits, scholarly inquiries, creative works, and professional expertise. Their academic endeavors—specifically instruction and curriculum design—along with their professional practices, shape our students' educational experiences. The teaching, mentoring, and advising that our faculty members provide help pave the way for our graduates to not only succeed professionally, but also become lifelong learners. Ultimately, our instructors honor the charge to "transform students into innovative professionals who will contribute responsibly to the global community," accomplishing this by embedding the University's four Strategic Principles—design thinking, entrepreneurship, transdisciplinarity, and civic engagement—into each student's educational experience.

Our Students

For more than 135 years, Woodbury University has helped students of diverse genders, races, ethnicities, and economic classes achieve their dreams. Today, Woodbury's student body consists of approximately 36% White non-Hispanic students, 33% Hispanic students, 8.8% Asian students, 15.3% international students, and 3.6% African-American students. The White, non-Hispanic students comprise diverse populations as well, including a large and growing number of students of Armenian heritage. Woodbury's student population is 48% male and 52% female. Many students come from local communities with varied socio-economic and racial backgrounds, and are the first in their families to attend college. All Woodbury students have an earnest desire to learn, and a belief that through the attainment of professional and academic skills, they can improve their lives, their families' lives, and their communities.

The Unique Characteristics of a Woodbury University Degree

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 a world-class education to our students, 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 evolution, Woodbury has adhered to core principles that value ethical behavior, student empowerment, diversity, and a rigorous professional education grounded in the liberal arts. Some of the unique characteristics of a Woodbury degree include:

Transformation: We have historically provided access to a diverse group of students with different learning strategies and life experiences, and helped them to achieve their educational and professional goals.

Experiential Learning: We educate using innovative pedagogies in a project-based learning environment, and require students to serve internships before graduation.

Culture of Engagement: We create a culture of community engagement, social responsibility, ethical behavior, and institutional pride.

Student Success: We instill in our graduates our Core Values (Excellence, Ethics, Aspiration, Community) along with the knowledge and skills required to succeed in a dynamic global economy.

The Woodbury University Academic Journey

Preface: How to Use this Book

At Woodbury University, we believe that our central purpose is to foster student learning and that the advancement of learning should be at the core of every University action and communication. This book provides a handbook to learning that lays open the experiences and resources the University will bring to bear toward helping students learn. It is also a practical guide that inform processes—such as registration and conduct—and offers a glimpse of the community where Woodbury Learning takes place.

The Purpose of Education: To Transform

When students learn at Woodbury, they acquire knowledge they can use to shape the world of the future. A Woodbury education is built on the idea of personal transformation that positively affects others. Our job is to help students make a difference in all they do—in class, on campus, and in their communities.

Academic Freedom

In conformance 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 instructors deem 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 sensitivity, fairness, and good taste. Instructors should bear in mind that theirs may be the only viewpoint on a particular subject to which students are exposed, and they should avoid bias and aim 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 each student's approach may come to mirror their teachers' value judgments. Instructors at Woodbury University should recognize that, in demeanor and appearance, they set a standard for professionalism in the field.

Courses of Study:

The Heart of Your Transformative Experience

ACADEMIC PROGRAMS

Woodbury University comprises three schools—the School of Business, the School of Architecture, and the School of Media, Culture & Design—and one college, the College of Liberal Arts, offering undergraduate degrees in Accounting, Marketing, Fashion Marketing, Management, Computer Information Systems, Architecture, Interior Design, Animation, Applied Computer Science in Media Arts, Communication, Fashion Design, Game Art & Design, Graphic Design, Psychology, Filmmaking, Computer Science Data Analytics, History, Interdisciplinary Studies, Political Science, Professional Writing, and Public Safety Administration; and graduate degrees in Business Administration, Architecture, and Interior Design. In addition to traditional modes of learning, Woodbury offers selectively chosen programs in non-traditional formats using cohorts and intensive methodologies.

Undergraduate Degree Programs

Woodbury 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 123–128 semester units of credit attainable in most majors in the School of Media, Culture & Design and in Interior Design. The BBA requires a minimum of 120 semester units of credit attainable 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, Political Science, History, Professional Writing, and Psychology; and the BS in Interdisciplinary Studies, Public Safety Administration, Applied Computer Science in Media Arts, Computer Information Systems, and Computer Science Data Analytics. The minimum requirement for the BArch degree is 160 semester units of credit. Most majors require an internship or other 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, History	120 units
BA, Interdisciplinary Studies	120 units
BA, Political Science	120 units
BA, Professional Writing	120 units
BA, Psychology	120 units
BArch, Architecture	160 units
BBA, Accounting	120 units
BBA, Marketing	120 units
BBA, Fashion Marketing	120 units
BBA, Management	120 units
BFA, Interior Design	128 units
BFA, Game Art and Design	125 units
BFA, Filmmaking	125 units
BFA, Fashion Design	128 units
BFA, Animation	125 units
BFA, Graphic Design	125 units
BS Computer Information Systems	121 units
BS, Computer Science Data Analytics	124 units
BS, Interdisciplinary Studies	120 units
BS, Applied Computer Science in Media Arts	120 units
BS, Public Safety Administration	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 Design (MID), and Master of Science in Architecture (MSArch).

Graduate Degrees	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
MID 2-year track	63 units
MID 3-year track	93 units
MBA	36 units
(up to 45 units if required to take all preparatory courses)	

The Curricula

Woodbury instructors design classroom experiences to focus on students as individual learners with specific needs for personal growth. These experiences enable students to attain the skills and knowledge expected of all college graduates as well as information and abilities essential to their specific fields. Experiences that outfit each student to become a more independent and creative individual contribute to the varieties of knowledge.

Each individual curriculum and course has a set of student learning outcomes. As they progress toward graduation, students can see, in clear and measurable terms, the success of each experience through the assessment of each learning outcome completed. In this handbook, each program identifies a set of student learning outcomes to clearly define what students will be capable of upon graduation. Each program learning outcome is informed by four larger Institutional Learning Outcomes (ILOs).

INSTITUTIONAL LEARNING OUTCOMES

Woodbury University's academic programs adhere to the four strategic principles that inform our Institutional Learning Outcomes (ILOs):

Design Thinking ILO

Demonstrates iterative processes to create impactful and innovative solutions.

Transdisciplinarity ILO

Integrates multiple perspectives and practices to develop broadly informed approaches.

Civic Engagement ILO

Able to apply critical knowledge, skills, and values to strengthen communities.

Entrepreneurship ILO

Transforms challenges into opportunities for growth and success.

In addition to the four Institutional Learning Outcomes, each program has developed Program Learning Outcomes to provide students with the requisite knowledge to succeed in their professions.

CURRICULUM MAP

The curriculum map identifies the required skills and knowledge necessary to move from one course to the next. The faculty uses the curriculum map to ensure that each course is relevant, both in terms of singular content

as well as in the context of the overall curriculum. Curriculum maps in this handbook show where students will encounter and master the skills and knowledge needed to reach their goals.

ASSESSMENT PROCESS

The assessment process is used to confirm that students are prepared for their next steps, and allows faculty to address any areas requiring improvement in order for students to progress and finish successfully. That could mean adjusting the journey to fit individual needs. The assessment process also informs changes to the curriculum for future students, so that the experience is progressively beneficial. This handbook shows how students' overall progress will be assessed to continually improve methods of getting them to their destination.

At the end of their journey—as well as along the way—students will see the development of what they know, what they can do, and what they can demonstrate to others. These developments are called the Program Learning Outcomes. These outcomes confirm that our students have what it takes to impact their professions, their lives, and their communities in eminently positive ways.

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

In the final analysis, no one learns by or for only themselves. We learn for others, for those who accompany us, and for those who will come after us. What students learn and their process of learning not only changes the world, but also improves the journey for others. You will have an impact simply by blazing a trail of learning. It makes a difference that Woodbury University is where you are learning.

GENERAL EDUCATION: DISTRIBUTED INTEGRATIVE LEARNING MODEL

The General Education curriculum serves as both a foundation and an elaboration of all student learning at the University, defining the knowledge and abilities expected of every college graduate. Integrative learning refers to methods of constructing connections

between different bodies of knowledge, so that learning in one area can be more easily applied in another. This helps students develop new ways of seeing and changing the world around them. Applied together, these two techniques enable students to acquire proficiencies that will allow them to be successful in a variety of endeavors.

A common educational experience based on the values and principles of Woodbury University emerges from the process of integrative knowledge. This common experience is built through courses in the humanities and the natural and social sciences, including ethics, environmental studies, art history, and interdisciplinary studies, creating a foundation of writing and speaking skills as well as mathematical and information literacy. General education is an integral part of all university degrees and addresses the need for all students to be skilled, creative, well-informed, and socially responsible members of the community and the world.

To achieve greater student success, the General Education curriculum applies 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 curriculum, which comprises the general education courses, selected areas of study, as well as designated courses in each major.

General Education Program

The mission of the General Education Program is to inspire students to synthesize knowledge and action; make simple connections among multiple ideas to create complex solutions; cultivate involved, effective, and responsible citizenship; understand multiple applications of knowledge; and to advance students' understanding of themselves and the world in which they live.

GENERAL EDUCATION LEARNING OUTCOMES

Knowledge

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

Intellectual and Practical Skills

(addressing the Five Core Competencies)

1. Quantitative Reasoning: Students will be able to apply higher-order reasoning and critical-thinking

skills to understand and create sophisticated arguments supported by quantitative data.

2. 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 conclusions.
3. 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.
4. Oral Communication: Students will be able to speak effectively for informational, persuasive, and expressive purposes.
5. Written Communication: Through iterative experiences across the curriculum, students will learn to engage various genres, styles, and methodologies to develop and communicate ideas in writing.

Personal/Social Responsibility

(addressing Civic Engagement & Entrepreneurship)

Students will develop an understanding of the importance of responsible citizenship, and acquire the ability to analyze conditions and create opportunities to explore solutions to real-world challenges.

Applied Learning

(addressing Transdisciplinarity & Design Thinking)

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 General Education requirements total 49 semester units of credit and comprise three broad categories:

1. Core Competency courses (19 units) ensure that students acquire the foundational skills necessary to build advanced bodies of knowledge in their chosen disciplines and pursue progressively challenging academic endeavors.

2. Breadth courses (21 units) provide students with opportunities to add meaning to their chosen courses of study by infusing their knowledge with diverse liberal arts disciplines, adding student-driven purpose to their curricular requirements.

3. Institutional Learning Outcome courses (9 units) provide instruction that makes the Woodbury University curricular programs unique to our community of learners.

Core Competencies

Students must take the following courses to achieve foundational knowledge:

1. Written communication	WRIT 113 and WRIT 313	6 units
2. Oral communication	COMM 120	3 units
3. Informational literacy	LSCI 105, LSCI 106, or LSCI 205	1 unit
4. Critical thinking	INDS 1__	3 units
5. Quantitative literacy	MATH 200, 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: Students without college-level or AP math credits will be placed into MATH 100, Pre-Statistics. Students majoring in Computer Science Data Analytics, Architecture, or Applied Computer Science in Media Arts without college-level or AP math credits must take a math placement test upon admission. Students may test into MATH 100, Pre-Statistics, or MATH 149, Intermediate Algebra. Students must demonstrate foundational competency in mathematics through MATH 149 or MATH 100 before enrolling in their major's 200-level (Core Competency—see below) math course.

MATH 100	Pre-Statistics
MATH 149	Intermediate Algebra

Breadth

Students must take the following courses:

Natural Science with a lab (see partial list on page 15):	3 units
Social Science (see partial list on page 15)	3 units
Humanities (see partial list on page 15)	3 units
Lower-division General Education (Some majors specify this course requirement)	3 units
Upper-division General Education (300 level) (Some majors specify this course requirement)	3 units

Upper-division General Education Principle (300 level)	3 units
Unrestricted General Education (Some majors specify this course requirement)	3 units

**TOTAL BREADTH
COURSE UNIT REQUIREMENT** **21 units**

Institutional Learning Outcome Courses

Students must take the following courses:

Civic Engagement	PHIL 210 or Departmental Ethics	3 units
Entrepreneurship	Major requirement	0 units
Design Thinking	ARTH 204, 205, or ARTH Topics or Departmental Design History (see list on page 16)	3 units
Transdisciplinarity	INDS 3__ or Transdisciplinary Seminar	3 units

**TOTAL INSTITUTIONAL LEARNING
COURSE UNIT REQUIREMENT** **9 units**

Below is a partial list of the Woodbury University courses that fulfill liberal arts and sciences categories comprising the General Education Breadth coursework of Art History, Humanities, Social Sciences, Natural Sciences, and Mathematics. A faculty advisor or department chair can determine when a course from this list is required, what curricular requirement it would fulfill, and when it should be taken.

Art History

(Animation, Architecture, Art History, Communication, Fashion Design, Filmmaking, Game Art & Design, Graphic Design, Interior Design)

ANIM 240	History of Animation 1
ANIM 241	History of Animation 2
ANIM 245	Iconic Films: Essentials for Animators
ARTH 204	History of Modern Art
ARTH 205	History of Contemporary Art
ARTH 211	History of Latin American Art
COMM 222	Film Studies
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: Twentieth Century
GDES 260	History of Graphic Design
IDES 164	Interior Design History I
IDES 265	Interior Design History II

Natural Sciences

(Biology, Physics)

BIOL 230	Biology (laboratory course)
BIOL 231	Human Biology (laboratory course)
BIOL 232	Botany (laboratory course)
PHYS 243	Physics for Architects (laboratory course)

Humanities

(Communication, Foreign Language, History, Interdisciplinary Studies, Literature, Philosophy, Political Science, Writing)

COMM 100	Media Culture
COMM 203	Communication Theory
COMM 210	Interpersonal Communication
INDS 101	Journeys
INDS 102	Natures
INDS 103	Conflicts
INDS 104	Knowledges
LITR 206	The Short Story
LITR 270	Topics in Literature
PHIL 201	Introduction to Philosophy
PHIL 210	Ethical Systems
PHIL 270	Topics in Philosophy
POHI 101	The State, the Economy, and the City
POHI 102	Wars, Gods, and Revolutions
WRIT 212	Rhetoric and Design

Social and Behavioral Sciences

(History, Interdisciplinary Studies, Sociology, Psychology, Communication, Political Science)

SOCI 210	Introduction to Sociology
ECON 200	Elementary Economics
ECON 203	Macroeconomics
ECON 204	Microeconomics
INDS 101	Journeys
INDS 102	Natures
INDS 103	Conflicts
INDS 104	Knowledges
POHI 101	The State, the Economy, and the City
POHI 102	Wars, Gods, and Revolutions
PSYC 200	Introduction to Psychology
PSYC 210	Developmental Psychology
PSYC 270	Topics in Psychology
URBS 100	Introduction to Urban Studies

NOTE: Communication and Politics and History courses are categorized as either Humanities or Social and Behavioral Sciences, depending upon course content. Categories of specific courses should be verified by academic advisors or the Registrar's Office.

Lower-Division General Education Requirements

Lower-division courses provide an opportunity for students to investigate areas of interest to them from the above-mentioned Breadth courses. These allow students to study subject content outside their chosen discipline that they feel informs that discipline with knowledge tailored to each student's interests. Students can choose one course within the Art History, Natural Sciences, Humanities, or Social and Behavioral Sciences selections 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. Students are required to complete three advanced courses: 1. a deep study of a specific general education discipline; 2. a study based on one of the University's four principles; and 3. a study that is either transdisciplinary or interdisciplinary in nature. The first two fulfill Breadth requirements. The one that is either trans- or interdisciplinary in nature fulfills a requirement for Institutional Learning Outcomes.

These courses are usually based on active learning practices and a combination of short lectures to clarify information, plus seminar discussions for deeper critical analysis. 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 these must be written assignments involving critical thinking, and at least one opportunity to revise a written assignment must be provided.

On page 16 is a comprehensive list of courses meeting the first requirement for deep study of a general education discipline. For the second requirement—deeper study based on one of the University's four principles—please refer to your particular major program worksheet or consult your faculty advisor as these courses are often offered by that program. The third requirement—a seminar that is trans- or interdisciplinary in nature—is designated each semester from courses offered by the College of Liberal Arts from the above listing and new topics courses. In general, the School of Media, Culture & Design administers the programs in Communication, Filmmaking, Psychology, and Sociology; the College of Liberal Arts administers all others.

ARTH 331	History of Modern Painting	POHI 321	International Wars
ARTH 332	History of Photography	POHI 322	Civil Wars
ARTH 333	History of Land Art	POHI 323	Genocides
ARTH 334	Curatorial Studies: Theory and Criticism	POHI 325	Modern Revolutions
ARTH 337	Video Art: Blurred History, Theory & Practice	POHI 326	Terrorism
ARTH 338	History of Performance Art	POHI 331	Classic Political Theory
ARTH 339	History of Art and Violence	POHI 332	Contemporary Political Theory
ARTH 340	History of Zombie Films, Art, and Literature	POHI 333	Globalization
ARTH 341	History of Avant-Garde Film	POHI 335	Migration and Colonization
ARTH 342	Art Theory and Practice	POHI 336	Liberation and Decolonization
ARTH 343	History of Digital Art and Electronic Media	POHI 337	United States Constitutional Law
ARTH 344	History of Contemporary Mexican Art	POHI 339	The Holocaust
ARTH 345	Public Art and the Public Sphere	POHI 370	Topics in Politics and History
ARTH 370	Topics in Art History	PSYC 300	Social Psychology
ARTH 375	Field Experience	PSYC 301	Group Processes
BIOL 370	Topics in Biological Science	PSYC 305	Personality
COMM 314	Digital Journalism	PSYC 306	Influence and Persuasion
COMM 323	Cultural Studies	PSYC 309	Abnormal Psychology
COMM 327	Gender and Communication	PSYC 311	Human Sexuality
COMM 330	Social Media	PSYC 312	Environmental Psychology
COMM 335	Media and Social Change	PSYC 313	Social Cognition
COMM 341	Film Genres	PSYC 314	Psychology of Gender
COMM 342	Film Noir	PSYC 315	Industrial/Organizational Psychology
COMM 350	World Cinema	PSYC 316	Cross-Cultural Psychology
COMM 370	Special Topics in Communication	PSYC 317	Media Psychology
FILM 302	World Film History	PSYC 318	Consumer Behavior
FILM 305	History of Film Directing	PSYC 320	Sensation and Perception
INDS 322	Music and Literature	PSYC 321	Neuropsychology
INDS 325	L.A. Stories	PSYC 322	Marriage and Intimacy
INDS 327	Film and Literature	PSYC 324	Psychology of Fear
INDS 328	Reading the West	PSYC 325	Psychology of Fashion
INDS 340	Human Agency & Interior Spaces	PSYC 331	Advanced Statistics for the Behavioral Sciences
INDS 370	Topics in Interdisciplinary Studies	PSYC 370	Topics in Psychology
LITR 328	American Experiences	SOCI 370	Topics in Sociology
LITR 330	Autobiography	URBS 301	Urban Theory
MATH 370	Topics in Mathematics	URBS 302	Current Issues in Urban Studies
PHIL 310	Aesthetics	URBS 311	Urban Ecology and Los Angeles
PHIL 311	Moral Philosophy	URBS 312	The Infrastructural City
PHIL 312	Philosophy of Religion	URBS 321	Environmental Urbanism
PHIL 314	Existentialism	URBS 322	The Global Metropolis
PHIL 315	Celebrity	URBS 331	Food and the City
PHIL 316	Philosophy of History	WRIT 312	Rhetoric and Electronic Environments
PHIL 317	Philosophy of Architecture		
PHIL 370	Topics in Philosophy		
PHYS 370	Topics in Physical Science		

ACADEMIC PROFICIENCIES AND PLACEMENT

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

Writing Proficiency and Placement

Beginning with the incoming class of Fall 2020, Woodbury University will no longer require the Writing Placement Exam. Degree completion* will require passing or transferring credit for the following Writing courses:

1. WRIT 113, First-Year Academic Writing
 - a. Students who have successfully passed a first-year composition course with a grade of "C" or better should submit their transcripts to the Registrar's Office for formal evaluation.
 - b. Students who have successfully passed either the AP Language and Composition or the AP Literature exam with a 3 or better should submit their AP scores to the Registrar's Office.
2. WRIT 313, Advanced Academic Writing
 - a. Students who have successfully passed a

college-level, upper-division academic writing course with a grade of "C" or better should submit their transcripts to the Registrar's Office for formal evaluation.

*Additional WRIT courses are required for students in the Professional Writing program.

Mathematics Proficiency and Placement

The level and knowledge of math needed for students to successfully progress through and complete their degrees helps determine if they need to take the placement exam. The chart below identifies whether a student needs to take the placement exam. All students must successfully complete one or more college-level mathematics classes, but these requirements vary by major. For incoming students, placement in the appropriate math course is determined first by major, then either by approved transfer credit or by taking the Math Placement Exam. The table below outlines requirements for taking the Math Placement Exam.

What is your major?

Applied Computer Science Architecture	Computer Science in Data Analytics	Accounting Animation Communication Fashion Design Fashion Marketing Filmmaking Game Art & Design Graphic Design History	Interdisciplinary Studies Interior Design Management Management & MBA (3+1) Marketing Political Science Professional Writing Psychology Public Safety Administration		
Have you successfully passed either: college-level Algebra with a "C" or better OR an AP Math (Calculus or Statistics) exam with a 3 or higher?	Have you successfully passed either: college-level Algebra and Trigonometry courses with a "C" or better OR college-level Pre-Calculus with a "C" or better OR an AP Calculus exam with a 3 or higher?	Have you successfully passed either: college-level math courses with a "C" or better OR an AP Math (Calculus or Statistics) exam with a 3 or higher?			
YES You do not need to take the exam. Be sure to submit your transcripts and/or AP scores to the Registrar's Office for evaluation.	NO You must take the placement exam.	YES You do not need to take the exam. Be sure to submit your transcripts and/or AP scores to the Registrar's Office for evaluation.	NO You must take the placement exam.	YES You do not need to take the exam. Be sure to submit your transcripts and/or AP scores to the Registrar's Office for evaluation.	NO You do not need to take the exam. You will take MATH 100, Pre- Statistics. NOTE: You have the option of taking the exam in an attempt to test out of MATH 100, Pre-Statistics*.

**It is highly recommended that students planning to test out of MATH 100, Pre-Statistics, by taking the Math Placement Exam do so before completing online orientation (before beginning classes). However, students may take the Math Placement Exam after completing their first semester if they have not taken a math course by then. Students who take a math course in their first semester are no longer eligible to take the Math Placement Exam.*

MATH PLACEMENT EXAM POLICY

- Students must submit their commitment deposit before taking the Math Placement Exam.
- Students must complete the Math Placement Exam prior to New Student Orientation.
- Students opting to take the Math Placement Exam in an attempt to test out of MATH 100, Pre-Statistics, should do so before going through New Student Orientation (before beginning classes). However, students may take the Math Placement Exam after completing their first semester if they have not taken a math course yet. Students who take a math course in their first semester are no longer eligible to take the Math Placement Exam. Students who have started their second semester are no longer eligible to take the Math Placement Exam.
- The Math Placement Exam is a timed, computerized test.
- Students may not retake the Math Placement Exam.
- Math Placement Exam scores may be used for up to two academic years, after which point, the student would need to retake the exam.

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 the assessment to assure student 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 their first year of enrollment. The Information Literacy requirement may be fulfilled in one of three ways:

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

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

PERSONAL AND PROFESSIONAL DEVELOPMENT

Freshmen or transfer students entering into their first year of university studies will take one of two courses that introduce students to the University, their courses of study, 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.

PASS 100 First-Year Seminar

PASS 200 Transfer Seminar

Woodbury Integrated Student Experience [WISE]

WISE is made up of four components that provide opportunities for students to engage in high-impact educational practices inside and outside the classroom, and earn up to two \$1,000 tuition scholarships. These experiential learning opportunities allow students to gain meaningful knowledge and experience while helping with tuition costs. The four components are:

- Study Away
- Work Experience or Internship
- Civic Engagement
- Leadership

Different components have different requirements for approved recognition as experiences included in/applicable to the WISE tuition reimbursement program.

STUDY AWAY

Study Away experiences provide students with opportunities to learn in places of environmental, cultural, and social conditions different than their own, helping them gain a better understanding of themselves and their culture, and become more open and inclusive global citizens.

WISE Eligibility Requirements

- Participation in a Study Away experience through registration in a course with a study-away component at least two weeks long
- Successful fulfillment of required learning outcomes
- Required documentation in ePortfolio
- Receive mentoring from a faculty or staff member

WORK EXPERIENCE OR INTERNSHIP

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

WISE 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
- Receive mentoring from a faculty or staff member

CIVIC ENGAGEMENT

Civic engagement experiences provide students with opportunities to collaboratively apply specified disciplinary knowledge to problem-based projects. Thus, knowledge and skills are acquired via participation in activities of personal or public concern that are life-enriching for individuals as well as socially beneficial to the community. Pursuit of this knowledge and/or these skills can benefit specific communities, helping to fulfill their needs.

WISE Eligibility Requirements

- Registration in a CE-designated course or participation in a co-curricular civic engagement experience
- Successful fulfillment of required learning outcomes
- Required documentation in ePortfolio
- Receive mentoring from a faculty or staff member

LEADERSHIP

Leadership experiences provide opportunities for students to learn how to organize and implement ideas among diverse groups, direct conflict resolution, and build interpersonal skills. They also require participation as part of a team charged with accomplishing a common goal through the modeling of inclusivity and a strong ethical belief system.

WISE Eligibility Requirements

- Serve in a co-curricular leadership opportunity
- Successful fulfillment of required learning outcomes
- Required documentation in ePortfolio
- Receive mentoring from a faculty or Student Affairs staff member

Minimum eligibility for participating in the WISE tuition reimbursement program:

Incoming Freshmen:

- Be an undergraduate student who is enrolled full-time;
- Complete a minimum of 30 units total by the end of the semester before enrolling or participating in WISE;
- Maintain a minimum cumulative collegiate GPA of 2.75;
- Have at least one more semester after participating in a WISE-approved curricular or co-curricular activity before graduating.

Incoming Transfer and International Students:

- Be an undergraduate student who is enrolled full-time;
- Complete a minimum of 15 units earned at Woodbury University and 30 units total by the end of the semester before enrolling or participating in WISE;
- Maintain a minimum cumulative collegiate GPA of 2.75;
- Have at least one more semester after participating in a WISE-approved curricular or co-curricular activity before graduating.

School of Architecture

Ingalill Wahlroos-Ritter, FAIA
Dean

Branka Olson, PhD
School of Architecture Assessment Officer

The Woodbury University School of Architecture has a clear mission: to prepare students for the future of practice. Our curriculum is designed to ensure that, upon graduation, students take leadership roles in the profession. To be a leader, however, requires more than skill and knowledge. It also requires directed vision and the belief that good design can improve the human condition.

Our undergraduate and graduate programs prepare students to effect positive change in the built environment, tackle theoretical debates, and take on architecture, interior design, and applied computer science in media arts as critical practices. We educate our students as entrepreneurs, citizen designers, and cultural builders equally committed to professional practice, theoretical discourse, social equity, and formal and technological inquiry. Our faculty is comprised of prolific architects, designers, and academics, actively building, writing, and working across Southern California and beyond.

Woodbury School of Architecture approaches education multidimensionally, teaching across a range of pedagogies and design methodologies to help students develop their own unique creative voices while recognizing that design is a collaborative endeavor. Embedded in our curriculum is the ethos that diverse points of view lead to innovative design solutions. We introduce students to new technologies and resourceful, ethical practices, preparing culturally diverse students to confidently lead local and global discourse. Through engaged faculty-student interaction, we transform our students into professionals committed to the power of innovative design.

All School of Architecture programs are designated as STEM degrees. International students enrolled in these programs can now apply for 24-month extensions of their post-completion OPT (Optional Practice Training) for a total of 36 months.

The Woodbury School of Architecture offers the following degree programs:

At our Los Angeles campus:

- 5-year, National Architectural Accrediting Board (NAAB)-accredited Bachelor of Architecture
- 4-year, Council for Interior Design Accreditation (CIDA)- and National Association of Schools of Art and Design (NASAD)-accredited, Bachelor of Fine Arts in Interior Design
- 4-year, Bachelor of Science in Applied Computer Science-Media Arts
- 3-year, NAAB-accredited, Master of Architecture with possible advanced standing
- 3-year Master of Interior Design with three- and two-year track options
- 1-year postgraduate Master of Science in Architecture

At our San Diego campus:

- 5-year, NAAB-accredited, Bachelor of Architecture
- 3-year, NAAB-accredited, Master of Architecture with possible advanced standing
- 1-year postgraduate Master of Science in Architecture
- 1-year Master of Science in Architecture in Real Estate Development

Mission

Good design is a human right. Woodbury School of Architecture produces graduates who affirm the power of design to improve the built environment and the lives of others by addressing the pressing issues of our time. We transform our students into ethical, articulate, and innovative design professionals prepared to lead in a world of accelerating technological change.

Vision

Woodbury School of Architecture creates an environment that empowers students to impact the future of their profession through meaningful built work. We imagine a world without disciplinary “rights and wrongs,” where diverse and sometimes contradictory values collide to generate design innovations, unexpected practices, and the means to expand the influence of the discipline.

Goals

The School of Architecture community works together to support the following goals:

- Fostering excellence in teaching and learning while transforming students into ethical, articulate design innovators prepared to lead in a world of accelerating technological and social change;
- Creating an arena of ideas to foster diverse values;
- Developing programs to produce graduates who affirm the power of design to address the pressing issues of our time;
- Enriching the student experience through immersive learning in research environments;
- Engaging with professional communities to expand the influence and agency of our disciplines;
- Supporting students via philanthropic activities that help ensure equity and inclusion.

Locations

LOS ANGELES

**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 Burbank campus 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 studio spaces with 24/7 access. The School of Architecture occupies several buildings on campus, including a 15,000-square foot studio building built in 2009.

SAN DIEGO

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

Sociopolitical and environmental issues dominate the San Diego context. Given its relationship with and proximity to the U.S./Mexico border, the Pacific Ocean, and the Sonoran Desert, the region is ripe for focused study. Drawing from and responding to this corner of the United States (Baja Alta), San Diego faculty members, students, and alumni take full advantage of the educational opportunities provided by this rapidly growing, complex, and diverse region. The San Diego campus, contained within one building, was completely renovated by and for the School of Architecture. Campus resources include a library, a wood and metal shop, a material resource library, a digital fabrication lab, computing facilities, plus studio spaces with 24/7 access.

Institutes

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

Agency for Civic Engagement

The vision of the Agency for Civic Engagement (ACE) at Woodbury University is to empower students to improve under-resourced communities using their developing architecture, design, business, and interdisciplinary skills. ACE connects students and faculty with non-profit and governmental organizations dedicated to helping these 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 create small tactical structures; business plans for organizations; graphic design, including wayfinding signage and logos; films and videos promoting a message; journalistic and creative writing; and other services.

Julius Shulman Institute

Named for the renowned architectural photographer, the Julius Shulman Institute (JSI) provides programs that promote 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’s

mission is informed by Shulman's sense of social responsibility and his passion for teaching. This mission is carried out through public programming, educational outreach, and research opportunities.

Study Away

Woodbury School of Architecture offers many opportunities for travel and study within the Americas and overseas, ranging from short trips to South and Central America and the Southwestern United States, to summer semesters abroad in Venice, Tokyo, 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 provide our students with a broad menu of choices.

Career Development And Outreach

A dedicated School of Architecture Career & Outreach director offers a variety of programs, services, and resources to assist students in exploring careers and securing internships. Staff members work individually with students to develop successful internship search strategies and help students connect with employers through internship postings, résumé collections, on- and off-campus interview opportunities, alumni connections, and employer outreach.

Work Experience For International Students (CPT)

ARCH 358

Open to all students in the School of Architecture, ARCH 358 allows international students to gain practical experience in fields directly related to their degree program. The work may be for an architectural or design firm, or for an employer whose work is directly related to those fields. Students must apply for Curricular Practical Training (CPT) through their International Student Advisor in order to obtain temporary authorization to work.

Pre-requisite: Students must have a confirmed offer of employment at an architecture or design firm approved by the architecture or interior architecture department before applying for Curricular Practical Training (CPT). Each student should check with the International Student Advisor prior to enrolling in this course.

Integrated Path To Architectural Licensure (IPAL)

Woodbury School of Architecture offers a path where students in our professional architecture programs (BArch and MArch) can complete architectural licensure requirements while completing their degree. This new path to licensure prepares highly qualified architects while substantially reducing the time to become a licensed architect. Woodbury's IPAL program incorporates time to complete the experience requirement for licensure during summers and a co-op year, as well as time to take the Architect Registration Examination (ARE) before graduating. The IPAL initiative is offered for both our undergraduate (BArch) and graduate (MArch) programs, and on both campuses.

Learning And Teaching Culture Policy

The Learning and Teaching Culture Policy describes norms and expectations for student and faculty conduct in the School of Architecture; it is distributed on the first day of studio each semester. The policy is reviewed and revised annually. For all studio policies, see the Student Handbook.

Digital Literacy Requirements

The School of Architecture requires its graduates to be digitally literate. Aspects include:

- Proficiency and professionalism in email communication as demonstrated through regular communication with school administration and course instructors.
- Proficiency in online research as demonstrated through successful completion or transfer of appropriate coursework as determined by each department. Proficiency is also demonstrated 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 presentation or digital submission.
- Proficiency with digital design tools as demonstrated at all studio levels, in transfer portfolios, and in final studio work.

Computer Requirements

The study of architecture, interior design, and applied computer science-media arts requires an investment in technology, 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 anticipate spending a minimum of \$2,000 in initial set-up, and at least \$500 each additional term.

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

Faculty

Woodbury School of Architecture faculty members are accomplished, passionate educators who embody diverse interests and strengths. Professional practice and critical understanding of contemporary design inquiry enable our instructors to infuse academic studies with leading edge expertise in their disciplines. Combining theory with invaluable learning experiences from outside of the classroom, they prepare students to be articulate, critical thinkers, and innovative and ethical practitioners.

APPLIED COMPUTER SCIENCE—MEDIA ARTS FULL-TIME FACULTY

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

ADJUNCT FACULTY

Ivaylo Getov
BFA, Film & Television, New York University, Tisch
School of the Arts

Gottfried Haider
MFA, Design Media Arts, University of California, Los
Angeles

Nikita Pashenkov
MS, Massachusetts Institute of Technology

Michael Peguero
MArch, Harvard Graduate School of Design

Echo Theohar
MFA, Fine Art with emphasis in Art + Technology,
University of California, Santa Barbara

ARCHITECTURE FULL-TIME FACULTY

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

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

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

Anthony Fontenot, Professor, Los Angeles
PhD, Princeton University

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

José Parral, Professor, San Diego
MA, Landscape Urbanism, Architectural Association

Hector M. Perez, Associate Professor, San Diego
MS, Architecture Studies, Massachusetts Institute of Technology

Jason Rebillot, Associate Professor, Los Angeles
DDes, Harvard University

Marcel Sanchez-Prieto, 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

Berenika Boberska, Los Angeles
MArch, Bartlett School of Architecture

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

Erick Carcamo, Los Angeles
MArch II, Columbia University Graduate School of Architecture, Planning, and Preservation (GSAPP)

Jacob Chan, Los Angeles
BS, Electrical Engineering, University of Southampton

Carmelia Chiang, Los Angeles
BArch, Southern California Institute of Architecture

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

Bruce Danziger, Los Angeles
BS, Architectural Engineering, Cal Poly, San Luis Obispo

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

Aaron Gensler, Los Angeles
MArch, Cornell University

Anali Gharakhani, Los Angeles
MArch, Woodbury University

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

Eric Giragosian, Los Angeles
MArch, Columbia University

John Going, Los Angeles
MArch, Harvard University

Jordana Maisie Goot, Los Angeles
MArch, Parsons School of Design

Megan Groth, San Diego
MSc, City Design & Social Sciences, London School of Economics

Kathryn Hamilton, San Diego
MArch, University of Texas, Austin

Jose Blas Herrera Najera, San Diego
MSArch, Landscape and Urbanism, Woodbury University, San Diego

Sean Johnson Joyner, Los Angeles
BArch, Woodbury University

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

Jon Linton, San Diego
MS, Architecture and Urban Design, Columbia University

Miriam E. Malpartida, Los Angeles
BArch, Woodbury University

Stephen Marshall, Los Angeles
Diploma, Architectural Association

Ryan Tyler Martinez, Los Angeles
MArch, Southern California Institute of Architecture

Alex Maymind, Los Angeles
MArch, Yale University

Salvador Medina, San Diego
BS, Architectural Engineering, Cal Poly, San Luis Obispo

Cody Miner, Los Angeles
MArch, Southern California Institute of Architecture

Louis Molina, Los Angeles
MArch, Southern California Institute of Architecture

Mark Owen, Los Angeles
MArch, University of California, Los Angeles

David J. Pearson, San Diego
MArch II, Harvard University

Mikaela Pearson, San Diego
MLA, Harvard University

Michael Peguero, Los Angeles
MArch, Harvard Graduate School of Design

Lilian Pfaff, Los Angeles
PhD, University of Zürich

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

Andrew Sander, Los Angeles
PhD, Geotechnical Engineering, University of California, San Diego

Patrick Shields, San Diego
MFA, University of California, San Diego

Bailey Shugart, Los Angeles
MArch, Southern California Institute of Architecture

Teddy Slowik, Los Angeles
MArch, University of Pennsylvania

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

Andrew John Wagner, San Diego
BArch, Woodbury University

Hans Wendel, Los Angeles
MArch, Sci-Arc

Ann Worth, San Diego
MArch, Massachusetts Institute of Technology

Erin Wright, Los Angeles
MArch, University of California, Los Angeles Extension

EMERITUS FACULTY

Jay Nickels, Los Angeles
BArch, University of Southern California

INTERIOR DESIGN FULL-TIME FACULTY

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

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

ADJUNCT FACULTY

Yelen Aye
BA, Art Center College of Design

Trevor Bikhram,
MArch, Woodbury University

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

Todd Erlandson
MArch, Tulane University

Lara Hoad
MArch, Royal College of Art

Robert E. Kerr
MArch, Georgia Institute of Technology

Nancy Lo
BFA, Interior Architecture, California State University, Long Beach

Branka Olson
PhD, Case Western Reserve University

John Turturro
University of California, Los Angeles

Thomas Valle Stallman
MArch, Southern California Institute of Architecture

Hans Wendel
MArch, Sci-Arc

Gregory A. Zamora
BArch, Woodbury University

Applied Computer Science (BS)

MEDIA ARTS

Mark Ericson, MArch
Chair

The Applied Computer Science program helps students become designers, thinkers, and leaders of the digital age. It is a hybrid art-and-technology degree that offers opportunities for students to focus on emerging digital practices by working with virtual and immersive environments, experiential design, and human-computer interaction. The program uses computer science as a tool to innovate within the fields of design, entertainment, and digital arts. This STEM degree enables students to develop into creators and innovators, preparing them for some of the most exciting and cutting-edge careers of today and tomorrow.

Students become proficient in technical skills but also benefit from a strong emphasis on design, enabling them to explore new forms of media within social and cultural contexts. Applied Computer Science students develop a broad skill set by working with virtual (VR) and augmented (AR) reality environments, computer graphics, digital media, web development, mobile platforms, electronics, 3-D modeling, digital fabrication, and more.

The Applied Computer Science-Media Arts curriculum is structured around three main types of classes: Design/Media, Programming, and hybrid Design/Tech studios. Each class has been carefully designed to provide experience with a specific, cutting-edge technology as well as high-demand programming skills applied to a particular creative environment. During junior year, each student can choose an applied study focus in Interaction Design, Immersive and Experiential Design, Entertainment Technology, or Game Development. For their senior theses, students will explore this chosen applied focus in greater depth, acquiring expertise in one particular area, enabling them to pursue a professional career in that field.

The program invites top practitioners from a wide range of creative and scientific fields, all of whom incorporate technology and art at the core of their professional inquiry. This series is designed to create a space for students to approach the speakers, ask questions, and begin building relationships for their future professional endeavors.

Mission

The Applied Computer Science-Media Arts program aims to produce the next generation of professionals and leaders in the field of creative technology who can face the demands of the 21st century marketplace. This Bachelor of Science program fosters technically minded students with a solid grounding in the theory and practice of software, hardware, media, and design. It also emphasizes dialogue with other creative disciplines through collaborative projects and internships throughout the four-year degree.

Student Learning Outcomes

- Students will explore and analyze the theoretical, historical, and cultural contexts of digital media within a range of creative disciplines, including narrative visual media and games.
- Students will demonstrate mastery of modern software development practices, including prototyping, utilizing version control, developing, debugging, managing source code, documentation, and deployment.
- Students will demonstrate familiarity with development environments and proficiency in several programming languages.
- Students will demonstrate the integration of high-level quantitative and logic skills while applying computational skills to analyze, scope, and resolve problems.
- Students will develop original software or hardware in the field of human/computer interaction.
- Students will apply user-testing procedures to evaluate project prototypes and design assumptions.
- Students will demonstrate proficiency in working with computer-generated image data and the practice of computational design.
- Students will develop the skills to produce media for a variety of contexts and will create software that incorporates motion, image, and video processing.
- Students will develop strong visual communication skills and design aesthetics.
- Students will develop projects from concept to fruition, including execution, implementation, and exhibition. Students will create a substantial body of original work that showcases a unique creative voice.

Academic Standards

Below-average work is not acceptable for a professional degree. For Applied Computer Science majors, a minimum grade of "C" is required in all studio courses. 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.

Applied Focus Concentrations

The curriculum provides opportunities for students to focus on the following areas:

- Interaction Design
- Immersive and Experiential Design
- Entertainment Technology
- Game Development

Minor Curriculum

COURSE NO.	COURSE TITLE	UNITS
CSMA 100*	ACS Lecture Series	1
CSMA 101*	Introduction to Programming	3
CSMA 102*	Technology, Art, and Culture	3
CSMA 112*	Interactive Prototyping	3
CSMA 212*	Media Environments	3
CSMA 113**	Mixed Reality	3
CSMA 202**	Intermediate Programming	3
TOTAL UNITS		16

*Students must complete this course

**Students must take one of these courses

CURRICULUM SUMMARY

APPLIED COMPUTER SCIENCE

Leading to the Bachelor of Arts (BS) Degree

Unit Type (UT)	Number of Units (U)
Major (MA)	71
General Education (GE)	43
Design Elective (DE)	N/A
Unrestricted Electives (UE)	6
Work Experience (WE)	0
Minimum Total Units Required	120

SUGGESTED SEQUENCE OF COURSES

FIRST YEAR

Fall Semester

COURSE NO.	COURSE TITLE	UNITS	TYPE
CSMA 100	ACS Lecture Series 1	1	MA
CSMA 101	Introduction to Programming	3	MA
CSMA 102	Technology, Art and Culture 2	3	MA
FOUN 102	Design and Composition	3	MA
WRIT 113	First-Year Academic Writing	3	GE
MATH 249	College Algebra	3	GE
TOTAL UNITS		16	

FIRST YEAR

Spring Semester

COURSE NO.	COURSE TITLE	UNITS	TYPE
CSMA 111	Introduction to 3-D Worlds	3	MA
CSMA 112	Interactive Prototyping	3	MA
CSMA 113	Mixed Reality	3	MA
COMM 120	Public Speaking	3	GE
LSCI 105	Information Literacy	1	GE
_____	Unrestricted Elective	3	UE
TOTAL UNITS		16	

SECOND YEAR

Fall Semester

COURSE NO.	COURSE TITLE	UNITS	TYPE
CSMA 202	Intermediate Programming	3	MA
CSMA 203	Digital Media	3	MA
GDES 107	Digital Practice	3	MA
MATH 251	Trigonometry	3	GE
ARTH 204	History of Modern Art	3	GE
TOTAL UNITS		15	

SECOND YEAR

Spring Semester

COURSE NO.	COURSE TITLE	UNITS	TYPE
CSMA 212	Media Environments	3	MA
CSMA 213	Artificial Intelligence	3	MA
CSMA 214	Applied Mathematics	3	MA
CSMA 215	Progress Portfolio	0	MA
WRIT 313	Advanced Academic Writing	3	GE
INDS ____	Interdisciplinary Core Elective	3	GE
TOTAL UNITS		15	

THIRD YEAR**Fall Semester**

COURSE NO.	COURSE TITLE	UNITS	TYPE
CSMA 302	Advanced Programming	3	MA
GDES 396	User Experience Design	3	MA
	Applied Focus Elective	3	MA
ENVT 220	Environmental Studies	3	GE
COMM 235	Media Ethics	3	GE
TOTAL UNITS		15	

THIRD YEAR**Spring Semester**

COURSE NO.	COURSE TITLE	UNITS	TYPE
CSMA 311	Design Technology Exploration	3	MA
CSMA 312	Mixed Reality 2	3	MA
	Applied Focus Elective	3	MA
3	Upper Division Interdisciplinary Elective	3	GE
	Natural Science with Lab Elective	3	GE
	Work Experience	0	WE
TOTAL UNITS		15	

FOURTH YEAR**Fall Semester**

COURSE NO.	COURSE TITLE	UNITS	TYPE
CSMA 400	Research Seminar	3	MA
CSMA 401	Thesis 1	3	MA
	Applied Focus Elective	3	MA
	Social Science Elective	3	GE
3	Upper Division General Education Elective	3	GE
TOTAL UNITS		15	

FOURTH YEAR**Spring Semester**

COURSE NO.	COURSE TITLE	UNITS	TYPE
CSMA 402	Thesis 2	4	MA
CSMA 422	Professional Practices	3	MA
	General Education Elective	3	GE
	Unrestricted Elective	3	UE
TOTAL UNITS		13	

Applied Focus Concentrations

Three courses are required of each concentration; two are specified and the third an elective.

Interaction Design

COURSE NO.	COURSE TITLE	UNITS
GDES 116*	Typography 1	3
GDES 256*	Interaction Design 1	3
GDES 310**	Information Design	3
GDES 356**	Interaction Design 2	3
GDES 216**	Typography 2	3
TOTAL UNITS		9

*Students must complete this course

**Students must take one of these courses

Game Development

COURSE NO.	COURSE TITLE	UNITS
GAME 101*	Game Design Fundamentals	3
GAME 221*	Game Prototyping	3
GAME 240**	Networked Game Development	3
GAME 321**	User Interface Design	3
GAME 304**	Sound Synthesis and Design	3
TOTAL UNITS		9

*Students must complete this course

**Students must take one of these courses

Immersive and Experiential Design

COURSE NO.	COURSE TITLE	UNITS	TYPE
ARIA 114*	Design Communication 1	3	
IDES 105*	Design Studio 1	3	
GDES 116**	Typography 1	3	
GDES 256**	Interaction Design	3	
ARIA 211**	Design Communication 3	3	
TOTAL UNITS		9	

*Students must complete this course

**Students must take one of these courses

Entertainment Technology

COURSE NO.	COURSE TITLE	UNITS	TYPE
FILM 110*	Film Production I	3	
ANIM 345*	Visual Effects	3	
FILM 115**	Cinematography	3	
ANIM 262**	Introduction to 3D Computer Animation	3	
TOTAL UNITS		9	

*Students must complete this course

**Students must take one of these courses

COURSE DESCRIPTIONS

CSMA 100 APPLIED COMPUTER SCIENCE LECTURE SERIES

UNITS: 1

Lecture

Pre-requisites: None

The Applied Computer Science 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. Each week, the students will be given four questions to answer after participating in the lecture. This weekly practice will enable them to learn how to engage in a discussion with each lecturer, as well as reflect on various research methodologies and fields.

CSMA 101 INTRODUCTION TO PROGRAMMING

UNITS: 3

Studio

Pre-requisites: None

This studio course serves as a practical introduction to the fundamentals of computational media with emphasis on code as the language of computing. No prior background in computer programming is assumed as the course covers basic concepts of syntax, code structure, programming constructs, algorithms, data organization, and computer applications. Concepts such as procedural animation, generative graphics, and interaction will be explored using a creative coding approach. Students will complete weekly programming assignments, culminating in an original project that elaborates on the concepts and techniques covered in the course.

CSMA 102 TECHNOLOGY, ART, AND CULTURE

UNITS: 3

Lecture

Pre-requisites: None

This foundational course ties together major themes and movements in the history of the arts, science, and technology up to the present day, with a focus on their impact on culture at large. Examining the cutting edge of current and near-future developments from a historical perspective, students will learn to identify major technological and artistic innovations that often drive disruptive societal change. Course lecture

material and supplemental readings pay particular attention to pioneering individuals and groups leading innovation with cross-disciplinary, forward-thinking, and experimental work. Throughout the semester, students will complete regular writing assignments and presentations, culminating in a research paper.

CSMA 111 INTRODUCTION TO 3-D WORLDS

UNITS: 3

Studio

Pre-requisites: None

This course serves as an introduction to three-dimensional environments. During the term of the course, students will learn to model and work within the virtual 3-D space. Students will build complex objects, and then learn 3-D rendering and use of animation tools. Students will also learn digital fabrication techniques by making physical 3-D objects using laser cutters, 3-D printers, and CNC milling technology.

CSMA 112 INTERACTIVE PROTOTYPING

UNITS: 3

Studio

Pre-requisites: None

A hands-on introduction to the design and creation of interactive prototypes that form the basis of intelligent objects and spaces in the sphere of media, art and design, architecture, wearable technology, and IoT (Internet of Things). In the course of the semester, students will acquire practical electronics and embedded programming skills by experimenting with technologies such as microprocessors, sensors, actuators, and LED lights, using them in conjunction with the software tools, source code libraries, and network services facilitating their applications. Class sessions will focus on the design and construction of electronic circuits used to explore real-time interaction. Students will complete regular programming assignments, culminating in a collaborative installation project that integrates the hardware and software technologies, concepts, and programming techniques covered in the course.

CSMA 113 MIXED REALITY

UNITS: 3

Studio

Pre-requisites: None

This class will explore various platforms for the design and creation of AR and VR applications. Emphasizing hands-on experimentation, this experiential studio is meant to be a collaboration between programmers and designers to research and develop new paradigms for user experience and new pipelines for the creation of 3-D content. Using the Unity game engine and

various hardware equipment, such as the Microsoft HoloLens, HTC Vive, and mobile devices, students will work individually and in teams to practically apply novel design principles, culminating in a semester project demonstrating a critical approach to designing for these emerging forms of media.

CSMA 202 INTERMEDIATE PROGRAMMING

UNITS: 3

Studio

Pre-requisites: CSMA 101, Introduction to Programming

This course introduces intermediate programming concepts through the construction of interactive experiences for the web by building on programming fundamentals learned in the introductory programming course. Students will learn software design patterns, synchronous and asynchronous programming, unit testing, version control, hosting, data formats, and how to work with an application programming interface (API). Students will create interactive works using a variety of back-end and front-end technologies. Possible projects include interactive data visualization, networked games, and responsive design.

CSMA 203 DIGITAL MEDIA

UNITS: 3

Studio

Pre-requisites: None

This class will introduce core concepts and practices of digital media creation and workflows. This course will provide students with hands-on training on the cameras, techniques, and software used in working with time-based digital media workflows that can be applied across a number of industries. Creative freedom is encouraged during this course and students will explore art concepts in different contexts, through a series of projects generating images and graphics in motion. Topics may include: animation, cinematography, compositing, typography, non-linear editing systems, video standards, and video workflows.

CSMA 212 MEDIA ENVIRONMENTS

UNITS: 3

Studio

Pre-requisites: None

This experimental studio covers the recent techniques, aesthetics, and applications of experiential design, with a focus on interactive and immersive environments at a human scale. It is a hands-on hybrid art-and-technology course that will cover topics such as the design of real-time generated graphics, audio-reactive visuals, projection mapping, programming interactive installations, and other creative prototyping tools.

CSMA 213 ARTIFICIAL INTELLIGENCE

UNITS: 3

Studio

Pre-requisites: MATH 251, Trigonometry; CSMA 202, Intermediate Programming

This course explores the principles of Artificial Intelligence focusing on the development and deployment of machine learning algorithms. Lectures and reading assignments for the class aim to provide a broad overview of the contemporary research, best practices, and applications in the fields of robotics, data analytics, audio analysis, computer vision, and other areas. Practical approaches to engaging with the subject material will be emphasized through hands-on programming assignments and exercises, including applications of machine learning at the hardware level using sensors and embedding computing platforms. Employing state-of-the-art software frameworks with a creative approach to problem solving, students will understand core concepts involved in machine learning to begin developing expertise with intelligent algorithms, neural networks, training data sets, and more.

CSMA 214 APPLIED MATHEMATICS

UNITS: 3

Lecture

Pre-requisites: MATH 251, Trigonometry

This class aims to teach students how to think mathematically in applied contexts. Five main themes will be covered: mathematical reading, combinatorial analysis, discrete structures, algorithmic thinking, and applications and modeling. Mathematical logic will include sets, permutations, relations, graphs, trees, Boolean algebra, and finite state machines. Algorithmic thinking will cover solving problems by creating an algorithm, specification of the algorithm, and verification that it works. Students will model problems and applications, using the tools and programming platforms learned in previous technology programming sequences.

CSMA 215 PROGRESS PORTFOLIO

UNITS: 0

Studio

Pre-requisites: CSMA 212, Media Environments (may be taken as a co-requisite)

Students will develop a Portfolio and Repository including work, documentation, and source code from each major studio completed. Students also will complete reflective self-assessments 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.

CSMA 302 ADVANCED PROGRAMMING**UNITS: 3**

Studio

Pre-requisites: CSMA 213, Artificial Intelligence

This course serves as a culmination of the programming sequence of the ACS department by building on programming fundamentals learned across the degree. This class will explore lower-level programming and computer science practices at the machine level. Students will work with complex algorithms, abstract data types, recursion, and increment their problem-solving skills. Students will also practice real-world case scenarios such as software team assembly, best-version control practices, and code review.

CSMA 311 DESIGN TECHNOLOGY EXPLORATION**UNITS: 3**

Studio

Pre-requisites: CSMA 112, Interactive Prototyping; CSMA 113, Mixed Reality; CSMA 202, Intermediate Programming; CSMA 203, Digital Media; CSMA 212, Media Environments

This hybrid art-and-technology course serves as a continuation of CSMA 212, Media Environments. This studio aims to find a balance between design, programming, and hardware implementations. Students will research and produce a series of creative works surrounding a particular topic, culminating in the development and presentation of a proof of concept. We will look at contemporary examples in the field and carefully study projects from ideation to final production, paying special attention to the design, exploration, and production processes. Work is expected to be highly creative and demonstrate proficiency in core programming and technical concepts.

CSMA 312 MIXED REALITY 2**UNITS: 3**

Studio

Pre-requisites: CSMA 113, Mixed Reality

Building on the foundations laid in the Mixed Reality course, this class will dive deeper into computer science and programming topics as they relate to developing consumer-ready mixed reality experiences. Topics covered will include inter-device networking, efficient architecture, and mobile optimization. Students will also be encouraged to consider critically the current and future state of virtual and augmented reality through hands-on experience with hardware such as consumer VR/AR devices, emerging hardware prototypes or development kits, and mobile devices.

Students will work individually to develop a mid-term project demonstrating proficiency in developing software for user-facing experiences, which will culminate in a semester project demonstrating proficiency in developing network software and meeting agreed-upon standards.

CSMA 400 RESEARCH SEMINAR**UNITS: 3**

Studio

Pre-requisites: CSMA 311, Design Technology Exploration

The capstone research semester provides the student 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 an Applied Computer Science Capstone Project Proposal signed by members of the faculty from the disciplines represented in the student's proposal.

CSMA 401 THESIS 1**UNITS: 3**

Studio

Pre-requisites: CSMA 311, Design Technology Exploration

This course is the first semester in the development of a student-led Senior Thesis project with a focus on technological explorations and functional prototyping of individually developed software, hardware, and/or mixed media prototypes. With guidance from the instructor, students are expected to engage in independent research, identify an area of interest, and determine the scope of a year-long project demonstrating technical proficiency, conceptual originality, creative problem solving, and critical thinking. Students will complete a thesis proposal with supporting documentation and defend the core concepts synthesized as part of their research and development process.

CSMA 402 THESIS 2**UNITS: 4**

Studio

Pre-requisites: CSMA 401, Thesis 1

This advanced capstone course will focus on technological explorations and functional prototyping for the Senior Thesis project. Focus will be placed on individually developed software, hardware, and/or mixed media prototypes. Students will complete their thesis proposals, including documentation, and defend the core concepts synthesized as part of their research

and development process. They will demonstrate technical proficiency, conceptual originality, practical methodology, creative problem solving, and critical thinking in the implementation of their project. Final review will include presentation to the student's faculty review committee and presentation in the Applied Computer Science Showcase.

CSMA 422 PROFESSIONAL PRACTICES

UNITS: 3

Lecture

Pre-requisites: CSMA 311, Design Technology

Exploration

This course will provide a broad overview of STEM and STEAM industries, focusing on industry ethics, economic models, and entrepreneurship. Through the development of research methodologies, students will reflect on their past and current work and evaluate their practice within the discipline. 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. The goal is to provide a fundamental research and professionalization framework in order to create versatile and competitive practitioners. This class will teach students to continue to educate themselves and develop an informed, ethical stance to guide their aspirations and decisions at every stage of their careers.

CSMA 170X, 270X, 370X, 470X

TOPICS IN APPLIED COMPUTER SCIENCE

UNITS: 1-6

Varies

Pre-requisites: Varies

These courses provide in-depth investigations into topics of timely significance in the field of applied computer science. Topics are determined based on faculty and student interest

CSMA 199X, 299X, 399X, 499X

INDEPENDENT STUDY

UNITS: 1-6

Varies

Pre-requisites: Permission of the department chair

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.

Bachelor of Architecture (BArch)

Jose Parral, MA

Chair of Architecture, San Diego

Heather Flood, MArch

Chair of Undergraduate Architecture, Los Angeles

Aaron Gensler, MArch,

Assistant Chair of Undergraduate Architecture, Los Angeles

Accreditation

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: Bachelor of Architecture (BArch), Master of Architecture (MArch), and Doctor of Architecture (DArch). A program may be granted an 8-year, 3-year, or 2-year term of accreditation, depending on the extent of its conformance with established educational standards.

The most recent accreditation evaluation for the Woodbury School of Architecture BArch program took place in 2015. The next evaluation will take place in 2022.

Introduction

Graduates of the Woodbury Bachelor of Architecture program are articulate and innovative design professionals. The undergraduate Architecture curriculum prepares 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 includes practicing professionals and accomplished academics. A low faculty-to-student ratio fosters a spirit of collaboration and community allowing students and faculty members to share a belief in the power of architecture to effect change in the world at large.

Program Learning Outcomes

Design studios form the core of the undergraduate Architecture curriculum. Students gain skills in drawing, model making, material construction, design software, digital fabrication, and critical writing. All graduates of the undergraduate 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 roles 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.

Work Experience

Before graduation, each student must complete 160 hours of work experience with a licensed architect or allied professional. This is not an internship requirement for credit, and these hours do not need to be fulfilled at only one location or firm. It is recommended that students use these hours to experience several different types of workplaces, projects, and/or positions in order to gain a better idea of the types of work they might pursue upon graduation. The Career Development Office provides referral services for potential employers and sends out periodic emails with employment opportunities. Students will also find opportunities on the Woodbury University job board. It is recommended that students receive verbal confirmation that planned work experiences meet department requirements. Once work experience hours are completed, the student's immediate supervisor must provide a letter on the firm's letterhead indicating the student's responsibilities at the firm, the number of hours worked, and an assessment of how well the student executed the assignments. This letter is to be sent to the department chair. Note that work experience hours are to be

supervised by professionals in the built environment and work must be compensated at a competitive wage or no less than the applicable minimum wage. Up to 40 hours of required work experience may be volunteer, professional service, or other unpaid work.

Assessment and Results of Learning

Assessment Process

Faculty members follow University-wide grading guidelines to assess individual student learning outcomes in each project and for each course. Each year, key areas for measured assessment of student learning outcomes that involve not only programmatic outcomes, but also core competencies and institutional outcomes, are specified. 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 curriculum has two major parts: Core and Advanced, with a capstone at the end of each designed to demonstrate summative student learning. The portfolio review at the end of the third year measures students' developed skills, knowledge, and their capacity for advanced architectural design inquiry. It also gives faculty the opportunity to review the efficacy of the core curriculum.

The final two years of the program ask the student to make individual choices about the kind of studio and seminar work engaged, and encompass a comprehensive design studio (ARCH 401, Studio Seven), and an intensive research project (ARCH 441, Criticism Five: Degree Project Research), culminating in the final degree project (ARCH 431, Studio Ten). ARCH 441 serves as the capstone to critical thinking, and ARCH 431, Studio Ten 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 integrates and amplifies the core.

In addition to the summative assessment of student learning outcomes at the major milestones, formative assessment occurs within each studio. As students develop their projects, they receive regular, rigorous, and critical feedback in small groups, larger groups,

and via individual desk critiques. Students also learn to provide rigorous and critical feedback to their peers, as well as on 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 research and analysis, development of an idea or belief, process rigor, movement toward clarity of idea or resolution of issue, and the skill and craft with which media are used.

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 methods of working.

Studio Individual Desk Critique

Students and instructors meet one-on-one to review progress on projects and discuss directions for continued development. Students learn to work quickly to test new ideas, manifest concepts in multiple media, and evaluate content of criticism.

Lecture/Seminar Multistep 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 instructors with a gauge of student progress and provide students with intermediate feedback that contributes to product development.

Juried Public Project Reviews

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 as well as critique the current work.

Public Gallery Reviews

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

Third-Year Portfolio

The faculty reviews student portfolios at the end of the third year to assess whether the work demonstrates the appropriate learning outcomes to proceed to the advanced curriculum. Students who fail the portfolio review are required to meet with the chair or assistant chair for advising and to agree upon necessary improvements to the portfolio or the studios the student must repeat.

Public Studio Reviews

Studio project reviews are always public. This serves two purposes, by asking students to model (visually, verbally, and in written form) presentations for their own professional development, and also to drive the program to set and maintain high standards for student outcomes.

Grand Critique

Each fall, select members of the graduating class publicly present work they have produced at Woodbury School of Architecture. They reflect on the meaning of their education, on larger implications for architectural education and architecture itself, and on their own possible futures. Three students are chosen from among the graduating class by highest overall GPA, faculty choice, and their peers. School of Architecture faculty members and students, in addition to members of Woodbury University's general faculty and staff and the professional community, are invited to join in the annual celebration and discussion.

ARCH 431, Studio Ten Final Reviews

Studio Ten serves as a capstone of student learning and achievement. 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. Degree Project Final 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 higher levels of architectural and academic achievement. The Degree Project Final Reviews promote the quality of the Woodbury School of Architecture regionally, nationally, and internationally, launching our graduates into highly competitive positions and graduate schools and attracting new faculty via the quality of the program and intellectual debate.

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. A student whose two-studio GPA drops below 2.0 must meet with the department chair to determine an appropriate pathway for addressing the low GPA.

Upper-Division Studio Requirements

All students must complete both of the following upper-division studios prior to taking ARCH 431, Studio Ten; ARCH 401, Studio Seven: Comprehensive Design (must be taken in a regular 15-week semester and cannot be taken during the summer term) and ARCH 402, Studio Eight.

Satisfactory Studio Progress Policy

Any student who does not pass a studio with a grade of "C" or better after enrolling in it three times is subject to dismissal from the program.

Repeated Courses

Students may remediate courses for the purpose of improving those course grades. However, students only have one chance to repeat courses in which they have received passing grades. If a passing grade was not 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

A student may opt to begin a fast track on the five-year BArch program by taking Studio Eight or Studio Nine in the summer following the completion of the second year of the program, but only if the student satisfies the following requirements:

- a cumulative studio GPA of 3.0 or higher for the first two years of study
- 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 to discuss the academic plan and must sign a fast-track contract outlining those plans. A fast-tracking student must maintain the required GPA and continue to meet curriculum requirements.

Additional Learning Opportunities

Integrated Path to Architectural Licensure (IPAL)

The School of Architecture is approved by the National Council of Architectural Registration Boards (NCARB) to offer an Integrated Path to Architectural Licensure (IPAL). Participation in IPAL allows students to take the Architect Registration Examination (ARE) prior to completion of their professional degrees. Bachelor of Architecture (BArch) students are encouraged to apply in the second year of the degree program. However, any architecture student may apply for IPAL provided they can demonstrate the ability to meet IPAL requirements. These requirements include completing all 3,740 Architectural Experience Program (AXP) hours and taking all sections of the six-part exam at least once prior to graduation. In order to complete these hours, students will work full-time during summers and for one full year in an architectural office. Between the fourth and fifth year in the BArch program, students will enroll in a co-op course during the fall and spring semesters only. Students must meet the prerequisites for the co-op year: a GPA of 2.5 or higher, and completion of two upper-division studios. Students must also be on track to complete their AXP hours by graduation prior to enrolling in the co-op course. Students must work in firms belonging to the IPAL consortium or approved by the Woodbury School of Architecture IPAL committee. Students must start their NCARB record upon beginning work and must report all Architecture Experience Program (AXP) hours to NCARB according to the AXP Guidelines. Students must remain in good standing academically and financially as determined by the School of Architecture, the Registrar's Office, and the University Business Office.

CURRICULUM SUMMARY

Program Major Curriculum

Unit Type (UT)	# of Units
Major (MA)	102
General Education (GE)	46
Unrestricted Electives (UE)	12
Work Experience (WE)	0
Minimum Total Units Required	160

SUGGESTED SEQUENCE OF COURSES

FIRST YEAR

Fall Semester

COURSE NO.	COURSE TITLE	UNITS	TYPE
ARCH 101	Studio One	6	MA
WRIT 113	First-Year Academic Writing	3	GE
INDS ____	Interdisciplinary Core Elective	3	GE
_____	Unrestricted Elective	3	UE
TOTAL UNITS		15	

FIRST YEAR

Spring Semester

COURSE NO.	COURSE TITLE	UNITS	TYPE
ARCH 102	Studio Two	6	MA
ARCH 122	Build One: Intro to Materials and Methods	3	MA
MATH 249	College Algebra	3	GE
LSCI 105 or LSCI 106	Information Theory & Practice	1	GE
ARTH 205	History of Contemporary Art	3	GE
TOTAL UNITS		16	

SECOND YEAR

Fall Semester

COURSE NO.	COURSE TITLE	UNITS	TYPE
ARCH 201	Studio Three	6	MA
ARCH 241	Criticism One: World Architecture and Urbanism 1	3	MA
WRIT 313	Advanced Academic Writing	3	GE
MATH 251	Trigonometry	3	GE
ENVT 220	Environmental Studies	3	GE
TOTAL UNITS		18	

SECOND YEAR**Spring Semester**

COURSE NO.	COURSE TITLE	UNITS	TYPE
ARCH 202	Studio Four	6	MA
ARCH 262	Professional Practice 1	3	MA
ARCH 242	Criticism Two: World Architecture and Urbanism 2	3	MA
PHYS 243	Physics for Architects	3	GE
COMM 120	Public Speaking	3	GE
TOTAL UNITS		18	

THIRD YEAR**Fall Semester**

COURSE NO.	COURSE TITLE	UNITS	TYPE
ARCH 301	Studio Five	6	MA
ARCH 321	Build Two: Introduction to Structures	3	MA
ARCH 341	Criticism Three: Theory of Architecture	3	MA
PHIL 210	Ethical Systems	3	GE
_____	Social Science Elective	3	GE
TOTAL UNITS		18	

THIRD YEAR**Spring Semester**

COURSE NO.	COURSE TITLE	UNITS	TYPE
ARCH 302	Studio Six	6	MA
ARCH 322	Build Three: Advanced Structures	3	MA
ARCH 342	Criticism Four: Contemporary Issues	3	MA
ARCH 362	Professional Practice 2	3	MA
_____	Work Experience	0	WE
TOTAL UNITS		15	

FOURTH YEAR**Fall Semester**

COURSE NO.	COURSE TITLE	UNITS	TYPE
ARCH 401	Studio Seven	6	MA
ARCH 421	Build Four: Introduction to Systems Integration	3	MA
_____3_____	Upper Division General Education Elective	3	GE
_____	Humanities Elective	3	GE
TOTAL UNITS		15	

FOURTH YEAR**Spring Semester**

COURSE NO.	COURSE TITLE	UNITS	TYPE
ARCH 402	Studio Eight	6	MA
ARCH 422	Build Five: Advanced Systems Integration	3	MA
ARCH 462	Professional Practice 3	3	MA
_____	Unrestricted Elective	3	UE
TOTAL UNITS		15	

FIFTH YEAR**Fall Semester**

COURSE NO.	COURSE TITLE	UNITS	TYPE
ARCH 430	Studio Nine	6	MA
ARCH 441	Criticism Five: Degree Project Research	3	MA
ARCH 423	Build Six: Advanced Materials and Methods	3	MA
_____	Unrestricted Elective	3	UE
TOTAL UNITS		15	

FIFTH YEAR**Spring Semester**

COURSE NO.	COURSE TITLE	UNITS	TYPE
ARCH 431	Studio Ten	6	MA
_____	General Education Elective	3	GE
_____3_____	Upper Division Interdisciplinary Elective	3	GE
_____	Unrestricted Elective	3	UE
TOTAL UNITS		15	

COURSE DESCRIPTIONS**ARCH 101 STUDIO ONE****UNITS: 6**

Studio

Pre-requisites: None

Studio One provides a technical and ethical foundation for engaging in the study of architecture. Students learn fundamental skills for generating, representing, and archiving three-dimensional form with precision and clarity using a wide range of tools. Students are introduced to fundamental media used in the generation, production, and representation of three-dimensional form. Qualitative issues of mass, space, and circulation are foregrounded in the production of a 1,000–5,000 sq. ft. project.

ARCH 102 STUDIO TWO**UNITS: 6**

Studio

Pre-requisites: None

Studio Two provides an intellectual and conceptual foundation for engaging in the study of architecture. Students learn fundamental skills for analyzing, generating, and representing tectonic systems with precision and clarity in a wide range of media including drawings, diagrams, and physical models. Students are introduced to digital design and fabrication tools, and learn to develop productive workflows between the two. Qualitative issues of mass, space, circulation, frame, and enclosure are foregrounded in the production of a 5,000–10,000 sq. ft. project.

ARCH 120 CONTEMPORARY ARCHITECTURE**UNITS: 1**

Lecture

Pre-requisites: None

This course will introduce first-semester students to the main currents and issues driving the discipline of contemporary architecture. Texts and lectures will provide a critical understanding of contemporary practice. Students will be introduced to techniques for analyzing and writing about architecture.

ARCH 122 BUILD ONE: INTRODUCTION TO MATERIALS AND METHODS**UNITS: 3**

Lecture

Pre-requisites: None

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.

ARCH 125 ARCHITECTURE IN SOUTHERN CALIFORNIA**UNITS: 1**

Lecture

Pre-requisites: None

Architecture in Southern California provides a foundation for engaging in the study of architecture. Students are introduced to seminal projects built in the Southern California region. Students learn fundamental skills for analyzing building forms, contexts, and material assemblies via onsite tours.

Students are introduced to tools for documenting existing buildings and for transforming those documents into presentation materials.

ARCH 1930 FIRST-YEAR OPEN STUDIO**UNITS: 6**

Studio

Pre-requisites: Permission of the Department Chair
Students at different stages in the studio sequence deal with common projects exploring varying degrees of complexity in the design response. Student evaluations take into consideration each individual's level in the program. This course can substitute for or remediate one design studio from the previous studio sequence (ARCH 101, Studio One).

ARCH 1931 FIRST-YEAR OPEN STUDIO**UNITS: 6**

Studio

Pre-requisites: Permission of the Department Chair
Students at different stages in the studio sequence deal with common projects exploring varying degrees of complexity in the design response. Student evaluations take into consideration each individual's level in the program. This course can substitute for or remediate one design studio from the previous studio sequence (ARCH 102, Studio Two).

ARCH 201 STUDIO THREE**UNITS: 6**

Studio

Pre-requisites: ARCH 102, Studio Two

An in-depth analytical study 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.

ARCH 202 STUDIO FOUR**UNITS: 6**

Studio

Pre-requisites: ARCH 201, Studio Three

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.

ARCH 212 DIGITAL MEDIA**UNITS: 3**

Studio

Pre-requisites: None

An introduction to the principles and methods of computer modeling and visualization applications on the Windows platform (AutoCAD, 3D StudioMax, Photoshop, Rhino, and Maya). This class explores the issues relating to and places emphasis on working and communicating three dimensionally in a digital environment.

ARCH 221 DIGITAL FABRICATION WORKSHOP**UNITS: 1**

Studio

Pre-requisites: None

In the Digital Fabrication Workshop, students become familiar with digital fabrication technology and practice techniques of digital fabrication. The course is repeatable twice for credit.

ARCH 222 PROFESSION AND PRACTICE WORKSHOP**UNITS: 1**

Studio

Pre-requisites: None

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

ARCH 223 SOFTWARE WORKSHOP**UNITS: 1**

Studio

Pre-requisites: None

In the Software Workshop, students become familiar with a specific software platform and its applications. This course is repeatable twice for credit.

ARCH 224 PORTFOLIO DISCOURSE**UNITS: 1**

Studio

Pre-requisites: None

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

ARCH 225 DRAWING AND MAKING WORKSHOP**UNITS: 1**

Studio

Pre-requisites: None

In the Drawing and Making Workshop, students develop techniques of drawing and/or making. This course is repeatable twice for credit.

ARCH 241 CRITICISM ONE: WORLD ARCHITECTURE AND URBANISM 1**UNITS: 3**

Lecture

Pre-requisites: None

A survey of the history and theory of architecture and urbanism in Western and non-Western societies spanning a chronological period from pre-history to the 19th century. This course traces history via focused explorations into diverse cultures, geographies, and places, examining 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. Analytical drawing and modeling exercises link representational media to historic comprehension. Equivalent to IDES 164, Interior Design History I (Ancient–1800).

ARCH 242 CRITICISM TWO: WORLD ARCHITECTURE AND URBANISM 2**UNITS: 3**

Lecture

Pre-requisites: None

Histories and theories of architecture, urbanism, and interiors in Western and non-Western societies from 1900 to the present are surveyed. 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 readings. Analytical drawing and modeling exercises link representational media to historic comprehension.

ARCH 262 PROFESSIONAL PRACTICE 1**UNITS: 3**

Lecture

Pre-requisites: None

Introduction of design development and documentation phase of a project are studied, with an emphasis on technical documentation, project organization, outline

specifications, and relevant design tools (hand to software) for communicating design to contractors. Studies related to accessibility, egress, life-safety, LEED certification, and Zero Net Energy are included, as well as overview of the technical, regulatory, and ethical roles of architects given the political, technological, and ecological conditions of our world.

ARCH 269 OBJECT MAKING

UNITS: 3

Studio

Pre-requisites: None

An exploration of craft techniques in the making of furnishings and fixtures utilizing an array of materials.

ARCH 2930 SECOND-YEAR OPEN STUDIO

UNITS: 6

Studio

Pre-requisites: Permission of Chair

Students at different stages in the studio sequence deal with common projects exploring varying degrees of complexity in the design response. Student evaluations take into consideration each individual's level in the program. This course can substitute for or remediate one design studio from the previous studio sequence (ARCH 201, Studio Three).

ARCH 2931 SECOND-YEAR OPEN STUDIO

UNITS: 6

Studio

Pre-requisites: Permission of Chair

Students at different stages in the studio sequence deal with common projects exploring varying degrees of complexity in the design response. Student evaluations take into consideration each individual's level in the program. This course can substitute for or remediate one design studio from the previous studio sequence (ARCH 202, Studio Four).

ARCH 301 STUDIO FIVE

UNITS: 6

Studio

Pre-requisites: ARCH 202, Studio Four

Through critical analysis and comparison of the historical, contemporary, and multi-cultural evolution of the house and housing, this 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.

ARCH 302 STUDIO SIX

UNITS: 6

Studio

Pre-requisites: ARCH 301, Studio Five
Structure, technology, building systems, and codes are explored as design determinants, spacemakers, 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. This studio has a portfolio development component that includes lectures and assignments.

ARCH 321 BUILD TWO: INTRODUCTION TO STRUCTURES

UNITS: 3

Lecture

Pre-requisites: MATH 149, Intermediate Algebra
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.

ARCH 322 BUILDING THREE: ADVANCED STRUCTURES

UNITS: 3

Lecture

Pre-requisites: ARCH 321, Build Two: Introduction to Structures
Systems of tension, compression, and flexing are analyzed and documented. Structural proposals are generated through applied research methods that test the relationship between form, geometry, and material. Issues of optimization are studied and tested.

ARCH 334 URBAN DESIGN THEORY

UNITS: 3

Lecture

Pre-requisites: None
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.

ARCH 341 CRITICISM THREE: THEORY OF ARCHITECTURE

UNITS: 3

Lecture

Pre-requisites: WRIT 113, First-Year Academic Writing

The concepts, philosophies, ideologies, models, and polemics that have influenced or been the genesis of architectural expression and form are surveyed and analyzed.

ARCH 342 CRITICISM FOUR: CONTEMPORARY ISSUES

UNITS: 3

Lecture

Pre-requisites: None

The theories and debates currently animating architectural practice and discourse are examined, including the impacts of context, technology, sustainability, alternative practice, sociology, and philosophy.

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

UNITS: 3

Studio

Pre-requisites: None

This 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.

ARCH 360 INTEGRATED PATH TO ARCHITECTURAL LICENSURE (IPAL)

UNITS: 0

Lecture

Pre-requisites: None

Students will work full time at an architectural firm belonging to the IPAL consortium or approved by the Woodbury School of Architecture IPAL committee. A designated supervisor will oversee students' work and approve Architectural Experience Program (AXP) hours.

ARCH 362 PROFESSIONAL PRACTICE 2

UNITS: 3

Lecture

Pre-requisites: None

Legal codes, regulations, and financial and environmental contexts that affect architecture and influence design are evaluated. 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. Development of portfolio for capstone project.

ARCH 375 URBAN ENVIRONMENT: FOREIGN STUDY

UNITS: 3

Lecture

Pre-requisites: Instructor Consent

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. This course may be taken only once for degree credit.

ARCH 3930 THIRD-YEAR OPEN STUDIO

UNITS: 6

Studio

Pre-requisites: Permission of Chair

Students at different stages of the studio sequence deal with common projects, exploring various degrees of complexity in the design response. Student evaluation takes into consideration each individual's level in the program. This course can substitute for or remediate one design studio from the previous studio sequence (ARCH 301, Studio Five).

ARCH 3931 THIRD-YEAR OPEN STUDIO

UNITS: 6

Studio

Pre-requisites: Permission of Chair

Students at different stages of the studio sequence deal with common projects, exploring various degrees of complexity in the design response. Student evaluation takes into consideration each individual's level in the program. This course can substitute for or remediate one design studio from the previous studio sequence (ARCH 302, Studio Six).

ARCH 401 STUDIO SEVEN

UNITS: 6

Studio

Pre-requisites: ARCH 302, Studio Six; Co-requisite: ARCH 421, Build Four: Introduction to Systems Integration

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 Architecture 2021-2022 Course Catalog 42 sustainability. This studio is open to fourth- and fifth-year students. The last half of the semester is devoted to design development.

ARCH 402 STUDIO EIGHT

UNITS: 6

Studio

Pre-requisites: ARCH 202, Studio Four

This topic studio explores and tests architectural design as it relates to one or more issues relevant to contemporary architectural discourse.

ARCH 421 BUILD FOUR: INTRODUCTION TO SYSTEMS INTEGRATION

UNITS: 3

Lecture

Pre-requisites: ARCH 122, Build One: Introduction to Materials and Methods; ARCH 321, Build Two: Introduction to Structures; Co-requisite: ARCH 401, Studio Seven

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.

ARCH 422 BUILD FIVE: ADVANCED SYSTEMS INTEGRATION

UNITS: 3

Lecture

Pre-requisites: ARCH 401, Studio Seven; ARCH 421, Build Four: Introduction to Systems Integration
In-depth design development of an architectural project is undertaken. Students learn to synthesize the relationships between formal and material systems in pursuit of environmental properties on both the interior and exterior of the building. Emphasis is placed on sustainable systems.

ARCH 423 BUILD SIX: ADVANCED MATERIALS AND METHODS

UNITS: 3

Lecture

Pre-requisites: ARCH 122, Build One: Introduction to Materials and Methods

In-depth design development of an architectural project is undertaken. Students learn to synthesize the relationships between formal and material systems in pursuit of environmental properties on both the interior and exterior of the building. An emphasis is placed on sustainable systems.

ARCH 425 ENVIRONMENTAL SYSTEMS

UNITS: 3

Lecture

Pre-requisites: ENVT 220, Environmental Studies
Human comfort, climate analysis, passive and active systems, heating and cooling, daylighting, and acoustics are reviewed. This survey, with 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.

ARCH 430 STUDIO NINE

UNITS: 6

Studio

Pre-requisites: ARCH 302, Studio Six

Students will 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.

ARCH 431 STUDIO TEN

UNITS: 6

Studio

Pre-requisites: ARCH 441, Criticism Five: Degree Project Research; ARCH 430, Studio Nine

Through a rigorous level of clearly resolved work, 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 incorporating a high degree of critical thinking, skill, and craft.

ARCH 441 CRITICISM FIVE: DEGREE PROJECT RESEARCH

UNITS: 3

Lecture

Pre-requisites: ARCH 341, Criticism Three:

Theory of Architecture

Theory and techniques for analyzing and integrating design methodologies, client/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.

ARCH 462 PROFESSIONAL PRACTICE 3**UNITS: 3**

Lecture

Pre-requisites: ARCH 362, Professional Practice 2

This course will explore mission- or issue-based approaches of architectural firm types, based on the numerous concerns that students must consider to prepare for the future of an architectural practice. The course will survey a range of global issues and trends, and discuss how particular topics can be addressed within a firm's ethos. The goal of the course is to research and create an initiative on how we can improve existing problems that the architectural profession needs to address. Various metrics for sustainability, energy-efficiency modeling space, and policies regarding energy and housing are presented and discussed.

**ARCH 475 INTERNATIONAL STUDY
SUMMER STUDIO****UNITS: 6**

Studio

Pre-requisites: None

This upper-division studio occurs in a foreign host city, employing existing buildings and sites found there; 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.

ARCH 4930 FOURTH-YEAR OPEN STUDIO**UNITS: 6**

Studio

Pre-requisites: Permission of Chair

Students from various stages of the studio sequence deal with common projects exploring various degrees of complexity in the design response. Student evaluation takes into consideration each individual's level in the program. This course can substitute for or remediate one design studio from the previous studio sequence (ARCH 401, Studio Seven).

ARCH 4931 FOURTH-YEAR OPEN STUDIO**UNITS: 6**

Studio

Pre-requisites: Permission of Chair

Students from various stages of the studio sequence deal with common projects exploring various degrees of complexity in the design response. Student evaluation takes into consideration each individual's level in the program. This course can substitute for or remediate one design studio from the previous studio sequence (ARCH 402, Studio Eight).

ARCH 4932 FOURTH-YEAR OPEN STUDIO**UNITS: 6**

Studio

Pre-requisites: Permission of Chair

Students from various stages of the studio sequence deal with common projects exploring various degrees of complexity in the design response. Student evaluation takes into consideration each individual's level in the program. This course can substitute for or remediate one design studio from the previous studio sequence (ARCH 430, Studio Nine).

**ARCH 17XX, 27XX, 37XX, 47XX
TOPICS IN ARCHITECTURE****UNITS: 1-6**

Varies

Pre-requisites: Varies

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

**ARCH 299X, 399X, 499X
INDEPENDENT STUDY****UNITS: 1-6**

Varies

Pre-requisites: Consent of the Department Chair

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

Bachelor of Fine Arts in Interior Design (BFA)

Accreditation

The BFA in Interior Design is accredited by the Council for Interior Design Accreditation (CIDA).

The CIDA accreditation evaluation for the BFA program took place in 2017, and the program was awarded a full six-year term of reaccreditation. The next accreditation visit will be in 2023.

Introduction

Welcome to the Interior Design program. You have chosen a course of study in an exemplary program where you will learn the professional and academic discipline of interior design. Our department has produced outstanding graduates who have become leaders in their chosen field of interior design or its related disciplines. In addition, this program will help 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 Design. The program provides students with the analytical, technical, and design skills necessary for the diverse fields concerned with the design of interior spaces. The curriculum equips students with 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, virtual reality, and drawing, students explore various disciplines that collectively comprise interior design. 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 BFA in Interior Design 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, and 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 a realm of possibilities.

Interior design critically engages design as a progressive craft of form-making that transforms the individual and social ways we inhabit space. Design orchestrates conflicting constraints to create meaningful solutions that fit into larger social and cultural contexts. Through the stories of our students, faculty members, 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, designing, and building.

Program Learning Outcomes

- Students design interior spaces based on an understanding of design principles—such as human experience, history and theory, as well as socially, culturally, economically, and ecologically global contexts—using design and research processes.
- Students design interior spaces based on an understanding of design elements like spatial boundaries and relationships, products and materials, and light and color.
- Students design interior spaces based on an understanding of construction and manufacturing techniques, regulations and guidelines, and environmental systems and comfort.
- Students act in professional and academic environments, collaborate in interdisciplinary teams, and communicate effectively.

Work Experience

All 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. These hours do not need to be fulfilled at a single location or firm. It is recommended that students use these hours to experience several different types of workplaces, projects, and/or positions in order to gain a better idea of the types of

work they might pursue upon graduation. The Career Development Office provides referral services for potential employers and will often send out emails with other potential employment opportunities. Students can also find opportunities on the Woodbury University job board. It is recommended that students receive verbal confirmation that planned work experiences meet department requirements. Once work experience hours are completed, the student's immediate supervisor must provide a letter on company letterhead indicating the student's responsibilities at the firm, the number of hours worked, and an assessment of how well the student executed the assignments. This letter is to be sent to the department chair. Note that work experience hours are to be supervised by professionals in the built environment and work must be compensated at a competitive wage, or no less than the applicable minimum wage. Up to 40 hours of required work experience hours may be volunteer, professional service, or other unpaid work.

Assessment and Results of Learning

Both formal and informal ongoing assessment strategies help develop and systemically evaluate student performance and attainment of key learning outcomes in interior design. 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 vehicle 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 from faculty throughout the semester. These in-class assessments provide 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 them 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. This review acts as a gatekeeper for entry into the upper-division studios. The review process is used to assess, analyze, and communicate the results of each evaluation to both faculty members and students. Students are rated on key learning outcomes derived from CIDA, NASAD, and WASC standards. Passing the portfolio review is a prerequisite for IDES 363, Design Studio 5: Dwelling.

Students who do not pass the portfolio review, 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 competency requirements. Students may only submit their portfolio for review a total of two additional times. Students are strongly recommended to enroll in the two-unit portfolio elective the semester before their portfolio is due.

Summative Assessment

Program Accreditation

The Interior Design program, including 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 staffing.

Capstone Assessment

IDES 482, Senior Project Seminar

In preparation for entry into the senior capstone project, students must successfully complete IDES 482, 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.

IDES 483 Senior Project

Seniors develop a comprehensive project during their final semester in this program. Students present their projects in a public forum attended by outside professionals and faculty members from the School of Architecture and the Department of Interior Design. The department is currently developing further opportunities for project assessment. 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 concerning interior environments.
- The program will provide students with learning experiences that incorporate professional values, professional practices, and generally accepted 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 regarding human habitation 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 And Policies

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 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 higher after enrolling in it three times is subject to dismissal from the program.

Fast Track

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

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

Fast-tracking students must maintain the required GPA and continue to meet curriculum requirements through the second year, after which they will take IDES 3880, Third-Year Open Studio, during the second summer of enrollment in the program.

All students interested in participating in the fast track must meet with the department chair 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 IDES 164 in the fall semester of their first year and IDES 265 in the spring semester of their first year. If students fail to meet this history and theory track requirement, they will not have the prerequisites necessary to enter IDES 482, Senior Project Seminar, prior to their senior project.

Additional Learning Opportunities

Structures Minor for Interior Design students

(For interior design students interested in following Structures sequence of architecture):

COURSE NO.	COURSE TITLE	UNITS
MATH 249	College Algebra	3
MATH 251	Trigonometry	3
PHYS 243	Physics for Architects	3
ARCH 326	Structures 1	3
ARCH 327	Structures 2	3
TOTAL UNITS		15

Interior Design Minor for Architecture Students

COURSE NO.	COURSE TITLE	UNITS
FOUN 106*	Color Theory and Interaction	3
IDES 252*	Space Planning	3
IDES 328*	Tectonics 2: Detail Design	3
IDES 365*	Lighting Design	2
IDES 363**	Design Studio 5: Dwelling	4
IDES 382**	Design Studio 6: Branding	4
TOTAL UNITS		15

*This course is required for the Interior Design minor

**This course is an optional course for the Interior Design minor

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 Design students have an IIDA campus center. The campus center provides students access to involvement in student leadership, activities related to interior design, and IIDA Southern California professional chapter events.

CURRICULUM SUMMARY

Bachelor of Fine Arts (BFA)

Unit Type (UT)	Number of Units (U)
Major (MA)	74
General Education (GE)	46
Design Elective (DE)	3
Unrestricted Electives (UE)	5
Work Experience (WE)	0
Minimum Total Units Required	128

FIRST YEAR

Fall Semester

COURSE NO.	COURSE TITLE	UNITS	TYPE
IDES 105	Design Studio 1: Space	3	MA
ARIA 114	Design Communication 1	3	MA
WRIT 113	First-Year Academic Writing	3	GE
INDS ____	Interdisciplinary Core Elective	3	GE
_____	Unrestricted Elective	3	UE
_____	Unrestricted Elective	1	UE
TOTAL UNITS		16	

FIRST YEAR

Spring Semester

COURSE NO.	COURSE TITLE	UNITS	TYPE
IDES 106	Design Studio 2: Elements	3	MA
ARIA 115	Design Communication 2	3	MA
FOUN 102	Beginning Drawing	3	MA
COMM 120	Public Speaking	3	GE
ENVT 220	Environmental Studies	3	GE
LSCI 105 or LSCI 106	Information Theory and Practice	1	GE
TOTAL UNITS		16	

SECOND YEAR

Fall Semester

COURSE NO.	COURSE TITLE	UNITS	TYPE
IDES 207	Design Studio 3: Experience	3	MA
IDES 252	Space Planning	3	MA
IDES 256	Materials and Furnishings	3	MA
FOUN 106	Color Theory and Interaction	3	MA
IDES 164	Interior Design History 1	3	GE
____ 2 ____	Mathematics Elective	3	GE
TOTAL UNITS		18	

SECOND YEAR**Spring Semester**

COURSE NO.	COURSE TITLE	UNITS	TYPE
IDES 282	Design Studio 4: Narrative	4	MA
IDES 258	Building Systems and Codes	3	MA
IDES 265	Interior Design History 2	3	MA
ARIA 211	Design Communication 3	3	MA
WRIT 313	Advanced Academic Writing	3	GE
TOTAL UNITS		16	

THIRD YEAR**Fall Semester**

COURSE NO.	COURSE TITLE	UNITS	TYPE
IDES 259	Tectonics 1: Material Logic	3	MA
IDES 363	Design Studio 5: Dwelling	4	MA
IDES 454	Construction Documents	2	MA
PSYC 150	General Psychology	3	GE
_____	Natural Science with Lab Elective	3	GE
_____	Work Experience	0	WE
TOTAL UNITS		15	

THIRD YEAR**Spring Semester**

COURSE NO.	COURSE TITLE	UNITS	TYPE
IDES 365	Lighting Design	2	MA
IDES 382	Design Studio 6: Branding	4	MA
IDES 328	Tectonics 2: Detail Design	3	MA
ARTH 204 or	History of Modern Art or		
ARTH 205	History of Contemporary Art	3	GE
_____	Humanities Elective	3	GE
_____	General Education Elective	3	GE
TOTAL UNITS		18	

FOURTH YEAR**Fall Semester**

COURSE NO.	COURSE TITLE	UNITS	TYPE
IDES 469	Human Wellbeing	1	MA
IDES 480	Design Studio 7: Wellbeing	5	MA
IDES 482	Senior Project Seminar	3	MA
PHIL 210	Ethical Systems	3	GE
INDS 340	Human Agency and Interior Space	3	GE
TOTAL UNITS		15	

FOURTH YEAR**Spring Semester**

COURSE NO.	COURSE TITLE	UNITS	TYPE
IDES 451	Professional Practice	2	MA
IDES 483	Senior Project	5	MA
_____3	Upper Division General Education Elective	3	GE
_____	Restricted Design Elective	3	DE
_____	Unrestricted Elective	1	UE
TOTAL UNITS		14	

COURSE DESCRIPTIONS**ARIA 114 DESIGN COMMUNICATION 1****UNITS: 3**

Studio

Pre-requisites: None

This course introduces various drawing skills used in two- and three-dimensional methods and mediums 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 on constructed hardline drawing techniques. Students learn these methods of representation using both digital and analog drawing skills and media.

ARIA 115 DESIGN COMMUNICATION 2**UNITS: 3**

Studio

Pre-requisites: ARIA 114, Design Communication 1; IDES 105, Design Studio 1: Space

This course develops various drawing skills used in two- and three-dimensional methods and mediums 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 on constructed hardline 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.

ARIA 211 DESIGN COMMUNICATION 3**UNITS: 3**

Studio

Pre-requisites: ARIA 115, Design Communication 2

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.

IDES 105 DESIGN STUDIO 1: SPACE**UNITS: 3**

Studio

Pre-requisites: None

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.

IDES 106 DESIGN STUDIO 2: ELEMENTS**UNITS: 3**

Studio

Pre-requisites: IDES 105, Design Studio 1: Space

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 IDES 105, Design Studio 1: Space. Model-building techniques and use of computer graphics are developed. Design communication and visualization skills are developed using digital media, mixed-media hand-drawings, and model-building.

IDES 164 INTERIOR DESIGN HISTORY 1**UNITS: 3**

Pre-requisites: Lecture

WRIT 113, First-Year Academic Writing

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 designers; formal and structural elements; periods, styles, theories, and regional differences within a given style or period are studied.

IDES 1880 FIRST-YEAR OPEN STUDIO**UNITS: 3**

Studio

Pre-requisites: Permission of the Department Chair

Students from differing years in the design sequence deal with common projects. The projects are explored at various levels of complexity in the design solutions and presentations. Student evaluation takes into consideration the individual's level in the program. This course can substitute for or remediate one design studio from the previous studio sequence (IDES 105).

IDES 1881 FIRST-YEAR OPEN STUDIO**UNITS: 3**

Studio

Pre-requisites: Permission of the Department Chair

Students from differing years in the design sequence deal with common projects. The projects are explored at various levels of complexity in the design solutions and presentations. Student evaluation takes into consideration the individual's level in the program. This course can substitute for or remediate one design studio from the previous studio sequence (IDES 106).

IDES 207 DESIGN STUDIO 3: EXPERIENCE**UNITS: 3**

Studio

Pre-requisites: IDES 106, Design Studio 2: Elements

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.

IDES 212 PORTFOLIO WORKSHOP**UNITS: 2**

Studio

Pre-requisites: None

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.

IDES 252 SPACE PLANNING**UNITS: 3**

Studio

Pre-requisites: ARCH 101, Studio 1, or IDES 105,
Design Studio 1: Space

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.

IDES 256 MATERIALS AND FURNISHINGS**UNITS: 3**

Studio

Pre-requisites: IDES 105, Design Studio 1: Space

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.

IDES 258 BUILDING SYSTEMS AND CODES**UNITS: 3**

Studio

Pre-requisites: ARIA 114, Design Communication 1; IDES 106, Design Studio 2: Elements; WRIT 113, First-Year Academic Writing

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 design.

IDES 259 TECTONICS 1: MATERIAL LOGIC**UNITS: 3**

Studio

Pre-requisites: IDES 106, Design Studio 2: Elements

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.

IDES 265 INTERIOR DESIGN HISTORY 2**UNITS: 3**

Lecture

Pre-requisites: IDES 164, Interior Design History 1 (recommended); WRIT 113, First-Year Academic Writing

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.

IDES 282 DESIGN STUDIO 4: NARRATIVE**UNITS: 4**

Studio

Pre-requisites: IDES 207, Design Studio 3: Experience; IDES 252, Space Planning

Narrative structures have long been used as a tool for generating meaning in design relative to the human experience. Working on the assumption that the identity of space is created through the story it tells, 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.

IDES 2880 SECOND-YEAR OPEN STUDIO**UNITS: 4**

Studio

Pre-requisites: Permission of the Department Chair

Students from various 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 for or remediate one design studio from the previous studio sequence (IDES 207).

IDES 2881 SECOND-YEAR OPEN STUDIO**UNITS: 4**

Studio

Pre-requisites: Permission of the Department Chair
Students from various 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 for or remediate one design studio from the previous studio sequence (IDES 282).

IDES 328 TECTONICS 2: DETAIL DESIGN**UNITS: 3**

Studio

Pre-requisites: IDES 258, Building Systems and Codes, or ARCH 122, Build One: Introduction to Materials and Methods; IDES 207, Design Studio 3: Experience or, ARCH 201, Studio Three

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 non-structural 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.

IDES 363 DESIGN STUDIO 5: DWELLING**UNITS: 4**

Studio

Pre-requisites: IDES 282, Design Studio 4: Narrative or, ARCH 201, Studio Three

Dwelling is the most intimate result of interior design. The design of a living environment is informed by social, economic, and cultural contexts and is based on evidence gathered and synthesized by the designer. This studio strives to develop design strategies that engage our understanding of changing modes of dwelling as this act is informed by cultural specificity.

IDES 365 LIGHTING DESIGN**UNITS: 2**

Studio

Pre-requisites: IDES 258, Building Systems and Codes, or ARCH 122, Build One: Introduction to Materials and Methods

This course is an introduction to the basic design and technical requirements of lighting systems.

IDES 382 DESIGN STUDIO 6: BRANDING**UNITS: 4**

Studio

Pre-requisites: IDES 363 Design Studio 5: Dwelling, or ARCH 301, Studio Five

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 branding strategies to create meaning in their inhabitation of public environments.

IDES 3880 THIRD-YEAR OPEN STUDIO**UNITS: 4**

Studio

Pre-requisites: Permission of the Department Chair
Students from separate cohorts in the design sequence deal with common projects. Projects are explored at various levels of complexity in the design solutions and presentations. Student evaluation takes into consideration the individual's level in the program. This course can substitute for or remediate one design studio from the previous studio sequence (IDES 363).

IDES 3881 THIRD-YEAR OPEN STUDIO**UNITS: 4**

Studio

Pre-requisites: Permission of the Department Chair
Students from separate cohorts in the design sequence deal with common projects. Projects are explored at various levels of complexity in the design solutions and presentations. Student evaluation takes into consideration the individual's level in the program. This course can substitute for or remediate one design studio from the previous studio sequence (IDES 382).

IDES 451 PROFESSIONAL PRACTICE**UNITS: 2**

Lecture

Pre-requisites: IDES 256, Materials and Furnishings; IDES 258, Building Systems and Codes

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.

IDES 454 CONSTRUCTION DOCUMENTS**UNITS: 2**

Studio

Pre-requisites: IDES 258, Building Systems and Codes' IDES 282, Design Studio 4: Narrative; IDES 328, Tectonics 2: Detail Design (recommended)
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.

IDES 469 HUMAN WELLBEING**UNITS: 1**

Lecture

Pre-requisites: ENVT 220, Environmental Studies
Human health and wellbeing are impacted by interior design. This course analyzes and applies strategies for light and color, products and materials, as well as acoustics, thermal comfort, and indoor air quality in order to improve human wellbeing.

IDES 480 DESIGN STUDIO 7: WELLBEING**UNITS: 5**

Studio

Pre-requisites: IDES 382, Design Studio 6: Branding
Human wellbeing is not the result of an isolated design decision, but of fully integrated and universal design processes. This studio creates a comprehensive project that addresses all aspects of interior design equally while giving birth to a healthy environment.

IDES 482 SENIOR PROJECT SEMINAR**UNITS: 3**

Lecture

Pre-requisites: IDES 265, Interior Design History 2
Through self-directed study and research, students develop a project proposal for their senior project. This course is broken into four modules that deal with the main components of the Interior Design 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.

IDES 483 SENIOR PROJECT**UNITS: 5**

Studio

Pre-requisites: IDES 480, Design Studio 7: Wellbeing; IDES 482 Senior Project Seminar
Students develop a comprehensive project to demonstrate a thesis-level design proposition through an integration of site, program, process, materiality, and interior technology.

IDES 4880 FOURTH-YEAR OPEN STUDIO**UNITS: 5**

Studio

Pre-requisites: Permission of the Department Chair
Students from separate cohorts in the design sequence deal with common projects. Projects are explored at various levels of complexity in the design solutions and presentations. Student evaluation takes into consideration the individual's level in the program. This course can substitute for or remediate one design studio from the previous studio sequence (IDES 480).

**IDES 17XX, 27XX, 37XX, 47XX
TOPICS IN INTERIOR DESIGN****UNITS: 2-3**

Varies

Pre-requisites: Varies

These courses provide in-depth investigations into topics of timely significance in the field of interior design. Topics are determined based on faculty and student interest.

**IDES 199X, 299X, 399X, 499X
INDEPENDENT STUDY****UNITS: 1-4**

Varies

Pre-requisites: Permission of the Department Chair
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.

Master of Architecture (MArch)

Jose Parral, MA

Chair, San Diego

Heather Flood, MArch

Chair, Los Angeles

Aaron Gensler, MArch

Assistant Chair, Los Angeles

Introduction

Woodbury's professional graduate program in architecture embodies a fresh approach to the discipline, to Southern California, and toward global urban conditions. Within an intimate and immersive program, our innovative coursework encourages students to engage in the architectural discourse of the city to make 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.

Woodbury School of Architecture's Master of Architecture degree takes advantage of the many research opportunities in Southern California to produce 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 highly collaborative and experimental environments. Graduate students play a key role in setting the course of this exploration. Our faculty and students approach 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 place 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 locally or abroad, depending on the topic of study. 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.

Program Learning Outcomes

Design studios form the core of the graduate architecture curriculum. Students gain skills in drawing, model making, material construction, design software, digital fabrication, and critical writing. All graduates of the graduate 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.

STEM

The MArch program is designated as a STEM program in Architectural and Building Science/Technology. This STEM-designated degree program is characterized by a pedagogy with emphases on computational design, building science, industry, and practice. International MArch students may be eligible to extend their F-1 Visas for an additional 24 months of Optional Practical Training (OPT), for a total of 36 months of post-completion OPT. This designation applies to both current and incoming MArch students

Assessment

Faculty members assess individual student learning outcomes for each assignment and for each course. 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.

Academic Standards and Policies

Design Studio Academic Standards

Students must maintain a cumulative grade point average of 3.0 or higher for every two consecutive design studios to continue in the design studio sequence. A student whose two-studio GPA drops below 3.0 must repeat one of the two as necessary to achieve the minimum GPA prior to enrollment in the subsequent studio.

Satisfactory Studio Progress Policy

Any student who does not pass a studio with a grade of "C" or better after enrolling in it three times is subject to dismissal from the program.

Repeated Courses

Students may remediate courses for the purpose of improving those course grades. However, students only have one chance to repeat courses in which they have received passing grades. If a passing grade was not achieved, then a student may repeat the course until they do achieve a passing grade. Financial aid cannot be applied to courses repeated voluntarily.

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.

Accreditation

The National Architectural Accrediting Board (NAAB) accredits the Master 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 pre-requisite 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 (BArch), the Master of Architecture (MArch), and the Doctor of Architecture (DArch). A program may be granted an 8-year, 3-year, or 2-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 graduate 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 next evaluation will take place in 2022.

Integrated Path To Architectural Licensure (IPAL)

The School of Architecture is approved by the National Council of Architectural Registration Boards (NCARB) to offer an Integrated Path to Architectural Licensure (IPAL). Participation in IPAL enables students to take the Architect Registration Examination (ARE) prior to completion of their professional degree. Master of Architecture students are encouraged to apply in the first year of the three-year program. However, any architecture student may apply for IPAL provided they can show ability to complete the IPAL requirements. These requirements include completing all 3,740 Architectural Experience Program (AXP) hours and taking all sections of the six-part exam at least once prior to graduation. In order to complete these hours, students work full-time during summers and for one full year in an architectural office. Between the first and second year of the 2-year MArch program—and the second and third year of 3-year MArch study—students enroll in a co-op course during their fall and spring semesters only. Students must meet these pre-requisites for the co-op year: completion of two graduate-level or equivalent studios, and be on track to complete all AXP hours by graduation. Students must work in firms belonging to the IPAL consortium or approved by the Woodbury School of Architecture IPAL committee. Students must start their NCARB record upon beginning work and must report all Architecture Experience Program (AXP) hours to NCARB according to the AXP Guidelines. Students must remain in good standing academically and financially as determined by the School of Architecture, the Registrar's Office, and the University Business Office.

Coursework

Students in the full 3-year MArch program study for seven semesters; those with advanced placement study for five 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 studios in fall and spring semesters. The final spring semester centers on a graduate thesis studio, culminating in a public thesis review.

In addition to our regular semester classes, incoming MArch students may be 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. Three units of graduate credit are awarded for the successful completion of Groundwork.

CURRICULUM SUMMARY

Program Major Curriculum

THREE-YEAR SEQUENCE

Students in the full 3-year MArch program study for seven semesters; those with advanced placement study for five semesters. The summer semester before the final year in each track is devoted to a required 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.

Unit Type (UT)	# of Units
Major (MA)	78
General Education/Integrative Learning (GE/IL)	N/A
Unrestricted Design Elective (UDE)	N/A
Unrestricted Electives (UE)	15
Internship (I)	N/A
Minimum Total Units Required	93

SUGGESTED SEQUENCE OF COURSES

FIRST YEAR

Fall Semester

COURSE NO.	COURSE TITLE	UNITS	TYPE
ARCH 583	Graduate Studio 1: Spaces within Spaces	6	MA
ARCH 562	Visualization 1: Making Technique	3	MA
ARCH 544	Building 1: Matter and Making	3	MA
ARCH 554	Criticism 1: Architecture History 1	3	MA
TOTAL UNITS		15	

FIRST YEAR

Spring Semester

COURSE NO.	COURSE TITLE	UNITS	TYPE
ARCH 584	Graduate Studio 2: Living Organizations	6	MA
ARCH 563	Visualization 2: Analytical Constructions	3	MA
ARCH 545	Building 2: Structural Concepts	3	MA
ARCH 555	Criticism 2: Architecture History 2	3	MA
TOTAL UNITS		15	

SECOND YEAR

Fall Semester

COURSE NO.	COURSE TITLE	UNITS	TYPE
ARCH 587	Graduate Studio 3: Infrastructure	6	MA
ARCH 564	Visualization 3: Advanced Drawing and Modeling	3	MA
ARCH 546	Building 3: Advanced Structures	3	MA
	Unrestricted Elective	3	UE
TOTAL UNITS		15	

SECOND YEAR

Spring Semester

COURSE NO.	COURSE TITLE	UNITS	TYPE
ARCH 589	Graduate Studio 4: The Total Building	6	MA
ARCH 547	Building 4: Environmental Systems Integration	3	MA
ARCH 556	Criticism 3: Architectural Theory	3	MA
	Unrestricted Elective	3	UE
TOTAL UNITS		15	

SECOND YEAR

Summer Term

COURSE NO.	COURSE TITLE	UNITS	TYPE
ARCH 575	Graduate Fieldwork Studio	6	MA
TOTAL UNITS		6	

THIRD YEAR

Fall Semester

COURSE NO.	COURSE TITLE	UNITS	TYPE
ARCH 691	Graduate Studio 5: Focuses and Topics	6	MA
ARCH 620	Practice 1: Architecture Professionalism	3	MA
ARCH 648	Criticism 4: Architecture Research Salon and Thesis Preparation	3	MA
	Unrestricted Elective	3	UE
TOTAL UNITS		15	

THIRD YEAR

Spring Semester

COURSE NO.	COURSE TITLE	UNITS	TYPE
ARCH 692	Graduate Thesis Studio	6	MA
	Unrestricted Elective	3	UE
	Unrestricted Elective	3	UE
TOTAL UNITS		12	

CURRICULUM SUMMARY

Program Major Curriculum

TWO-YEAR SEQUENCE

Unit Type (UT)	Number of Units (U)
Major (MA)	54
General Education/Integrative Learning (GE/IL)	N/A
Unrestricted Design Elective (UDE)	N/A
Unrestricted Electives (UE)	9
Internship (I)	N/A
Minimum Total Units Required	63

SUGGESTED SEQUENCE OF COURSES

FIRST YEAR

Fall Semester

COURSE NO.	COURSE TITLE	UNITS	TYPE
ARCH 587	Graduate Studio 3: Infrastructure	6	MA
ARCH 564	Visualization 3: Advanced Drawing and Modeling	3	MA
ARCH 546	Building 3: Advanced Structures	3	MA
ARCH 554	Criticism 1: Architecture History 1	3	MA
TOTAL UNITS		15	

FIRST YEAR

Spring Semester

COURSE NO.	COURSE TITLE	UNITS	TYPE
ARCH 589	Graduate Studio 4: The Total Building	6	MA
ARCH 547	Building 4: Environmental Systems Integration	3	MA
ARCH 555	Criticism 2: Architecture History 2	3	MA
_____	Unrestricted Electives	3	UE
TOTAL UNITS		15	

FIRST YEAR

Summer Term

COURSE NO.	COURSE TITLE	UNITS	TYPE
ARCH 575	Graduate Fieldwork Studio	6	MA
TOTAL UNITS		6	

SECOND YEAR

Fall Semester

COURSE NO.	COURSE TITLE	UNITS	TYPE
ARCH 691	Graduate Studio 5: Focuses and Topics	6	MA
ARCH 620	Practice 1: Architecture Professionalism	3	MA
ARCH 648	Criticism 4: Architecture Research Salon and Thesis Preparation	3	MA
_____	Unrestricted Elective	3	UE
TOTAL UNITS		15	

SECOND YEAR

Spring Semester

COURSE NO.	COURSE TITLE	UNITS	TYPE
ARCH 692	Graduate Thesis Studio	6	MA
ARCH 556	Criticism 3: Architectural Theory	3	MA
_____	Unrestricted Elective	3	UE
TOTAL UNITS		12	

PROGRAM EMPHASIS IN INTERIOR DESIGN (SAN DIEGO ONLY)

This emphasis will offer an opportunity for students enrolled in the MArch program in San Diego to inflect and enhance their degree through a concentration in MID coursework.

COURSE NO.	COURSE TITLE	UNITS	TYPE
IDES 635	Emerging Ideas 4: Methodological Slant	3	MA
IDES 618	Criticism 3: Rewriting the Canon	3	MA
IDES 626	Figuring Space 3: Impact and Implication	3	MA
IDES 634	Practice 3: Collaboration	3	MA
TOTAL UNITS		12	

COURSE DESCRIPTIONS

ARCH 500 GROUNDWORKS

UNITS: 3

Studio

Pre-requisites: None

Groundworks centers on the productive overlap between thinking, drawing, and making. Students are introduced to fundamental software, hardware, workflows, and concepts, including digital drawing and fabrication technologies. The workshop explores design thinking by navigating among two interrelated fields: visualization and fabrication. This comprehensive introduction to skills, techniques, and methodologies prepares students for the study of architecture at an advanced level.

ARCH 544 BUILDING 1: MATTER AND MAKING

UNITS: 3

Studio

Pre-requisites: None

Students engage in hands-on examinations of major material types through application considerations, historical evolution, and physical properties of building composition.

ARCH 545 BUILDING 2: STRUCTURAL CONCEPTS

UNITS: 3

Studio

Pre-requisites: ARCH 544, Building 1: Matter and Making

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

ARCH 546 BUILDING 3: ADVANCED STRUCTURES

UNITS: 3

Studio

Pre-requisites: ARCH 545, Building 2: Structural Concepts, or Advanced Placement

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.

ARCH 547 BUILDING 4: ENVIRONMENTAL SYSTEMS INTEGRATION

UNITS: 3

Studio

Pre-requisites: ARCH 546, Building 3: Advanced Structures

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.

ARCH 554 CRITICISM 1: ARCHITECTURE HISTORY 1

UNITS: 3

Lecture

Pre-requisites: None

Survey of history and theory of architecture and design spanning a chronological period from prehistory to the 19th 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.

ARCH 555 CRITICISM 2: ARCHITECTURE HISTORY 2

UNITS: 3

Lecture

Pre-requisites: Criticism 1: Architecture History 1
Histories and theories of architecture, urbanism, and interiors are surveyed in Western and non-Western societies from 1900 to the present. The focus of this course is on the formal, aesthetic, cultural, and

socio-political dimensions of modernism. Different historiographies are developed as various approaches in understanding modern architecture in its varied contexts, including but not limited to Marxist, feminist, and psychoanalytic readings.

ARCH 556 CRITICISM 3: ARCHITECTURAL THEORY

UNITS: 3

Lecture

Pre-requisites: ARCH 555, Criticism 2: Architecture History

Students delve into contemporary cultural, societal, and philosophical trends as filtered through architectural theory and manifest in the built environment. The interdependencies of ideology and inhabitation are revealed through global architectural and written case studies between 1945 and now.

ARCH 559 INTEGRATED PATH TO LICENSURE (IPAL)

UNITS: 0

Work Experience

Pre-requisites: None

Students will work full-time in an architectural firm belonging to the IPAL consortium approved by the Woodbury School of Architecture IPAL committee. A designated supervisor in the firm will oversee the students' work and approve Architectural Experience Program (AXP) hours.

ARCH 562 VISUALIZATION 1: MAKING TECHNIQUE

UNITS: 3

Studio

Pre-requisites: None

Students are introduced to 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.

ARCH 563 VISUALIZATION 2: ANALYTICAL CONSTRUCTION

UNITS: 3

Studio

Pre-requisites: ARCH 562, Visualization 1: Making Technique

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

ARCH 564 VISUALIZATION 3: ADVANCED DRAWING AND MODELING

UNITS: 3

Studio

Pre-requisites: ARCH 563, Visualization 2: Analytical Construction, or Advanced Placement

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.

ARCH 565 VISUALIZATION 4: EVOLVING MEDIA

UNITS: 3

Studio

Pre-requisites: ARCH 564, Visualization 3: Advanced Drawing

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

ARCH 575 GRADUATE FIELDWORK STUDIO

UNITS: 6

Studio

Pre-requisites: ARCH 589, Graduate Studio 4: The Total Building

Students elect a fieldwork station from among regional concentrations and study-away exposures as a platform for thesis research, bridging the analytical work of the core sequence with the synthetic work of the first year. Students initiate a design project and an extended investigation proposal.

ARCH 583 GRADUATE STUDIO 1: SPACES WITHIN SPACES

UNITS: 6

Studio

Pre-requisites: None

The foundation graduate design studio prompts a phenomenological understanding of architectural space through an introduction to design methodologies across multiple mediums and within nested scales. Students explore the manipulation of two- and three-dimensions through skills development in drawing, material exploration, and modeling.

ARCH 584 GRADUATE STUDIO 2: LIVING ORGANIZATIONS

UNITS: 6

Studio

Pre-requisites: ARCH 583, Graduate Studio 1: Spaces Within Spaces

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).

ARCH 587 GRADUATE STUDIO 3: INFRASTRUCTURE

UNITS: 6

Studio

Pre-requisites: ARCH 584: Graduate studio 2: Living Organizations, or Advanced Placement

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.

ARCH 589 GRADUATE STUDIO 4: THE TOTAL BUILDING

UNITS: 6

Studio

Pre-requisites: ARCH 587, Graduate Studio 3: Infrastructure

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.

ARCH 620 PRACTICE 1: CONTEMPORARY ARCH PROFESSIONALISM

UNITS: 3

Lecture

Pre-requisites: None

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 621 DIGITAL FABRICATION WORKSHOP**UNITS: 1**

Studio

Pre-requisites: None

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.

ARCH 622 PROFESSION AND PRACTICE WORKSHOP**UNITS: 1**

Studio

Pre-requisites: None

The Profession and Practice Workshop prepares students to bridge architectural education with both the profession and the regulatory environment.

ARCH 623 SOFTWARE WORKSHOP**UNITS: 1**

Studio

Pre-requisites: None

In a Software Workshop, students become familiar with a specific software platform and its applications. Each course is repeatable twice for credit.

ARCH 624 PORTFOLIO DISCOURSE**UNITS: 1**

Studio

Pre-requisites: None

In the Portfolio Workshop, students practice communicating the outcomes of their core architecture education and produce a portfolio for faculty review

ARCH 625 DRAWING AND MAKING WORKSHOP**UNITS: 1**

Studio

Pre-requisites: None

In the Drawing and Making Workshop, students develop techniques of drawing and/or making. The course is repeatable twice for credit.

ARCH 630 POLICY 1: INTRODUCTION TO ARCHITECTURE POLICY**UNITS: 3**

Lecture

Pre-requisites: None

This course introduces emerging architects to their professional potential as public policy leaders as well as designers of the public realm. Using current issues as context, a critique of architecture, planning policies, and environmental policies of Los Angeles and the Southern California region provides

studied opportunities for process engagement and an expanded design vocabulary. Visiting policy and design experts review evolving subjects such as the politics of aesthetics, affordable housing, environmental and social justice, LA River, walkable/rideable cities, community empowerment through land use, and transit-oriented architecture.

ARCH 633 FOCUS SEMINAR: ALTERNATIVE PRACTICE**UNITS: 3**

Lecture

Pre-requisites: None

Students explore and define the terrain of the specific focus. This seminar surveys historical and current debates in the field, and identifies mainstream and alternative forms of response to the issues. Students develop high levels of achievement in critical thinking, design, building, representation and professionalism through research, analysis and synthesis of the focus issues, expressed in multiple mediums, including writing, speaking, visual media, and exhibition/presentation.

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

Pre-requisites: ARCH 556, Criticism 3: Architectural Theory

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.

ARCH 650 PROFESSIONAL PRACTICE 2**UNITS: 3**

Lecture

Pre-requisites: None

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.

ARCH 660 GRADUATE THESIS PREPARATION**UNITS: 3**

Lecture

Pre-requisites: None

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

ARCH 691 GRADUATE STUDIO 5: FOCUSES AND TOPICS**UNITS: 6**

Studio

Pre-requisites: ARCH 575, Graduate Fieldwork Studio

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.

ARCH 692 GRADUATE THESIS STUDIO**UNITS: 6**

Studio

Pre-requisites: ARCH 691, Graduate Studio 5:

Focuses and Topics; ARCH 648, Criticism 4:

Architecture Research Salon and Thesis Preparation

The culmination of the graduate professional program, each student pursues a self-directed thesis in collaboration with a faculty member.

Master of Science in Architecture (MSArch)

Ingalill Wahlroos-Ritter, MArch

Dean and MSArch Director, Los Angeles

Jose Parral, MA

Chair, San Diego

Introduction

The Woodbury School of Architecture offers a one-year Master of Science in Architecture (MSArch) for applicants who already possess a bachelor's or master's degree in any field. More than ever, architecture needs to be understood as part of an ever-expanding set of aesthetic, social, and technical systems. The Master of Science in Architecture program invites architects and non-architects to explore this expanded zone of interdisciplinary practice. Each student chooses an area of concentration that allows the building of expertise in a specific system of thought and technique. In so doing, each student becomes prepared to productively contribute to today's conversation about contemporary problems and practices in architecture.

The program welcomes a wide range of applicants, from recent graduates of architecture programs who want to sharpen their focus prior to a professional career, to graduates of non-architecture programs who want to develop the architectural aspects of their work, and early- to mid-career professionals who want to develop specific areas of expertise.

Over three semesters, students develop expertise in various disciplinary realms, including but not limited to building technology, finance and media, landscape and urbanism, and real estate development, by completing coursework at either of 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.

Students are admitted to the MSArch program based on portfolios and research statements that demonstrate a clear research agenda that can be completed in three academic semesters. During the application process, students identify an area of concentration and a primary advisor within that area. Once enrolled, each student will work closely with the advisor in a small seminar/studio format to define the project and conduct research. This work

is supported by a series of elective courses. In their final semester, students produce a thesis project that gives concrete form to their investigation, whether as a publishable article, exhibition, or prototype. At the end of their one-year course of study, students will have produced personal projects that will sustain and energize their future career choices, whether as designers, artists, filmmakers, game designers, entrepreneurs, or scholars.

Students in the MSArch program have full access to the resources offered by Woodbury's design, media, and business programs, such as our Virtual Reality facilities, gallery and exhibition spaces, game design courses, and digital fabrication labs. Further afield, students are encouraged to use the unique conditions of Southern California as an extended network and laboratory, including local archives and technical expertise from nearby industries.

Students may choose from one of the following areas of concentration:

Materials & Fabrication

Via the Making Complex, students in this area work closely with the Institute for Material Ecologies to develop in-depth understanding of materials and their connections to environmental and political systems.

Management & Development

Drawing upon the expertise native to Southern California and in close collaboration with our School of Business, students in this area engage the real-world practices of management and real estate development.

Computational Design Systems

Students in this area focus on the design of computational design systems. They learn how to design and implement their own software tools and hardware prototypes using new generative design techniques, artificial intelligence, and machine learning.

Photography & Curatorship

Taking advantage of the Julius Shulman Institute, our Hollywood exhibition space, and local archives, students in this area study the ways architecture is represented in media and in scholarship through architectural photography, exhibitions, and archives.

The City

Using the environments of Los Angeles and Southern California, students in this area explore present and

future urban forms. Students may choose to work with the Hinterlands Institute on new, productive landscapes beyond the city's edge.

New Interiors & Virtual Experience

Students in this area engage the new interior spaces of gaming and virtual/augmented reality. They take advantage of resources such as our VR lab and the course offerings of our Interior Design, Game Design, and Applied Computer Science departments.

Program Learning Outcomes

Design studios form the core of the undergraduate architecture curriculum. Students gain skills in drawing, model making, material construction, design software, digital fabrication, and critical writing. All graduates of the program are expected to master five program learning outcomes to varying degrees, depending on areas of concentration chosen:

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

Assessment and Results of Learning

Assessment Process

The faculty assesses individual student learning outcomes in each project and for each course, following grading guidelines established across the University. Each year, key areas for measured assessment of student learning outcomes that involve not only programmatic outcomes, but also core competencies and institutional outcomes, are specified. 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.

In addition to the summative assessment of student learning outcomes at the major milestones, formative assessment occurs within each studio. As students develop their projects, they receive regular, rigorous, and critical feedback in small groups, larger groups, and via individual desk critiques. Students 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 research and analysis, development of an idea or belief, process rigor, movement toward clarity of idea or resolution of issue, and the skill and craft with which media are used.

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 methods of working.

Studio Individual Desk Critique

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

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.

Juried Public Project Reviews

Students present their work publicly to 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 actively engage individual students in conversation about their work and how it contributes contextually. Students learn that their design ideas exist in and affect a body of work that has physical, intellectual, aesthetic, social, and historical value.

Academic Standards and Policies

Design Studio Academic Standards

Students must maintain a cumulative grade point average of 3.0 or higher for every two consecutive design studios to continue in the design studio sequence. A student whose two-studio GPA drops below 3.0 must repeat one of the two studios as necessary to achieve the minimum GPA prior to enrollment in the subsequent studio.

Satisfactory Studio Progress Policy

Any student who does not pass a studio with a grade of "C" 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 a grade. However, the student only has one chance to repeat a course in which they have received a passing grade. If a passing grade was not achieved, then a student may repeat the course until they do achieve a passing grade. Financial aid cannot be applied to courses repeated voluntarily.

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.

CURRICULUM SUMMARY

Master of Science in Architecture (MSArch)

The three-semester, 36-unit intensive curriculum centers on the assembly of a thesis proposal in the fall semester, the design of a thesis project in the spring semester, and the public dissemination of that project during the summer semester.

Unit Type (UT)	Number of Units (U)
Major (M)	21
General Education/Integrative Learning (GE/IL)	0
Unrestricted Design Elective (UDE)	0
Unrestricted Electives (UE)	15
Internship (I)	N/A
Minimum Total Units Required	36

SUGGESTED SEQUENCE OF COURSES

FIRST YEAR

Fall Semester

COURSE NO.	COURSE TITLE	UNITS	TYPE
ARCH 691	Graduate Studio 5: Focuses and Topics	6	MA
ARCH 660	Graduate Thesis Preparation	3	MA
	Unrestricted Elective	3	UE
	Unrestricted Elective	3	UE
TOTAL UNITS		15	

FIRST YEAR

Spring Semester

COURSE NO.	COURSE TITLE	UNITS	TYPE
ARCH 692	Graduate Thesis Studio	6	MA
	Unrestricted Elective	3	UE
	Unrestricted Elective	3	UE
	Unrestricted Elective	3	UE
TOTAL UNITS		15	

FIRST YEAR

Summer Semester

COURSE NO.	COURSE TITLE	UNITS	TYPE
ARCH 681	Graduate Thesis Studio 2	6	MA
TOTAL UNITS		6	

COURSE DESCRIPTIONS

ARCH 660 GRADUATE THESIS PREPARATION

UNITS: 3

Lecture

Pre-requisites: None

Theory and techniques for analyzing and integrating design methodologies, client and user needs, and site conditions into criteria for preparing a design 2021-2022 Course Catalog 65 Architecture Master of Science in 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 681 GRADUATE THESIS STUDIO 2

UNITS: 6

Studio

Pre-requisites: ARCH 692, Graduate Thesis Studio

In the culmination of the 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.

ARCH 691 GRADUATE STUDIO 5: FOCUSES AND TOPICS

UNITS: 6

Studio

Pre-requisites: ARCH 575, Graduate Fieldwork

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. High-level critical thinking, design, building, representation, and professionalism are practiced and developed.

ARCH 692 GRADUATE THESIS STUDIO

UNITS: 6

Studio

Pre-requisites: ARCH 691, Graduate Studio 5:

Focuses and Topics

The culmination of the graduate professional program, each student pursues a self-directed thesis in collaboration with a faculty member.

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

Jose Parral, MA

Chair

Brett Farrow, MArch

Program Director

Accreditation

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

Introduction

Real estate development should be an act of civic engagement by working directly with communities to improve neighborhoods.

Woodbury University offers a graduate program designed to teach the art and practice of real estate development. The hybrid Master of Science in Architecture in Real Estate Development (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, this program provides the knowledge for the architect to envision the development, and play a leadership role in its determination from the start. The hybrid online MSArch RED program was designed to change the status quo.

An underlying ethos of ethics permeates all aspects of the MSArch RED program and contributes to the unique quality and content of the curriculum. Woodbury MSArch RED students learn how to oversee the process of designing, developing, and managing property while cultivating and maintaining community agency.

The hybrid MSArch RED program is a 12-month, three-semester program delivered as a hybrid of online and hands-on studio-based format. Each semester begins and ends with an intensive 4-week in-person workshop at our San Diego campus. The majority of coursework is then delivered remotely as students can choose to remain in San Diego or return home. Delivery of studio content is through online synchronous video conferencing; asynchronous lectures and seminars

taught by professionals and experts in the field; online workspace where students share their work with the instructor and learn from each other; and various online activities and workshops.

This course of study introduces students to a broad array of building industry professionals, MSArch RED students work with architects who have been successful as developers through innovation and 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, drawing from and responding to its urgent and conflicting demands. In addition to the online format, the San Diego facility houses an architecture-only curriculum in a complex composed of design studios with 24-hour access; a library focused on architecture, urbanism, and development; a lecture hall and gallery space; classrooms; a wood/metal shop; a digital fabrication lab; and computing facilities.

Mission

The mission of the MSArch RED program is to empower architects with the expertise to be effective, ethical entrepreneurs and real estate developers. The MSArch RED program provides the hands-on education architects need to take on a progressive leadership role as architect + builder + developer.

Program Learning Outcomes

The program has two goals. The first is preparing its graduates for active, ethical entrepreneurship in urban development. It provides entrepreneurial and financial tools to empower graduates to assume leadership roles within a development project team. The second is adding value to the practice of urban development and the profession of architecture by producing engaged architect-developers.

Design Process

- Design a building proposal through critical research of existing developments and the environmental, procedural and economic context.

Finance Analysis

- Debate the inter-relationship between case study and financial factors.
- Connect economic, policy and financial factors with development proposals.

Disciplinary Knowledge: Real Estate Development

- Synthesis of current development trends through practice of the architect.
- Analysis of different models of development in relation to current political and economic environments.

Business Planning

- Debate the inter-relationship between case study and proforma.
- Formulate a proforma for development proposal.

Collaboration

- Debate current development topics and trends with partnering and policy.
- Analysis of different models of development in relation to partnering and legal issues.

Ethics and Professionalism

- Analysis of different finance models to ethics and professionalism.

Assessment Process

Portfolio Requirements

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 Design (MID), Master of Science in Architecture (MSArch), and Master of Science in Architecture, Real Estate Development (MSArch RED) programs.

All applicants are required to submit a portfolio conveying the range of work completed in earlier programs. The work can be both educational and professional, but individual contributions to group/team efforts should be clearly noted. Applicants who do not already hold a professional degree in architecture or design can include a range of creative work that may not always include architecture. For those with previous education in the field, it is recommended that you select a maximum of 3-5 examples of your best work. We prefer quality over quantity during the review stage.

FORMATIVE ASSESSMENT EXPERIENCES

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—2-D, 3-D, 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 media, 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 in and affect a context that has physical, intellectual, aesthetic, social, and historical value.

Summative Assessment Experiences:

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 Science in Architecture in Real Estate Development degree only upon the recommendation of the faculty after the successful presentation of a thesis.

Program Specific Academic Standards

Design Studio Academic Standards

Students must maintain a cumulative grade point average of 3.0 or higher for every two consecutive design studios to continue in the design studio sequence. A student whose two-studio GPA drops below 3.0 must repeat one of the two studios as necessary to achieve the minimum GPA prior to enrollment in the subsequent studio.

Satisfactory Studio Progress Policy

Any student who does not pass a studio with a grade of "C" 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 the grade. However, the student only has one chance to repeat a course in which they have

received a passing grade. If a passing grade was not achieved, then a student may repeat the course until they do achieve a passing grade. Financial aid cannot be applied to courses repeated voluntarily.

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 Affairs.

CURRICULUM SUMMARY

Unit Type (UT)	Number of Units (U)
Major (MA)	36
Minimum Total Units Required	36

SUGGESTED SEQUENCE OF COURSES

FIRST YEAR

Fall Semester

COURSE NO.	COURSE TITLE	UNITS	TYPE
ARCH 580	Case Study Studio	6	MA
ARCH 510	Real Estate and Finance 1	3	MA
ARCH 520	Thesis Preparation: Topics and Trends	3	MA
ARCH 530	Construction Cost Estimating and Ethics 1	3	MA
TOTAL UNITS		15	

FIRST YEAR

Spring Semester

COURSE NO.	COURSE TITLE	UNITS	TYPE
ARCH 585	Thesis Project Research Studio	6	MA
ARCH 511	Real Estate and Finance 2	3	MA
ARCH 521	Policy, Legal Issues, Insurance, and Partnering	3	MA
ARCH 531	Construction Cost Estimating and Ethics 2	3	MA
TOTAL UNITS		15	

FIRST YEAR

Summer Semester

COURSE NO.	COURSE TITLE	UNITS	TYPE
ARCH 590	Thesis Project Development Studio	6	MA
TOTAL UNITS		6	

COURSE DESCRIPTIONS

ARCH 510 REAL ESTATE AND FINANCE 1

UNITS: 3

Lecture

Pre-requisites: None

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. 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 511 REAL ESTATE AND FINANCE 2

UNITS: 3

Lecture

Pre-requisites: None

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. Income-producing properties require ongoing management, maintenance, tax considerations, accounting, and an understanding of the legal obligations associated 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 520 THESIS PREPARATION: TOPICS AND TRENDS

UNITS: 3

Lecture

Pre-requisites: None

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, INSURANCE, AND PARTNERING

UNITS: 3

Lecture

Pre-requisites: None

The study of the architect's roles in real estate development and urban planning is continued and expanded with an introduction to legal agreements and insurance requirements. Understanding municipal code and responding and adapting 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. Second part of the course studies the 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 530 CONSTRUCTION COST ESTIMATING AND ETHICS 1

UNITS: 3

Lecture

Pre-requisites: None

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. Conceptual and preliminary methods for cost estimating are introduced.

ARCH 531 CONSTRUCTION COST ESTIMATING AND ETHICS 2

UNITS: 3

Lecture

Pre-requisites: None

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. Continued study of conceptual and preliminary methods for cost estimating are introduced and developed.

ARCH 580 CASE STUDY STUDIO

UNITS: 6

Studio

Pre-requisites: None

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

ARCH 585 THESIS PROJECT RESEARCH STUDIO

UNITS: 6

Studio

Pre-requisites: None

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

ARCH 590 THESIS PROJECT DEVELOPMENT STUDIO

UNITS: 6

Studio

Pre-requisites: None

The best of the spring semester alternatives is designed and developed into a full-edged, 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 dependent upon acceptance of the prospectus.

Master of Interior Design (MID)

Two- and Three-year Tracks

Lara Hoad, MA
Interim Chair

Introduction

Interior design critically engages design as a progressive craft of formmaking that transforms individual and social ways space is inhabited. Design creatively orchestrates conflicting constraints to organize meaningful solutions that fit into larger social and cultural contexts. Through the stories of our students, faculty members, 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 the social merge 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 modeling, computer rendering, and drawing, students explore the various disciplines that collectively define interior design. 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 the professional and intellectual tools necessary to negotiate this exciting cultural landscape.

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

of knowledge, with a distinct discourse, canon, and set of methodologies, filtered through the lenses of art, design criticism, and theory. As contemporary design practice continues to focus on issues of technology, technique, urbanism, and other aspects of exteriority, the MID 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 MID 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 sequence of courses supports every area of learning within the interior design education: Criticism, Studio, Visualization, Figuring Space, and Practice. The Emerging Ideas seminars provide an active relationship between knowledge acquisition and knowledge content. Through faculty-facilitated seminars, students develop a consensus of the scope of research their cohort will explore. Students declare their interests and intentions as well as research relevant issues in the study of interior design and other contemporary design disciplines.

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.
- 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, 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 regarding 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.

Assessment and Results Of Learning

Faculty members in all 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 Design 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 summative student learning: review of the thesis proposal at the end of the thesis preparation seminar (IDES 619, Criticism 4), and review of the capstone graduate thesis (IDES 660, Studio 6: Thesis). While these projects provide summative measures of student learning, a review allows faculty to gauge the effectiveness of the

curriculum and the extent to which the core MID 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, 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 processes.

Institutional Requirements for Self-Assessment

Institutional assessment at Woodbury occurs via the Academic Program Review. Each program is reviewed on a six-year cycle, unless it has an external program review process, in which case internal and external cycles are synchronized. The CIDA and NASAD self-studies serve as the Department's basis for these reviews and require 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 undergo similar review processes prior to final review by WASC's substantive change committee. The Department of Interior Design uses its CIDA and NASAD self-studies to inform and interrogate its academic plan within the University.

Faculty Assessment

Interior Design faculty members are not assigned exclusively to either the Master's or the Bachelor's program. The Interior Design faculty is able to provide assessment of the graduate curriculum and learning context. Internal curriculum review is a cornerstone of self-assessment. Faculty members who teach graduate courses in a professional program meet to set expectations for graduate student learning outcomes in both professional and post-professional curricula. At the end of each semester, they meet to evaluate how the graduate students engaged the learning context. The faculty retreat held every semester devotes specific session time to curriculum assessment for the MID program. This venue provides adequate time for in-depth discussion among full-time, visiting, and participating adjunct faculty, and the associate dean regarding 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 the courses and convenes a subcommittee of faculty members to evaluate both student progress and curriculum alignment with the school's mission and program learning outcomes. A semester review of student work from studios and seminars/lecture courses provides a more holistic view of how the MID 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 MID cohorts, including two- and three-year track students, complete entrance surveys on their first day of studio. Using these baselines, faculty assesses whether expectations are being met, and monitor changes in expectations as students move through the graduate program. MID cohorts will conduct pre- 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 Design Student Forum and their representation at faculty meetings.

Alumni and External Assessment

The Department will constitute a Board of Advisors to include graduate architecture educators, practicing professionals, and, eventually, at least one MID alumnus. This Board will undertake biennial reviews of MID curriculum and learning contexts with respect to the School of Architecture's mission.

The department chair will convene monthly meetings with faculty members teaching graduate students in order to align expectations and evaluation standards.

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

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

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

The Interior Design Department continues to develop the graduate student survey, administering it at entry, at the end of the thesis preparation seminar, and at the end of the thesis. The Director of Communications offers MID 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 these sources to effect progressive change in the Master of Interior Design curriculum and in learning contexts of the School of Architecture.

Academic Standards And Policies

Design Studio Academic Standards

Students must maintain a cumulative grade point average of 3.0 or higher for every two consecutive design studios to continue in the design studio sequence. A student whose two-studio GPA drops below 3.0 must repeat one of the two as necessary to achieve the minimum GPA prior to enrollment in the subsequent studio.

Satisfactory Studio Progress Policy

Any student who does not pass a studio with a grade of "C" or higher 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 the grade. However, the student only has one chance to repeat a course in which they have received a passing grade. If a passing grade was not achieved, then a student may repeat the course until they do achieve a passing grade. Financial aid cannot be applied to courses repeated voluntarily.

Completion Time Limits

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

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

Accreditation

The department will apply for CIDA (Council for Interior Design Accreditation) accreditation. 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.

CURRICULUM SUMMARY

Master of Interior Design (MID)

Individuals holding baccalaureate degrees in any discipline may enter the Master of Interior Design 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 Design two-year track.

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

Two-year MID 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.

THREE-YEAR TRACK

Unit Type (UT)	Number of Units (U)
Major (MA)	84
Unrestricted Electives (UE)	9
Minimum Total Units Required	93

TWO-YEAR TRACK

Unit Type (UT)	Number of Units (U)
Major (MA)	54
Unrestricted Electives (UE)	9
Minimum Total Units Required	63

SUGGESTED SEQUENCE OF COURSES THREE-YEAR TRACK

FIRST YEAR

Fall Semester

COURSE NO.	COURSE TITLE	UNITS	TYPE
IDES 614	Emerging Ideas 1: Navigation and Orienting	1	MA
IDES 616	Criticism 1: Fieldwork Southern California	3	MA
IDES 610	Studio 1: New Frontier of Space	5	MA
IDES 600	Visualization 1: Making Technique	3	MA
IDES 624	Figuring Space 1: Materiality and Making	3	MA
	Unrestricted Elective	3	UE
TOTAL UNITS		18	

FIRST YEAR

Spring Semester

COURSE NO.	COURSE TITLE	UNITS	TYPE
IDES 615	Emerging Ideas 2: Investigation and Steering	1	MA
IDES 617	Criticism 2: Declaring the Canon	3	MA
IDES 620	Studio 2: Synthesizing Complexity	5	MA
IDES 605	Visualization 2: Analytical Constructions	3	MA
IDES 625	Figuring Space 2: Code Analysis and Construction	3	MA
TOTAL UNITS		15	

SECOND YEAR

Fall Semester

COURSE NO.	COURSE TITLE	UNITS	TYPE
IDES 630	Emerging Ideas 3: Acquisition and Directing	1	MA
IDES 618	Criticism 3: Rewriting the Canon	3	MA
IDES 640	Studio 3: Pathways and Modalities	5	MA
IDES 606	Visualization 3: Advanced Drawing and Modeling	3	MA
IDES 626	Figuring Space 3: Impact and Implication	3	MA
TOTAL UNITS		15	

SECOND YEAR

Spring Semester

COURSE NO.	COURSE TITLE	UNITS	TYPE
IDES 635	Emerging Ideas 4: Methodological Slant	3	MA
IDES 6__	Criticism Elective	3	MA
IDES 6__	Visualization Elective	3	MA
IDES 632	Practice 1: Ethics and the Profession	3	MA
	Unrestricted Elective	3	UE
TOTAL UNITS		15	

SECOND YEAR**Summer Semester**

COURSE NO.	COURSE TITLE	UNITS	TYPE
IDES 647	Studio 4: Fieldwork	6	MA
TOTAL UNITS		6	

THIRD YEAR**Fall Semester**

COURSE NO.	COURSE TITLE	UNITS	TYPE
IDES 645	Emerging Ideas 5: Aggregation and Realizing	1	MA
IDES 619	Criticism 4: Thesis Preparation	3	MA
IDES 650	Studio 5: Convergence	5	MA
IDES 633	Practice 2: Commentary on Interior Design	3	MA
TOTAL UNITS		12	

THIRD YEAR**Spring Semester**

COURSE NO.	COURSE TITLE	UNITS	TYPE
IDES 655	Emerging Ideas 6: Conclusion and Assessing	1	MA
IDES 660	Studio 6: Thesis	5	MA
IDES 634	Practice 3: Collaboration	3	MA
_____	Unrestricted Elective	3	UE
TOTAL UNITS		12	

SUGGESTED SEQUENCE OF COURSES**TWO-YEAR TRACK****FIRST YEAR****Fall Semester**

COURSE NO.	COURSE TITLE	UNITS	TYPE
IDES 630	Emerging Ideas 3: Acquisition and Directing	1	MA
IDES 618	Criticism 3: Rewriting the Canon	3	MA
IDES 640	Studio 3: Pathways and Modalities	5	MA
IDES 606	Visualization 3: Advanced Drawing and Modeling	3	MA
IDES 626	Figuring Space 3: Impact and Implication	3	MA
TOTAL UNITS		15	

FIRST YEAR**Spring Semester**

COURSE NO.	COURSE TITLE	UNITS	TYPE
IDES 635	Emerging Ideas 4: Methodological Slant	3	MA
IDES 6__	Criticism Elective	3	MA
IDES 6__	Visualization Elective	3	MA
IDES 632	Practice 1: Ethics and the Profession	3	MA
TOTAL UNITS		12	

FIRST YEAR**Summer Semester**

COURSE NO.	COURSE TITLE	UNITS	TYPE
IDES 647	Studio 4: Fieldwork	6	MA
TOTAL UNITS		6	

SECOND YEAR**Fall Semester**

COURSE NO.	COURSE TITLE	UNITS	TYPE
IDES 645	Emerging Ideas 5: Aggregation and Realizing	1	MA
IDES 619	Criticism 4: Thesis Preparation	3	MA
IDES 650	Studio 5: Convergence	5	MA
IDES 633	Practice 2: Commentary on Interior Design	3	MA
_____	Unrestricted Elective	3	UE
TOTAL UNITS		15	

SECOND YEAR**Spring Semester**

COURSE NO.	COURSE TITLE	UNITS	TYPE
IDES 655	Emerging Ideas 6: Conclusion and Assessing	1	MA
IDES 660	Studio 6: Thesis	5	MA
IDES 634	Practice 3: Collaboration	3	MA
_____	Unrestricted Elective	3	UE
TOTAL UNITS		12	

MARCH with Emphasis in Interior Design

This emphasis offers an opportunity for students enrolled in the MArch program in San Diego to inflect and enhance their degrees through a concentration in MID coursework.

COURSE NO.	COURSE TITLE	UNITS	TYPE
IDES 635	Emerging Ideas 4: Methodological Slant	3	MA
IDES 618	Criticism 3: Rewriting the Canon	3	MA
IDES 626	Figuring Space 3: Impact and Implication	3	MA
IDES 634	Practice 3: Collaboration	3	MA
TOTAL UNITS		12	

COURSE DESCRIPTIONS

IDES 600 VISUALIZATION 1: MAKING TECHNIQUE

UNITS: 3

Studio

Pre-requisites: None

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.

IDES 605 VISUALIZATION 2: ANALYTICAL CONSTRUCTIONS

UNITS: 3

Studio

Pre-requisites: IDES 600, Visualization 1: Making Technique

Building upon the empirical and analytical fieldwork of IDES 616, 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.

IDES 606 VISUALIZATION 3: ADVANCED DRAWING AND MODELING

UNITS: 3

Studio

Pre-requisites: None

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

IDES 610 STUDIO 1: NEW FRONTIER OF SPACE

UNITS: 5

Studio

Pre-requisites: None

This foundation graduate design studio prompts a fundamental understanding of the multi-valent aspects of interior spaces through an introduction to design methodologies across multiple mediums. Students explore design in two and three dimensions through skill development in drawing, material exploration, modeling, and critical thinking.

IDES 614 EMERGING IDEAS 1: NAVIGATION AND ORIENTING

UNITS: 1

Lecture

Pre-requisites: None

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 design into a general scope of investigation further explored in IDES 615, Emerging Ideas 2: Investigation and Steering.

IDES 615 EMERGING IDEAS 2: INVESTIGATION AND STEERING

UNITS: 1

Lecture

Pre-requisites: IDES 614, Emerging Ideas 1:

Navigation and Orienting

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.

IDES 616 CRITICISM 1: FIELDWORK SOUTHERN CALIFORNIA

UNITS: 3

Lecture

Pre-requisites: None

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 relative to the urban condition of Los Angeles.

IDES 617 CRITICISM 2: DECLARING THE CANON

UNITS: 3

Lecture

Pre-requisites: None

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. As such, its historical canon has not yet been declared. Students

will navigate the global, historical narrative of cultural, societal, and philosophical traditions via theory and manifestations of the interior from prehistory through the present.

IDES 618 CRITICISM 3: REWRITING THE CANON

UNITS: 3

Lecture

Pre-requisites: IDES 617, Criticism 2: Declaring the Canon, or acceptance into the two-year track

This course builds on and blends the content of IDES 617, 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.

IDES 619 CRITICISM 4: THESIS PREPARATION

UNITS: 3

Lecture

Pre-requisites: IDES 618, Criticism 3: Rewriting the Canon; IDES 635, Emerging Ideas 4: Methodological Slant

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.

IDES 620 STUDIO 2: SYNTHESIZING COMPLEXITY

UNITS: 5

Studio

Pre-requisites: IDES 610, Studio 1: New Frontier of Space; IDES 600, Visualization 1: Making Technique

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.

IDES 624 FIGURING SPACE 1: MATERIALITY AND MAKING

UNITS: 3

Lecture

Pre-requisites: None

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.

IDES 625 FIGURING SPACE 2: CODE ANALYSIS AND CONSTRUCTION

UNITS: 3

Lecture

Pre-requisites: IDES 600, Visualization 1: Making Technique

This course studies materials and methods of detailing, fabrication, documentation, and specification, and analyzes construction materials and building systems including structural, mechanical, electrical, plumbing, lighting, and acoustics. In conjunction with the building systems, this course examines building codes related to interior design 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.

IDES 626 FIGURING SPACE 3: IMPACT AND IMPLICATION

UNITS: 3

Lecture

Pre-requisites: None

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.

IDES 630 EMERGING IDEAS 3: ACQUISITION AND DIRECTING

UNITS: 1

Lecture

Pre-requisites: IDES 615, Emerging Ideas 2: Investigation and Steering, or acceptance into the two-year track

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 IDES 615, Emerging Ideas 2. Transformation of knowledge augmented by negotiation and argument informs the full cohort's areas of research.

IDES 632 PRACTICE 1: ETHICS AND THE PROFESSION

UNITS: 3

Lecture

Co-Requisites: IDES 635, Emerging Ideas 4:

Methodological Slant

Students gain an understanding of basic business concepts, codes, contracts, procedures, documents, licensure, management, and policy in alternative and standard practices relative to interior design with an emphasis on ethical and legal issues.

IDES 633 PRACTICE 2: COMMENTARY ON INTERIOR DESIGN

UNITS: 3

Lecture

Pre-requisites: IDES 632, Practice 1: Ethics and the Profession

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 design.

IDES 634 PRACTICE 3: COLLABORATION

UNITS: 3

Lecture

Co-Requisites: IDES 660, Studio 6: Thesis

The third course in the Practice series asks students to merge the research developed in the Emerging Ideas seminars with real-world experience. Students select and research 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 worked on similar research.

IDES 635 EMERGING IDEAS 4: METHODOLOGICAL SLANT

UNITS: 3

Lecture

Pre-requisites: IDES 630, Emerging Ideas 3:

Acquisition and Directing; IDES 618, Criticism 3:

Rewriting the Canon

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.

IDES 640 STUDIO 3: PATHWAYS AND MODALITIES

UNITS: 5

Studio

Pre-requisites: IDES 620, Studio 2: Synthesizing Complexity, or acceptance into the 2-year track

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.

IDES 645 EMERGING IDEAS 5: AGGREGATION AND REALIZING

UNITS: 1

Lecture

Pre-requisites: IDES 635, Emerging Ideas 4: Methodological Slant

Working in conjunction with IDES 619, 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.

IDES 647 STUDIO 4: FIELDWORK

UNITS: 6

Studio

Pre-requisites: IDES 635, Emerging Ideas 4: Methodological Slant; IDES 640, Studio 3: Pathways and Modalities

Students match up their methodological biases developed in Emerging Ideas 4 with a destination for exploration in an immediate environment outside of the classroom. Collaborative exchanges between faculty, the student cohort, and 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.

IDES 650 STUDIO 5: CONVERGENCE**UNITS: 5**

Studio

Pre-requisites: IDES 647, Studio 4: Fieldwork

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.

**IDES 655 EMERGING IDEAS:
CONCLUSION AND ASSESSING****UNITS: 1**

Lecture

Pre-requisites: IDES 645, Emerging Ideas 5:

Aggregation and Realizing; IDES 619. Criticism 4:

Thesis Preparation

The last seminar provides a structured environment for the cohort to organize and determine the final outcome of the body of research.

IDEA 660 STUDIO 6: THESIS**UNITS: 5**

Studio

Pre-requisites: IDES 619, Criticism 4: Thesis

Preparation; IDES 650, Studio 5: Convergence

The culmination of the Master of Interior Design, 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 to demonstrate mastery of the critical focus and practice of the discipline.

School of Business

Joan Marques, PhD, EdD
Dean

Welcome to the Woodbury University School of Business. We are proud of our programs as well as the immediate stakeholders involved in our daily operations: our administrators, faculty members, staff, and students. Woodbury's School of Business is one of the smallest business schools awarded accreditation from the Association to Advance Collegiate Schools of Business (AACSB). Less than 5% of business schools in the world hold this prestigious accreditation! Being an AACSB-accredited institution makes us the embodiment of two critical factors for success: sophisticated education and scholarship; and a small, entrepreneurial environment with a family-like atmosphere. These two factors have proven to be a winning combination for our students. They feel comfortable and cared for from the start, and they know that their education will be innovative, eye-opening, enriching, and useful in their future careers. In addition to AACSB accreditation, our school is also accredited by the Accreditation Council for Business Schools and Programs (ACBSP), which ensures optimal performance in the areas of teaching and learning.

As one of the oldest educational institutions in the western United States, our school ensures a focus on four important aspects of today's world, as articulated in our mission statement: Woodbury University's School of Business cultivates innovative leaders for a sustainable society.

Whether you are an MBA student or a BBA student majoring in accounting, fashion marketing, management, or marketing, or whether you are pursuing your BS degree in Computer Information Systems, you will find that we take your growth toward becoming a globally oriented, open-minded, articulate, skilled, morally responsible leader very seriously. At the same time, our school embeds into its education the University's

strategic principles: Design Thinking, Transdisciplinarity, Civic Engagement, and Entrepreneurship. You will find that classes within both the major and general education sections of our curriculum adhere 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 pre-requisites fulfilled, the MBA program consists of 12 courses in five concentrations: Accounting-Finance; Entertainment; Entrepreneurship; Leadership-Global Strategy; and Sustainability. Students have the option of selecting one of these five concentration options or fulfilling a general MBA track.

Our BBA and BS programs are delivered in a primarily traditional format, with the option to complete most upper-division management courses in an intensive 7-week format, as an accommodation to our working adult learners. Thanks to this option, we are able to offer a BBA-MBA "3+1" program format for Management majors, entailing an accelerated BBA with a 1-year MBA sequence. For transfer students, the BBA part of the experience can be further condensed based on previously earned transferable credits.

The School of Business undergraduate and graduate programs support specific student organizations that maintain close relationships with school administrators in order to advocate on students' behalf.

All School of Business administrators have an open-door policy, welcoming students, prospective students, and alumni to walk in at any time to chat, share ideas, get advice, or just to say hello. Please stop by when you can!

Program Learning Outcomes

All Bachelor of Business Administration (BBA) degrees in Accounting, Fashion Marketing, Management, and Marketing have the same program goals and program learning outcomes (PLOs).

AT THE CONCLUSION OF EACH BBA DEGREE PROGRAM, STUDENTS WILL:

Goal A: Quantitative Business Skills

- Solve word problems in a business context
- Interpret financial statements

Goal B: Communication Skills

- Write a business research paper
- Give an original business presentation

Goal C: Ethical Leadership Skills

- Analyze ethical issues in a problematic leadership situation
- Apply ethical leadership skills through service activities

Goal D: Essential Business Knowledge

- Describe key concepts from major functional business areas

AT THE CONCLUSION OF THE MBA DEGREE PROGRAM, STUDENTS WILL:

Goal A: Ethical Skills

- Analyze the ethical issues in a problematic leadership situation using ethical paradigms/theories

Goal B: Leadership Skills

- Describe your personal leadership approach based on relevant leadership theories

Goal C: Business Strategy

- Use information from multiple functional areas to analyze a business' competition approach

Faculty

Our diverse, award-winning faculty comprises an ideal blend of teaching scholars and working professionals. Woodbury School of Business faculty members are passionate about teaching and mentoring, having made their marks in both academia and industry as "edu-preneurs" routinely publishing research in professional journals and books, sharing insights in practice-based venues, presenting at national and international conferences, and retaining a highly practical, entrepreneurial orientation to their classroom teaching.

Educators in the School of Business are highly engaged in teaching, research, advising, curriculum development, and leading internships.

ACCOUNTING

FULL-TIME FACULTY

Alice Shiotsugu, Assistant Professor
DPA, University of LaVerne

PARTICIPATING ADJUNCT FACULTY

Jeff Neumeister
MBA, Woodbury University
MA, Arizona State University
MS, Kaplan University

ADJUNCT FACULTY

Kirit M. Dave
MS, Golden Gate University

Ray Scalice
MS, Golden Gate University

EMERITUS FACULTY

Jon Myers, CPA
DBA (hon), Woodbury University

COMPUTER INFORMATION SYSTEMS

FULL-TIME FACULTY

Nathan Garrett, Professor
PhD, Claremont Graduate School

MARKETING/FASHION MARKETING

FULL-TIME FACULTY

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

Theresa Billiot, Associate Professor
PhD, Texas Tech University

Thuc-Doan Nguyen, Associate Professor
PhD, University of Utah

ADJUNCT FACULTY

Brian Hemsworth
MBA, California Lutheran University

Nancy L. McCullough, Esq.
JD, Harvard University Law School

Stephanie Thomas
MA, Academy of Art University
MA, Regent University

MANAGEMENT

FULL-TIME FACULTY

David Cho, Assistant Professor
PhD, Indiana University

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

Svetlana Holt, Professor
EdD, Pepperdine University

Yasuo Nishiyama, Professor
PhD, University of California, Berkeley

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

Adam Wood, Associate Professor
PhD, University of Southern California

PARTICIPATING ADJUNCT FACULTY

Jack Condon
MBA, Woodbury University

Paul Sabolic
EdD, Nova Southeastern University

ADJUNCT FACULTY

Arthur Baghdasarian
JD, Whittier Law School
EdD, Pepperdine University

Chris Banescu
JD, Southwestern School of Law

Alfred Hacopian
MBA, Pepperdine University

Hovik Krikorian
MA, California State Polytechnic University of Pomona

Mark Lampert
MBA, Pepperdine University

Sheila Moore
PhD, University of Arizona

Kevin Sanford
PhD, University of Texas at Tyler

Brandon Shamim
MS, University of La Verne

EMERITUS FACULTY

Robert Bjorklund, Professor
PhD, University of Massachusetts Amherst

Accounting (BBA)

Accreditation

Accreditation Council for Business Schools and Programs
Association to Advance Collegiate Schools of Business

Introduction

Accounting is the universal language of organizations. Being conversant in the language of accounting allows for the communication of essential information, making better-informed social policy decisions, designing more efficient information systems, and conveying ideas to a range of key stakeholders. Students who go on to become successful CPAs are logical, methodical, attentive to detail, and develop excellent people and communication skills.

In the two lower-division Accounting courses, required for all business majors, students learn the fundamentals of accounting information systems, how to best use accounting data, and how to work with accountants to make better financial decisions. These courses introduce the fundamental concepts that drive financial analysis as well as the research, analytic, critical-thinking, and communications skills vital to management practice.

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 major areas included on the CPA exam and other related professional exams in financial accounting, cost accounting, taxation, auditing, business law, and government/not-for-profit accounting.

Mission

Our mission is to teach our students to use accounting information to make better financial decisions, and for our graduates to enter and thrive in the profession.

Program Learning Outcomes

Since the Accounting Department provides a degree in Accounting and serves the other BBA majors, the learning outcomes are distinguished between lower-division Accounting courses and upper-division Accounting courses. Students passing the lower-division core courses in Accounting manifest the ability to apply accounting data in making business decisions. Accounting graduates demonstrate knowledge of accounting concepts required for entry-level positions in the profession in either public or private sectors.

Lower-Division Learning Outcomes

- 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 determine degrees of importance [understanding].
- Students will be able to evaluate the financial condition of an organization or investment [application].

Upper-Division Learning Outcomes

- 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 determine degrees of 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, not all facts are given, and insufficient space exists to allow for a thorough discussion of either [application].

Assessment Process

Placement Exam Requirements

Accounting students who have not received transfer credit for a 200-level math course are encouraged to take the Math Placement Exam, but it is not required. See the "Academic Proficiencies and Placement" section of the Academic Journey chapter of this catalog for more information.

Formative Assessment Experiences

For the BBA core courses, formative assessment processes include: opportunities for students to provide structured feedback to their peers; detailed feedback from instructors 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.

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

Summative Assessment Experiences

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

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

Program Specific Academic Standards

The Department of Accounting applies University- and Schoolwide academic standards.

Additional Learning Opportunities

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 seniors: MGMT 483, Business Policy and Strategy is a three-unit course that 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 and help students connect with employers through internship postings, résumé collections, on- and off-campus interview opportunities, alumni connections, and employer outreach.

Accounting majors without 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 concurrently with enrollment are encouraged to switch to accounting-related jobs (such as accounts payable or tax

preparation). Woodbury's Career Development Office is adept at helping students find such positions.

The required work component is satisfied by 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 coursework and pursue accounting-related jobs rather than part-time jobs outside the field.

Students are encouraged to participate in case competitions (such as those offered by the Institute of Management Accountants) and to submit papers to accounting conferences (such as the annual meeting held by the Western Decision Sciences Institute).

Academic credit may be awarded for participation through ACCT 499, Independent Study.

Students are also encouraged to join professional organizations such as the California Society of CPAs (memberships are free for Accounting students) and student organizations, such as Woodbury's Accounting Society, BPWOW (Business and Professional Women of Woodbury), and Woodbury's Collegiate Entrepreneurs' Organization (CEO). Students also can 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 courses in law-related courses (such as POHI 337, U.S. Constitutional Law), as well as those involving ethics, journalism, social media, and the social sciences.

Technology and Computer Requirements

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

CURRICULUM SUMMARY

Program Major Curriculum

Unit Type (UT)	Number of Units (U)
Major (MA)	57
General Education (GE)	55
Unrestricted Electives (UE)	5
Internship (IN)	3
Minimum Total Units Required	120

SUGGESTED SEQUENCE OF COURSES

FIRST YEAR

Fall Semester

COURSE NO.	COURSE TITLE	UNITS	TYPE
MGMT 100	Fundamentals of Business Enterprise	3	MA
WRIT 113	First-Year Academic Writing	3	GE
INDS ____	Interdisciplinary Core Elective	3	GE
ENVT 220	Environmental Studies	3	GE
_____	Unrestricted Elective	3	UE
TOTAL UNITS		15	

FIRST YEAR

Spring Semester

COURSE NO.	COURSE TITLE	UNITS	TYPE
MGMT 110	Legal Environment of Business	3	MA
COMM 120	Public Speaking	3	GE
LSCI 105	Information Theory & Practice	1	GE
MATH 220	Business Mathematics	3	GE
PSYC 150	General Psychology	3	GE
TOTAL UNITS		13	

SECOND YEAR

Fall Semester

COURSE NO.	COURSE TITLE	UNITS	TYPE
ACCT 205	Financial Accounting for Decision Making	3	MA
MGMT 326	Management & Organizational Behavior	3	MA
MATH 226	Business Statistics	3	GE
ECON 203 or			
ECON 204	Macroeconomics or Microeconomics	3	GE
_____	Natural Science with Lab Elective	3	GE
PHIL 210	Ethical Systems	3	GE
TOTAL UNITS		18	

SECOND YEAR

Spring Semester

COURSE NO.	COURSE TITLE	UNITS	TYPE
ACCT 206	Managerial Accounting for Decision Making	3	MA
MRKT 301	Principles of Marketing	3	MA
_____	Art History Elective	3	GE
WRIT 313	Advanced Academic Writing	3	GE
_____	Unrestricted Elective	2	UE
TOTAL UNITS		14	

THIRD YEAR

Fall Semester

COURSE NO.	COURSE TITLE	UNITS	TYPE
ACCT 304	Intermediate Accounting 1	3	MA
ACCT 352	Concepts of Taxation	3	MA
MGMT 336	Management Info Systems	3	MA
MGMT 350	Business Ethics	3	GE
_____3	Upper Division Interdisciplinary Elective	3	GE
TOTAL UNITS		15	

THIRD YEAR

Spring Semester

COURSE NO.	COURSE TITLE	UNITS	TYPE
ACCT 300	Cost Accounting	3	MA
ACCT 305	Intermediate Accounting 2	3	MA
ACCT 360	Accounting Ethics	3	MA
FINA 360	Financial Management	3	MA
_____3	Upper Division General Education Elective	3	GE
TOTAL UNITS		15	

FOURTH YEAR

Fall Semester

COURSE NO.	COURSE TITLE	UNITS	TYPE
ACCT 410	Auditing	3	MA
MGMT 400	Operations Method	3	MA
ACCT 403	Government & Not-for-Profit Accounting	3	MA
ACCT 3__	Upper Division Accounting Elective	3	MA
_____3	Upper Division General Education Elective	3	GE
TOTAL UNITS		15	

FOURTH YEAR

Spring Semester

COURSE NO.	COURSE TITLE	UNITS	TYPE
ACCT 490	Accounting Internship	3	IN
MGMT 483	Business Policy & Strategy	3	MA
MGMT 461	Leadership Theory & Practice	3	MA
	Art History or Humanities Elective	3	GE
	General Education Elective	3	GE
TOTAL UNITS		15	

COURSE DESCRIPTIONS

ACCT 205 FINANCIAL ACCOUNTING FOR DECISION MAKING

UNITS: 3

Lecture

Pre-requisites: MGMT 100, Fundamentals of Business Enterprise; MATH 220, Business Mathematics, or MATH 249, College Algebra.

In this course, students learn principles of accrual accounting, basic processes of financial record keeping, and use of basic financial statements. Emphasis is on learning strengths and weaknesses of financial accounting methods in order to better use accounting information in financial decision making.

ACCT 206 MANAGERIAL ACCOUNTING FOR DECISION MAKING

UNITS: 3

Lecture

Pre-requisites: ACCT 205, Financial Accounting for Decision Making.

In this course, students undertake advanced accounting topics with an emphasis on managerial accounting, including inventory costing, capital and operational budgeting, and break-even analysis.

ACCT 300 COST ACCOUNTING

UNITS: 3

Lecture

Pre-requisites: ACCT 206, Managerial Accounting for Decision Making.

In this course, students learn about product costing, including activity-based, job-order, and standard costing, as well as variance analysis, and cost-volume-profit analysis. Cost accounting techniques related to operational budgeting and capital expenditures, inventory control, performance measurement, and management decision making are explored.

ACCT 304 INTERMEDIATE ACCOUNTING 1

UNITS: 3

Lecture

Pre-requisites: ACCT 206, Managerial Accounting for Decision Making.

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.

ACCT 305 INTERMEDIATE ACCOUNTING 2

UNITS: 3

Lecture

Pre-requisites: ACCT 304, Intermediate Accounting 1
This course examines the development and application of accounting standards, such as those for evaluation, income taxes, compensation, or revenue recognition, with emphases on new standards and current developments

ACCT 351 ADVANCED TAXATION

UNITS: 3

Lecture

Pre-requisites: ACCT 305, Intermediate Accounting 2
This course focuses on advanced topics in taxation with an emphasis on strategic tax planning.

ACCT 352 CONCEPTS OF TAXATION

UNITS: 3

Lecture

Pre-requisites: ACCT 206, Managerial Accounting for Decision Making

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.

ACCT 353 ENTERTAINMENT INDUSTRY PRODUCTION ACCOUNTING MANAGEMENT

UNITS: 3

Lecture

Pre-requisites: ACCT 206, Managerial Accounting for Decision Making.

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.

ACCT 360 ACCOUNTING ETHICS**UNITS: 3**

Lecture

Pre-requisites: ACCT 206, Managerial Accounting for Decision Making.

In this course, students explore the roles and ethical expectations of accounting professionals via analyses of key historical ethics cases.

ACCT 388 ADVANCED BUSINESS LAW**UNITS: 3**

Lecture

Pre-requisites: ACCT 205, Financial Accounting for Decision Making; MGMT 110, Legal Environment of Business

This course examines key legal doctrines and rules governing organizations. Emphasis is on analyzing open-ended, real-life-like, fact patterns (i.e., a case study) to identify and complete appropriate standard legal forms.

ACCT 401 ADVANCED ACCOUNTING**UNITS: 3**

Lecture

Pre-requisites: ACCT 305, Intermediate Accounting 2

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.

ACCT 403 GOVERNMENT AND NOT-FOR-PROFIT ACCOUNTING**UNITS: 3**

Lecture

Pre-requisites: ACCT 305, Intermediate Accounting 2

In this course, students examine fund accounting, the study of the accounting literature applicable to governmental units and not-for-profit entities, such as colleges, universities, and hospitals.

ACCT 405 ACCOUNTING INFORMATION SYSTEMS**UNITS: 3**

Lecture

Pre-requisites: ACCT 206, Managerial Accounting for Decision Making

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.

ACCT 410 AUDITING**UNITS: 3**

Lecture

Pre-requisites: ACCT 305, Intermediate Accounting 2

This course examines financial auditing practices and procedures. Professional standards of practice and reporting are also explored.

ACCT 485 ACCOUNTING PROBLEMS**UNITS: 3**

Lecture

Pre-requisites: ACCT 300, Cost Accounting; ACCT 305, Intermediate Accounting 2

A review of current accounting theory in which problems are used to test understanding and application in professional examinations.

ACCT 490_ ACCOUNTING INTERNSHIP**UNITS: 3**

Lecture

Pre-requisites: Senior Standing; Accounting Major

Students gain practical experience in an accounting environment.

ACCT 37__, 47__ TOPICS IN ACCOUNTING**UNITS: 3**

Lecture

Pre-requisites: Varies

Accounting subjects or developments of interest not covered elsewhere are explored.

ACCT 399_, 499_ INDEPENDENT STUDY**UNITS: 3**

Lecture

Pre-requisites: Varies

Individual investigation of an aspect of accounting chosen by the student and approved by the instructor.

FINA 360 FINANCIAL MANAGEMENT**UNITS: 3**

Lecture

Pre-requisites: ACCT 206, Managerial Accounting for Decision Making; ECON 203, Macroeconomics, or ECON 204, Microeconomics.

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.

Computer Information Systems (BS)

Nathan Garrett, PhD
Chair

Introduction

The Computer Information Systems (CIS) degree prepares students for careers in information technology. After completing the program, students will be equipped to take on a large number of roles in modern organizations. They will gain a solid grounding in software development, infrastructure management, and data analysis. These three elements are the modern information technology competencies.

The 120-unit program primarily requires students to take CIS courses in the School of Business. It also requires students to take 12 units of general business classes, and 15 units of computing and math courses shared with the other computing programs at Woodbury.

Students will learn IT through engaging instructional experiences. All classes are interactive and technology-focused, with practical hands-on activities illustrating underlying theories. The program gets students into technology stacks early on, helping them see the entire lifecycle (from proposal to development, testing, deployment, and security/maintenance). The program familiarizes students with different platforms, better preparing them to enter the profession.

Mission

The CIS Department transforms students into Information Technology professionals.

Program Learning Outcomes

Programming Goal

Write software programs to solve problems.

Infrastructure Goal

Set up, maintain, and secure computing infrastructures.

Quantitative Goal

Analyze data to create recommendations.

Communication Goal

- Create an APA research paper.
- Give a presentation.

Ethics Goal

Describe ethical issues in a problematic situation.

Assessment Process

Students are regularly assessed throughout the CIS program. Each class typically requires that students complete papers, presentations, and projects. Projects include creating programs, as well as configuring infrastructure and writing documentation.

Larger assessment points are also found throughout the program. Five different major course clusters develop key outcomes. They include:

- **Programming:** CORE 101 (CS1), CORE 102 (CS2), CORE 201 (Data Structures and Algorithms), BCIS 250 (C++ Programming), BCIS 251 (Systems Analysis and Design), BCIS 301 (Graphical User Interface Design), BCIS 351 (IT Security and Risk Management), BCIS 450 (Capstone).
- **Infrastructure:** BCIS 100 (Introduction of Information Systems), BCIS 150 (Infrastructure), BCIS 300 (Networking), BCIS 351 (IT Security and Risk Management), BCIS 450 (Capstone).
- **Data Analysis:** BCIS 100 (Introduction of Information Systems), MATH 2AD (Discrete Math), BCIS 200 (Databases), BCIS 450 (Capstone).
- **Communication:** BCIS 100 (Introduction of Information Systems), MGMT 100 (Fundamentals of Business Enterprises), BCIS 152 (IT Ethics and the Law), BCIS 251 (Systems Analysis and Design), BCIS 301 (Graphical User Interface Design), and BCIS 450 (Capstone).
- **Ethics:** BCIS 152 (IT Ethics and the Law), MRKT 301 (Principles of Marketing), BCIS 351 (IT Security and Risk Management), BCIS 490_ (Internship), BCIS 450 (Capstone).

Summative Assessment Experiences

Summative assessment measures are also present near graduation in the MGMT 483, Business Policy and Strategy capstone class. The course asks students to incorporate IT into a firm, creating a competitive advantage. Several assessment tasks are integrated into the class, such as analyzing data and communicating clearly. Students also will complete dedicated assessment tasks, such as creating a software program and describing infrastructure.

Additional Learning Opportunities

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, résumé collections, on- and off-campus interview opportunities, alumni connections, and employer outreach.

Internship

Each student in the CIS program is required to gain first-hand professional experience by completing a 120-hour internship. A supervised internship provides real-world experience that cannot be replicated in the classroom. We encourage students to, if possible, serve more than one internship. In addition to the benefit of gaining practical work experience, multiple internships can be a major differentiator that potential future employers may find helpful.

Study Away

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

Technology and Computer 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 word processing and spreadsheet software. This means students should have the ability to create, edit, organize, analyze, synthesize, format, and present new and existing information, write formulas, move columns and rows, and import, export, and visually display data. Students needing to upgrade their Excel or Access skills are encouraged to enroll in the appropriate courses.

Students are encouraged to own laptop computers capable of reliable internet 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, class sessions frequently involve online research and group collaboration.

CURRICULUM SUMMARY

Program Major Curriculum

Unit Type (UT)	Number of Units (U)
Major (MA)	63
General Education (GE)	49
Unrestricted Electives (UE)	5
Internship (IN)	3
Minimum Total Units Required	120

SUGGESTED SEQUENCE OF COURSES

FIRST YEAR

Fall Semester

COURSE NO.	COURSE TITLE	UNITS	TYPE
BCIS 100	Foundation of Information Systems	3	MA
CORE 101	Computer Science I	3	MA
COMM 120	Public Speaking	3	GE
WRIT 113	First-Year Academic Writing	3	GE
_____	Unrestricted Elective	3	UE
_____	Unrestricted Elective	1	UE
TOTAL UNITS		16	

FIRST YEAR

Spring Semester

COURSE NO.	COURSE TITLE	UNITS	TYPE
BCIS 150	Infrastructure	3	MA
CORE 102	Computer Science II	3	MA
MGMT 100	Fundamentals of Business	3	MA
MATH 226	Business Statistics or		
MATH 249	College Algebra	3	GE
LSCI 105	Information Theory and Practice	1	GE
INDS ____	Interdisciplinary Core Elective	3	GE
TOTAL UNITS		16	

SECOND YEAR

Fall Semester

COURSE NO.	COURSE TITLE	UNITS	TYPE
BCIS 152	IT Ethics and the Law	3	MA
BCIS 200	Databases	3	MA
CORE 201	Data Structure and Algorithms	3	MA
ENVT 220	Environmental Studies	3	GE
WRIT 313	Advanced Academic Writing	3	GE
TOTAL UNITS		15	

SECOND YEAR**Spring Semester**

COURSE NO.	COURSE TITLE	UNITS	TYPE
ACCT 205	Financial Accounting for Decision Making	3	MA
BCIS 250	C++ Programming	3	MA
BCIS 251	Systems Analysis and Design	3	MA
MATH 252	Discrete Mathematics	3	GE
PHIL 210	Ethical Systems	3	GE
TOTAL UNITS		15	

THIRD YEAR**Fall Semester**

COURSE NO.	COURSE TITLE	UNITS	TYPE
ACCT 206	Managerial Accounting for Decision Making	3	MA
BCIS 300	Networking	3	MA
BCIS 301	Graphical User Interface Design	3	MA
ECON 203	Macroeconomics or		
ECON 204	Microeconomics	3	GE
PSYC 150	General Psychology	3	GE
TOTAL UNITS		15	

THIRD YEAR**Spring Semester**

COURSE NO.	COURSE TITLE	UNITS	TYPE
BCIS 351	IT Security and Risk Management	3	MA
CORE 301	Applied Artificial Intelligence	3	MA
_____	Major Elective*	3	MA
_____	Art History Elective	3	GE
____3____	Upper Division Interdisciplinary Elective	3	GE
TOTAL UNITS		15	

FOURTH YEAR**Fall Semester**

COURSE NO.	COURSE TITLE	UNITS	TYPE
MRKT 301	Principles of Marketing	3	MA
BCIS 490	Internship	3	IN
_____	Major Elective*	3	MA
_____	Natural Science with Lab Elective	3	GE
____3____	Upper Division General Education Elective	3	GE
TOTAL UNITS		15	

FOURTH YEAR**Spring Semester**

COURSE NO.	COURSE TITLE	UNITS	TYPE
BCIS 480	Capstone	3	MA
_____	Major Elective*	3	MA
_____	General Education Elective	3	GE
_____	Art History or Humanities Elective	3	GE
_____	Unrestricted Elective	1	UE
TOTAL UNITS		13	

*Major Elective requirements may be fulfilled by courses with BCIS, CSMA, CORE, or CSDA designations.

Program Minor Curriculum

COURSE NO.	COURSE TITLE	UNITS
BCIS 100	Foundations of Information Systems	3
CORE 101	Computer Science I	3
BCIS 200	Databases	3
BCIS ____ or CORE ____	BCIS or CORE Elective	3
BCIS ____ or CORE ____	BCIS or CORE Elective	3
TOTAL UNITS		15

COURSE DESCRIPTIONS**BCIS 100 FOUNDATIONS OF INFORMATION SYSTEMS**

UNITS: 3

Lecture

Pre-requisites: None

This course introduces students to information systems and their role in organizations. It covers the integration of people, software, hardware, networks, and data, showing how these can be used to create competitive advantage. Students will be introduced to major topics that will be further developed throughout the CIS curriculum.

BCIS 150 INFRASTRUCTURE

UNITS: 3

Lecture

Pre-requisites: None

This course introduces students to modern infrastructure. Students will learn how to set up, configure, and maintain servers. They also will learn to manage common services used to host websites and other services. The course highlights security issues commonly encountered in organizations.

BCIS 152 IT ETHICS AND THE LAW**UNITS: 3**

Lecture

Pre-requisites: None

This course covers common IT legal and ethical issues. Students will encounter and reflect on issues encountered by IT professionals. Some topics include privacy, intellectual property, and liability.

BCIS 200 DATABASES**UNITS: 3**

Lecture

Pre-requisites: None

This course introduces students to core concepts in data and information management. Topics include data modeling, relational models, normalization, and security. Students also learn about tools, such as DBMS packages, report writers, and SQL. The class also covers non-relational data approaches, such as map/reduce.

BCIS 250 C++ PROGRAMMING**UNITS: 3**

Lecture

Pre-requisites: CORE 101, Computer Science I

This course introduces students to fundamentals of the C++ programming language. Students will learn about data types, control-flow structure, functions, pointers, arrays, and input/output techniques. Students will develop intermediate programming skills, such as object-oriented programming.

BCIS 251 SYSTEMS ANALYSIS AND DESIGN**UNITS: 3**

Lecture

Pre-requisites: BCIS 100, Foundation of Information Systems; CORE 102 Computer Science II

This course covers systematic methodologies for analyzing a business problem or opportunity, and developing a technological solution. Students will learn different strategies for developing software with in-house resources, third-party providers, or purchasing off-the-shelf commercial packages.

BCIS 300 NETWORKING**UNITS: 3**

Lecture

Pre-requisites: BCIS 150, Infrastructure

This class shows students how to manage servers and networks. Students learn how to set up and manage servers, and configure their associated networking services. Topics include network protocols, such as IPv4/IPv6 and DNS, as well as services, such as DFS. The class includes an emphasis on security and virtualization.

BCIS 301 GRAPHICAL USER INTERFACE DESIGN**UNITS: 3**

Lecture

Pre-requisites: BCIS 251, Systems Analysis and Design

This class introduces students to the field of human-computer interaction (HCI). Students will examine human factors, such as accessibility. They will also develop practical skills by creating applications for different environments, such as Windows-based forms, mobile application, and websites.

BCIS 351 IT SECURITY AND RISK MANAGEMENT**UNITS: 3**

Lecture

Pre-requisites: BCIS 150, Infrastructure

This course provides students with a comprehensive understanding of IT security issues. It covers key technology, principles, and concepts, such as encryption, risk management, and business continuity. Students will learn about common attacks, including DDOS and SQL injection. Upon the completion of the course, students will have the skills needed to develop policies and practical solutions to mitigate risk.

BCIS 425 WEB PROGRAMMING**UNITS: 3**

Lecture

Pre-requisites: None

This course shows students how to create and manage internet websites. It describes key internet technologies, architecture, and web development standard practices. Students will create modern client/server and mobile-ready websites. They will also gain the skills needed to manage, test, and debug websites, including issues related to analytics and security.

BCIS 426 BIG DATA**UNITS: 3**

Lecture

Pre-requisites: None

This course introduces students to the management and analysis of large datasets. Students will gain experience with different big-data problems, applications, and systems. Topics include coverage of privacy, security, scalability, and business continuity.

BCIS 427 GAME PROGRAMMING**UNITS: 3**

Lecture

Pre-requisites: None

This course introduces students to game development. Students will gain experience developing a game with a modern game engine. They will create 3-D art assets and learn about game play elements. Topics also include the business of games, distribution platforms, and cultural impacts.

BCIS 480 CAPSTONE**UNITS: 3**

Lecture

Pre-requisites: BCIS 301, Graphical User Interface Design; BCIS 351, IT Security and Risk Management

This course shows how the IS function integrates, supports, and enables various organizational capabilities. It acquires, creates, and operates high-level IS infrastructure and systems to support the operational, administrative, and strategic capabilities. The course will allow students to create a perspective making sense of modern organizational issues. The remainder of the course is focused on developing an intellectual framework that will allow leaders of organizations to critically assess existing IS infrastructures and emerging technologies as well as how these enabling technologies might affect organizational strategy.

BCIS 490_ INTERNSHIP**UNITS: 3**

Lecture

Pre-requisites: Junior Standing or higher

Students will obtain practical on-the-job training in an IT environment. In addition to work experience, students will have regular meetings with an academic advisor and create a variety of supporting assignments.

BCIS 17___, 27___, 37___, 47___**TOPICS IN COMPUTER INFORMATION SYSTEMS****UNITS: 1-3**

Lecture

Pre-requisites: Varies

Select topics in the field of Computer Information Systems as determined by student and faculty interests.

Fashion Marketing (BBA)

Wendy K. Bendoni, MA

Coordinator

Accreditation

Accreditation Council for Business Schools and Programs

Association to Advance Collegiate Schools of Business

Introduction

Woodbury University offers a Fashion Marketing program that provides students with a thorough understanding of the conditions, techniques, and requirements of marketing and promoting fashion. Professionals in the field teach fundamentals of fashion merchandising, promotion, digital marketing, and trend analysis. Advanced courses feature theories of marketing, consumer behavior, and international business. Drawing upon case study analyses, students learn to apply fashion marketing principles to solve problems and develop plans of action.

Innovative think tanks, field experiences, and a strong senior internship program give students the exposure and experience necessary to succeed in the fashion industry. Graduates of this program are qualified professionals who are well-prepared 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 event production.

Our Fashion Marketing students learn about the ongoing debate related to the social and economic implications of trend cycles within the fashion industry. Through the rise of accessible media, fashion business practices are becoming more transparent and brand values are being evaluated by consumers. In Fashion Marketing, we help our students become fully aware on these issues so they may make well-informed business decisions.

Aligning our Fashion Marketing students with the strategic vision of business with a conscience, we follow these three fundamental pillars:

1. **Being ethical:** Doing well by doing good.
2. **Giving back:** Prospering businesses by strengthening communities.
3. **Achieving sustainability:** Transforming well-being for all generations.

Students learn via a variety of experiences in a diverse range of settings. All classes are interactive, with a minimum of formal lecture and a maximum of student-centered activities. In each class, students are given the opportunity to learn by working in groups, writing, speaking, and completing projects, all of which enable students to engage and hone a broad range of talents.

Mission

The mission of the Department of Fashion Marketing and Marketing is to provide both the highest level of education in Fashion Marketing and the strong liberal arts foundation it rests upon. The interdisciplinary nature of our majors cultivates successful students with strong, enduring awareness of personal and social responsibility. We prepare students to be competent communicators who understand the complexities of our global and technological environments.

Program Learning Outcomes

Fashion Marketing students learn the fundamentals of the business of fashion: entrepreneurship, social media marketing, promotion, and trend analysis for the creative industries. Fashion marketers have a good head for business and enjoy the creative process of design. 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. As a part of this dynamic industry, you will become a storyteller who conveys a message about fashion products and brands. In this process, you will share these stories through social media, television, magazines, retail promotion, and virtual reality.

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

Profession

Demonstrate knowledge of the fashion marketing sector.

Branding

Analyze the branding of a fashion marketing company.

Assessment Process

Placement Exam Requirements

Fashion Marketing students who have not received transfer credit for a 200-level math course are encouraged to take the Math Placement Exam, but it

is not required. See the “Academic Proficiencies and Placement” section of the Academic Journey chapter of this catalog for more information.

Formative Assessment Experiences

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; 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.

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

Summative Assessment Experiences

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

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

Program Specific Academic Standards

The department applies University- and School-wide academic standards. Like all BBA students, fashion marketing majors are required to maintain a 2.0 cumulative grade point average to graduate.

Additional Learning Opportunities

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, résumé collections, on- and off-campus interview opportunities, alumni connections, and employer outreach.

Internships

Students are required to take FMRK 490, Internship in Fashion Marketing, during their senior year. The 120 hours of internship experience offer students the opportunity to work in a fashion marketing

environment of their choice, during which they apply and expand their knowledge of the field. This internship may be paid or unpaid, and students will submit weekly journals, self-evaluations, on-site supervisor/employer evaluations, and a final project.

Study Away

Fashion Marketing students are encouraged to spend a semester living and studying/working in another city, such as London, Paris, Italy, or New York City. Study Away opportunities support our goal of providing a globally embedded education.

Other

Students are encouraged to take part in School of Business-sponsored co-curricular activities, such as the Collegiate Entrepreneurs’ Organization (CEO) and Business and Professional Women of Woodbury (BPWOW).

Technology and Computer Requirements

Students use word processing software and presentation software. The accounting and management courses utilize spreadsheet software. Marketing students use online information search vehicles and software packages.

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.

CURRICULUM SUMMARY

Program Major Curriculum

Unit Type (UT)	Number of Units (U)
Major (MA)	66
General Education(GE).	46
Unrestricted Electives (UE).	5
Internship (IN).	3
Minimum Total Units Required	120

SUGGESTED SEQUENCE OF COURSES

FIRST YEAR

Fall Semester

COURSE NO.	COURSE TITLE	UNITS	TYPE
FMRK 100	Fashion Fundamentals	3	MA
WRIT 113	First-Year Academic Writing	3	GE
COMM 120	Public Speaking	3	GE
ENVT 220	Environmental Studies	3	GE
_____	Unrestricted Elective	3	UE
_____	Unrestricted Elective	1	UE
TOTAL UNITS		16	

FIRST YEAR

Spring Semester

COURSE NO.	COURSE TITLE	UNITS	TYPE
MGMT 100	Fundamentals of Business Enterprise	3	MA
FMRK 235	Trend Analysis	3	MA
INDS ____	Interdisciplinary Core Elective	3	GE
LSCI 105	Information Theory & Practice	1	GE
MATH 220	Business Math	3	GE
PSYC 150	General Psychology	3	GE
TOTAL UNITS		16	

SECOND YEAR

Fall Semester

COURSE NO.	COURSE TITLE	UNITS	TYPE
FMRK 360	Fashion, Culture & Society	3	MA
MGMT 110	Legal Environment of Business	3	MA
MATH 226	Business Statistics	3	MA
MRKT 301	Principles of Marketing	3	MA
WRIT 313	Advanced Academic Writing	3	GE
TOTAL UNITS		15	

SECOND YEAR

Spring Semester

COURSE NO.	COURSE TITLE	UNITS	TYPE
ACCT 205	Financial Accounting for Decision Making	3	MA
ECON 203	Macroeconomics	3	GE
FDES 261	History of Fashion 2	3	GE
PHIL 210	Ethical Systems	3	GE
MRKT 310	Consumer Behavior	3	MA
TOTAL UNITS		15	

THIRD YEAR

Fall Semester

COURSE NO.	COURSE TITLE	UNITS	TYPE
ACCT 206	Managerial Accounting for Decision Making	3	MA
MGMT 326	Management & Organizational Behavior	3	MA
FMRK 3__	Upper Division Fashion Marketing Elective	3	MA
FMRK 346	Innovation Think Tank	3	MA
_____	Art History Elective	3	GE
TOTAL UNITS		15	

THIRD YEAR

Spring Semester

COURSE NO.	COURSE TITLE	UNITS	TYPE
FINA 360	Financial Management	3	MA
MGMT 350	Business Ethics	3	GE
MGMT 336	Management Information Systems	3	GE
FMRK 375	Field Experience	3	MA
____3__	Upper Division Interdisciplinary Elective	3	GE
_____	Unrestricted Elective	1	UE
TOTAL UNITS		16	

FOURTH YEAR

Fall Semester

COURSE NO.	COURSE TITLE	UNITS	TYPE
MGMT 461	Leadership Theory & Practice	3	MA
FMRK 3__	Upper Division Fashion Marketing Elective	3	MA
MGMT 400	Operations Management	3	MA
MRKT 355	Market Research & Analysis	3	MA
_____	Natural Science with Lab Elective	3	GE
TOTAL UNITS		15	

FOURTH YEAR

Spring Semester

COURSE NO.	COURSE TITLE	UNITS	TYPE
FMRK 3__	Upper Division Fashion Marketing Elective	3	MA
FMRK 480	Fashion Marketing Capstone	3	MA
FMRK 490_	Internship in Fashion Marketing	3	IN
MGMT 483	Business Policy & Strategy	3	MA
TOTAL UNITS		12	

Program Minor Curriculum

Students completing a minor in Fashion Marketing must complete 15 units comprised of the courses listed below.

COURSE NO.	COURSE TITLE	UNITS
FMRK 100*	Fashion Fundamentals	3
FMRK 235*	Trend Analysis	3
MRKT 301†	Principles of Marketing	3
FMRK 246	Retail Fashion Buying	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 366	Fashion Law	3
FMRK 410	Fashion Production and Wholesaling	3
FMRK 47__	Upper Division Topics in Fashion Marketing	3
TOTAL UNITS		15

*This course is required

†This course is required for all students who are not in a BBA program

COURSE DESCRIPTIONS

FMRK 100 FASHION FUNDAMENTALS

UNITS: 3

Lecture

Pre-requisites: None

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. Students 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.

FMRK 235 TREND ANALYSIS

UNITS: 3

Lecture

Pre-requisites: FMRK 100, Fashion Fundamentals, or FDES 201, Fundamentals of the Fashion Industry
This course introduces the basic theories of fashion, including perspectives on the nature of fashion and the fashion process, fashion lifecycles, 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.

FMRK 246 RETAIL FASHION BUYING

UNITS: 3

Lecture

Pre-requisites: MATH 100, Pre-Statistics; FMRK 100, Fashion Fundamentals

Provides an overview of the fashion merchandising function with special emphases on planning, buying, promotion, selling, and control of fashion goods. Basic merchandise mathematics are incorporated

FMRK 275 FIELD EXPERIENCE

UNITS: 3

Lecture

Pre-requisites: Consent of the Department Coordinator

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.

FMRK 320 E-COMMERCE ENTREPRENEURSHIP

UNITS: 3

Lecture

Pre-requisites: FMRK 235, Trend Analysis; MRKT 301, Principles of Marketing.

This course provides an in-depth overview of e-commerce business and retail sales tools you need to start, run, and grow a business online. This is a heavy entrepreneur-based course on business planning, virtual merchandising to store operations management. Topics include selling, planning, buying, and controlling goods and services; organizational structures; retail acquisition and expansion; developing a marketing strategy, and utilizing entrepreneurial skills in a retail setting.

FMRK 330 STORE PLANNING AND MERCHANDISE PRESENTATION

UNITS: 3

Lecture

Pre-requisites: FMRK 235, Trend Analysis; MRKT 301, Principles of Marketing

This course provides an overview of the fashion merchandising function with special emphases on planning, buying, promotion, selling, and control of fashion goods. Basic merchandising mathematics are incorporated.

FMRK 340 FASHION PROMOTION**UNITS: 3**

Lecture

Pre-requisites: FMRK 235, Trend Analysis; MRKT 301, Principles of Marketing; WRIT 113, First-Year Academic Writing

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.

FMRK 346 INNOVATION THINK TANK**UNITS: 3**

Lecture

Pre-requisites: MRKT 301, Principles of Marketing; WRIT 113, First-Year Academic Writing

Innovation Think Tank is an interdisciplinary project-based marketing course that explores future studies of trends of tomorrow that influence the current as well as next generation of consumers. The students will conduct both qualitative and quantitative research to understand the process of quantifying creative intelligence and identifying trends within multiple industries. Students will learn the role of a futurist, and also explore how cultural shifts, technology, and social movements shape our future. Throughout the semester, we will continuously look to gatekeepers, tastemakers, and influencers who set the trends and the diffusion of innovation. Throughout the course, we will identify future "drivers of change" in our society, capturing the zeitgeist of today and the trends of tomorrow.

FMRK 350 FASHION STYLING FOR THE MEDIA**UNITS: 3**

Lecture

Pre-requisites: FMRK 235, Trend Analysis; MRKT 301, Principles of Marketing

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.

FMRK 360 FASHION, CULTURE, AND SOCIETY**UNITS: 3**

Lecture

Pre-requisites: FMRK 235, Trend Analysis; WRIT 113, First-Year Academic Writing; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Design

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 appearances; the inherent sexism, lookism, ageism, and ethnocentricity of fashion; and the impact of sociological/religious/political/economic systems on dress and adornment.

FMRK 365 FASHION JOURNALISM**UNITS: 3**

Lecture

Pre-requisites: FMRK 235, Trend Analysis; WRIT 113, First-Year Academic Writing

This course examines the history of 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.

FMRK 366 FASHION LAW**UNITS: 3**

Lecture

Pre-requisites: WRIT 113, First-Year Academic Writing; FMRK 100, Fashion Fundamentals

"Fashion law" is a broad descriptor for an emerging legal specialization encompassing primarily the apparel industry's lifecycle, from conception to product and brand development to the product launch. This course will further explore the scope of state, federal, and international laws and how they affect the ever-changing landscape of the fashion industry. Insights gained in this course will include how fashion executives can protect their intellectual property—the brands and products by which they gain customer recognition. Throughout the course, we will provide guidance and a better understanding of issues vital to all fashion professionals, including intellectual property protections, copyright, patent, trademark, and trade dress protection; agreements for licensing, selling, and marketing fashion goods, both domestically and globally; laws affecting treatment of employees, including civil rights and contract considerations; leasing of retail property; and international trade. This course is designed to provide students with a strong foundation of their legal rights and the available legal

protections as they move forward into the world of fashion and lifestyle products. This course will provide both a substantive and practical framework for aspiring fashion entrepreneurs, marketers, social media directors, and branding professionals to attain a “working knowledge” of the unique fashion industry legal backdrop.

FMRK 375 FIELD EXPERIENCE

UNITS: 3

Lecture

Pre-requisites: FMRK 235, Trend Analysis; MRKT 301, Principles of Marketing

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.

FMRK 410 FASHION PRODUCTION AND WHOLESALING

UNITS: 3

Lecture

Pre-requisites: FMRK 235, Trend Analysis; WRIT 113, First-Year Academic Writing; MRKT 301, Principles of Marketing

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.

FMRK 420 FASHION RETAILING

UNITS: 3

Lecture

Pre-requisites: FMRK 235, Trend Analysis; MATH 220, Business Mathematics; MRKT 301, Principles of Marketing

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.

FMRK 480 FASHION MARKETING CAPSTONE

UNITS: 3

Lecture

Pre-requisites: FDES 201, Fundamentals of the Fashion Industry, or MRKT 355, Market Research and Analysis

This course will assess the Fashion Marketing student's intellectual growth in their major. Through guidance from the instructor and key lectures in marketing, students will engage in independent research. Each student will identify an area of interest and determine the scope of a semester-long project demonstrating marketing proficiency, conceptual originality, creative problem solving, and critical thinking. This course will help fashion marketing students apply their understanding of marketing with their research to support their vision and creativity in designing and executing their own research-based project/case study. Students will complete a marketing proposal, supporting documentation, and defend the core concepts synthesized as part of their research and development process.

FMRK 490_ INTERNSHIP IN FASHION MARKETING

UNITS: 3

Lecture

Pre-requisites: Senior Standing; MRKT 310, Consumer Behavior

Students obtain 120 hours of 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.

FMRK 17_-, 27_-, 37_-, 47_- TOPICS IN FASHION MARKETING

UNITS: 1-3

Lecture

Pre-requisites: Varies

Topics in this course are focused on current issues in fashion marketing.

FMRK 199_, 299_, 399_, 499_- INDEPENDENT STUDY

UNITS: 1-3

Lecture

Pre-requisites: Varies

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.

Management (BBA)

Svetlana Holt, EdD
Chair

Accreditation

Accreditation Council for Business Schools and Programs

Association to Advance Collegiate Schools of Business

Introduction

Management is the cornerstone of progress. Understanding and mastering the many nuances involved in working with people, applying leadership toward behavior, acting in morally responsible ways, making strong yet empathetic decisions, embracing diversity, and considering both the short- and long-term effects of any action, these are just some of the many aspects of management. Management students harbor a broad range of aspirations, so Woodbury graduates are versatile individuals able to perform with excellence in a wide range of professional environments. Our team of faculty members consists of widely published scholars and experienced practitioners, forming a winning combination of mentors in students' career preparations. Our low faculty-to-student ratio ensures a fertile learning environment filled with inspiration, focus, and the awareness to implement business with a conscience.

Managers in any organization, whether business-related or not, are responsible for analyzing, planning, organizing, leading, and ensuring products and services are delivered for diverse communities in effective and ethical ways. Management majors develop skills in various functions of business, such as accounting, finance, and marketing, as well as ways to use them globally and ethically via critical thinking and effective communication.

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 with ethical values, global perspectives, and effective communication skills. We facilitate their education in an environment emphasizing creativity, diversity, collaboration, and civic engagement.

Program Learning Outcomes

Employment and acceptance into a graduate program are both considered evidence of student success.

Leadership

- Understand the importance of developing and practicing quality leadership skills.
- Manifest global awareness in their professional decision making.

Assessment Process

Placement Exam Requirements

Management students who have not received transfer credit for a 200-level math course are encouraged to take the Math Placement Exam, but it is not required. See the "Academic Proficiencies and Placement" section of the Academic Journey chapter of this catalog for more information.

Formative Assessment Experiences

For BBA core courses, formative assessment processes include: students providing structured feedback to their peers; detailed feedback from professors on homework submissions through online course management systems; peer interaction through online forums; evaluation of students' formal presentations; and business strategy simulation games in MGMT 336, Management Information Systems and MGMT 483, Business Policy and Strategy.

For Management major courses, formative assessment processes include detailed feedback from professors on homework submissions through online learning platforms, evaluation of presentation skills, field projects, an internship project, and faculty advising via one-on-one meetings.

Summative Assessment Experiences

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

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

Program Specific Academic Standards

Like all BBA students, Management majors are required to maintain a 2.0 cumulative grade point average to graduate. However, management majors must earn a grade of "C" or better in the final capstone course (MGMT 483) to graduate. Students must repeat the course until they achieve the mandatory grade.

Additional Learning Opportunities

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, résumé collections, on- and off-campus interview opportunities, alumni connections, and employer outreach.

Internship

Each student in the BBA Management program is required to gain first-hand professional experience by completing a 120-hour internship. A supervised internship provides real-world experience that cannot be replicated in the classroom. We encourage students to, if possible, serve more than one internship. In addition to the benefit of gaining practical work experience, multiple internships can be a major differentiator 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 a globally embedded education.

Technology and Computer 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 word processing and spreadsheet software. This means students should have the ability to create, edit, organize, analyze, synthesize, format, and present new and existing information, write formulas, move columns and rows, and import, export, and visually display data. Students needing to upgrade their Excel or Access skills are encouraged to enroll in the appropriate courses.

Students are encouraged to own laptop computers capable of reliable internet 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, class sessions frequently involve online research and group collaboration.

CURRICULUM SUMMARY

Program Major Curriculum

Unit Type (UT)	Number of Units (U)
Major (MA)	63
General Education (GE)	49
Unrestricted Electives (UE)	5
Internship (IN)	3
Minimum Total Units Required	120

SUGGESTED SEQUENCE OF COURSES

FIRST YEAR

Fall Semester

COURSE NO.	COURSE TITLE	UNITS	TYPE
MGMT 100	Fundamentals of Business Enterprise	3	MA
WRIT 113	First-Year Academic Writing	3	GE
INDS ____	Interdisciplinary Core Elective	3	GE
ENVT 220	Environmental Studies	3	GE
_____	Unrestricted Elective	3	UE
_____	Unrestricted Elective	1	UE
TOTAL UNITS		16	

FIRST YEAR

Spring Semester

COURSE NO.	COURSE TITLE	UNITS	TYPE
MGMT 110	Legal Environment of Business	3	MA
COMM 120	Public Speaking	3	GE
LSCI 105	Information Theory and Practice	1	GE
MATH 220	Business Math	3	GE
_____	Natural Science with Lab Elective	3	GE
PSYC 150	General Psychology	3	GE
TOTAL UNITS		16	

SECOND YEAR

Fall Semester

COURSE NO.	COURSE TITLE	UNITS	TYPE
ACCT 205	Financial Accounting	3	MA
ECON 203	Macroeconomics or		
ECON 204	Microeconomics	3	GE
MATH 226	Business Statistics	3	GE
MGMT 245	Global Enterprise	3	MA
_____	Art History Elective	3	GE
PHIL 210	Ethical Systems	3	GE
TOTAL UNITS		18	

SECOND YEAR**Spring Semester**

COURSE NO.	COURSE TITLE	UNITS	TYPE
ACCT 206	Managerial Accounting for Decision Making	3	MA
MGMT 201	Organizational Communication	3	MA
MGMT 326	Management and Organizational Behavior	3	MA
MGMT 336	Management Information Systems	3	MA
WRIT 313	Advanced Academic Writing	3	GE
TOTAL UNITS		15	

THIRD YEAR**Fall Semester**

COURSE NO.	COURSE TITLE	UNITS	TYPE
FINA 360	Financial Management	3	MA
MGMT 335	Managing Workplace Diversity	3	MA
MGMT 350	Business Ethics	3	MA
MRKT 301	Principles of Marketing	3	MA
_____	Humanities Elective	3	GE
_____ 3	Upper Division Interdisciplinary Elective	3	GE
TOTAL UNITS		18	

THIRD YEAR**Spring Semester**

COURSE NO.	COURSE TITLE	UNITS	TYPE
MGMT 340	Social and Political Environment of Business	3	MA
MGMT 366	Small Business Management	3	MA
MGMT 400	Operations Management	3	MA
_____ 3	Upper Division General Education Elective	3	GE
_____	Unrestricted Elective	1	UE
TOTAL UNITS		13	

FOURTH YEAR**Fall Semester**

COURSE NO.	COURSE TITLE	UNITS	TYPE
MGMT 461	Leadership	3	MA
MGMT 474	Project Management	3	MA
MGMT 490	Internship	3	IN
MGMT 3__	Upper Division Management Elective	3	MA
TOTAL UNITS		12	

FOURTH YEAR**Spring Semester**

COURSE NO.	COURSE TITLE	UNITS	TYPE
MGMT 483	Business Policy and Strategy	3	MA
MGMT 3__	Upper Division Management Elective	3	MA
MGMT 3__	Upper Division Management Elective	3	MA
_____ 3	Upper General Education Elective	3	GE
TOTAL UNITS		12	

Program Minor Curriculum

COURSE NO.	COURSE TITLE	UNITS
ACCT 205	Financial Accounting for Decision Making	3
FINA 360	Financial Management	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
TOTAL UNITS		18

Optional Program BEES Concentrations

Courses taken in pursuit of a BEES concentration will be applied toward major elective requirements. Completion of a BEES concentration may require more than the 120 minimum unit requirement for the BBA in Management.

Completion of a BEES concentration requires the successful completion of five courses within any given concentration.

Business Analytics

COURSE NO.	COURSE TITLE
ACCT 405*	Accounting Systems
BCIS 100*	Foundations of Information Systems
BCIS 150*	Infrastructure
BCIS 152*	IT Ethics and Law
BCIS 200*	Databases
MGMT 363*	Visual Data Analytics
MGMT 440*	Cybersecurity and Database Management
CSMA 101**	Introduction to Programming
CSMA 201**	Intermediate Programming
CORE 101**	Computer Science I
CORE 102**	Computer Science II

*Students must take at least three of these courses.

**Students cannot take more than two of these courses.

Entertainment

COURSE NO.	COURSE TITLE
ACCT 353*	Entertainment Industry Accounting
FILM 400*	Business of Entertainment
MRKT 345*	Digital Storytelling
COMM 235**	Media Ethics
FILM 200**	Introduction to Screenwriting
FILM 360**	TV Writing and Producing
FILM 401**	Entertainment Marketing
FILM 402**	Producing

*Students must take these courses.

**Students must take two of these courses.

Entrepreneurship

COURSE NO.	COURSE TITLE
MGMT 337	Leadership in Action
MGMT 367	New Venture Creation
MGMT 368	e-Commerce Fundamentals
MRKT 310	Consumer Behavior
MGMT 365	Social and Civic Innovation and Change
MGMT 440	Cybersecurity and Database Management
MGMT 441	Residential Lending Principles
COMM 304	Social Media for Entrepreneurs

Students may take any five courses listed here.

Sustainability

COURSE NO.	COURSE TITLE
MRKT 310	Consumer Behavior
MRKT 330	Sustainable Marketing
MRKT 333	Civic Engagement and Social Issues
URBS 321	Environmental Urbanism
URBS 331	Food and the City
MGMT 365	Social and Civic Innovation and Change
MGMT 362	Trends and Dilemmas in Management

Students may take any five courses listed here.

COURSE DESCRIPTIONS

MGMT 100 FUNDAMENTALS OF BUSINESS ENTERPRISE

UNITS: 3

Lecture

Pre-requisites: None

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.

MGMT 110 LEGAL ENVIRONMENT OF BUSINESS

UNITS: 3

Lecture

Pre-requisites: WRIT 113, First-Year Academic Writing
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.

MGMT 201 ORGANIZATIONAL COMMUNICATION

UNITS: 3

Lecture

Pre-requisites: WRIT 113, First-Year Academic Writing
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.

MGMT 245 GLOBAL ENTERPRISE

UNITS: 3

Lecture

Pre-requisites: MGMT 100, Fundamentals of Business Enterprise; WRIT 113, First-Year Academic Writing
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 multi-national enterprises, legal, political, and socio-cultural considerations, and a survey of managerial solutions for recent and future trends in international business.

MGMT 326 MANAGEMENT AND ORGANIZATIONAL BEHAVIOR

UNITS: 3

Lecture

Pre-requisites: MGMT 100, Fundamentals of Business Enterprise; WRIT 113, First-Year Academic Writing

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. High level of participation is garnered through the use of cases, simulations, discussion, and the class itself is viewed as a virtual organization.

MGMT 327 HUMAN RESOURCE MANAGEMENT

UNITS: 3

Lecture

Pre-requisites: MGMT 326, Management and Organizational Behavior; WRIT 113, First-Year Academic Writing

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.

MGMT 330 MANAGERIAL PERSUASION

UNITS: 3

Lecture

Pre-requisites: MGMT 326, Management and Organizational Behavior; WRIT 113, First-Year Academic Writing

This course explores 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.

MGMT 335 MANAGING WORKPLACE DIVERSITY

UNITS: 3

Lecture

Pre-requisites: MGMT 326, Management and Organizational Behavior

This course familiarizes students with the implications of the increasing workplace diversity in the United States. It explores the complex interplay of ethnic, racial, gender, and other forms of diversity in organizations and its implications for decision making and organizational change.

MGMT 336 MANAGEMENT INFORMATION SYSTEMS

UNITS: 3

Lecture

Pre-requisites: WRIT 113, First-Year Academic Writing

This course analyzes the role played by information systems in successful organizations 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 as needs arise.

MGMT 337 LEADERSHIP IN ACTION

UNITS: 3

Lecture

Pre-requisites: None

A topical course in which the course instructor is joined by business leaders who serve as guest lecturers discussing the day-to-day challenges of organizational leadership. Invited leaders will derive from a variety of work environments and positions, so that challenges and opportunities at the operational, tactical, and strategic level can be reviewed. Students will formulate questions to present to the speakers, and prepare weekly reviews of their personal takeaways from these lectures. In addition, each student will identify a book on leadership, which he or she will present briefly to the class on pre-assigned dates. Students will also participate in a team-based leadership project and report week-to-week developments to the class. Projects may be real or fictitious. Weekly reports will reflect on various aspects, such as: 1. Preorganization: defining the target audience for this endeavor, selecting the date and location, and formulating a theme or mission; 2. Financial aspects: developing a budget and gathering

financial support, deciding on co-sponsors/organizers, and setting a registration fee; 3. Content: developing the program and its content, and deciding on project allies, facilitators, and panels; 4. Promotional materials: developing and sharing marketing and publicity tools; and 5. Selling the project: a comprehensive presentation of all previous stages. The final assignment of this course will consist of a personal leadership platform.

MGMT 340 SOCIAL AND POLITICAL ENVIRONMENT OF BUSINESS

UNITS: 3

Lecture

Pre-requisites: MGMT 100, Fundamentals of Business Enterprise; WRIT 113, First-Year Academic Writing

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.

MGMT 350 BUSINESS ETHICS

UNITS: 3

Lecture

Pre-requisites: MGMT 326, Management and Organizational Behavior; PHIL 210, Ethical Systems; PSYC 150, General Psychology, or PSYC 200, Introduction to Psychology; WRIT 113, First-Year Academic Writing

This course explores the process of ethical decision making in organizations. It emphasizes the development and application of moral concepts in the resolution of ethical dilemmas faced by managers and entrepreneurs, and addresses the issue of social responsibility in worldwide capitalist economic system.

MGMT 360 FUNDAMENTALS OF ENTREPRENEURSHIP

UNITS: 3

Lecture

Pre-requisites: MGMT 100, Fundamentals of Business Enterprise; FINA 360, Financial Management; WRIT 113, First-Year Academic Writing

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 startup opportunity analysis/assessment, self-appraisal of entrepreneurial characteristics, and leadership potential, the business plan, financing and raising capital, building and leading an effective organization.

MGMT 361 BUSINESS WEBSITE MANAGEMENT

UNITS: 3

Lecture

Pre-requisites: MGMT 100, Fundamentals of Business Enterprise; WRIT 113, First-Year Academic Writing

This course provides individuals with the tools to operate an organization's web presence. Practical and theoretical aspects are combined to provide students with the skills to develop promotional, business-to-consumer, business-to-business, project-based, and community-based websites. Practical outcomes include building a personal website using html, css, and JavaScript, as well as experimenting with different design tools. Theoretical outcomes include gaining a high-level view of the internet's effect on business, ways to use the internet to enhance differentiation, and increased knowledge of current trends.

MGMT 362 TRENDS AND DILEMMAS IN MANAGEMENT

UNITS: 3

Lecture

Pre-requisites: WRIT 113, First-Year Academic Writing

This course takes a critical look into management, from its formal introduction in the late 19th century and its multi-directional evolution in the 20th century, to its current stage, in which many of the past developments and trends are criticized. Students will be exposed to a number of contemporary management issues at national and global levels, and encouraged to reflect critically on these issues. The intention is not to formulate answers to these issues, but to become aware of them, thus gain increased preparedness for the challenges that await in near-future business-related settings. Students will use *BusinessWeek*, *Forbes*, *Fortune*, *Fast Company*, *Entrepreneur*, *Inc.*, or other popular business resources as providers for weekly dialogue and brainstorm topics. With philosophical roots of politics, ethics, globalization, economic and financial trends revealed, students will be encouraged to step outside a narrow perceptual framework and into the broad and creative realm of future trends.

MGMT 363 VISUAL DATA ANALYTICS**UNITS: 3**

Lecture

Pre-requisites: MGMT 336, Management Information Systems

This class will teach students how to analyze complex datasets and present them in an appealing visual fashion. Students will learn industry software tools, as well as develop their own analysis skills by tackling real-world problems. Each person will build a portfolio for potential employers. Students will use Tableau, SQL, and Excel to create infographics, charts, and other unique data visualizations.

MGMT 364 FAMILY BUSINESS MANAGEMENT**UNITS: 3**

Lecture

Pre-requisites: MGMT 326, Management and Organizational Behavior; FINA 360, Financial Management; WRIT 113, First-Year Academic Writing

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.

MGMT 365 SOCIAL AND CIVIC INNOVATION AND CHANGE**UNITS: 3**

Lecture

Pre-requisites: MGMT 100, Fundamentals of Business Enterprise

The class focuses on designing change and leading innovation for public benefit. The class will provide a cross-disciplinary examination of issues that will inspire new ways of understanding and tackling societal issues through best practice approaches in non-profit and charitable organizations, public and private partnerships, multi-industry collaboration and social entrepreneurship.

MGMT 366 SMALL BUSINESS MANAGEMENT**UNITS: 3**

Lecture

Pre-requisites: FINA 360, Financial Management; WRIT 113, First-Year Academic Writing

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.

MGMT 367 NEW VENTURE CREATION**UNITS: 3**

Lecture

Pre-requisites: MGMT 360, Fundamentals of Entrepreneurship; WRIT 113, First-Year Academic Writing

This course focuses on the pre-startup, startup, and early growth phases of business ventures. Subject matter of the course is organized around the following themes: seeking and evaluating opportunities for new ventures; leveraging resources to convert those opportunities into viable businesses, and developing appropriate entry and exit strategies. Taking an applied approach, each student interviews a local entrepreneur and develops a detailed business plan for a new venture that they believe in and one that has the potential to impress a prospective investor.

MGMT 368 E-COMMERCE FUNDAMENTALS**UNITS: 3**

Lecture

Pre-requisites: MGMT 360, Fundamentals of Entrepreneurship; WRIT 113, First-Year Academic Writing

This course provides an overview of the key elements of e-commerce. It introduces students with the fundamentals of doing business in the digital economy. Topics include e-commerce, internet technology, e-commerce marketing applications in business to business (B2B) and business to consumer (B2C) network platforms, and legal, security, tax and policy issues pertaining to e-commerce.

MGMT 375 INTERNATIONAL FIELD EXPERIENCE**UNITS: 3**

Lecture

Pre-requisites: Consent of the Instructor; Deposit
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.

MGMT 400 OPERATIONS MANAGEMENT**UNITS: 3**

Lecture

Pre-requisites: MATH 220, Business Mathematics, or MATH 249, College Algebra; MATH 226, Business Statistics; MGMT 336, Management Information Systems

This course focuses on the fundamentals of operations management, which is concerned with processes that produce and deliver goods and services. The course examines operational decisions, and introduces concepts and techniques used to design, manage, and improve business processes in both manufacturing and service firms. Topics include inventory management, capacity planning, forecasting, and logistics management.

MGMT 420 COMPENSATION AND BENEFITS MANAGEMENT**UNITS: 3**

Lecture

Pre-requisites: MGMT 327, Human Resource Management; MGMT 336, Management Information Systems; FINA 360, Financial Management; WRIT 113, First-Year Academic Writing

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.

MGMT 430 SOCIAL ENTREPRENEURSHIP**UNITS: 3**

Lecture

Pre-requisites: MGMT 326, Management and Organizational Behavior; WRIT 113, First-Year Academic Writing

This course explores how leaders in social entrepreneurship attempt to solve great social challenges with disruptive strategies that are impactful, sustainable, and scalable. The course examines how successful social entrepreneurs have developed new models and brought transformative approaches to pressing societal challenges.

MGMT 440 CYBER SECURITY AND DATABASE MANAGEMENT**UNITS: 3**

Lecture

Pre-requisites: MGMT 336, Management Information Systems

This course addresses the various issues and methodologies regarding the database management systems and cyber security in business. Major topics include the design and implementation of computerized databases; data administration; data interdependence, integrity, privacy, and access. It also focuses on important cyber security issues: internet, intranet, spam, phishing, cyber crime, identity theft, online payment fraud, transactional security, payment systems, and legal issues.

MGMT 441 RESIDENTIAL LENDING PRINCIPLES**UNITS: 3**

Lecture

Pre-requisites: FINA 360, Financial Management

This course is designed for students who want a career in real estate or for working financial professionals who want to expand their current career prospects. The course assists those preparing for the real estate sales license examination and covers the instruments, institutions, lending practices, and regulatory topics in the financing of residential real estate.

MGMT 460 MANAGING CHANGE AND CONFLICT**UNITS: 3**

Lecture

Pre-requisites: MGMT 326, Management and Organizational Behavior; WRIT 113, First-Year Academic Writing

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 in facilitating the change process. Students will also study conflict versus confrontation, and the development of skills needed to plan and augment change. Theories learned through group and individual projects, such as role-playing, interviewing, real-life change incidents and the group decision process, will be tested.

MGMT 461 LEADERSHIP**UNITS: 3**

Lecture

Pre-requisites: MGMT 326, Management and Organizational Behavior; MGMT 350, Business Ethics; WRIT 113, First-Year Academic Writing

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 also will explore the creation of positive self-image and group identity. Course activities include lecture, case study, experiential exercises, and group process.

MGMT 465 INTERNATIONAL MANAGEMENT**UNITS: 3**

Lecture

Pre-requisites: MGMT 245, Global Enterprise; WRIT 113, First-Year Academic Writing

This course focuses on identification, analysis, and resolution of managerial issues of organization and policy for global managers, both here and abroad. Emphasis is placed on the special problems of adaptation to different sociological, cultural, legal, political, and economic forces.

MGMT 474 PROJECT MANAGEMENT**UNITS: 3**

Lecture

Pre-requisites: MGMT 336, Management Information Systems; WRIT 113, First-Year Academic Writing

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

MGMT 483 BUSINESS POLICY AND STRATEGY**UNITS: 3**

Lecture

Pre-requisites: MGMT 400, Operations Management; WRIT 113, First-Year Academic Writing

This course is the capstone course for business majors. It provides an opportunity to integrate previous studies in the functional areas of marketing, finance, accounting, production, and management. Organizations are analyzed with respect to the effectiveness and appropriateness of strategies and goals in each of the functional areas and the synergies of the functional areas for achieving optimal results consistent with their respective missions. The major topics covered include competitive analysis, the strategic management process, the role of the chief executive officer, strategy formulation and decision making, and strategy implementation.

MGMT 490_ INTERNSHIP**UNITS: 3**

Lecture

Pre-requisites: Management Major; Senior Standing

Students will gain practical experience in management. On-the-job experience is 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 supervisor, and a minimum 10-page report of the experience.

**MGMT 17__, 27__, 37__, 47__
TOPICS IN MANAGEMENT****UNITS: 1-3**

Lecture

Pre-requisites: Varies

These courses are topical courses in the field of management and offered to meet the interests of students and faculty.

**MGMT 199_, 299_, 399_, 499_
INDEPENDENT STUDY****UNITS: VARIES**

Lecture

Pre-requisites: Consent of the dean

This is an individual investigation in a field of special interest chosen by the student and approved by the dean. Regular, periodic meetings with the department chair or an assigned faculty member are required. Thirty hours required for each unit of credit.

Marketing (BBA)

Thuc-Doan Nguyen
Coordinator

ACCREDITATION

Accreditation Council for Business Schools and Programs
Association to Advance Collegiate Schools of Business

Introduction

Marketing embraces all activities required to direct the flow of products, services, and commercially related ideas from producers to consumers. Taking a global perspective, professional marketing faculty 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 covering principles of marketing management, consumer behavior, and marketing research. Depending upon specific interests, 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, promotions, sales, the entertainment industry, buying, retailing, marketing management, product development, wholesaling, public relations, and market research, Marketing majors increasingly are sought to work in the fields of health, medicine, insurance, public utilities, and science and technology.

Our Marketing students are taught the importance of being socially responsible by considering what is in the best interest for the firms and communities they represent, both in the short-term and long-term perspectives. We advocate for our students to design socially responsible marketing strategies and advertising plans, as well as create products and services that provide valuable benefits to improve the lives for customers, while enhancing the organization's financial viability.

Aligning our Marketing students with the strategic vision of business with a conscience, we follow these three fundamental pillars:

1. **Being ethical:** Doing well by doing good;
2. **Giving back:** Prospering businesses by strengthening communities;
3. **Achieving sustainability:** Transforming well-being for all generations.

Because marketing encompasses such 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. For this reason, Marketing graduates are often able to choose the type and size of organizations that suit their personal tastes.

Marketing seeks a balance between creative, critical, and analytical thinking skills. Our Marketing courses teach students how to lead in, and adapt to, an ever-evolving world of marketing through the following: 1. learning the psychology of why people purchase products; 2. monitoring behavioral trends and technological advancements that impact product consumption; 3. conducting scientific and systematic market research studies to transform insights into action; 4. creating marketing strategies to design new and modern products and services, develop pricing strategies, identify distribution channels, and create promotional plans; and 5. immersing students within their local communities through civic engagement projects.

Students learn via a variety of experiences in a diverse range of settings. All classes are interactive, containing both formal lectures as well as student-centered activities. In each class, students are given opportunities to learn by working in groups, writing, speaking, and completing projects, all of which enable students to engage and hone a broad range of talents. To transform students into professional marketing executives, we implement extensive written and oral communication assignments, and encourage students to challenge accepted marketing conventions to develop innovative tactics and strategies.

Industry-based projects are implemented to position students in real-life settings to apply their course learning and improve their business decision making.

Mission

The mission of the Department of Fashion Marketing and Marketing is to provide both the highest level of education in marketing, and the strong liberal arts foundation it rests upon. The interdisciplinary nature of our majors cultivates successful students with strong, enduring awareness of personal and social responsibility. We prepare students to be competent communicators who understand the complexities of our global and technological environments.

Program Learning Outcomes

Marketing seeks a balance between creative, critical, and analytical thinking skills. Our Marketing courses teach students how to lead in, and adapt to, an ever-evolving world of marketing through the following: 1. learning the psychology of why people purchase products; 2. monitoring behavioral trends and technological advancements that impact product consumption; 3. conducting scientific and systematic market research studies to transform insights into action; 4. creating marketing strategies to design new and modern products and services, develop pricing strategies, identify distribution channels, and create promotional plans; and 5. immersing students within their local communities through civic engagement projects.

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

Communication

- Apply good principles of communication within the marketing environment.
- Derive and present managerial advice in an environmentally rich and ambiguous real-life situations.

Assessment Process

Placement Exam Requirements

Marketing students who have not received transfer credit for a 200-level math course are encouraged to take the Math Placement Exam, but it is not required. See the "Academic Proficiencies and Placement" section of the Academic Journey chapter of this catalog for more information.

Formative Assessment Experiences

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; 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.

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

Summative Assessment Experiences

The summative assessment processes for the BBA core courses include research and reflective papers,

formal presentations, portfolio presentations, final exams, and the capstone project.

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

Program Specific Academic Standards

The department applies University- and Schoolwide academic standards. Like all BBA students, Marketing majors are required to maintain a 2.0 cumulative grade point average to graduate.

Additional Learning Opportunities

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, helping students connect with employers through internship postings, résumé collections, on- and off-campus interview opportunities, alumni connections, and employer outreach in the United States.

Internships

Students are required to take MRKT 490_, Marketing Internship, during their senior year. The 120 hours of internship experience offer students the opportunity to work in a marketing environment of their choice during which they apply and expand their knowledge of working in the marketing field. This internship may be paid or unpaid, where students submit weekly journals, self-evaluations, on-site supervisor/employer evaluations, and a final project.

Study Away

Marketing 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

Students are encouraged to take part in School of Business co-curricular activities such as the Collegiate Entrepreneurs' Organization (CEO) and Business and Professional Women of Woodbury (BPWOW).

Technology and Computer Requirements

Students use word processing software and presentation software. Accounting and management courses utilize spreadsheet software. Marketing students use online information search vehicles and software packages.

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

CURRICULUM SUMMARY

Program Major Curriculum

Unit Type (UT)	Number of Units (U)
Major (MA)	63
General Education (GE)	49
Unrestricted Electives (UE)	5
Internship (IN)	3
Minimum Total Units Required	120

SUGGESTED SEQUENCE OF COURSES

FIRST YEAR

Fall Semester

COURSE NO.	COURSE TITLE	UNITS	TYPE
MGMT 100	Fundamentals of Business Enterprise	3	MA
WRIT 113	First-Year Academic Writing	3	GE
INDS ____	Interdisciplinary Core Elective	3	GE
ENVT 220	Environmental Studies	3	GE
_____	Unrestricted Elective	3	UE
_____	Unrestricted Elective	1	UE
TOTAL UNITS		16	

FIRST YEAR

Spring Semester

COURSE NO.	COURSE TITLE	UNITS	TYPE
MGMT 110	Legal Environment of Business	3	MA
COMM 120	Public Speaking	3	GE
Phil 210	Ethical Systems	3	GE
LSCI 105	Information Theory & Practice	1	GE
MATH 220	Business Math	3	GE
PSYC 150	General Psychology	3	GE
TOTAL UNITS		16	

SECOND YEAR

Fall Semester

COURSE NO.	COURSE TITLE	UNITS	TYPE
ACCT 205	Financial Accounting for Decision Making	3	MA
_____	Natural Science with Lab Elective	3	GE
MATH 226	Business Statistics	3	GE
ECON 203	Macroeconomics	3	GE
WRIT 313	Advanced Academic Writing	3	GE
TOTAL UNITS		15	

SECOND YEAR

Spring Semester

COURSE NO.	COURSE TITLE	UNITS	TYPE
MRKT 301	Principles of Marketing	3	MA
ACCT 206	Managerial Accounting	3	MA
_____	Art History Elective	3	GE
____3__	Upper Division General Education Elective	3	GE
MRKT ____	Marketing Elective	3	MA
TOTAL UNITS		15	

THIRD YEAR

Fall Semester

COURSE NO.	COURSE TITLE	UNITS	TYPE
MGMT 326	Management and Organizational Behavior	3	MA
MRKT 355	Market Research and Analysis	3	MA
MRKT ____	Marketing Elective	3	MA
_____	Humanities Elective	3	GE
FINA 360	Financial Management	3	MA
TOTAL UNITS		15	

THIRD YEAR

Spring Semester

COURSE NO.	COURSE TITLE	UNITS	TYPE
MGMT 336	Management Information Systems	3	MA
MGMT 350	Business Ethics	3	MA
MRKT 310	Consumer Behavior	3	MA
MRKT 3__	Upper Division Marketing Elective	3	MA
____3__	Upper Division Interdisciplinary Elective	3	GE
_____	Unrestricted Elective	1	UE
TOTAL UNITS		16	

FOURTH YEAR

Fall Semester

COURSE NO.	COURSE TITLE	UNITS	TYPE
MRKT 400	Pricing Strategies and Tactics	3	MA
MRKT 3__	Upper Division Marketing Elective	3	MA
MGMT 400	Operation Management	3	MA
MGMT 461	Leadership	3	MA
____3__	Upper Division General Education Elective	3	GE
TOTAL UNITS		15	

FOURTH YEAR**Spring Semester**

COURSE NO.	COURSE TITLE	UNITS	TYPE
MRKT 451	Strategic Marketing	3	MA
MRKT 490_	Marketing Internship	3	IN
MGMT 483	Business Policy & Strategy	3	MA
MRKT 3__	Upper Division Marketing Elective	3	MA
TOTAL UNITS		12	

Program Minor Curriculum

COURSE NO.	COURSE TITLE	UNITS
MRKT 310	Consumer Behavior	3
MRKT 355	Market Research and Analysis	3
MRKT 400	Pricing Strategies and Tactics	3
MRKT 451	Strategic Marketing	3
MRKT 3__*	Upper Division Marketing Elective*	3
MRKT 341**	Marketing on the Internet	3
TOTAL UNITS		18

* Course is available to students completing a BBA only.

**Course required for students not completing a BBA

COURSE DESCRIPTIONS**MRKT 301 PRINCIPLES OF MARKETING**

UNITS: 3

Lecture

Pre-requisites: WRIT 113, First-Year Academic Writing; COMM 120, Public Speaking

This course introduces 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.

MRKT 310 CONSUMER BEHAVIOR

UNITS: 3

Lecture

Pre-requisites: MRKT 301, Principles of Marketing; MRKT 355, Market Research and Analysis

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 analyze behavioral patterns of these segments as a basis for marketing strategy.

MRKT 312 PUBLIC RELATIONS

UNITS: 3

Lecture

Pre-requisites: MRKT 301, Principles of Marketing

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.

MRKT 321 ADVERTISING AND PROMOTION MANAGEMENT

UNITS: 3

Lecture

Pre-requisites: MRKT 301, Principles of Marketing

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 review and examined.

MRKT 325 RETAIL MARKETING MANAGEMENT

UNITS: 3

Lecture

Pre-requisites: MRKT 301, Principles of Marketing.

The functions and institutions of retailing within the framework of managerial decision making. Topics include location, buying, merchandise management, pricing, and promotion.

MRKT 330 SUSTAINABLE MARKETING

UNITS: 3

Lecture

Pre-requisites: MRKT 301, Principles of Marketing

This course explores the role 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.

MRKT 333 CIVIC ENGAGEMENT AND SOCIAL ISSUES

UNITS: 3

Lecture

Pre-requisites: MRKT 301, Principles of Marketing

This course introduces students to the fundamentals of social justice and 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.

MRKT 341 MARKETING ON THE INTERNET**UNITS: 3**

Lecture

Pre-requisites: MRKT 301, Principles of Marketing
 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 (B2B) marketing, and how the principles of marketing relate to internet users. The emphasis is on understanding the impact of the internet and technology on business and marketing in general, and electronic businesses in particular. Class activities include lecture, discussion, and online exploration of internet sites.

MRKT 342 MEDIA MARKETING**UNITS: 3**

Lecture

Pre-requisites: MRKT 301, Principles of Marketing
 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.

MRKT 345 DIGITAL STORYTELLING**UNITS: 3**

Lecture

Pre-requisites: WRIT 113, First-Year Academic Writing; MRKT 301, Principles of Marketing
 Digital Storytelling in Marketing focuses on understanding the role "storytelling" has across the digital landscape, from social media to branding marketing strategies. Stories inspire an emotional connection with a transformative narrative, which makes them a powerful tool for marketers. In this course, we will look at emerging digital technologies relevant to storytelling and explore how the narrative is becoming non-linear. Through closer examination, we will explore successful brand campaigns and their adoption of entertainment and gamification in overall marketing strategies. This course will analyze the evolution of digital media and the impact it has on generating a more engaging brand marketing experience. The tools used will include, but not be limited to, augmented, virtual, and holographic realities. This convergence is altering consumer expectations of what, where, and how new immersive tools should and can be used to tell the brand's story.

MRKT 347 LUXURY BRAND MARKETING**UNITS: 3**

Lecture

Pre-requisites: WRIT 113, First-Year Academic Writing; MRKT 301, Principles of Marketing
 The Luxury Brand Marketing course will examine marketing strategies across multiple brand sectors with an emphasis on digital marketing, globalization, and innovation. Throughout the course, we will explore what drives the new luxury business models, the global market, and marketing intelligence. Through case studies, research, and guest lecturers, we will analyze the essence of luxury branding, distribution systems, and the critical role of brand image in the digital age. Through this course, students will learn how luxury brands develop, secure, and maintain their desirable reputations. Students will gain insights and critical skills to make decisions about strategic business and how to approach luxury marketing from a global perspective.

MRKT 355 MARKET RESEARCH AND ANALYSIS**UNITS: 3**

Lecture

Pre-requisites: MRKT 301, Principles of Marketing; MATH 226, Business Statistics
 This course focuses on research as an aid to decision making. Students focus on planning a research approach, developing and testing questionnaires, sampling, and processing and interpreting data. Students will also learn to make appropriate recommendations for marketing action. Computer assignments and a laboratory fee are required.

MRKT 360 INTERNATIONAL MARKETING**UNITS: 3**

Lecture

Pre-requisites: MRKT 301, Principles of Marketing
 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 that 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.

MRKT 400 PRICING STRATEGIES AND TACTICS**UNITS: 3**

Lecture

Pre-requisites: ECON 203, Macroeconomics; MRKT 301, Principles of Marketing; MATH 226, Business Statistics

Pricing is one of the most important and least understood marketing decisions. Pricing decisions are affected by economic, marketing, organizational, and psychological factors, and must be made within a prescribed legal framework. This course aims to equip participants with proven concepts, techniques, and frameworks for assessing and formulating pricing strategies.

MRKT 420 INDUSTRIAL MARKETING**UNITS: 3**

Lecture

Pre-requisites: MRKT 301, Principles of Marketing; MRKT 310, Consumer Behavior

This course explores the nature of the industrial market, organizational buying behaviors, analysis of customer procurement strategy, sales force management, and key-account selling strategies. It deals with a variety of problem areas, including marketing in mature markets and high-technology products.

MRKT 430 SERVICE AND NON-BUSINESS MARKETING**UNITS: 3**

Lecture

Pre-requisites: MRKT 301, Principles of Marketing; MRKT 310, Consumer Behavior

This course provides an overview of the unique problems and strategies involved in marketing services and non-businesses. This course is designed for students who plan to be managers in non-business and service industries, and providers of professional services (including consulting).

MRKT 441 SALES MANAGEMENT**UNITS: 3**

Lecture

Pre-requisites: MRKT 301, Principles of Marketing

This course explores operational decisions associated with organizing, training, and managing the salesforce, sales forecasting, sales analysis and allocation of sales effort, and pricing policies.

MRKT 451 STRATEGIC MARKETING**UNITS: 3**

Lecture

Pre-requisites: Senior Standing; MRKT 310, Consumer Behavior

An in-depth study of marketing activities from a managerial perspective. Areas of study include strategic planning, segmentation and target marketing, consumer behavior, marketing research, digital marketing, product, promotion, pricing, and distribution decisions, services marketing, and international marketing.

MRKT 490_ MARKETING INTERNSHIP**UNITS: 3**

Lecture

Pre-requisites: Senior Standing; MRKT 310, Consumer Behavior

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.

**MRKT 17 __, 27 __, 37 __, 47 __
TOPICS IN MARKETING****UNITS: 3**

Lecture

Pre-requisites: Varies

Topics focus on current issues in marketing.

**MRKT 199 __, 299 __, 399 __, 499 __
INDEPENDENT STUDY****UNITS: VARIES**

Lecture

Pre-requisites: Consent of the Dean

This is an individual investigation in a field of special interest chosen by the student and approved by the dean. Regular, periodic meetings with the department chair or an assigned faculty member are required. Thirty hours are required for each unit of credit.

Master of Business Administration (MBA)

Satinder Dhiman, PhD, EdD
Associate Dean and Chair

Accreditation

Accreditation Council for Business Schools and Programs
Association to Advance Collegiate Schools of Business

Introduction

Our lives, our society, and our planet have experienced an unprecedented change explosion. Even change has changed in terms of complexity, unpredictability, and uncertainty. What has not changed, however, is our need to face the complex phenomena of change in order to lead ourselves to greater excellence and fulfillment. Therefore, in a world where change is the only constant, the ability to lead change successfully becomes a core survival competency.

For some, there is no nobler goal than to lead oneself and others to excellence, fulfillment, and collaborative achievement. The Woodbury MBA degree provides an exceptional opportunity to nurture and master the essential skills for organizational excellence and success.

Leadership is often hailed as the key determinant of success for any organization, large or small, public or private. Research shows that effective leadership helps meet stakeholders' expectations and ensures the long-term survival of an organization. Woodbury University's MBA degree is designed to prepare the next generation of effective leaders, and is open to those with non-business backgrounds as well as those possessing undergraduate business degrees.

Woodbury's MBA program is characterized by:

- A focus on entrepreneurship, providing students with the tools and confidence necessary to turn vision into reality;
- An emphasis on ethics, to help students achieve a level of success that creates a better world;
- A focus on change management, enabling students to thrive in a dynamic, global environment.

Students will be empowered to realize their leadership dreams and develop breakthrough thinking in a world where change is the only constant. Whether looking to transition into new industries, start their own businesses, or further careers in their current fields, an MBA from Woodbury gives our graduates a competitive edge.

For help with any questions, please contact the MBA Chair and Director, Dr. Satinder Dhiman, at satinder.dhiman@woodbury.edu.

Mission

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

Program Learning Outcomes

Woodbury's MBA program prepares business graduates to compete in a dynamic, global environment marked by rapid technological and social change. Each student emerges from the MBA program with a sound knowledge base in accounting, finance, marketing, leadership, and strategy, and with the 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.

The challenges our students will face in their careers will not come neatly bundled according to areas of expertise. Our goal, then, is to engender a holistic view, so our graduates can interface with people from a variety of disciplines, and have the skill set to confront business challenges that are not so clearly defined.

Woodbury MBA students learn to:

- Demonstrate leadership competencies;
- Communicate effectively;
- Act in an ethical manner;
- Perform effectively in a global business environment;
- Integrate strategies within overall organizational contexts;
- Express 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.

Leadership Competencies

- To develop and enhance existing leadership strengths and acquire relevant, new leadership skills (Application, Synthesis, Evaluation).

- To determine and select the most effective leadership approaches after examining contexts, people, and organizations involved (Synthesis, Evaluation).
- To assess the ability to lead teams toward the successful completion of goals (Evaluation).

Acting Ethically

- To analyze specific examples of moral challenges faced by business leaders and to show the ethical implications of their decisions (Application and Analysis).
- To develop personal core values and apply them when carrying out the missions of various types of organizations (Application, Analysis, Synthesis).
- To identify potential moral dilemmas, apply moral reasoning, select courses of action, and assess the ethical implications of business decisions (Analysis, Synthesis, Evaluation).

Communication

- To demonstrate the application of effective communication skills in speaking, writing, and using electronic media (Application, Analysis).
- To express positions 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).

Strategy

- To identify salient features of complex situations and organizations and be able to recommend 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).

Assessment Process

Formative Assessment Experiences

Faculty members ensure the development of knowledge, skill sets, and behaviors in a system of continuous improvement by reviewing and analyzing initial, milestone, and summative assessments at the end of each semester. Through a rigorous gap analysis, areas for improvement are identified and changes 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 MBA candidate performances in capstone simulations provides objective evidence of the high quality of learning in our MBA program.

Summative Assessment Experiences

In the entrepreneurship course (MGMT 608), students complete a hands-on outreach project providing them with real-world consulting experience from entrepreneurs and business owners, and the opportunity to create a research project while developing as 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 (at the program level) to set learning goals and (at the course level) to student learning outcomes: please refer to the MBA curriculum map.
- Standardized syllabus format emphasizes learning objectives, grading rubrics, and course activities aligned with student learning outcomes.
- Midway data capture points have been 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 is embedded into courses using specific rubrics.
- Indirect assessment via alumni surveys and exit exams, etc.

Program Specific Academic Standards

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

MBA Admission Requirements are:

1. A minimum undergraduate GPA of 2.5.
2. Three professional and/or academic letters of recommendation.
3. 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.

Note: GMAT/GRE is not required

International Applicants

Please see the section below for details.

MBA Preparation Courses

In an effort to ensure that all Woodbury MBA students have similar academic preparedness, Common Professional Component (CPC) topics must be satisfied by those without sufficient academic business backgrounds. Common Professional Component (CPC) subjects may be satisfied in several ways: by taking one of the preparation courses listed below; by undergraduate coursework with grade "B" or better; or by passing a College Level Examination Program (CLEP) or DANTES test, if applicable. Work experience will not be accepted to satisfy CPC requirements. The following PMBA Bridge Courses are specifically designed to meet these requirements:

ACCT 501	Accounting Practices
MGMT 506	Organizational Behavior and Strategy
FINA 508	Fundamentals of Finance, Economics, and Statistics

Note: These courses will not count toward the 36-unit core and elective requirement for the MBA degree. There are no pre-requisites to these courses. For course descriptions, please see below under the heading MBA Preparation Courses (PC). PC courses are open only to those students who need them, per their PC evaluation sheet.

MBA candidates with BA or BS undergraduate business degrees 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 GPA of 2.50 may be waived from taking MBA Preparation Courses.

CURRICULUM SUMMARY

Program Major Curriculum

Unit Type (UT)	Number of Units (U)
Major (MA)	27
Unrestricted Electives (UE)	9
Minimum Total Units Required	36

SUGGESTED SEQUENCE OF COURSES

FIRST YEAR

Fall Semester

COURSE NO.	COURSE TITLE	UNITS	TYPE
ACCT 600	Financial Accounting	3	MA
MGMT 603	Quantitative Methods for Business Decisions	3	MA
TOTAL UNITS		6	

FIRST YEAR

Spring Semester

COURSE NO.	COURSE TITLE	UNITS	TYPE
MGMT 604	Managerial Economics	3	MA
MGMT 605	Managing and Leading Organizations Ethically	3	MA
TOTAL UNITS		6	

SECOND YEAR

Fall Semester

COURSE NO.	COURSE TITLE	UNITS	TYPE
MRKT 606	Marketing Concepts and Strategies	3	MA
FINA 607	Managerial Finance, Theory, and Practice	3	MA
TOTAL UNITS		6	

SECOND YEAR

Spring Semester

COURSE NO.	COURSE TITLE	UNITS	TYPE
MGMT 609	Management of Information Technology	3	MA
MGMT 608	Entrepreneurship	3	MA
TOTAL UNITS		6	

THIRD YEAR

Fall Semester

COURSE NO.	COURSE TITLE	UNITS	TYPE
MGMT 682	Strategic Management Consulting	3	MA
	MBA Elective	3	UE
TOTAL UNITS		6	

THIRD YEAR

Spring Semester

COURSE NO.	COURSE TITLE	UNITS	TYPE
	MBA Elective	3	UE
	MBA Elective	3	UE
TOTAL UNITS		6	

The Woodbury MBA program requires a minimum of 12 three-unit graduate-level courses, or nine required core courses and three elective courses. Five sets of elective concentrations are available for MBA students: Accounting-Finance, Entrepreneurship, Sustainability, Entertainment, and Leadership and Global Strategies. Electives are scheduled based upon student interest and demand.

Electives for Accounting-Finance Concentration

COURSE NO.	COURSE TITLE	UNITS
ACCT 501	Accounting Practices	3
FINA 611	International Finance	3
FINA 612	Corporate Finance	3
ACCT 614	Investment Analysis and Portfolio Management	3
ACCT 648	Tax Theory and Application	3
ACCT 650	Controllershship Accounting	3
FINA 67__	Topics in Finance	3
ACCT 67__	Topics in Accounting	3

Electives for Leadership and Global Strategies Concentration

COURSE NO.	COURSE TITLE	UNITS
MGMT 610	Management of Global Enterprise	3
MGMT 613	Management Communications	3
MGMT 642	International Business Strategy	3
MGMT 655	Human Resources Management	3
MGMT 657	Spirituality in the Workplace	3
MGMT 660	Ethical Leadership	3
MGMT 665	Emotional Intelligence at Work	3
MGMT 67__	Topics in Leadership and Global Strategy	3

Electives for Entrepreneurship Concentration

COURSE NO.	COURSE TITLE	UNITS
MGMT 611	Small Business Management	3
MGMT 612	Business Law and Regulatory Issues for Entrepreneurs	3
MGMT 614	New Venture Creation	3
MGMT 616	Family Business Management and Succession	3
MGMT 618	Innovation and Creativity for Entrepreneurship	3
MGMT 620	Fundamentals of Social Entrepreneurship	3
MGMT 67__	Topics in Entrepreneurship	3

Electives for Sustainability Concentration

COURSE NO.	COURSE TITLE	UNITS
MGMT 632	Fundamentals of Sustainability: Reuse, Reduce, and Recycle	3
MGMT 633	Sustainability for Management Executives	3
MGMT 634	Ethics of Sustainability	3
MGMT 636	Social Sustainability: Food Systems and Food Insecurity	3
MGMT 638	Social Sustainability: Populations and Environmental Justice	3
MGMT 640	Social Sustainability: Managing Waste and Human Health	3
MGMT 67__	Topics in Sustainability Business Practices	3

Electives for Entertainment Concentration

COURSE NO.	COURSE TITLE	UNITS
MGMT 663	Management and Leadership in the Entertainment Industry	3
MGMT 659	Entertainment Law and Ethics	3
MGMT 664	Creativity in Arts and Entertainment Enterprises	3
ACCT 666	Cast and Crew: Financial Accounting Practices	3
MRKT 660	Marketing and Media in Arts and Entertainment Enterprises	3
MGMT 668	Human Resources Management in Arts and Entertainment	3
MGMT 67__	Topics in Arts and Entertainment Management	3

COURSE DESCRIPTIONS

ACCT 501 ACCOUNTING PRACTICES

UNITS: 3

Lecture

Pre-requisites: None

This is an accelerated course in principles and applications of financial accounting. Topics include the study of generally accepted accounting principles (GAAP) 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.)

ACCT 600 FINANCIAL ACCOUNTING

UNITS: 3

Lecture

Pre-requisites: ACCT 501, Accounting Practices, or Graduate Standing

An accelerated course with emphasis on accounting fundamentals and the preparation, analysis, and interpretation of financial statements. Students develop skills needed to understand and analyze corporate financial statements for decision making by prospective consumers of accounting information, such as managers, stockholders, creditors, financial analysts, and regulators. Students also develop skills needed to interpret how accounting standards and managerial incentives affect the financial reporting process

ACCT 601 MANAGERIAL ACCOUNTING

UNITS: 3

Lecture

Pre-requisites: ACCT 501, Accounting Practices, or Graduate Standing

This course studies managers' effective use of accounting information in decision making. Includes cost-volume-profit relationships, use of standard cost and flexible budget systems, cost reports, managerial control, and performance evaluations.

ACCT 614 INVESTMENT ANALYSIS AND PORTFOLIO MANAGEMENT

UNITS: 3

Lecture

Pre-requisites: FINA 607, Managerial Finance, Theory, and Practice

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.

ACCT 631 GOVERNMENT AND NON-PROFIT ACCOUNTING

UNITS: 3

Lecture

Pre-requisites: ACCT 501, Accounting Practices, or Graduate Standing

This course is designed to provide an understanding of accounting concepts and procedures used in the operation of non-profit entities (governments, hospitals, universities, and others).

ACCT 648 TAX THEORY AND APPLICATION

UNITS: 3

Lecture

Pre-requisites: ACCT 501, Accounting Practices, or Graduate Standing

This course provides 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.

ACCT 650 CONTROLLERSHIP ACCOUNTING

UNITS: 3

Lecture

Pre-requisites: ACCT 600, Financial Accounting

This course provides comprehensive study of the development and application of accounting data for purposes 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 auditing and control.

ACCT 666 CAST AND CREW: FINANCIAL ACCOUNTING PRACTICES

UNITS: 3

Lecture

Pre-requisites: None

This course studies the accounting for broadcasting, cable television, films, and music industry. It studies the accounting and tax issues pertaining to the entire production cycle, from script development to pre-production, production, post-production, marketing, distribution, and release. Topics include revenue and expense recognition, production capitalization, distribution accounting, waterfall payments to talent, studios, and producers, film costs, music licensing, general licensing, and disclosure.

ACCT 67__ TOPICS IN ACCOUNTING**UNITS: 3**

Lecture

Pre-requisites: Varies

Topical courses in the field of accounting offered based upon student and faculty interest

FINA 508 FUNDAMENTALS OF FINANCE, ECONOMICS, AND STATISTICS**UNITS: 3**

Lecture

Pre-requisites: None

This comprehensive course provides fundamental knowledge in finance (primarily time value of money), economics (basic supply and demand concepts, how the economy works, calculation of inflation, unemployment rates, etc.), and descriptive statistics. (Satisfies the CPC requirements for the subject area of finance, economics, and quantitative techniques.)

FINA 607 MANAGERIAL FINANCE, THEORY, AND PRACTICE**UNITS: 3**

Lecture

Pre-requisites: ACCT 501, Accounting Practices

This course is designed to give the MBA student exposure to the issues, problems, and application of financial concepts in solving operating or finance problems. The course will integrate theory and practice, specifically toward creating value for shareholders. The topics covered include forecasting free cash finance, forecasting EVA and MVA, pricing financial securities, identifying and measuring financial risk and return, financial planning, financial statement analysis, and capital budgeting.

FINA 611 INTERNATIONAL FINANCE**UNITS: 3**

Lecture

Pre-requisites: FINA 607, Managerial Finance, Theory, and Practice

This course explores international financing and investment decisions of multinational business organizations and their impact on the international financial environment. Theories and techniques of international investment and financing are viewed within the context of different currencies' shifting exchange rates amid various tax, legal, and political scenarios.

FINA 612 CORPORATE FINANCE**UNITS: 3**

Lecture

Pre-requisites: FINA 607, Managerial Finance, Theory, and Practice

This is an intensive course in corporate finance with emphasis placed on the development of objectives and standards that lead to 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.

FINA 615 MONEY AND CAPITAL MARKETS**UNITS: 3**

Lecture

Pre-requisites: FINA 607, Managerial Finance, Theory, and Practice

This course provides an analysis of markets for financial assets, including the money market and various stock and bond markets. Topics include the level and structure of interest rates, regulatory structure of financial markets, and the role of the Federal Reserve Board and financial institutions in determining and implementing monetary policy.

FINA 619 FINANCIAL INSTITUTIONS**UNITS: 3**

Lecture

Pre-requisites: FINA 607, Managerial Finance, Theory, and Practice

This course studies financial policies and practices of commercial banks, savings and loan associations, pension funds, insurance companies, and other major financial institutions. Students also will 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.

FINA 67__ TOPICS IN FINANCE**UNITS: 3**

Lecture

Pre-requisites: Varies

Courses offered in the field of finance based upon student and faculty interest.

MGMT 506 ORGANIZATIONAL BEHAVIOR AND STRATEGY

UNITS: 3

Lecture

Pre-requisites: None

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.)

MGMT 603 QUANTITATIVE METHODS FOR BUSINESS DECISIONS

UNITS: 3

Lecture

Pre-requisites: None

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.

MGMT 604 MANAGERIAL ECONOMICS

UNITS: 3

Lecture

Pre-requisites: None

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

MGMT 605 MANAGING AND LEADING ORGANIZATIONS ETHICALLY

UNITS: 3

Lecture

Pre-requisites: MGMT 506, Organizational Behavior and Strategy, or Graduate Standing

This course features 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 teach 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.

MGMT 608 ENTREPRENEURSHIP

UNITS: 3

Lecture

Pre-requisites: MGMT 506, Organizational Behavior and Strategy, or Graduate Standing

This course deals with identifying potentially valuable business opportunities and turning them into viable enterprises that create lasting value. It identifies strategies to obtain startup resources, evaluate the viability of launching a business enterprise, and growing startups into profitable, sustainable ventures. 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.

MGMT 609 MANAGEMENT OF INFORMATION TECHNOLOGY

UNITS: 3

Lecture

Pre-requisites: None

This course focuses on the role of information as a corporate resource and its use in providing strategic advantage. Students also study problems of aligning corporate IT with overall corporate goals, creating IT architectures, and using IT to enable organizational change. The case-study method is used. This course is appropriate for both systems users and system support providers.

MGMT 610 MANAGEMENT OF GLOBAL ENTERPRISE

UNITS: 3

Lecture

Pre-requisites: None

This course explores international business management issues, providing a broad, multi-disciplinary awareness of global business management trends and practices, especially the impact of culture on business. Topics include global economic institutions, cross-cultural management, international managerial negotiations, and business management practices in emerging global markets.

MGMT 611 SMALL BUSINESS MANAGEMENT

UNITS: 3

Lecture

Pre-requisites: MGMT 608, Entrepreneurship

This course covers the essential business management competencies to start and operate a small business. Topics include fundamentals about small business, essential management and leadership skills, startup opportunity analysis/assessment, preparing a business plan, marketing strategies, financial management, human resource management, franchising, governmental regulation, taxation, and various other legal issues pertaining to small businesses.

MGMT 612 BUSINESS LAW AND REGULATORY ISSUES FOR ENTREPRENEURS

UNITS: 3

Lecture

Pre-requisites: MGMT 608, Entrepreneurship

This course studies legal and regulatory issues relating to small business entrepreneurs. Key topics include business forms (sole proprietorship, partnership, and incorporation), contract law and sales contract; tort law and negligence; franchises; taxation and employer's responsibility; property and ownership issues; intellectual property rights; patent, trademarks and copyright law; venture capital; employment law and insurance; bankruptcy.

MGMT 613 MANAGEMENT COMMUNICATIONS

UNITS: 3

Lecture

Pre-requisites: None

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 communication in fast-paced, limited-attention-span, multi-cultural environments in order to develop empathy and listening skills, enhance client relations, manage crises, negotiate effectively, and win support for ideas, requests, and products.

MGMT 614 NEW VENTURE CREATION

UNITS: 3

Lecture

Pre-requisites: MGMT 608, Entrepreneurship

Building on the process model of entrepreneurial venture-creation, this course focuses on the pre-startup, startup, and early growth of new business ventures. The new ventures creation phase involves identifying opportunities, matching business ideas and opportunities with aspiring entrepreneurs, and identifying funding venues. 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 concrete business propositions; and developing appropriate entry and exit strategies. Taking an applied approach, each student will work with a local entrepreneur or small business and develop a detailed startup financial plan for a new venture that has the potential to secure a prospective investor.

MGMT 616 FAMILY BUSINESS MANAGEMENT AND SUCCESSION

UNITS: 3

Lecture

Pre-requisites: MGMT 608, Entrepreneurship

This course focuses on the challenges and opportunities of managing the interests of two distinct, yet connected institutions: the business and the family. Perhaps the oldest form of business organizations, a family-owned business denotes any business in which two or more family members are involved and the majority of ownership or control lies within a family. Key topics include understanding the uniqueness of family business in terms of culture, stages of evolution, career planning, business ownership, family structure, hiring relatives, 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.

MGMT 618 INNOVATION AND CREATIVITY FOR ENTREPRENEURSHIP

UNITS: 3

Lecture

Pre-requisites: None

The course will give students an opportunity to develop an understanding and critical awareness of current theories and approaches relevant to managing creativity, innovation, and change in the workplace on a personal, organizational, and national level in a world characterized by the globalized economy. Knowledge of various techniques, strategies, and skills appropriate for creative and innovative thinking will be drawn upon through a series of lectures, workshops, and small-group learning.

MGMT 620 FUNDAMENTALS FOR SOCIAL ENTREPRENEURSHIP

UNITS: 3

Lecture

Pre-requisites: MGMT 608, Entrepreneurship

This course introduces students to social entrepreneurs and their organizations within a global context. The course will draw upon instructor and guest lectures,

case studies, individual and team work. Students will identify in teams a local and an international social entrepreneurial venture, which they will explore in depth, and present to their peers. Individually, they will embark on a preliminary mission toward the creation of a social entrepreneurial venture that they feel passionate about. The course will explore questions such as: What are the common characteristics of social entrepreneurs and their organizations regardless of their location and operating industry? How do the local circumstances influence the problems they address, the organizational and business models they decide to pursue, and their growth options? When and how do they engage in partnerships with one another and with business or public sectors, and how do these partnerships perform?

MGMT 630 CREATIVITY IN MANAGEMENT

UNITS: 3

Lecture

Pre-requisites: MGMT 605, Managing and Leading Organizations Ethically

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 other 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 skills and resources available. Through exercises involving task-force approaches, project development and proposal completion, and reflection upon various problem-solving methods, students will develop the ability to think critically and creatively when faced with challenges. With the 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.

MGMT 632 FUNDAMENTALS OF SUSTAINABILITY: REUSE, REDUCE, AND RECYCLE

UNITS: 3

Lecture

Pre-requisites: None

This survey course critically examines the three fundamentals Rs of sustainability: reuse, reduce, and recycle. These three Rs are an important part of every sustainable-living program, as they help to minimize the amount of waste we have to throw away, thereby directly reducing the area needed for landfills to dispose

of the waste material. The key focus of this course is “how to reduce the waste” through reuse, where recycling acts as the last option in the waste hierarchy to protect the environment and conserve available resources. Topics include resource saving, pollution reduction, and reduction of greenhouse gas emissions, and development of novel sustainable technologies.

MGMT 633 SUSTAINABILITY FOR MANAGEMENT EXECUTIVES

UNITS: 3

Lecture

Pre-requisites: None

The course foundational will explore the application of sustainability in a wide variety of contemporary contexts—from economics of consumption and growth to government policy and sustainable planet. We will examine sustainability from three perspectives: ecology, equity, and economics. As a point of departure, we will start with and build upon the 1987 definition by the World Commission on Environment and Development of sustainability as economic development activity that “meets the needs of the present without compromising the ability of future generations to meet their own needs.” Topics include triple bottom line: planet, people, and products; transforming waste into valuable products; sustainable economy; brand sustainability; clean technology; green luxury; eco villages and smart cities.

MGMT 634 ETHICS OF SUSTAINABILITY

UNITS: 3

Lecture

Pre-requisites: MGMT 633, Sustainability for Management Executives

This course focuses on the ethical considerations of sustainable business—making responsible decisions that will reduce business’ negative impact on the environment. Throughout, the emphasis is on “engaged” sustainability, that is, what can we all do to “tread lightly on the planet.” This is a case-studies-based course that uses real-life business examples to illustrate the need and importance of sustainability. Topics include corporate social responsibility for sustainability, journey from consumer to contributor, ethical foundations of sustainability, sustainability value management responsible investing.

MGMT 636 SOCIAL SUSTAINABILITY: FOOD SYSTEMS AND FOOD INSECURITY**UNITS: 3**

Lecture

Pre-requisites: None

This course surveys two complementing elements in building a sustainable future: food safety and security. Topics covered include strategies for reducing food waste footprint and food safety measures, UN sustainable goals regarding eradication of hunger, reusing or reprocessing surplus foods, recycling food as feed for animals, recovering the energy as biofuels, nutrients as compost or raw materials for industry, source reduction of the food lost or wasted, food safety considerations such as control of antimicrobial resistance, a changed diet—eating more plant-based foods and not eating animal protein produced by edible feeds.

MGMT 638 SOCIAL SUSTAINABILITY: POPULATIONS AND ENVIRONMENTAL JUSTICE**UNITS: 3**

Lecture

Pre-requisites: None

This survey course explores twin topics of populations and environmental justice (EJ) since EJ and sustainability are interdependent and necessary to create an equitable environment for all. EJ involves the equal treatment and involvement of all people in environmental decision making. Research shows that due to uneven distribution patterns, minority and low-income communities have far less access to green spaces than affluent communities. Green spaces are vital elements of sustainable living as they improve the physical, social, and economic well-being of a community by providing places to exercise, socialize, and organize, while supporting stable community development. The course also examines how population growth places increasing pressures on the planet's resources—water, forests, land, and the earth's atmosphere—contributing to climate change and challenging environmental sustainability.

MGMT 640 SOCIAL SUSTAINABILITY: MANAGING WASTE AND HUMAN HEALTH**UNITS: 3**

Lecture

Pre-requisites: None

This course explores waste management and its important implications for human health and well-being, environmental preservation, sustainability, and economy. There is increasing interest in further promoting circular economy, waste hierarchy, which gives priority to reduced production and reuse or recycling of waste over incineration and landfilling. It studies the

adverse effect of overflowing garbage as air and water pollution, which causes various respiratory diseases and breathing problems, and other adverse health effects as contaminants are absorbed from lungs into other parts of the body. It discusses strategies for reducing the toxic substances in air contaminated by waste, such as carbon dioxide, nitrous oxide, and methane.

MGMT 641 COMPARATIVE INTERNATIONAL MANAGEMENT**UNITS: 3**

Lecture

Pre-requisites: MGMT 605, Managing and Leading Organizations Ethically

This course provides comparative study of management practices in selected foreign countries. Students analyze social and cultural variables that affect the management process and solutions to managerial issues of policy and action.

MGMT 642 INTERNATIONAL BUSINESS STRATEGY**UNITS: 3**

Lecture

Pre-requisites: MRKT 606, Marketing Concepts and Strategies

This course takes a managerial approach to selected international operations issues. Topics include global strategies, long-range planning, preparation, and evaluation of direct investment proposals, entry and ownership strategies, supply strategies, and organization and human resource management (HRM).

MGMT 643 HEALTHY, HUMANE, AND SUSTAINABLE LIVING**UNITS: 3**

Lecture

Pre-requisites: MGMT 633, Sustainability for Management Executives

This survey course explores the ethics and sustainability of food systems. Research has shown that our food intake directly affects not only our own health, but also the health of the planet. This course will address a vital question: Which food is best for us, best for our planet, and best for all living beings? Some of the topics that will be covered are: food safety, food sustainability, ethics and sustainability of a plant-based, whole food diet, global warming, vegetarianism, veganism, deep ecology, sustainable food systems, social sustainability, GMOs, sustainable enterprise, conscious consumption, total ecological footprint, public and private sector collaboration for sustainability, food politics, compassion toward animals, plant forward, eating for the planet, manus of change.

MGMT 654 SELF-LEADERSHIP FOR EXECUTIVES

UNITS: 3

Lecture

Pre-requisites: MGMT 605, Managing and Leading Organizations Ethically

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 deepen their self-understanding and then create their ideal of who they wish to become as leaders. Central to the learning experience in this course is attaining clear understanding of the self-mastery process, with its building blocks of self-intention, awareness, authenticity, and accountability. Final projects will focus on creating personal developmental plans and self-leadership models to facilitate the process of becoming authentic and effective leaders.

MGMT 655 HUMAN RESOURCES MANAGEMENT

UNITS: 3

Lecture

Pre-requisites: MGMT 605, Managing and Leading Organizations Ethically

This course provides an introduction to the major functions and issues that exist in effectively identifying, hiring, and upgrading personnel in organizations. Emphasis is placed on the major functions of human resources planning, recruitment, selection, appraisal, training and development, wage and salary administration, career development, and counseling.

MGMT 656 STRATEGIC PLANNING IN MANAGEMENT

UNITS: 3

Lecture

Pre-requisites: MGMT 605, Managing and Leading Organizations Ethically; MGMT 609, Management of Information Technology

This course focuses on the study and application of means for achieving organizational renewal and growth. Topics include goal formulation, strategy formulation and evaluation, the design of appropriate organizational structures and programs, and the control process, including information systems.

MGMT 657 SPIRITUALITY IN THE WORKPLACE

UNITS: 3

Lecture

Pre-requisites: None

This course focuses on the implications of spirituality in the workplace. It draws upon common themes underlying various spiritual traditions to search for meaning in the workplace. The holistic approach to work is extended to reveal a new vision of livelihood for our times, evidenced by management for the common good and corporate stewardship. Practical aspects of the course include writing a personal mission statement and designing an organization based on spiritual values such as integrity, authenticity, compassion, trust, and service.

MGMT 659 ENTERTAINMENT LAW AND ETHICS

UNITS: 3

Lecture

Pre-requisites: None

This course addresses legal and ethical issues to preserve, protect, and actualize the intellectual and technological property of people working in the entertainment industry. It provides an overview of entertainment law and key legal principles and contractual relationships related to artistic creation and the managing of arts organizations. Topics include contracts, celebrity status (including privacy and publicity rights), compensation, idea protection, live performances, copyright, defamation, privacy, and the right of publicity, intellectual property, First Amendment, cultural property, human resources management, and talent representation.

MGMT 660 ETHICAL LEADERSHIP

UNITS: 3

Lecture

Pre-requisites: MGMT 605, Managing and Leading Organizations Ethically

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 applying it to leadership challenges and dilemmas faced by modern organizations. The basic premise of this course stems from the belief that fundamental challenges of leadership are of a universal nature, and that insights culled from disciplines such as literature, humanities, arts, and history can provide us with a matchless treasure trove for understanding the elusive art and practice of leadership.

**MGMT 663 MANAGEMENT AND LEADERSHIP
IN THE ENTERTAINMENT INDUSTRY****UNITS: 3**

Lecture

Pre-requisites: MGMT 605, Managing and Leading Organizations Ethically

This survey course focuses on some of the current management and leadership theories as applicable to the arts and entertainment industry. It prepares students to organize and motivate people within the entertainment industry, manage social environments, and implement change. Topics explored include applied organizational design and culture, project management, managing change and conflict resolution, designing effective reward practices, and team building in the arts and entertainment industry. The course follows a case-study approach.

**MGMT 664 CREATIVITY IN ARTS AND
ENTERTAINMENT ENTERPRISES****UNITS: 3**

Lecture

Pre-requisites: None

This course will explore what it takes to be “creative” and “innovative” within arts and entertainment industries. Students will explore the notion of creativity and how it applies to the production of goods and services within various sectors of the creative industry, including film, music, television, radio, and video games. Students work with various key tools and methods to promote creativity in oneself and others, contribute to a creative team project, manage development frameworks to foster creativity, and establish a culture of creativity and innovation within an arts and entertainment organization.

**MGMT 665 EMOTIONAL INTELLIGENCE AT
WORK****UNITS: 3**

Lecture

Pre-requisites: MGMT 605, Managing and Leading Organizations Ethically

This survey course introduces students to key emotional intelligence issues related to organizational performance, such as the role of emotions in decision making and strategic thinking about information contained in emotions. Existing scientific views on EI and its measurement options are examined and evaluated. 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 develop enhanced skill sets with which they can perform professional duties at work and in life.

MGMT 666 CHANGE MANAGEMENT**UNITS: 3**

Lecture

Pre-requisites: MGMT 605, Managing and Leading Organizations Ethically

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 an 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 methods of strategically managing organizational change.

**MGMT 667 ENTERTAINMENT MARKETING,
PROMOTION, AND BRANDING****UNITS: 3**

Lecture

Pre-requisites: None

In this course, students will learn how the marketing of a movie in a competitive marketplace determines its domestic and international financial success. Students will learn how and why certain movies receive top marketing support while others receive a minimal marketing budget. Topics include independent versus studio films, franchise-driven strategies, domestic and international strategies marketing and distribution, positioning entertainment brands, traditional and digital media, consumer research, brand development and licensing, and revenue streams.

**MGMT 668 HUMAN RESOURCE
MANAGEMENT IN ARTS AND ENTERTAINMENT****UNITS: 3**

Lecture

Pre-requisites: None

This case-study-based course examines HR procedures and practices pertaining to arts and entertainment industry, including recruitment, flow, scheduling, payroll and salary, and anti-discrimination laws. This course also explores HR model for entertainment industry. It studies some of the best industry HR practices of attracting, developing, rewarding, and retaining employees in competitive environment of entertainment business. It is primarily based on case studies of effective HR practices of various entertainment firms and companies.

**MGMT 682 STRATEGIC MANAGEMENT
CONSULTING****UNITS: 3**

Lecture

Pre-requisites: None

This course is a capstone seminar in strategic management incorporating elements of organization/consulting and design thinking. It examines the roles and responsibilities of top managers in developing, implementing, and managing effective organization-wide strategies. 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 realm of strategic consulting, and of consulting as a career. Students will develop the basic conceptual and skill-based understanding required to practice consulting, or hire and work with outside consultants. A case-study method is used to develop an integrative enterprise perspective. As a capstone course, it must be taken within six units of graduation and after the completion of all PMBA course requirements.

MGMT 67__ TOPICS IN MANAGEMENT**UNITS: VARIES**

Lecture

Pre-requisites: Varies

Topics focus on current issues in management.

**MRKT 606 MARKETING CONCEPTS AND
STRATEGIES****UNITS: 3**

Lecture

Pre-requisites: None

This course will equip students with the relevant knowledge, perspectives, and practical skills required to develop marketing strategies to 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.

MRKT 618 INTERNATIONAL MARKETING**UNITS: 3**

Lecture

Pre-requisites: MRKT 606, Marketing Concepts and Strategies

This course examines the development of international marketing programs, from determining objectives and evaluating opportunities to coordinating resultant strategies in the world market.

MRKT 620 PROMOTIONAL STRATEGIES**UNITS: 3**

Lecture

Pre-requisites: MRKT 606, Marketing Concepts and Strategies

This course focuses on the creative process of designing and implementing promotional campaigns for new or continuing products or services, with emphasis on utilization of the team approach in strategy development. Topics covered include media selection, product differentiation, target marketing, and creative development.

**MRKT 621 THEORIES OF CONSUMER
BEHAVIOR****UNITS: 3**

Lecture

Pre-requisites: MRKT 606, Marketing Concepts and Strategies

This course explores the role of the consumer in the marketplace. Topics include analysis of consumer decision-making processes with emphasis on the influence of social, economic, and market environments.

MRKT 644 SEMINAR IN MARKETING OF SERVICES**UNITS: 3**

Lecture

Pre-requisites: MRKT 606, Marketing Concepts and Strategies

This course focuses on the study of the framework for understanding marketing problems unique to service organizations and non-profit and non-traditional business organizations—these include universities and hospitals, events in entertainment and the arts, political campaigns, and governmental agencies.

MRKT 645 DIGITAL MARKETING**UNITS: 3**

Lecture

Pre-requisites: MRKT 606, Marketing Concepts and Strategies

The internet and related digital technologies have made an incalculable 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—marketing via the internet and other forms of new media, such as smartphones and even game consoles—includes online advertising and participation in social media, but also can include online listening and monitoring as well as search engine optimization. Through a combination of lecture, case studies, and course projects, students will develop capabilities in developing, implementing, and evaluating digital marketing strategies.

MRKT 660 MARKETING AND MEDIA IN ARTS AND ENTERTAINMENT ENTERPRISES**UNITS: 3**

Lecture

Pre-requisites: MRKT 606, Marketing Concepts and Strategies

This course explores the concepts of marketing and media in the entertainment industry. Topics include copyrights, intellectual property rights, and royalties, entertainment promotion and branding, audience development for arts, gallery management, exhibition design, social media in arts and entertainment, artist representation and management, trends in visual arts, and other related current topics.

School of Media, Culture & Design

Sue Vessella, MFA
Dean

The School of Media, Culture & Design (MCD) offers many challenging degree paths designed to cultivate students' particular talents throughout their educational journey. Our goal is to educate the next generation of creative professionals seeking to make an impact on global society. MCD encompasses seven undergraduate programs in the fields of animation, communication, fashion design, filmmaking, game art & design, graphic design, and psychology. Students are encouraged to explore the areas between and around 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 Animation to develop the artistic skills necessary for character development in their games. Animation students might look to the Psychology department to understand the power of story to influence thought and behavior. The Communication department provides cultural context for 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 integrating diverse fields in the areas of media, culture, and design, our programs 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 each academic journey.

Mission

The School of Media, Culture & Design aligns multiple avenues of inquiry to produce the critical skills and knowledge necessary 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 a wide variety of cultural industries as creative, critically aware, and socially responsible individuals.

Vision

The School of Media, Culture & Design seeks to provide profound educational experiences through inspiring faculty, curricula, and facilities to prepare the next generation of creative professionals, bridge our disciplines, and allow students to collaboratively solve problems from multiple perspectives, ultimately transforming themselves and society.

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 fields 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, and aesthetic content.
- Demonstrate the ability to **work collaboratively** across diverse disciplines, to understand the value of cooperative activities, and conduct transdisciplinary inquiry.
- Show competence in **critical thinking**, especially as it pertains to the fields of media, culture, and design.

Course Waivers And Substitutions

The School of Media, Culture & Design discourages the use of waivers or substitutions in all degree programs. Neither is generally granted unless equivalent or more advanced replacement units in the major are available. Students are required to prove requisite skills and abilities for waived or substituted courses through testing, project presentations, or completion of equivalent types of course matter as approved by the department chair. Substitutions are 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, Woodbury faculty members actively participate in the shaping of all programs in the School of Media, Culture & Design. This is manifest in the creation of new courses, regular updates to existing courses, and the study and research assistance students receive. Through their creative work and private practices, faculty members are involved in their own scholarly studies as well as contemporary design and media movements, directly impacting their students' educational experiences. This type of engagement creates a community atmosphere within and beyond the classroom, further contributing to student success in learning.

ANIMATION

FULL-TIME FACULTY

Eric Daniels, Assistant Professor

Angela Diamos, Professor, Co-Chair
MFA, California State University, Northridge

Judy Kriger, Associate Professor, Co-Chair
MFA, California Institute of the Arts

ADJUNCT FACULTY

Andrew Arcilla
BFA, Woodbury University

Jerry Beck
School of Visual Arts; New School for Social Research

Jillian Britz
BFA, Chapman University

Rob Chapman
BS, Art Institute of California

Alina Chau
MFA, University of California, Los Angeles

Andrew Currey
MFA, Otis College of Art and Design

Prem Sai GS
MFA, Academy of Art University

Jonathan Hoekstra
BA, ArtCenter College of Design

Mark Kirkland
BFA, California Institute of the Arts

Calvin Lo
Certificate, Gnomon School of Visual Effects

Jeremy Mowery
MFA, Mount Saint Mary's University

Kelvin Nguyen
BFA, California State University, Fullerton

Lynn Okimura
MFA, University of California, Los Angeles

Leslie Park
BFA, ArtCenter College of Design

Dota Sata
BFA, Woodbury University

Alex Topete
BA, San Jose State University

EMERITUS FACULTY

Ric Heitzman, Professor
MFA, School of the Art Institute of Chicago

Dori Littell-Herrick, Professor
MFA, University of California, Los Angeles

COMMUNICATION FULL-TIME FACULTY

Kristen Fuhs, Associate Professor
PhD, University of Southern California

Nicole Keating, Associate Professor
PhD, University of Pennsylvania

Jennifer Peterson, Associate Professor
PhD, University of Chicago

ADJUNCT FACULTY

Benjamin Court
PhD, University of California, Los Angeles

Colin Doty
PhD, University of California, Los Angeles

Angela Fentiman
MA, California State University, Northridge

Manouchka Labouba
PhD, University of Southern California

Olga Legg
PhD, Herzen University, Saint Petersburg, Russia

Tom Nittoli
MFA, University of California, Riverside

Kari Storla
PhD, University of Southern California

Stephanie Thomas
MA, Academy of Art University

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

DESIGN FOUNDATION FULL-TIME FACULTY

Patrick Nickell, Associate Professor
MFA, Claremont Graduate University

ADJUNCT FACULTY

Olivia Booth
MFA, ArtCenter College of Design

Kelvin Nguyen
BFA, California State University, Fullerton

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

FASHION DESIGN FULL-TIME FACULTY

Anna Leiker, Assistant Professor
MS, California State University, Northridge

Wayne Kastning, Assistant Professor
BA, University of Arkansas

ADJUNCT FACULTY

Taguhi Baibourtian
MA, Polimoda, International Institute of Fashion
Design & Marketing

Lynn Bathke
MA, University of Southampton, United Kingdom

Angee Beckett
MFA, University of California, Los Angeles

Carrie Burckle
MFA, California State University, Long Beach

Evita Chu
BS, University of Southern California

Daniel Davis
MA, Instituto Marangoni, Milan, Italy

Karri Ann Frerichs
BA, University of Nebraska, Omaha

Roberta Garland
BA, University of Massachusetts

Jizell Keseian
BFA, Woodbury University

Drew Kessler
BFA, Woodbury University

Susan Monte
MFA, Otis Art Institute

Carla Moran
BFA, Woodbury University

May Routh
National Diploma of Design, St. Martin's College of
Art & Design, London

Julia Szkiba
MFA, Academy of Art University

Magaly Velez
BFA, Woodbury University

EMERITUS FACULTY

Penny Collins, Professor
MFA, California State University, Northridge
MS, College of New Rochelle

FILMMAKING FULL-TIME FACULTY

George Larkin, Associate Professor
PhD, University of California, Berkeley

Elizabeth Yarwood, Assistant Professor
MFA, University of Southern California

Xiaolin Yu, Associate Professor
MFA, American Film Institute

ADJUNCT FACULTY

Steve Astor
MA, University of California, Los Angeles
JD, Southwestern University School of Law

Konrad Tho Fiedler
MFA, American Film Institute

Samuel Kim
MFA, American Film Institute

Valerie Mayhew
BFA, The Juilliard School

Nick Peterson
BFA, The California School of the Arts

Omar Samad
MFA, American Film Institute

Fred Schultz
PhD, Vanderbilt University

Angelia Sciulli
MFA, American Film Institute

Kyle Soehngen
MFA, American Film Institute

Keith Szarabajka

GAME ART & DESIGN FULL-TIME FACULTY

William Novak, Assistant Professor
MFA, Mills College

Paul M. Smith, Assistant Professor
MA, William Paterson University

ADJUNCT FACULTY

Michael Annetta
MFA, University of Southern California

Dan Carreker
MFA, Laguna College of Art + Design

Michael Fleming
BA, Mt Sierra College

Bryan Jaycox
MFA, University of Southern California

Rolando Monterroso
BFA, Graphic Design, Woodbury University

Cory Sayles
BA, Mt Sierra College

Teri Thompson
BA, California State University, Long Beach

GRAPHIC DESIGN

FULL-TIME FACULTY

Behnouth McKay, Associate Professor, Chair
MFA, California State University, Northridge

Cate Roman, Professor
MFA, Claremont Graduate University

ADJUNCT FACULTY

Rebekah Albrecht
BA, California State University, Northridge

Rolando Bojorquez
BFA, Woodbury University

Michael Patrick Dee
MFA, Kent State University

Judy Glenzer
BFA, Art Center College of Design

Sheree Haley
BA, University of California, Los Angeles

Jerri Hemsworth
BA, Pepperdine University

Brian Herbst
MFA, California State University, Northridge

Dahn Hiuni
PhD, Penn State University

Dan Hoy
BA, California State University, Northridge

Bert Johnson
BFA, University of Illinois, Urbana-Champaign

Niku Kashef
MFA, California State University, Northridge

Rolando Monterroso
BFA, Woodbury University

Evan Ohl
BFA, Woodbury University

PSYCHOLOGY

FULL-TIME FACULTY

Stephen Nettelhorst, Associate Professor
PhD, Kansas State University

D. Joye Swan, Professor
PhD, Claremont Graduate University

ADJUNCT FACULTY

Shani Habbi
PhD, Pepperdine University

Mercedes Nelson
MA, Pepperdine 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)

Judy Kriger, MFA
Chair

There will always be artists who are driven to recreate the visions that dance in their heads; visions so fantastic that only animation can express their stories. By combining a complex arrangement of images, timing, and sound, animation fuses motion and character in a way no other medium can. It can awaken surreal worlds or focus on small, emotional moments. It can be humorous or provide incisive political commentary. Previously relegated to the arena of children's entertainment, animation is now part of our visual cultural language: on streaming platforms and in mobile applications, in games, visual effects, TV shows, documentaries, commercials, motion pictures, and VR. The same guiding principles that made Mickey Mouse dance can make Spider-Man fly, Kubo encounter magical spirits, or Elsa search for the source of her powers. From *Bambi* to *Toy Story*, from Bugs Bunny to Klaus, animation is a medium for all ages, enabling creative dreamers to tell their particular stories.

Our mission in the Animation program is to deepen each student's understanding and appreciation of the art and craft of animation through skill building and the active creation of projects. The animation curriculum is structured to challenge each student to achieve these goals:

- Discover their creative voices through the production of personal, animated projects;
- Cultivate the use of visual language as an artist and creator of time-based media applicable to film, broadcast, streaming platforms, wearable tech, motion graphics, architectural and medical visualization, VR/AR, post-production and gaming platforms;
- Focus skills for entry into the animation and visual effects professions while simultaneously experimenting with a broad range of techniques and styles;
- Develop critical thinking skills through the study of the history of animation, art, and film, as well as through analysis and critique of student work;
- Develop citizenship 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, timing, 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 2D, 3D and stop-motion forms, we encourage the development and growth of each individual. Our mission is to support students in developing their creative voices, educate them in the creation of time-based media, and shape critically engaged practitioners who are passionate about contributing to the advancement of the animation profession and global community. Each student is encouraged to strive for artistic excellence and professional expertise in the development of individual vision.

Program Learning Outcomes

- Create a substantial body of personal work that showcases a unique creative voice.
- Exhibit artistic mastery of 2D, 3D and stop-motion skills in creative projects, a professional-quality reel and portfolio.
- 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.
- Understand legal and ethical issues relating to professional practices and career management in the animation industry.

Portfolio Requirement

Freshman Students

All incoming freshman and transfer students majoring in Animation are required to submit a portfolio as part of their admission process. When applying to the Animation program, please consider the following questions when you are creating your portfolio:

1. Is this my best work?

In this case, less is more: identify your best work and make sure it is foremost in your portfolio;

2. What is my passion within animation?

Do you create extraordinary characters? Can you tell a joke visually? Do you like creating environments?

3. Is my work original?

There should be very little (if any) fan art. We want to see your individual style and creative approach.

Please limit your submission to **10** pieces of art that are divided into two categories:

1. Observational Artwork—This can include life drawing of the human form or animals. It also includes the plant world, still life, and environmental (indoor and outdoor) drawings. You may include observational drawings from real life, or rough sketches with visible construction lines. Sketch-book work really helps us see how you are thinking and approaching image making.

2. Personal Creative Work—This is an opportunity to showcase your creativity and give us drawings and sketches from your imagination. Cartoons, illustrations, and sequential images that tell a story, photography, and digital work would also fit into this category. You may also include sculptures that you have created. It would be interesting to see how you are exploring 3D space if that is your medium.

Transfer Students

In addition to the above portfolio submission guidelines, please familiarize yourself with Woodbury Animation curriculum and courses. If your school does not have an articulation agreement and you would like to request credit for specific courses (for example: FOUN 101, Beginning Drawing), read the course descriptions and submit work relevant to specific classes. Contact your admissions counselor to request an evaluation for course credit.

Portfolio Submission

Submit your portfolio via the SlideRoom link below. SlideRoom charges a nominal fee for this service. Full instructions are listed on the site. For general artwork, we recommend scanned images rather than photos for best resolution. URLs can also be submitted by uploading PDFs or documents containing links. Requirements can be found on the SlideRoom site.

Upload your portfolio at:

<https://woodburyuniversity.slideroom.com>

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 individual courses. Course final reviews include assessment by industry professionals as well as faculty members. The department has identified two specific points in the curriculum for measured formative and summative assessments. The outcomes of these assessments are used to promote continuous improvement, assure program quality, and evaluate individual student performance. The two points include the Progress Portfolio Review submitted in ANIM 211 at the end of Animation majors' second year, and the Summative Review (ANIM 486) that caps their fourth year.

The Progress Portfolio Review (ANIM 211) provides faculty with the opportunity to evaluate student performance as well as assess whether the lower-division courses in the major meet the course and Program Learning Outcomes. 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 specified studio courses taken prior to the review. Faculty reviewers and the department chair will evaluate whether the student is demonstrating the skills necessary to advance to the upper-division studio courses. These skills include: animation fundamentals, visual storytelling, drawing, 2D, 3D, and stop-motion animation proficiency, and design principles. 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 portfolios for review prior to the fall semester of their junior year.

In-Studio Assessment

Studio courses are designed to give faculty ongoing opportunity to provide informal and written feedback and critique of student work. Guided by this input as well as that of their peers, students are able to improve their projects during the course of the class. Evaluation rubrics are used to provide written feedback to the students. Each studio course ends with a juried review of the students' course work. Industry professionals—along with other faculty members—attend and provide students with direct feedback. The faculty can then informally assess the success of the course based on professional critique. In order to develop the ability to critically analyze their own work and the work of others, students are encouraged to participate

in the formal critique sessions and at final reviews. Additionally, as students work in-studio outside of class hours, they often provide each other with the most immediate feedback.

Capstone Courses

In their second semester as juniors and in both semesters of senior year, each student must complete a personal animated film project as part of the Animation Thesis 1, 2, and 3 sequence (ANIM 380, ANIM 485, and ANIM 486). With the permission of the course instructor, seniors in the major may choose to pair up provided each student takes a leadership role in some creative aspect of the project. This capstone project demonstrates student mastery of visual language and thematic narrative and serves as the central project in the professional portfolio. All completed projects that meet the above standards are shown in the annual Woodbury Animation Showcase. Completed capstone projects are expected to be of festival-level quality and all students are encouraged to enter their projects into appropriate animation festivals.

ANIM 495, Portfolio Production

Students collect their work from across the program and compile professional portfolios. Faculty members and animation professionals then assess and critique student work during a juried review. Students receive both verbal and written comments. Animation professionals evaluate portfolios in terms of quality, presentation, and focus of the work.

In addition, faculty members evaluate the portfolios for demonstration of 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 an assigned paper.

ANIM 486, Animation Thesis 3

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 the opportunity to make improvements in advance of the Showcase screening. In addition, faculty members assess demonstration of the program learning outcomes as presented in the Curriculum Map.

Results of Learning

Each studio course requires the production of various animation projects specific to the course's learning outcomes. Projects may be hand-drawn figure drawings, production design, storyboards, 3D characters, props or environments, stop-motion puppets or sets, visual effects or 2D, 3D, or stop-motion animated films. Other than figure drawing, the final output of the projects will be digital, and may be presented and archived digitally.

Student Work

The Animation program is committed to supporting its students in ownership of their creative work. The University reserves the right to retain student work for archival, accreditation, educational, and marketing purposes. Digital copies of work may be kept indefinitely, based on the decision of the Animation department.

Academic Standards

Below-average work is not acceptable for a professional degree. Students must maintain a grade of "C" (2.0) or better for any core animation studio in order to continue in the core 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 students not enroll in more than nine studio units per semester.

Core animation studio courses include: ANIM 100, Animation Principles 1; ANIM 161, Intro to Digital Media; ANIM 101, Animation Principles 2; ANIM 262, 3D Animation 1; ANIM 263, Stop-Motion Animation; ANIM 264, 3D Animation 2; ANIM 211, Storyboarding 1; ANIM 300, Acting in Animation; ANIM 310, Production Design; ANIM 320, Figure and Animal Drawing; ANIM 350, Junior Thesis; ANIM 380, Animation Thesis 1; ANIM 485, Animation Thesis 2; ANIM 495, Portfolio Production; ANIM 486, Animation Thesis 3; and ANIM 430, Figure Drawing Workshop.

Additional 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 to help students connect with employers through internship postings, résumé 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. Internships or work experience give students a hands-on experience in 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 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 encouraged parts of the program.

Internship/Career 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 during the summer between the junior and senior year. With the aim of maintaining the highest level of excellence in coursework, full-time students are encouraged to work no more than 10 hours per week. Students are responsible for completing an internship contract between the sponsoring company and the Career Services Office. Students are responsible for assuring that their supervisors submit evaluations, and for maintaining written journals (that may include artwork) detailing the experience, what learning objectives were met, and what professional skills were gained from the internship. At the completion of the internship, the sponsoring company must complete an evaluation of the student's work and include a statement of number of hours completed. This signed evaluation must be submitted to the department chair to complete the requirements of the internship.

Study Away

The School of Media, Culture & Design offers summer study-away programs exploring topics such as animation, design, fashion, and photography. Past locations have included London, Paris, Cuba, Italy, and Turkey.

ANUM 210 Art Symposia

This required course takes students off campus to attend a wide range of art, design, field, and performance experiences in the greater Los Angeles area. Faculty members assist students in connecting these experiences to the history of animation, art, and fields of study at Woodbury. Each student maintains a journal of both written and visual material and takes part in discussions of events attended.

Lectures

Each year, full-time Animation faculty hosts fall and spring animation events, inviting alumni and professionals from local studios to present their work and speak to students about a variety of topics: recent lectures have focused on character design, pitching TV shows, and using motion analysis in gaming animation. Some classes offer course credit to students who attend these lectures as part of their coursework.

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 Woodbury Animation student's experience:

CTN Animation Expo

The CTN Animation Expo, the largest talent-focused animation conference, is held annually 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.

SIGGRAPH Conference and EXPO

The SIGGRAPH Conference and Expo is the world's largest and most influential annual conference on the theory and practice of computer graphics, 3D animation, and visual effects. Woodbury students volunteer at this annual event and network with leading animation, visual effects, motion graphics and post-production artists, producers, and studios.

Lightbox Expo

Lightbox Expo is an annual festival that aims to connect fans with the artists and creators behind their favorite films, animation, games, TV shows and illustrations. It's a place for aspiring artists to learn and be inspired, and it's also an artwork marketplace like no other.

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 opportunities 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; familiarity with the multiple platforms available in the Woodbury computer labs.
- 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 all 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 industry-standard computer graphics software for image processing and 2D, 3D and stop-motion animation, as demonstrated through successful completion of ANIM 100, Animation Principles 1; ANIM 101, Animation Principles 2; ANIM 161, Introduction to Digital Media; ANIM 262, 3D Animation 1; ANIM 264, 3D Animation 2; ANIM 263, Stop-Motion Animation; and ANIM 211, Storyboarding 1.

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 Animation Department uses both Mac and PC labs on campus and recommends all students purchase a laptop computers based upon individual budgets. While Macs are excellent for Adobe CC applications such as Photoshop and Illustrator, it is highly recommended that Animation students purchase PC laptops, as they are generally more robust for the Highend3D animation, visual effects, compositing software, and industry-standard techniques used in the entertainment industry. The Department also requires incoming students to purchase external hard drives based upon individual budgets for use in classes and to catalog their work. External SSD drives, though costlier, are reliable, mount quickly, and are highly recommended.

Students are responsible for email and ISP accounts; student-owned computers used on campus must have network and/or Wi-Fi access, depending upon where the computer will be used.

Lab Fees

Some courses require lab fees, which are applied to instructional supplies utilized in the studio. Specific fees are outlined in the Fee section of the catalog.

CURRICULUM SUMMARY

Program Major Curriculum

Unit Type (UT)	Number of Units (U)
Major (MA)	70
General Education (GE)	46
Unrestricted Electives (UE)	9
Work Experience (WE)	0
Minimum Total Units Required	125

SUGGESTED SEQUENCE OF COURSES

FIRST YEAR

Fall Semester

COURSE NO.	COURSE TITLE	UNITS	TYPE
ANIM 100	Animation Principles 1	3	MA
FOUN 101	Beginning Drawing	3	MA
FOUN 102	Design and Composition	3	MA
WRIT 113	First-Year Academic Writing	3	GE
_____	Unrestricted Electives	3	UE
TOTAL UNITS		15	

FIRST YEAR

Spring Semester

COURSE NO.	COURSE TITLE	UNITS	TYPE
ANIM 161	Introduction to Digital Media	3	MA
ANIM 101	Animation Principles 2	3	MA
FOUN 105	Introduction to Figure Drawing	3	MA
LSCI 105	Information Theory and Practice	1	GE
_____	Social Science Elective	3	GE
_____2_____	Mathematics Elective	3	GE
TOTAL UNITS		16	

SECOND YEAR**Fall Semester**

COURSE NO.	COURSE TITLE	UNITS	TYPE
ANIM 262	3D Animation 1	3	MA
ANIM 263	Stop Motion Animation	3	MA
ANIM 246	History of Animation and VFX	3	MA
COMM 120	Public Speaking	3	GE
INDS ____	Interdisciplinary Core Elective	3	GE
TOTAL UNITS		15	

SECOND YEAR**Spring Semester**

COURSE NO.	COURSE TITLE	UNITS	TYPE
ANIM 264	3D Animation 2	3	MA
ANIM 211	Storyboarding 1	3	MA
ANIM 210	Art Symposia	1	MA
WRIT 313	Advanced Academic Writing	3	GE
ENVT 220	Environmental Studies	3	GE
_____	General Education Elective	3	GE
TOTAL UNITS		16	

THIRD YEAR**Fall Semester**

COURSE NO.	COURSE TITLE	UNITS	TYPE
ANIM 300	Acting in Animation	3	MA
ANIM 310	Production Design	3	MA
ANIM 320	Figure and Animal Drawing	3	MA
_____	Art History Elective	3	GE
_____	Natural Science with Lab Elective	3	GE
TOTAL UNITS		15	

THIRD YEAR**Spring Semester**

COURSE NO.	COURSE TITLE	UNITS	TYPE
ANIM 350	Junior Thesis	3	MA
ANIM 380	Animation Thesis 1	3	MA
ANIM ____	Major Elective	3	MA
_____	Ethics Elective	3	GE
_____	Art History Elective	3	GE
____3__	Upper Division Interdisciplinary Elective	3	GE
_____	Work Experience	0	WE
TOTAL UNITS		18	

FOURTH YEAR**Fall Semester**

COURSE NO.	COURSE TITLE	UNITS	TYPE
ANIM 485	Animation Thesis 2	3	MA
ANIM 495	Portfolio Production	3	MA
FOUN 107	Gesture Drawing	3	MA
____3__	Upper Division Art History Elective	3	GE
____3__	Upper Division General Ed. Elective	3	GE
TOTAL UNITS		15	

FOURTH YEAR**Spring Semester**

COURSE NO.	COURSE TITLE	UNITS	TYPE
ANIM 486	Animation Thesis 3	3	MA
ANIM 430	Figure Drawing Workshop	3	MA
ANIM ____	Major Elective	3	MA
_____	Unrestricted Elective	3	UE
_____	Unrestricted Elective	3	UE
TOTAL UNITS		15	

COURSE DESCRIPTIONS**ANIM 100 ANIMATION PRINCIPLES 1****3 UNITS****Studio**

Pre-requisites: None

This is an introductory studio course in the basic techniques of animation. Through understanding and application of the 12 Principles of Animation, as developed by the early Disney artists, students will learn the fundamentals that are common to 2D, 3D and stop-motion animation. Students will develop both drawing and observational skills through the creation of simple animations with an emphasis on character and personality. Students will create a variety of animated scenes in which figures move and act convincingly.

ANIM 101 ANIMATION PRINCIPLES 1**3 UNITS****Studio**

Pre-requisites: ANIM 100, Animation Principles 1

Students continue studies in biped character animation by analyzing and creating more detailed and intricate animations using motion and locomotion. The projects in this class are designed to help students understand

principles such as how to maintain a character's balance and locate his/her center of gravity, creating poses for strong silhouettes, shape reversals, how and why a character anticipates a move, motivated action, secondary action and reaction, caricatured motion, how to avoid twinning, appeal in asymmetry, and staging.

ANIM 112 PORTFOLIO REVIEW WORKSHOP 1 UNIT

Lecture

Pre-requisites: None

This is a lecture course in the preparation of academic portfolios to support students in preparing for ANIM 289, Progress Portfolio Review.

ANIM 161 INTRODUCTION TO DIGITAL MEDIA 3 UNITS

Studio

Pre-requisites: None

This course is an introductory studio in fundamental computer applications and processes used in animation production. The emphasis is on software programs specializing in imaging, drawing, and painting, editing, compositing, motion graphics, raster, and vector artwork.

ART 210 ART SYMPOSIA 1 UNIT

Lecture

Pre-requisites: ANIM 246, History of Animation and VFX

Students will attend both on-campus and off-campus lectures, exhibitions or events exploring a variety of topics in art, design, and culture.

ART 211 STORYBOARDING 1 3 UNITS

Studio

Pre-requisites: None

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. Students will also assemble their Progress Portfolio as part of the course requirements.

ANIM 246 HISTORY OF ANIMATION AND VFX 3 UNITS

Lecture

Pre-requisites: None

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 and visual effects works, and a general overview of animation and visual effects processes. Areas covered by this class include the history of animation and visual effects in North America, Europe, and Asia.

ANIM 262 3D ANIMATION 1 3 UNITS

Studio

Pre-requisites: ANIM 161, Introduction to Digital Media

This course provides a basic overview of the 3D animation production pipeline using Houdini 3D animation software. Topics covered include modeling, surfacing, lighting, character rigging, animation, rendering, and the creation of a short 3D animated film for a civic engagement client. Fundamental concepts of 3D digital animation are emphasized.

ANIM 263 STOP MOTION ANIMATION 3 UNITS

Studio

Pre-requisites: None

This studio course is an introduction to the fundamentals of stop-motion and character-based puppet animation. Students will experiment animating materials and objects with frame-by-frame camera recording in set-based three-dimensional space.

ANIM 264 3D ANIMATION 2 3 UNITS

Studio

Pre-requisites: ANIM 262, 3D Animation 1

This course begins a detailed overview of the production processes used in creating 3D character animation. Students create an animated project from initial design and organic modeling to final character animation. Areas covered by this class include character modeling, character rigging using industry-standard tools and methods, character animation techniques, facial animation, and soundtrack synchronization.

ANIM 300 ACTING IN ANIMATION 3 UNITS

Studio

Pre-requisites: None

In this course, students expand their knowledge of animation principles by developing understanding of shot workflow, body mechanics, action analysis, dialogue, and performance. They will create a foundation of research before beginning assignments that include shooting video reference and creating thumbnail sketches. Emphasis is placed on blocking and posing before polishing shots.

ANIM 310 PRODUCTION DESIGN**3 UNITS**

Studio

Pre-requisites: None

This course focuses on examination and exploration of visual development concept art, which includes environmental design, character design, prop design, and color script, presented in a portfolio form. The figure, both nude and clothed, will be explored as a reference for creating animation characters, sequential studies, and caricature. Areas covered include composition, lighting, color, style, and various painting techniques as components of animation development and visual storytelling. Emphasis is placed on techniques used by professional development artists in the animation industry.

ANIM 311 STORYBOARDING 2**3 UNITS**

Studio

Pre-requisites: ANIM 211, Storyboarding 1

This is a studio course in storyboarding for animation, with emphasis on visual storytelling, story structure, character development, cinematic language, and drawing techniques used in storyboarding.

ANIM 320 FIGURE AND ANIMAL DRAWING**3 UNITS**

Studio

Pre-requisites: FOUN 105, Introduction to

Figure Drawing

This is an intermediate studio course in figure drawing, featuring on-site drawing of a wide variety of live animals at the Los Angeles Zoo, L.A. Equestrian Center, Griffith Park Dog Park, Gene Autry Museum, etc. Emphasis is on continuing refinement of anatomical knowledge combined with use of line, modeling in light, and composition to further develop an expressive personal style. This course is designed to support students in the development of a professional portfolio that meets industry standards.

ANIM 345 VISUAL EFFECTS 1**3 UNITS**

Studio

Pre-requisites: ANIM 264, 3D Animation 2

This course introduces students to the fundamental skills used in the visual effects industry. Students learn basic compositing and how the VFX field integrates computer graphics and 3D elements with live-action plates. Students will create practical exercises that simulate current industry pipelines.

ANIM 350 JUNIOR THESIS**3 UNITS**

Studio

Pre-requisites: ANIM 211, Storyboarding 1

This course is a detailed, hands-on overview of the production processes used in creating a finished 20- to 30-second junior thesis film. Using the animatic created in ANIM 211, Storyboarding 1, students create an animated film from initial character designs/models to final composited short. Areas covered by this class include review of 2D/3D/stop-motion production pipelines and soundtrack synchronization.

ANIM 366 PUPPET BUILDING FOR STOP MOTION**3 UNITS**

Studio

Pre-requisites: ANIM 263, Stop Motion Animation

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 animation project based on their own ideas. Students are permitted 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.

ANIM 367 3D ANIMATION 3**3 UNITS**

Studio

Pre-requisites: ANIM 264, 3D Animation 2, or ANIM 362, 3D Computer Animation 2

This course builds the foundation for using light to create the illusion of shape and depth in 3D animation. Students analyze techniques used by Renaissance artists and understand how those same techniques are used today in the entertainment industry. Interior and exterior illumination scenarios will be explored and advanced indirect illumination, shading, lighting, rendering, and node-based compositing techniques will be covered.

ANIM 380 ANIMATION THESIS 1**3 UNITS**

Studio

Pre-requisites: ANIM 350, Junior Thesis

This course begins a three-semester sequence focusing on creating the senior capstone film. Solo and interdisciplinary projects will be investigated and students will develop a direction for their senior thesis project through the pitch process, visual research and development, creative journaling, and inspirational techniques.

ANIM 430 FIGURE DRAWING WORKSHOP **3 UNITS**

Studio

Pre-requisites: ANIM 102, Beginning Figure Drawing, or FOUN 105, Introduction to Figure Drawing

This course is an advanced figure drawing course with a focus on linear technique and will include the 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 industry standards.

ANIM 485 ANIMATION THESIS 2 **3 UNITS**

Studio

Pre-requisites: ANIM 380, Animation Thesis 1

This course is the second semester in a three-semester capstone course in digital thesis production. Using reference material developed in ANIM 380, students will use cinematic language, written and visual storytelling skills in the development of their animated film project. Each student will produce loglines, storyboards, an animatic, first pass of specified shots, and a temporary soundtrack of their 1-2 minute length senior capstone film project.

ANIM 486 ANIMATION THESIS 3 **3 UNITS**

Studio

Pre-requisites: ANIM 485, Animation Thesis 2

This advanced studio course covers all aspects of animation production. This course is a continuation of Animation Thesis 2. Emphasis is on production of the senior thesis project and preparation for national or international animation festivals.

ANIM 491 INTERNSHIP SEMINAR **1 UNIT**

Lecture

Pre-requisites: Junior Standing; Consent of the Chair

This 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.

ANIM 495 PORTFOLIO PRODUCTION **3 UNITS**

Lecture

Pre-requisites: None

This course is an instruction in the preparation and presentation of the animation résumé, portfolio, and reel. Lecture topics include professional practices, studio structure, career strategies, and business practices in the animation and visual effects industries.

ANIM 17__, 27__, 37__, 47__ **TOPICS IN ANIMATION**

UNITS VARY

Lecture or Studio Varies

Pre-requisites: Varies

An in-depth study of topics of a specialized nature in the field of animation.

ANIM 199__, 299__, 399__, 499__ **INDEPENDENT STUDY**

UNITS VARY

Lecture or Studio Varies

Pre-requisites: Consent of the Department Chair
Individual studio investigation of special interest chosen by the student. Regular, periodic meetings with assigned faculty member are required. Consent and approval of the Department Chair. Thirty hours required for each unit of credit. No more than 10 units of credit may be given for Independent Study courses toward the BFA degree.

Communication (BFA)

Jennifer Peterson, PhD

Chair

The Communication Department is a vital part of Woodbury's School of Media, Culture & Design and benefits from its strategic location in what is often referred to as "the media capital of the world," Burbank, California. Our curriculum spans the full range of communication studies, including media analysis, cultural studies, and strategic communication. 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, such as animation, graphic design, game design, fashion, and psychology.

Communication is a hybrid discipline that bridges the humanities, social sciences, and fine arts. Many students are drawn to the study of communication because they find it helps them understand the underlying symbolic processes found throughout 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 21st century. Communication has become one of the most popular undergraduate majors in the United States 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, well-developed perspectives on communication practices. They cultivate 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 thought using all the modern media available to them. They are given the necessary tools to become proficient public speakers, academic researchers, and digital communicators. Courses are clearly aligned with program outcomes enabling

students to 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 students' interpretive capabilities through 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 essays, 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 Department Chair Jennifer Peterson at jennifer.peterson@woodbury.edu.

Mission

The Communication Department at Woodbury University teaches students to become critical thinkers trained in strategic communication and media studies, as well as the integration of theory with practice. The program fosters a passion for creative inquiry, an awareness of diverse cultures, and a spirit of collaboration with the other programs located within the School of Media, Culture & Design.

Program Goals And Learning Outcomes

Develop a Body of Knowledge

- Students recognize and gain fluency in key concepts and theories in the study of media, culture, and communication.
- Students are able to explain the significance of major moments in communication and media history.
- Students apply human communication skills across settings, purposes, and cultures.

Practice Analysis and Refine Communication Skills

- Students build sound and effective critical arguments;

- Students analyze communication variables in personal, professional, and community settings and propose competent communication strategies;
- Students develop and express ideas through persuasive written, oral, and visual communication;
- Students apply disciplinary vocabulary toward analysis, interpretation, evaluation, and production of communication and media texts.

Produce Quality Research

- Students formulate pertinent research questions and apply appropriate methodologies;
- Students evaluate and use suitable reference materials;
- Students employ proper citation methods.

Communicate Within and Across Communities and Cultures

- Students discover and consider the needs, interests, and values of diverse cultures, audiences, and communities;
- Students recognize, critically reflect upon, and advocate for the legal, ethical, personal, and social responsibilities of communicators across diverse contexts.

Assessment Process

Placement Exam Requirements

Communication students who have not received transfer credit for a 200-level math course are encouraged to take the Math Placement Exam, but it is not required. See the “Academic Proficiencies and Placement” section of the Academic Journey chapter of this catalog for more information.

Formative Assessment Experiences

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 learning 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.

Summative Assessment Experiences

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.

Additional Learning Opportunities

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 many internship opportunities connected to the local area’s media, culture, and design industries. Internships give students practical experience and critical insight into career opportunities.

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. Students graduating with a GPA of 3.5 or higher are eligible to join Lambda Pi Eta, the NCA’s Honor Society.

Student Associations

The department supports the activities of the Communication Club and the 7500 Club, which supports Woodbury University’s student-run magazine, 7500 Magazine. These groups promote academic achievement, organize events, and facilitate extra-curricular activities.

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, résumé collections, on- and off-campus interview opportunities, alumni connections, and employer outreach.

CURRICULUM SUMMARY

Program Major Curriculum

Unit Type (UT)	Number of Units (U)
Major (MA)	51
General Education (GE)	46
Unrestricted Electives (UE)	20
Internship (IN)	3
Minimum Total Units Required	120

SUGGESTED SEQUENCE OF COURSES

FIRST YEAR

Fall Semester

COURSE NO.	COURSE TITLE	UNITS	TYPE
COMM 100	Introduction to Media Studies	3	MA
COMM 120	Public Speaking	3	GE
WRIT 113	First-Year Academic Writing	3	GE
LSCI 105	Information Theory and Practice	1	GE
INDS ____	Interdisciplinary Core Elective	3	GE
_____	Unrestricted Elective	3	UE
TOTAL UNITS		16	

FIRST YEAR

Spring Semester

COURSE NO.	COURSE TITLE	UNITS	TYPE
COMM 115	Media Audiences and Methods	3	MA
COMM 241	Media Industries	3	MA
____2____	Mathematics Elective	3	GE
_____	Social Science Elective	3	GE
_____	Unrestricted Elective	3	UE
TOTAL UNITS		15	

SECOND YEAR

Fall Semester

COURSE NO.	COURSE TITLE	UNITS	TYPE
COMM 205	Introduction to Broadcast Media	3	MA
COMM 237	Media and Identity	3	MA
_____	Art History Elective	3	GE
_____	Humanities Elective	3	GE
_____	General Education Elective	3	GE
TOTAL UNITS		15	

SECOND YEAR

Spring Semester

COURSE NO.	COURSE TITLE	UNITS	TYPE
COMM 215	Media History	3	MA
COMM 235	Media Ethics	3	GE
ENVT 220	Environmental Studies	3	GE
COMM ____	Communication Elective	3	MA
_____	Unrestricted Elective	3	UE
TOTAL UNITS		15	

THIRD YEAR

Fall Semester

COURSE NO.	COURSE TITLE	UNITS	TYPE
COMM 323	Cultural Studies	3	MA
COMM 360	Media Professions	2	MA
WRIT 313	Advanced Academic Writing	3	GE
COMM 3__	Upper Division Communication Elective	3	MA
_____	Natural Science with Lab Elective	3	GE
TOTAL UNITS		14	

THIRD YEAR

Spring Semester

COURSE NO.	COURSE TITLE	UNITS	TYPE
COMM 335	Media and Social Change	3	MA
COMM 3__	Upper Division Communication Elective	3	MA
____3__	Upper Division Interdisciplinary Elective	3	GE
____3__	Upper Division General Education Elective	3	GE
_____	Unrestricted Elective	3	UE
TOTAL UNITS		15	

FOURTH YEAR

Fall Semester

COURSE NO.	COURSE TITLE	UNITS	TYPE
COMM 480	Senior Thesis Preparation	1	MA
COMM 481	Senior Seminar	3	MA
COMM 3__	Upper Division Communication Elective	3	MA
COMM 3__	Upper Division Communication Elective	3	MA
_____	Unrestricted Elective	3	UE
_____	Unrestricted Elective	2	UE
TOTAL UNITS		15	

FOURTH YEAR**Spring Semester**

COURSE NO.	COURSE TITLE	UNITS	TYPE
COMM 485	Senior Thesis	3	MA
COMM 490X	Internship	3	IN
COMM 3__	Upper Division Communication Elective	3	MA
_____	General Education Elective	3	GE
_____	Unrestricted Elective	3	UE
TOTAL UNITS		15	

Minor Curriculum

COURSE NO.	COURSE TITLE	UNITS
COMM 100*	Introduction to Media Studies	3
COMM 215*	Media History	3
COMM 237*	Media and Identity	3
COMM 204**	Public Relations	3
COMM 209**	Advertising	3
COMM 222**	Film Studies	3
COMM 225**	Writing for Media	3
COMM 226**	Television Studies	3
COMM 305†	Media, Self, and Society	3
COMM 314†	Digital Journalism	3
COMM 327†	Gender and Media	3
COMM 330†	Social Media	3
COMM 335†	Media and Social Change	3
COMM 336†	The Art of the Pitch	3
COMM 337†	Surveillance and Culture	3
COMM 338†	History of Documentary	3
COMM 341†	Film Genres	3
COMM 342†	Film Noir	3
COMM 350†	World Cinema	3
COMM 37__†	Topics in Communication	3
TOTAL UNITS		15

*Students must select two of these courses.

**Students must select one of these courses.

†Students must select two of these courses.

COURSE DESCRIPTIONS**COMM 100 INTRODUCTION TO MEDIA STUDIES**

3 UNITS

Lecture

Pre-requisites: None

This course provides an introduction to media studies, including film, television, radio, video games, social media, and other forms of digital media. The

course offers a set of basic terms for understanding film and media forms; it also functions as a gateway for thinking about the ways in which media forms, styles, genres, and industrial contexts construct meaning in different historical moments. The course emphasizes the study of film form—the building block for all kinds of moving image media—exploring topics such as camerawork, mise-en-scene, sound editing, narrative, and film's representation of reality. The course also addresses questions of medium specificity and media convergence in the digital era. The goal of this course is to provide students with a systemic understanding of moving image media in its basic forms, and to introduce students to some of the tools for analyzing media.

COMM 115 MEDIA AUDIENCES AND METHODS
3 UNITS

Lecture

Pre-requisites: None

This course provides an introduction to some of the major critical methods for conceptualizing and analyzing the audience in media studies, with a particular focus on the digital era. We analyze a variety of media forms including film, television, radio, video games, social media, and other forms of digital media, opening up ways of thinking about how media texts shape our identities, politics, experiences, and sense of what is possible in the world. We also study and practice different approaches to writing about media. The goal of this course is to provide students with the basic methodological tools to think, speak, and write critically about different forms of media and their audiences.

COMM 120 PUBLIC SPEAKING
3 UNITS

Lecture

Pre-requisites: None

This course provides a study of the oral presentation of ideas and feelings that blends contemporary communication theory with traditional approaches to public address. This course also provides experience in public speaking, interpersonal communication, and critical listening.

COMM 204 PUBLIC RELATIONS
3 UNITS

Lecture

Pre-requisites: WRIT 113, First-Year Academic Writing

This course introduces messaging strategy using a combination of public relations theory and practical application.

COMM 205 INTRODUCTION TO BROADCAST MEDIA

3 UNITS

Lecture

Pre-requisites: None

An overview of the theory and technique of broadcast media, with a focus on the role of broadcasting in creating positive transformation within communities. With case studies from radio, television, and networked media as background, students will be offered a hands-on introduction to industry-standard broadcast production tools, including both audio and video capture and editing techniques. Coursework will include reading and discussing theoretical, technical, and historical research, as well as producing original broadcast content to be shared in class and potentially online via Woodbury's internet radio station, WU Radio. Final projects for this course will take the form of serial broadcasts informed by regular interactions with community stakeholders, including interviews, access to archival material, investigative field work, and more.

COMM 209 ADVERTISING

3 UNITS

Lecture

Pre-requisites: WRIT 113, First-Year Academic Writing

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.

COMM 215 MEDIA HISTORY

3 UNITS

Lecture

Pre-requisites: WRIT 113, First-Year Academic Writing

How do new forms of media and communication grow out of older forms? How do new media technologies alter the cultures from which they emerge? This course explores how major developments in media technologies have influenced history and how major historical and social changes have reshaped media forms. In so doing, the course draws connections between the present and historically and culturally specific modes of communication. Through course readings, lively discussions, library research, and media screenings, students will engage with this "living history" and gain insight into the social implications of the media technologies of today.

COMM 222 FILM STUDIES

3 UNITS

Laboratory

Pre-requisites: WRIT 113, First-Year Academic Writing

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. To 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.

COMM 225 WRITING FOR MEDIA

3 UNITS

Lecture

Pre-requisites: WRIT 113, First-Year Academic Writing

In this course, students develop writing skills specific to communication and media-related fields. Emphasis will be placed on writing structure and style, the importance of revising and editing, and the emergence of a writer's voice.

COMM 226 TELEVISION STUDIES

3 UNITS

Lecture

Pre-requisites: WRIT 113, First-Year Academic Writing

This course will analyze television as a medium of information, purveyor of mass culture, and form of aesthetic expression, tracing the development of television as both an industry and a cultural product.

COMM 230 RESEARCH METHODS

3 UNITS

Lecture

Pre-requisites: WRIT 113, First-Year Academic Writing

This course examines the complex relationship between the many scholarly disciplines that study communication and the theoretical and methodological divides that separate them. Students will acquire working knowledge of interpretive, historical, ethnographic, survey, and experimental research methods in historical context. The goal of the course is to help students develop tools for a rigorous, multi-method research practice.

COMM 235 MEDIA ETHICS**3 UNITS**

Lecture

Pre-requisites: WRIT 113, First-Year Academic Writing

This course will explore the origins of ethical behavior and actions within the media by looking at both classical and contemporary approaches to ethical decision making and applying them to modern media practices. Students will question media behavior, critique media practices, and search for suggestions that will most positively affect both the media institutions and the publics with which they interact.

COMM 237 MEDIA IDENTITY**3 UNITS**

Lecture

Pre-requisites: WRIT 113, First-Year Academic Writing

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.

COMM 241 MEDIA INDUSTRIES**3 UNITS**

Lecture

Pre-requisites: None

At the core of the media industries is a fundamental tension between art and commerce; creative products are generated within a business environment that is focused on keeping costs down and profits high. This course will introduce students to the institutional, economic, technological, and regulatory factors that shape the circulation of cultural objects within the entertainment media industries. Through a combination of lecture and discussion, students will come to understand the media industries' key players, challenges, hierarchies, and debates.

COMM 300 CENSORSHIP**3 UNITS**

Lecture

Pre-requisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Design; WRIT 113, First-Year Academic Writing

This course will explore the history of censorship in American pop culture, with a particular emphasis on the film and television industries. Through a

combination of lecture, screenings, and discussion, students will examine the ways in which pop culture has become a battleground in the culture wars around violence, sex, race, religion, and politics.

COMM 304 SOCIAL MEDIA FOR ENTREPRENEURS**3 UNITS**

Lecture

Pre-requisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Design; WRIT 113, First-Year Academic Writing

This course has students develop a strategic and detailed social communication plan for their own startup concept. The class takes them from crafting the initial concept and feasibility through identifying, planning, and launching a social media communication plan that can be presented to venture capital investors. Students will also be coached on VC arena meeting requirements and will present their final projects to the class.

COMM 305 MEDIA, SELF, AND SOCIETY**3 UNITS**

Lecture

Pre-requisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Design; WRIT 113, First-Year Academic Writing

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.

COMM 306 RADIO IN THE AGE OF THE INTERNET**3 UNITS**

Lecture

Pre-requisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Design; WRIT 113, First-Year Academic Writing

An overview of the theory and technique of radio, as both a terrestrial and internet medium, with a focus on the role of radio in positively transforming communities. The course begins with a hands-on introduction to industry-standard broadcast production tools (focusing on Adobe Audition). Coursework will include readings and discussions of theoretical and historical scholarship about radio, podcasts, internet video, and television, as well as

producing lab-based original broadcast content to be shared in class and online. Student projects for this course will include programs informed by regular interactions with members of the community (including interviews), access to audio archives, script writing, investigative research, and more. The final project will be a collaboratively created, fully formed radio or podcast episode, with the intention of airing the student-produced programs on Woodbury radio. campaigns, artistic efforts, and wartime propaganda.

COMM 308 STUDIES IN NARRATIVE

3 UNITS

Lecture

Pre-requisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Design; WRIT 113, First-Year Academic Writing

This course examines the use of narrative in human culture. Students will learn the history and functions of storytelling, up to and including modern uses of story. Students will gain an understanding of storytelling fundamentals, techniques, and applications in a range of industries, including animation, architecture, filmmaking, game art and design, graphic design, and marketing. Through a combination of lectures, screenings, and discussions, students will learn how to analyze narrative in multiple forms of media and thus apply the fundamentals of storytelling within their own fields.

COMM 309 HISTORY OF HOLLYWOOD

3 UNITS

Lecture

Pre-requisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Design; WRIT 113, First-Year Academic Writing

This course is a historical survey of the emergence and development of the motion picture industry here in Southern California. We will focus on the business practices, technological developments, formal strategies, and socio-political conditions that have led Hollywood to become the center of global film culture. Special attention will be paid in this course to the "Golden Era" of the studio system as we look to its stars, studios, and feature films in order to explore the cultural history of American movies.

COMM 314 DIGITAL JOURNALISM

3 UNITS

Lecture

Pre-requisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Design; WRIT 113, First-Year Academic Writing

This course develops writing, editing, reporting, design, production, and public relations skills through work on the Woodbury student digital magazine, 7500.

COMM 323 CULTURAL STUDIES

3 UNITS

Lecture

Pre-requisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Design; WRIT 113, First-Year Academic Writing

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.

COMM 327 GENDER AND MEDIA

3 UNITS

Lecture

Pre-requisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Design; WRIT 113, First-Year Academic Writing

In this course, we explore gender as a social construct shaped by media. We consider gender as an intersectional term, examining how it functions in the context of other categories of embodiment such as race, class, sexuality, ability, age, and other dimensions. Our focus is on media representation of gender in terms of roles, identities, sexualities, and structures of power in a patriarchal context. We analyze the construction of gender through various media forms, concentrating on the gendered dynamic of looking in visual media such as film/television, game, photography, and fashion. Discussion regarding how media forms visualize gender in specific historical moments.

COMM 330 SOCIAL MEDIA**3 UNITS**

Lecture

Pre-requisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Design; WRIT 113, First-Year Academic Writing

This course looks at the channels of communication that help make up the social media space, focusing specifically on how media technologies figure into practices of everyday life and the construction of social relationships and identities.

COMM 335 MEDIA AND SOCIAL CHANGE**3 UNITS**

Lecture

Pre-requisites: WRIT 313, Advanced Academic Writing; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Design

This course examines the relationship between media and social change. We explore the theoretical and historical foundations of this connection and put theory into practice through media production projects exploring social justice themes. Working in teams, students complete a short documentary integrating community partners; community outreach is required. Students learn how to harness the power of media to create positive transformation designed to generate social change within a specific area of interest.

COMM 336 THE ART OF THE PITCH**3 UNITS**

Lecture

Pre-requisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Design; WRIT 113, First-Year Academic Writing; COMM 120, Public Speaking

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. It is intended for juniors or seniors and is preparatory for senior projects.

COMM 337 SURVEILLANCE AND CULTURE**3 UNITS**

Lecture

Pre-requisites: WRIT 313, Advanced Academic Writing; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Design

This course will introduce students to a broad range of political, social, and cultural applications of surveillance technologies in the 20th and 21st centuries, and will pay particular 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.

COMM 338 HISTORY OF DOCUMENTARY**3 UNITS**

Lecture

Pre-requisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Design; WRIT 113, First-Year Academic Writing

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.

COMM 341 FILM GENRES**3 UNITS**

Lecture

Pre-requisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Design; WRIT 113, First-Year Academic Writing

This course is a theoretical and historical survey of film genres 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.

COMM 342 FILM NOIR**3 UNITS**

Lecture

Pre-requisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Design; WRIT 113, First-Year Academic Writing

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 films' bleak cynicism, and the films' distinctive style and character archetypes to develop a better understanding of the genre's significance within the history of cinema.

COMM 350 WORLD CINEMA

3 UNITS

Lecture

Pre-requisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Design; WRIT 113, First-Year Academic Writing

This course offers a survey of narrative filmmaking outside of the United States from World War II through the beginning of the 21st 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.

COMM 360 MEDIA PROFESSIONS

2 UNITS

Lecture

Pre-requisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Design; COMM 100, Introduction to Media Studies; WRIT 113, First-Year Academic Writing

This course provides 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, analyses of media industries, and completion of student projects, students will gain a better understanding of the career opportunities and internship possibilities available to them.

COMM 480 SENIOR THESIS PREP

1 UNIT

Lecture

Pre-requisites: Senior Standing

This is a 1-unit course that is designed to prepare media studies students for the execution of their senior thesis project. Students will generate and develop their ideas, formulate research questions, and decide on a project methodology. The course will culminate with a Senior Thesis proposal.

COMM 481 SENIOR SEMINAR

3 UNITS

Lecture

Pre-requisites: Senior Standing

This writing-intensive, advanced critical theory seminar will explore a major question, theme, or issue in the field of media studies. Topics are determined by the instructor and will vary from semester to semester. This fall seminar is designed to give students critical thinking and writing practice at the capstone level.

COMM 485 SENIOR THESIS

3 UNITS

Lecture

Pre-requisites: Senior Standing

This course is a capstone research seminar 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 media studies.

COMM 490_ INTERNSHIP

3 UNITS

Internship

Pre-requisites: Communication Major

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.

COMM 17_., 27_., 37_., 47_._ TOPICS IN COMMUNICATION

UNITS VARY

Lecture or Studio: Varies

Pre-requisites: Varies

These courses are devoted to selected topics of special interest to students and faculty.

COMM 199_., 299_., 399_., 499_._ INDEPENDENT STUDY

UNITS 1-6

Lecture or Studio: Varies

Pre-requisites: Permission of the Department Chair
Individual investigation in an area of special interest chosen by the student with the approval of the Chair. Periodic meetings with the assigned faculty member are required. Hours by arrangement.

Design Foundation

Patrick Nickell, MFA, Coordinator

Accreditation

National Association of Schools of Art and Design (NASAD)

Introduction

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 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 multidisciplinary studio experience, students learn to develop a commitment to process, focus, and time management, which will aid them in the completion of successful projects.

The Design Foundation coordinator and faculty members 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 addressing basic course content and design process requirements. Each term, the Design Foundation coordinator and other members of the faculty review, revise, and develop the course requirements and overall objectives of the program.

Design Foundation course progress focuses on basic instructional requirements. Lectures that explain a project's process, the historical context, and its 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 16 students ensure that each student receives individual attention from the instructor in every class meeting.

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 requiring increasingly competent concepts and skills. Media are varied to give students opportunities to expand their design methods and technical skills, and to see different potential approaches for completing a project.

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 them to principles and processes shared across the arts, design, and media disciplines, providing them with a foundation of study and skills to apply to their education and eventual careers within specific design disciplines.

Program Learning Outcomes

Foundation Art and Design

Students will master basic art and design skills and methods that can be further developed within their majors.

Critical Thinking

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.

Visual Literacy

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.

Assessment Process

Formative Assessment Experiences

Student Assessment: Emphasis is on in-studio design and drawing development with individual assistance given to each student by the instructor. 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.

A mid-term 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 forms based on common course learning outcomes and criteria. Evaluations assess process and execution, including design concept and development, skill achievement in the use of methods and materials, verbal and visual presentation, and class engagement. The final course grade is determined based on a percentage of the cumulative evaluations. 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 Affairs for counseling.

Faculty Assessment: In addition to receiving student evaluations each term, faculty members meet as a group with the coordinator 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 coordinator 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 in a program review once each year. Additionally, 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 coordinator and turned in to the School Assessment director.

Summative Assessment Experiences

Final projects in all courses are presented for a final review. Faculty jurors are invited to final presentation reviews.

COURSE DESCRIPTIONS

FOUN 101 BEGINNING DRAWING

3 UNITS

Studio

Pre-requisites: None

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.

FOUN 102 DESIGN AND COMPOSITION

3 UNITS

Studio

Pre-requisites: None

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.

FOUN 103 COLOR AND COMPOSITION

3 UNITS

Studio

Pre-requisites: FOUN 102, Design and Composition (Recommended)

This course continues the exploration of design and composition, introducing more complex problems with an emphasis on studying the properties and interactions of color.

FOUN 104 DRAWING CONCEPTS AND COMPOSITION

3 UNITS

Studio

Pre-requisites: FOUN 101, Beginning Drawing

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.

FOUN 105 INTRODUCTION TO FIGURE DRAWING

3 UNITS

Studio

Pre-requisites: FOUN 101, Beginning Drawing (Recommended)

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.

FOUN 106 COLOR THEORY AND INTERACTION

3 UNITS

Studio

Pre-requisites: FOUN 102, Design and Composition (Recommended)

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.

FOUN 107 GESTURE DRAWING

3 UNITS

Studio

Pre-requisites: FOUN 105, Introduction to Figure Drawing

Building on the foundational skills gained in FOUN 105, Introduction to Figure Drawing, this course will focus on a more gestural and individual approach to drawing the figure. Emphasis will be placed on rhythm and line of action, design, character, and narrative. Through in-class study from both figure and costumed models as well as outside sketchbook assignments, students will develop their ability to interpret the human form with more intent and authority.

FOUN 108 DRAWING WORKSHOP FOR THE MOVING IMAGE

3 UNITS

Studio

Pre-requisites: None

This course is a workshop to develop fundamental drawing strategies for the moving image. Students will learn various drawing skills to express, notate, and ideate concepts related to the moving image with skill and confidence. Through in-class demonstrations, projects, and outside sketchbook practice, students will apply line, shape, form, proportion, perspective, value, and color with an emphasis on visual comprehension and skillful notation.

Fashion Design (BFA)

Anna Leiker, MS, **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 must 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 enter the workforce with confidence, creative problem-solving skills, an eloquent command of professional terminology, a pertinent internship under their belts, and up-to-date knowledge of 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 designed to open the doors to high-level opportunities.

The Woodbury University Fashion Study Collection, consisting of more than 5,000 garments and accessories that represent the clothing history of the past 200 years, is available as a hands-on resource to students and faculty. Other resources 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 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, Applied Computer Science, and Animation. Woodbury's location in the hub of the media capital of the world—adjacent to 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 Fashion Design department is committed to the development of each student's unique creative voice, 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 conceptual thinking in the development of 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 knowledge and skills in the use of industry-standard tools, materials, techniques, and processes sufficient to produce industry-quality final product from sketch, draft, or specifics.
4. **Professional Practice:** Students will be able to determine design priorities, define and evaluate criteria, assess 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 effectively articulate their concepts.

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 members.
- Milestone Assessment occurs via 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.
- Professional assessment is conducted by internship host companies who evaluate each student's 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 their sophomore year, students are required to submit a comprehensive portfolio of work from their major's first- and second-level studio courses. The portfolio should demonstrate sufficient development of knowledge and skills in the five areas of study in order for the student to be successful in upper-level coursework. The goal of the review is to assess student progress, strengths and challenges, and the ability to integrate technical skills into creative projects. The presentation process also allows faculty to gauge the development of each student's oral and written communication skills as well as those of self-assessment. 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 review the portfolios. Passing the Progress Portfolio Review is a pre-requisite for upper-level fashion design classes. Students who fail must make appropriate remediation and resubmit their portfolios 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 final capstone courses: Senior Design, Senior Collections I and II, Fashion Portfolio, 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 of critical and technical skills. All students take a selection of design history courses 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 improvements to the educational process. Student self-assessment is required in both the Progress Portfolio and the Senior Design Review presentations.

Academic Standards

A minimum grade of "C-" is required for students to pass major studio classes. A plan with remediation courses can be established to help students improve their skills and move forward in their education.

Fashion Design Faculty

Regular faculty include full-time professors and lecturers as well as participating 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 will have the opportunities to work with and manage various expert support staff, such as screen printers, knitters, textile artists, and laser and embroidery technicians. Fashion design experts 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, jobs, and other opportunities. 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 in-print and web formats.

Additional Learning Opportunities

Opportunities/Requirements

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. Internship placements are approved by the department chair as well as students' advisors. It is recommended that each student have passed the Progress Portfolio Review and be, at minimum, in junior standing before interning. Internships may be paid or unpaid. 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 host 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 Tours and Study Away

Spring Break New York and study-away tours are designed to enhance fashion design students' curricula and usually include upper-level credit. Past tours have visited England, Belgium, Turkey, France, Italy, and Costa Rica.

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, Behind the Seams, 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 files. The Fashion Design Department does not require a laptop computer, but recommends that each student have one.

CURRICULUM SUMMARY

Program Major Curriculum

Unit Type (UT)	Number of Units (U)
Major (MA)	76
General Education (GE)	46
Unrestricted Electives (UE)	6
Minimum Total Units Requirement	128

SUGGESTED SEQUENCE OF COURSES

FIRST YEAR

Fall Semester

COURSE NO.	COURSE TITLE	UNITS	TYPE
FDES 100	Sewing Machine Technology	1	MA
FDES 105	Digital Fashion Design 1	3	MA
FDES 125	Technical Studio 1	3	MA
FOUN 105	Introduction to Figure Drawing	3	MA
WRIT 113	First-Year Academic Writing	3	GE
	Unrestricted Elective	3	UE
TOTAL UNITS		16	

FIRST YEAR

Spring Semester

COURSE NO.	COURSE TITLE	UNITS	TYPE
FDES 120	Design and Illustration 1	3	MA
FDES 126	Technical Studio 2	3	MA
FDES 130	Materials	3	MA
FOUN 106	Color Theory and Interaction	3	MA
LSCI 105	Information Theory and Practice	1	GE
COMM 120	Public Speaking	3	GE
TOTAL UNITS		16	

SECOND YEAR

Fall Semester

COURSE NO.	COURSE TITLE	UNITS	TYPE
FDES 202	Digital Fashion Design 2	3	MA
FDES 220	Design and Illustration 2	3	MA
FDES 226	Advanced Technical Studio	3	MA
FDES 260	History of Fashion 1	3	GE
FOUN 102	Design and Composition	3	MA
WRIT 313	Advanced Academic Writing	3	GE
TOTAL UNITS		18	

SECOND YEAR

Spring Semester

COURSE NO.	COURSE TITLE	UNITS	TYPE
FDES 201	Fundamentals of the Fashion Industry	2	MA
FDES 232	Swimwear and Activewear	4	MA
FDES 245	Progress Portfolio	0	MA
FDES 261	History of Fashion 2	3	GE
FDES 280	Experimental Draping and Patterning	2	MA
INDS ____	Interdisciplinary Core Elective	3	GE
_____	Art History Elective	3	GE
TOTAL UNITS		17	

THIRD YEAR**Fall Semester**

COURSE NO.	COURSE TITLE	UNITS	TYPE
FDES 310	Design and Illustration 3	3	MA
FDES 331	Advanced Draping and Tailoring	3	MA
FDES 320	Research and Methodology	2	MA
FDES 330	Textile Arts	3	MA
____ 2 ____	Mathematics Elective	3	GE
ENVT 220	Environmental Studies	3	GE
TOTAL UNITS		17	

THIRD YEAR**Spring Semester**

COURSE NO.	COURSE TITLE	UNITS	TYPE
FDES 332	Junior Collections	3	MA
FDES 363	Digital Fashion Design 3	3	MA
FDES ____	Fashion Design Studio Elective	2	MA
PSYC 150	General Psychology	3	GE
_____	Natural Science with Lab Elective	3	GE
____ 3 ____	Upper Division Interdisciplinary Elective	3	GE
TOTAL UNITS		17	

FOURTH YEAR**Fall Semester**

COURSE NO.	COURSE TITLE	UNITS	TYPE
FDES 400	Professional Practice	2	MA
FDES 410	Senior Design	2	MA
FDES 431	Senior Collection 1	3	MA
FDES ____	Fashion Design Studio Elective	2	MA
____ 3 ____	Upper Division Art History Elective	3	GE
_____	Humanities Elective	3	GE
TOTAL UNITS		15	

FOURTH YEAR**Spring Semester**

COURSE NO.	COURSE TITLE	UNITS	TYPE
FDES 411	Fashion Portfolio	2	MA
FDES 432	Senior Collection 2	4	MA
____ 3 ____	Upper Division General Ed. Elective	3	GE
_____	Unrestricted Elective	3	UE
TOTAL UNITS		12	

Minor Curriculum**FASHION DESIGN**

COURSE NO.	COURSE TITLE	UNITS
FDES 100	Sewing Machine Technology	1
FDES 120	Design and Illustration 1	3
FDES 125	Technical Studio 1	3
FDES 126	Technical Studio 2	3
FDES 130	Materials	3
FDES ____	Fashion Design Studio Elective	2
TOTAL UNITS		15

COSTUME DESIGN

Non-Fashion students must consult with the department chair before adding the Costume Design Minor.

COURSE NO.	COURSE TITLE	UNITS
FDES 100	Sewing Machine Technology	1
FDES 110	Creating Character	2
FDES 215	Period Costume Design	3
FDES 316	Costume Design for Film	2
FDES 317	Costume Collection 1	3
FDES 415	Costume Collection 2	4
TOTAL UNITS		15

COURSE DESCRIPTIONS**FDES 100 SEWING MACHINE TECHNOLOGY**
1 UNIT
Studio

Pre-requisites: None

Students will receive 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.

FDES 105 DIGITAL FASHION DESIGN 1**3 UNITS**

Studio

Pre-requisites: None

This course provides a structured approach to the development of industry-level computer-generated flats. Adobe Illustrator and Photoshop's fundamentals will be studied to learn principles of digital fashion design. Class demonstrations and individual approach to students will enable students to digitally sketch and present fashion groups. The student's working knowledge of Tools and Palettes is developed to gain speed and accuracy in creating flats and mini-groups. Research, predictive services, design thinking, and fabric group development are addressed and will contribute to the efficacy of the final presentations.

FDES 110 CREATING CHARACTER**2 UNITS**

Studio

Pre-requisites: None

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.

FDES 120 DESIGN AND ILLUSTRATION 1**3 UNITS**

Studio

Pre-requisites: FOUN 105, Introduction to Figure Drawing (may be taken as a co-requisite)

This course introduces the design process, illustration, model drawing, and rendering techniques for fashion flats, croquis figures, flat drawing, and fabric rendering techniques in various media. Emphasis is placed on development of well-proportioned sketches.

FDES 125 TECHNICAL STUDIO 1**3 UNITS**

Studio

Pre-requisites: None

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-standard power machines, then fitted and completed into finished garments.

FDES 126 TECHNICAL STUDIO 2**3 UNITS**

Studio

Pre-requisites: FDES 125, Technical Studio 1

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 onto 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.

FDES 130 MATERIALS**3 UNITS**

Studio

Pre-requisites: None

This course develops skill in the understanding and identification of textiles and other materials used in garment design. It focuses on fiber properties, fabric performance, and design principles to expand fabrication and construction knowledge. Emphasis is placed on the creation of effective fabric stories relating to specific design direction.

FDES 201 FUNDAMENTALS OF THE FASHION INDUSTRY**2 UNITS**

Studio

Pre-requisites: FDES 130, Materials; FDES 126, Technical Studio 2

This course is an overview of the fashion industry, including the basic vocabulary and skills involved in the manufacturing process, branding, wholesale, retail, and fashion design. It focuses on the fashion business chain and how its components fit together. Field research and guest speakers will enhance the course content and an inspiration sketchbook will be maintained to record the research and visual process.

FDES 202 DIGITAL FASHION DESIGN 2
3 UNITS

Studio

Pre-requisites: FDES 105, Digital Fashion Design 1
Developing flat sketches and accurate garment details used for spec sheets in garment manufacturing and line design is the focus of this course. This course will teach students advanced digital techniques of Adobe Illustrator and Photoshop relevant to fashion design, tech packs, and fashion specs. Emphasis is placed on renderings of specialty fabrics, trims, and constructions appropriate to specific apparel categories. Students' working knowledge of digital sketching is further developed, as is speed and accuracy in creating industry-quality presentations.

FDES 215 PERIOD COSTUME DESIGN
3 UNITS

Studio

Pre-requisites: None

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 15th to the 19th centuries.

FDES 220 DESIGN AND ILLUSTRATION 2
3 UNITS

Studio

FDES 120, Design and Illustration 1

Continued development of the designer's sketching technique is undertaken. Emphasis is placed on learning basic skills and critique as well as on developing the student's individual style and design aesthetic.

FDES 226 ADVANCED TECHNICAL STUDIO
3 UNITS

Studio

Pre-requisites: FDES 126, Technical Studio 2

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, as well as to standardization of pattern marking and labeling. Fabrics are researched and purchased, resulting in finished coordinated garments. Design instructors oversee the design process, and the finished group is juried for the annual runway show.

FDES 227 COSTUME DESIGN FOR FILM PROJECT
2 UNITS

Studio

Pre-requisites: FDES 120, Design and Illustration 1

This course provides a transdisciplinary team-building opportunity for the Fashion Design student to create costumes and provide wardrobe assistance for student film thesis projects in the Filmmaking Department. Emphasis will be placed on practical experience and applying research to scripts from inception through shooting. Students will learn how to interpret character from screenplays and build on their skills for work in film. Advanced drawing and rendering skills will be emphasized.

FDES 232 SWIMWEAR AND ACTIVEWEAR
4 UNITS

Studio

Pre-requisites: FDES 226, Advanced Technical Studio

Students gain a broad working knowledge of swimwear and related apparel such as cover-ups and men's board shorts. Requirements and principles of movement are discussed as they relate to the fit of leisure swim and active sports apparel. Original designs are produced through draping and flat-pattern methods and industry-specific construction techniques and machinery are also covered.

FDES 245 PROGRESS PORTFOLIO
0 UNITS

Studio

Pre-requisites: None

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 their junior year.

FDES 260 HISTORY OF FASHION 1
3 UNITS

Lecture

Pre-requisites: WRIT 113, First-Year Academic Writing

This course examines prehistoric, ancient, and traditional world costuming through the 16th century, emphasizing the origins of clothing and stylistic trends in Asia, Africa, and the Near East.

FDES 261 HISTORY OF FASHION 2**3 UNITS**

Lecture

Pre-requisites: WRIT 113, First-Year Academic Writing

This course explores Western costumes from the 17th century to contemporary times with an emphasis on the 20th and 21st centuries.

FDES 280 EXPERIMENTAL DRAPING AND PATTERNING**2 UNITS**

Studio

Pre-requisites: FDES 226, Advanced Technical Studio

Students will explore radical free-form draping techniques, repurposing existing garments, and creating pattern blocks from resulting details and silhouettes. Sustainability issues—as well as in-depth research of creative influences and historical precedents—are considered in the generation of projects. Developing industry-level pattern-making skills will be a priority.

FDES 310 DESIGN AND ILLUSTRATION 3**3 UNITS**

Studio

Pre-requisites: FDES 220, Design and Illustration 2

This course combines design research with advanced illustration techniques and explorations into professional practice exploration. Emphasis is placed on more complex sketches, fabric renderings, and layering of garments to capture a youthful look appropriate to the junior target market. Students will also develop collections to showcase their individual philosophies and design strengths. Technical proficiency and professional presentation also will be emphasized.

FDES 316 COSTUME DESIGN FOR FILM**2 UNITS**

Studio

Pre-requisites: None

This course introduces the elements of analyzing and preparing the costume designs for film scripts, conferring with the director, and solidifying character concepts.

FDES 317 COSTUME COLLECTION 1**3 UNITS**

Studio

Pre-requisites: FDES 332, Junior Collections

This course provides an introduction to various traditional and innovative surface textile treatments used for aesthetic and functional purposes in apparel design. In this course, students develop a unique and cohesive collection of treatment samples to be utilized in their portfolio and runway pieces.

FDES 320 RESEARCH AND METHODOLOGY**2 UNITS**

Studio

Pre-requisites: FDES 260, History of Fashion 1; FDES 261, History of Fashion 2

This course provides an opportunity for students to continue development of personal research methodologies and design philosophies. Students will be guided to further develop personalized approaches to design aesthetics, vocabulary, and markets. Students will visit relevant museum and gallery shows, where theoretical readings and lectures will enhance discussions of the various exhibits. Consideration will be given to a deep exploration into each individual identity.

FDES 330 TEXTILE ARTS**3 UNITS**

Studio

Pre-requisites: FDES 130, Materials

This course provides an introduction to various traditional and innovative surface textile treatments used for aesthetic and functional purposes in apparel design. In this course, students develop a unique and cohesive collection of treatment samples to be utilized in their portfolio and runway pieces.

FDES 331 ADVANCED DRAPING AND TAILORING**3 UNITS**

Studio

Pre-requisites: FDES 226, Advanced Technical Studio; FDES 280, Experimental Draping and Patterning

This advanced construction course builds on the skills learned in FDES 280, Experimental Draping and Patterning, incorporating the study of complex draping techniques, and introducing students to advanced tailoring techniques via the patterning and construction of a tailored jacket and trousers.

FDES 332 JUNIOR COLLECTIONS**3 UNITS**

Studio

Pre-requisites: FDES 331, Advanced Draping and Tailoring

Junior Collections is a studio construction course that builds on the work done in FDES 331, Advanced Draping and Tailoring and FDES 310, Design and Illustration 3. 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.

FDES 336 LEATHER GOODS**2 UNITS**

Studio

Pre-requisites: FDES 100, Sewing Machine Technology

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.

FDES 363 DIGITAL FASHION DESIGN 3

Studio

Pre-requisites: FDES 202, Digital Fashion Design
Students build on their existing digital skills as they develop advanced creative techniques using bitmap and vector software (including the Adobe Creative Cloud). Using apparel industry best practices, they focus on accurate and expressive communication of fashion design ideas with an individual voice. This course provides a multi-disciplinary approach to the research, development, and visual representation of advanced level digital design.

FDES 338 DESIGNING FOR DENIM**2 UNITS**

Studio

Pre-requisites: FDES 226, Advanced Technical Studio

This intermediate course offers a comprehensive approach to the study of denim, including historical significance, heritage, influence, weaving, dyeing and finishing, cut and fit, as well as the wash process. Emphasis will be placed on pricing, manufacturing, branding, and marketing. Students will design garments, and lectures will address denim's dominance in the fashion industry and the regional role of Los Angeles as the denim capital. Students will explore issues of sustainability in the denim industry, including impacts on the environment and ways in which manufacturers are addressing those impacts.

FDES 400 PROFESSIONAL PRACTICE**2 UNITS**

Studio

Pre-requisites: None

Focusing on the practical and business side of the fashion industry from a designer's 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 the design cycle and personal branding. Professional attitude will be graded throughout the semester, focusing on punctuality, adherence to dress code, preparedness, and productive participation.

FDES 401 SHOE DESIGN**2 UNITS**

Studio

Pre-requisites: FDES 100, Sewing Machine Technology

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.

FDES 410 SENIOR DESIGN**2 UNITS**

Studio

Pre-requisites: FDES 310, Design and Illustration 3; FDES 332, Junior Collections

This course provides a structured approach to the development of a runway-quality collection. The instructor will take an individualized approach toward each student, focusing on chosen areas 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.

FDES 411 FASHION PORTFOLIO**2 UNITS**

Studio

Pre-requisites: FDES 410, Senior Design

Students develop professional portfolios targeting a specific market in the fashion industry, and produce groups with mood boards, color story, fabrics, trims, illustrations, and technical drawings. Portfolios are based on the consolidation of knowledge in design and the drawing techniques used to express design concepts. This course culminates with a portfolio review and critique by industry professionals.

FDES 415 COSTUME COLLECTIONS 2**4 UNITS**

Studio

Pre-requisites: FDES 317, Costume Collection 1
 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 runway show. Collaboration as well as individual growth in design and construction will be emphasized.

FDES 431 SENIOR COLLECTION 1**3 UNITS**

Studio

Pre-requisites: FDES 332, Junior Collections
 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.

FDES 432 SENIOR COLLECTION 2**4 UNITS**

Studio

Pre-requisites: FDES 431, Senior Collection 1
 This course continues the design and construction of an innovative, well-merchandised collection, culminating in a design review presentation with industry professionals. Capstone projects are showcased in the annual runway show.

FDES 17__, 27__, 37__, 47__**1-3 UNITS**

Lecture or Studio: Varies

Pre-requisites: Varies

Topics courses in fashion design may be presented in a workshop, lecture, or studio mode. The syllabus will be prepared prior to the semester in which the course is to be scheduled.

**FDES 199_, 299_, 399_, 499_
INDEPENDENT STUDY****1-6 UNITS**

Lecture or Studio: Varies

Pre-requisites: Consent of the Department Chair
 Individual investigation in a field of special interest chosen by the student with approval of the Fashion Design program director. Regular, periodic meetings with an assigned faculty member are required. Thirty hours are required for each unit of credit.

Filmmaking (BFA)

George Larkin, PhD

Chair

Accreditation

National Association of School of Art and Design (NASAD)

Mission

Film is one of the most influential mediums of mass communication. At Woodbury, we have developed and implemented a Filmmaking curriculum that integrates historical study with skills in media production. We offer a practice-based education that requires an internship in the film/media industry as part of your degree program. Students in our program graduate with the knowledge needed to succeed in a wide range of fields. In today's working world, students need to learn a variety of skills to develop careers. Here, they will study directing, cinematography, writing, editing, producing, business, and law, and they will study them all as part of our program.

Program Learning Outcomes

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, acting scenes, fictional narrative films, documentary narrative films, business plans, budgets, and research papers. Additionally, evidence of learning is assessed through the progress portfolio review at the end of the second year of study. In the senior year, students complete their thesis films. Student self-assessment is required in both the Progress and Thesis processes.

Aesthetics and Design

- Students will demonstrate the aesthetic principles of film.
- Students will demonstrate design principles considered in media production and post-production.

Communication

- Students will demonstrate how film is a medium of communication.

Film Production

- Students will produce work from concept to finished product.
- Students will produce a supervised thesis project.

Film Distribution

- Students will demonstrate marketing procedures for distribution and exhibition.

History

- Students will have functional knowledge of the history of film.

Practical Experience

Students will serve an internship or have work experience within the film industry.

Assessment Process

Placement Exam Requirements

Filmmaking students who have not received transfer credit for a 200-level math course are encouraged to take the Math Placement Exam, but it is not required. See the "Academic Proficiencies and Placement" section of the Academic Journey chapter of this catalog for more information.

Formative Assessment Experiences

Student performance and achievement in Filmmaking is evaluated systemically throughout the program, via ongoing formal and informal assessment strategies. The department specifies four key areas for measured assessments that include both formative and summative benchmarks and involve multiple forms of evaluation. These processes provide a vehicle to assure program quality and promote continuous improvement in the effectiveness of teaching, the level 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.

Progress Portfolio Review

At the end of the sophomore year, students are required to submit a portfolio of their work. 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. Faculty members review these portfolios.

Summative Assessment Experiences

Student work is also evaluated through the Thesis Project, which assesses the pre-production, production, and post-production methodologies used.

In order to illustrate required professional and filmmaking competencies before graduation, students must successfully complete their Thesis Project. Thesis Projects are designed to provide students the experience of developing and completing a filmmaking project and demonstrating their ability to address knowledge gained in the previous years of study. Students must partake in a self-initiated filmmaking project through a rigorous level of work that includes a high degree of critical thinking, skill, and craft.

Program Specific 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 12 studio units in a single semester.

Additional Learning Opportunities

It is the philosophy of the Filmmaking Department that students be exposed to both historical and professional aspects of the discipline. Students will become acquainted with current filmmakers and film movements, and will have the opportunity to experience international approaches to filmmaking during their education. Additionally, through networking with industry practitioners and membership in professional 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 such places as a production or post-production facility, agency or management company, or marketing company. Woodbury's Career Development Office offers a variety of programs, services, and resources to assist students in exploring careers and securing internships. The faculty works with students individually to develop successful internship search strategies and helps students connect with employers through internship postings, résumé collections, on- and off-campus interview opportunities, alumni connections, and employer outreach.

Technology and Computer 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, LSCI 205, or appropriate equivalent. Bibliographic documentation of database use and citation of web-based sources is required of all Filmmaking students;
- Proficiency in word processing, document formatting, and file management for both print and digital distribution;
- Proficiency in computer-based programs for editing, screenwriting, sound design, budgeting, and pre-production planning.

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.

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 Wi-Fi network.

CURRICULUM SUMMARY

Program Major Curriculum

FILMMAKING TRACK

Unit Type (UT)	Number of Units (U)
Major (MA)	69
General Education (GE)	50
Unrestricted Electives (UE)	6
Minimum Total Units Required	125

CREATIVE PRODUCING TRACK

Unit Type (UT)	Number of Units (U)
Major (MA)	63
General Education (GE)	53
Unrestricted Electives (UE)	6
Internship (IN)	3
Minimum Total Units Required	125

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

COURSE NO.	COURSE TITLE	UNITS	TYPE
FILM 110	Film Production 1	3	MA
FILM 220	Editing	3	MA
WRIT 113	First-Year Academic Writing	3	GE
INDS ____	Interdisciplinary Core Elective	3	GE
_____	Unrestricted Elective	3	UE
TOTAL UNITS		15	

FIRST YEAR**Spring Semester**

COURSE NO.	COURSE TITLE	UNITS	TYPE
FILM 115	Cinematography	3	MA
FILM 200	Introduction to Screenwriting	3	MA
FOUN 108	Drawing for the Moving Image	3	MA
COMM 120	Public Speaking	3	GE
LSCI 105	Information Theory and Practice	1	GE
____2____	Mathematics Elective	3	GE
TOTAL UNITS		16	

SECOND YEAR**Fall Semester**

COURSE NO.	COURSE TITLE	UNITS	TYPE
FILM 101	Film History	4	GE
FILM 140	Sound	3	MA
FILM 215	Directing	3	MA
_____	Social Science Elective	3	GE
_____	General Education Elective	3	GE
TOTAL UNITS		16	

SECOND YEAR**Spring Semester**

COURSE NO.	COURSE TITLE	UNITS	TYPE
FILM 203	Acting	3	MA
FILM 210	Film Production 2	3	MA
WRIT 313	Advanced Academic Writing	3	GE
_____	Art History Elective	3	GE
_____	Ethics Elective	3	GE
TOTAL UNITS		15	

FILMMAKING TRACK**THIRD YEAR****Fall Semester**

COURSE NO.	COURSE TITLE	UNITS	TYPE
FILM 300	Advanced Screenwriting	3	MA
FILM 302	Film Styles: Art and History	3	MA
FILM 351	Career Development	3	MA
FILM 402	Producing	3	MA
ENVT 220	Environmental Studies	3	GE
TOTAL UNITS		15	

THIRD YEAR**Spring Semester**

COURSE NO.	COURSE TITLE	UNITS	TYPE
FILM 304	Pre-Production	3	MA
FILM 310	Documentary	3	MA
FILM 401	Entertainment Marketing	3	MA
_____	Film/Media Elective	3	MA
_____	Art History Elective	3	GE
_____	Natural Science with a Lab Elective	3	GE
TOTAL UNITS		18	

FOURTH YEAR**Fall Semester**

COURSE NO.	COURSE TITLE	UNITS	TYPE
FILM 482	Thesis 1	3	MA
FILM 420	Entertainment Law	3	MA
_____	Film/Media Elective	3	MA
_____	General Education Elective	3	GE
____3____	Upper Division Interdisciplinary Elective	3	GE
TOTAL UNITS		15	

FOURTH YEAR**Spring Semester**

COURSE NO.	COURSE TITLE	UNITS	TYPE
FILM 483	Thesis 2	3	MA
_____	Film/Media Elective	3	MA
_____	Film/Media Elective	3	MA
____3____	Upper Division General Ed. Elective	3	GE
_____	Unrestricted Elective	3	UE
TOTAL UNITS		15	

CREATIVE PRODUCING TRACK

THIRD YEAR

Fall Semester

COURSE NO.	COURSE TITLE	UNITS	TYPE
FILM 360	TV Writing and Producing	3	MA
FILM 302	Film Styles: Art and History	3	GE
FILM 402	Producing	3	MA
FILM 490	Internship	3	IN
ENVT 220	Environmental Studies	3	GE
FILM 351	Career Development	3	MA
TOTAL UNITS		18	

THIRD YEAR

Spring Semester

COURSE NO.	COURSE TITLE	UNITS	TYPE
FILM 304	Pre-Production	3	MA
FILM 310	Documentary	3	MA
FILM 401	Entertainment Marketing	3	MA
_____	Art History Elective	3	GE
_____	Natural Science with a Lab Elective	3	GE
TOTAL UNITS		15	

FOURTH YEAR

Fall Semester

COURSE NO.	COURSE TITLE	UNITS	TYPE
FILM 400	Business of Entertainment	3	MA
FILM 420	Entertainment Law	3	MA
_____	Film/Media Elective	3	MA
_____	General Education Elective	3	GE
_____3	Upper Division Interdisciplinary Elective	3	GE
TOTAL UNITS		15	

FOURTH YEAR

Spring Semester

COURSE NO.	COURSE TITLE	UNITS	TYPE
FILM 425	Short Form Production and Producing	3	MA
_____	Film/Media Elective	3	MA
_____	Film/Media Elective	3	MA
_____3	Upper Division General Ed. Elective	3	GE
_____	Unrestricted Elective	3	UE
TOTAL UNITS		15	

Program Minor Curriculum

COURSE NO.	COURSE TITLE	UNITS
FILM 101*	Film History	4
FILM 110*	Film Production 1	3
FILM 115**	Cinematography	3
FILM 140**	Sound	3
FILM 200**	Introduction to Screenwriting	3
FILM 220**	Editing	3
FILM 304†	Pre-Production	3
FILM 400†	Business of Entertainment	3
FILM 401†	Entertainment Marketing	3
TOTAL UNITS		16

*This course is required.

**Students must complete two of these courses.

†Students must complete one of these courses.

COURSE DESCRIPTIONS

FILM 101 FILM HISTORY

4 UNITS

Studio

Pre-requisites: None

This course examines the technological, social, cultural, and aesthetic dimensions of cinema and the moving image from its inception through the 1940s. Lectures, screenings, readings, and discussions will explore the formal diversity of international cinema and investigate the impact of the global circulation of films, filmmakers, and film culture.

FILM 102 FILM HISTORY 2

3 UNITS

Lecture

Pre-requisites: None

This course covers the period from 1950 to the present. 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.

FILM 110 FILM PRODUCTION 1

3 UNITS

Studio

Pre-requisites: None

This is an introductory hands-on media production course that provides solid grounding in the technical and creative aspects of narrative filmmaking. Students will conceptualize and develop individual and group projects throughout the pre-production, production, and post-production processes. Students will become familiar with the production process, cameras, lighting equipment, and more.

FILM 115 CINEMATOGRAPHY

3 UNITS

Studio

Pre-requisites: FILM 110, Film Production 1

This course is an introduction to both the creative and technical aspects of cinematography. Students will become familiar with the operation of camera, grip, and lighting equipment as well as learn techniques to aid in visual decision-making. Through individual and group exercises, students will step into the role of the cinematographer as well as other crew positions.

FILM 140 SOUND

3 UNITS

Studio

Pre-requisites: Filmmaking Major

Throughout the semester, students will be required to record sound from the production process and carry it through to post-production. Students will learn how to capture production sound utilizing different microphones and capture devices, as well as the basic techniques for recorded sound's transition to post-production work to enhance the immersive experience of film.

FILM 200 INTRODUCTION TO SCREENWRITING

3 UNITS

Lecture

Pre-requisites: WRIT 113, First-Year Academic Writing

This course explores the process of writing a narrative script through lectures, readings, writing exercises, and of course, a lot of writing. Students will learn important screenwriting basics, including standard script formatting. They will develop ideas into loglines, treatments, and short film scripts. Class emphasis is on student work, as well as on the development of the technique and craft necessary to shape it.

FILM 203 ACTING

3 UNITS

Lecture

Pre-requisites: None

This course introduces 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, students will learn how to apply these essential skills to scene work. They will also process how actors work as storytellers, which in turn informs the choices they make as directors.

FILM 210 FILM PRODUCTION 2

3 UNITS

Studio

Pre-requisites: FILM 110, Film Production 1

This course is designed to assist the growth of students 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 also will require that they work outside of class to finish assignments or projects. While discussing storytelling, the class will demand that students collaborate with others to find the best idea that suits the needs of short films they craft. This will require time and effort, respect for the process, and strong participation.

FILM 215 DIRECTING

3 UNITS

Studio

Pre-requisites: FILM 110, Film Production 1

This course explores the collaborative process between the director and actors, the communication between them, and the shaping of performances. Students will choose scenes and 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.

FILM 220 EDITING

3 UNITS

Lecture

Pre-requisites: None

Editing is an essential part of the filmmaking process, and in this class, students will gain an understanding of the principles and techniques that editors use to tell stories along with the technical aspects related to the editing process and post-production.

FILM 300 ADVANCED SCREENWRITING 3 UNITS

Lecture

Pre-requisites: FILM 200, Introduction to Screenwriting, or FILM 110, Film Production 1
Students will further develop their narrative script storytelling with a series of short writing projects, which will be developed, presented, discussed, and rewritten. Emphasis will be placed on further use of character development and arcs, effective dialogue, and the importance of conflict. At the end of the semester, the students should have a short script, one ready for them to direct.

FILM 302 FILM STYLE: ART AND HISTORY 3 UNITS

Lecture

Pre-requisites: WRIT 113, First-Year Academic Writing; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Design
Students become familiar with different styles and periods of filmmaking that continue to influence modern filmmaking. Students learn how cinema has shaped and been shaped by societies and cultures and film. Through research, essays, discussion, and other assignments, students will critically analyze formal and thematic elements that create meaning in film.

FILM 304 PRE-PRODUCTION 3 UNITS

Lecture

Pre-requisites: FILM 110, Film Production 1; Filmmaking Major
Filmmaking begins with strong pre-production work. This course teaches students the fundamentals of this crucial step in filmmaking. This class prepares students with the practical tools and information needed to get any production started. Students work on budgeting, scheduling, fundraising, and creating production plans.

FILM 310 DOCUMENTARY 3 UNITS

Studio

Pre-requisites: FILM 115, Cinematography
This course will focus on the ways documentaries report on and influence culture, examining specific processes of persuasion by various types of documentaries. We will watch, analyze, and participate in active discussion about these films. Students will consider how such documentaries have influenced their own lives and those of others. They will also conduct a series of projects that culminate with their own short documentary.

FILM 350 CAREER EXPERIENCE PREPARATION 1 UNIT

Lecture

Pre-requisites: Filmmaking Major
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 résumés, company expectations for workers, and networking skills.

FILM 351 CAREER DEVELOPMENT 3 UNITS

Lecture

Pre-requisites: FILM 110, Film Production 1
This 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 résumés, company expectations for workers, and networking skills.

FILM 360 TV WRITING AND PRODUCING 3 UNITS

Lecture

Pre-requisites: WRIT 113, First-Year Academic Writing; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Design
Arguably, no art has had a greater impact on our culture in the last century than television. After developing a basic understanding of the art and history of television's evolution, students will write in each of the four most popular television styles: procedural, western, genre, and comedy. Because of a TV writer's unique position as producer, students will also examine those responsibilities and their impact on story and production.

FILM 400 BUSINESS OF ENTERTAINMENT 3 UNITS

Lecture

Pre-requisites: WRIT 113, First-Year Academic Writing; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Design
A comprehensive examination of the business of entertainment. 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 and platforms.

FILM 401 ENTERTAINMENT MARKETING**3 UNITS**

Lecture

Pre-requisites: WRIT 113, First-Year Academic Writing; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Design

This is a course for future producers, directors, creative personnel, and marketing and distribution executives. This class addresses the marketing and distribution of filmed entertainment, and the specific business issues associated with producing and releasing movies and television programming amidst the array of new digital and streaming platforms. Through discussion and case studies, the course will instruct individuals in the kind of business and economic decisions that confront filmmakers and marketing executives. The curriculum is also designed to develop and apply business and marketing strategies that can aid in the exploitation of new media opportunities. This course will closely examine the novel challenges confronting the advertising, publicity, and promotion disciplines that comprise entertainment marketing.

FILM 402 PRODUCING**3 UNITS**

Lecture

Pre-requisites: WRIT 113, First-Year Academic Writing; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Design

This class will explore the duties and responsibilities of the producer. The producer is the first one on and the last one off the project. The course will cover how to find and option material, how to attach talent to your project, how to pitch, and how to find places to do so. This class is designed to give students the confidence needed to move forward into the world of producing.

FILM 420 ENTERTAINMENT LAW**3 UNITS**

Lecture

Pre-requisites: WRIT 113, First-Year Academic Writing; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Design

The fundamental principles of intellectual property, including copyright and trademark law, as well as contract law in the entertainment industry will form the foundation of this course. The significance of these and other legal principles will be examined as part of our study of entertainment agreements and related legal documents. These will be explored as they apply to each phase of the filmmaking business—

development, pre-production, production, post-production, and distribution. Students will be expected to acquire a basic understanding of how defamation and privacy laws, as well as doctrines related to labor and employment law, can influence the filmmaker's customary responsibilities.

FILM 425 SHORT FORM PRODUCTION AND PRODUCING**3 UNITS**

Lecture

Pre-requisites: FILM 115, Cinematography

The widespread accessibility of various streaming platforms and social media outlets has led to an explosion of short form content creation. In this course, students will develop, pitch, produce, and shoot their own original short form content. Through the exploration of formats such as music videos, commercials, promo pieces, narrative web series, and instructional videos, students will derive inspiration for their individual projects and assist classmates in creating theirs.

FILM 482 THESIS 1**3 UNITS**

Studio

Pre-requisites: FILM 304, Pre-Production; Filmmaking Major

In this class, students will be a complete filmmaker: a producer/director/writer/editor. They will explore advanced practical and conceptual issues in organizing a shoot in a digital production environment. They will tackle the pre-production and production phases of filmmaking: creating the principal team; casting and rehearsals; working with a cinematographer and production design team; leading a film set; and creating a rough assembly edit. This course also will require students to assist on the projects of their classmates. This class begins the Senior Thesis Project, which is meant to serve as part of your portfolio and capstone project.

FILM 483 THESIS 2**3 UNITS**

Studio

Pre-requisites: FILM 482, Thesis 1; Filmmaking Major

This course explores the advanced practical and conceptual post-production process from editing, audio, titles, and mixing. Continuing the work from Thesis 1, this course will take the final steps in creating the thesis film. This course will require multiple cuts of the film after peer review and presentations. This concludes the Senior Thesis Project, which is meant to serve as a portfolio piece and graduation requirement.

FILM 490_ INTERNSHIP**3 UNITS**

Lecture

Pre-requisites: Filmmaking Major

Students participate in an on-the-job practicum in commercial settings in media, design, entertainment, and marketing films. Work experience is complemented by academic requirements specified in a contract with the faculty advisor.

FILM 17__, 27__, 37__, 47__**TOPICS IN FILMMAKING****1-3 UNITS**

Lecture or Studio: Varies

Pre-requisites: Varies

These courses are topical based on student and faculty interest.

FILM 199_, 299_, 399_, 499_**INDEPENDENT STUDY****1-6 UNITS**

Lecture or Studio: Varies

Pre-requisites: Consent of the Department Chair

Individual investigation in an area of special interest chosen by the student with the approval of the dean. Periodic meetings with the assigned faculty member are required. Hours by arrangement.

Miscellaneous

The University reserves the right to retain student work for archival, exhibition, and promotional purposes, including in print and web formats. Students maintain ownership and copyright of the work.

Game Art & Design (BFA)

William Novak, MFA
Chair

Woodbury University offers a four-year Bachelor of Fine Arts degree in Game Art & Design. The program provides graduates with a solid understanding and practice of the expertise required to enter the computer game industry. The curriculum provides students with a thorough comprehension of the production process through critical and creative thinking, theoretical and historical study, and conceptual and experimental exploration.

The incredible growth and sheer expressive power of computer and video games have made them an important and influential part of the cultural landscape. Rapid advancement of technology requires continuous development of new skills for designers and artists. A generation of young gamers raised on earlier video games are now the designers and creators of today's games. Young artists and designers—who are now students—will grow into the field's innovators and emerge as the creators of tomorrow's games, but it doesn't end there: the technology, skills, and techniques of game art and game design have advanced into new areas that promote learning, encourage health and exercise, assist corporations and the military in recruiting and training, and create new medical therapies.

The Game Art & Design BFA connects 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 concept ideation, play mechanics, computer programming, story development, game system navigation, user interfacing, scoring systems, and rapid prototyping.

As one of the many vibrant programs in the School of Media, Culture & Design, Game Art & Design integrates communications and psychology into the general education curriculum through the study of visual communications, media culture, consumer behavior, and media psychology.

Woodbury University's location at the heart 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 computing in the development of immersive game experiences. Through original interactive projects, each student develops an individual creative voice while collaborating in an authentic production environment. We provide students with the knowledge and skills they need to excel and meet the challenges of this industry's rapidly changing production and distribution technologies.

Program Learning Outcomes

Students who graduate from Woodbury's Game Art & Design program will achieve these learning outcomes:

- Knowledge of concepts related to the visual, spatial, sound, motion, interactive, and temporal elements and features of digital technology, and of the principles for their use in the creation and application of interactive digital media;
- An understanding of characteristics and capabilities of particular hardware and software game technologies with regard to expressive, functional, strategic and narrative applications;
- Awareness of the most useful, effective, and desirable processes in the development and coordination of digitally based art and design strategies;
- Knowledge of associated history, theory, and criticism, with respect to areas such as film, video, technology, and digital art and design;
- Development of the ability to work in teams and organize collaboration among people of different disciplines;
- Understanding of structure and professional practices of the video game and interactive media industries;
- Development of an industry-style work portfolio to highlight the individual student's particular strengths.

Assessment Process

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 faculty 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 as well as institutional outcomes. The five core competencies include Oral Communication, Written Communication, Information Literacy, Quantitative Reasoning, and Critical Thinking. Institutional learning outcomes include Design Thinking, Civic Engagement, Interdisciplinarity, 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 Portfolio Review during the second year of study. This process documents student progress and is required for entrance into all upper-division studios.

Student work is also evaluated through the Senior Degree 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 since the Portfolio Review are evaluated. A final assessment evaluating each student's preparedness for commercial game studio or other media environments is conducted through career experience host companies.

Pre-Capstone Requirements

Portfolio Review

During sophomore year, each student is required to submit a comprehensive portfolio of work from each major design studio demonstrating sufficient development of the knowledge and skills particular to the student's emphasis in Game Art or Game Design. Students who do not pass the Portfolio Review must remediate according to review committee recommendations and resubmit their portfolios for future review.

Degree Project Sequence

In order to illustrate the required professional and production capabilities before graduation, students must successfully pass GAME 431, Degree Project: R&D, and GAME 432, Degree Project: Production.

Degree Projects are designed to provide students with experience researching, planning, and developing a substantial video game or interactive media project that illustrates the artistic, design, and production techniques practiced in the previous years of study. Students must demonstrate the application of research and development to a self-initiated game or media project through a rigorous level of work demonstrating high degrees 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, concept 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, student work is reviewed by department faculty. Additionally, evidence of learning is assessed through GAME 200, Portfolio Review, during the second year of study. These portfolios must include project samples from all studios completed. In their senior year, students develop their professional portfolios for review and assessment by industry professionals, 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 during career 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 all Game Art & Design studios in order to continue in the studio sequence. A student receiving a grade below "C" in a studio class 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.

Additional 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 career experience at a local game development studio, internet company, entertainment studio, or media publishing company. The career experience requirement must be completed in the junior or senior year and approved by the department chair. Woodbury's Student Affairs Office offers a variety of programs, services, and resources to assist students in exploring careers. Student Affairs staff work with students one-on-one to develop successful career experience search strategies to help students connect with employers through online postings, résumé collections, on- and off-campus interview opportunities, alumni connections, and employer outreach.

Guest Lecturers

Students are required to attend lectures by 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, entering the industry, quality assurance and testing, recent technological developments, and what employers look for in résumés and portfolios.

Student Computer Requirement

Game Art & Design requires third- and fourth-year students to have laptop computers, and recommends the same for first- and second-year students. Students may choose either Apple or PC/Windows laptops based on needs and individual budgets. Game Art & Design courses and faculty members use both Mac and PC computers. Students' computers and software must be compatible with existing on-campus computer labs. Teaching labs are equipped with all software used in the Game Art & Design program.

Questions may be directed to the department chair and/or faculty regarding specific project needs or current hardware/software requirements.

Lab Fees

Some courses charge a lab fee, which is applied to instructional supplies used in the studio. Specific fees are outlined in the Fee section of this catalog.

CURRICULUM SUMMARY

Game Design Emphasis

Unit Type (UT)	Number of Units (U)
Major (MA)	67
General Education (GE)	49
Unrestricted Electives (UE)	9
Work Experience (WE)	0
Minimum Total Units Required	125

Game Art Emphasis

Unit Type (UT)	Number of Units (U)
Major (MA)	67
General Education (GE)	49
Unrestricted Electives (UE)	9
Work Experience (WE)	0
Minimum Total Units Required	125

SUGGESTED SEQUENCE OF COURSES

Game Design

FIRST YEAR

Fall Semester

COURSE NO.	COURSE TITLE .	UNITS	TYPE
GAME 101	Game Design Fundamentals	3	MA
GAME 107	Game Design Practices	2	MA
GAME 109	Game Art Practices	2	MA
WRIT 113	First-Year Academic Writing	3	GE
COMM 120	Public Speaking	3	GE
_____	Unrestricted Elective	3	UE
TOTAL UNITS		16	

FIRST YEAR

Spring Semester

COURSE NO.	COURSE TITLE .	UNITS	TYPE
GAME 106	Game Code Fundamentals	3	MA
GAME 112	Game Design Documentation	3	MA
GAME 114	Game Engine Fundamentals	3	MA
GDES 107	Digital Practice	3	MA
WRIT 313	Advanced Academic Writing	3	GE
LSCI 105	Information Theory and Practice	1	GE
TOTAL UNITS		16	

SECOND YEAR

Fall Semester

COURSE NO.	COURSE TITLE .	UNITS	TYPE
FOUN 101 or			
GAME 105	Beginning Drawing or 3D Art Fundamentals	3	MA
GAME 201	Narrative Design Fundamentals	3	MA
GAME 203	Sound Design Fundamentals	3	MA
GAME 221	Game Prototyping	3	MA
GAME 200	Portfolio Review	0	MA
INDS ____	Interdisciplinary Core Elective	3	GE
TOTAL UNITS		15	

SECOND YEAR

Spring Semester

COURSE NO.	COURSE TITLE .	UNITS	TYPE
FILM 200	Introduction to Screenwriting	3	MA
GAME 211	Game Level Design	3	MA
GAME 222	Game Player Analysis	3	MA
GAME 224	History of Games: 20th Century	3	MA
GAME 240	Networked Game Development	3	MA
____ 2 ____	Mathematics Elective	3	GE
TOTAL UNITS		18	

THIRD YEAR

Fall Semester

COURSE NO.	COURSE TITLE .	UNITS	TYPE
GAME 321	User Interface Design	3	MA
GAME 323	Story Development for Interactive Media	3	MA
_____	Ethics Elective	3	GE
_____	Social Science Elective	3	GE
____ 3 ____	Upper Division General Ed. Elective	3	GE
TOTAL UNITS		15	

THIRD YEAR

Spring Semester

COURSE NO.	COURSE TITLE .	UNITS	TYPE
ENVT 220	Environmental Studies	3	GE
GAME 322	Advanced Sound Design	3	MA
GAME 332	Experimental Technology for Games	3	MA
_____	Art/Film/Design History Elective	3	GE
____ 3 ____	Upper Division Interdisciplinary Elective	3	GE
_____	Work Experience	0	WE
TOTAL UNITS		15	

FOURTH YEAR

Fall Semester

COURSE NO.	COURSE TITLE .	UNITS	TYPE
GAME 431	Degree Project: R&D	3	MA
_____	Humanities Elective	3	GE
_____	Natural Science with Lab Elective	3	GE
_____	Art/Film/Design History Elective	3	GE
_____	Social Science Elective	3	GE
TOTAL UNITS		15	

FOURTH YEAR

Spring Semester

COURSE NO.	COURSE TITLE .	UNITS	TYPE
GAME 432	Degree Project: Production	3	MA
GAME 434	Professional Practices of the Game Industry	3	MA
_____	Art/Film/Design History	3	GE
_____	Unrestricted Elective	3	UE
_____	Unrestricted Elective	3	UE
TOTAL UNITS		15	

Game Art**FIRST YEAR****Fall Semester**

COURSE NO.	COURSE TITLE	UNIT TYPE
GAME 101	Game Design Fundamentals	3 MA
GAME 107	Game Design Practices	2 MA
GAME 109	Game Art Practices	2 MA
WRIT 113	First-Year Academic Writing	3 GE
COMM 120	Public Speaking	3 GE
_____	Unrestricted Elective	3 UE
TOTAL UNITS		16

FIRST YEAR**Spring Semester**

COURSE NO.	COURSE TITLE	UNIT TYPE
FOUN 101	Beginning Drawing	3 MA
GAME 105	3D Art Fundamentals	3 MA
GAME 112	Game Design Documentation	3 MA
GDES 107	Digital Practice	3 MA
WRIT 313	Advanced Academic Writing	3 GE
LSCI 105	Information Theory and Practice	1 GE
TOTAL UNITS		16

SECOND YEAR**Fall Semester**

COURSE NO.	COURSE TITLE	UNIT TYPE
FOUN 102	Design and Composition	3 MA
GAME 140	Environmental Design and Modeling	3 MA
GAME 200	Portfolio Review	0 MA
GAME 201	Narrative Design Fundamentals	3 MA
ENVT 220	Environmental Studies	3 GE
INDS ____	Interdisciplinary Core Elective	3 GE
TOTAL UNITS		15

SECOND YEAR**Spring Semester**

COURSE NO.	COURSE TITLE	UNIT TYPE
FOUN 104 or FOUN 105	Drawing Concepts and Composition or Introduction to Figure Drawing	3 MA
GAME 224	History of Games: 20th Century	3 MA
GAME 237	Materials, Lighting, and Rendering	3 MA
GAME 238	Character Design and Modeling	3 MA
_____2____	Mathematics Elective	3 GE
TOTAL UNITS		15

THIRD YEAR**Fall Semester**

COURSE NO.	COURSE TITLE	UNIT TYPE
GAME 203	Sound Design Fundamentals	3 MA
GAME 303	Advanced 3D Sculpting	3 MA
GAME 307	Character Rigging	3 MA
_____3____	Upper Division General Ed. Elective	3 GE
_____	Social Science Elective	3 GE
TOTAL UNITS		15

THIRD YEAR**Spring Semester**

COURSE NO.	COURSE TITLE	UNIT TYPE
GAME 308	3D Cinematic Animation	3 MA
GAME 312	Advanced 3D Hard Surface Modeling	3 MA
_____	Natural Science with Lab Elective	3 GE
_____	Ethics Elective	3 GE
_____	Art/Film/Design History Elective	3 GE
_____3____	Upper Division Interdisciplinary Elective	3 GE
_____	Work Experience	0 WE
TOTAL UNITS		18

FOURTH YEAR**Fall Semester**

COURSE NO.	COURSE TITLE	UNIT TYPE
GAME 309	3D Game Animation	3 MA
GAME 431	Degree Project: R&D	3 MA
_____	Art/Film/Design History Elective	3 GE
_____	Humanities Elective	3 GE
_____	Social Science Elective	3 GE
TOTAL UNITS		15

FOURTH YEAR**Spring Semester**

COURSE NO.	COURSE TITLE	UNIT TYPE
GAME 432	Degree Project: Production	3 MA
GAME 434	Professional Practices of the Game Industry	3 MA
_____	Art/Film/Design History	3 GE
_____	Unrestricted Elective	3 UE
_____	Unrestricted Elective	3 UE
TOTAL UNITS		15

Minor Curriculum

Game Art Minor

Unit Type (UT)	Number of Units (U)
GAME 105 3D Art Fundamentals	3
GAME 140 Environmental Design and Modeling	3
GAME 237 Materials, Lighting, and Rendering	3
GAME 238 Character Design and Modeling	3
GAME 307 Character Rigging	3
TOTAL UNITS	15

Game Design Minor

Unit Type (UT)	Number of Units (U)
GAME 101* Game Design Fundamentals	3
GAME 106* Game Code Fundamentals	3
GAME 114* Game Engine Fundamentals	3
GAME 221* Game Prototyping	3
GAME 211** Game Level Design	3
GAME 240** Networked Game Development	3
GAME 323** Story Development for Interactive Media	3
TOTAL UNITS	15

*This course is required for the GAME Design Minor

**Students must complete ONE of these courses

COURSE DESCRIPTIONS

GAME 101 GAME DESIGN FUNDAMENTALS 3 UNITS

Studio

Pre-requisites: None

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.

GAME 105 3D ART FUNDAMENTALS 3 UNITS

Studio

Pre-requisites: None

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.

GAME 106 GAME CODE FUNDAMENTALS 3 UNITS

Studio

Pre-requisites: None

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.

GAME 107 GAME DESIGN PRACTICES 2 UNITS

Lecture

Pre-requisites: None

In a broad overview format, students will investigate the video game industry's standard practices employed in the creation of 3D game assets. Study includes various hardware and software technologies, their practical use and application, and the resulting work product as taught within the Game Art track. Students will ultimately determine the best track for them to pursue: Game Art or Game Design.

GAME 112 GAME DESIGN DOCUMENTATION 3 UNITS

Lecture

Pre-requisites: WRIT 113, First-Year Academic Writing; GAME 101, Game Design Fundamentals

The chronology of a video game's design from initial concept 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 (GDD). The purpose of design documentation, its maintenance, and its use in professional software development is explored. Techniques for version control, as well as the handling of design artifacts and redundant data, also will be practiced. Students will develop GDDs of their original concepts and prepare them for industry-style presentations.

GAME 114 GAME ENGINE FUNDAMENTALS 3 UNITS

Studio

Pre-requisites: GAME 101, Game Design Fundamentals

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 with emphases on 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.

GAME 140 ENVIRONMENTAL DESIGN AND MODELING 3 UNITS

Studio

Pre-requisites: GAME 105, 3D Art Fundamentals

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.

GAME 201 NARRATIVE DESIGN FUNDAMENTALS 3 UNITS

Lecture

Pre-requisites: WRIT 113, First-Year Academic Writing
Students will study the structures, styles, rhythms, and principles of story development and how it translates between various forms of media. Focus is on story structure, breathing life into compelling characters, crafting genuine dialog, consistency of voice and points of view, and building fictional worlds. Through in-class readings, active development, and group critiques of student work, student world-builders will learn and implement the fundamental tenants of crafting powerful stories, regardless of media platform.

GAME 203 SOUND DESIGN FUNDAMENTALS 3 UNITS

Studio

Pre-requisites: GAME 107, Game Design Practices; GAME 109, Game Art Practices

Hands-on study of the scientific, psychological, and transcendental qualities of sound and its effective

uses in the arts. With an emphasis on applied practice, topics include synthetic vs. real-world sound, psychoacoustics, the overtone series of periodic waveforms, harmonic analysis and timbre, composite sound effects, additive and subtractive synthesis, plus digitally modeling and altering the acoustic behavior of traditional musical instruments. Students will use advanced sound design and production software to create original soundscapes, music, and sound effects for use in their interactive media project.

GAME 211 GAME LEVEL DESIGN 3 UNITS

Studio

Pre-requisites: GAME 112, Game Design Documentation; GAME 114, Game Engine Fundamentals

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 are play-tested in class and the success of their design intent assessed.

GAME 221 GAME PROTOTYPING 3 UNITS

Studio

Pre-requisites: GAME 114, Game Engine Fundamentals

Prototyping is that part of game development where designers and artists assess all aspects of a game design prior to full production. Emphasis on issues of feasibility, practicality, and remedy of design flaws, including "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.

GAME 222 GAME PLAYER ANALYSIS 3 UNITS

Lecture

Pre-requisites: GAME 101, Game Design Fundamentals
When creating a video game, development teams often lose sight of what they are doing and why, and who they are doing it for. This class will focus on the game player and how game creators can "play to the audience." We will identify types of players, investigate why people play computer games, analyze player psychology and data profiles, as well as audience diversity and its impact on consumer marketing of video games.

GAME 224 HISTORY OF GAMES: 20TH CENTURY

3 UNITS

Lecture

Pre-requisites: WRIT 113, First-Year Academic Writing; GAME 101, Game Design Fundamentals

The creation and evolution of video games in the 20th century: We will examine the origin and development of digital games and their technology. Study begins with the World War II era and the invention of the electronic computing machine, continues 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 are analyzed in terms of social, cultural, and economic impact.

GAME 237 MATERIALS, LIGHTING, AND RENDERING

3 UNITS

Studio

Pre-requisites: GAME 140, Environmental Design and Modeling

The study of virtual light, texturing, and performance considerations: Students will explore game project development from initial concept to final production, employing simulated lighting techniques to convey the desired moods and ambiance of a given scene. Further study of function integrity, composition, and 3D camera properties, such as depth of field, custom material channels, and specialized textures, with special focus on 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.

GAME 238 CHARACTER DESIGN AND MODELING

3 UNITS

Studio

Pre-requisites: GAME 237, Materials, Lighting, and Rendering

Students will expand knowledge and technical skills necessary to translate concepts into organic 3D digital sculpture. Students use various alternative software to develop understanding of human anatomy via 3D organic modeling. Emphases on learning industry-standard best practices for efficient polygonal organic modeling, proper construction of edge loops to create shape and form, importance of multiple tile UV sets,

retopology of high-resolution models, and 3D digital painting and texturing techniques.

GAME 240 NETWORKED GAME DEVELOPMENT

3 UNITS

Studio

Pre-requisites: GAME 221, Game Prototyping

Students will design, code, and test a simultaneous multi-user game project that operates over a Local Area Network (LAN). Using newly developed network API's and associated software, student game designers will tackle and solve new sets of problems posed by the implementation of real-time networked gameplay. Project proposals will include detailed documentation outlining the scope, nature, risk areas, and contrasting techniques that address the differences between networked and local gameplay.

GAME 303 ADVANCED 3D SCULPTING

3 UNITS

Studio

Pre-requisites: GAME 238, Character Design and Modeling

Students will further develop the knowledge and technical skills necessary to translate concept renderings or photos into 3D digital organic sculpture. Emphasis is on industry-standard best practices for the creation of realistic likenesses that demonstrate proper organic shape and form. Focuses include extensive attention to detail of hard surface accessories, the importance of multiple tile UV sets, retopology of high-resolution models, advance digital painting, and texturing baking techniques.

GAME 307 CHARACTER RIGGING

3 UNITS

Studio

Pre-requisites: GAME 238, Character Design and Modeling

Students will study and practice techniques involved in character creation by developing unique skeletal structures and rigs used in character animation. Students will learn to model character body mechanics to aid animators in the creation of complex 3D animations.

GAME 308 3D CINEMATIC ANIMATION**3 UNITS**

Studio

Pre-requisites: GAME 307, Character Rigging

Students will design, develop, and produce an original 3D animated short. Production practices will include concept art development, the creation of motion-based storyboards, and use of industry-standard 3D and motion software. Students will learn to bring 3D objects to life with overlapping, compound motions expressing the influences of gravity, weight, and momentum. Traditional key-frame animation will be digitally integrated with motion-capture data to tell an expressive, original story.

GAME 309 3D GAME ANIMATION**3 UNITS**

Studio

Pre-requisites: GAME 238, Character Design and Modeling; GAME 308, 3D Cinematic Animation

Students 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.

GAME 312 ADVANCED 3D HARD SURFACE MODELING**3 UNITS**

Studio

Pre-requisites: GAME 237, Materials, Lighting, and Rendering

Students will apply previously learned "game-ready" creation skills to create highly accurate 3D mechanical hero assets. Emphasis is on industry-standard workflows and best practices for asset creation, including precision modeling, optimization, baking, multiple tile UV sets, and texturing. Students will create an online presentation portfolio, which allows viewers to interactively manipulate and inspect their high-resolution 3D models.

GAME 321 USER INTERFACE DESIGN**3 UNITS**

Studio

Pre-requisites: GAME 221, Game Prototyping

Students will study the foundations of interactive design, graphic design, information architecture, and usability design to create effective video game

interfaces. In addition to learning interface design methodologies and principles, students also will 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.

GAME 322 ADVANCED SOUND DESIGN**3 UNITS**

Studio

Pre-requisites: GAME 203, Sound Design

Fundamentals; GAME 221, Game Prototyping

Building on the foundation of GAME 203, Sound

Design Fundamentals, students will design and

construct unique and original audio assets and

production devices in support of the composition

of original long-form sonic pieces. Areas of

focus include abstract collages, traditional and

experimental music composition, expressive

narrative-driven soundscapes, compound sound

effects, advanced audio production tools and

techniques, and live performance of original

compositions. Focus is on the integration of original

assets and phrases with commercial audio assets

and frameworks.

GAME 323 STORY DEVELOPMENT FOR INTERACTIVE MEDIA**3 UNITS**

Studio

Pre-requisites: GAME 112, Game Design

Documentation; GAME 221, Game Prototyping

Students survey the unique qualities of storytelling

available in interactive media and games to develop

their own methods of understanding, interpreting,

and ultimately, producing sophisticated video game

narratives. 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 of interactive prototypes, and

creating a consistent level of production.

GAME 332 EXPERIMENTAL TECHNOLOGY FOR GAMES**3 UNITS**

Studio

Pre-requisites: GAME 221, Game Prototyping

What will be the future of video games? An

examination of the technologies of perception used

to create immersive game experiences in fields of

virtual reality, mixed reality, augmented reality, and alternate reality. Devices designed to enhance users' perceptual experiences and the human sensory array that drives them are explored. Students will design and implement immersive experiences for a range of technology platforms aimed at increasing players' sensory experiences.

GAME 390 CAREER EXPERIENCE

0 UNITS

Lecture

Pre-requisites: Consent of the Department Chair;
Game Art & Design Major

One hundred twenty hours of work experience in the video game, entertainment, or interactive industries 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 student supervisor. Grades are pass/fail and are based on a signed evaluation from the company's supervisor and an internship journal maintained by the student. Journals will detail hours worked, industry knowledge gained, and expectations and thoughts on the experience. Students will formally share their findings with classmates.

GAME 431 DEGREE PROJECT: R&D

3 UNITS

Studio

Pre-requisites: Consent of the Department Chair
Through lectures, self-directed study, and research, student teams will develop proposals and project plans for substantial original works of interactive media. Students will develop proposals that describe in detail the scope and nature of the digital media project to be produced for their Degree Project. Focus is on creating comprehensive game design documentation and a complete art style guide of the proposed project. Students will deliver their proposals in scripted, formal presentations to students and faculty members. Projects approved by the department chair will undergo a planning phase during which students will develop inclusive production schedules that include task breakdowns and assignments, dates and itemization of deliverables, asset creation contingencies, prototyping of key interactive features, and play testing.

GAME 432 DEGREE PROJECT: PRODUCTION

3 UNITS

Studio

Pre-requisites: Consent of the Department Chair;
GAME 431, Degree Project: R&D

Students implement their project plan of an original video game or other interactive media developed and approved in the previous semester's GAME 431, Degree Project: R&D phase. 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. Degree Projects are formally presented and assessed in a final faculty review. Assessment points include effective and creative use of technologies, the quality of problem solving, design thinking throughout the production cycle, usability, professionalism, and the ultimate success of project management planning.

GAME 434 PROFESSIONAL PRACTICES OF THE GAME INDUSTRY

3 UNITS

Studio

Pre-requisites: Consent of the Department Chair;
GAME 431, Degree Project: R&D

Students prepare for the challenges of 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 abilities to effectively assess prospective employers to identify the best possible matches.

GAME 17__, 27__, 37__, 47__ TOPICS IN GAME ART AND DESIGN

UNITS: VARIES

Lecture or Studio: Varies

Pre-requisites: Varies

An in-depth investigation into topics of timely significance in the field of Game Art and Design. Topics are determined on the basis of faculty and student interest.

GAME 199_, 299_, 399_, 499_ INDEPENDENT STUDY

UNITS: VARIES

Lecture or Studio: Varies

Pre-requisites: Consent of the Dean

Individual investigation in an area of special interest chosen by the student with the approval of the dean. Periodic meetings with the assigned faculty member are required. Hours by arrangement.

Graphic Design (BFA)

Behnoush McKay, MFA

Chair

Accreditation

National Association of Schools of Arts & Design (NASAD)

Introduction

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 by 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 method becomes part of the student's design process. Through this process, students learn how to convey their personal voices 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, projects that simulate professional practice, and individual and class critiques. This pedagogy involves levels of competency including introduction, development, practice, and mastery. Courses are taught by design educators

and industry professionals, and include study in typography, graphic design, digital practice, package design, interactive media, photography, design history, and professional practices. In the senior year, students can focus their creative energy and gain experience in a design profession of particular 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 & Design, the Graphic Design 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 via 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 cultivate 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 develop 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 ability to understand and 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 social, cultural, and economic implications of technology on message creation and production, as well as human behavior, and to incorporate solutions 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.

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 learning 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 design 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 their development since the Progress Portfolio Review. A final assessment evaluating the students' preparedness for professional design environments is conducted via internship host companies.

Portfolio Requirement

Freshman Students

Applicants are encouraged to submit a portfolio that demonstrates their artistic perspective and range of skills to help their Woodbury University professors better understand how to assist them in reaching both their academic and professional goals. The portfolio should include a minimum of seven pieces including drawings or sketches, paintings, photographs, collages, typographic layouts, or any color studies or general design projects. Combinations of finished pieces and sketches are acceptable.

Transfer Students

Transfer students are required to submit a digital portfolio of their work to the Graphic Design department. A range of work is preferable and can include drawings or sketches, graphic design projects, typographic layouts, paintings, photographs, collages, color studies, or any general design projects. The portfolio should include a minimum of 10 pieces and demonstrate the applicant's artistic perspective, range of skills, and exhibit a grasp of an issue or individual point of view. It should include a description of the work, along with any project specifications or requirements. Each piece of work should be dated with the date of completion.

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 members and the department chair. GDES 289, Progress Portfolio, is a pre-requisite 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.

Pre-requisite 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 pre-requisite is GDES 491, Degree Project Research, in which students develop a proposal for their degree project. The course is broken into four modules that deal with the components of the Graphic Design project: topic development, research and information analysis, conceptual thesis, and contextual framework.

Capstone Courses

In order to illustrate required professional and design competencies before graduation, students must successfully pass GDES 491, Degree Project Research; GDES 492, Degree Project; and GDES 485, Portfolio Presentation. GDES 492 is the program's capstone project. Capstone projects provide students with 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, clearly resolved level of work representative of 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 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 portfolios, which are 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 professional degree. A minimum grade of "C" is required for the design studios in order to continue in the studio sequence. A student receiving a grade below a "C" must successfully repeat that studio prior to enrollment in the succeeding studio. Students are not permitted to enroll in more than 12 studio units in a single semester.

Additional 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, résumé collections, on- and off-campus interview opportunities, alumni connections, and employer outreach in the U.S.

Design Symposia

As an exploration and study of current art and design events in the Los Angeles area, this experience requires students to attend lectures, museums, galleries, and 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 by 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 Affiliations

The Woodbury University Graphic Design program is affiliated with AIGA, the professional association for design, whose mission is to advance design 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 to 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 also 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 in all Graphic Design courses;
- Proficiency in word processing, document formatting, 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 Wi-Fi network. The Department of Graphic Design requires a laptop computer, the use of which is mandatory beginning with the course GDES 216, Typography II. However, it is strongly recommended for first-semester studio courses as well. The system must be compatible with existing on-campus computer labs. Specific hardware and software requirements are listed on the Graphic Design website.

CURRICULUM SUMMARY

Major Curriculum

Unit Type (UT)	Number of Units (U)
Major (MA)	.71
General Education (GE)	.49
Unrestricted Electives (UE)	.5
Work Experience (WE)	.0
Minimum Total Units Required	125

SUGGESTED SEQUENCE OF COURSES

FIRST YEAR

Spring Semester

COURSE NO.	COURSE TITLE	UNITS	TYPE
FOUN 101	Beginning Drawing	3	MA
GDES 106	Graphic Design 1	2	MA
GDES 107	Digital Practice	3	MA
WRIT 113	First-Year Academic Writing	3	GE
_____	Unrestricted Elective	3	UE
TOTAL UNITS		14	

FIRST YEAR

Fall Semester

COURSE NO.	COURSE TITLE	UNITS	TYPE
FOUN 102	Design and Composition	3	MA
GDES 116	Typography 1	3	MA
GDES 240	Photography 1	3	MA
GDES 260	History of Graphic Design	3	GE
PSYC 150	General Psychology	3	GE
LSCI 105	Information Theory and Practice	1	GE
TOTAL UNITS		16	

SECOND YEAR

Fall Semester

COURSE NO.	COURSE TITLE	UNITS	TYPE
FOUN 106	Color Theory and Interaction	3	MA
GDES 207	Digital Media	3	MA
GDES 216	Typography 2	3	MA
GDES 256	Interaction Design 1	3	MA
COMM 120	Public Speaking	3	GE
TOTAL UNITS		15	

SECOND YEAR

Spring Semester

COURSE NO.	COURSE TITLE	UNITS	TYPE
GDES 356	Interaction Design 2	3	MA
GDES 285	Logo and Identity Design	3	MA
GDES 288	Graphic Design 2	3	MA
GDES 289	Progress Portfolio	0	MA
WRIT 313	Advanced Academic Writing	3	GE
_____2_____	Mathematics Elective	3	GE
TOTAL UNITS		15	

THIRD YEAR

Fall Semester

COURSE NO.	COURSE TITLE	UNITS	TYPE
GDES 310	Information Design	3	MA
GDES 315	Package Design	3	MA
GDES 391	Design Symposia	1	MA
ENVT 220	Environmental Studies	3	GE
INDS _____	Interdisciplinary Core Elective	3	GE
_____	Art History Elective	3	GE
TOTAL UNITS		16	

THIRD YEAR

Spring Semester

COURSE NO.	COURSE TITLE	UNITS	TYPE
GDES 396	User Experience Design	3	MA
GDES 388	Graphic Design 3	3	MA
GDES 491	Degree Project Research	3	MA
_____	Natural Science with Lab Elective	3	GE
_____	Humanities Elective	3	GE
_____3_____	Upper Division Interdisciplinary Elective	3	GE
_____	Work Experience	0	WE
TOTAL UNITS		18	

FOURTH YEAR**Fall Semester**

COURSE NO.	COURSE TITLE	UNITS	TYPE
GDES 417	Typography 3	3	MA
GDES 492	Degree Project	3	MA
GDES 4__	Upper Division Major Elective	3	MA
PSYC 3__ or COMM 3__	Upper Division Psychology Elective or, Upper Division Communication Elective	3	GE
____ 3__	Upper Division Interdisciplinary Elective	3	GE
_____	Unrestricted Elective	2	UE
TOTAL UNITS		17	

FOURTH YEAR**Spring Semester**

COURSE NO.	COURSE TITLE	UNITS	TYPE
GDES 450	Professional Practice	2	MA
GDES 485	Portfolio Presentation	3	MA
GDES 4__	Upper Division Major Elective	3	MA
_____	Art History Elective	3	GE
_____	Social Science Elective	3	GE
TOTAL UNITS		14	

Minor

Graphic Design offers two minor options. One option is for Architecture and students in BFA programs. The other option is for students who are not majoring in design programs. Students in either minor track must complete 15 units from the courses listed below

GRAPHIC DESIGN MINOR FOR NON-ARCHITECTURE AND NON-DESIGN MAJORS ONLY**Unit Type (UT) Number of Units (U)**

GDES 106	Graphic Design 1	2
GDES 107	Digital Practice	3
GDES 116	Typography 1	3
GDES 216	Typography 2	3
GDES 288	Graphic Design 2	3
GDES 289	Progress Portfolio	0
GDES 391	Design Symposia	1
TOTAL UNITS		15

GRAPHIC DESIGN MINOR FOR ARCHITECTURE AND OTHER DESIGN MAJORS ONLY**Unit Type (UT) Number of Units (U)**

GDES 116*	Typography 1	3
GDES 216*	Typography 2	3
GDES 285*	Logo and Identity Design	3
GDES 288*	Graphic Design 2	3
GDES 289*	Progress Portfolio	0
GDES 207**	Design Media	3

GDES 240**	Digital Photography	3
GDES 256**	Interactive Design 1	3
GDES 310**	Information Design	3
GDES 315**	Package Design	3
GDES 414**	Environmental Graphics	3
GDES 430**	Advertising Design	3
GDES 446**	Entertainment Design	3
GDES 447**	Motion Design	3
TOTAL UNITS		15

*This is a required course

Students must take **one of these courses

COURSE DESCRIPTIONS**GDES 100 INTRODUCTION TO GRAPHIC DESIGN**

2 UNITS

Studio

Pre-requisites: None

This course is an introduction to 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.

GDES 106 GRAPHIC DESIGN 1

2 UNITS

Studio

Pre-requisites: None

Introduction to the field of graphic design exploring the creation and function of design as a tool of communication, including issues of information, concept, and execution. Emphasis will be placed on understanding principles of visual organization and typography. Study of the elements of design as applied to graphic design problem solving.

GDES 107 DIGITAL PRACTICE

3 UNITS

Studio

Pre-requisites: None

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.

GDES 116 TYPOGRAPHY 1**3 UNITS**

Studio

Pre-requisites: None

This course is an introduction to the fundamentals of typography, including its theory, practice, technology, and history. Emphases are 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.

GDES 207 DIGITAL MEDIA**3 UNITS**

Studio

Pre-requisites: GDES 107, Digital Practice

This is an intermediate course in the study and practice of software applications used for the design and production of multi-page documents and motion-based design—emphases on digital visual effects, motion graphics, and compositing. Commercial printing processes, including digital pre-press and post-press applications, also are covered.

GDES 216 TYPOGRAPHY 2**3 UNITS**

Studio

Pre-requisites: GDES 116, Typography 1

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.

GDES 240 PHOTOGRAPHY 1**3 UNITS**

Studio

Pre-requisites: None

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 applications, including image editing, printing, and color management.

GDES 250 SCREEN PRINTING 1**3 UNITS**

Studio

Pre-requisites: Sophomore Standing

This course is an intermediate studio featuring the exploration and study of the screen-printing process covering inks, imaging techniques, and stencil systems. Students will investigate surfaces and substrates—including fabric, paper, and plastics—and produce screen prints. Students also will examine the history of screen printing and develop a contemporary industry overview. Individual study and investigation of special interests will be encouraged.

GDES 256 INTERACTION DESIGN 1**3 UNITS**

Studio

Pre-requisites: GDES 107, Digital Practice; GDES 116, Typography 1

This course is an intermediate studio exploring best practices and current trends of front-end web development, and will include experimentation with various methods of organization and the mapping of information to integrate layers of content into non-linear, interactive narration.

GDES 260 HISTORY OF GRAPHIC DESIGN**3 UNITS**

Lecture

Pre-requisites: WRIT 113, First-Year Academic Writing

This course provides a study of the historical evolution of graphic design and visual communication from the Industrial Revolution to the current era. Through the perspective of Modernism, students will examine how graphic design has responded to and continues to affect cultural, social, political, and technological developments. Late Modern, Postmodern, and contemporary movements are covered via analysis of key national and international practitioners to explore how the field has been affected by advancements in design theory and technology. Students will discuss the work of major individual designers and their stylistic approaches to visual communication and messaging.

GDES 285 LOGO AND IDENTITY DESIGN**3 UNITS**

Studio

Pre-requisites: GDES 216, Typography 2

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. Emphases are on the application of

logotypes and typographic issues in logo design, as well as style manuals and collateral applications.

GDES 288 GRAPHIC DESIGN 2

3 UNITS

Studio

Pre-requisites: FOUN 106, Color Theory and Interaction; GDES 106, Graphic Design 1; GDES 116, Typography 1; GDES 107, Digital Practice

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. Emphases are on conceptual thinking, visual organization/composition, information hierarchy, symbolic representation, and the construction of meaningful images.

GDES 289 PROGRESS PORTFOLIO

0 UNITS

Studio

Pre-requisites: FOUN 106, Color Theory and Interaction; GDES 106, Graphic Design 1; GDES 116, Typography 1; GDES 107, Digital Practice; GDES 288, Graphic Design 2

Required as a co-requisite to GDES 288, Graphic Design 2, students will develop portfolios of 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.

GDES 310 INFORMATION DESIGN

3 UNITS

Studio

Pre-requisites: GDES 288, Graphic Design 2; GDES 289, Progress Portfolio; GDES 260, History of Graphic Design

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.

GDES 315 PACKAGE DESIGN

3 UNITS

Studio

Pre-requisites: GDES 288, Graphic Design 2

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 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.

GDES 340 PHOTOGRAPHY 2: PHOTOGRAPHIC PRACTICE

3 UNITS

Studio

Pre-requisites: GDES 240, Photography 1

This course is a continuation of photographic study, exploring technique, in-studio and other lighting options, and presentation/professional practices. Emphases placed on the continuation of the contemporary photographic series, portfolio development, post-visualization, and materials, with a basic introduction to photographic theory.

GDES 342 PHOTOGRAPHIC STUDIO AND ALTERNATIVE PRACTICE

3 UNITS

Studio

Pre-requisites: GDES 240, Photography 1

This is a course in intermediate challenges in studio photography for both commercial and creative applications, 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, and includes basic studio lighting techniques for digital camera operation.

GDES 356 INTERACTION DESIGN 2

3 UNITS

Studio

Pre-requisites: GDES 216, Typography 2; GDES 256, Interaction Design 1

This is an advanced studio course exploring the design of web-based user interface applications across multiple devices. Emphases are 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.

GDES 360 SCREEN PRINTING 22**3 UNITS**

Studio

Pre-requisites: GDES 250, Screen Printing 1

This is an advanced studio featuring the exploration and study of the screen-printing process as applied to the student's major discipline, and 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.

GDES 388 GRAPHIC DESIGN 3**3 UNITS**

Studio

Pre-requisites: GDES 288, Graphic Design 2

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 materials are also examined. Students will present and receive feedback from the sponsoring client in a professional format.

GDES 390 INTERNSHIP**1-4 UNITS**

Lecture

Pre-requisites: GDES 310, Information Design

Students will participate in off-campus internships in design, advertising, and marketing. No more than 10 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 40 hours of participation is required for each unit of credit. These units can be applied to the Career Experience requirement.

GDES 391 DESIGN SYMPOSIA**1 UNIT**

Lecture

Pre-requisites: GDES 288, Graphic Design 2

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 these experiences.

GDES 392 DESIGN SYMPOSIA 2**1 UNIT**

Lecture

Pre-requisites: GDES 391, Design Symposia

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. Students will attend lectures, museums, galleries, exhibitions, or other events exploring a variety of topics, and analyze and discuss these experiences. Readings and discussion of the experiences will enhance the analytical perspective of the student.

GDES 396 USER EXPERIENCE DESIGN**3 UNITS**

Studio

Pre-requisites: GDES 310, Information Design; GDES 356, Interaction Design 2

This studio course introduces 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 in their respective contexts, and invent systems through which users can create their own experiences.

GDES 414 ENVIRONMENTAL GRAPHICS**3 UNITS**

Studio

Pre-requisites: GDES 288, Graphic Design 2; GDES 289, Progress Portfolio

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.

GDES 417 TYPOGRAPHY 3**3 UNITS**

Studio

Pre-requisites: GDES 288, Graphic Design 2; GDES 289, Progress Portfolio

This is an advanced studio course that explores experimental typographic applications in 2D, 3D, and 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.

GDES 430 ADVERTISING DESIGN

3 UNITS

Studio

Pre-requisites: GDES 288, Graphic Design 2; GDES 289, Progress Portfolio

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. Employing research and design development, students will create projects in response to the social and cultural human factors that impact consumers.

GDES 432 PUBLICATION DESIGN

3 UNITS

Studio

Pre-requisites: GDES 288, Graphic Design 2; GDES 289, Progress Portfolio

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.

GDES 446 ENTERTAINMENT DESIGN

3 UNITS

Studio

Pre-requisites: GDES 288, Graphic Design 2; GDES 289, Progress Portfolio; GDES 240, Photography 1

This is an advanced design studio exploring graphic applications in the entertainment business. Students will study industry marketing techniques through exploration of theatrical, video game, and music-related projects.

GDES 447 MOTION DESIGN

3 UNITS

Studio

Pre-requisites: GDES 288, Graphic Design 2; GDES 289, Progress Portfolio; GDES 356 Interaction Design 2

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.

GDES 450 PROFESSIONAL PRACTICE

2 UNITS

Studio

Pre-requisites: GDES 288, Graphic Design 2; WRIT 113, First-Year Academic Writing

This is an examination of business procedures used in the graphic design industry. Students will develop formal business and marketing plans with graphic components that include identity and promotional elements. Emphases are placed on entrepreneurial strategies, professional issues and relationships, project procedures, business management, ethical issues, copyright, contracts, and pricing.

GDES 485 PORTFOLIO PRESENTATION

3 UNITS

Studio

Pre-requisites: GDES 310, Information Design

This is an advanced studio in the preparation and presentation of the student's 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 résumé preparation, job search issues, networking, references, and salary negotiation also are covered.

GDES 491 DEGREE PROJECT RESEARCH

3 UNITS

Studio

Pre-requisites: GDES 310, Information Design

Through the study of design research methodology and theoretical concepts, students develop a proposal for their capstone degree project. Emphases are 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.

GDES 492 DEGREE PROJECT

3 UNITS

Studio

Pre-requisites: GDES 491, Degree Project Research

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.

GDES 17__, 27__, 37__, 47__ TOPICS IN GRAPHIC DESIGN

UNITS: VARIES

Lecture or Studio: Varies

Pre-requisites: Varies

Topics will include advanced design, production, and communication problems of a specialized nature.

GDES 199_, 299_, 399_, 499_ INDEPENDENT STUDY

UNITS: VARIES

Lecture or Studio: Varies

Pre-requisites: Consent of the Dean

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 10 units of credit may be given for independent study courses toward the BFA degree.

Psychology (BA)

Joye Swan, PhD
Chair

Introduction

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. Psychology students investigate the intricacies of human development, consider the effects of mental illness on individuals, confront issues of competition, cooperation, and conformity within social settings, and explore mechanisms of influence in the media and their environments. 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 receive a strong foundation in psychological theory and application that successfully prepares them to continue their education at the graduate school level and enables development of the skills necessary to design, implement, statistically analyze, and write research studies. At the same time, the program's emphasis on critical thinking and social behavior is designed to complement any career path involving human interaction. 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.

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.

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

Content Knowledge

- Demonstrate strong content knowledge across the breadth of the psychology discipline.
- Develop the ability to design, conduct, and evaluate scientific research.

Critical Thinking

- Exhibit sound critical-thinking skills, including the systematic weighing of evidence and analysis of arguments.

Collaboration and Application

- Apply the knowledge of psychology creatively to real-world problems.
- Develop the ability to design, conduct, and evaluate scientific research.

Communication

- Display practiced, discipline-specific writing skills.
- Demonstrate computer application skills in acquiring, organizing, analyzing, and presenting data and information.

Assessment Process

Placement Exam Requirements

Psychology students who have not received transfer credit for a 200-level math course are encouraged to take the Math Placement Exam, but it is not required. See the "Academic Proficiencies and Placement" section of the Academic Journey chapter of this catalog for more information.

Formative Assessment Experiences

The Psychology program runs on a five-year cycle of assessment and review. The purpose of this is to maintain the highest academic standard and ensure that the program continues to meet the needs of the students it serves. Assessment of program learning outcomes is an ongoing part of that process. Assessment of student success in meeting these

criteria occurs throughout the curriculum, but most particularly in the major's capstone courses. The majority of upper-division Psychology courses include written projects that 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.

Marker Courses

There are two marker courses in the major designed to measure student progress in acquiring 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.

Summative Assessment Experiences

The Capstone Course of the major is the Senior Thesis (PSYC 410), for which students complete an extensive research project, applying what they have learned in psychology to a real-world problem or question of their choosing. Seniors present their completed projects in a public forum to be evaluated by members of the Woodbury community as well as professionals in the field. Students must also apply to present their final projects at a national or regional research conference.

Program Specific 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 330, Foundations in Research Methods; PSYC 402, Advanced Research Methods; and PSYC 410, Senior Thesis. A Psychology major receiving a grade below the standard must successfully repeat that course prior to enrollment in succeeding courses.

The University reserves the right to retain student work for archival, exhibition, and promotional purposes, including print and web formats.

Additional Learning Opportunities

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, résumé collections, on- and off-campus interview opportunities, alumni connections, and employer outreach in the United States.

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

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. 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 projects for presentation at a professional, peer-reviewed psychological conference.

Professional Affiliations

The Woodbury University Psychology program is a member chapter of Psi Chi, the international honor society in psychology. Students meeting academic and service eligibility requirements are inducted annually into lifetime membership in Psi Chi.

Technology and Computer Requirements

Computer Literacy Requirements

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 administrators and course instructors.
- Proficiency in internet research through completion of all writing-intensive courses requiring research papers. These courses include especially PSYC 200, Introduction to Psychology; PSYC 330, Foundations in Research Methods; PSYC 402, Advanced Research Methods; and PSYC 410, Senior Thesis.
- Proficiency in word processing, as 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 the SPSS data-processing program, 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 other presentation software through the completion of courses including, but not limited to, PSYC 402, Advanced Research Methods; and PSYC 410, Senior Thesis.
- Proficiency in searching databases for research articles and books, as verified through research assignments and essays that are submitted in almost all 300-level (and above) Psychology courses.

Student Computer Requirements

Students are responsible for maintaining University email and ISP accounts; student-owned computers used on campus should have network and/or Wi-Fi cards for access to the University's Wi-Fi network. SPSS is available on all on-campus computers.

CURRICULUM SUMMARY

Major Curriculum

Unit Type (UT)	Number of Units (U)
Major (MA)	59
General Education (GE)	40
Unrestricted Electives (UE)	18
Internship (IN)	3
Minimum Total Units Required	120

SUGGESTED SEQUENCE OF COURSES

FIRST YEAR

Fall Semester

COURSE NO.	COURSE TITLE	UNITS	TYPE
WRIT 113	First-Year Academic Writing	3	GE
COMM 120	Public Speaking	3	GE
PSYC 102	Foundation in Critical Thinking	1	MA
PSYC 103	Career Pathways in Psychology	1	MA
PSYC 104	History of Psychological Science	1	MA
COMM 2__	Communication Elective	3	MA
_____	Unrestricted Elective	3	UE
TOTAL UNITS		15	

FIRST YEAR

Spring Semester

COURSE NO.	COURSE TITLE	UNITS	TYPE
PSYC 200	Introduction to Psychology	3	MA
PHIL 210	Ethical Systems	3	GE
LSCI 105	Information Theory and Practice	1	GE
INDS ____	Interdisciplinary Core Elective	3	GE
_____	General Education Elective	3	GE
_____	Unrestricted Elective	3	UE
TOTAL UNITS		16	

SECOND YEAR

Fall Semester

COURSE NO.	COURSE TITLE	UNITS	TYPE
PSYC 210	Developmental Psychology	3	MA
ENVT 220	Environmental Science	3	GE
WRIT 313	Advanced Academic Writing	3	GE
_____	Social Science Elective	3	GE
_____	Unrestricted Elective	3	UE
TOTAL UNITS		15	

SECOND YEAR

Spring Semester

COURSE NO.	COURSE TITLE	UNITS	TYPE
PSYC 305	Personality	3	MA
PSYC 300	Social Psychology	3	MA
_____	Natural Science with Lab Elective	3	GE
_____3__	Upper Division General Ed. Elective	3	GE
_____	Unrestricted Elective	3	UE
TOTAL UNITS		15	

THIRD YEAR

Fall Semester

COURSE NO.	COURSE TITLE	UNITS	TYPE
PSYC 3__	Upper Division Major Elective	3	MA
PSYC 3__	Upper Division Major Elective	3	MA
PSYC 3__	Upper Division Major Elective	3	MA
COMM 2__	Communication Elective	3	MA
_____	Unrestricted Elective	3	UE
TOTAL UNITS		15	

THIRD YEAR**Spring Semester**

COURSE NO.	COURSE TITLE	UNITS	TYPE
PSYC 309	Abnormal Psychology	3	MA
PSYC 330	Foundations of Research Methods	3	MA
PSYC 221	Statistics for Behavioral Sciences	3	GE
PSYC 3__	Upper Division Major Elective	3	MA
____3__	Upper Division Interdisciplinary Elective	3	GE
TOTAL UNITS		15	

FOURTH YEAR**Fall Semester**

COURSE NO.	COURSE TITLE	UNITS	TYPE
PSYC 331	Advanced Statistics for Behavioral Science	4	MA
PSYC 402	Advanced Research Methods	4	MA
PSYC 3__	Upper Division Major Elective	3	MA
_____	Unrestricted Electives	3	UE
TOTAL UNITS		14	

FOURTH YEAR**Spring Semester**

COURSE NO.	COURSE TITLE	UNITS	TYPE
PSYC 490_	Internship	3	IN
PSYC 410	Senior Thesis	3	MA
PSYC 3__	Upper Division Major Elective	3	MA
PSYC 3__	Upper Division Major Elective	3	MA
____3__	Upper Division General Ed. Elective	3	GE
TOTAL UNITS		15	

Minor Curriculum

Students completing a minor in psychology must complete 15 units from the courses listed below.

Unit Type (UT)	Number of Units (U)
PSYC 200* Introduction to Psychology	3
PSYC 300** Social Psychology	3
PSYC 305** Personality	3
PSYC 306** Influence and Persuasion	3
PSYC 309** Abnormal Psychology	3
PSYC 311** Human Sexuality	3
PSYC 313** Cognition	3
PSYC 314** Psychology of Gender	3
PSYC 316** Cross-Cultural Psychology	3
PSYC 317** Media Psychology	3
PSYC 318** Consumer Behavior	3
PSYC 319** Introduction to Counseling	3
PSYC 320** Sensation and Perception	3

PSYC 321** Neuropsychology	3
PSYC 322** Marriage and Intimacy	3
PSYC 323** Psychology of Evil	3
PSYC 324** Psychology of Fear	3
PSYC 325** Psychology of Fashion	3
PSYC 37__** Topics in Psychology	3
TOTAL UNITS	15

*This course is required.

Students must take **four of these courses.

Optional Psychology Concentrations

Students can choose to declare a concentration in the following areas: Clinical or Media. Listed below are the course requirements for each. Once fulfilled, the concentration designation will be listed on the student's official transcript. Each senior thesis is required to reflect the student's declared concentration.

Clinical Concentration*

Choose four of the following:

PSYC 309 Abnormal Psychology	3	MA
PSYC 319 Introduction to Counseling	3	MA
PSYC 322 Marriage and Intimacy	3	MA
PSYC 323 Psychology of Evil	3	MA
PSYC 324 Psychology of Fear	3	MA
PSYC 326 Addictions	3	MA

Media Concentration*

PSYC 306 Influence and Persuasion	3	MA
PSYC 317 Media Psychology	3	MA
PSYC 318 Consumer Behavior	3	MA

* Course substitutions are possible upon approval of the chair.

COURSE DESCRIPTIONS**PSYC 102 FOUNDATIONS IN CRITICAL THINKING****1 UNIT****Lecture**

Pre-requisites: None

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.

**PSYC 103 CAREERS AND PATHWAYS
IN PSYCHOLOGY****1 UNIT**

Lecture

Pre-requisites: None

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 and 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 lying 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.

**PSYC 104 HISTORY OF PSYCHOLOGICAL
SCIENCE****1 UNIT**

Lecture

Pre-requisites: None

This course presents a brief history of activities of the previous two centuries related to the development of psychology, 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.

PSYC 150 GENERAL PSYCHOLOGY**3 UNITS**

Lecture

Pre-requisites: None

This course is designed to provide you with a broad overview of the science known as psychology. Upon completion of the requirements for this course, you will be able to demonstrate a working knowledge of the main disciplines that make up the field of psychology. As psychology is a science, the course will emphasize theory and research. This class is geared toward an applied understanding of the material presented and does not believe that memorization of mundane facts constitutes learning.

PSYC 200 INTRODUCTION TO PSYCHOLOGY**3 UNITS**

Lecture

Pre-requisites: WRIT 113, First-Year Academic Writing

This course introduces students to the basic concepts of psychology and the psychological processes of perception, learning, thinking, motivation, personality, development, and social behavior.

PSYC 210 DEVELOPMENTAL PSYCHOLOGY**3 UNITS**

Lecture

Pre-requisites: None

This course focuses on the study of the psychological development of the person, from the prenatal period through old age and death. The course emphasizes theories and their applications to the understanding of the physical, cognitive, social, and emotional changes that occur throughout the human lifespan.

**PSYC 221 STATISTICS FOR THE BEHAVIORAL
SCIENCES****3 UNITS**

Lecture

Pre-requisites: Placement Exam or MATH 100

Pre-Statistics with a grade of "C" or better

This course emphasizes a conceptual rather than computational understanding of basic statistical ideas, 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.

PSYC 300 SOCIAL PSYCHOLOGY**3 UNITS**

Lecture

Pre-requisites: WRIT 313, Advanced Academic Writing; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources for Architecture and Interior Design; PSYC 200, Introduction to Psychology, or PSYC 150, General Psychology; COMM 120, Public Speaking

Social psychology is concerned with the interaction of individuals with other individuals and groups. Topics include attitudes, prejudice, persuasion, obedience, and attraction.

PSYC 305 PERSONALITY**3 UNITS**

Lecture

Pre-requisites: WRIT 113, First-Year Academic Writing; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources for Architecture and Interior Design; PSYC 200, Introduction to Psychology, or PSYC 150, General Psychology; COMM 120, Public Speaking

An integrated and interactive look into the personality system using theory and research from psychology to explore the science of individual differences. Important questions guiding the course include, "Who am I?" "What types of people are there?" and "How can I live my life well?" Methods of personality assessment, such as projective tests, self-judgment scales, and other measurement tools will also be examined.

PSYC 306 INFLUENCE AND PERSUASION**3 UNITS**

Lecture

Pre-requisites: WRIT 313, Advanced Academic Writing; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources for Architecture and Interior Design; PSYC 200, Introduction to Psychology, or PSYC 150, General Psychology; COMM 120, Public Speaking

This course explores how people influence themselves and each other, individually 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.

PSYC 309 ABNORMAL PSYCHOLOGY**3 UNITS**

Lecture

Pre-requisites: WRIT 113, First-Year Academic Writing; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources for Architecture and Interior Design; PSYC 200, Introduction to Psychology, or PSYC 150, General Psychology; COMM 120, Public Speaking

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.

PSYC 311 HUMAN SEXUALITY**3 UNITS**

Lecture

Pre-requisites: WRIT 113, First-Year Academic Writing; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources for Architecture and Interior Design; PSYC 200, Introduction to Psychology, or PSYC 150, General Psychology; COMM 120, Public Speaking

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.

PSYC 313 COGNITION**3 UNITS**

Lecture

Pre-requisites: WRIT 113, First-Year Academic Writing; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources for Architecture and Interior Design; COMM 120, Public Speaking

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.

PSYC 314 PSYCHOLOGY OF GENDER**3 UNITS**

Lecture

Pre-requisites: WRIT 113, First-Year Academic Writing; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources for Architecture and Interior Design; PSYC 200, Introduction to Psychology, or PSYC 150, General Psychology; COMM 120, Public Speaking

This course examines concepts and issues related to gender, viewed from a broad range of disciplines within the social sciences with emphases on historical antecedents, evolution, biology, and cultural norms. Issues include the meaning of gender in society, the development of gender identity, sex roles, and gender differences in aptitudes and abilities.

PSYC 316 CROSS-CULTURAL PSYCHOLOGY 3 UNITS

Lecture

Pre-requisites: WRIT 113, First-Year Academic Writing; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources for Architecture and Interior Design; PSYC 200, Introduction to Psychology, or PSYC 150, General Psychology; COMM 120, Public Speaking
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.

PSYC 317 MEDIA PSYCHOLOGY 3 UNITS

Lecture

Pre-requisites: WRIT 113, First-Year Academic Writing; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources for Architecture and Interior Design; PSYC 200, Introduction to Psychology, or PSYC 150, General Psychology; COMM 120, Public Speaking
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 intelligence.

PSYC 318 CONSUMER BEHAVIOR 3 UNITS

Lecture

Pre-requisites: WRIT 113, First-Year Academic Writing; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources for Architecture and Interior Design; PSYC 200, Introduction to Psychology, or PSYC 150, General Psychology; COMM 120, Public Speaking
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.

PSYC 319 INTRODUCTION TO COUNSELING 3 UNITS

Lecture

Pre-requisites: WRIT 113, First-Year Academic Writing; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources for Architecture and Interior Design; PSYC 200, Introduction to Psychology, or PSYC 150, General Psychology; COMM 120, Public Speaking
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 addicts, etc.) will be explored. Professional issues related to laws, ethics, and personal care will also be considered.

PSYC 320 SENSATION AND PERCEPTION 3 UNITS

Lecture

Pre-requisites: WRIT 113, First-Year Academic Writing; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources for Architecture and Interior Design; PSYC 200, Introduction to Psychology, or PSYC 150, General Psychology; Placement Exam or MATH 100, Pre-Statistics with a grade of "C" or better
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.

PSYC 321 NEUROPSYCHOLOGY 3 UNITS

Lecture

Pre-requisites: WRIT 113, First-Year Academic Writing; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources for Architecture and Interior Design; PSYC 200, Introduction to Psychology, or PSYC 150, General Psychology
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).

PSYC 322 MARRIAGE AND INTIMACY**3 UNITS**

Lecture

Pre-requisites: WRIT 113, First-Year Academic Writing; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources for Architecture and Interior Design; PSYC 200, Introduction to Psychology, or PSYC 150, General Psychology

This course uses a critical-thinking approach to introduce students to the study of intimate relationships, encouraging them to interact and participate with what they read. Foundational topics like theoretical perspectives, cultural influences, gender, and sexuality are balanced with coverage of non-traditional relationships, co-habitation, couples therapies, divorce, and relationships across the lifespan. Current trends that affect students directly, from “hooking up” to social networking websites and internet dating make this course educational, pertinent, and practical.

PSYC 323 PSYCHOLOGY OF EVIL**3 UNITS**

Lecture

Pre-requisites: WRIT 113, First-Year Academic Writing; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources for Architecture and Interior Design; PSYC 200, Introduction to Psychology, or PSYC 150, General Psychology

This course will examine the theory and research behind the troubling issue of human malice. Readings will address historical and contemporary examples of “evil” as both a moral absolute and a societal construction, focusing on a variety of behaviors from murder to allegations of vampirism and witchcraft to foreign and domestic terrorism to internet “trolling.” Humankind’s propensity to perceive and engage in evil will be discussed from several angles of the behavioral sciences, including social psychology (i.e., mob behavior and scapegoating), genetics and neuroscience (evolutionary predictors), personality and individual differences (“bad apples”), cultural anthropology (mythology and folklore), and even popular culture (portrayals of evil in media and fiction).

PSYC 324 PSYCHOLOGY OF FEAR**3 UNITS**

Lecture

Pre-requisites: WRIT 113, First-Year Academic Writing; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources for Architecture and Interior Design; PSYC 200, Introduction to Psychology, or PSYC 150, General Psychology

We live in an uncertain world. Every day we are

inundated with images of death, destruction, and mayhem. These images influence our perception of the world and our responses within it. This class will rely on the use of social psychological principles to examine the origins of and our reactions to fear. In addition, how fear is used as a medium of influence in politics, religion, consumer behavior, and the media will be discussed in depth.

PSYC 325 PSYCHOLOGY OF FASHION**3 UNITS**

Lecture

Pre-requisites: WRIT 113, First-Year Academic Writing; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources for Architecture and Interior Design; PSYC 200, Introduction to Psychology, or PSYC 150, General Psychology

This unique course explores the role of social, developmental, and evolutionary psychology in the world of fashion. Cultural and historical aspects of style and dress, issues of status and conformity, and the impact of fashion on the perception of others are examined. Additionally, the influence of social psychological principles in fashion marketing is considered. Special interest topics may include the psychology of color, gender identity and expression through fashion, sub-culture fashion and cultural norms, and adolescent-focused marketing.

PSYC 326 ADDICTIONS**3 UNITS**

Lecture

Pre-requisites: WRIT 113, First-Year Academic Writing; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources for Architecture and Interior Design; PSYC 200, Introduction to Psychology, or PSYC 150, General Psychology

The course will focus on the biological and psychological mechanisms of addiction as well as the effects of substance abuse on the body and the brain. Throughout the course, students will get the opportunity to evaluate the multiple conceptions of addiction, such as assessing the disease model as well as the moral and behavioral model. Students will be encouraged to arrive at a critical understanding of the various dynamics underlying addiction.

The course will address topics related, but not limited to; the different perspectives addressing addiction, different prevention models to substance abuse, treatment models in working with substance abuse, and the high prevalence of co-morbidity rates within this population. Students will get the opportunity to

obtain additional knowledge about addiction and effective treatment models from two guest speakers; a recovering addict regarding his personal experience with addiction and a neurofeedback expert in the field of addiction.

PSYC 330 FOUNDATIONS IN RESEARCH METHODS

3 UNITS

Lecture

Pre-requisites: WRIT 113, First-Year Academic Writing; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources for Architecture and Interior Design; PSYC 200, Introduction to Psychology, or PSYC 150, General Psychology

This course introduces students to 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. Students will learn about research methods in this course through performing research studies rather than simply reading about them.

PSYC 331 ADVANCED STATISTICS FOR THE BEHAVIORAL SCIENCES

4 UNITS

Lecture

Pre-requisites: PSYC 221, Statistics for the Behavioral Sciences

This course examines the application of advanced statistical methods including multi-variate and non-parametric analyses. Course focuses on selecting appropriate statistical analyses and computer skills to perform the analyses using SPSS, as well as the interpretation of computer-generated results.

PSYC 402 ADVANCED RESEARCH METHODS

4 UNITS

Lecture

Pre-requisites: Psychology Major; Senior Standing; WRIT 313, Advanced Academic Writing

Advanced design thinking through experimental and research methodology in contemporary psychology. Specific topics from areas of student interest are applied to hypothesis formation, experimental design, observation, measurement, and data collection. Individuals will be expected to complete a scientific research study from conception.

PSYC 410 SENIOR THESIS

3 UNITS

Laboratory

Pre-requisites: PSYC 331, Advanced Statistics for the Behavioral Sciences; PSYC 402, Advanced Research Methods; Senior Standing; Psychology Major

This 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 will include 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.

PSYC 490_ INTERNSHIP

3 UNITS

Internship

Pre-requisites: Psychology Major; Junior Standing
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.

PSYC 17__, 27__, 37__, 47__ TOPICS IN PSYCHOLOGY

3 UNITS

Lecture or Studio: Varies

Pre-requisites: Varies

Courses focus on various areas of interest within the field of psychology.

PSYC 199_, 299_, 399_, 499_ INDEPENDENT STUDY

3 UNITS

Lecture or Studio: Varies

Pre-requisites: Consent of the Dean

Individual investigation in a field of special interest chosen by the student. Course description, objectives, content, and schedule must be submitted to the department chair for approval. Regular periodic meetings with sponsoring faculty are required.

College of Liberal Arts

Reuben J. Ellis, PhD,
Interim Dean

Even before they step onto campus, Woodbury students already comprise a diverse group driven to succeed. In the College of Liberal Arts, we strive to give our students every possible advantage as they devote their energies and ambitions to educational programs designed to meet the challenges of the contemporary world. We believe this is best accomplished via an educational practice informed by a transdisciplinary approach. In fact, Woodbury's long history of teaching practices encouraging collaboration, social responsibility, and complex forms of communication defines current forms of liberal arts inquiry and problem solving.

Our curriculum focuses on developing the intellectual capacity to produce diverse and varied contexts for examining the world; to seek out alternate, cutting-edge ways of living and experiencing different societies and ideas; to develop the interpersonal skills needed to work effectively within and across cultures; and to analyze, understand, and work toward the change students want to see in the world. Courses, majors, and programs in the College of Liberal Arts prepare students with the necessary skills for an array of careers and advanced degrees. All of our courses offer students exposure to the ever-changing body of knowledge, theories, ideas, and principles that shape society, technology, culture, and the environment. Across all of the settings within the College, the emphasis is on active, experiential learning techniques designed to enhance each student's capacity for not only independent and rigorous thought, but also creative and applied contextual analysis leading to positive action.

Mission

The College of Liberal Arts provides an active learning environment central to the intellectual and creative life of the University. Our interdisciplinary curriculum instills a love of knowledge and critical thinking, preparing students to be compassionate, well-informed world citizens who positively impact social, economic, and environmental sustainability.

Majors, Departments & Programs

The College houses six undergraduate majors as well as numerous other departments and programs to educate all Woodbury undergraduate students. The majors—Computer Science Data Analytics, History, Interdisciplinary Studies, Political Science, Professional Writing, and Public Safety Administration—are all structured as challenging interdisciplinary degrees grounded in the liberal arts:

Computer Science Data Analytics is designed to help students understand data analysis methodologies, as well as appreciate, visualize, describe, and analyze data. The need for data analytics has seen exponential growth as more professions begin to recognize its value and the advantages its use can afford. Students in this exciting interdisciplinary STEM major will be well-prepared to apply data analysis strategies in a variety of professional fields, including business, finance, architecture, engineering, medical research, and many others. Graduates of the program are well-equipped to pursue successful careers in industry or government, or to take on graduate studies in related fields.

History offers an interdisciplinary approach with a global perspective informed by insights from the political science arena. Core seminars in European and Non-European History, as well as the Modern and Early Modern Eras, are complemented by studies of topics such as genocides and terrorism. A year-long pair of seminars resulting in a senior thesis, as well as opportunities for practical internships, caps the program.

Interdisciplinary Studies allows students to build their own majors. Students collaborate on the design of their own learning—an exclusive academic experience in which the University becomes an open-source platform students can use to help define who and what they want to become. As part of a community of self-directed learners, students work one-on-one

with relevant faculty members from across the campus to integrate two different disciplines among those offered at Woodbury, resulting in a senior thesis project that sets the course for a wholly unique career.

Political Science offers an interdisciplinary approach with a global perspective and insights from historical study. Core seminars in International Relations, Comparative Politics, Political Theory, and American Politics are complemented by the study of topics such as globalization and terrorism. Opportunities for practical internships and a year-long pair of seminars resulting in a senior thesis cap the program

Professional Writing emphasizes the principles of clarity, ethics, relevance, creativity, and global scope as students learn to integrate the diverse endeavors of creative and professional writing while focusing on their own unique passions and expressive goals. Students become the authors, information architects, document designers, and cross-cultural communicators sought by creative industries, businesses, governments, and non-profit organizations.

Public Safety Administration evaluates, researches, and serves criminal justice professions through a unique interdisciplinary approach to the study of criminal justice and human behavior. Our curriculum provides substantive and practical knowledge to link multidisciplinary social science theories and methods with effective, responsible public policy and the ethical practice of 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 to enrich and diversify our students' experiences in such fields as art, history, economics, foreign philosophy, personal and professional development, sciences, and urban studies. Finally, we host several programs to assist students in their academic success, including the Writing Center and the Math, Science, and Subject Tutoring Center. We are committed to the success of those in our degree programs and to all students among Woodbury's two campuses.

Faculty

The faculty of the College of Liberal Arts is incredibly diverse, not only in educational and personal 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 the University's students. They serve as mentors and advisors, providing personal and ongoing direction to students in majors, minors, or simply taking individual courses. Faculty members also work collegially and collaboratively with each other, as well as with educators across and outside the University, to establish opportunities for inter- and transdisciplinary research and course development.

FULL-TIME FACULTY

Matthew A. Bridgewater, Associate Professor, Writing
PhD, Bowling Green State University

Nageswar Rao Chekuri, Professor, Physics
EdD, University of Cincinnati

Annie Chu, Associate Professor, Mathematics
PhD, University of California, Los Angeles

Amy Marie Converse, Professor, Art History
PhD, University of California, Los Angeles

Douglas J. Cremer, Professor, History and
Interdisciplinary Studies
PhD, University of California, San Diego

Reuben J. Ellis, Professor, Writing
PhD, University of Colorado at Boulder

Richard N. Matzen, Jr., Professor, Writing
PhD, Indiana University of Pennsylvania

Will McConnell, Professor, Interdisciplinary Studies
PhD, McMaster University, Ontario

Phillip E. Pack, Professor, Biology
PhD, Claremont Graduate University

Samuel E. Sambasivam, Professor, Computer Science
Data Analytics
PhD, Moscow State University, Russia

H. Eric Schockman, Professor, Politics &
International Relations
PhD, University of California, Riverside

Martin C. Tippens, Associate Professor, Mathematics
EdD, California State University, Northridge

Rossen Ventzislavov, Professor, Philosophy
PhD, City University of New York

ADJUNCT FACULTY

Eugene Allevato, Mathematics
PhD, Tilburg University, Netherlands

Emily Bills, Urban Studies
PhD, New York University

Nina Briggs, Interdisciplinary Studies
BArch, University of Southern California

Elizabeth Carreno, Public Safety Administration
MA, University of Southern California

Laila Dahan, Writing
PhD, University of Exeter, United Kingdom

Michael Dee, Art History
MFA, Kent State University, Ohio

Laurel DiGangi, Writing and Tutoring
Services Coordinator
MA, University of Illinois, Chicago

Linda Dove, Writing and Honors Coordinator
PhD, University of Maryland, College Park

Ramazan Ercan, Mathematics
PhD, University of Texas at Arlington

Eva Friedberg, Urban Studies
PhD, Visual Studies, University of California, Irvine

Mark Gaynor, Philosophy
MA, California State University, Los Angeles

Charles J. Geletko, Public Safety Administration
MA, California State University, Long Beach

Anne Gloag, Mathematics
PhD, Northwestern University

Chelsea Hull, Writing
MA, California State University, Los Angeles

Dahn Hiuni, Art History
PhD, Penn State University

Victor Jackson, Public Safety Administration
MA, Woodbury University

Hason Johnson, Public Safety Administration
JD, Texas Southern University/Thurgood Marshall
School of Law
Deirdre Mendoza, Writing
MFA, Antioch University, Los Angeles

Alexei Nowak, Writing
PhD, University of California, Los Angeles

Jeanine Onori-Webb, Interdisciplinary Studies
PhD University of California, San Diego

Lale Pakradounian
MA, California State University Northridge

Henrik Palasani-Minassians, Urban Studies
PhD, State University of New York, Albany

Kim Rawley, Writing
MA, California State University, Bakersfield

Barbara Sanchez, Biology
MS, California State University, Northridge

John Scholte, Interdisciplinary Studies
MA, Western Theological Seminary

Eric Smith, Philosophy
MA, San Diego State University

Michael Sonksen, Interdisciplinary Studies and First
Year Experience Coordinator
MA, California State University, Los Angeles

Aaron Rajah Thiyagarajah, Physics
Ph.D, University of California

Brian Truong, Economics
MA, California State University, Los Angeles

Rubik Yegoryan, Mathematics
PhD, Yerevan Physics Institute and St. Petersburg
Institute of Nuclear Physics

INSTRUCTIONAL STAFF

Victor Casas, Learning Specialist–
Instructional Designer
MFA, California State University, Los Angeles

Stephen Mansur, Robotic Prototype Specialist
BS, California State Polytechnic University, Pomona

EMERITA FACULTY

Elisabeth Sandberg, Professor, Literature and
Interdisciplinary Studies
PhD, University of Massachusetts, Amherst

LIBRARY & INFORMATION SCIENCES FACULTY

Solomon Blaylock, Assistant Professor
MLIS, San Jose State University

Karla Bluestone, Assistant Professor
MLIS, San Jose State University

Linda Cooks
MLIS, Valdosta State University

Jared Cowing, Associate Professor
MLIS, University of Rhode Island

Kelly Fortmann
MLIS, Long Island University-CW Post

Ayanna Gaines, Associate Professor
MLIS, Dominican University

Eric Garcia
MLIS, San Jose State University

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 the 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 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 20th century art, in terms of historical, social, and political events and ideas in oral presentations and written work.
- Students will demonstrate 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 20th 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

Students must complete two courses marked with an "*".

Students must complete three courses marked with an "**".

COURSE NO.	COURSE TITLE	UNITS	TYPE
ARTH 2__*	Lower Division Art History Course	3	
ARTH 2__*	Lower Division Art History Course	3	
ARTH 331**	History of Modern Painting	3	
ARTH 332**	History of Photography	3	
ARTH 333**	History of Land Art	3	
ARTH 334**	Curatorial Studies: Theory and Criticism	3	
ARTH 337**	Video Art: Blurred History, Theory, and Practice	3	
ARTH 338**	History of Performance Art	3	
ARTH 339**	History of Art and Violence	3	
ARTH 340**	History of Zombie Films, Art, and Literature	3	
ARTH 341**	History of Avant-Garde Film	3	
ARTH 342**	Art Theory and Practice	3	
ARTH 343**	History of Digital Art and Electronic Media	3	
ARTH 37__**	Topics in Art History	3	
ARTH 375**	Field Experience	3	
TOTAL UNITS:		15	units

COURSE DESCRIPTIONS

ARTH 204 HISTORY OF MODERN ART

UNITS: 3

Lecture

Pre-requisites: None

This course will seek to create a historical narrative from circa 1860 to the period immediately following World War II by outlining the major artistic movements and theories in modern art. Focusing primarily on the art of Europe and the United States, students also will study design, architecture, and finance in order to observe the characteristics of progress and originality that often define avant-garde modernism

ARTH 205 HISTORY OF CONTEMPORARY ART

UNITS: 3

Lecture

Pre-requisites: None

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.

ARTH 211 HISTORY OF LATIN AMERICAN ART

UNITS: 3

Lecture

Pre-requisites: None

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.

ARTH 331 HISTORY OF MODERN PAINTING

UNITS: 3

Lecture

Pre-requisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Design, or LSCI 205, Information in the Disciplines; WRIT 313, Advanced Academic Writing; COMM 120, Public Speaking; ARTH 204, History of Modern Art, ARTH 205, History of Contemporary Art, or ARTH 211, History of Latin American Art

This course will provide students with a fundamental understanding of the artistic, political, cultural, and scientific developments that radically altered the look and 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.

ARTH 332 HISTORY OF PHOTOGRAPHY

UNITS: 3

Lecture

Pre-requisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Design, or LSCI 205, Information in the Disciplines; WRIT 313, Advanced Academic Writing; COMM 120, Public Speaking; ARTH 204, History of Modern Art, ARTH 205, History of Contemporary Art, or ARTH 211, History of Latin American Art

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 lectures, field trips to exhibitions, group discussions, and student research presentations.

ARTH 333 HISTORY OF LAND ART

UNITS: 3

Lecture

Pre-requisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Design, or LSCI 205, Information in the Disciplines; WRIT 313, Advanced Academic Writing; COMM 120, Public Speaking; ARTH 204, History of Modern Art, ARTH 205, History of Contemporary Art, or ARTH 211, History of Latin American Art

This course will introduce students to the subject of land art, focusing on situating landscape within the context of contemporary art. Through readings, film, 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.

ARTH 334 CURATORIAL STUDIES: THEORY AND CRITICISM**UNITS: 3**

Lecture

Pre-requisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Design, or LSCI 205, Information in the Disciplines; WRIT 313, Advanced Academic Writing; COMM 120, Public Speaking; ARTH 204, History of Modern Art, ARTH 205, History of Contemporary Art, or ARTH 211, History of Latin American Art

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.

ARTH 337 VIDEO ART: BLURRED HISTORY, THEORY, AND PRACTICE**UNITS: 3**

Lecture

Pre-requisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Design, or LSCI 205, Information in the Disciplines; WRIT 313, Advanced Academic Writing

This course will explore the medium of video and its chronological development, from its beginnings in the 1960s with video portability, to its immersion in today's pervasive digital practices. In addition, we also will 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.

ARTH 338 HISTORY OF PERFORMANCE ART**UNITS: 3**

Lecture

Pre-requisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Design, or LSCI 205, Information in the Disciplines; WRIT 313, Advanced Academic Writing

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, its evolution and cohabitation with video art in the 1960s and '70s, up to the present-day explosion of digital media. The course also will focus on the philosophical, economic, political, and cultural consequences of the movement in art toward the body as object to the "performative."

ARTH 339 HISTORY OF ART AND VIOLENCE**UNITS: 3**

Lecture

Pre-requisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Design, or LSCI 205, Information in the Disciplines; WRIT 313, Advanced Academic Writing

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.

ARTH 340 HISTORY OF ZOMBIE FILMS, ART, AND LITERATURE**UNITS: 3**

Lecture

Pre-requisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Design, or LSCI 205, Information in the Disciplines; WRIT 313, Advanced Academic Writing

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.

ARTH 341 HISTORY OF AVANT-GARDE FILM**UNITS: 3**

Lecture

Pre-requisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Design, or LSCI 205, Information in the Disciplines; WRIT 313, Advanced Academic Writing

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 well as their aesthetic foundations and legacies.

ARTH 342 ART THEORY AND PRACTICE**UNITS: 3**

Lecture

Pre-requisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Design, or LSCI 205, Information in the Disciplines; WRIT 313, Advanced Academic Writing

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 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.

ARTH 343 HISTORY OF DIGITAL ART AND ELECTRONIC MEDIA**UNITS: 3**

Lecture

Pre-requisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Design, or LSCI 205, Information in the Disciplines; WRIT 313, Advanced Academic Writing

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.

ARTH 344 HISTORY OF CONTEMPORARY MEXICAN ART**UNITS: 3**

Lecture

Pre-requisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Design, or LSCI 205, Information in the Disciplines; WRIT 313, Advanced Academic Writing

This course is a comparative exploration and study of contemporary art in Mexico. 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.

ARTH 345 PUBLIC ART AND THE PUBLIC SPHERE**UNITS: 3**

Lecture

Pre-requisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Design; COMM 120, Public Speaking; WRIT 313, Advanced Academic Writing

This course will examine public art within contemporary debates in art, architecture, and urban discourse, and will locate these debates in broader controversies over the meaning of democracy. The class also will study instances of institutional critique in the strategies of 20th century avant-garde artists, and evaluate the legacy of institutional critiques in the art of the present.

ARTH 375 FIELD EXPERIENCE**UNITS: 3**

Lecture

Pre-requisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Design, or LSCI 205, Information in the Disciplines; WRIT 313, Advanced Academic Writing; COMM 120, Public Speaking; ARTH 204, History of Modern Art, ARTH 205, History of Contemporary Art, or ARTH 211, History of Latin American Art

Study in Fine Arts combined with travel to relevant sites. Both travel and on-campus study are required.

**ARTH 17___, 27___, 37___, 47___
TOPICS IN ART HISTORY****UNITS: 3**

Lecture

Pre-requisites: Varies

Topics focus on various areas of interest within art history.

**ARTH 299_, 399_, 499_
INDEPENDENT STUDY****UNITS: 3-6**

Lecture

Pre-requisites: Consent of the dean

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.

Computer Science In Data Analytics (BS)

Samuel Sambasivam, PhD

**Chair and Professor of Computer Science
Data Analytics**

Introduction

The Data Analytics major is a 124-credit program for students who want to apply the principles of data analytics in their primary domain field of study. The mission of Woodbury's Department of Computer Science in Data Analytics is informed by broad interdisciplinary understanding of the liberal arts and sciences. It promotes an extensive and developing knowledge of computer and data science to facilitate the academic and professional goals of its students, while instilling within them an appreciation of all facets of the human experience. This is achieved in a collaborative atmosphere through the mutual support of students, faculty members, and administrators. Students graduate as engaged world citizens who participate conscientiously, creatively, and logically in the challenges facing our ever-changing world.

Mission

The mission of the Computer Science in Data Analytics (CSDA) Department is to transform our students into effective, ethical, and collaborative data analytics/science professionals.

Program Learning Outcomes

Through collaborations with other students, internships, classroom teaching, and hands-on experience, students will immerse themselves in the fields of computer science, mathematics, business, and communications, and build a comprehensive skill set in data analytics.

This deep set of core competencies in multiple areas—programming, statistics, data analytics, machine learning, data wrangling, data visualization, communication, and ethics—will increase students' marketability in the fast-paced data analytics/science industry. With a working knowledge of these in-demand technical skills, as well as the soft skills employers seek, students will graduate prepared to apply their data analytics/science expertise to a wide range of industries.

• Problem Solving in Computer Science and Data

Analysis: Apply computer science and statistical modeling for data-intensive problem solving and scientific discovery as individuals and in collaboration with others.

• Programming:

Use software engineering and machine learning to design and implement data-driven solutions to real-world problems.
Preserve security and sensitivity of data.

• Career:

Explore careers and advanced studies in a wide range of computer science and data analytics.

• Communication:

Develop, articulate, and present concepts of computer science and data analytics visually, symbolically, and narratively.
Apply citation and data ownership.

• Professional and Ethical Responsibility:

Identify and describe the ethical issues in a problematic situation.
Apply professional ethics related to transparency and reproducibility.

• Theories and History of Data Analytics Discipline:

Review the literature related to data analytics theories and history.

Assessment Process

Placement Exam Requirements

Computer Science in Data Analytics students who have not received transfer credit for college-level college algebra and trigonometry, or college-level pre-calculus, are required to take the Math Placement Exam. See the "Academic Proficiencies and Placement" section of the Academic Journey chapter of this catalog for more information.

Program Specific Academic Standards

In addition to the University Academic Standards as detailed in the Academic Journey section of this catalog, students are expected to earn a "C" or better in core CSDA courses to advance through the curricula.

Additional Learning Opportunities

Math, Science & Subject Tutoring

Tutoring for math, science, and other subjects is available throughout the school year. Tutoring assistance in all math and science courses—as

well as for other available courses in accounting, animation, architecture, interdisciplinary studies, and psychology—may be found at the University Tutoring Center (available courses change each semester).

Make appointments by visiting the Math, Science & Subject Tutoring Center link under the "Students" menu on the Woodbury University home page.

Capstone Courses

As a senior, each CSDA student must complete a personal data analytics project as part of their CSDA 480, Senior Project course. Students may choose to work in collaborative teams with the permission of the course instructor, provided each student takes a leadership role in some creative aspect of the project.

This capstone project demonstrates the student's mastery of programming languages and data analytics, and constitutes the central work in their professional portfolio. Completed capstone projects are expected to be of presentation-level quality, and all students are encouraged to enter their projects into appropriate computer science conferences.

Technology and Computer Requirements

Computer Literacy Requirements

The CSDA 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; familiarity with the multiple platforms available in Woodbury IT labs.
- 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 all text and images is required in all Animation courses.
- Proficiency in word processing and document formatting, including image and color management for printing.

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

Computer Science Data Analytics Program System Requirements

Windows

You can use PCs and laptops that use a supported Microsoft Windows operating system.

Model

Standard x86 (32-bit) or x86 (64-bit) compatible desktop or laptop computer

Memory

At least 1GB of RAM

Operating Systems

The following operating systems are supported:

- Windows 10, 32- or 64-bit versions

Macintosh

The Mac must meet the following system requirements:

Model

64-bit Intel-based model

Memory

At least 2GB of RAM

Operating Systems

- Mac OS X Mavericks (10.9.x)
- Mac OS X Yosemite (10.10x)
- Mac OS X El Capitan (10.11)
- Mac OS Sierra (10.12)

Linux/Unix

The recommended minimum system requirements, here, should allow even someone fairly new to installing Ubuntu or Gnu&Linux to easily install a usable system with enough room to be comfortable.

Ubuntu Laptop/Desktop Edition

GHz dual core processor

At least 1 GB RAM (system memory)

CURRICULUM SUMMARY**Program Major Curriculum**

Unit Type (UT)	Number of Units (U)
Major (MA)	64
General Education (GE)	46
Unrestricted Electives (UE)	9
Internship (IN)	5
Minimum Total Units Required	124

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

COURSE NO.	COURSE TITLE	UNITS	TYPE
CORE 101	Computer Science I	3	MA
LSCI 105	Information Theory & Practice	1	GE
MATH 226	Business Statistics	3	GE
MATH 260	Analytical Geometry I	5	MA
WRIT 113	First-Year Academic Writing	3	GE
TOTAL UNITS		15	

FIRST YEAR**Spring Semester**

COURSE NO.	COURSE TITLE	UNITS	TYPE
COMM 120	Public Speaking	3	GE
CORE 102	Computer Science II	3	MA
ENVT 220	Environmental Studies	3	GE
INDS ____	Interdisciplinary Core Elective	3	GE
MATH 261	Analytical Geometry II	5	MA
TOTAL UNITS		17	

SECOND YEAR**Fall Semester**

COURSE NO.	COURSE TITLE	UNITS	TYPE
CORE 201	Data Structures and Algorithms	3	MA
INDS ____	Interdisciplinary Core Elective	3	GE
MATH 262	Linear Algebra	3	MA
_____	Art History Elective	3	GE
WRIT 313	Advanced Academic Writing	3	GE
TOTAL UNITS		15	

SECOND YEAR**Spring Semester**

COURSE NO.	COURSE TITLE	UNITS	TYPE
CSDA 209	Big Data Learning Analytics	3	MA
CSDA 210	Database Design and Programming	3	MA
MATH 252	Discrete Mathematics	3	MA
PHYS 243	Physics for Architects	3	GE
_____	Social Science Elective	3	GE
TOTAL UNITS		15	

THIRD YEAR**Fall Semester**

COURSE NO.	COURSE TITLE	UNITS	TYPE
____3____	Upper Division Art History Elective	3	GE
CSDA 205	Windows-Based Application Development	3	MA
CSDA 320	Advanced Data Structures and Algorithms	3	MA
PHIL 210	Ethical Systems	3	GE
MATH 310	Probability and Statistics I	3	MA
TOTAL UNITS		15	

THIRD YEAR**Spring Semester**

COURSE NO.	COURSE TITLE	UNITS	TYPE
CORE 301	Artificial Intelligence	3	MA
____3____	Upper Division Interdisciplinary Elective	3	GE
MATH 311	Probability and Statistics II	3	MA
____3____	Upper Division General Education Elective	3	MA
_____	Unrestricted Elective	3	UE
TOTAL UNITS		15	

FOURTH YEAR**Fall Semester**

COURSE NO.	COURSE TITLE	UNITS	TYPE
CSDA 400	Advanced Database Development	3	MA
CSDA 410	Data Mining	3	MA
MATH 312	Applied Statistical Analysis	3	MA
_____3	Upper Division General Education Elective	3	GE
_____3	Upper Division Social Science Elective	3	GE
TOTAL UNITS		15	

FOURTH YEAR**Spring Semester**

COURSE NO.	COURSE TITLE	UNITS	TYPE
CSDA 415	Machine Learning	3	MA
CSDA 480	Senior Project	3	MA
CSDA 490	Internship	5	IN
_____	Unrestricted Elective	3	UE
_____	Unrestricted Elective	3	UE
TOTAL UNITS		17	

COURSE DESCRIPTIONS**CSDA 205 WINDOWS-BASED APPLICATION DEVELOPMENT****UNITS: 3**

Lecture

Pre-requisites: CORE 102, Computer Science II

In this course, students will learn how to create Windows-based applications using Visual Studio and the .NET Framework. This course teaches the fundamental concepts behind these applications, including event-driven programming, and will use both C# and Visual Basic .NET languages. Students will also create frontends to databases, design games, build their controls, and write programs that interact with Microsoft Office software.

CSDA 209 BIG DATA LEARNING ANALYTICS**UNITS: 3**

Lecture

Pre-requisites: CORE 201, Data Structures and Algorithms

This course provides in-depth coverage of various topics in big data, from data generation, storage, management, transfer to analytics, with a focus on the state-of-the-art technologies, tools, architectures, and systems that constitute big-data computing solutions in high-performance networks. Real-life big data applications and workflows in various domains are

introduced as use-cases to illustrate the development, deployment, and execution of a broad spectrum of emerging big-data solutions.

CSDA 210 DATABASE DESIGN AND PROGRAMMING**UNITS: 3**

LECTURE

Pre-requisites: CORE 102, Computer Science II

The study of relational database systems. Topics include standard query language (SQL), the relational model, security, normalization, functional dependency, and entity-relationship diagrams, database design, recovery, transaction processing, ethics, and client-server systems. The course also covers DBMS packages, report generators, and the use of Visual Studio and .NET languages as frontends to database systems.

CSDA 320 ADVANCED DATA STRUCTURES AND ALGORITHMS**UNITS: 3**

Lecture

Pre-requisites: CORE 201, Data Structures and Algorithms

This course is a continuation of CORE 201. The course explores the advanced data structures (including trees and graphs), the algorithms used to manipulate these structures, and their application to solving practical computer science and data analytics problems. A vital element of the course is the role of advanced data structures in algorithm design and the use of amortized complexity analysis to determine how data structures affect performance.

CSDA 400 ADVANCED DATABASE DEVELOPMENT**UNITS: 3**

Lecture

Pre-requisites: CSDA 210, Database Design and Programming

This course explores advanced topics in client server and database development. It covers the programming and administration of database systems and includes views, stored procedures, triggers, indexes, constraints, security, roles, logs, maintenance, transaction processing, XML, reporting, and other relevant topics. Students will be exposed to several database packages and will perform considerable database programming.

CSDA 410 DATA MINING**UNITS: 3**

Lecture

Pre-requisites: CSDA 400, Advanced Database Development

An introduction to basic concepts behind data mining. Survey of data mining applications, techniques, and models. Discussion of ethics and privacy issues concerning invasive use. Introduction to data mining software suite.

CSDA 415 MACHINE LEARNING**UNITS: 3**

Lecture

Pre-requisites: CORE 201, Data Structures and Algorithms

Machine learning uses interdisciplinary techniques, such as statistics, linear algebra, optimization, and computer science, to create automated systems that can sift through large volumes of data at high speed to make predictions or decisions without human intervention. This course introduces several fundamental concepts and methods for machine learning. The objective is to familiarize the students with some basic learning algorithms and techniques and their applications, as well as general questions related to analyzing and handling large data sets. Several software libraries and data sets publicly available will be used to illustrate the application of these algorithms. The emphasis will be thus on machine learning algorithms and applications, with some broad explanation of the underlying principles.

CSDA 480 SENIOR PROJECT**UNITS: 3**

Lecture

Pre-requisites: Senior Standing; Computer Science in Data Analytics Major

This course provides an opportunity for students to apply theories, ideas, principles, and skills learned in the classroom to a project of problem solving in practice. Using the internship, students further develop skills for becoming data analytics professionals. The internship experience is about understanding data analytics and business needs and practices within an organizational context, including their culture, computing and management systems, operations, resources, products, services, markets, service areas, and specialty areas. The experience is obtained in organizations approved by the CSDA Department under the guidance of a Woodbury faculty supervisor and a qualified mentor at the selected organization.

CSDA 490_ INTERNSHIP**UNITS: 5**

Lecture

Pre-requisites: Senior Standing; Computer Science in Data Analytics Major

A work experience is a graduation requirement of all CSDA students. CSDA 490_, Internship is a co-requisite to apply for internship hours. Students will keep and submit internship journals as part of this course. Students will also fulfill internship requirements, such as obtaining signed evaluations from host company supervisors indicating that they have completed the accompanying internship successfully and demonstrated appropriate professional conduct. Students may enroll in CSDA 490_, Internship for additional credit hours with the permission of the chair.

**CSDA 17_-, 27_-, 37_-, 47_--
TOPICS IN COMPUTER SCIENCE IN DATA ANALYTICS****UNITS: 3**

Varies

Pre-requisites: Varies

Special course offerings dependent upon the interest of students and faculty.

**CSDA 199_-, 299_-, 399_-, 499_--
INDEPENDENT STUDY****UNITS: 1-6**

Varies

Pre-requisites: Permission of the department chair
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.

Core

Introduction

Woodbury offers three different computer degrees. These programs are centered on computing, but apply it in different contexts:

- Business, with Computer Information Systems
- Math, with Computer Science in Data Analytics
- Media Arts, with Applied Computer Science—Media Arts

All computing programs share the following common core courses, allowing students to cross different disciplines and get a wide view of the different approaches to technology.

COURSE DESCRIPTIONS

CORE 101 COMPUTER SCIENCE I

UNITS: 3

Studio

Pre-requisites: None

This class provides a foundation in computational literacy, allowing students from a variety of disciplines to read, write, and interpret code. The course will inform through assigned readings, lectures, and workshops that programming is not only technical skill, but an essential form of literacy. It serves as a standalone course for those seeking to understand the basics of programming. The course structure is based on the “creative coding” model in which students work with programming languages to produce interactive graphics beginning on the first day of class. Principles such as conditional statements, Boolean operations, loops, functions, and classes will be covered in an applied manner, allowing students to tie syntax and semantics of code to real-time graphics.

CORE 102 COMPUTER SCIENCE II

UNITS: 3

Studio

Pre-requisites: CORE 101, Computer Science I

This course is a continuation of CORE 101: Computer Science I. This course introduces basic principles of algorithmic and object-oriented problem solving, programming language concepts, including control structures, data types, and classes. It also provides an introduction to Arrays, Inheritance, File I/O, and GUIs. Problem analysis, program design, development and implementation, and related topics are covered. Students complete several programming projects using an appropriate computer language.

CORE 201 DATA STRUCTURES AND ALGORITHMS

UNITS: 3

Studio

Pre-requisites: CORE 102, Computer Science II

This course provides a study of algorithms and their related data structures, including linear lists, linked lists, trees, graphs, sorting techniques, and dynamic storage allocation. The algorithms are used to manipulate these structures and their applications. Applications are implemented using an appropriate computer language.

CORE 301 APPLIED ARTIFICIAL INTELLIGENCE

UNITS: 3

Studio

Pre-requisites: CORE 201, Data Structures and Algorithms

This course provides an introduction to the basic principles, techniques, and applications of Artificial Intelligence. Some of the specific topics include knowledge representation, logic, inference, problem solving, search algorithms, game theory, perception, learning, planning, and agent design. Students will experience programming in AI language tools. Potential areas of further exploration include expert systems, neural networks, fuzzy logic, robotics, natural language processing, and computer vision.

Economics

Introduction

Lower-level economics are liberal arts courses offered through the department of Politics and History. For questions about the Economics courses listed below, email the Coordinator of Politics & History, Eric Schockman: Eric.Schockman@woodbury.edu.

COURSE DESCRIPTIONS

ECON 200 ELEMENTARY ECONOMICS

UNITS: 3

Lecture

Pre-requisites: None

This course is an analysis of the contemporary American economic system. This course is a combination of macro- 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.

ECON 203 MACROECONOMICS

UNITS: 3

Lecture

Pre-requisites: MATH 100, Pre-Statistics

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 also will study the applications of macroeconomic theory, including its use in evaluating and forming public policy.

ECON 204 MICROECONOMICS

UNITS: 3

Lecture

Pre-requisites: ECON 203, Macroeconomics

This course is an introduction to microeconomic analysis. Economic theory relative to demand, marginal analysis, consumer behavior, costs and production, competitive and non-competitive product markets, and labor markets and welfare will be covered. Applications of microeconomic theory, including its use in evaluating and forming public policy, also will be covered.

Honors Program

Linda Dove, PhD
Coordinator

Accreditation

Member, Western Regional Honors Council

Introduction

The Woodbury Honors Program (HONR) is an interdisciplinary, active-learning based, academic enrichment program available to high-achieving students. It aims to enhance their educational experience through curricular, co-curricular, and community service experiences in a way that coordinates with their major course of study. Participation in the program results in special designation on their academic transcript and conferred degree.

Curricular Components

- Honors students complete three Honors Seminars (one-unit, seven-week courses, taught by faculty in all subject areas across campus). These may be self-designed or group-designed directed studies (depending on enrollment), and may be proposed by students. Honors Seminars are open to all Woodbury students with space reserved for students currently in the Honors Program.
- As part of their required WRIT 313 upper-division GE writing course, Honors students begin to design an Honors thesis, a major research writing or creative project. The Honors thesis is completed with the mentorship of any Woodbury faculty member subsequent to the WRIT 313 course, may be an individual or group-directed study, and may coordinate with students' senior projects in their major.
- Honors students complete a minor; any of Woodbury's approved minors are eligible.

Co-Curricular Components

- Honors students present an Honors thesis to the Woodbury community.
- Honors students complete at least one practicum activity while at Woodbury. Options include a WISE learning experience in one of the WISE areas: civic engagement, leadership, study away, or work experience (in addition to a major internship; MORIA Literary Magazine; 7500 Magazine; an approved student-designed activity).

- Honors students attend at least four Honors-approved events per year (readings, lectures, performances) that embody an interdisciplinary focus (the Cabaret Voltaire series, for example), or a multidisciplinary combination of events hosted by their respective departments.
- Honors students meet with the Honors program coordinator at least once per semester.

Community Service Components

- Honors students complete 10 hours of volunteer service to the Woodbury community per year in an approved setting.

Mission

The Honors Program challenges students to develop as expansive and innovative thinkers, lifelong learners, and contributing members of diverse local and global communities through a rigorous engagement with curricular, co-curricular, and community-service experiences.

Program Learning Outcomes

Learning outcomes express the abilities, knowledge, and values that students can expect to gain from the Honors Program. Students completing the Honors Program will be able to:

- Describe the diverse nature of scholarship and creative work in the university (developing).
- Conduct scholarly or creative work at a professional or near-professional level, and to present their work to faculty and peers (developing).
- Demonstrate the ethical obligations of being an informed, engaged, and contributing member of local and global communities (developing).
- Participate in leadership/service, mentorship/practicum-based learning, and/or multi-cultural/inter-cultural activities (developing).

Assessment Process

Summative Assessment Experiences

The coordinator and Honors faculty regularly assess individual student learning and review the collective work of students over time. Students' written projects, presentations, group collaborations, notes on class participation, ePortfolios, records of event and activities participation, and community service are archived for review purposes, and assessment reports

are regularly developed by the coordinator and Honors faculty for the purpose of adjusting and improving the program, its courses, and student learning.

Program Specific Academic Standards

Eligibility and Completion Expectations

Students who are eligible to apply to the Honors Program have:

- An overall Woodbury GPA of at least 3.0.
- Earned at least 30 units at Woodbury for incoming first-year students or 15 units for transfer students.
- Taken or are currently taking an Honors Seminar.

Students completing the Honors Program maintain:

- Cumulative GPA of 3.4 or higher.
- Honors curriculum GPA of 3.0 or higher

COURSE DESCRIPTIONS

HONR 201 ACCELERATE THE PRESENT: FORECASTING TRENDS, SEEING THE FUTURE

UNITS: 1

Lecture

Pre-requisites: None

"I am not a speed reader," Isaac Asimov writes, "I am a speed understander." This course will enable students to develop observational and trend forecasting skills that will empower them to better understand, on both an individual and a cultural level, the dynamics of change and how trends emerge from our present moment. Students will uncover consumer trends, new thinking, and drivers of change to pinpoint tomorrow's business and design opportunities.

HONR 202 DANGEROUS LANDSCAPES: THE LANDSCAPE IMAGINARY IN THE AGE OF TECHNOLOGY

UNITS: 1

Lecture

Pre-requisites: None

Through close exploration of film fragments, literature of fiction and fact, art works and artefacts, a deeper cultural reading of dangerous landscapes is revealed. The wasteland, the swamp, the forest, the landfill,

and the underland all hold within a treasure trove of ancient and future imaginaries that structure the way current concepts of environmentalism and sustainability are understood and misunderstood.

HONR 301 THIS IS AMERICA: RACISM AND POP CULTURE

UNITS: 1

Lecture

Pre-requisites: WRIT 313, Advanced Academic Writing, or WRIT 212, Rhetoric and Design; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Design, or LSCI 205, Information in the Disciplines; COMM 120, Public Speaking

When Barack Obama was elected President of the United States in 2008, many believed that the country had entered a new "post-racial" era. American society finally saw beyond the social construct that was race, electing to the highest office in the land a man whom they believed was best suited for the job, despite his multi-ethnic background. However, throughout his presidency, the public was besieged by images of President Obama as a monkey or in blackface, and tasteless jokes centered around race and culture flooded the internet. Arrests and shootings, appropriation and mockery, mistrust, and outright hate continued, directed not only toward the Black community, but other people of color as well. America was decidedly not post-racial. This course will examine racism through the lens of 21st century. popular culture, looking at such artefacts as film, books, fashion, and music videos. Throughout the course, we will ponder this question: Does popular culture reflect our reality or create it?

Interdisciplinary Studies (BA/BS)

Will McConnell, PhD

Chair

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 as 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, film and architecture, communication and politics, art history and interior design, 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 or 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 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

Program Major Curriculum

Unit Type (UT)	Number of Units (U)
Major (MA)	42(BA) 57(BS)
General Education (GE)	49
Unrestricted Electives (UE)	25(BA) 10(BS)
Internship (IN)	4
Minimum Total Units Required	120

SUGGESTED SEQUENCE OF COURSES

FIRST YEAR

Fall Semester

COURSE NO.	COURSE TITLE	UNITS	TYPE
WRIT 113	First-Year Academic Writing	3	GE
INDS 1__	Interdisciplinary Core Elective	3	GE
_____	Art History Elective	3	GE
_____	Unrestricted Elective	3	UE
_____	Unrestricted Elective	1	UE
TOTAL UNITS		13	

FIRST YEAR

Spring Semester

COURSE NO.	COURSE TITLE	UNITS	TYPE
COMM 120	Public Speaking	3	GE
LSCI 105	Information Theory and Practice	1	GE
MATH 2__	Mathematics Elective	3	GE
_____	Social Science Elective	3	GE
_____	Humanities Elective	3	GE
_____	Unrestricted Elective	3	UE
TOTAL UNITS		16	

SECOND YEAR

Fall Semester

COURSE NO.	COURSE TITLE	UNITS	TYPE
INDS 200	Introduction to Interdisciplinary Studies	3	MA
ENVT 220	Environmental Studies	3	GE
PHIL 210	Ethical Systems	3	GE
_____	General Education Elective	3	GE
_____	Unrestricted Elective	3	UE
TOTAL UNITS		15	

SECOND YEAR

Spring Semester

COURSE NO.	COURSE TITLE	UNITS	TYPE
WRIT 313	Advanced Academic Writing	3	GE
_____	Natural Science with Lab Elective	3	GE
_____	General Education Elective	3	GE
_____	Major Area A Course	3	MA
_____	Major Area B Course	3	MA
TOTAL UNITS		15	

THIRD YEAR

Fall Semester

COURSE NO.	COURSE TITLE	UNITS	TYPE
INDS 350	Interdisciplinary Research	3	MA
_____	Major Area A Course	3	MA
_____	Major Area B Course	3	MA
____3__	Upper Division General Education Elective	3	GE
____3__	Upper Division General Education Elective	3	GE
TOTAL UNITS		15	

THIRD YEAR**Spring Semester**

COURSE NO.	COURSE TITLE	UNITS	TYPE
_____	Major Area A Course	3	MA
_____	Major Area B Course	3	MA
_____3	Upper Division Interdisciplinary Elective	3	GE
_____	Unrestricted Elective†	3	UE
_____	Unrestricted Elective†	3	UE
TOTAL UNITS		15	

FOURTH YEAR**Fall Semester**

COURSE NO.	COURSE TITLE	UNITS	TYPE
INDS 490	Internship	4	IN
INDS 491	Senior Thesis: Preparation	3	MA
_____	Major Area A Course	3	MA
_____	Major Area B Course	3	MA
_____	Unrestricted Elective†	3	UE
TOTAL UNITS		16	

FOURTH YEAR**Spring Semester**

COURSE NO.	COURSE TITLE	UNITS	TYPE
INDS 492	Senior Thesis: Execution	3	MA
_____	Major Area A Course	3	MA
_____	Major Area B Course	3	MA
_____	Unrestricted Elective†	3	UE
_____	Unrestricted Elective†	3	UE
TOTAL UNITS		15	

† These unrestricted electives must be Major Area A or B courses for the BS degree

COURSE DESCRIPTIONS**INDS 101 JOURNEYS**

UNITS: 3

Lecture

Pre-requisites: None

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.

INDS 102 NATURES

UNITS: 3

Lecture

Pre-requisites: None

This course explores the various ways human interaction with and within the natural world has been characterized and constructed among different contexts and communities.

INDS 103 CONFLICTS

UNITS: 3

Lecture

Pre-requisites: None

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.

INDS 104 KNOWLEDGES

UNITS: 3

Lecture

Pre-requisites: None

This course examines the ways in which opinions and beliefs, certainties, and bodies of knowledge have been constructed and communicated over time, including via experiential, narrative, and analytical sources.

INDS 200 INTRODUCTION TO INTERDISCIPLINARY STUDIES

UNITS: 3

Lecture

Pre-requisites: WRIT 113, First-Year Academic Writing

This course introduces students to the concepts and methods of interdisciplinary studies, including approaches toward 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.

INDS 322 MUSIC AND LITERATURE**UNITS: 3**

Lecture

Pre-requisites: COMM 120, Public Speaking; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Design, or LSCI 205, Information in the Disciplines; WRIT 313, Advanced Academic Writing

This course examines the relationship between 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.

INDS 325 L.A. STORIES**UNITS: 3**

Lecture

Pre-requisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Design, or LSCI 205, Information in the Disciplines; WRIT 313, Advanced Academic Writing

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. Each student will submit both a draft and the final version of a formal paper (documenting all 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 take on the city through personal observation, research, and presentation.

INDS 327 FILM AND LITERATURE**UNITS: 3**

Lecture

Pre-requisites: ARTH 204, History of Modern Art, or ARTH 205, History of Contemporary Art, or ARTH 211, History of Latin American Art; COMM 120, Public Speaking; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Design, or LSCI 205, Information in the Disciplines; WRIT 313, Advanced Academic Writing

This course provides an analysis of literature, film, and relationships between these two art forms.

INDS 328 READING THE WEST: TEXTS, LANDSCAPES, AND CONSTRUCTIONS IN THE ARID WEST**UNITS: 3**

Lecture

Pre-requisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Design, or LSCI 205, Information in the Disciplines; WRIT 313, Advanced Academic Writing

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).

INDS 330 SEMINAR IN TRANSDISCIPLINARY STUDIES**UNITS: 3**

Lecture

Pre-requisites: COMM 120, Public Speaking; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Design, or LSCI 205, Information in the Disciplines; WRIT 313, Advanced Academic Writing

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.

INDS 340 HUMAN AGENCY AND INTERIOR SPACES**UNITS: 3**

Lecture

Pre-requisites: COMM 120, Public Speaking; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Design, or LSCI 205, Information in the Disciplines; WRIT 313, Advanced Academic Writing

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 to formulate an understanding of the relationship between interior environments, human behavior, and ideological understandings.

INDS 350 INTERDISCIPLINARY RESEARCH**UNITS: 3**

Lecture

Pre-requisites: INDS 200, Introduction to Interdisciplinary Studies; COMM 120, Public Speaking; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Design, or LSCI 205, Information in the Disciplines; WRIT 313, Advanced Academic Writing

This course provides an introduction to the essentials of interdisciplinary research, including approaches toward 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.

INDS 490_ INTERNSHIP**UNITS: 4**

Lecture

Pre-requisites: Senior Standing; Interdisciplinary Studies Major

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 the 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.

INDS 491 SENIOR THESIS: PREPARATION**UNITS: 3**

Lecture

Pre-requisites: INDS 350, Interdisciplinary Research

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.

INDS 492 SENIOR THESIS: EXECUTION**UNITS: 3**

Lecture

Pre-requisites: INDS 491, Senior Thesis: Preparation

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.

INDS 170_, 270_, 370_, 470_ TOPICS IN INTERDISCIPLINARY STUDIES**UNITS: 1-3**

Lecture

Pre-requisites: Varies

This course focuses on various areas of interest that are best studied via an interdisciplinary approach.

INDS 199_, 299_, 399_, 499_ INDEPENDENT STUDY**UNITS: 1-6**

Lecture

Pre-requisites: Consent of the dean

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.

Library and Information Science

Nedra Peterson, MA
University Librarian

Mission

Information literacy is essential in all disciplines. Acquiring 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 begin to satisfy this 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.

Program Learning Outcomes

The most tangible results of student learning are manifest in projects created for various classes throughout the course of study at Woodbury. As part of the core competency assessment process, information literacy is assessed by the majors at or near capstone level. Bibliographies, resource lists, and other information-based projects done in upper-division courses should demonstrate accurate and correct citation practices, appropriate choices among a variety of authoritative resource materials, 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 online library catalog independently to identify and retrieve materials from various locations, choose appropriate research tools, execute effective and efficient searches, evaluate information and sources critically, and use information effectively

The library is the student's partner in learning, research, study, and teaching. Connecting students with information and related services, the library's faculty and staff provide the human element that helps guide students 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:

- Recognize and utilize the library's physical and virtual resources and services as an access point for the facilitation of learning.
- Demonstrate a foundational understanding of research methods and resources appropriate for both general and discipline-specific inquiries.
- Evaluate information critically and contextually, and incorporate appropriate information into their knowledge base.
- Integrate appropriate and meaningful sources into the creation of oral, physical, visual, and/or written works that advance understanding.
- Apply skills and knowledge of effective and ethical research processes to real-life issues and situations.
- Continue developing and practicing information literacy skills and knowledge beyond LSCI courses, applying them in other courses and situations.

Assessment Process

Formative Assessment Experiences

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.

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.

Summative Assessment Experiences

Summative assessment methods include comprehensive exams and evaluations of students'

formal presentations and projects. Assessment also takes into consideration class attendance and participation, which is explained in each course syllabus.

COURSE DESCRIPTIONS

LSCI 105 INFORMATION THEORY AND PRACTICE

UNITS: 1

Lecture

Pre-requisites: None

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, as well as 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 AND INTERIOR DESIGN

UNITS: 1

Lecture

Pre-requisites: None

Students in LSCI 106 will participate in discussions and presentations, and will complete a variety of assignments involving the use of online and print information resources. Course content will focus on the research process and on 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 design.

LSCI 205 INFORMATION IN THE DISCIPLINES

UNITS: 1

Lecture

Pre-requisites: Junior Standing or Department Consent

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.

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 chair.

LITR 199_, 299_, 399_, 499_ INDEPENDENT STUDY

UNITS: 1-6

Lecture

Pre-requisites: Consent of the dean

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.

COURSE DESCRIPTIONS

LITR 206 THE SHORT STORY

UNITS: 3

Lecture

Pre-requisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Design, or LSCI 205, Information in the Disciplines; WRIT 113, First-Year Academic Writing

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.

LITR 330 AUTOBIOGRAPHY

UNITS: 3

Lecture

Pre-requisites: COMM 120, Public Speaking; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Design, or LSCI 205, Information in the Disciplines; WRIT 313, Advanced Academic Writing

Radically different styles of autobiographies are explored. The course examines 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.

LITR 17_, 27_, 37_, 47_ TOPICS IN LITERATURE

UNITS: 1-6

Lecture

Pre-requisites: Varies

Topics focus on various areas of interest within the study of literature.

Mathematics

Annie Chu, PhD
Chair

Introduction

All Woodbury 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 by numbers in the 200s, such as:

MATH 200	Math Ideas
MATH 220	Business Math
MATH 226	Business Statistics
MATH 249	College Algebra
MATH 251	Trigonometry
MATH 27__	Topics in Mathematics
MATH 299_	Independent Study in Mathematics

In addition, the department may occasionally offer upper-division courses in mathematics:

MATH 37__	Topics in Mathematics
MATH 399_	Independent Study in Mathematics

Mission

Our mission is to promote a positive attitude toward mathematics in all students, helping them to develop mathematical habits of mind, and equipping them 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 address social and environmental challenges as they arise.

Learning Outcomes

Quantitative Literacy

- Demonstrate mastery in basic math skills.
- Apply math across the curriculum by effectively analyzing, formulating, and solving problems within other disciplines.

Communication

- Communicate mathematical concepts in three representations: written, symbolic, and graphic.

Interdisciplinary Use of Mathematics

- Effectively incorporate concepts from one math course into another.

Critical Thinking

- Demonstrate critical and abstract thinking skills.

Assessment Process

Formative Assessment Experiences

Ongoing diagnostic, formative, and summative assessment methods are used to track the results of student and faculty efforts. Reflections on the results of the assessment enable faculty to channel efforts toward more effective achievement of departmental goals. By reviewing the curriculum, instructional methods, and various assessment processes, faculty can monitor students' understanding of mathematics and natural sciences, as well as improved abstraction, communication, and collaborative skills.

In Mathematics, common final examinations are conducted for core courses with multiple sections, namely, MATH 100, 149, and 249; examinations are evaluated and graded by the Mathematics professors collectively, minimizing instructor bias. Each course and its related outcomes are assessed every two years.

Additional Learning Opportunities

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 100, Pre-Statistics is a three-unit course that prepares students for college-level work in the MATH 200, Math Ideas; MATH 220, Business Math; MATH 226, Business Statistics; and PSYC 221, Statistics for the Behavioral Sciences courses. MATH 100 applies toward elective credit but does not fulfill a general education requirement. No placement test or other pre-requisite is required to enroll in this class.

MATH 149, Intermediate Algebra is a three-unit course that prepares students for college-level mathematics in math-intensive majors (Applied Computer Science, Architecture, and Computer Science in Data Analytics). MATH 149 applies toward elective credit but does not fulfill a general education requirement. A grade of "C" (2.0) or better in MATH 049 or MATH 100—or an appropriate placement score—is required to enroll in MATH 149. A grade of "C" (2.0) or better in MATH 149 is required to enroll in MATH 249, College Algebra.

Math, Science & Subject Tutoring

Tutoring assistance in all math and science courses, as well as periodically available courses in accounting, animation, architecture, interdisciplinary studies, and psychology can be found at the University Tutoring Center. Courses with available tutors change each semester. Make appointments via the Math, Science & Subject Tutoring Center link under the "Students" menu on the Woodbury University home page.

COURSE DESCRIPTIONS**MATH 100 PRE-STATISTICS**

UNITS: 3

Lecture

Pre-requisites: None

An introduction to the mathematics required to succeed in MATH 226, Business Statistics; PSYC 221, Statistics for the Behavioral Sciences; MATH 200, Math Ideas; and MATH 220, Business Math, this course does not provide sufficient preparation for MATH 249, College Algebra, or MATH 251, Trigonometry. Topics covered in this course include formulas and algebraic expressions, linear equations and inequalities in one variable, systems of linear equations, analyzing and producing data, sample statistics and graphs, descriptive statistics, measures of center and dispersion, and probability.

MATH 149 INTERMEDIATE ALGEBRA

UNITS: 3

Lecture

Pre-requisites: MATH 100, Pre-Statistics with a grade of "C" or better, or Placement

An investigation into algebra designed to prepare students for college-level math courses. This course explores a number of algebraic concepts, methods, and applications approached through multiple perspectives: symbolic, graphic, and the written word. Topics covered include real numbers and operations; linear equations and inequalities in one and two variables; systems of linear equations and methods for their solution; exponents and polynomials; factoring; rational expressions and equations; exponents and roots; functions and their applications.

MATH 200 MATH IDEAS

UNITS: 3

Lecture

Pre-requisites: MATH 100, Pre-Statistics with a grade of "C" or better, or MATH 149, Intermediate Algebra with a grade of "C" or better, or Placement

This course provides a survey of various branches of mathematics, including the history of numeration systems, logic, inductive and deductive reasoning, geometry, perspective and art, introductory trigonometric functions, probability and statistics, and business and finance calculation. Emphasis will be placed on real-world applications of mathematics particularly within the student's field of study.

MATH 220 BUSINESS MATH

UNITS: 3

Lecture

Pre-requisites: MATH 100, Pre-Statistics with a grade of "C" or better, or MATH 149, Intermediate Algebra with a grade of "C" or better, or Placement

This is a course applying mathematics to business, economics, and management. Topics include matrices, linear programming, an introduction to probability and statistics, and the mathematics of finance.

MATH 226 BUSINESS STATISTICS

UNITS: 3

Lecture

Pre-requisites: MATH 100, Pre-Statistics with a grade of "C" or better, or MATH 149, Intermediate Algebra with a grade of "C" or better, or Placement

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 computer programs.

MATH 249 COLLEGE ALGEBRA

UNITS: 3

Lecture

Pre-requisites: MATH 149, Intermediate Algebra with a grade of "C" or better, or Placement

This is a course in algebraic functions with topics including, but 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.

MATH 251 TRIGONOMETRY**UNITS: 3**

Lecture

Pre-requisites: MATH 249, College Algebra with a grade of "C" or better

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, fundamental views of the point line and plane.

MATH 252 DISCRETE MATHEMATICS**UNITS: 3**

Lecture

Pre-requisites: MATH 149, Intermediate Algebra with a grade of "C" or better, or Placement

An introduction to the mathematics of computer science. Logic and Boolean algebra, discrete logic circuits (apps of and/or/nor), number systems, proofs, set theory, matrix theory, counting methods, discrete probability, sequences, induction, recursion, counting, and graph theory (including trees).

MATH 260 ANALYTICAL GEOMETRY I**UNITS: 3**

Lecture

Pre-requisites: MATH 251, Trigonometry with a grade of "C" or better

This course covers limits, derivatives, applications of differentiation, integrals, and the fundamental theorem of calculus. Proofs of primary calculus theorems are reviewed.

MATH 261 ANALYTICAL GEOMETRY II**UNITS: 3**

Lecture

Pre-requisites: MATH 260, Analytical Geometry I with a grade of "C" or better

Techniques of integration, numerical integration, improper integrals, and applications of the integral. Taylor polynomials, sequences and series, and power series are also studied.

MATH 262 LINEAR ALGEBRA**UNITS: 3**

Lecture

Pre-requisites: MATH 260, Analytical Geometry I with a grade of "C" or better

A study in applications of linear equations, matrices, determinants, eigenvectors, and vector spaces in the mathematics of social sciences.

MATH 310 PROBABILITY AND STATISTICS I**UNITS: 3**

Lecture

Pre-requisites: MATH 261, Analytical Geometry II with a grade of "C" or better

Introductory probability covering the design of experiments, axioms of probability, sample spaces, probability rules, independence, conditional probability, Bayes' Theorem, discrete and continuous random variables, expectation, moment generating functions, and central limit theorem. Also covered are various distributions, including joint, binomial, Poisson, geometric, normal, exponential, and uniform.

MATH 311 PROBABILITY AND STATISTICS II**UNITS: 3**

Lecture

Pre-requisites: MATH 310, Probability and Statistics I with a grade of "C" or better

Estimation theory, hypothesis testing, linear regression, and correlation and analysis of variance.

MATH 312 APPLIED STATISTICAL ANALYSIS**UNITS: 3**

Lecture

Pre-requisites: MATH 310, Probability and Statistics I with a grade of "C" or better

Review of descriptive statistics, hypothesis testing and estimation, SAS programming language, DATA step applications, SAS procedures, report generation, and working with large data sets.

**MATH 27__, 37__, 47__
TOPICS IN MATHEMATICS****UNITS: 3**

Lecture

Pre-requisites: Varies

Topics focus on various areas of interest within the study of mathematics.

**MATH 299_, 399_, 499_
INDEPENDENT STUDY****UNITS: 1-5**

Lecture

Pre-requisites: Consent of the dean

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 and an assigned faculty member are required. Thirty hours required for each unit of credit.

Pathways to Student Success

Michael Sonksen, MA
Coordinator

Introduction

The Pathways to Student Success (PASS) Program at Woodbury provides educational experiences that support student success and persistence toward graduation by focusing on the integration of personal and professional development, and cultivating a relationship between in- and out-of-class experiences. The PASS curriculum is grounded in a view of learning that is inextricably intertwined with intra- and interpersonal competence, psychosocial development, and practical competence in all dimensions of life. PASS provides a comprehensive, holistic, transformative experience intended to integrate academic learning and student development by helping students link their classroom experiences with their everyday emotional, intellectual, and physical growth as a bridge to their post-college lives.

Drawing upon widely recognized practices designed to foster inclusion and belonging—such as learning communities, common intellectual experiences, writing- and inquiry-intensive courses, collaborative projects, undergraduate research, field experiences, and ePortfolios—the PASS program employs experiential, student-centered learning through both curricular and co-curricular experiences.

The PASS program consists of seven general areas of student experience:

1. The core PASS seminar courses, PASS 100 and PASS 200;
2. A First Year Experience (FYE) program that includes linked courses and shared experiences for incoming students;
3. Orientation experiences based in Student Affairs, including SOAR and Welcome Week;
4. Co-curricular experiences originating in all the divisions and schools, including, for example, common reading experiences, student clubs and organizations, seminars, performances, colloquia, and other on- and off-campus events;

5. Additional courses designed to enhance the entry-level first-year student experience;
6. Interaction with embedded peer mentors facilitating curricular and co-curricular activities;
7. Orientation to the University-wide Honors Program.

The core one-unit PASS seminar courses, PASS 100, First Year Seminar, and PASS 200, Transfer Seminar, are designed respectively for incoming first-year and transfer students new to Woodbury. Intended to be taken during a student's first semester, these courses provide an orientation to the University experience specific to Woodbury and provide shared experiences through a common curriculum across sections and large-group plenary events and other activities, such as speakers, student-centered activities, and field experiences all designed to facilitate student explorations in three interrelated areas on three scales—self, Woodbury, and Los Angeles. More specifically, during the PASS seminar courses, PASS 100 and PASS 200, students learn: 1. about themselves and their personal, creative, culturally influenced, and historically situated worldviews; 2. practical academic and interpersonal skills and strategies that allow them to leverage campus resources and cultural, recreational, intellectual, and interpersonal opportunities to succeed at Woodbury; 3. more about the geographical, historical, and cultural context of Woodbury in the “learning laboratory” of the greater Los Angeles metropolitan area.

Aligned with the PASS seminar courses, the First Year Experience (FYE) program provides incoming first-year and transfer students with a shared interdisciplinary experience bridging between linked sections of an interdisciplinary critical reading/reading intensive course (INDS 101 Journeys, INDS 102 Natures, INDS 103 Conflicts, or INDS 104 Knowledges) and a first-year composition course (WRIT 113, First-Year Academic Writing). All sections of these INDS and WRIT courses include a common four-week shared experience module in their curricula, and paired INDS and WRIT sections scheduled at the same time create additional shared experiences and interdisciplinary team teaching/learning opportunities. The result is a dynamic and flexible student-faculty learning community built on student-centered, experiential-learning activities.

Mission

The Pathway to Student Success (PASS) program unites experiential learning, public history, critical-thinking, and technological skills to promote a pathway to academic veracity, emotional intelligence, and practical knowledge to promote 21st century skills for the long-term success of Woodbury students. The PASS Program is a pathway for student success that develops students' academic, professional, and personal realms into an integrated whole, creating versatile students ready to flourish at Woodbury, in Southern California, and as individuals in the 21st century.

Program Learning Outcomes

Learning outcomes express the abilities, knowledge, and values that students can expect to learn in the PASS Program and its courses.

Self-Awareness

- Students will evaluate their own academic success skills (such as time management, study strategies, note taking, test taking, active learning, ePortfolio building, and stress management), and identify and implement strategies to improve them.
- Students will compose an academic plan with curricular and co-curricular expectations for achieving success at Woodbury.

Community Engagement

- Students will identify organizations and groups they believe contribute positively to the Woodbury community.
- Students will join and contribute to organizations and groups with which they identify.

Collaboration

- Students will identify three or more campus resources that facilitate student success and describe how those resources help students resolve common college transition issues.
- Students will work with others in a shared student-centered learning community.

Expansive Learning

- Students will identify and access the cultural, recreational, intellectual, and interpersonal opportunities that the University community offers outside of the classroom.
- Students will describe how learning can occur outside traditional classroom/study contexts, including through the relationship between course content and co-curricular events, activities, and experiences.

Communication

- Students will communicate with others orally and in writing.
- Students will apply the relationship between writing and a specific content area.

Assessment Process

Formative Assessment Experiences

Instructors in the Pathways to Student Success Program regularly assess individual student learning and review the collective work of students over time. Students' written projects, presentations, group collaborations, notes on class participation, and ePortfolios are archived for review purposes, and assessment reports are regularly developed by the faculty for the purpose of adjusting and improving the program, its courses, and student learning.

COURSE DESCRIPTIONS

PASS 049 BRIDGE

UNITS: 3

Lecture

Pre-requisites: None

This course introduces students to the academic expectations of college academics, familiarizes students with valuable on-campus resources, and equips students with essential academic, socio-emotional and college life skills. Through academic coursework, informative workshops, and application activities, students will build and improve upon their college preparedness. The practical application of these skills is applied in the following semester.

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. Students are introduced to writing as a process to complete grammar lessons, improve grammatical accuracy, and develop expository skills. It covers common academic rhetorical strategies, establishing proofs to support a thesis idea, and writing essays that are coherent and logical.

This course provides a review of pre-algebra and introductory algebra concepts. Successful completion of this course prepares students for MATH 100 Pre-Statistics.

PASS 100 FIRST YEAR SEMINAR

UNITS: 1

Lecture

Pre-requisites: None

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 instructors explore the opportunities and challenges of a new learning environment and develop strategies to meet students' educational goals. This course cannot be repeated to remediate a non-passing grade.

PASS 200 TRANSFER SEMINAR

UNITS: 1

Lecture

Pre-requisites: None

This course is designed to introduce transfer students to strategies for succeeding in Woodbury University's design programs. While each student arrives at Woodbury with proven abilities in education, new strategies may be needed to transition from one learning community to another. This course allows students to discover the differences in their new learning environment and collaboratively explore strategies for success.

PASS 220 LEADERSHIP IN COMMUNITY BUILDING

UNITS: 1

Lecture

Pre-requisites: None

This introductory leadership course is open to all students and required for students who are applying for student leadership positions. Students will explore skills and theoretical frameworks in the areas of ethical decision making, college student development, group processes, and social responsibility.

Philosophy (Minor)

Will McConnell, PhD
Coordinator

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 inter-disciplinary—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 are supplemented by a roster of upper-division offerings that involve topical studies and guided research. The Introduction to Philosophy course (PHIL 201) and the Ethical Systems course (PHIL 210) 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 facility in reading and understanding both primary and secondary texts of philosophy.
- The student will acquire the basic analytic skills essential to philosophical argumentation.
- The student will develop 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 acquire 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.

CURRICULUM SUMMARY

Philosophy Minor Curriculum

Students must complete one course designated with an "***".

COURSE NO.	COURSE TITLE	UNITS	TYPE
PHIL 201*	Introduction to Philosophy	3	
PHIL 210*	Ethical Systems	3	
PHIL 3__	Upper Division Philosophy Elective	3	
PHIL 3__	Upper Division Philosophy Elective	3	
PHIL 3__	Upper Division Philosophy Elective	3	
PHIL 3__	Upper Division Philosophy Elective	3	
TOTAL UNITS		15	

COURSE DESCRIPTIONS

PHIL 201 INTRODUCTION TO PHILOSOPHY

UNITS: 3

Lecture

Pre-requisites: None

This course provides students with the opportunity to become acquainted with major ideas from the history of philosophy. The focus is on selections from seminal philosophical writings and the theoretical frameworks they offer. The reading of these texts facilitates an introductory understanding of philosophical thinking and philosophical method.

PHIL 210 ETHICAL SYSTEMS

UNITS: 3

Lecture

Pre-requisites: None

This course provides an introduction to the subject and methods of philosophical ethics. Positioning ourselves in the world carries a moral dimension, the exploration of which is instrumental to understanding the human condition. Ethics asks questions, applies specific approaches, and reaches fruitful conclusions as to what the right thing to do is, what justice is, and, ultimately, how we can lead better lives. The study of ethics is fundamental to our understanding of interpersonal relations, social structures, and the demands of political ideals and realities. Reaching such understanding involves the use of philosophical tools such as logic, critical thinking, argumentation, and analysis. The course objective is to acquaint students with these tools through their application to various ethical concerns and the respective historical theories that utilize them.

PHIL 310 AESTHETICS

UNITS: 3

Lecture

Pre-requisites: COMM 120, Public Speaking; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources for Architecture and Interior Design, or LSCI 205, Information in the Disciplines; WRIT 313, Advanced Academic Writing

Art and our experience of it form an important part of our existence. At the same time, art's place in our lives is continually redrawn, contested, and reconsidered. The following questions have persisted over the ages and, at different times, have yielded different answers: What is art? How is art different from (and better or worse than) craft? What constitutes a work of art? What role does the concept of genius play in art? Is the artist's intention relevant to our experience of their work? What, if any, is the practical purpose of art? What is, or should be, considered beautiful? What is the relationship between the beautiful and the good? Are matters of aesthetic value ever objective or conclusive? The Aesthetics course tackles questions like these through the investigation of the work of philosophers, critics, and artists.

PHIL 311 MORAL PHILOSOPHY

UNITS: 3

Lecture

Pre-requisites: COMM 120, Public Speaking; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources for Architecture and Interior Design, or LSCI 205, Information in the Disciplines; WRIT 313, Advanced Academic Writing

The course in Moral Philosophy provides an in-depth survey of the three branches of philosophical ethics—meta-ethics, normative ethics, and applied ethics. Meta-ethics deals with fundamental questions pertaining to the origins of normative thinking, the possibility of objective moral standards, and the justification of moral judgments. Normative ethics studies the different ethical theories and principles that furnish our moral vision and the moral actions thereof. Applied ethics uses the wisdom of meta-ethical and normative inquiry to tackle contemporary ethical issues such as the choice of voluntary euthanasia, abortion rights, marriage equality, etc.

PHIL 312 PHILOSOPHY OF RELIGION**UNITS: 3**

Lecture

Pre-requisites: COMM 120, Public Speaking; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources for Architecture and Interior Design, or LSCI 205, Information in the Disciplines; WRIT 313, Advanced Academic Writing

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. Religion, as institution and creed, has been instrumental in advancing civilizational models through its positive influence on education, cultural cohesion, and social identity. At the same time, religion has posed unique challenges to various progressive tendencies in science, politics, and the arts. After more than 2,000 years of mutual interest, philosophy is uniquely positioned to examine religion in each of its dimensions and suggest ways to adapt our understanding of those dimensions [or: "it"] to the contemporary world.

PHIL 314 EXISTENTIALISM**UNITS: 3**

Lecture

Pre-requisites: COMM 120, Public Speaking; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources for Architecture and Interior Design, or LSCI 205, Information in the Disciplines; WRIT 313, Advanced Academic Writing

This course is a consideration of the 19th and 20th centuries claims concerning the decline of the Western philosophical tradition, focusing on such writers as Nietzsche, Heidegger, and Sartre, among others. The human condition, in all of its dimensions, is the traditional focus of the philosophical enterprise. This vital interest, however, has been undermined over the course of history by various attempts to subject philosophy to cultural, scientific, or political influences. Existentialist philosophy emerged as an attempt toward restoring philosophy's humanist focus, which makes the study of it especially relevant to our challenging times.

PHIL 315 CELEBRITY**UNITS: 3**

Lecture

Pre-requisites: COMM 120, Public Speaking; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources for Architecture and Interior Design, or LSCI 205, Information in the Disciplines; WRIT 313, Advanced Academic Writing

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.

PHIL 316 PHILOSOPHY OF HISTORY**UNITS: 3**

Lecture

Pre-requisites: COMM 120, Public Speaking; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources for Architecture and Interior Design, or LSCI 205, Information in the Disciplines; WRIT 313, Advanced Academic Writing

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. This course tackles 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 come away with a stronger sense of the value the study of history brings to our lives.

PHIL 317 PHILOSOPHY OF ARCHITECTURE**UNITS: 3**

Lecture

Pre-requisites: COMM 120, Public Speaking; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources for Architecture and Interior Design, or LSCI 205, Information in the Disciplines; WRIT 313, Advanced Academic Writing

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.

PHIL 17__, 27__, 37__, 47__**TOPICS IN PHILOSOPHY****UNITS: 3**

Lecture

Pre-requisites: Varies

This course focuses on various areas of interest in philosophy.

PHIL 299_, 399_, 499_ INDEPENDENT STUDY**UNITS: VARIES**

Lecture

Pre-requisites: Permission of the dean

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.

Political Science & History (BA)

Eric Schockman, PhD
Coordinator

Introduction

The Department of Politics and History provides a diversity of educational experiences for students. The department offers students the possibility of receiving a major in History, a major in Political Science, or a double major in History and Political Science. It also includes the study of economics, which is recommended for majors in either discipline.

The Politics and History Department has created 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 political science properly concerns every aspect of human activity, past and present. Our focus in these majors, therefore, is less on memorizing specific events, theories, and persons, and more on exploring the various ways that cultural practices, economic structures, and social organizations influence and draw contrasts with the 21st century.

Modeling their faculty, students learn to articulate and clarify the multiple causes and consequences of global political developments over the past 500 years. Students are encouraged to use a variety of sources that includes political and social documents. 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 first-year pair of courses that introduces the major, as well as a pair of unique interdisciplinary core seminars that blends studies of politics and history with those of literature and philosophy. For their next two years of study, students choose to focus on one of three degree-completion pathways: 1. History core curriculum; 2. Political Science core curriculum; and 3. blended Political Science and History curriculum. Each category is comprised of four classes, totaling 12 possible

upper-division courses. Students in Political Science or History complete eight such courses, while students in the double major complete all 12.

Upper-division seminars, which are generally offered on a rotating two-year cycle, focus on such interdisciplinary topics as war and revolution, colonization 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 careers 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. Alumni from the department have received graduate degrees in history, law, public administration, education, business administration, and organizational leadership, and now serve 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 the abilities, knowledge, and values that students can expect to learn in the Political Science and History degree programs and their courses.

Political Science

- Students will analyze political situations clearly and convincingly through the lens of one or more different political ideologies or theories in oral presentations and written work.
- Students will clarify their political philosophies in light of historical knowledge and theoretical perspectives in an intelligent and convincing manner.

Global Awareness

- 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.

History

- Students will apply different historiographical approaches to historical analysis clearly and convincingly 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.

Research

- Students will develop basic research abilities, including hypotheses, analysis, use of primary and secondary sources, and qualitative and quantitative reasoning.
- 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.

Career Goals

- 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.

Assessment Process

Placement Exam Requirements

Political Science and History students who have not received transfer credit for a 200-level math course are encouraged to take the Math Placement Exam, but it is not required. See the “Academic Proficiencies and Placement” section of the Academic Journey chapter of this catalog for more information.

Formative Assessment Experiences

The Politics and 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 Political Science and History curricula have 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, students take courses on the building blocks of the discipline—specifically, critical writing, research methodology, and the transdisciplinary nature of History and Political Science. 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.

Summative Assessment Experiences

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 and take advanced courses that will contribute to the production of their senior theses. In upper-division classes, students become intimately familiar with the peer-review process and draft several revisions of any given term paper. Thus, faculty is continually evaluating student progress on argument formation and critical thinking. 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 department faculty and simulates the professional conference experience where other scholars openly critique and evaluate scholarship. Finally, every 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.

CURRICULUM SUMMARY

Program Major Curriculum

POLITICAL SCIENCE OR HISTORY MAJORS

Unit Type (UT)	Number of Units (U)
Major (MA)	39
General Education (GE)	55
Unrestricted Design Elective (UDE)	
Unrestricted Electives (UE)	23
Internship (IN)	3
Minimum Total Units Required	120

POLITICS AND HISTORY DOUBLE MAJOR

Unit Type (UT)	Number of Units (U)
Major (MA)	54
General Education (GE)	52
Unrestricted Design Elective (UDE)	
Unrestricted Electives (UE)	11
Internship (IN)	3
Minimum Total Units Required	120

SUGGESTED SEQUENCE OF COURSES

FIRST YEAR

Fall Semester

COURSE NO.	COURSE TITLE	UNITS	TYPE
POHI 101	The State, the Economy, and the City	3	MA
WRIT 113	First-Year Academic Writing	3	GE
_____	Unrestricted Elective	3	UE
_____	Unrestricted Elective	3	UE
_____	Unrestricted Elective	1	UE
TOTAL UNITS		13	

FIRST YEAR

Spring Semester

COURSE NO.	COURSE TITLE	UNITS	TYPE
POHI 102	Wars, Gods, and Revolutions	3	MA
COMM 120	Public Speaking	3	GE
PHIL 210	Ethical Systems	3	GE
LSCI 105	Information Theory and Practice	1	GE
_____	Social Science	3	GE
_____	Unrestricted Elective	3	UE
TOTAL UNITS		16	

SECOND YEAR

Fall Semester

COURSE NO.	COURSE TITLE	UNITS	TYPE
ENVT 220	Environmental Studies	3	GE
WRIT 313	Advanced Academic Writing	3	GE
INDS ____	Interdisciplinary Core Elective	3	GE
MATH 2__	Mathematics Elective	3	GE
_____	Art History Elective	3	GE
TOTAL UNITS		15	

SECOND YEAR

Spring Semester

COURSE NO.	COURSE TITLE	UNITS	TYPE
PSYC 221	Statistics for the Behavioral Sciences	3	GE
PSYC 150	General Psychology	3	GE
POHI 221	Introduction to Political and Historical Research	3	MA
INDS ____	Interdisciplinary Core Elective	3	GE
_____	Natural Science with Lab	3	GE
TOTAL UNITS		15	

THIRD YEAR (POLITICAL SCIENCE)

Fall Semester

COURSE NO.	COURSE TITLE	UNITS	TYPE
POHI 321	International Wars	3	MA
POHI 3__	Upper Division Major Elective	3	MA
____3__	Upper Division General Education Elective	3	GE
_____	General Education Elective	3	GE
_____	Humanities Elective	3	GE
TOTAL UNITS		15	

THIRD YEAR (POLITICAL SCIENCE)

Spring Semester

COURSE NO.	COURSE TITLE	UNITS	TYPE
POHI 325	Modern Revolutions	3	MA
POHI 3__	Upper Division Major Elective	3	MA
____3__	Upper Division Interdisciplinary Elective	3	GE
_____	Unrestricted Elective	3	UE
_____	Unrestricted Elective	3	UE
TOTAL UNITS		15	

FOURTH YEAR (POLITICAL SCIENCE)**Fall Semester**

COURSE NO.	COURSE TITLE	UNITS	TYPE
POHI 331	Classical Political Theory	3	MA
POHI 3__	Upper Division Major Elective	3	MA
POHI 400	Advanced Research Methods	3	MA
POHI 490_	Internship	3	IN
____3__	Upper Division General		
	Education Elective	3	GE
TOTAL UNITS		15	

FOURTH YEAR (POLITICAL SCIENCE)**Spring Semester**

COURSE NO.	COURSE TITLE	UNITS	TYPE
POHI 337	United States Constitutional Law	3	MA
POHI 3__	Upper Division Major Elective	3	MA
POHI 401	Senior Thesis	3	MA
_____	Unrestricted Elective	3	UE
_____	Unrestricted Elective	4	UE
TOTAL UNITS		16	

THIRD YEAR (HISTORY)**Fall Semester**

COURSE NO.	COURSE TITLE	UNITS	TYPE
POHI 322	Civil Wars	3	MA
POHI 3__	Upper Division Major Elective	3	MA
_____	General Education Elective	3	GE
_____	Humanities Elective	3	GE
____3__	Upper Division General		
	Education Elective	3	GE
TOTAL UNITS		15	

THIRD YEAR (HISTORY)**Spring Semester**

COURSE NO.	COURSE TITLE	UNITS	TYPE
POHI 335	Migration and Colonization	3	MA
POHI 3__	Upper Division Major Elective	3	MA
____3__	Upper Division		
	Interdisciplinary Elective	3	GE
_____	Unrestricted Elective	3	UE
_____	Unrestricted Elective	3	UE
TOTAL UNITS		15	

FOURTH YEAR (HISTORY)**Fall Semester**

COURSE NO.	COURSE TITLE	UNITS	TYPE
POHI 336	Liberation and Decolonization	3	MA
POHI 3__	Upper Division Major Elective	3	MA
POHI 400	Advanced Research Methods	3	MA
POHI 490_	Internship	3	IN
____3__	Upper Division General		
	Education Elective	3	GE
TOTAL UNITS		15	

FOURTH YEAR (HISTORY)**Spring Semester**

COURSE NO.	COURSE TITLE	UNITS	TYPE
POHI 339	The Holocaust	3	MA
POHI 3__	Upper Division Major Elective	3	MA
POHI 401	Senior Thesis	3	MA
_____	Unrestricted Elective	3	UE
_____	Unrestricted Elective	4	UE
TOTAL UNITS		16	

THIRD YEAR (DOUBLE MAJOR, POLITICAL SCIENCE AND HISTORY)**Fall Semester**

COURSE NO.	COURSE TITLE	UNITS	TYPE
POHI 321	International Wars	3	MA
POHI 322	Civil Wars	3	MA
POHI 3__	Upper Division Major Elective	3	MA
_____	Humanities Elective	3	GE
____3__	Upper Division General		
	Education Elective	3	GE
TOTAL UNITS		15	

THIRD YEAR (DOUBLE MAJOR, POLITICAL SCIENCE AND HISTORY)**Spring Semester**

COURSE NO.	COURSE TITLE	UNITS	TYPE
POHI 325	Modern Revolutions	3	MA
POHI 335	Migration and Colonization	3	MA
POHI 3__	Upper Division Major Elective	3	MA
____3__	Upper Division		
	Interdisciplinary Elective	3	GE
____3__	Upper Division General		
	Education Elective	3	GE
TOTAL UNITS		15	

FOURTH YEAR (DOUBLE MAJOR, POLITICAL SCIENCE AND HISTORY)**Fall Semester**

COURSE NO.	COURSE TITLE	UNITS	TYPE
POHI 331	Classic Political Theory	3	MA
POHI 336	Liberation and Decolonization	3	MA
POHI 400	Advanced Research Methods	3	MA
POHI 490_	Internship	3	IN
POHI 3__	Upper Division Major Elective	3	MA
TOTAL UNITS		15	

FOURTH YEAR (DOUBLE MAJOR, POLITICAL SCIENCE AND HISTORY)**Spring Semester**

COURSE NO.	COURSE TITLE	UNITS	TYPE
POHI 337	United States Constitutional Law	3	MA
POHI 339	The Holocaust	3	MA
POHI 401	Senior Thesis (Political Science)	3	MA
POHI 401	Senior Thesis (History)	3	MA
POHI 3__	Upper Division Major Elective	3	MA
_____	Unrestricted Elective	1	UE
TOTAL UNITS		16	

COURSE DESCRIPTIONS**POHI 101 THE STATE, THE ECONOMY, AND THE CITY****UNITS: 3**

Lecture

Pre-requisites: None

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 several 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 forces 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 and History.

POHI 102 WARS, GODS, AND REVOLUTIONS**UNITS: 3**

Lecture

Pre-requisites: None

This three-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 to wage war and revolution. There are three goals for this course: 1. to provide students with an awareness of the major events, social processes, and historical fields 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.

POHI 221 INTRODUCTION TO POLITICAL AND HISTORICAL RESEARCH**UNITS: 3**

Lecture

Pre-requisites: WRIT 113, First-Year Academic Writing; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Design; COMM 120, Public Speaking

This seminar, serving as the transition to upper-division work, prepares students for systematic investigations into issues and ideas relevant to the study of political science and history. Topics in American and world history and politics not covered in the interdisciplinary core (journeys, natures, conflicts, and knowledges) are also addressed.

POHI 321 INTERNATIONAL WARS**UNITS: 3**

Lecture

Pre-requisites: WRIT 313, Advanced Academic Writing; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Design; COMM 120, Public Speaking

This seminar explores the origins, course, and consequences of modern international conflicts through the analytical lens of international relations. The course introduces students to the wide range of

issues involved in the study of international relations, including the workings of the state system, the causes of international conflict and violence, and the political and social ideologies of international alliances and groups. 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. Additionally, students will explore the evolving nature of power in the post-Cold War environment, as well as global challenges like the rise of China, nation-building, and ongoing conflicts in the Middle East (international relations field).

POHI 322 CIVIL WARS

UNITS: 3

Lecture

Pre-requisites: WRIT 313, Advanced Academic Writing; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Design; COMM 120, Public Speaking

This seminar explores the origins, course, and consequences of modern internecine conflicts and includes analyses of the political ideologies and social dynamics that drove these civil wars. In addition to studying such classic struggles as the American, Russian, and Chinese Civil Wars, we also will consider contemporary civil wars in Latin America, the Middle East, and Africa. Topics include the different categories of civil conflict (coups, peasant insurrections, and guerrilla wars), the class-based, ethnic, or ideological rivalries that drive civil wars, and the philosophical, legal, and political theories that attempt to make sense of intra-state conflict (non-European field).

POHI 323 GENOCIDES

UNITS: 3

Lecture

Pre-requisites: WRIT 313, Advanced Academic Writing; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Design; COMM 120, Public Speaking

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 debates concerning the meaning of the term genocide and its political uses and abuses, as well as modern case studies ranging from the Ottoman genocide of the Armenians in World War I to the Holocaust of World War II to Rwanda and the former Yugoslavia in the 1990s.

POHI 325 MODERN REVOLUTIONS

UNITS: 3

Lecture

Pre-requisites: WRIT 313, Advanced Academic Writing; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Design; COMM 120, Public Speaking

This course is an introduction to the study of the great social revolutions of the modern world and aims to enhance the student's ability to analyze contentious and violent political events. Students will define revolution and examine competing theories about its causes, outcomes, and processes. While critically examining the historical cases of France, Haiti, Russia, and Iran, students will also consider how more contemporary cases challenge or support established theories (comparative politics field).

POHI 326 TERRORISM

UNITS: 3

Lecture

Pre-requisites: WRIT 313, Advanced Academic Writing; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Design; COMM 120, Public Speaking

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.

POHI 331 CLASSIC POLITICAL THEORY

UNITS: 3

Lecture

Pre-requisites: WRIT 313, Advanced Academic Writing; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Design; COMM 120, Public Speaking

This course is an introduction to political theory as seen through an examination of several major texts and thinkers of the Western political tradition. Topics include, but are not limited to, 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 (political theory field).

POHI 332 CONTEMPORARY POLITICAL THEORY**UNITS: 3**

Lecture

Pre-requisites: WRIT 313, Advanced Academic Writing; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Design; COMM 120, Public Speaking

This seminar is a comparative examination of the theoretical bases of global political systems, including postcolonial ideologies originating in Asia, Africa, and Latin America, as well as postmodern theories originating in Europe and the United States after World War II. 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.

POHI 333 GLOBALIZATION**UNITS: 3**

Lecture

Pre-requisites: WRIT 313, Advanced Academic Writing; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Design; COMM 120, Public Speaking

This seminar examines the problem of contemporary globalization from historical, political, economic, and cultural lenses. The class will first delve into history to consider previous large-scale political-economic-cultural zones, including the Roman, Islamic, and Mongol empires, before turning to the contemporary world system. Topics include the political economy of global markets, urbanization patterns, and the growth of international institutions, from the International Monetary Fund to the market in heavy metal music.

POHI 335 MIGRATION AND COLONIZATION**UNITS: 3**

Lecture

Pre-requisites: WRIT 313, Advanced Academic Writing; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Design; COMM 120, Public Speaking

This seminar introduces students to the history of colonization, focusing particularly on the period of European colonial expansion from the Spanish conquest of the Americas in the 15th century to the "Scramble for Africa" in the 19th century. Topics include the causes and consequences of colonial expansion, the rule of colonial elites and their sources of power, the Atlantic slave trade, and the abuses of indigenous and immigrant peoples (early modern field).

POHI 336 LIBERATION AND DECOLONIZATION**UNITS: 3**

Lecture

Pre-requisites: WRIT 313, Advanced Academic Writing; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Design; COMM 120, Public Speaking

This seminar explores the collapse of Europe's empires and the anti-colonial struggles that emerged in Africa, Asia, and the Americas between the 18th and the 20th centuries. Topics include the complex problems of national identity in an era of wars of liberation, the intellectual systems that anti-colonial movements developed (republicanism, nationalism, socialism, Islamism), and the internal class and ethnic divisions within post-colonial states (modern field).

POHI 337 UNITED STATES CONSTITUTIONAL LAW**UNITS: 3**

Lecture

Pre-requisites: WRIT 313, Advanced Academic Writing; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Design; COMM 120, Public Speaking

This seminar is designed to introduce students to the key principles of American law and politics. Students will study 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 (American politics lecture).

POHI 339 THE HOLOCAUST**UNITS: 3**

Lecture

Pre-requisites: WRIT 313, Advanced Academic Writing; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Design; COMM 120, Public Speaking

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 European Jewry, along with other stigmatized groups, during World War II. This course examines how the "systematic, bureaucratic, state-sponsored persecution of approximately 6 million Jews by the Nazi regime and its collaborators" came to be (ibid.).

The course explores Jewish life in Europe before World War II, a historical understanding of racism and anti-Semitism, the rise and expansion of the Nazi empire, the construction of the "Final Solution," the establishment of ghettos and the concentration camp system, and the varied experiences of victims, rescuers, and perpetrators (European field).

POHI 400 ADVANCED RESEARCH METHODS

UNITS: 3

Lecture

Pre-requisites: WRIT 313, Advanced Academic Writing; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Design; COMM 120, Public Speaking; MATH 226, Business Statistics, or PSYC 221, Statistics for Behavioral Sciences; POHI 221, Introduction to Political and Historical Research

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.

POHI 401 SENIOR THESIS

UNITS: 3

Lecture

Pre-requisites: POHI 400, Advanced Research Methods

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.

POHI 490_ INTERNSHIP

UNITS: 3-4

Internship

Pre-requisites: Senior standing; Political Science and History Major

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.

17__,27__,37__,47__ TOPICS IN POLITICS AND HISTORY

UNITS: VARIES

Lecture

Pre-requisites: Varies

This is a specialized course that focuses on various issues of interest in politics and history.

POHI 199_, 299_, 399_, 499_ INDEPENDENT STUDY IN POLITICAL SCIENCE AND HISTORY

UNITS: VARIES

Lecture

Pre-requisites: Consent of the dean

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.

Professional Writing (BA)

Matthew Bridgewater, PhD

Chair

Introduction

Welcome to the Writing Department. Our majors and minors include unique opportunities for students to develop and hone their writing abilities through creative writing workshops focusing on fiction, poetry, nonfiction, and scriptwriting. Our students develop professional publishing experience producing *MORIA* Literary Magazine and *7500* Magazine. They enhance their marketability as writers by taking courses like Freelance Writing, Collaboration and Editing, and Professional Blogging and Social Media. The Writing Department consists of the following:

The Professional Writing Program (BA)

The Professional Writing degree prepares students for successful work as writers in a variety of 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, well-prepared and motivated to integrate all the diverse endeavors of professional writing while focusing on their own unique passions and creative goals.

The Academic Writing Program

The Academic Writing program is a component of Woodbury University's General Education curriculum and is designed to develop students' written communication skills. The program seeks to equip students for academic writing during their university education and after graduation. The Academic Writing program views 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 Woodbury learning experience and seeks to develop, reinforce, and nurture student interest in writing.

The Professional Writing Program (BA)

Overview

Professional writers make complex ideas, processes, and procedures readily understandable. The Professional Writing degree provides students with advanced study and practical experience in writing for print, digital, and multimodal formats. Based on a strong foundation in rhetorical and sociolinguistic theory and discourse analysis, the degree combines the effective communication that is an intrinsic feature of a liberal education with clear career orientation. The degree takes a transdisciplinary approach to adapting genre-specific skills to a variety of communication contexts. It bridges disciplinary considerations to create new forms of practical knowledge and build a sequence of course experiences categorized as foundations, contexts, and explorations, culminating in a capstone thesis project. This learning process helps develop articulate, audience-oriented writing processes that incorporate analytical thinking and problem solving. By extending the function of design thinking inherent in writing processes to digital and multimedia applications, writing is integrated 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 our 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 well-prepared 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.

Internship

Students are required to complete a four-unit internship of 160 hours through a business or organization selected in consultation with their faculty advisor(s). 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 outlets, advertising and public relations firms, health science organizations, government offices, non-profits, software and 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 paper.

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 specialize in areas 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.

CURRICULUM SUMMARY

Program Major Curriculum

Unit Type (UT)	Number of Units (U)
Major (MA)	48
General Education (GE)	52
Unrestricted Electives (UE)	16
Internship (IN)	4
Minimum Total Units Required	120

SUGGESTED SEQUENCE OF COURSES

FIRST YEAR

Fall Semester

COURSE NO.	COURSE TITLE	UNITS	TYPE
WRIT 113	First-Year Academic Writing	3	GE
COMM 120	Public Speaking	3	GE
INDS ____	Interdisciplinary Core Elective	3	GE
_____	General Education Elective	3	GE
_____	Unrestricted Elective	3	UE
_____	Unrestricted Elective	1	UE
TOTAL UNITS		16	

FIRST YEAR

Spring Semester

COURSE NO.	COURSE TITLE	UNITS	TYPE
WRIT 130	Foundations of Creative Writing	3	MA
PHIL 210	Ethical Systems	3	GE
LSCI 105	Information Theory and Practice	1	GE
____ 2 ____	Mathematics Elective	3	GE
_____	Art History Elective	3	GE
_____	General Education Elective	3	GE
TOTAL UNITS		16	

SECOND YEAR

Fall Semester

COURSE NO.	COURSE TITLE	UNITS	TYPE
WRIT 200	Technical Writing	3	MA
WRIT 325	Scriptwriting	3	MA
WRIT 400	MORIA Literary Magazine	3	MA
ENVT 220	Environmental Studies	3	GE
_____	General Education Elective	3	GE
TOTAL UNITS		15	

SECOND YEAR

Spring Semester

COURSE NO.	COURSE TITLE	UNITS	TYPE
WRIT 201	Digital Composition or	3	MA
WRIT 241	Professional Blogging and Social Media or		
WRIT 300	Web Authoring: Theory and Practice		
WRIT 210	Fiction Writing	3	MA
WRIT 320	Collaboration and Editing	3	MA
COMM 314	Digital Journalism	3	MA
_____	Natural Science with Lab Elective	3	GE
TOTAL UNITS		15	

THIRD YEAR**Fall Semester**

COURSE NO.	COURSE TITLE	UNITS	TYPE
WRIT 220	Legal and Policy Writing	3	MA
WRIT 235	Poetry Workshop	3	MA
WRIT 315	Rhetorical Theory and Practice	3	MA
WRIT 313	Advanced Academic Writing	3	GE
_____	Humanities Elective	3	GE
TOTAL UNITS		15	

THIRD YEAR**Spring Semester**

COURSE NO.	COURSE TITLE	UNITS	TYPE
WRIT 221	Proposal and Grant Writing, or	3	MA
WRIT 240	Writing and Civic Engagement		
WRIT 330	Nonfiction Workshop	3	MA
_____	Social Science Elective	3	GE
_____3_____	Upper Division Interdisciplinary Elective	3	GE
TOTAL UNITS		12	

FOURTH YEAR**Fall Semester**

COURSE NO.	COURSE TITLE	UNITS	TYPE
WRIT 491	Senior Project	3	MA
WRIT 490_	Internship	4	IN
WRIT 47_	Topics in Professional Writing	3	MA
_____3_____	Upper Division General Education Elective	3	GE
_____	Unrestricted Elective	3	UE
TOTAL UNITS		16	

FOURTH YEAR**Spring Semester**

COURSE NO.	COURSE TITLE	UNITS	TYPE
WRIT 401	Freelance Writing	3	MA
_____	General Education Elective	3	GE
_____	Unrestricted Elective	3	UE
_____	Unrestricted Elective	3	UE
_____	Unrestricted Elective	3	UE
TOTAL UNITS		15	

COURSE DESCRIPTIONS**WRIT 113 FIRST-YEAR ACADEMIC WRITING****UNITS: 3**

Lecture

Pre-requisites: None

This course provides the foundations for inquiry-based research writing. The writing tasks in this course help students build confidence as readers, writers, and critical thinkers by teaching them how to develop, organize, and effectively communicate their own ideas alongside those of others. Students learn to analyze writing and logic, develop and practice the strategies important for effective research writing, and reflect on their own writing and writing processes. Students must earn a grade of "C" or better to pass this course.

WRIT 114 FIRST-YEAR ACADEMIC WRITING WORKSHOP**UNITS: 0**

Lecture

Co-Requisite: WRIT 113, First-Year Academic Writing
This course provides students with intensive assistance from the University's professional writing tutors. Students develop and refine their writing abilities in terms of theses and topic sentences, organization and development, source and counterargument integration, grammar and syntax, and diction. In addition, students develop understanding of the genres of academic writing and practice successful writing processes. This course is graded as Pass/Fail.

WRIT 120 CULTURAL VALUES AND IMAGES**UNITS: 3**

Lecture

Pre-requisites: None

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 are used to express contrastive values. Students further explore these topics and modes of communication experientially by composing their own complex and contrastive texts.

WRIT 121 INTRODUCTION TO PROFESSIONAL WRITING**UNITS: 3**

Lecture

Pre-requisites: None

An overview of the study of professional writing and its connections to other disciplines. Includes introductory focused experience in specific modes of professional writing: written, digital, and multimodal.

WRIT 130 FOUNDATIONS OF CREATIVE WRITING**UNITS: 3**

Lecture

Pre-requisites: None

An overview of the study and practice of creative writing, its fluid disciplinary bounds, and its connections to other areas of professional writing, this workshop-based course provides students with practical experience writing literature, and introduces them to writing in various genres, including creative nonfiction, fiction, script writing, and poetry. Course activities will consist of interactive discussions of craft, in- and out-of-class writing exercises, extensive readings of works by contemporary writers, collaborative workshops of student work, and the production of a final portfolio of revised creative work.

WRIT 200 TECHNICAL WRITING**UNITS: 3**

Lecture

Pre-requisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Design; WRIT 113, First-Year Academic Writing

An introduction to technical writing focused on the practice of communicating complex and specific information, including reports and documentation in workplace contexts.

WRIT 201 DIGITAL COMPOSITION**UNITS: 3**

Lecture

Pre-requisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Design; WRIT 113, First-Year Academic Writing

An introduction to digital composition based on transdisciplinary theory, rhetorical analysis, and applied experience, exploring the relationship between orality, writing, and visual elements.

WRIT 210 FICTION WORKSHOP**UNITS: 3**

Lecture

Pre-requisites: None

An overview of the study and practice of fiction writing, this workshop-based course provides students with practical experience writing and reading fiction. Course activities will consist of interactive discussions of craft, in- and out-of-class writing exercises, extensive readings of works by contemporary writers, collaborative workshops of student work, and the production of a final portfolio of revised creative work.

WRIT 212 RHETORIC AND DESIGN**UNITS: 3**

Lecture

Pre-requisites: WRIT 113, First-Year Academic Writing

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 their defining writing styles and document designs, and create documents accordingly. All WRIT 212 students create a portfolio of their writing.

WRIT 220 LEGAL AND POLICY WRITING**UNITS: 3**

Lecture

Pre-requisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Design; WRIT 113, First-Year Academic Writing

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.

WRIT 221 PROPOSAL AND GRANT WRITING**UNITS: 3**

Lecture

Pre-requisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Design; WRIT 113, First-Year Academic Writing

An exploration of the theory of proposition in the specific context of the mechanics, audience-orientation, and research considerations of grant writing.

WRIT 230 PERIODICAL WRITING**UNITS: 3**

Lecture

Pre-requisites: WRIT 113, First-Year Academic Writing; WRIT 121, Introduction to Professional Writing; WRIT 201, Digital Composition

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."

WRIT 231 WRITING IN THE HEALTH SCIENCES**UNITS: 3**

Lecture

Pre-requisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Design; WRIT 113, First-Year Academic Writing; WRIT 121, Introduction to Professional Writing; WRIT 201, Digital Composition

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 general public will be considered.

WRIT 235 POETRY WORKSHOP**UNITS: 3**

Lecture

Pre-requisites: None

An overview of the study and practice of poetry writing, this workshop-based course provides students with practical experience writing and reading poetry. Course activities will consist of interactive discussions of craft, in- and out-of-class writing exercises, extensive readings of works by contemporary writers, collaborative workshops of student work, and the production of a final portfolio of revised creative work.

WRIT 240 WRITING AND CIVIC ENGAGEMENT**UNITS: 3**

Lecture

Pre-requisites: WRIT 113, First-Year Academic Writing
Examination and practice in the application of writing to community-based initiatives, including not-for-profit ventures, advocacy, and activism.

WRIT 241 PROFESSIONAL BLOGGING AND SOCIAL MEDIA**UNITS: 3**

Lecture

Pre-requisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Design; WRIT 113, First-Year Academic Writing

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.

WRIT 300 WEB AUTHORING: THEORY AND PRACTICE**UNITS: 3**

Lecture

Pre-requisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Design; WRIT 113, First-Year Academic Writing

An inquiry into the concept, theory, and position of web authorship, auteur theory, corporate authorship, and open access in technologically and otherwise dynamic contexts.

WRIT 301 WRITING ACROSS CULTURES**UNITS: 3**

Lecture

Pre-requisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Design; WRIT 113, First-Year Academic Writing; WRIT 121, Introduction to Professional Writing; WRIT 201, Digital Composition

An examination of how writing and ideas translate across cultures, with attention to the differences between ethnographic, auto-ethnographic, and autochthonous texts.

WRIT 310 INFORMATION AND INTERACTIVE DESIGN**UNITS: 3**

Lecture

Pre-requisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Design; WRIT 113, First-Year Academic Writing; WRIT 121, Introduction to Professional Writing; WRIT 201, Digital Composition

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.

**WRIT 311 TEXTUALITY
AND INTERTEXTUALITY****UNITS: 3**

Lecture

Pre-requisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Design; WRIT 113, First-Year Academic Writing; WRIT 121, Introduction to Professional Writing; WRIT 201, Digital Composition

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.

**WRIT 312 RHETORIC AND
ELECTRONIC ENVIRONMENTS****UNITS: 3**

Lecture

Pre-requisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Design; WRIT 113, First-Year Academic Writing

This writing-intensive course supports writing components of courses in all majors, and focuses on how electronic environments and media reshape professional writing and audience expectations within profession- and discipline-specific rhetoric. Students will 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 related images.

WRIT 313 ADVANCED ACADEMIC WRITING**UNITS: 3**

Lecture

Pre-requisites: WRIT 113, First-Year Academic Writing; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Design (may be taken concurrently)

WRIT 313 is typically taken during the second or third year and builds upon the foundations of WRIT 113 by helping students transfer those writing strategies to new situations, purposes, and audiences in both upper-division academic writing and professional contexts. Through the lens of a course topic, writing in this course aims to make transdisciplinary connections that benefit all students, regardless of major, and encourages students to engage with issues within their majors and future professions. A grade of "C" or better is required to pass this course.

**WRIT 315 RHETORICAL THEORY
AND PRACTICE****UNITS: 3**

Lecture

Pre-requisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Design; WRIT 113, First-Year Academic Writing

An overview of the theory, practice, and implications of rhetoric as an art and craft of persuasion and consensus building.

WRIT 320 COLLABORATION AND EDITING**UNITS: 3**

Lecture

Pre-requisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Design; WRIT 113, First-Year Academic Writing

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 multi-modal and multi-media platforms and textual repurposing.

WRIT 321 ONLINE JOURNALISM**UNITS: 3**

Lecture

Pre-requisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Design; WRIT 113, First-Year Academic Writing.

This course is cognate to COMM 314, Digital Journalism. Communication and Writing Departments alternate teaching these courses.

WRIT 325 SCRIPTWRITING WORKSHOP**UNITS: 3**

Lecture

Pre-requisites: None

An overview of the study and practice of scriptwriting, this workshop-based course provides students with practical experience writing and reading scripts. Course activities consist of interactive discussions of craft, in- and out-of-class writing exercises, extensive readings of works by contemporary writers, collaborative workshops of student work, and the production of a final portfolio of revised creative work.

WRIT 330 NONFICTION WORKSHOP**UNITS: 3**

Lecture

Pre-requisites: None

An overview of the study and practice of nonfiction, this workshop-based course provides students with practical experience writing and reading nonfiction. Course activities consist of interactive discussions of craft, in- and out-of-class writing exercises, extensive readings of works by contemporary writers, collaborative workshops of student work, and the production of a final portfolio of revised creative work.

WRIT 400 MORIA LITERARY MAGAZINE**UNITS: 3**

Lecture

Pre-requisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Design; WRIT 113, First-Year Academic Writing

A practicum-based experience in online magazine publication that provides experience managing, editing, and producing a professional online periodical. This course may be taken twice.

WRIT 401 FREELANCE WRITING**UNITS: 3**

Lecture

Pre-requisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Design; WRIT 113, First-Year Academic Writing; WRIT 121, Introduction to Professional Writing; WRIT 201, Digital Composition

A practical workshop in writing and repurposing research for multiple freelance markets with examination of the evolving role of the writer in contemporary multimedia contexts.

WRIT 491 SENIOR PROJECT**UNITS: 3**

Lecture

Pre-requisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Design; WRIT 113, First-Year Academic Writing; WRIT 121, Introduction to Professional Writing; WRIT 201, Digital Composition; WRIT 400, MORIA Literary Magazine; WRIT 300, Web Authoring: Theory and Practice; WRIT 301, Writing Across Cultures

Each student plans, researches, and composes a capstone thesis project that results in an original monograph or monograph-equivalent work of creative professional writing.

WRIT 492 SENIOR PROJECT II**UNITS: 3**

Lecture

Pre-requisites: WRIT 491, Senior Project

This writing phase of the capstone thesis project results in an original monograph or monograph-equivalent representing each student's vision of professional writing.

WRIT 490_ INTERNSHIP**UNITS: 4**

Lecture

Pre-requisites: LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Design; WRIT 113, First-Year Academic Writing; WRIT 121, Introduction to Professional Writing; WRIT 201, Digital Composition; WRIT 400, MORIA Literary Magazine; WRIT 300, Web Authoring: Theory and Practice; WRIT 301, Writing Across Cultures

Workplace, career-oriented, and field-based experience applying writing theory and practice in practical and accountable contexts.

**WRIT 17__, 27__, 37__, 47__
TOPICS IN PROFESSIONAL WRITING****UNITS: VARIES**

Lecture

Pre-requisites: Varies

A focused examination of specific issues and topics of contemporary or historical relevance to writing.

**WRIT 199_, 299_, 399_, 499_
INDEPENDENT STUDY****UNITS: VARIES**

Lecture

Pre-requisites: Consent of the dean

Public Safety Administration (BS)

H. Eric Schockman, 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 emphases on intervention, community relations, public communication, policing, corrections, and societal reaction to offenders and affected communities. The aforementioned issues are investigated with respect to process—from communities and families, to crime and police, to arrest and prosecution through the correctional system—and reintegration efforts. The major offers students both soft (i.e., community relations) and hard (i.e., 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 of the fundamentals of public and private safety. However, in an effort to create the most competitive students 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, transdisciplinary. 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 to achieve common goals and transform local communities using ethical public safety frameworks in their problem solving.

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 learn from faculty members who also work in the field (i.e., police officers, correctional officers, rehabilitation experts) and will have service-learning opportunities open to them so as 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 to make communities safer and promote the equitable application of the law across all boundaries, perceived and real. Our curriculum provides a base comprised of both substantive and practical knowledge linking multidisciplinary social science theories and methods with effective, responsible public policy to advance 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:

- Evaluation of the merits of competing theoretical perspectives used to explain the nature of crime, and application of criminological theories to specific types of crime.
- Application of ethical principles to criminal justice issues, policies, and practices and evaluation of their implications.
- Explain the criminal justice process, the role of discretion among criminal justice actors, and evaluate best practices.
- Understanding of the research process (both qualitative and quantitative) gained by conducting original research and analyzing existing data.
- Express a thorough knowledge of the criminal justice system including the police, the 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.
- Identification of legal and moral responsibilities of criminal justice professionals as they relate to cultural diversity and the foundation of positive community relationships.
- Understanding of public safety careers and exploration of their own qualifications for entry-level public safety positions.
- Evaluation of the historical, political, and social contexts and empirical support for a particular criminal justice policy area.
- Identification ways in which oppression, privilege, discrimination, and social and economic disadvantage contribute to inequalities and injustices within criminal justice systems.

Assessment and Results of Learning

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 the 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 methodology, 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 students to present ideas coherently in written work, but also demand an ability to orally articulate ideas to their peers and to the faculty. Students make individual choices based on their interests (i.e., law enforcement, legal studies, community service, or forensic science) and take advanced courses that will contribute to the production of their Senior Theses. In upper-division classes, students become familiar with the peer-review process and will produce several revisions of any given term paper. Thus, the 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 members 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. 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 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 student learning is expressed in 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 to monitor the collective performance of the students in the program.

Additional 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, résumé collections, on- and off-campus interview opportunities, alumni connections, and employer outreach in the U.S.

Internship

To reinforce 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 law enforcement agencies, state and local political offices, non-profit organizations related to criminal and social justice, and various government offices, among others. The internship includes regular journaling, 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 more than 2,000 internship sites in Congress, the White House, and numerous federal agencies.

Study Away

There are several options available for students interested in study away. During the winter break or the summer, the University sometimes 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 the student 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 313, Advanced Academic Writing). Spreadsheet skills are accomplished through the course in statistics

(PSYC 221, Statistics for the Behavioral Sciences). All capstone projects must demonstrate fluency in 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.

CURRICULUM SUMMARY

Program Major Curriculum

Unit Type (UT)	Number of Units (U)
Major (MA)	48
General Education (GE)	49
Unrestricted Electives (UE)	19
Internship (IN)	4
Minimum Total Units Required	120

SUGGESTED SEQUENCE OF COURSES

FIRST YEAR

Fall Semester

COURSE NO.	COURSE TITLE	UNITS	TYPE
WRIT 113	First-Year Academic Writing	3	GE
ENVT 220	Environmental Studies	3	GE
PSAD 101	Introduction to Public Safety	3	MA
_____	Unrestricted Elective	3	UE
_____	Unrestricted Elective	1	UE
TOTAL UNITS		13	

FIRST YEAR

Spring Semester

COURSE NO.	COURSE TITLE	UNITS	TYPE
PSAD 102	Enforcement and Corrections	3	MA
PSAD 202	Introduction to Forensic Science	3	MA
COMM 120	Public Speaking	3	GE
PSYC 150	General Psychology	3	GE
LSCI 105	Information Theory and Practice	1	GE
_____	General Education Elective	3	GE
TOTAL UNITS		16	

SECOND YEAR**Fall Semester**

COURSE NO.	COURSE TITLE	UNITS	TYPE
PSAD 201	Courts and the Law	3	MA
PSAD 203	Introduction to Community Relations	3	MA
BIOL 231	Human Biology	3	GE
INDS ____	Interdisciplinary Core Elective	3	GE
_____	Humanities Elective	3	GE
TOTAL UNITS		15	

SECOND YEAR**Spring Semester**

COURSE NO.	COURSE TITLE	UNITS	TYPE
PSAD 204	Public Policy	3	MA
PHIL 210	Ethical Systems	3	GE
ARTH 205	History of Contemporary Art	3	GE
PSYC 221	Statistics for the Behavioral Sciences	3	GE
WRIT 313	Advanced Academic Writing	3	GE
TOTAL UNITS		15	

THIRD YEAR**Fall Semester**

COURSE NO.	COURSE TITLE	UNITS	TYPE
PSAD 301	Criminology and Forensic Psychology	3	MA
PSAD 302	Data Analysis for Public Safety	3	MA
PSAD ____	Concentration Elective	3	MA
PSAD ____	Concentration Elective	3	MA
_____	General Education Elective	3	GE
TOTAL UNITS		15	

THIRD YEAR**Spring Semester**

COURSE NO.	COURSE TITLE	UNITS	TYPE
PSAD 303	Ethics and Justice	3	MA
INDS 350	Interdisciplinary Research	3	GE
PSAD ____	Concentration Elective	3	MA
_____	Unrestricted Elective	3	UE
_____	Unrestricted Elective	3	UE
TOTAL UNITS		15	

FOURTH YEAR**Fall Semester**

COURSE NO.	COURSE TITLE	UNITS	TYPE
PSAD 491	Senior Thesis Preparation	3	MA
PSAD 490_	Internship	4	IN
PSAD ____	Concentration Elective	3	MA
____3__	Upper Division General Education Elective	3	GE
_____	Unrestricted Elective	3	UE
TOTAL UNITS		16	

FOURTH YEAR**Spring Semester**

COURSE NO.	COURSE TITLE	UNITS	TYPE
PSAD 492	Senior Thesis Execution	3	MA
PSAD ____	Concentration Elective	3	MA
____3__	Upper Division General Education Elective	3	GE
_____	Unrestricted Elective	3	UE
_____	Unrestricted Elective	3	UE
TOTAL UNITS		15	

PUBLIC SAFETY CONCENTRATIONS

Students must choose one of the following two concentrations by the beginning of their junior year: 1. law enforcement; or 2. community justice. Note: Concentration electives above refer to classes taken in the chosen concentration.

Community Justice

COURSE NO.	COURSE TITLE	UNITS
PSAD 324	Law and Society	3
PSAD 331	Community Service	3
PSAD 332	Domestic Violence	3
PSAD 333	Juvenile Justice	3
PSAD 334	Prevention and Probation	3
PSAD 335	Problems in Community Justice	3

Law Enforcement

COURSE NO.	COURSE TITLE	UNITS
PSAD 311	Policing	3
PSAD 312	Terror and Cybersecurity	3
PSAD 313	Criminal Investigations	3
PSAD 314	Private Security	3
PSAD 315	Problems in Law Enforcement	3
PSAD 321	Criminal and Civil Law	3
PSAD 342	Evidence and Procedure	3
PSAD 343	Crime Scene Investigations	3

COURSE DESCRIPTIONS

PSAD 101 INTRODUCTION TO PUBLIC SAFETY

UNITS: 3

Lecture

Pre-requisites: None

Survey of public safety systems with emphasis on intervention, public communication, policing, prosecution, corrections, and societal reaction to offenders and their communities. The course focuses on the process—from communities and families to crime and police to arrest and prosecution through the correctional system—and reintegration efforts.

PSAD 102 ENFORCEMENT AND CORRECTIONS

UNITS: 3

Lecture

Pre-requisites: PSAD 101, Introduction to Public Safety

Introduction to essential criminal procedures—laws of search and seizure, arrests, confessions, identification; 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.

PSAD 201 COURTS AND THE LAW

UNITS: 3

Lecture

Pre-requisites: PSAD 102, Enforcement and Corrections

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.

PSAD 202 INTRODUCTION TO FORENSIC SCIENCE

UNITS: 3

Lecture

Pre-requisites: ENVT 220, Environmental Studies

The fundamentals of forensic science and analysis. Topics include the recognition, identification, individualization, and evaluation of physical, chemical, and biological evidence.

PSAD 203 INTRODUCTION TO COMMUNITY RELATIONS

UNITS: 3

Lecture

Pre-requisites: PSAD 101, Introduction to Public Safety; COMM 120, Public Speaking

The basics of effective communication concerning public safety with various community constituencies: neighborhoods, businesses, places of worship, community groups, and families.

PSAD 204 PUBLIC POLICY

UNITS: 3

Lecture

Pre-requisites: PSAD 102, Enforcement and Corrections

An introduction to the interactions between local, regional, state, and federal legislation and administration, and their effects on city management, police administration, and community services.

PSAD 301 CRIMINOLOGY AND FORENSIC PSYCHOLOGY

UNITS: 3

Lecture

Pre-requisites: PSAD 102, Enforcement and Corrections; PSYC 200, Introduction to Psychology, or PSYC 150, General Psychology; WRIT 313, Advanced Academic Writing; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Design

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.

PSAD 302 DATA ANALYSIS FOR PUBLIC SAFETY

UNITS: 3

Lecture

Pre-requisites: PSAD 101, Introduction to Public Safety; PSYC 221, Statistics for the Behavioral Sciences; WRIT 113, First-Year Academic Writing; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Design

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.

PSAD 303 ETHICS AND JUSTICE**UNITS: 3**

Lecture

Pre-requisites: PSAD 102, Enforcement and Corrections; PHIL 210, Ethical Systems; WRIT 313, Advanced Academic Writing; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Design

An introduction to the fundamental theories of justice and their ethical applications to communities and individuals in both domestic and international contexts, including discrimination and victimization of special groups (i.e., women, homosexuals, and various ethnic and racial groups).

PSAD 311 POLICING**UNITS: 3**

Lecture

Pre-requisites: WRIT 113, First-Year Academic Writing; COMM 120, Public Speaking; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Design; PSAD 101, Introduction to Public Safety

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 underrepresented groups in policing and corruption in police agencies.

PSAD 312 TERROR AND CYBERSECURITY**UNITS: 3**

Lecture

Pre-requisites: WRIT 113, First-Year Academic Writing; COMM 120, Public Speaking; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Design; PSAD 101, Introduction to Public Safety

Traces development of terrorism from origins 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 are presented.

PSAD 313 CRIMINAL INVESTIGATIONS**UNITS: 3**

Lecture

Pre-requisites: WRIT 113, First-Year Academic Writing; COMM 120, Public Speaking; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Design; PSAD 101, Introduction to Public Safety; PSAD 301, Criminology and Forensic Psychology

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.

PSAD 314 PRIVATE SECURITY**UNITS: 3**

Lecture

Pre-requisites: WRIT 113, First-Year Academic Writing; COMM 120, Public Speaking; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Design; PSAD 101, Introduction to Public Safety

This course will provide students with an overview of the private investigation field, focusing 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.

PSAD 315 PROBLEMS IN LAW ENFORCEMENT**UNITS: 3**

Lecture

Pre-requisites: WRIT 113, First-Year Academic Writing; COMM 120, Public Speaking; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Design; PSAD 102, Enforcements and Corrections; PSAD 311, Policing

This 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.

PSAD 321 CRIMINAL AND CIVIL LAW**UNITS: 3**

Lecture

Pre-requisites: WRIT 113, First-Year Academic Writing; COMM 120, Public Speaking; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Design; PSAD 201, Courts and the Law

This course analyzes the elements of an offense used to classify offenses and 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.

PSAD 324 LAW AND SOCIETY**UNITS: 3**

Lecture

Pre-requisites: WRIT 113, First-Year Academic Writing; COMM 120, Public Speaking; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Design; PSAD 203, Introduction to Community Relations

Explores the relationship between law and society. Discusses theoretical perspectives from several 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 the law's relationship to social control.

PSAD 331 COMMUNITY SERVICE**UNITS: 3**

Lecture

Pre-requisites: WRIT 113, First-Year Academic Writing; COMM 120, Public Speaking; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Design; PSAD 203, Introduction to Community Relations

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.

PSAD 332 DOMESTIC VIOLENCE**UNITS: 3**

Lecture

Pre-requisites: WRIT 113, First-Year Academic Writing; COMM 120, Public Speaking; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Design; PSAD 203, Introduction to Community Relations; PSAD 302, Data Analysis for Public Safety

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 theory.

PSAD 333 JUVENILE JUSTICE**UNITS: 3**

Lecture

Pre-requisites: WRIT 113, First-Year Academic Writing; COMM 120, Public Speaking; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Design; PSAD 203, Introduction to Community Relations; PSAD 302, Data Analysis for Public Safety; PSAD 204, Public Policy

Overview of delinquent behavior and juvenile justice system responses to delinquency. Considers current issues (i.e., 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.

PSAD 334 PREVENTION AND PROBATION**UNITS: 3**

Lecture

Pre-requisites: WRIT 113, First-Year Academic Writing; COMM 120, Public Speaking; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Design; PSAD 203, Introduction to Community Relations; PSAD 302, Data Analysis for Public Safety; PSAD 204, Public Policy

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 supervision,

various treatment needs, revocations processes, investigative reports writing, and sentencing structures.

PSAD 335 PROBLEMS IN COMMUNITY JUSTICE

UNITS: 3

Lecture

Pre-requisites: WRIT 113, First-Year Academic Writing; COMM 120, Public Speaking; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Design; PSAD 203, Introduction to Community Relations; PSAD 303, Ethics and Justice

The class will survey contemporary and timely issues associated with community justice. These problems will likely vary from semester to semester. Students will think critically and attempt to provide solutions for the unique problem set.

PSAD 342 EVIDENCE AND PROCEDURE

UNITS: 3

Lecture

Pre-requisites: WRIT 113, First-Year Academic Writing; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Design; PSAD 301, Criminology and Forensic Psychology; PSAD 302, Data Analysis for Public Safety.

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.

PSAD 343 CRIME SCENE INVESTIGATIONS

UNITS: 3

Lecture

Pre-requisites: WRIT 113, First-Year Academic Writing; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Design; PSAD 301, Criminology and Forensic Psychology; PSAD 302, Data Analysis for Public Safety.

A study of the methods and techniques of scientific crime scene investigation, documentation, and recognition of physical evidence, collection, and crime scene reconstruction.

PSAD 491 SENIOR THESIS PREPARATION

UNITS: 3

Lecture

Pre-requisites: PSAD 302, Data Analysis for Public Safety

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 insights from one to the other, and vice versa. The course serves as the penultimate course in the Public Safety Administration studies major.

PSAD 492 SENIOR THESIS EXECUTION

UNITS: 3

Lecture

Pre-requisites: PSAD 491, Senior Thesis Preparation

This 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 insights from one to the other, and vice versa. The course serves as the final course in the Public Safety Administration major.

PSAD 490_ INTERNSHIP

UNITS: 4

Lecture

Pre-requisites: Senior Standing; Public Safety Administration Major

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.

PSAD 17__, 27__, 37__, 47__ TOPICS IN PUBLIC SAFETY ADMINISTRATION

UNITS: 3

Lecture

Pre-requisites: Varies

Courses focus on various areas of interest within the field of Public Safety Administration.

PSAD 199_, 299_, 399_, 499_ INDEPENDENT STUDY

UNITS: 1-6

Lecture

Pre-requisites: Consent of the dean

Individual investigation in an area of special interest chosen by the student with the approval of the dean. Periodic meetings with the assigned faculty member are required. Hours by arrangement.

Sciences

Annie Chu, PhD
Chair

Introduction

Complex issues confront the modern world; dealing with them requires scientific learning and skills. Instructors and staff in the Department of Sciences 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. By embracing scientific perspectives, students become effective learners as well as good communicators. Our goal is to inspire students to continue their scientific learning long after they leave the laboratory or classroom.

In our lower-division biology and physics courses, 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 closely linked. From a solid foundation in scientific method and practice, students then move 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.

All Woodbury 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

BIOL 231 Human Biology

BIOL 232 Botany

BIOL 270 Topics in Biological Science
(may have a lab)

Physical Sciences:

PHYS 220 Science of Music and Color

PHYS 243 Physics for Architects (lab)

Mission

The mission of the Sciences Program is to create for students a solid foundation of scientific principles, methods, and applications.

Learning Outcomes

Scientific Method

- Recognize and explain scientific principles and their symbolic representations.
- Understand connections among scientific principles and concepts.

Scientific Application

- Apply scientific concepts to explain real-life problems and issues.
- Evaluate proposed approaches to complex or transdisciplinary problems through scientific methods.

Critical Thinking

- Distinguish between science and pseudoscience.

Collaboration

- Collaborate with others to propose effective solutions to simple or complex issues.

Civic Engagement

- Demonstrate an awareness of social responsibility when applying science to civic or social issues.

Assessment Process

Formative Assessment Experiences

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 development of students' understanding of sciences

and their improved abstraction, communication, and collaborative skills. In the natural sciences, students' 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.

Additional Learning Opportunities

Math, Science, & Subject Tutoring

Tutoring for math, science, and other subjects is available throughout the school year at the Math, Science & Subject Tutoring Center. Tutoring assistance for all math and science courses may be found there, as well as for many other available courses in accounting, animation, architecture, interdisciplinary studies, and psychology (which change each semester). Make an appointment by visiting the Math, Science & Subject Tutoring Center link under the Students menu on the Woodbury University home page.

Career Services

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, résumé collections, on- and off-campus interview opportunities, alumni connections, and employer outreach in the U.S.

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 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 students in developing a plan and exploring options.

Technology and Computer 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.

COURSE DESCRIPTIONS

BIOL 230 BIOLOGY

UNITS: 3

Laboratory

Pre-requisites: ENVT 220, Environmental Studies

This course is a study of major concepts in biology. Topics include the chemistry of living things, the cell, heredity, molecular genetics, and evolution.

BIOL 231 HUMAN BIOLOGY

UNITS: 3

Laboratory

Pre-requisites: ENVT 220, Environmental Studies

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.

BIOL 232 BOTANY

UNITS: 3

Laboratory

Pre-requisites: ENVT 220, Environmental Studies

This course is an introduction to selected topics in plant biology. Topics include the chemistry of living things, the cell, evolution, 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.

ENVT 220 ENVIRONMENTAL STUDIES

UNITS: 3

Lecture

Pre-requisites: None

This course provides an overview of topics, including the scientific method, a basic review of chemistry and atomic theory, ecosystems and energy, ecosystems and the physical environments, sources of energy (fossil fuels and renewable energy), environmental movements and philosophies, and other topics related to the environment.

PHYS 220 SCIENCE OF MUSIC AND COLOR**UNITS: 3**

Laboratory

Pre-requisites: ENVT 220, Environmental Studies

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.

PHYS 243 PHYSICS FOR ARCHITECTS**UNITS: 3**

Laboratory

Pre-requisites: ENVT 220, Environmental Studies; MATH 251, Trigonometry

An introductory course in physics covering topics in motion, statics, force, rotation, acoustics, thermodynamics, electricity, and optics.

Urban Studies (Minor)

William McConnell, PhD
Chair

Introduction

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. Many URBS courses incorporate civic engagement projects and participation in partnerships with individuals and organizations in urban studies fields, such as public policy, environmental studies, public history, food justice, and community development.

More specifically, the program helps 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 collaborate with faculty from different disciplines to identify, evaluate, and engage in a dialogue about points of overlap between curricula as they relate to urban development.

Mission

To create a transformative educational program devoted to both the theory and practice of urban studies.

Assessment Process

Student

A team of faculty members collects and assesses student work on an annual basis, from the introductory course to the upper-division lectures. A rubric is established by which student work can be evaluated

to determine whether it reflects the objectives outlined in the curriculum map.

Program

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 identify possible areas for improvement.

Alumni

The Urban Studies program coordinator assesses alumni progress and determines if the program objectives were fruitful in facilitating career development.

CURRICULUM SUMMARY

Program Minor Curriculum

To complete the minor in Urban Studies students must take courses marked with an "***". The remainder of the required 15 units may be made up of any other course identified with an "***"

COURSE NO.	COURSE TITLE	UNITS	TYPE
URBS 100*	Introduction to Urban Studies	3	
INDS 325**	L.A. Stories	3	
URBS 3__**	Urban Studies Elective	3	
URBS 3__**	Urban Studies Elective	3	
URBS 3__**	Urban Studies Elective	3	
TOTAL UNITS		15	

COURSE DESCRIPTIONS

URBS 100 INTRODUCTION TO URBAN STUDIES

UNITS: 3

Lecture

Pre-requisites: None

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.

URBS 301 URBAN THEORY**UNITS: 3**

Lecture

Pre-requisites: WRIT 313, Advanced Academic Writing; COMM 120, Public Speaking; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Design, or LSCI 205, Information in the Disciplines

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 close, critical, and analytical reading of texts from the fields of urban planning, geography, sociology, political science, philosophy, and gender studies, among others

URBS 302 CURRENT ISSUES IN URBAN STUDIES**UNITS: 3**

Lecture

Pre-requisites: WRIT 313, Advanced Academic Writing; COMM 120, Public Speaking; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Design, or LSCI 205, Information in the Disciplines

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.

URBS 311 URBAN ECOLOGY AND LOS ANGELES**UNITS: 3**

Lecture

Pre-requisites: WRIT 313, Advanced Academic Writing; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Design, or LSCI 205, Information in the Disciplines; COMM 120, Public Speaking

This course immerses students in the study of the local urban environment through a combination of readings, discussion, creative projects, and on-site examinations. 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.

URBS 312 THE INFRASTRUCTURAL CITY**UNITS: 3**

Lecture

Pre-requisites: WRIT 313, Advanced Academic Writing; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Design, or LSCI 205, Information in the Disciplines; COMM 120, Public Speaking

This course is an introduction to the ongoing role transportation and communications infrastructures play 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.

URBS 321 ENVIRONMENTAL URBANISM**UNITS: 3**

Lecture

Pre-requisites: WRIT 313, Advanced Academic Writing; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Design, or LSCI 205, Information in the Disciplines; COMM 120, Public Speaking

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.

URBS 322 THE GLOBAL METROPOLIS**UNITS: 3**

Lecture

Pre-requisites: WRIT 313, Advanced Academic Writing; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Design, or LSCI 205, Information in the Disciplines; COMM 120, Public Speaking

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.

URBS 325 ALTERNATIVE HOUSING**UNITS: 3**

Lecture

Pre-requisites: WRIT 313, Advanced Academic Writing; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Design, or LSCI 205, Information in the Disciplines

This course explores the radical alternatives to housing people have imagined, built, and occupied over the last 125 years, with environmental and social justice at the forefront of our studies. These include feminist, cooperative, environmentally-sensitive, nomadic, and self-sustaining "living environments" that challenge our understanding not only of how most of us live, but also our notions of gender, racial, and ethnic equity, food justice, class and capitalism, and traditional home-work lives.

URBS 331 FOOD AND THE CITY**UNITS: 3**

Lecture

Pre-requisites: WRIT 313, Advanced Academic Writing; LSCI 105, Information Theory and Practice, or LSCI 106, Information Sources in Architecture and Interior Design, or LSCI 205, Information in the Disciplines; COMM 120, Public Speaking

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.

**URBS 17__, 27__, 37__, 47__
TOPICS IN URBAN STUDIES****UNITS: 1-3**

Lecture

Pre-requisites: Varies

This is a specialized course that focuses on various issues of interest in urban studies.

**URBS 299_, 399_, 499_
INDEPENDENT STUDY****UNITS: 1-3**

Lecture

Pre-requisites: Permission of the dean

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.

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 the 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

Solomon Blaylock, Assistant Professor
MLIS, San Jose State University

Jared Cowing, Systems Librarian
MLIS, University of Rhode Island

Ayanna Gaines, User Engagement Librarian
MLIS, Dominican University

L. Nedra Peterson, University Librarian
MA, University of Arizona

ADJUNCT FACULTY

Karla Bluestone
MLIS, San Jose State University

Linda Cooks
MLIS, Valdosta State University

Kelly Fortmann
MLIS, Long Island University-CW Post

Eric Garcia
MLIS, San Jose State University

ADJUNCT REFERENCE LIBRARIAN

David Davis
MLIS, San Jose State University

STAFF

Sapphire Adams-Falcon, Library Public Services
Assistant/Billing and AV Manager;
WUFA Administrative Assistant

Elsie Aromin, Library Technical Services Coordinator/
Acquisitions

Allison Chan Lucchese, Library Public Services
Specialist/InterLibrary Loan and Serials Manager

Kathleen Glover, Library Public Services Coordinator,
Student Employee Supervisor

Brenda Hernandez, Library Public Services Specialist/
San Diego

Kim Creighton, Cataloger, Course Reserves, and
Stacks Manager

The library's physical spaces provide access to collections that encourage creativity and exploration in a technologically and aesthetically inviting environment. Comfortable lounge-type seating is arranged throughout the main building, inviting the browsing of new books, magazines, and newspapers. To accommodate diverse study needs and learning styles, spaces are available 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, 150 current print journal subscriptions, and access to 56 research databases.

Scholars locate and identify materials via 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 growing 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 24/7.

Research assistance—from quick answers to simple questions to advanced research consultations with librarians—is readily available. Simply ask at any of the service desks or via the library's website. Online chat and email-based reference services provide assistance during library hours.

Librarians play a vital role in educating Woodbury students in developing skills with lifelong value in our information-rich environment. The library provides a dynamic instruction program to support students in achieving the most efficient and effective use of information resources and technologies. 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 to 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, or staff, thus making the scholarly resources of the world available to the campus community.

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 access to the library's electronic databases and catalog.

The Woodbury ID card serves as a library card for borrowing library materials. 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.

Entrance to the library is available only to members of the Woodbury community; valid Woodbury ID is required.

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.

Library Performance Standards

Assessment of the performance of the Woodbury 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 the 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 needs, and personnel committed to continued professional growth.

International Opportunities For Study

International opportunities allow students to experience environments, cultures, and social settings different than their own. Doing so, students learn to evaluate elements of personal culture from positions of informed interaction with those of cultural and individual differences. This encourages stronger understanding of fluid intersubjectivities, aiding in the assertion of more open-minded and inclusive global citizens. Study-away opportunities take many forms at Woodbury University. Please note that the implementation of international opportunities for study listed below depend on COVID-19 restrictions. While the University anticipates offering these experiences, they may be curtailed or altered to take into account the safety of our students, faculty, and staff.

Study-Away Opportunities

Few educational activities have as significant an impact producing lifelong learners than travel-abroad experiences, during which students apply what they have learned on campus in the context of different societies and cultures. Woodbury students continually recall their encounters abroad as transformative. Each year, a variety of short-term and summer-long international study programs in the architecture, design, business, and liberal arts disciplines are offered to students.

Summer Experiences

Woodbury offers several domestic and overseas travel/study opportunities, ranging from short trips to whole summer terms abroad. The School of Architecture's summer program has hosted students in locations such as Tokyo, Paris, Berlin, China, and Barcelona. Summer architecture studios have traveled to site investigations in Brazil, Mexico, Tahiti, and Costa Rica. Programs differ each year depending upon interests of students and faculty members. Students should contact their department chairs about opportunities offered each academic year.

Other Opportunities

The Woodbury chapter of the AIAS (American Institute of Architecture Students) also organizes national and international student trips. Information on this program may be obtained from the School of Architecture.

Junior Fellows Program

Will McConnell

**Chair, Interdisciplinary Studies,
College of Liberal Arts**

The College of Liberal Arts sponsors a junior fellowship program for all undergraduates. In semesters in which the department offers the program, up to 15 students are selected to participate in a special transdisciplinary research studio. Students enter the seminar with a specific focus or theme of their choosing: poverty or social equity issues in Los Angeles or San Diego; global environmental and/or financial sustainability; privacy vs. surveillance in postmodernity; diversity, inclusion, equity issues, etc. The seminar facilitates students' explorations of transdisciplinary methodologies—such as research approaches drawn across multiple disciplines—culminating in the mastery of communication and representation strategies that meet the needs of inter- and transdisciplinary audiences.

Students are instrumental in designing the research approaches, syllabus, and assignments 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. This course can serve as an upper-level general education requirement, the transdisciplinary seminar requirement, or an unrestricted elective.

Participation requires the student to find a faculty member to serve as a sponsor, or members of the faculty can nominate a particular student with that student's consent. All students in the program must have: a minimum overall GPA of 3.3; completed no fewer than 60 units and no more than 100 units by the beginning of the subsequent fall semester; submitted a 500-word essay expressing 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.

Assessment & Educational Effectiveness

Elizabeth Trebow, PhD
Director

Mission

The mission of Assessment & Educational Effectiveness (AEE) is to facilitate Woodbury University's effort to be an evidence-driven learning organization.

AEE aims to:

- Increase sense of accomplishment and work satisfaction among faculty;
- Advance opportunities for collaboration, learning, and professional development among faculty;
- Continually develop sustainability and faculty usability of assessment, curriculum design, and program review processes;
- Help educators achieve desired levels of instructional quality;
- Maintain a culture of evidence, especially with regard to program review and student learning assessment.
- Increase faculty access to teaching and learning resources that are supported by data and other evidence.

AEE accomplishes these aims for faculty members, department chairs, and staff via:

- Workshops
- Consultation
- Working with partners, such as Institutional Research, Student Affairs, and faculty academic committees
- Creating and maintaining support materials

Sample foci are assessment plans, program review, and survey development and analysis for use by programs and leadership across the campus.

Mission Achievement Project

With input from a cross-disciplinary Advisory Council, AEE is implementing a plan to assess the University's Meaning, Quality, and Integrity of the Degree (MQID) in accordance with WASC/WSCUC Assessment Leadership Academy goals. The outcome of this project, to be completed in spring 2021, will be a University-wide assessment of learning outcomes for how we achieve our mission.

Office of Development and Marketing

"Philanthropy allows for the discovery of shared values."

The Office of Development and Marketing is comprised of two areas: Development and Alumni Relations, and Marketing and Communications. Our mission is to help foster a philanthropic spirit among the University's various constituencies. Woodbury University relies on several sources of income in addition to tuition, fees, and government contracts. We must enlist sustaining financial support from parents, alumni, foundations, and corporations to ensure the achievement of the highest priorities of the University. The Office of Development and Marketing staff works to strengthen the relationships between the University and members of its extended family. Through its efforts, Woodbury will remain a vital, innovative, and creative institution for learning and development, career preparation and enhancement, and the enabling of its graduates to become productive citizens who think and act philanthropically.

Student and Parent Giving

By embarking on a personal tradition of giving back to your school while still enrolled, you and your family can broaden the scope of your Woodbury education. Family contributions will help provide expanded learning and networking opportunities for existing students as well as for future generations that will 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, helping them obtain internships, work experiences, full- and part-time jobs, and other career opportunities through our alumni network. By assisting 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.

Career Services provides a variety of services for alumni seeking career assistance, including access to Handshake, our online career network. Handshake is located online at Woodbury.joinhandshake.com.

Woodbury University has educated more than 77,000 alumni. While three-quarters of Woodbury graduates have resided in Southern California, Woodbury alumni can be found in all 50 states and in 49 countries around the world. The majority of alumni has found rewarding work in the Los Angeles area, where they have built large and small businesses, 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. Therefore, alumni giving is central to the University's ability to prosper and grow.

The Woodbury Fund

The Woodbury Fund provides support for the highest needs of Woodbury University. Tax-deductible gifts to this fund are distributed to all areas of the campus.

Gifts to the Woodbury Fund 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 fields of study, industries, or specialties.
- Maintain and beautify campus buildings and grounds.

This 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 the Woodbury Fund, you help provide critical resources for faculty and students to spark the innovations that will elevate Woodbury to the next level in higher education.

To make a gift to the Woodbury Fund, please contact Damon Griffin, Director, Alumni Relations and Annual Giving, by telephone at 818.252.5289, or via email at damon.griffin@woodbury.edu. You can always make a gift online by going to www.woodbury.edu/giving.

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, and annual scholarships may be established for a minimum of \$2,500. Endowed scholarship funds are established with gifts starting at \$50,000.

Planned Giving

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 to Woodbury University, whether through a will or other estate-planning vehicles. Planned giving donors are recognized as members of the "Pop" Whitten Heritage Society.

If you have any questions regarding scholarship gifts, planned gifts, or the "Pop" Whitten Heritage Society, please contact Dr. David Steele, Acting Vice President, Development and Marketing at 818.252.5101 or via email at president@woodbury.edu.

Campus Life

In collaboration with Woodbury students, faculty, staff, and families, Student Affairs enriches students' educational experiences by advocating for their needs, and embracing their goals, dreams, and aspirations. We offer opportunities for educational engagement via activities that challenge students to develop academically and personally, providing the support services necessary for them to do so.

Student Life: Building Community, Building Personal Success

Co-curricular opportunities for students facilitated by Student Affairs staff include advising and supporting student organizations such as the Associated Students of Woodbury University (ASWU), the Campus Activity Board (CAB), Greek Life, and other professional, cultural, and social groups. Student Affairs 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 all our students.

WELCOME WEEK

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 is provided.

STUDENT LEADERSHIP

Woodbury University believes in cultivating student leaders, both in the shaping of our campuses and in preparation for shaping their own worlds. The University offers a variety of opportunities for students to lead in meaningful ways:

- Associated Students of Woodbury University (ASWU)
- Campus Activity Board (CAB)
- SOAR Peer Advisors (SPA)
- Resident Advisors (RA)
- International Peer Advisors (IPA)
- Academic Peer Mentors (APM)
- Tutors
- Student Organization Leaders

STUDENT ORGANIZATIONS

The educational experience at Woodbury extends far beyond classroom work. Student organizations provide opportunities to develop leadership skills, network, contribute to the campus community, and have fun doing it. Student interest drives the development of each organization and students are welcome to work with the Student Affairs staff to start new ones. For a complete list of active student organizations, see the ASWU website (<https://www.aswu.woodbury.edu/>).

STUDENT ACTIVITIES

Student Activities promotes a sense of community by providing students the opportunity to engage in meaningful activities that enhance the social, cultural, and developmental growth of students as individuals or as members of organizations. By engaging members of the University community in collaborative efforts, Student Activities nurtures citizenship, leadership, and community, while striving to assist in the holistic development of students.

RESIDENCE LIFE

Residence Life creates engaging, inclusive, and safe environments that support students' academic endeavors, enhancing the educational experience of each resident by encouraging all students to live cooperatively in a community environment, become involved in the activities and leadership opportunities in the halls, and build meaningful relationships with their fellow students.

Academic Success

Woodbury University is committed to working with students and helping them achieve their goals. As such, there are several programs available to assist students throughout their academic journeys. Students can find assistance through a variety of student success programs:

ORIENTATION EXPERIENCE

All incoming students are required to complete a new student orientation. For undergraduates, this is called Student Orientation, Advising, and Registration (SOAR); for graduates, this is called Graduate Orientation.

Orientation is an enriching opportunity that details program requirements and tools for success. Incoming students learn about the resources available to them while they are Woodbury students as they transition to (or back to) higher education.

PATHWAYS TO STUDENT SUCCESS

Pathways to Student Success (PASS) is part of a comprehensive first-year student experience intended to build a supportive peer network and community. PASS courses introduce students to the University, their courses of study, 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 journeys. PASS courses are available to both freshmen and transfer students.

WOODBURY INTEGRATED STUDENT EXPERIENCE

The Woodbury Integrated Student Experience (WISE) is made up of four components that provide opportunities for students to engage in high-impact educational practices inside and outside the classroom, and earn up to two \$1,000 tuition scholarships. These experiential learning opportunities allow students to gain meaningful knowledge and experience while helping with tuition costs. The four components are:

- Study Away
- Work Experience or Internship
- Civic Engagement
- Leadership

For more information about WISE, please visit <https://woodbury.edu/academics/resources/wise/>, or contact Raida Gatten at raida.gatten@woodbury.edu or 818.252.5218.

Academic Support

FACULTY ADVISORS

Ensuring students have the resources to understand their curricula and register for classes to promote timely graduation is of the utmost importance to Woodbury University. As such, faculty advisors are assigned to each student to help them navigate their course selections and schedules. Faculty advisors serve as mentors and guide students in their choice of internship opportunities in order to prepare them for their chosen professions.

THE WRITING CENTER

The Writing Center (TWC) 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 résumés and application letters. Students may work one-on-one with a TWC tutor in person or submit their projects online for remote tutoring sessions. For more information about The Writing Center, please visit <https://library.woodbury.edu/writing-center>.

MATH, SCIENCE, AND SUBJECT TUTORING CENTER

The Math, Science, and Subject Tutoring Center offers free peer tutoring to all Woodbury students in many courses. Additionally, students can receive tutoring for many different types of software used in their programs (i.e., Illustrator, Rhino). For more information about the Math, Science, and Subject Tutoring Center, please visit <https://library.woodbury.edu/msstc>.

ACADEMIC PEER MENTORS

Academic Peer Mentors (APMs) are available to help students navigate college life. APMs are student mentors who are available to meet with students throughout the semester to assist them with time management, improving study skills, and utilizing campus resources. For more information about APMs, or to be assigned one, please contact Ernesto Morales, Academic Counselor, at Ernesto.Morales@woodbury.edu or 818.252.5129.

INTERNATIONAL STUDENT SUPPORT

Specialized resources are available for international students throughout their educational journey, including:

- Individualized support through the International Student Office;
- **Academic support**—Tutors are available to assist new and continuing international students in many subjects, including writing;
- **Workshops**—Via a series of workshops on topics including immigration regulations, practical training, post-graduation visas, and income tax, international students can attend informative events on how to most effectively acclimate to university life in the United States;
- **Woodbury International Student Association (WISA)**—This student organization provides a platform for international students to meet their peers and learn more about each other's cultures through events, discussions, and gatherings;
- **International Peer Advisors (IPA)**—Each new international student is assigned an International Peer Advisor (IPA), a fellow international student who provides support and encouragement to new students, helping them to adjust to life at Woodbury and in the United States.

For more information about International Student Support, please contact Lauren Seo, Senior International Student Advisor/DSO at Lauren.Seo@woodbury.edu or 818.252.5265.

Student Support Services

DISABILITIES AND ACCESSIBILITY SERVICES

Woodbury University is committed to providing students of all abilities access to all programs, services, and activities as mandated by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA). To make this possible, Woodbury grants reasonable accommodations to qualified students with disabilities.

U.S. law does not require students to report disabilities. However, students desiring academic support for disabilities are required to submit documentation to the Coordinator of Disabilities and Accessibility Services for eligibility verification in order to receive disability-based accommodations under the Acts and Sections cited above. All documentation is kept confidential within the Office of Disabilities and Accessibility Services (ODAS) in compliance with the Family Educational Rights and Privacy Act (FERPA) and the professional and ethical standards of the Association on Higher Education and Disability (AHEAD).

Provision of reasonable accommodations at Woodbury University is based on a comprehensive combination of a student's self-report, disability documentation from an appropriate clinician(s), in conjunction with the Coordinator of Disabilities and Accessibility Services' professional judgment.

The following guidelines are provided to ensure that reports are sufficient and appropriate to verify eligibility. (For further information, please visit the Office of Disabilities and Accessibility Services SharePoint: <https://woodburyedu.sharepoint.com/sites/ODAS>)

Procedures for Registering for Reasonable Accommodation

1. Students seeking accommodation for a disability should schedule an appointment with the Coordinator of Disabilities and Accessibility Services at least two weeks before the beginning of each semester. Appointments can be scheduled by emailing the Office of Disabilities and Accessibility Services at Disabilities@woodbury.edu or calling the Disability office at 818.394.3345 or by visiting the Disability office in the Whitten Student Center.

2. To prepare for the appointment, students are asked to complete a Semester Accommodations Request, which can be found on the external Woodbury website: <https://woodbury.edu/student-life/student-support-services/disabilities/>. Students who are new to Woodbury will need to submit supporting documentation as noted below. This will ensure adequate time to determine if documentation is sufficient, or to make any additional arrangements if necessary. Receipt of documentation or requests for accommodation after the start of classes may delay provision of accommodations.
3. Along with the Semester Accommodations Request, students must also submit appropriate documentation as outlined below. Many doctors and practitioners require several weeks to provide written reports, which may slow the process of arranging reasonable accommodations, so it is best to be proactive organizing required documentation.
4. Accommodations will be discussed after a student has met with the Coordinator of Disabilities and Accessibility Services to formally document specific disability/ies. Evaluation of documentation and any potential granting of accommodations will be finalized within five to 10 business days after this meeting.
5. If additional documentation is required, the Coordinator of Disabilities and Accessibility Services may grant temporary accommodations for up to 60 days or until the end of the semester, whichever is sooner. Students will be provided with written documentation requirements to share with their practitioners. If temporary accommodations are granted and appropriate documentation is not submitted, the temporary accommodations will expire at the end of the grace period as described above.
6. Provision of approved accommodations will be documented with completed Notification of Academic Accommodation Letter (NAAL) forms provided by the Coordinator of Disabilities and Accessibility Services' office.
7. The NAAL serves to notify instructors regarding specified reasonable accommodations. It is each student's responsibility to retain copies of NAAL forms, electronically deliver them to and clarify individual needs with each instructor. Students are

also responsible for following up with instructors to make sure each instructor has received and signed off on the NAAL. The Coordinator of Disabilities and Accessibility Services will help facilitate this process upon request.

Accommodations are not retroactive. This means that students who are not registered with the Office of Disabilities and Accessibility Services will not be granted retakes of past exams and/or assignments based on newly verified disabilities.

General Documentation Guidelines

Accessibility documentation should:

1. Be submitted on the designated provider's (psychologist, neuropsychologist, medical doctor/specialist, etc.) official letterhead, typed clearly, have detailed documentation, as stated below, and will need to have a wet signature (not a stamp) of the provider's name and professional state license number.
2. **Be current:** within previous three years for learning disabilities, previous six months for psychiatric disabilities, or previous three years for all other disabilities, is recommended (does not apply to physical or sensory disabilities of a permanent or unchanging nature).
3. **Clearly state the diagnosed disability** (including DSM-IV/DSM-5 code(s) where appropriate).
4. **Describe any functional limitation(s)** resulting from the disability/ies.
5. Include complete educational, developmental, and medical history relevant to the accommodations being requested.
6. **Include a list of all test instruments used** in the evaluation report, including relevant subtest scores identifying the stated disability (does not apply to physical or sensory disabilities of a permanent or unchanging nature).
7. **Describe the specific accommodations** requested with detailed explanation of why each accommodation is recommended.
8. **List relevant medications.** Does medication substantially limit college-level academic pursuits? If yes, how substantial is the limitation? Does the individual experience any side effects from the medication that may negatively affect his or her ability to study and/or learn?
9. **BE TYPED OR PRINTED ON OFFICIAL LETTERHEAD** and be signed by an evaluator qualified to make the diagnosis (include licensing, certification, background, and area of specialization information).
10. **Prescription pad notes will not be accepted.**

11. **The cost of obtaining documentation is the sole responsibility of the student.** If the initial documentation is incomplete or inadequate to determine the extent of the disability or reasonable accommodations, the Coordinator of Disabilities and Accessibility Services has the right to require additional documentation. Any cost of obtaining additional documentation is also the responsibility of the student.
12. Please consult with the Coordinator of Disabilities and Accessibility Services for specific documentation guidelines related to particular disabilities.

Please note: an Individualized Education Plan (IEP) or a 504 Plan is not sufficient documentation of disability.

Evaluator Qualifications

Students who wish to be considered for reasonable accommodations must submit current medical, educational, and/or diagnostic documentation reported by a professional appropriately licensed by the state to diagnose medical, psychological, and/or learning disabilities. Additional information may also be required on a case-by-case basis. Documentation will only be accepted from practitioners licensed in the United States. Documentation from practitioners only licensed outside the U.S. will not be accepted.

1. The professional conducting the assessments and rendering diagnoses must have comprehensive training with regard to the specific disability being addressed.
2. All diagnosticians must be impartial individuals who are not family members of the student.
3. The documentation should clearly state the name, title, and professional credentials of the evaluator, including information about licensure, certification, areas of specialization, employment, and the state in which the individual practices.
4. All diagnosticians must hold a state license to diagnose medical, psychological, and/or learning disabilities.
5. Licensure originating in countries other than the United States will not be accepted.
6. Documentation from student interns and clinicians under supervision will be accepted as long as the supervisor is qualified and licensed, co-signs the report, and includes a valid license number.

Documentation for Psychological Disabilities should:

1. State the specific disability and relate the disability to applicable professional standards, such as the DSM-IV/DSM-5.
2. Describe the evaluation method(s) used to establish the diagnosis/ies. This can include clinical interview, psychological assessment battery, etc.
3. Include test scores from any standardized diagnostic tests, if administered.
4. Discuss current symptoms and the degree of their impact on activities of daily living in an educational environment.
5. Recommend accommodations appropriate for higher education.
6. If it is determined that the existing documentation is incomplete or inadequate to ascertain the extent of the disability or the need for reasonable accommodation, the University may require additional documentation. The cost of obtaining documentation will be borne by the student.

Because the impact of many psychological conditions can change over time, annual evaluations may be required.

Documentation for Physical/Medical disabilities should:

1. Indicate a diagnosis of a physical or medical condition consistent with established clinical criteria.
2. Describe the functional impact of the disability or condition on activities of daily living in an educational setting.
3. Recommend accommodations appropriate for higher education.
4. Discuss the nature and progression of the disability (i.e., if condition is chronic, intermittent, etc.).
5. Include information related to the need for the frequency of reevaluation.

International students requesting accommodations will be required to have their documentation reviewed and approved by a Designated School Official (DSO).

Student Responsibilities for Disability Accommodations

1. It is the student's responsibility to identify the need for any accommodation, provide appropriate documentation for all requests, and keep appointments related to the provision of accommodations.
2. After submitting the required forms, meeting with the Coordinator of Disabilities and

Accessibility Services, and providing disability-related documentation for obtaining reasonable accommodations, students are then responsible for:

- a. Ensuring that professors have received and signed off on the Notification of Academic Accommodation Letter (NAAL) provided by the Coordinator of Disabilities and Accessibility Services.
- b. Submit a signed (by the student and instructor) Exam Proctor Request Form to book testing rooms, if necessary, at least 1–2 weeks before exams (or 3–4 weeks before final exams).
- c. Submitting alternative-format book requests, as well as book purchase receipts, 1–2 weeks before each semester begins to allow for acquisition and processing time.

Reasonable Accommodation

An accommodation is any support to allow equal opportunity for academic or physical accessibility. The Coordinator of Disabilities and Accessibility Services will determine which accommodations are appropriate on a case-by-case basis by reviewing the provided documentation. Accommodations will not be considered reasonable if they would fundamentally alter the nature of a program, or would be unduly burdensome for the University, either financially or administratively.

Accommodations granted by the University may include:

1. Test readers
2. Interpreters
3. Peer note-takers
4. Alternative textbook formats
5. Recording of lectures
6. Course load modifications
7. Excused medical absences
8. Extended time for exams
9. Alternative settings for exams. Students who have been approved for this accommodation must follow these steps for each exam:
 - a. Speak with the instructor to confirm that the exam will be taken at the Whitten Student Center or other mutually agreed-upon location.
 - b. Set date and time exam will be given.
 - c. Submit a completed Exam Proctor Request Form to the Coordinator of Disabilities and Accessibility Services at least one week in advance of exam.
 - d. Communicate with the Office of Disabilities and Accessibility Services to ensure the receipt of the Exam Proctor Request Form, date, time, and test room availability.

Remind the instructor to send exam and its instructions to the Coordinator of Disabilities and Accessibility Services prior to agreed-upon test time

- e. All testing arrangements must be made at least one week prior to exam, with no exceptions.

Temporary Accommodations

Although it is not required by law, Woodbury University will consider granting temporary accommodations on a case-by-case basis. Students seeking temporary accommodations will be required to provide clinical documentation of any condition that requires such an accommodation. The documentation should adhere to the same standards noted above and should also include expected duration and severity of condition or disability.

Non-Academic Accommodations

Non-academic accommodations are modifications that allow students equal access to all campus services, programs, activities, and facilities. These accommodations may include:

1. Accessible parking
2. Accessible classrooms and labs
3. Assistive technology
 - a. Students are strongly encouraged to work with the Department of Rehabilitation to obtain any needed assistive technology. The Coordinator of Disabilities and Accessibility Services also can determine reasonable accommodations to meet student needs.
4. Housing placement
 - a. Special housing requests will be decided on a case-by-case basis.
 - b. Requests will only be considered for students with appropriately documented physical, medical, or psychological conditions.
 - c. Single rooms are not granted as an accommodation for ADD/ADHD.
 - d. Housing requests based on disabilities cannot be used to void Housing Agreements.

ANIMAL POLICY

Service Animals

Under the ADA, a service animal is defined as "any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability." The task performed by the dog must be directly related to the person's disability.

1. Service animals are permitted in all areas of Woodbury's facilities, including anywhere students, members of the public, and other participants in services, programs, or activities are permitted.

2. Documentation, such as proof that the animal has been certified, trained, or licensed as a service animal, is not required. Federal law does not require an animal to be formally trained or to be certified that it has been trained. Service animals are individually trained to effectively perform tasks for people with disabilities.
3. The University recommends that any student using a service animal on campus request such accommodation by contacting the Office of Disabilities and Accessibility Services.
4. Service animals must be licensed and fully inoculated, with the burden of proof on the animal user. Fecal matter deposited by a service animal must be removed immediately and disposed of properly. If personally unable to perform the task, service animal users must arrange for removal of fecal matter.
5. The ADA requires individuals with service animals to be responsible for the care and supervision of their animals. This includes feeding, grooming, and toileting. A service animal must be housebroken (i.e., trained so that it controls its waste elimination, except for illness or accident) and must be kept under control by a leash, harness, or other tether. In cases where the handler is unable to hold a harness or tether because of a disability, or the use of such would interfere with the service animal's safety and the effective performance of work or tasks, the service animal must be under the handler's control by some other means, such as voice control.
6. Woodbury staff and faculty members may not ask about the nature or extent of a person's disability to determine whether a person's animal qualifies as a service animal. However, when it is not readily apparent that a dog is a service animal, personnel may make two inquiries to determine whether the dog qualifies as a service animal. These two inquiries are:
 - a. Is the dog required because of a disability?
 - b. What work or task has the dog been trained to perform?

Emotional Support Animals

Emotional support animals (ESAs) provide comfort, but are not trained to perform specific tasks to assist individuals with a disability. In general, ESAs are not allowed to accompany individuals in public areas of Woodbury University. However, they can be approved for on-campus housing. In some circumstances, the animal may be permitted elsewhere, but only with prior written permission from the Coordinator of Disabilities and Accessibility Services.

Before students can bring ESAs into on-campus housing, they must register for reasonable accommodations with the Coordinator of Disabilities and Accessibility Services and provide applicable documentation. Specifically, the documentation must adhere to the guidelines outlined in the previous Documentation Guidelines section, and must include specific information regarding the necessity of the ESA to afford the student an equal opportunity to use and enjoy campus housing. For example, the animal would provide emotional support or other assistance that would ameliorate one or more symptoms or effects of a student's disability.

Once this process is complete, a student requesting approval of an ESA will be required to meet with the Coordinator of Disabilities and Accessibility Services and the Associate Dean of Students and/or the campus Residence Life Coordinator to discuss the University's ESA policy and process in more detail.

As with a service animal, the care and supervision of an Emotional Support Animal is the responsibility of the individual—or handler—who benefits from the ESA. The handler is required to:

1. Maintain control of the ESA at all times.
2. Keep the Emotional Support Animal leashed when outside the handler's residential hall room.
3. Be responsible for ensuring the cleanup of the ESA's waste and, when appropriate, must toilet the animal in areas designated by Woodbury University consistent with the reasonable capacity of the owner. Waste must be placed in a sturdy disposable container and secured for disposal in outside trash bins or dumpsters.
4. Ensure the ESA does not disrupt classroom learning, social events, or other activities that are the right of all Woodbury University students.
5. Ensure the ESA is up to date on all vaccines and in good health.
6. Maintain licensure.

Field Trips and Off-Site Class Activities

All field trips and any off or on-site class activities scheduled outside of the regular classroom, laboratory, or studio environments will be as accessible as possible. When planning these trips and activities, the procedure below will be followed:

1. Instructors are required to uphold all policies, procedures, and practices for field trips and off-site activities to ensure that locations are accessible.
2. If an instructor cannot ensure accessibility, but can demonstrate that modifying the location would fundamentally alter the nature of the programs and

services offered as part of the course, the instructor must provide written notice to students and provide substitute materials or events to compensate for the inaccessible field trip or special event.

3. The Hollywood Gallery may not be used for any student classes, student presentations, or student events.

Public Events

Public events held on campus to which the general public and student population are invited will be held in accessible locations. If changing an event location to make it accessible would fundamentally alter the nature of the goods or services provided, students will be provided written notice and substitute materials or events to compensate for the inaccessible special event.

Disability Grievance Procedure

The University has an internal grievance procedure for resolution of complaints alleging violations of disability policy. Students may also use this grievance procedure to appeal the University's decisions related to requests for accommodation. To file a grievance, students should contact the Senior VP of Academic Affairs. Students with concerns about potential disability-based discrimination may also contact the U.S. Department of Education, Office of Civil Rights, 50 United Nations Plaza, San Francisco, California 94102, 415.486.5555, or by email at OCR.SanFrancisco@ed.gov.

As you embark upon your college career, it is important to understand how the role of an institution of higher learning differs from the role of high school in assisting students with disabilities.

In High School	In College
The school identifies students with disabilities.	The school protects a student's right to privacy and confidentiality.
The school district is responsible for evaluating and documenting the student's disability.	Each student is responsible for providing current documentation of their disability to the college.
The school automatically incorporates accommodations into the student's daily schedule once a disability is documented.	Each student must request accommodations each time they are needed.
The school modifies the educational programs.	The college makes reasonable adjustments in instruction which do not alter the essential content or requirements of a course or program.
Parents are advocates for their children	Students are their own advocates.
Special classes and placement must be available for students.	Colleges are not required to provide special classes or programs for students with disabilities.
Parents are notified and must give permission for any decisions regarding their son or daughter.	Parents are not notified of services their son or daughter requests unless the student grants permission for that information to be released.
An IEP meeting is held to determine placement and appropriate services.	Students work with college administrators and instructors to determine appropriate services.
The school provides assessment of disabilities.	The school provides access to testing services for all students. For students with verified disabilities, reasonable accommodations will be granted.

This table is shared with permission from Concordia University Irvine's Disability and Learning Resource Center (DLRC).

Career Services

Career Services strives to provide students and alumni with quality information, advice, and tools in the areas of career counseling, job/internship search strategies, and professional development in order to ensure a smooth transition from college into their careers. Career Services supports students through all stages of their Woodbury University experience, from the first year through graduation and beyond. Services and programs are designed to enable students and alumni to explore a wide range of career choices, set professional goals, identify potential employers, and improve/refine job and work experience/internship search skills.

Career Services offers five essential areas that provide activities and resources to assist students and alumni in the career-planning process: Career Counseling; Career Information, Preparation, and Programming; Handshake, our online job network; Internship/Work Experience Guidance; and Professional and Graduate School Advisement.

Career Counseling

- Counseling and guidance designed to help undergraduates, graduate students, and alumni find answers to career and educational questions.
- Assist students with career exploration and planning.
- Individual assistance on issues such as choosing or changing a major and career change/transition.
- Support and guidance for students seeking to explore, define, and pursue specific career goals.

Career Information, Preparation, and Programming

- Résumé, cover letter, Handshake profile, and LinkedIn profile-writing assistance and review.
- Interview preparation, guidance, and tips, as well as mock interviews.
- Information about full-time jobs, employers, trends, salary, and labor market trends.
- Workshops on a wide range of topics, including job-search techniques, résumé writing, interviewing, networking, and the importance of a professional online presence.
- Extensive library of handouts documenting the most up-to-date information, tools, and tips to assist with all aspects of conducting effective job/internship searches.
- Job and internship boards in front of the Career Services Center, regularly updated with posted information and samples of available jobs and internships, mainly in the Los Angeles area.

- Guidance in the use of apps, websites, and other online resources to assist with internship and job searches.

Handshake, Woodbury University's Online Job Network

Handshake is the University's online student and alumni job board, which offers the following features:

- On- and off-campus employment opportunities;
- Part-time, full-time, and internship opportunities;
- Booking appointments with Career Services;
- Registering for career-related events, including workshops and career fairs.

Current undergraduates, graduate students, and alumni may register and access Handshake at no cost, and are able to identify potential opportunities for which they may apply, and upload their résumés and work samples (i.e., writing samples, cover letters, portfolios, etc.). Once approved, employers will have access to materials (résumé, cover letter, work samples, etc.) that the student submits. Handshake is located online at woodbury.joinhandshake.com.

Internship/Work Experience Guidance

Career Services can support students in identifying and connecting with real-world, career-related experiences that have proven to be critical career-development steps for graduates. The staff works in conjunction with faculty members and internship coordinators in each department to support academic internship experiences via:

- Individual meetings with a career counselor for guidance;
- Employer connections and company referrals.

Professional and Graduate School Advisement

- Support for students interested in pursuing professional or graduate programs;
- Research resources dealing with professional school directories and graduate school exams;
- Graduate school personal statement assistance.

How to Make an Appointment

To ensure your career guidance needs are met, appointments can be made through Handshake, by calling 818.252.5207, or by visiting the Whitten front desk and speaking with an administrative staff assistant.

Career Services Staff and Contact Information

Jillian Furiga, MS
Coordinator, Career Services and Outreach
Whitten Student Center
Monday–Friday: 9:00 a.m.–5:00 p.m.
Phone: 818.252.5207
Email: jillian.furiga@woodbury.edu

Catherine Roussel, AIA
Director of Outreach, School of Architecture
Isaacs Faculty Center
Monday–Friday: 9:00 a.m.–5:00 p.m.
Phone: 818.394.3339
Email: catherine.roussel@woodbury.edu

Nancy Luna, EdD
Director of Internships for Accounting & Management,
School of Business
Business Building
Phone: 818.252.5279
Email: nancy.luna@woodbury.edu

Wendy Bendon
Department Chair & Internship Coordinator, Marketing
& Fashion Marketing
Business Building
Phone: 818.252.3302
Email: Wendy.Bendon@woodbury.edu

Counseling Services

There are times when the stresses of personal, family, or social situations may impact your ability to function academically and/or personally. Counseling Services encourages students to feel empowered and comfortable in reaching out for help. As a team of qualified mental health professionals, Counseling Services staff incorporate a philosophy of wellness in which each person becomes more aware of who they are and makes choices toward positive change. No problem is too big or too small to reach out for help! Any Woodbury student is eligible for free counseling services. Confidentiality is strictly honored.

Description of Services

- Individual, couple, and/or family assessment and short-term counseling.
- Workshops and presentations on a variety of topics emphasizing health and wellness.
- Support groups (organized around student interests/needs).
- Consultation with Woodbury faculty, staff, students, and parents concerned about the emotional or mental health of a specific student.
- Referrals to psychiatric and specialized mental health, substance dependence, or other community services.

Reasons Students Seek Counseling

- Time management
 - Relationship help
 - Family concerns
 - Depression/anxiety
 - Body image concerns
 - Sexuality
 - Sexual orientation
 - Self-esteem issues
 - Test anxiety
 - Concerns about mental health of friends/family
 - Drugs and/or alcohol
 - Communication-related concerns
 - COVID-19 related concerns
 - Coping during the quarantine
 - ACES (Adverse Childhood Experiences)/trauma
 - PTSD
 - Self-harm, self-injurious behavior
 - Suicide prevention
- And much more!

When and How to Make a Counseling Referral

1. You perceive that a student's needs go beyond your help and expertise. You may begin to feel pressure, burden, and/or helplessness.
2. Making a referral can be very challenging. You'll learn quickly if a student is open or resistant.
3. Educate about counseling as a personal-growth process (i.e., anyone at some point could use some extra support). Clarify that it is in addition to, not instead of, the relationship they have formed with you (they may feel that you don't care and are trying to pass them on to someone else).
4. A basis for trust often needs to be established before you can make a referral, and that may take a while.
5. You may need to take an active role in arranging the referral (potentially including making the first contact with the Counseling Center or possibly accompanying the student to a first session).
6. If the matter is serious, there may be times when you have to break a person's confidence about their disclosure to you (i.e., if they are suicidal). You can talk to them about this or seek consultation on how to handle it.
7. If you need support and would like to talk through a situation with one of our counselors, feel free to call the Counseling Center at 818.252.5237.
8. Be aware of your limitations. If the situation is escalating and immediate help is needed, call/page Woodbury University professional staff at 818.252.5208, or 911 in a true emergency.

Contact Us

Location: Whitten Student Center/Virtual
 Appointments via Ring central during the quarantine
 Hours: Monday–Friday, 9:00 a.m.– 6:00 p.m.

Ruth Burgher-Gibore, MA, LMFT
 Director, Counseling Services
 Phone: 818.252.5237
 Email: Ruth.Burgher-Gibore@woodbury.edu

Rhex Bartolome, MA, LMFT
 Counselor, Counseling Services
 Phone: 818.394.3356
 Email: Rhex.Bartolome@woodbury.edu

Ryan Burtanog, MA, AMFT
 Counseling Intern (San Diego Campus)
 Phone: 619.235.2900 x424
 Email: Ryan.Burtanog@woodbury.edu

First Aid Station

The campus First Aid Station is staffed by a registered nurse, and is open Monday–Friday, 8:00 a.m.–5:00 p.m. (excluding holidays). Students may obtain advice and treatment for minor injuries and illnesses. The First Aid Station offers services to students with the goal of promoting good health and wellness to keep students on the road to academic and professional success.

Services offered include:

- Immunization verification
- Evaluation and treatment of minor injuries and illnesses
- Blood pressure and blood sugar checks
- Student Health Insurance Plan management
- Health education and resources
- Contraception and feminine products distribution
- Health and wellness events

Contact Us

Location: Whitten Student Center
 Hours: Monday–Friday, 8:00 a.m.–5:00 p.m.
 Phone: 818.252.5238

In an emergency, DIAL 911 and notify Woodbury University Security at 818.252.5208

Student Code of Conduct

The Woodbury University community is committed to fostering a campus environment conducive to academic inquiry, a productive campus life, and thoughtful study and discourse. The Office of Student Conduct is committed to an educational and developmental process that balances the interests of individual students with the interests of the University community.

A community exists on the basis of shared values and principles. At Woodbury University, student members of that community are expected to uphold and abide by certain standards that form the basis of the Student Code of Conduct. These standards are embodied within a set of core values that include integrity, social justice, respect, community, and responsibility.

Each member of the University community bears responsibility for their own conduct and assumes reasonable responsibility for the behavior of others. When members of the community fail to exemplify these five values by engaging in violation of the rules below, campus conduct proceedings are used to assert and uphold the Student Code of Conduct.

The student conduct process at the University is not intended to punish students; it exists to protect the interests of the community as a whole and to challenge those whose behavior is not in accordance with University policies. Sanctions are intended to challenge students' moral and ethical decision making and to help them bring their behavior into accord with community expectations. When a student is unable to conform their behavior to community expectations, the student conduct process may determine that the student should no longer share in the privilege of participating in this community.

Students should be aware of the ways the student conduct process is different from criminal and civil court proceedings. Procedures and rights in student conduct procedures are conducted with fairness to all, but do not include the same protections of due process afforded by the courts. Due process, as defined within these procedures, assures written notice and a hearing before an objective decision-maker. No student will be found in violation of University policy without information showing that

it is more likely than not that a policy violation has occurred, and any sanctions will be proportionate to the severity of the violation and to the cumulative conduct history of the student.

The Student Code of Conduct is outlined in its entirety in the Student Handbook, which can be found under the Student tab of the Woodbury website.

Student Academic Honesty

Because the integrity of the academic enterprise of any institution of higher education requires honesty in scholarship and research, academic integrity is mandatory at Woodbury University and will be enforced. Academic integrity is important for two reasons: first, independent and original scholarship ensures that students and scholars derive the most from the 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 Code of Academic Integrity reflects the commitment of our community to the ideals of learning, research, and scholarship. The Academic Honesty Policy is outlined in its entirety in the Academic Policies, Regulations, and Standards section of this handbook and in the Student Handbook.

Academic Grievance Policy

The grievance policy will be used to resolve grievances against decisions or actions of University faculty members, 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, Regulations, and Standards section of this handbook.

Non-Discrimination Policy

Woodbury University is committed to providing an environment that is free of 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.

Sexual Misconduct Policy (Title IX)

Woodbury University is committed to providing a non-discriminatory and harassment-free educational, 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. Upon receipt of a report, the University will take prompt and effective action to end the misconduct, remedy the effects, and prevent its reoccurrence. 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 if and when this policy has been violated.

If you believe you have experienced or witnessed sexual misconduct at Woodbury University, contact Woodbury'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.

Campus Facilities

Annex

The annex is home to a variety of classrooms and activities, mostly in the design and media areas, including the Woodbury University stop-motion lab, filmmaking editing suite, radio station, and studios.

Architecture Complex

The Architecture Complex is a center of dedicated studio spaces for Architecture students. Students can access studios 24/7 throughout the year. Also included in the Complex are the Wedge Gallery, Physics Lab, classrooms, the Julius Shulman Institute, and the Ahmanson Main Space.

Making Complex

Students have access to the materials testing lab, wood shop, and digital fabrication facilities in the Architecture Complex. These facilities offer hand and power tool use, CNC milling, 3-D 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.

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, faculty, and administrative staff. The building also houses University Advancement, seminar rooms, electronic classrooms, the Bowman Conference Room, a Mother's Room (for lactation needs), the Fletcher Jones Foundation Auditorium, and the Mr. & Mrs. Leonis Malburg Atrium.

Cabrini Hall

Part of the original Villa Cabrini, Cabrini Hall houses the Fashion Design Department, the Judith Tamkin Fashion Center, Fashion Study Collections, the Nan Rae Gallery, Woody's Café, and the dining hall. Design studios and the dining hall are accessible 24/7. In addition, there are some faculty offices on the first floor.

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-and-white and color printing and plotting are available in computer labs at the student's expense.

Student lab techs are present during all open lab hours and are the initial resource 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 Wi-Fi network, which is available from anywhere on campus (except residence halls, which have their own Wi-Fi internet access).

Design Center

The Design Center is dedicated to art, design, computer science, and computer information systems. These departments share computer facilities and studio classrooms and have archival storage space. The Design Center houses the Gilbert Psychology, Lighting, Screenprinting, Computer Design, Computer Information Systems and Photography Labs, plus Design Foundation studios. Many of the design studios in the Design Center are accessible 24/7.

Digital Resource Center (DRC)

The DRC is a support center, not a teaching lab that offers 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 DRC as a meeting space to discuss digital assignments without interfering with ongoing classes in the teaching labs.

Computer Science and Business Computer Information Systems Lab

This lab is shared by both Computer Science and Business Computer Information Systems departments. It is primarily used for courses within these departments, but is available to other courses when not occupied. This lab was funded by the Department of Education Title V Hispanic Serving Institution Grant (P031s190217) awarded to Woodbury University in 2019.

Graphic Design Photography 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.

Material Library and Lighting Lab

This lab, located on the first floor of the Design Center, is primarily for the use of Interior Architecture students. It houses state-of-the-art lighting fixtures and controls and accompanying software used to create multiple lighting scenarios for interior environments. In addition, there are resources for interior material and furnishings.

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.

Galleries

NAN RAE GALLERY

The Nan Rae Gallery is the University's main gallery. It is a modern, open-plan facility in the basement of Cabrini Hall and hosts exhibitions of student work, along with the work of visiting artists.

POWELL GALLERY

This is an open, two-story gallery on the first floor of the Design Center. It is most often used for departmental studio reviews, which can be viewed in-progress by faculty members and students from all programs. This gallery is outfitted for multi-media projection and is available for exhibitions and lectures.

JUDITH TAMKIN FASHION CENTER

Located in Cabrini Hall, the Judith Tamkin Fashion Center houses rotating exhibitions of items from the Fashion Study Collection, as well as student work. The Woodbury University Fashion Study Collection, consisting of more than 6,000 garments and accessories that represent the clothing history of the past 200 years, is available as a hands-on resource to students and faculty. Students may intern with the curator to work on displays and assist in the management of the collection.

WEDGE GALLERY

The Wedge Gallery in the Architecture Complex offers exhibits of student and faculty work.

Hensel Hall

Hensel Hall is the main administration building. It houses the offices of the Senior Administration, Human Resources, Academic Affairs, Campus Event Planning, and the Office of the President.

Isaacs Faculty Center

The Isaacs Faculty Center houses most of the full-time faculty from three of the University's four schools as well as the offices of the deans, associate deans, chairs, and administrative staff of the School of Architecture, the School of Media, Culture & Design, and the College of Liberal Arts. It has two conference rooms: the large Kirkendall Conference Room and the smaller Nielsen Conference Room. It also houses the Biology Lab.

Los Angeles Times Library

The library's physical spaces provide access to collections that include print and digital media. To accommodate diverse study needs and learning styles, there are spaces for individual quiet study as well as group study areas. Wi-Fi 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. The Enkeboll Courtyard is an outdoor meeting space located within the library.

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 Information Technology (IT) computer labs and smart classrooms (Game Lab, M101; Broadcast Studio, M111).

Physical Plant Operations

The Physical Plant Operations building houses the Maintenance Department. The Maintenance Department oversees the maintenance of campus buildings and grounds. It also provides services required for safety and other regulatory compliance issues, special event support services, and cleaning services.

Security And Parking Operations

The Security and Parking Operations Department's priority is the safety and security of all students and personnel on campus. Security officers are certified in first aid and CPR and they serve as first-responding units for any emergency on campus. The security kiosk, located at the main entrance of the University at the front gate (intersection of Glenoaks and Cohasset), is staffed by security officers 24/7 throughout the year. The University's Security Coordinator has an office in the Whitten Student Center.

Listed below are important contact phone numbers for the Security and Parking Operations Department:

818.252.5208 24/7 Security Patrol
818.252.5250 Security Coordinator

Residence Halls/Amenities

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 houses the Associated Students of Woodbury University (ASWU) Fitness Center. South Hall is also adjacent to the ASWU pool house.

Whitten Student Center

The Whitten Student Center, named after beloved former Woodbury president R.H. "Pop" Whitten, houses the Office of Student Affairs (academic support and student life), the Writing Department, the Writing Center, International Student Services, and the Institute for Excellence in Teaching and Learning (IETL). Central Services, the Security Office, and the First Aid Station are also housed in the Whitten Center. The lounge, computer stations, tutoring areas, seminar room, and meeting spaces serve as popular gathering spots for students.

Operations Manual

Admissions

Sabrina Taylor-Encarnacion
Associate Vice President, Admissions

Ani Khukoyan Boniadi
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. Writing samples, 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 admission decisions.

Upon enrollment, Woodbury requires each student to have graduated from a regionally accredited secondary school. In the case of states that do not require regional accreditation for public schools, state accreditation is sufficient. This does not apply to private schools or home schools. High school equivalency certificates or GEDs may be considered on individual bases. When reviewing high school transcripts for admissions purposes, total GPA (unweighted, grades 9–12) is considered.

Applications for admission are reviewed on a rolling basis. Applicants with or without prior college experience may apply online for admission to fall or spring semesters by visiting woodbury.edu. After the priority application deadline, enrollment terms are not guaranteed.

Priority Application Deadlines

Spring semester November 1st
 Fall semester March 1st

Requirements For Freshman Admission

Students who are currently attending high school or who have never attended a college or university are considered freshman applicants. Before enrollment, candidates must submit all required final official documents.

The submission of a portfolio is required for Animation applicants and highly recommended for Graphic Design majors. Portfolios should be submitted online at <https://woodburyuniversity.slideroom.com>.

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 24 semester units or 40 transferable quarter units are required to be considered a transfer student. Before enrollment, candidates must submit all required final documents. Applicants are expected to be in good academic standing at all previous institutions attended. Students must submit official transcripts from all colleges previously attended.

Transfer students applying for majors in Animation, Architecture, Graphic Design, or Interior Design must submit portfolios online at <https://woodburyuniversity.slideroom.com>.

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 13 semester units of vocational courses from a regionally accredited institution(s) may be accepted for transfer and applied toward a Woodbury degree. General education requirements cannot be satisfied by the completion of vocational courses.

Woodbury will consider selected courses for transfer credit from institutions that hold specialized accreditation. Transfer credit will also be considered from institutions or organizations that have received recommendations from the American Council on Education (ACE), the Commission on Recognition of Post-Secondary Accreditation (CORPA), the National Credit Recommendation Service (NCCRS), or any combination of these organizations. To be considered for transfer credit, a minimum grade of "C" (2.0) or the equivalent must be earned. All transfer credit is subject to review and the discretion of Woodbury University.

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 bachelor's degrees from institutions lacking 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 United States, or a degree from an international academic institution with English as the language of instruction that is equivalent to a U.S. degree will be considered to have met most of Woodbury University's lower-division general education requirements.

Students with bachelor's degrees from regionally accredited colleges or universities in the United States, or from international academic institutions with English as the language of instruction equivalent

to U.S. bachelor's degrees will be considered to have fulfilled general education core requirements except Academic Writing. 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 better is earned. Transfer credit is not available for those who hold bachelor's degrees from institutions lacking regional accreditation or from international institutions that are 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.

Articulation Agreements, Memorandums Of Understanding & Transfer Guides

Woodbury University provides transfer guides for many community colleges in order to transfer specific course credit. To access these guides, visit <https://woodbury.edu/admissions/undergraduate-admission/transfer/>.

Transfer Evaluation System

The Transfer Evaluation System (TES) is a tool applicants can use to see how coursework from other colleges and universities typically transfers to Woodbury University. The list of courses in TES is not comprehensive; TES is continually updated with more courses and institutions. The information in TES is provided only as a guide. An official course-by-course evaluation of each student's transfer credit will be completed after admission to Woodbury.

To access TES:

1. Visit <https://woodbury.edu/transfer>
2. Scroll down to the TES link.

Credit By Examination

Woodbury offers credit via examinations administered and sponsored by these recognized agencies within American higher education:

- Advanced Placement Examinations by the College Board (see subsequent section)
- International Baccalaureate Higher Level Examinations (scores of 5 or higher; see subsequent section)
- Courses evaluated and listed by the American Council on Education

- Excelsior College Exams or Regents 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 better is required on the subject area examinations
- DANTES; "C" level or better is required on the subject examinations.

Scores must be sent directly by the agency to Woodbury University in order to be evaluated for credit.

Advanced Placement Examinations

Woodbury University accepts scores of 3, 4, and 5 on Advanced Placement (AP) Examinations administered by the College Board and awards credit applicable to major, general education, and/or elective requirements within undergraduate degree programs. Credit is applied as follows:

AP Examination	Applicable to	Units
Art History	Two Art History courses	6
Art, Studio: Drawing	Two unrestricted electives	6
Art, Studio: General	Two unrestricted electives	6
Biology	Two Natural Science courses	6
Chemistry	Two Natural Science courses	6
Chinese, Language & Culture	Two lower division general education electives	6
Computer Science, A	Credit varies by major	3
Computer Science, AB	Credit varies by major	6
English, Language & Composition	WRIT 113, First-Year Academic Writing	3
English, Literature & Composition	WRIT 113, First-Year Academic Writing	3
Environmental Science	ENVT 220, Environmental Studies	3
French, Language	Two lower division general education electives	6
German, Language	Two lower division general education electives	6
Government & Politics, U.S.	One Social Science course	3
Government & Politics, Comparative	One Social Science course	3
History, U.S.	Two Social Science courses	6
History, European	Two Social Science courses	6
Human Geography	One Social Science course	3
Italian, Language & Culture	Two lower division general education electives	6
Japanese, Language & Culture	Two lower division general education electives	6
Latin, Virgil	One Humanities 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	One lower division general education elective	3
Physics B	PHYS 243, Physics for Architects	3
Physics C, Mechanics	One Natural Science course	3
Physics C, Electricity & Magnetism	One lower division general education elective	3
Psychology	PSYC 200, Introduction to Psychology	3
Spanish, Language	Two lower division general education electives	6
Spanish, Literature	Two Humanities courses	6
Statistics	MATH 226, Business Statistics	3

International Baccalaureate Higher Level Examinations

Woodbury University accepts scores of 5 or higher on International Baccalaureate (IB) examinations.

Credit is applied as follows:

Examination	Woodbury Course Equivalents	Credits
IB Biology	One Natural Science course with lab	3
IB Business Management (formerly Business and Management)	MGMT 100: Fundamentals of Business Enterprise	3
IB Chemistry	One Natural Science course with lab	3
IB Classical Greek	One Humanities course	3
IB Computer Science	Credit varies by major	3
IB Economics	ECON 203: Macroeconomics	3
IB English A: Language and Literature	WRIT 113: First-Year Academic Writing	3
IB Film	One Art History course	3
IB Geography	One Social Science course	3
IB Global Politics	One Social Science course	3
IB History (any region)	One Humanities course	3
IB Language A: Language and Literature (any language, except English) HL	One Humanities course	3
IB Language A: Literature (any language) HL	One Humanities course	3
IB Language B (any language) HL	One Humanities course	3
IB Latin	One Humanities course	3
IB Mathematics	MATH 249, College Algebra and MATH 251, Trigonometry	3
IB Mathematics, Further	One Mathematics course	3
IB Music	One Art History course	3
IB Philosophy	PHIL 201: Introduction to Philosophy	3
IB Physics	PHYS 243: Physics for Architects	3
IB Psychology	PSYC 200: Introduction to Psychology	3
IB Social and Cultural Anthropology	ANTH 220: Cultural Anthropology	3
IB Theatre Arts	One Art History course	3

Placement Examinations

Information about placement exams can be found under the Woodbury Academic Journey 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. Recommendations by credentials evaluation services will be regarded as advisory only. Official evaluations are accepted from NACES-approved organizations. The Registrar's Office of Woodbury University will make all 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 U.S. citizens.

Admission Of Non-Matriculated Students

Students who wish to enroll in a course or courses without seeking a Woodbury University degree are considered non-matriculated applicants. A non-matriculated applicant is required to show proof that pre-requisite coursework and other academic requirements have been fulfilled.

Admission To Bridge Program

Applicants with unweighted cumulative GPAs between 2.25 and 2.49 will be considered for admission into our Bridge Program. This GPA range indicates that students can benefit from additional academic support and, in order for admission to be complete, students must meet the following requirements:

- Students who fall under the Bridge Program category (both freshman and transfer) must provide at least one letter of recommendation and one personal essay
- Fall semester enrollment
- Summer Bridge course enrollment
- Meeting with either the Associate VP of Academic Affairs (AVPAA) or a Woodbury University Learning Specialist
- Assignment of an Academic Peer Mentor
- Tutoring with the Writing Center
- Meeting with a Library Liaison once during the first semester
- Enrollment in either the PASS 100 (First Year Seminar) or PASS 200 (Transfer Seminar) course

Additional details can be found here: <https://woodbury.edu/bridge-program/>

A sufficient cohort must be attained for the Bridge Program to operate.

Admission To Transition Track

Applicants with unweighted cumulative GPAs between 2.5 and 2.74 will be considered for admission into our Transition Track. This GPA range indicates that students can benefit from additional academic support and, in order for admission to be complete, students must meet the following requirements:

- Fall/spring semester enrollment
- Meeting with either the Associate VP of Academic Affairs (AVPAA) or a Woodbury University Learning Specialist
- Assignment of an Academic Peer Mentor
- Tutoring with the Writing Center
- Meeting with a Library Liaison once during the first semester
- Enrollment in either the PASS 100 (First Year Seminar) or PASS 200 (Transfer Seminar) course

Additional details can be found here: <https://woodbury.edu/transition-track/>

Deferment Of Application

Students may defer their applications for admission for up to one year from the original term for which they applied. Students must submit requests for deferment in writing, along with notification 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.

If admission requirements change during a deferral period, deferred applications will be re-evaluated for admission.

If originally admitted as a freshman student, you will retain your awarded merit scholarship for your deferred term. However, if you become a transfer student (bringing in 24 or more transferable units), before your new intended start term, your file will be re-evaluated for admission and merit scholarships/grants as a transfer student.

Traditional Undergraduate Admission Application Requirements

FRESHMAN APPLICATION REQUIREMENTS

Common Application or Woodbury University's Online Application

- When submitting an online application, a (non-refundable) \$85 application fee must be paid or an approved fee waiver must be applied.
- School of Architecture applicants may apply online for the Burbank or San Diego campus.

Freshman GPA Requirement

- An unweighted cumulative GPA of at least a 2.5* is required.

** Applicants with GPAs between 2.25 and 2.49 will be considered for Woodbury University's Bridge Program, which begins during fall semesters only.*

Official High School Transcripts

Official high school transcripts that include 11th grade records are required for all applicants who have not yet graduated at their time of application. Upon

acceptance, and prior to **matriculating**, a final official transcript verifying graduation must be submitted.

Electronic Submission of Transcripts

Upload unofficial transcripts to the Woodbury Online Application or email info@woodbury.edu.

Submit official transcripts via Parchment, Naviance, Scoir, or the National Student Clearinghouse.

Common Application: Official high school transcripts can be submitted through the Common Application process.

Submission of Transcripts by Mail

Official transcripts submitted by mail must include original signature(s) of school official(s) and be sealed in an unopened envelope. Mail transcripts to:

Woodbury University
Office of Admissions
7500 N. Glenoaks Blvd.
Burbank, CA 91504-7846

SAT or ACT Test Scores

Woodbury University is test optional. Freshman applicants are not required to submit SAT or ACT scores, but may submit them in order to help strengthen their applications.

Woodbury University Codes:

SAT I: 4955

ACT: 0481

SAT I or ACT scores must be sent officially from the testing centers.

Academic Recommendation

Recommendations are optional.

If applying using the Common Application, submitted academic letters of recommendation are considered sufficient.

Academic letters of recommendation can be uploaded to Woodbury University's 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 essays are optional; prompts can be found within the Common Application or the Woodbury University Online Application.

Portfolio

For freshman applicants, portfolios are required for Animation and highly recommended for Graphic Design majors. Submit portfolios online at <https://woodburyuniversity.slideroom.com>.

TRANSFER APPLICATION REQUIREMENTS

Woodbury University's Online Application

When submitting your online application, a (non-refundable) \$85 application fee must be paid or an approved fee waiver must be applied.

School of Architecture applicants may apply online for the Burbank or San Diego campus.

Transfer GPA Requirement

An unweighted cumulative GPA of at least 2.5* is required.

** Applicants with GPAs between 2.25 and 2.49 will be considered for Woodbury University's Bridge Program, which begins during fall semesters only.*

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 by transfer students.

Upon acceptance, and prior to matriculating, final official transcript(s) must be submitted.

Electronic Submission of Transcripts

Upload unofficial transcripts to the Woodbury Online Application or email info@woodbury.edu.

Submit official transcripts via Parchment, Naviance, Scoir, or the National Student Clearinghouse.

Submission of Transcripts by Mail

Official transcripts submitted via mail must include original signature(s) of school official(s) and be sealed in an unopened envelope. Mail transcripts to:

Woodbury University
Office of Admissions
7500 N. Glenoaks Blvd.
Burbank, CA 91504-7846

Academic Recommendation

Recommendations are optional.

Academic letters of recommendation can be uploaded to Woodbury University's 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 essays are optional; prompts can be found within the Woodbury University Online Application.

Portfolio

A portfolio of design work is required for Animation, Architecture, Graphic Design or Interior Design transfer applicants. Submit portfolios online at: <https://woodburyuniversity.slideroom.com>.

UNDERGRADUATE INTERNATIONAL APPLICATION REQUIREMENTS

(In addition to above-mentioned Freshman and Transfer requirements)

Evaluation of Transcripts

Submit certified English translations of all non-English-language documents along with official transcripts. Woodbury University will complete course-by-course foreign credential evaluations from NACES-approved organizations.

Proof of English Proficiency

Provide proof of English-language proficiency by submitting one of the following test scores received within two years of the date of application:

- Minimum TOEFL MyBest score of 61
- Minimum IELTS of 6
- Minimum Duolingo score of 90

OR

- Completion of a transferable English composition course (non-ESL) with a grade of "C" or better from a regionally accredited U.S. college or university
- Graduation from a regionally accredited U.S. high school
- Completion of an accredited English-language program with the highest proficiency level from the Commission on English Language Program Accreditation (CEA), or the American Council for Continuing Education and Training (ACCET)

I-20 Checklist

A Form I-20 is generated after an applicant has accepted an offer of admission by submitting a non-refundable commitment deposit along with the following documentation:

- **Passport:** Submit a copy of applicant's passport, along with that of any dependent(s) who will apply for (an) F-2 visa(s).
- **Bank Statement:** Bank statement issued no earlier than six months from enrollment date. Optional at the time of application submission. Financial support must be sufficient to cover student expenses for one full academic year. Bank statements must be original and 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 foreign equivalents. Affidavits of Support are required for any documents not in the name of the applicant.
- **Transfer I-20 Form:** The Transfer I-20 Form is required only for applicants who currently are in the United States on F-1 visas granted by other institutions.

Submission of falsified documentation will result in denial of admission or termination of enrollment.

GRADUATE ADMISSION POLICY

Our graduate programs are designed for scholars looking for advancement in their professional careers and growth within their disciplines. Applicants seeking admission into a graduate program are expected to have completed a bachelor's degree from a regionally accredited institution prior to matriculating.

Term	Program	Priority Deadline
Spring semester	Master of Business Administration	November 1st
Fall semester	Master of Architecture	January 15th
	Master of Business Administration	July 1st
	Master of Interior Design	January 15th
	Master of Science in Architecture	January 15th
	Master of Science in Architecture, Real Estate Development	January 15th

GRADUATE ADMISSION REQUIREMENTS

Individual programs may have additional unique requirements. Please see program sections for more information.

Woodbury University's Online Application

When submitting your online application, a (non-refundable) \$85 application fee must be paid or an approved fee waiver must be applied.

Official Academic Transcripts

Official transcripts from all colleges/universities attended are required, regardless of credit received or courses completed. These records must confirm that a bachelor's degree has been granted from a regionally accredited institution at the time of matriculation.

Electronic Submission of Transcripts

Upload unofficial transcripts to the Woodbury Online Application, or submit official transcripts via Parchment, Naviance, Scoir, or the National Student Clearinghouse.

Submission of Transcripts by Mail

Official transcripts submitted by mail must include original signature(s) of school official(s) and be sealed in an unopened envelope. Mail transcripts to:

**Woodbury University
Office of Admissions
7500 N. Glenoaks Blvd.
Burbank, CA 91504-7846**

Letters of Recommendation

Submit three professional and/or academic letters of recommendation.

Electronic Submission of Recommendation Letters

Request letters of recommendation from your selected references directly through the Woodbury Online Application.

Entrance Examinations

GMAT/GRE scores are not required for admission to Woodbury University graduate programs.

Personal Statement

School of Business

Electronically submit a two- to three-page essay via our online application system 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.

School of Architecture

Electronically submit a one- to two-page essay via the Woodbury Online Application that describes your educational and/or professional background and your reason for pursuing a graduate architectural education at Woodbury's School of Architecture.

Research Statement

Master of Science Architecture (MSArch) ONLY

Submit a one- to two-page essay outlining your specific area(s) of interest and identifying any faculty members you believe could serve as advisors for your work. We are only able to accommodate students whose research interests match that of a faculty member who is available to serve as an advisor.

Professional Résumé

Applicants are required to submit a professional résumé or curriculum vitae. This information should list your academic research, professional experience, and/or published work.

Portfolio

School of Architecture

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 Design (MID), Master of Science in Architecture (MSArch), and Real Estate Development (MSArch RED) programs.

Submit your portfolio via SlideRoom. A nominal fee is charged by SlideRoom for this service. Full instructions and requirements are listed on the site. For general artwork, we recommend scanned images rather than photos for best resolution. URLs can also be submitted by uploading a PDF or document containing the link.

Prior Degree Requirements

MArch: An accredited pre-professional architecture degree is required for admission to the two-year program. Individuals holding pre-professional degrees in architectural studies from NAAB-accredited 4+2 programs are eligible to apply. Individuals holding other pre-professional design degrees in architectural studies are evaluated based upon careful review of transcripts and portfolios for equivalency. Individuals holding bachelor degrees in fields other than architecture are eligible to apply for the three-year program.

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

MSArch and MSArch RED: Individuals holding accredited professional architecture degrees (BArch, MArch, DArch, or international equivalents) are eligible for the program.

MBA: Holders of bachelor degrees from regionally accredited four-year institutions in any discipline are eligible for the program.

GRADUATE INTERNATIONAL STUDENT REQUIREMENTS

(In addition to the above-mentioned program requirements)

Transcript Evaluation

Submit certified English translations of all non-English-language documents along with official transcripts. Woodbury University will complete course-by-course foreign credential evaluations from NACES-approved organizations.

English Proficiency

Provide proof of English-language proficiency by submitting one of the following test scores received within two years of the date of application:

- Minimum TOEFL Superscore of 80
- Minimum IELTS of 6.5
- Minimum Duolingo score of 105

OR

- Completion of a transferable English composition course (non-ESL) with a grade of "C" or better from an accredited U.S. college or university
- Completion of a bachelor's degree from a regionally accredited U.S. college or university
- Completion of an accredited English-language program with the highest proficiency level, from the Commission on English Language Program Accreditation (CEA), or the American Council for Continuing Education and Training (ACCET)

I-20 Checklist

A Form I-20 is generated after the applicant has accepted an offer of admission by submitting a non-refundable commitment deposit along with the following documentation:

- **Passport:** Submit a copy of the applicant's passport, along with that of any dependent(s) who will apply for (an) F-2 visa(s)
- **Bank Statement:** Bank statement issued no earlier than six months from enrollment date. Optional at the time of application submission. Financial support must be sufficient to cover student expenses for one full academic year. Bank statements must be original and 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 foreign equivalents. Affidavits of Support are required for any documents not in the name of the applicant.
- **Transfer I-20 Form:** The Transfer I-20 Form is only required for applicants who are currently in the United States on F-1 visas granted by other institutions.

Submission of falsified documentation will result in denial of admission or termination of enrollment.

Academic Fresh Start Policy

What is Academic Fresh Start?

Your old grades don't have to count against you. If you apply for admission to Woodbury University as an undergraduate, you may be able to begin a new course of study with a clear academic record.

If you have credits for college courses taken 10 or more years prior to the planned enrollment date, those credits and grades can be waived under the "Academic Fresh Start" policy if you invoke it at the time of application. Note that we will still require the transcript to complete your file.

Please remember, this is an all-or-nothing option. You cannot pick and choose which courses to ignore and which courses to count. If you choose the "Academic Fresh Start" option, you will not receive any credit for any courses you took over 10 years ago. This means that courses taken previously:

- Cannot be used to fulfill new pre-requisite requirements
- Cannot be counted toward your new degree
- Will not be counted in any future GPA calculations or merit scholarship consideration

How does this affect your financial aid?

Academic Fresh Start clears only your academic record, not the number of semesters you have been in higher education. The maximum number of semesters for receiving federal Pell Grants is 12, which must include all of the time you have spent taking dual credit courses and community college courses, including those from over 10 years ago.

Readmission After Absence From The University

Students who are absent from degree studies remain in active status for three semesters (excluding summer sessions). If not enrolled by the fourth semester of absence, students must reapply 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 catalog pre-requisites and degree requirements in effect at the time of readmission and matriculation.

Readmission After Five Years

Admitted students who were enrolled, but have been continuously absent for more than five years must complete a readmission application. In addition, applicants must submit official transcripts from all colleges and/or universities attended.

Readmission After Formal Withdrawal

Admitted students who were enrolled, but have formally withdrawn from the University must complete a readmission application (regardless of the length of their absence). Upon submission, a University representative will contact re-applying students with further details on needed documentation.

** International applicants may need to submit further documentation for I-20 processing.*

Financial Aid

Oscar Jones

Director of Financial Aid

Students beginning the process of selecting a college soon 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.

Application for financial aid does not affect a student's chances for admission.

How To Apply For Financial Aid

Applying for need-based financial aid at Woodbury University is an annual process. 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 would like to be considered for Woodbury University need-based institutional aid, federal and state grants, as well as low-interest federal loans must complete the FAFSA. New students must be accepted for admission to Woodbury before any offer of financial assistance will be made.

Current students who are renewing their aid applications or applying for the first time and are interested in receiving Woodbury University need-based institutional aid, federal and state grants, as well as low-interest federal loans are also required to complete the FAFSA. To complete a FAFSA application, go to the FAFSA website at www.fafsa.gov.

Students receiving only merit scholarships are not required to apply for financial aid each year. Assuming all requirements for maintaining these scholarships are met, they are automatically renewed by the Office of Financial Aid. The terms of your merit scholarship are stated in your letter of admission and scholarship notification.

To meet the Cal Grant program deadline, **California residents** must submit 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 and local college financial aid offices, including Woodbury's.

Financial aid is awarded annually for traditional academic 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 reapply each year by completing 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 undergraduate or graduate program.
- The student must be a U.S. citizen or national or:
 - a permanent resident of the United States;
 - provide evidence from U.S. Citizenship and Immigration Services (USCIS), which is part of the Department of Homeland Security, that student is in the United States for other than a temporary purpose with the intention of becoming a citizen or permanent resident;
 - a citizen of the Federated States of Micronesia, the Marshall Islands, or a permanent resident of the Trust Territory of the Pacific Islands (Palau);
 - a graduate of an accredited U.S. high school, or hold a GED certificate or an Associate's degree from a community college.
- The student must maintain satisfactory academic progress standards.
- The student must not be in default on any federal student loan, including Federal Direct Loans, Federal Perkins Loans (formerly called NDSL), Federal Stafford 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 federal grant program.

- The student must be in compliance with Selective Service Registration laws and sign a statement certifying compliance.
- Students must certify that they have not engaged in the unlawful manufacture, distribution, dispensing, or use of a controlled substance.

What Kind Of Financial Aid Is Available?

The financial aid available at Woodbury comes from federal and state governments, the University, and private donors. Some of the financial resources available to Woodbury students include:

GRANTS

Grants are based upon need and do not require repayment.

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 \$672 to \$6,495 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 at Woodbury.

Cal Grant A awards are funded by the State of California to provide 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 awards, also funded by the State of California, are designated for California high school graduates with high academic potential who come from minority, disadvantaged, or low-income families, and who have little or no previous college work (less than one semester or 16 quarter units). Awards include semester allowance checks to students for living expenses, plus, beginning in the student's second year of study, tuition and fee grants are provided.

Applicants are notified by the California Student Aid Commission if selected to receive Cal A or Cal B state awards. To learn more about Cal Grants, go to www.csac.ca.gov.

EMPLOYMENT

On-campus employment opportunities are available and may be included in financial aid award packages to assist students in meeting their educational expenses.

Federal Work Study (FWS) is a federally funded program that allows Woodbury University to provide part-time on- or off-campus employment for students who demonstrate financial need. Most students work between eight and 12 hours per week while classes are in session and earn no less than minimum wage.

LOANS

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

William D. Ford Federal Direct Educational Loan Programs

- Federal Direct Loans (Subsidized and Unsubsidized)
- Federal Direct Grad Plus Loans (graduate students only)
- Federal Direct PLUS Loans (Parent Loans)

Woodbury University participates in the William D. Ford Federal Direct Loan programs. 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. The lender is the U.S. Department of Education ("the Department") rather than a bank or other financial institution. As with all federal student aid, eligibility is determined by completing the FAFSA application. 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 Award Letter will tell you the types of loans you are eligible to receive and the amounts you may borrow. Students and/or parents will be required to complete all loan documents at www.studentaid.gov in order to finalize the loan process.

With Direct Loans, you:

- borrow directly from the federal government and have a single contact—the loan servicer—for everything related to the repayment of your loans, even if you receive Direct Loans at different schools.

- have online access to your loan borrowing history at www.studentaid.gov/login.
- have the flexibility of choosing from several repayment plans that are designed to meet the needs of the borrower. Borrowers also have the option of changing repayment plans if needs change. View repayment plan details at www.studentaid.gov/repay.

To calculate your estimated repayment amount under each of the different repayment plans, use the Department of Education's repayment estimator at www.studentaid.gov/repayment-estimator.

The Federal Direct Loan Program (Direct Loan):

Student loans are either subsidized or unsubsidized. Subsidized loans are awarded on the basis of financial need. Unsubsidized loans are not need-based and are available to students who do not qualify for subsidized loan funds. Subsidized and unsubsidized loans for undergraduates first disbursed after July 1, 2021, will be subject to an annual interest rate of 2.75% as determined by the Department of Education. For unsubsidized loans for graduate students, the interest rate is 4.30%. Maximum amounts that may be borrowed during an academic year as well as aggregate maximum amounts are outlined in the following chart.

Federal Direct PLUS Loans (Parent Loans for Undergraduate Students):

The PLUS program allows parents to borrow to help meet dependent students' educational costs. Eligibility is based on parent's 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, 2021, will have an annual fixed interest rate of 5.30%. New PLUS borrowers begin repayment of principal and interest within 60 days of the disbursement of the new loan. However, parents may choose to postpone loan payments while the student is enrolled at least half time, and for an additional six months after the student graduates or drops below half-time status. To learn more about deferment options, visit www.studentaid.gov/deferment-forbearance.

The Federal Direct Loan Program (Direct Loan):

Direct 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, 2021, the annual fixed interest rate is currently capped at 4.30%. Maximum amounts that may be borrowed during an academic year as well as aggregate maximum amounts are outlined in the following chart.

**FEDERAL DIRECT SUBSIDIZED AND UNSUBSIDIZED LOANS
MAXIMUM ANNUAL AND AGGREGATE LOAN LIMITS**

ANNUAL LOAN LIMITS	Dependent Undergraduate Student	Independent Undergraduate Student	Graduate Student	Additional Eligibility for Dependent Undergraduate Student with a Parent PLUS Loan Denial*
First Year (0–29 units)	\$5,500 A maximum of \$3,500 may be subsidized	\$9,500 A maximum of \$3,500 may be subsidized	\$20,500 Unsubsidized Only	\$9,500 A maximum of \$3,500 may be subsidized
Second Year (30–59 units)	\$6,500 A maximum of \$4,500 may be subsidized	\$10,500 A maximum of \$4,500 may be subsidized	\$20,500 Unsubsidized Only	\$10,500 A maximum of \$4,500 may be subsidized
Third, Fourth, and Fifth Years (60+ units)	\$7,500 A maximum of \$5,500 may be subsidized	\$12,500 A maximum of \$5,500 may be subsidized	\$20,500 Unsubsidized Only	\$12,500 A maximum of \$5,500 may be subsidized
AGGREGATE LOAN LIMITS	\$31,000 A maximum of \$23,000 may be subsidized	\$57,500 A maximum of \$23,000 may be subsidized	\$138,000 A maximum of \$65,500 may be subsidized	\$57,500 A maximum of \$23,000 may be subsidized

*If a parent borrower is denied a Parent PLUS loan, the dependent student may be eligible for an additional Direct Unsubsidized loan. However, if a parent borrower is later approved for the PLUS loan, the dependent student will no longer be eligible for the additional Direct Unsubsidized loan.

Private Educational Loan Programs: Private loans are an alternative option to cover unmet educational expenses. These loans are funded by private organizations such as banks, credit unions, and other independent lending institutions. Each lender establishes their own approval requirements, interest rates, and repayment conditions. Because private loan terms vary from lender to lender, you should research each loan program thoroughly to ensure that you choose the one that best meets your needs.

**UNIVERSITY-SPONSORED
GRANTS AND SCHOLARSHIPS**

Students applying for financial aid are automatically placed into 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 therefore, are not

transferable upon withdrawal from the University. Unless otherwise noted, students must maintain full-time status to remain eligible for these funds. In most cases, University-sponsored grants and scholarships are for tuition charges only. Unless specifically stated, these funds cannot be 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 this grant, students must enroll at least half-time. (Woodbury Grant funds are prorated for recipients enrolled less than full-time.) These awards are distributed during the fall and spring semesters and are applied toward tuition only. Recipients must meet the standards for satisfactory academic progress and maintain a cumulative grade point average of 2.0 or higher.

The Presidential Merit Scholarship is awarded to entering freshmen or transfer students on the basis of academic standing and personal qualifications. Awards range from \$14,000–\$18,000 per year and are applied toward tuition only. These awards are renewable for up to four years (five years if enrolled in the Architecture program), beginning with the recipient's freshman year. Criteria for renewal include full-time status and maintenance of the required cumulative grade point average.

The Dean Merit Scholarship is awarded to entering freshmen or transfer students on the basis of academic standing and personal qualifications. The award ranges from \$12,000–\$16,000 per year and is applied toward tuition only. The award is renewable for up to three or four additional years depending upon recipients' academic programs and class standings at admission. Criteria for renewal include full-time status and maintenance of the required cumulative grade point average.

The Woodbury International Scholarship is awarded to entering freshmen or transfer students on the basis of academic standing and personal qualifications. The award ranges from \$4,000–\$10,000 per year and is applied toward tuition only. The award is renewable for up to three or four additional years depending upon recipients' academic programs and class standings at admission. Criteria for renewal include full-time status and maintenance of the required cumulative grade point average.

The Community College Scholarship is an institutional award in the amount of \$1,000 that recognizes the relationship between community college counselors and students who select Woodbury for their baccalaureate study. The award is applied toward tuition 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 is an institutional award in the amount of \$1,000 that recognizes the relationship between high school guidance counselors and students who plan to attend Woodbury University. The scholarship is applied toward tuition 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 and 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. Awards are made annually based on available funds.

In addition to the grants and scholarships mentioned above, there are Woodbury Integrated Student Experience (WISE) opportunities. For more information, please visit: <https://woodbury.edu/student-life/living/student-living/wise/>

Satisfactory Academic Progress

Criteria for satisfactory academic progress include both qualitative and quantitative standards that apply equally to all students 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, and 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 run the risk of financial aid disqualification and becoming ineligible for financial aid.

Quantitative Standards (Units)

Each academic year, recipients of financial aid are expected to complete a minimum number of units based on their enrollment status. If the minimum unit requirements are not met, students disqualify themselves from financial aid and may become ineligible for future 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 completed semester units necessary 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 Academic Load chart below 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* (entering 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)

(A maximum of seven years to complete the BArch degree; minimum units 160)

*Full-time Enrollment Status: Students are expected to pass a minimum of 24 semester-hour units each academic year, an average of 12 units each semester, fall and spring.

	Part Time** (entering 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 126 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 12 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- or part-time enrollment.

Completion Time Limits For Undergraduate Students

Full-Time Enrollment Status

Undergraduate: Full-time undergraduates enroll in 12–18 units in each fall and spring semesters. Full- or part-time summer session enrollment 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 enter with freshman status and without transferable credit must complete their degree requirements within six academic years after matriculation. 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 enter with freshman status and without transferable credit must complete their degree requirements within seven-and-one-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 enrollment status varies from full-time to part-time. Eligibility for financial aid ceases seven years after matriculation or earlier when the time limit for completion is reduced.
- When enrolled full-time, undergraduate students must complete an average of 12 units per fall and spring semesters, 24 units during each academic year, 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 their 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 12 units per fall and spring academic semesters. During each semester of part-time enrollment, students are expected to complete all units attempted. Full- or part-time summer session enrollment 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 enter 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 time limits for completion are reduced.
- Part-time Bachelor of Architecture degree candidates who enter with freshman status and without transferable credit must complete their degree requirements within 10 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 each fall and spring semester 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 their 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 their 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. Full- or part-time summer session enrollment may be used to accelerate a study program or remediate progress.

- Full-time graduate degree candidates who entered without transferable credit must complete their degree requirements within three years after matriculation. For transfer students, the time limits for completion of the degree and continued eligibility for financial aid are reduced when transferable units are applied upon matriculation or extended when the enrollment status varies from full-time to part-time. Eligibility for financial aid ceases three years after matriculation or earlier when the time limit for completion is reduced.
- When enrolled full-time, graduate students must complete a minimum of six units per semester, 12 units per academic year (fall and spring semesters) and maintain a GPA of 3.0 or higher. Failure to meet these quantitative and qualitative standards each academic term will result in disqualification from financial aid.

Part-Time Graduate Enrollment Status

- During each semester of 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. Full- or part-time summer session enrollment 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 disqualification from financial aid.

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, that student is expected to complete at least 12 units during each semester of full-time enrollment; during each semester of part-time enrollment, the student is expected to complete all units attempted.
- Failure, No Pass, or No Credit grades: Courses for which a grade of "F," "NP," or "NC" are recorded cannot be counted as completed units toward SAP requirements.
- Withdrawal: Courses for which grades of "W," "WU," or "WW" are recorded cannot be counted as completed units toward SAP requirements.
- Audit Courses: Audit course units do not apply as units of progress during an academic semester, and units graded "AU" are not applied as completed units toward SAP requirements.
- Incomplete: Courses for which a grade of "I" is recorded cannot count as units toward SAP requirements. When final grades are recorded, units and letter grades 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 completed units toward the requirement until the course is completed and a final grade is recorded.
- Repeated Courses: Students may remediate a course for the purpose of improving their grade. The final grade of the repeated course will apply to the cumulative GPA. With the exception of courses designated as repeatable, students have only one chance to repeat a course in which they have received a passing grade. If no passing grade is achieved, then a student may repeat the course until they do receive a passing grade.
- Non-credit Pre-requisite of Remedial Courses: Units of enrollment for pre-requisite and non-credit pre-requisite or remedial courses do not earn credit toward the degree, but are counted as completed units 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/or quantitative standards outlined under the policy on Satisfactory Academic Progress (SAP) disqualify themselves from financial aid. An appeal must be filed with the Financial Aid Office to be considered for probation status. Warning notices of pending disqualification are mailed to students at the conclusion of the fall semester. Official notices of financial aid disqualification status are mailed to students at the conclusion of each academic year.

For purposes of financial aid, summer session enrollments may be used to remediate units from the previous fall and spring academic 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 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 from financial aid may continue to study at the University if they are not also academically disqualified. 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 eligibility by remediating the factors that caused the disqualification, including the following:

- Unit deficiencies may be remediated through completion of credit via approved transfer credit procedures or, under special provisions, the student may complete additional residency coursework to remediate unit and GPA deficiencies.
- Readmission 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 then 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 student's academic deficiencies and must be met within specified time frames. When probation status is not removed within specified time limits, 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 extenuating circumstances may submit a written letter of appeal and provide full documentation of those circumstances for review by the Director of Enrollment Services or the Director's designee. Each appeal will be considered on the merits of its circumstances and on an individual basis. Decisions on appeals are final and will be 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 merits 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 through federal and state programs also are considered when evaluating students' 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, refunds, 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 students' incurred institutional charges for the same period. Consequently, financial aid refunds and tuition charged can represent two independent sources of debt students may incur.

Financial aid refunds are calculated on a per diem basis (days attended at time of withdrawal) for withdrawals up through 60% of 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: Discuss the impact of withdrawal from courses with your financial aid counselor before withdrawing to avoid owing repayment to federal aid programs (if you have received more aid than earned for the payment period), or owing money to the University for tuition not covered by aid as a result of a 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. Students completely withdrawing from the University will be assessed a \$100 administrative fee.

Registration, Tuition, Fees & Charges Policies

Registration Process

Registration for courses, and any changes to registration (adds/drops/withdraws), are the responsibility of, and must be initiated by, the student. New students will be registered for classes after completing online orientation. Listed below are the various periods of registration available to Woodbury students.

1. **Early Registration:** Students must meet with their academic advisors prior to General Registration in order to register for courses.
2. **General Registration:** Schedule will vary by semester. Registration for the next semester in a given year will begin approximately eight weeks before the start of the semester and ends the day before classes begin. Registration for spring and summer semesters typically begins in November. Registration for fall opens in March. Students register and pay tuition and all other charges for the semester during these periods.
3. **Late Registration (see Academic Calendar):** Late registration begins with the start of the semester and ends on the last day of the add/drop period. A fee of \$75 is assessed during the late registration period.

Registration is complete when all financial obligations are satisfied.

Notes for continuing students:

- Continuing students may register for upcoming seven-week modules in any traditional term (fall, spring, or summer sessions) up to the Friday prior to the start of the term.
- Students with outstanding account balances in excess of \$1,000 will not be eligible to register until their balance is settled in full.

Billing

Student charges are comprised of tuition and fees. Tuition is calculated based on the number of units in which a student is enrolled (see chart for dollar amounts). Tuition and fees—less any financial aid administered by the University—are payable upon assessment of charges following registration, due no later than the first day of classes. The Business Office generally assesses charges as follows:

Semester Charge Assessment

Fall Weekly from the first week of July
 Spring Weekly from the first week of November
 Summer Weekly from mid-March

Students are encouraged to apply for financial aid programs through the University's financial aid department as early as possible. Students are strongly encouraged to complete any financial aid applications and settle their tuition and fees as soon as possible after registration charges are assessed. Students with account balances outstanding on the first day of classes may be subject to Administrative Withdrawal for failure to pay tuition and fees.

Payment Options

All financial arrangements are the responsibility of the student. Students may view their current outstanding balances at any time through Self Service. Accordingly, the Business Office does not print or mail out paper statements, but emails notifications upon assessment of charges and periodically throughout the academic year. Students are required to use their Woodbury University email account for all official communication with the University, including financial account notices. Students can view and pay their bills at Self Service. Students are responsible for keeping their addresses current with the University Business Office. Woodbury accepts payments by credit and debit card (MasterCard, VISA, American Express, and Discover Card), check, wire-transfer and ACH. Credit card payments can be made online through Self Service.

The University offers the following payment options for students to pay their tuition, fees, and charges for room and board.

1. Advance Payment

The balance of the student's account—less any financial aid administered by the University—is payable in full upon assessment of charges, and due no later than the first day of classes. Students are encouraged to apply for financial aid programs through the University's financial aid department as early as possible. Financial aid not administered by the University will not be applied toward the student's account, and thus will be part of the student's outstanding balance. Tardy or incomplete financial aid applications as of the first day of classes, leading to late awards of financial aid, will not be applied toward the student's account, and thus will be part of the student's outstanding balance. Students with account

balances outstanding on the first day of classes may be subject to Administrative Withdrawal for failure to pay tuition and fees.

2. Semester Deferred Payment Plan

Students in good financial standing who have consistently met their financial obligations to the University in a timely manner are permitted to pay charges for tuition, fees, and room and board—less any 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 no later than the first day of classes. A \$100 non-refundable fee will be charged for this service.

Intensive Degree Program students (five- and seven-week programs) and international students are not eligible for the Semester Deferred Payment Plan.

Fall Semester 2021	If signed before 7/30/2021	If signed after 7/30/2021
July 30, 2021	25%	N/A
August 27, 2021	25%	50%
September 24, 2021	25%	25%
October 22, 2021	25%	25%
Spring Semester 2022	If signed before 12/17/2021	If signed after 12/17/2021
December 17, 2021	25%	N/A
January 14, 2022	25%	50%
February 11, 2022	25%	25%
March 11, 2022	25%	25%
Summer Semester 2022	If signed before 4/22/2022	If signed after 4/22/2022
April 22, 2022	34%	N/A
May 20, 2022	33%	67%
June 17, 2022	33%	33%

Failure to pay the amount due on the designated payment date will be considered a default on the Semester Deferred Payment Plan and a late fee of \$50 will be charged to the student's account. Students who have defaulted (i.e., missed payments) may not be eligible for future Semester Deferred Payment Plans.

3. Employer Payment Plan

Students are required to pay 25% of tuition charges plus all fees and room and board—less any financial aid administered by the University—upon assessment

of charges, but no later than the first day of classes. The remaining student balance is due in full by the fourth week after the end of the respective semester, generally to allow for proof of grades/completion to employers. 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. In the event the employer's commitment is not honored, the student will be held responsible for any unpaid balances.

4. Tuition Guarantee/Sponsor

Students with tuition or other financial guarantees must present or have delivered directly to the Business Office letters from their guarantor(s) (on the guarantor's letterhead) specifying the conditions under which the guarantor(s) will pay for the student's tuition charges. In the event tuition guarantees are not fully honored, the student will be held responsible for any unpaid balances.

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. In order to give formal notice, students must submit an add/drop form to the Registrar's Office.

Withdrawing from the University

Woodbury 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 prorated 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 the student 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 either the date of withdrawal recorded by the registrar or the date recorded by the Housing Office, whichever is later. Unused cash cards for food must be turned in to be included in the prorated refund calculation.

Refund Schedules

Withdrawing from or dropping all classes will result in the following financial consequences based on the schedules below. Whether any refund will result from tuition credit received as stated above will depend upon payments that have been made to the student's account, less any prorated refunds to Federal Student Aid programs used to pay tuition for students receiving aid.

Undergraduate Tuition Refund Schedule (Fall and Spring Semesters)

Time period	Percentage of refund
Before classes begin	100% refund (less the commitment deposit)
Within first two weeks (during add/drop period)	100% refund (less the commitment deposit and the \$100 Administrative Withdrawal fee)
Within week three	50% refund (less the commitment deposit and the \$100 Administrative Withdrawal fee)
Within week four	25% refund (less the commitment deposit and the \$100 Administrative Withdrawal fee)
Week five and after	NO REFUND

Undergraduate Tuition Refund Schedule (Traditional Summer Session)

Time period	Percentage of refund
Within first week (during add/drop period)	100% refund (less the commitment deposit and the \$100 Administrative Withdrawal fee)
Within week two	50% refund (less the commitment deposit and the \$100 Administrative Withdrawal fee)
Within week three	25% refund (less the commitment deposit and the \$100 Administrative Withdrawal fee)
Week four and after	NO REFUND

Intensive Degree Program Tuition Refund Schedule (7-week courses)

Time period	Percentage of refund
Within first week (during add/drop period)	100% refund (less the commitment deposit and the \$100 Administrative Withdrawal fee)
Within week two	25% refund (less the commitment deposit and the \$100 Administrative Withdrawal fee)
Week three and after	NO REFUND

Intensive Degree Program Tuition Refund Schedule (6-week, summer super session courses)

Time period	Percentage of refund
Before classes begin	100% refund
Within the first week	NO REFUND
After the first week	NO REFUND

Non-Withdrawal Adjustments: Housing and Meals

Each University Housing License Agreement is for an entire academic year. Termination of the University Housing License Agreement will be limited to extreme situations and only with the written approval of the Director of Residential and Life or a designee. In cases of termination, a \$500 cancellation fee will be charged in addition to the prorated cost as outlined in the Housing License Agreement.

Students who terminate their meal plan agreements after the end of the second week of the semester will be responsible for the total meal plan charges due. Please refer to housing contracts for the complete policy and procedures for canceling housing and meal plans.

Tuition, Fees & Charges (2021–2022)

UNDERGRADUATE TUITION

Tuition per semester

12–18 units	\$20,962.00 per semester
Part-time (less than 12 units)	\$1,365.00 per unit
Overload (more than 18 units)	\$1,365.00 per unit
Summer Super Session	\$326 per unit

GRADUATE TUITION

Master of Architecture (MArch)	\$1,365.00 per unit
MS Architecture	\$1,365.00 per unit
Master of Interior Architecture (MIA)	\$1,365.00 per unit
Master of Business Administration (MBA)	\$1,365.00 per unit

DEPOSITS

Deposits are non-refundable, but can be applied toward tuition and fees.

Commitment Deposit \$500.00

Incoming students are required to submit a financial deposit to the institution once they decide to accept an offer of admission. This deposit is a non-refundable tuition prepayment that guarantees the student's place in the incoming class.

Housing Prepayment \$250.00

An application for admission to the University must be submitted before a housing prepayment will be accepted. This non-refundable prepayment secures an assigned space and will be allocated toward the housing fee for the semester.

UNIVERSITY FEES

Application Fee \$85.00

This fee is used strictly to cover the costs of the application, assessment, and admissions systems and process.

ASWU Undergraduate Students Fee \$125.00 per semester

This fee is managed by the Associated Students of Woodbury University (ASWU), the governing body of students and student organizations at Woodbury. This fee supports ASWU student organizations' social and cultural activities as well as programs and services related to campus life and the campus community.

Campus Life Fee \$200.00 per semester
This fee helps cover a portion of the costs of maintaining campus grounds and buildings as well as various projects designed to improve the Woodbury student experience.

Co-Op Fee for IPAL Students \$200.00 per semester (Fall and Spring only)

IPAL students must enroll in the co-op program during their co-op year, that is the year they are working full-time in an architectural office to fulfill their Architectural Experience Program (AXP) hours. The co-op fee is charged during the fall and spring semesters to maintain students' enrollment at the University during their co-op year. Students will be able to participate in student activities, use library resources and computer labs, but will not have access to the Making Complex during the co-op year.

Course Audit Fee \$62.00

This fee covers the cost of the additional processing involved in creating an audit registration.

Creative Technology Fee..... \$200.00 per semester

To help cover the cost of software and equipment required of certain majors, the Creative Technology fee only applies to students in the Animation, Filmmaking, and Game Art & Design programs.

Deferred Payment Contract Processing Fee ... \$100.00 per semester

If a student is granted a Deferred Payment Contract, the Business Office will charge \$100 per semester for contract administration and processing. No exceptions.

Early Arrival Fee \$572.00

This non-refundable fee covers the daily general operational costs of living in the residence halls prior to the official move-in date. It includes: meals, water, electricity, maintenance, etc. Students are allowed to move in early only when approved through the official housing process. Early arrival fees will be added to student billing, including "no shows."

Housing Application Fee..... \$50.00

This fee covers the cost of application processing.

Graduate Architecture Student Fee..... \$100.00

The graduate chapter of the American Institute of Architecture Students organization (AIAS) manages this mandatory fee. The fee supports graduate student activities associated with AIAS.

Graduation Application Fee..... \$200.00

This fee covers the cost of diplomas, degree audits, and other activities relating to graduation.

Identification Card Replacement Fee \$10.00

If the Woodbury University Identification Card is lost or damaged to the point of illegibility or inoperability, the Library will charge a \$10 fee for each replacement card.

Late Payment Fee\$50.00 per occurrence
If any payment due to the University is received past communicated deadlines, the Business Office will assess a late payment fee. No exceptions.

Late Registration Fee\$75.00 per occurrence
Late registration begins with the start of the semester and ends on the last day to add/drop for that semester. A late registration fee of \$75 is assessed during this period.

MBA Association Fee..... \$100.00 per semester
The MBA Association, the governing body of the student MBA association, manages this mandatory fee. The fee supports graduate student activities in the MBA program.

Parking

Burbank/Los Angeles Campus.. \$155.00 per semester
San Diego Campus..... \$125.00
Parking permits are required on the Burbank/Los Angeles campus for fall and for spring/summer semesters.

Returned Check Fee\$100.00 per occurrence
Every time a payment is made to the University via check that is returned by the bank due to any circumstance, including insufficient funds, the Business Office will charge \$100 to the student's account. No exceptions.

Student Orientation, Advising, and Registration (SOAR) Fee:

Undergraduate Students \$232.00
Graduate \$118.00

These fees cover the cost of orientation programming during which faculty members and students are brought together for an initial discussion of program requirements and tools for success.

Technology Fees:

Traditional Undergraduate Students.....\$422.00 per semester

MBA Students\$31.00 per unit
The Technology Fee helps defray the rapidly rising cost of technology services that are provided to and used by Woodbury University students, such as wired and Wi-Fi internet access, classroom technology, email, and other Woodbury-sponsored software (Office 365, etc.), as well as widely distributed computer availability, including lab facilities and IT helpdesk support. The fee helps the University make important investments to maintain and improve the core infrastructure our technology relies on, and to stay abreast of rapidly changing technological advances.

Transcript Fees

Online request, electronic
copy \$5.00 per official copy
Online request, paper
copy \$10.00 per official copy
In person request, paper copy \$15.00 per copy
Rush/expedited
request.....\$10.00 additional per copy
Next-day request.....\$25.00 additional per copy
International request ..\$100.00 additional per copy
For ordering options, visit this website:
getmytranscript.org

Withdrawal Fee\$100.00

This fee is charged when a student decides to withdraw from their courses after the add/drop period has ended.

OTHER CHARGES (INSURANCE, ROOM & BOARD)

Health Insurance

Fall semester only.....\$955.00*
Spring and summer semesters\$1,417.00*
Summer semester only.....\$598.00*

Woodbury University requires that all undergraduate and international students have health insurance. Student Accident & Sickness Insurance Plan charges are billed to the student's account and must be paid on a per-semester basis. Your payment for the fall semester provides coverage from the first day of classes to the start of the spring semester. Your payment for the spring semester provides coverage from the first day of classes to the start of the summer semester. Your payment for the summer semester provides coverage from the first day of classes and ends with the start of the fall semester. Payments for the Student Health Insurance Plan are mandatory for all students for each semester of attendance unless proof of comparable coverage is completed, submitted, and approved via the online waiver application portal each semester within the specified time frame as determined by the University.

In the event of illness or injury, the University is authorized to contract emergency care on behalf and at the expense of the student. Students may not participate in off-campus activities if they have not purchased insurance or filed proof of comparable insurance. Students wishing to opt-out of the Student Health Insurance Plan must submit a completed waiver form and show proof

of comparable coverage each fall and spring semester via the online waiver application within the specified time frame. For detailed information on the Woodbury University-sponsored Student Health Insurance Plan, refer to the portal site: <https://clients.garnett-powers.com/univ/woodbury/>. Please contact the First Aid Station if you have questions about insurance.

* Preliminary rate

Residential Housing

North Hall

Triple per semester.....	\$3,948.00
Triple per year	\$7,896.00
Double per semester.....	\$4,335.00
Double per year.....	\$8,672.00
Single per semester.....	\$5,894.00
Single per year	\$11,788.00

South Hall

Quad per semester.....	\$3,948.00
Quad per year	\$7,896.00
Single per semester.....	\$5,894.00
Single per year	\$11,788.00

Meal Plans*

Plan A: 14 meals per week +

\$150 flex dollars \$2,612.00 per semester

Plan B: 12 meals per week +

\$200 flex dollars \$2,612.00 per semester

Plan C: 10 meals per week +

\$150 flex dollars \$2,431.00 per semester

Plan D: 8 meals per week +

\$200 flex dollars \$2,431.00 per semester

Plan E**: 5 meals per week +

\$75 flex dollars \$1,065.00 per semester

* Meal plans are mandatory for residential students.

** Plan E is available to commuter students only.

COURSE FEES

Certain courses require additional supplies. The fees listed below will be used to purchase necessary materials for the teaching and management of these classes.

ANIM 262 3D Animation I.....	\$50.00
ANIM 263 Introduction to Stop Motion	\$40.00
ANIM 366 Puppet Building for Stop Motion	\$50.00
ARCH 101 Studio One	\$30.00
ARCH 102 Studio Two.....	\$30.00
ARCH 201 Studio Three.....	\$30.00
ARCH 202 Studio Four.....	\$30.00
ARCH 301 Studio Five.....	\$30.00
ARCH 302 Studio Six.....	\$30.00
ARCH 401 Studio Seven.....	\$30.00
ARCH 402 Studio Eight.....	\$30.00

ARCH 430 Studio Nine.....	\$30.00
ARCH 431 Studio Ten.....	\$30.00
ARCH 4930 Fourth Year Open Studio.....	\$30.00
ARCH 4931 Fourth Year Open Studio.....	\$30.00
ARCH 4932 Fourth Year Open Studio.....	\$30.00
ARCH 544 Building 1	\$30.00
ARCH 545 Building 2	\$30.00
ARCH 546 Building 3	\$30.00
ARCH 547 Building 4	\$30.00
ARCH 562 Visualization 1	\$30.00
ARCH 563 Visualization 2	\$30.00
ARCH 564 Visualization 3	\$30.00
ARCH 565 Visualization 4	\$30.00
ARCH 575 Fieldwork	\$30.00
ARCH 5750-5759 Fieldwork	\$30.00
ARCH 583 Graduate Studio 1	\$30.00
ARCH 584 Graduate Studio 2	\$30.00
ARCH 585 Thesis Project Research.....	\$30.00
ARCH 587 Graduate Studio 3	\$30.00
ARCH 589 Graduate Studio 4	\$30.00
ARCH 590 Thesis Project Development Studio ..	\$30.00
ARCH 6741 Groundwork: Studio Culture	\$10.00
ARCH 6742 Groundwork: Visualization.....	\$10.00
ARCH 6743 Groundwork: Fabrication	\$10.00
ARCH 691 Graduate Studio 5	\$30.00
ARCH 692 Graduate Thesis Studio	\$30.00
ARIA 114 Design Communication 1.....	\$30.00
ARIA 115 Design Communication 2.....	\$30.00
ARIA 211 Design Communication 3.....	\$30.00
BIOL 230 Biology	\$50.00
BIOL 231 Human Biology.....	\$50.00
BIOL 232 Botany	\$50.00
CSMA 112 Interactive Prototyping	\$45.00
CSMA 213 Artificial Intelligence	\$40.00
FDES 100 Sewing Machine Technology.....	\$25.00
FDES 130 Materials.....	\$55.00
FDES 125 Technical Studio 1	\$40.00
FDES 126 Technical Studio 2	\$40.00
FDES 226 Advanced Technical Studio	\$50.00
FDES 232 Swimwear and Activewear	\$75.00
FDES 330 Textile Art	\$55.00
FDES 280 Experimental Draping	\$45.00
FDES 331 Advanced Draping and Tailoring	\$55.00
FDES 332 Junior Collections.....	\$45.00
FDES 336 Leather Goods.....	\$40.00
FDES 401 Shoe Design	\$40.00
FDES 431 Senior Collection 1	\$55.00
FDES 432 Senior Collection 2.....	\$45.00
FDES 455 Costuming for Motion Picture / Television.....	\$45.00
FMRK 375 Field Experience.....	\$25.00
FILM 110 Film Production 1.....	\$100.00
FILM 115 Cinematography	\$75.00

FILM 140 Sound.....	\$50.00
FILM 210 Film Production 2.....	\$75.00
FILM 480 Thesis Production.....	\$75.00
GAME 432 Degree Project: Production.....	\$60.00
GDES 250 Screen Printing 1	\$30.00
GDES 360 Screen Printing 2	\$30.00
GDES 391 Design Symposia	\$45.00
IDES 105 Design Studio 1	\$30.00
IDES 106 Design Studio 2	\$30.00
IDES 188 First-Year Open Studio.....	\$30.00
IDES 207 Design Studio 3	\$30.00
IDES 282 Design Studio 4	\$30.00
IDES 288 Second-Year Open Studio.....	\$30.00
IDES 363 Design Studio 5	\$30.00
IDES 382 Design Studio 6	\$30.00
IDES 388 Third-Year Open Studio.....	\$30.00
IDES 480 Design Studio 7	\$30.00
IDES 483 Senior Project.....	\$30.00
IDES 610 Studio 1	\$30.00
IDES 620 Studio 2	\$30.00
IDES 640 Studio 3	\$30.00
IDES 647 Studio 4	\$30.00
IDES 650 Studio 5	\$30.00
IDES 660 Studio 6	\$30.00
IDES 600 Visualization 1.....	\$30.00
IDES 605 Visualization 2.....	\$30.00
IDES 606 Visualization 3.....	\$30.00
PHYS 243 Physics for Architects	\$50.00

Notes on fees:

- Other courses may carry material costs 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 charged on a per page basis. Fees will be posted at each copier and printer.

Academic Policy, Regulations & Standards

Overview Of Academic Year And Program

ACADEMIC YEAR

The academic year includes two semesters: fall and spring. The academic year is at least 30 weeks in length, during which time full-time students are expected to complete a minimum of 24 semester hours. Summer sessions are scheduled between academic years and allow students to accelerate or remediate their academic progress through full- or part-time enrollment.

INTENSIVE DEGREE PROGRAM COURSES

In the Intensive Degree Program (IDR), the student has an opportunity for in-depth concentration on a subject. Most traditional three-semester credit courses require 45 classroom hours of instruction; courses from the Intensive Degree Program require 20–28 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 14–21 hours per week for each course in addition to class time. Each IDP course requires an assignment to be prepared prior to the first class session. Attendance is mandatory.

Academic Policies

CLASSIFICATION OF STUDENTS

Students who have between zero and 29 units of credit (applicable toward the degree) are classified as freshmen; 30–59 units as sophomores; 60–89 units as juniors; 90–126 units or more as seniors; and 127+ units as senior plus. All students are subject to the rules governing academic loads and pre-requisites regardless of the program in which they are enrolled.

ACADEMIC LOAD

A full-time academic load for undergraduates is defined as 12–18 units per semester. Those who enter the University as a freshman, and who intend to complete their four-year degrees with their class, must complete an average of 30–32 units per academic year. Those pursuing a five-year program must complete an average of 32 units per academic year.

Students achieving a grade point average of 3.0 or higher in the preceding semester, and a cumulative grade point average of 3.0 or higher, may register for a maximum of 21 units during the succeeding semester.

CLASS ATTENDANCE POLICY

Regular and prompt attendance at all University classes is required. Instructors are 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. The attendance policy for each class is detailed in the course syllabus.

INTENSIVE DEGREE PROGRAM 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 REQUIREMENTS: UNDERGRADUATE PROGRAM

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 120 semester units of degree credit is required for Bachelor of Business Administration (BBA) degrees. A minimum of 123–128 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 45 semester units of coursework at Woodbury University. Also, students must complete a minimum of 32 out of their final 40 semester units at Woodbury. Credit for prior learning of a non-traditional nature (such as the CLEP program) is not applicable to the fulfillment of the University residence requirement.

Registration

REGISTERING FOR CLASSES

Registration Requirement

Only registered students who appear on an instructor's course roster may attend Woodbury's classes. This applies to all in-building, online and hybrid courses. Any exceptions should be directed to the Office of Disabilities and Accessibility Services.

Auditing Courses

The auditing of courses constitutes a serious commitment on the part of the student. A decision to audit a course rather than take it for academic credit should be made in consultation with the student's academic advisor. Students should realize that enrollment in a course for audit may not be the basis for a course waiver or serve as a pre-requisite for subsequent courses. The policy on academic loads applies equally to credit and audit registrations.

A matriculated undergraduate student may elect to audit a course within the 18-unit maximum for the comprehensive unit cost of the semester's tuition. For approved units in excess of 18, the charge is 50% of the tuition per unit as stated in the current handbook.

When a course is audited, there are no examinations or grades recorded. However, regular attendance 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 seek 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 course audit fee.

Non-Matriculated Student Registration

The University welcomes limited registration of students who have not applied for admission. Prior to official admission, students are permitted to complete

up to 18 units, with no more than 11 units being completed in any one semester. Upon completion of 18 units, further registration will be authorized only after acceptance for admission to the University has been approved. Academic requirements, including pre-requisites, 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 pre-requisite 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 one course for college credit per semester at Woodbury. Students will be offered seats in underfilled courses at the 100 and 200 level that do not have pre-requisites. 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 (i.e., use of library materials within the library, registration deadlines)
- Complete course requirements as defined by the syllabus with no exceptions
- Obtain approval of the instructor-of-record

Students participating in this program are eligible for academic services at Woodbury University (i.e., library, computer labs, writing center), but are not eligible for non-academic services (i.e., transportation, health care [except for emergency medical needs], financial aid, room and board).

The Office of Admissions at Woodbury University oversees all admissions procedures.

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 are accepted at the Registrar's Office. Add-and-Drop periods end on the last day of week two of each 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 15-week classes may withdraw from courses and receive a "W" grade. Students in Intensive Degree Program courses may withdraw through the third week of a session. All withdrawals from courses require submittal of an official Program Change Form.

International students should consult with their advisors before submitting Program Change Forms.

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. (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 established deadlines, 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 ordered to service due to emergency or other declared U.S. Armed Forces military mobilization who 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.
- Students can petition for course credit based on work completed. Decisions to grant credit will be at the discretion of the instructor and department chair.
- Degrees will be awarded if credit is granted in those courses that meet the completion (graduation) requirements for the program.

Refunds

In circumstances in which course credit is not awarded, students will receive full refunds of tuition and prorated refunds of room and board without penalty. For full refund policy, please reference the Registration, Tuition, Fees, and Charges Policy section.

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 seven-week courses
(one class per week):**

- Complete drop during first week, 100% refund, no grade
- Withdrawal during second week, 25% refund, "W" grade
- Withdrawal prior to third class meeting, no refund, "W" grade
- No withdrawals will be processed after fourth week of semester

**Intensive Degree Program
six-week Summer Session:**

- Complete drop before first week of classes begin, 100% refund, no grade
- Complete drop during first week of classes, no refund, no grade
- Withdrawal after first week of classes, no refund, "W" grade
- No withdrawals will be processed after fourth week of semester

Students who find it necessary to withdraw from courses may begin the withdrawal process by contacting an advisor or 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 pre-requisite course(s) have not been completed. Pre-requisites are regularly monitored by the Registrar's Office and students are notified if they are dropped from a class.

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. Non-attendance reported to the Registrar's Office may result in the class or classes being removed from the student's schedule. Students receive notification from the Registrar's Office 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 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 pre-requisite(s)
- non-attendance in all courses

If 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, and the student is notified of the action taken by the University.

Students who are administratively withdrawn are not eligible to continue class attendance or to receive grades. 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 time of prospective readmission.

Leave Of Absence

Students taking a leave of absence from the University for one or more semesters to a maximum of three semesters, beginning when courses were last attempted, must complete the formal approval process. Applications may be obtained from the Registrar's Office and the process should be completed before leaving the University. Students should meet with a representative from the Financial Aid Office prior to filing for a leave of absence.

PURPOSE

Woodbury University recognizes the occasional need of our students to interrupt their academic work for a period of time. A leave of absence allows Woodbury students to return to their studies after the leave without reapplying to the University. Specific reasons for leaves of absence vary, as do lengths of time granted for leaves. Woodbury University policy is designed to meet these varying needs and provide opportunities for students to discuss with a University representative the implications and responsibilities pertaining to a leave of absence.

APPLICATION PROCEDURE

All students interested in applying for leaves 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 detailing why the leave is requested. The completed application must be submitted to the Registrar's Office for final approval. The application form and the written statement will be kept as part of the student's record. It is strongly recommended that students consult with an academic advisor to fully understand any impacts to their academic program.

TIME OF ABSENCE

A leave of absence may extend up to three semesters, excluding summer sessions. Requests for leaves of absence (or for leave extensions) normally should be made before the end of the preceding semester. Requests for immediate leaves of absence (starting while classes are still in session) may be submitted under exceptional circumstances.

UNIVERSITY FEES

Students taking leaves of absence from the University shall be subject to the same refund policy as withdrawing students. Students planning leaves of

absence are responsible for making all arrangements directly with the Financial Aid Office regarding financial aid, and for meeting all necessary financial aid deadlines. It is essential that students meet with representatives from the Financial Aid Office to preserve their financial aid while on leave. In addition, students planning leaves of absence are responsible for meeting all financial obligations and deadlines with the University. Students should plan to meet with representatives of the Business Office to discuss all financial aspects of their leaves.

EXTENSIONS OF LEAVE

Woodbury University does not usually approve leaves of more than three semesters, and requests to extend leaves 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 a 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 apply. 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 Dean of Students 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 this 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 has not requested an extension, is considered withdrawn from the University and out of status. If a student later wishes to return to the University, an application for readmission must be presented to the Office of Admissions. At that time, the student will be admitted under the most recent handbook, not the handbook of original matriculation.

LEAVES OF ABSENCE AND READMISSION

Students remain in active status for three semesters while on leave of absence. If not re-enrolled by the fourth semester (excluding summer sessions), a student must apply for readmission.

Note: Former students who are readmitted after falling out of status will matriculate under the degree requirements in effect at the time of readmission.

Involuntary Leave Of Absence Policy

Please refer to the Woodbury University Student Handbook for more information about this policy.

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 a designee, and are subject to University transfer, residency, and academic load policies. Students who register at other institutions but have not obtained advance approval from the Registrar's Office are ineligible to receive transfer credit for the concurrent registration.

The same procedure is required prior to CLEP, DANTES, and Excelsior College Examinations in order to receive transfer credit. See the "Credit by Examination" section under "Admission Requirements."

Ownership Of Design Projects

Woodbury University reserves the right to retain all student projects in perpetuity for archival purposes. If a project is retained for a designated period of time and not claimed, the University may dispose of the project as it sees fit. Reasonable care will be taken to ensure the safety of all projects, but the University will not be responsible for loss or damage. Originators will be acknowledged in any project displays.

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 (50 minutes) of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately 15 weeks.
- **Seminar Courses:** During an academic semester, one unit of credit is awarded for one hour (50 minutes) of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately 15 weeks.
- **Laboratory Courses:** During an academic semester, one unit of credit is awarded for two hours (100 minutes) of classroom or direct faculty instruction and a minimum of four hours of out-of-class student work each week for approximately 15 weeks.
- **Studio Courses:** During an academic semester, one unit of credit is awarded for two hours (100 minutes) of classroom or direct faculty instruction and a minimum of four hours of out-of-class student work each week for approximately 15 weeks.
- **Independent Study:** During an academic semester, one unit of credit is awarded for a minimum of three hours (150 minutes) of student work per week for approximately 15 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. Students will define the research topic and, with the assistance of their faculty sponsors, develop the syllabus, including a course description, learning outcomes, research criteria, assignments, and a weekly schedule. Regular periodic meetings with sponsoring faculty members are required.

- **Directed Study:** During an academic semester, one unit of credit is awarded for a minimum of three hours (150 minutes) of student work per week for approximately 15 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 40 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 student work per week for approximately 15 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, voicemail, 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 student work per week for approximately 15 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, voicemail, email, or other activities.
- **Co-op Courses:** During an academic semester, students will work a minimum of 32 hours per week or 480 hours over the course of the 15-week semester. The University considers this workload equivalent to the academic workload of a full-time student and both undergraduate and graduate students in the IPAL program will enroll in a zero-unit co-op course.

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 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 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 and two-and one-half hours of preparation per day for six weeks.

CHANGE IN COURSE UNIT VALUE

Woodbury University reserves the right to adjust the unit value of a course due to changes in curriculum. The change in unit value of a course does not affect the minimum units required for graduation.

EXAMINATIONS AND EVALUATION

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 in the schedule of classes. The specific final examination schedule is published by the Office of Academic Affairs near the beginning of each semester and is available from 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
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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
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.AU	Audit	0 quality points
W	Withdraw (Issued only when student officially withdraws from course.)	0 quality points
WM	Military Withdrawal (Issued when a student is called to active duty and cannot complete course.)	0 quality points
WW	Administrative Withdrawal (Issued when the University withdraws the student from course.)	0 quality points
I	Incomplete (See policy on Incomplete Grades.)	0 quality points
P	Passing Grade (Equivalent to a grade of "C" or better.)	0 quality points
NP	Not Passing Grade	0 quality points
IP	In Progress Grade	0 quality points
NG	No Grade	0 quality points
WU	Unofficial Withdrawal (Issued by the instructor in consultation with the registrar when a student stops attending/participating in the course without formal notification to the institution.)	0 quality points

The grades "P" (Passing) and "NP" (No Passing) 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 100, Pre-Statistics; 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 Architecture and Interior Architecture; 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 completed. 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. "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 "WU" as a final grade 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; comprehends various aspects 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 high-quality work in and out of class. A "B" grade indicates a high level of performance and is given in recognition for solid work. A "B" should be considered a high grade.

"C"—Demonstrates 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"-level 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"—Below average quality and quantity of work in and out of class, unsatisfactory, and barely acceptable. Example: A "D" grade is passing by only a slim margin.

"F"—Unacceptable quality and quantity of work in and out of class. "F"-level work does not qualify the student to progress to a more advanced level of study.

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's work is at the 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 registration. The final grade is based on the instructor's assessment of student learning.

Grade Point Average

A minimum cumulative grade point average of 2.0 is required for graduation. A minimum cumulative grade point average of 3.0 is required for graduation from the graduate programs offered in the School of Business or School of Architecture.

Semester Academic Honors

The Dean's List: Each semester, the University recognizes full-time undergraduate students who demonstrate academic excellence. Undergraduates who successfully complete at least 12 units with letter grades other than "P", "I", or "IP" and achieve a semester grade point average of 3.5 or higher are placed on the Dean's List and receive letters of commendation from the deans of their respective schools.

Policy Statement on Final Grades

Grades submitted to the Registrar's Office by course instructors are considered to be final, official institutional grades. By policy, a grade is based on the instructor's evaluation of coursework completed 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 students submitting additional work, repeating examinations, or taking additional examinations after the conclusion of the course.

Policy on Adjustment of Final Grade through Reevaluation

Although grades submitted to the registrar are considered final and official, further evaluation by

the instructor of record may reveal computational or clerical errors.

The registrar is authorized to accept an adjusted grade when the following conditions exist:

- A student requests reevaluation on or prior to the Friday of the seventh full week of the following semester (excluding summer session) by formally filing a petition with the Registrar's Office.
- An instructor, upon reevaluation, identifies and acknowledges an error and reports a corrected grade to the registrar.
- Upon reexamination of the work completed, an instructor concludes that the original grade was in error and reports the error to the Registrar's Office by the Friday of the seventh full week of the following semester (excluding summer session).

Semester deadlines for grade change submissions are available at the Registrar's Office.

Note: When reporting revised grades, instructors will certify, via the official Grade Change Petition/Report, that the revised grade is based on the correction of an error revealed by reexamination 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 the 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 sessions). 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 they have 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. With the exception of courses designated as repeatable, no additional credit is earned 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 will 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 achieved high levels of academic performance. Independent study courses answer the need for individual research and expression in areas of special interest for which the University does not offer specific classroom courses. 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 great potential for high-level achievement through self-directed learning.

Definition

Independent study courses are student-initiated with 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 course.

Eligibility

- Undergraduate students who have obtained sophomore standing (30 units) and are in good academic standing are eligible to apply for courses by independent study.

- Graduate students in good standing are eligible to apply for courses by independent study.
- Students must demonstrate to the proposed faculty sponsor that they have the academic pre-requisites and/or related experience necessary to perform the projected study.
- Generally, non-matriculated students are ineligible to undertake courses 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 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 Policy 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. A passing grade may not be earned when there is an absence of a final written paper or project summary.

DIRECTED STUDY

Definition

Directed study is available 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 accessing the material without regular classroom attendance. This may be done whether or not the class is offered during the semester of registration. 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 by the instructor.

Eligibility

- Students must demonstrate to the proposed faculty sponsor that they have the academic pre-requisites necessary to perform the directed study.

- Generally, non-matriculated students are ineligible to undertake courses 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 advances student learning beyond the introductory level in an academic field, but is not sufficient to constitute a major. Students may not minor in their major. All pre-requisite requirements for the courses listed must be met. Courses taken to satisfy major requirements cannot be used to satisfy minor requirements. A minor consists of a minimum of 15 units. Nine of these units must be unique to the minor; the remaining units may also be applied to general education, restricted design electives, or unrestricted elective requirements. Minors are listed on students' transcripts, but are not listed on diplomas.

Concentrations

A concentration is a structured plan of study within a major. The number of credit hours for a concentration varies, but is included within the credit hours for the major. The concentration appears on the official transcript.

Time Restriction On Degree Completion

Full-time students pursuing Bachelor of Science, Bachelor of Business Administration, Bachelor of Arts, or Bachelor of Fine Arts degrees must complete all requirements within six years after matriculation. Full-time Bachelor of Architecture students must complete all requirements within seven years after matriculation. Part-time students pursuing 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 10 years after matriculation.

Academic Standing

Students are considered to be in good academic standing when they maintain minimum semester and cumulative grade point averages (GPAs) of 2.0 (undergraduates) or 3.0 (graduates) on all attempted Woodbury University coursework. Cumulative GPA requirements include 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.

Students with documentation of a disability or serious injury or illness should schedule an appointment to review that documentation with the Disabilities and Accessibility Office by calling 818.394.3345 or emailing OSASpecialneeds@woodbury.edu.

ACADEMIC WARNING

Students who fail to meet the minimum term grade point average (GPA) for satisfactory academic standing, but earn/maintain a cumulative grade point average above the minimum satisfactory GPA will be placed formally on Academic Warning. Notification will be sent from the Office of Academic Affairs to the student's officially listed mailing address and to the student's official Woodbury University email address. The student will be required to consult with the faculty advisor in the student's major. 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 (2.0 for undergraduate students; 3.0 for graduate students) will be placed formally on Academic Probation. Notification will be sent from the Office of Academic Affairs to the student's officially listed mailing address and to the student's official Woodbury University email address. This notification will stipulate the conditions for continued enrollment. The student will be required to:

1. Schedule an appointment with the faculty advisor in his/her major.
2. Consult Academic Affairs Counselor Ernesto Morales and complete a request form for an Academic Peer Mentor (APM), available at the Whitten reception desk or via email request to ernesto.morales@woodbury.edu.
3. Utilize the free support services available to students in the Whitten Student Center Burbank campus or via your facility (San Diego and Burbank):

- a. Tutoring Center <https://wu.mywconline.com/index.php?msgLOG=YES>
- b. Writing Center <https://woodbury.mywconline.com/>

International students must also satisfy minimum academic progress standards for international students and should consult with a Designated School Official (international student advisor) in Student Affairs.

The student must meet all conditions included in the Academic Probation notification. Failure to do so will result in future holds on course registrations.

ACADEMIC PROBATION FOR STUDENTS RECEIVING VA BENEFITS

Any student receiving veterans benefits whose cumulative grade point average remains below 2.0 for more than two semesters will not be eligible for future 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 (2.0 for undergraduate students; 3.0 for graduate students) 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 2.0 with a cumulative GPA no lower than 1.60
- Sophomore (30–59 total units): Earned a term GPA of at least 2.0 with a cumulative GPA no lower than 1.70
- Junior (60–89 total units): Earned a term GPA of at least 2.0 with a cumulative GPA no lower than 1.80
- Senior (90 or more total units): Earned a term GPA of at least 2.0 with a cumulative GPA no lower than 1.90
- Graduate student: Earned a term GPA of at least 3.0 with a cumulative GPA no lower than 2.90

Students who are allowed to continue on Provisional Probation will be sent notification from the Associate Vice President of Academic Affairs to the student's officially listed mailing address and to the student's official Woodbury University email address. This notification will stipulate the conditions for continued enrollment. The student will be required to:

1. Schedule an appointment with the faculty advisor in his/her major.

2. Schedule an appointment to meet with Associate Vice President of Academic Affairs Raida Gatten (raida.gatten@woodbury.edu).
3. Complete a request form for an Academic Peer Mentor (APM), available at the Whitten reception desk or via email request to ernesto.morales@woodbury.edu
4. Utilize the free support services available to students and found in the Whitten Student Center Burbank campus or via your facility (San Diego and Burbank)
 - a. Tutoring Center <https://wu.mywconline.com/index.php?msgLOG=YES>
 - b. Writing Center <https://woodbury.mywconline.com/>

International students must also satisfy minimum academic progress standards for international students and should consult with a Designated School Official (international student advisor) in Student Affairs.

Students must meet all conditions included in Provisional Probation notifications. Failure to do so will result in future holds on course registrations and may result in the administrative withdrawal of the student from all enrolled courses.

ACADEMIC DISMISSAL

After two consecutive 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. Notification will be sent from the Associate Vice President of Academic Affairs to the student's officially listed mailing address and to the student's official Woodbury University email address. This notification will stipulate the conditions necessary for the student to apply for reinstatement to Woodbury 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 academic standing, who believe extenuating circumstances have impacted their ability to participate/perform academically, have the right to appeal decisions on their academic standing. Students must provide, in writing, a letter of explanation and documentation to the designated person, office, or committee stated 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 applicable historical records and materials. These 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 a more accurate picture. The University, therefore, reserves the right to request additional information in order to determine eligibility.

Appeals based on emergent medical 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(s) (disability, serious injury, or illness) 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 licensure or certification, area of specialization, employment, and state in which the individual practices, should be clearly stated in the documentation.

Comprehensive Documentation

- State the specific condition that impacted the student's ability to perform or participate academically.
- Include relevant educational, developmental, and medical history.
- If medical, describe the comprehensive testing and techniques used to arrive at the diagnosis(es). Include test results with subtest scores (standard or scaled scores) for all tests.
- Describe the functional limitations resulting from the condition(s). Explain how the condition(s) have impacted the student's academic functioning and abilities.

- **Note:** An Individualized Education Plan (IEP) or a 504 Plan is not sufficient documentation of a disability. 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 Academic Affairs.

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 Registrar's Office and the Office of Academic Affairs.

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 student 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 student 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 takes effect. The contract for the degree is then based on the University handbook in effect at the time readmission and matriculation occur. 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.

As a rule, both majors are completed concurrently; however, 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 \$200 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 of 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 up to six major, restricted design, or unrestricted elective units, and graduate students who will be deficient up to three major or elective units at the end of the spring semester. Students must have filed their application for graduation and been evaluated. Students must have completed all general education unit requirements to participate in the ceremony. Honors at the graduation ceremony will not be available to students with the above deficiencies.

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 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 Academic Recognition program: Departmental Honors and Honors at Graduation. These honors are only available to undergraduate students who are enrolled in their

final degree requirements. Students deficient in units or other degree requirements are not eligible.

DEPARTMENTAL HONORS

Departmental Honors are awarded to graduates in each of the undergraduate majors who have achieved the highest scholastic record in their departments. 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 Honors at Graduation. These honors are bestowed according to the following cumulative numerical grade point averages:

Cum Laude	3.5–3.69
Magna Cum Laude	3.7–3.89
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 University to the ideals of learning, research, and scholarship.

DEFINITIONS OF ACADEMIC DISHONESTY

CHEATING

Cheating is the act or attempted act of deception by which individuals seek to misrepresent mastery of information on exercises they have 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 (i.e., 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 (i.e., notes, formula lists, notes written on 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(s) indicated;
- listing sources in a bibliography that were 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 one's name on work submitted, the author certifies the originality of all work not otherwise identified by appropriate acknowledgments. 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 acknowledgment of the original source;
- using another person's idea, opinion, or theory—even if it is completely paraphrased in one's own words—without acknowledgment of the source;

- borrowing facts, statistics, or other illustrative materials that are not clearly common knowledge without acknowledgment of the source(s);
- submitting as your own any academic exercises (i.e., 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 works in any aspect of course-assigned project development and/or production. This includes work or services that are paid for or not. It includes work or services from any individual, including fellow students and outside professionals.

Outsourcing is different from collaboration. Collaboration is seeking from another student, tutor, professor, or colleague critique and review while maintaining control and authorship over one's 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 needed.

Outsourcing of project production elements is prohibited unless specifically stated in your course syllabus and/or project guidelines. Outsourced elements must be acknowledged through complete, accurate, and specific references. The intellectual authorship of the project must belong to the submitting student(s).

Outsourcing will not be permitted under following circumstances:

- If a program or course learning outcome is designed to assess skills or techniques and the outsourcing involves these skills or techniques.
- If a program or course learning outcome is designed to assess the production of physical or digital components and outsourcing involves these components.
- If the effect of outsourcing changes or impacts the student's original design, creative vision, or process at any stage of the project from development to final production or installation.

It is the student's responsibility to seek clarification from the instructor as to whether outsourcing is appropriate or approved.

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;
- bribing any other person to obtain an unadministered test or any information about a 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 any recorded grade, including but not limited to tests or any work for which a grade is given;
- changing, altering, or being an accessory to the changing and/or altering of any recorded grade, including but not limited to on tests, change of grade forms, or other official University academic records 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;
- 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 an 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 student is also given 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 overall disciplinary record. Sanctions above and beyond instructor sanctions may be issued by the chief conduct officer if the student has previously been reported for academic honesty infractions.

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 Appeals 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 arrange to 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:
 - o The student has new evidence available that 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.

Decisions rendered as a result of the appeal process are 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 risk 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.
- Register your computer system with your (or your family's) homeowner's insurance.
- Record the serial numbers of your system in a secure location.
- Register your computer with its manufacturer.

It is extremely important to recognize that each student is responsible for the security of a personal computer. 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. Individuals found responsible for theft or attempted theft will be subject to disciplinary action, up to and including immediate dismissal from Woodbury University.

Storing Computer Work

Computer projects may be developed on University- or personally owned computers. 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 drives 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. Students are responsible for their programs, including meeting published requirements. The University assists students in making prudent decisions by providing academic advising; however, each student is responsible for decisions made in the academic advising process.

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 possible action. The committee evaluates each student petition individually and considers the specific circumstances presented. Students are notified in writing regarding Faculty Academic Policy Appeals Committee 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 appeals committee.

ACADEMIC GRIEVANCE POLICY

Purpose and Intent

In the normal conduct of education at Woodbury University, grievances may arise with respect to the alleged violation of University, college, or department academic policies or procedures. Woodbury University is committed to resolving these grievances in a fair, orderly, and expeditious manner. To that end, the University has established procedures, beginning at the department level, for settling academic grievances involving students.

An academic grievance refers to an action taken against a student by a member of the faculty, a

part-time instructor, a teaching assistant, or an administrator that allegedly either violates a University, college, or department academic policy or procedure, or prejudicially treats the student on the basis of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, veteran status, or any other non-academic status not covered under the University policy with respect to sexual harassment or other relevant University policies.

An academic grievance refers to an action taken against a student by a University employee that allegedly violates academic policy or prejudicially treating the student on the basis of non-academic status such as race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, and veteran status. This does not cover alleged actions under University policies with respect to sexual harassment or other relevant University policies; it only covers alleged actions dealing with academic policy. For information on sexual misconduct please refer to the Title IX policy located here.

Because assigning a grade or evaluating a student's work performance involves the faculty's professional judgment and is an integral part of the faculty's teaching responsibilities, disagreement with an instructor concerning a grade or evaluation is not a justifiable grievance to be considered under this policy unless factors such as those mentioned above can be shown to have affected that grade or evaluation. For grades that have been miscalculated, please refer to the Grade Appeal Process administered through the registrar.

Statement of Policy

A review of the facts and events pertinent to the academic grievance's cause will be accomplished in a collegial, non-judicial atmosphere rather than an adversarial one, so that all parties involved may participate. All parties will be expected to act in a professional and civil manner.

Definition of Terms

"Academic grievance" is a claim by an enrolled student receiving academic credit for a course in which a specific academic decision or action (such as the assignment of a final grade) has violated published policies and procedures, or has been applied to the grievant in a manner different from that used for other students.

"Burden of proof" shall be upon the student. The student challenging the decision, action, or final

grade assigned has the burden of supplying evidence that proves, using a preponderance of the evidence standard, that the instructor's decision was prejudiced based on one or more of the categories of non-academic status listed above.

"Dean" shall mean Dean of the Faculty: Personnel, or the equivalent as indicated—or a "Dean's designee" appointed to handle the case should the Dean need to recuse themselves.

"Department Chair" shall mean the academic head of a department or the coordinator of a program—or a "Department's designee" appointed to handle the case should the Department Chair need to recuse themselves.

"Instructor" shall mean any classroom instructor, thesis/dissertation/directed or independent study supervisor, or the Dean or supervisor that imposes the final academic decision.

"Jurisdiction," where the course (not the student's registration status) is housed (i.e., payment of faculty salary for the course), determines the appropriate forum (college/school or department) where the grievance will be addressed. The grievance outcomes should be shared with the college or school and department (Program Director or Chair of the student's major). If there is a joint program or it is unclear where jurisdiction shall fall, the Sr. Vice President of Academic Affairs (VPAA) (or designee) may be consulted to identify the appropriate forum for the grievance. If a student is dismissed from a course or program, that forum may make an additional recommendation for a more comprehensive sanction across the University directly to the VPAA. In the event, there is a University-level dismissal by the VPAA, and a student wishes to appeal that system-level action, the President may designate an administrative officer to review that appeal and make a final determination.

"Advisor" The parties have the right to an advisor of their choosing, which may include attorneys. Typically, advisors are members of the campus community, but the parties may select whomever they wish to serve as their advisor. The advisor may not make a presentation or represent the party bringing the grievance or responding individual at a Departmental Level, Formal Grievance Appeal College Level meeting. They may confer quietly with their advisee, exchange notes, clarify procedural questions with the chair and suggest questions to their advisee.

"Time(s) or Day(s)" shall mean "academic time," that is, the periods of academic session to include the days the University is open for business and delivery of academic services exclusive of holidays, emergency closings, or other days where the office or academic delivery of services are closed. The person vested with authority at the appropriate level may extend any periods contained herein for good cause. Any extensions must be communicated in writing to all parties. For this policy's purposes, each step shall be afforded three weeks as a standard time limit.

"Written communication" shall mean communication by email to the recipient's Woodbury official email address of record or email communication using assigned Woodbury email addresses.

Scope

Academic grievances will not deal with general student complaints.

An academic grievance must include a reference to a violation of a specific Woodbury policy, or an academic decision that was applied differently to the grievant than that of other students to be considered under this policy.

Disagreement or issues with individual test grades, responses to exam questions, or general disagreement with the academic discretion or professional judgment of instructors (defined below as including all levels of academic administrators for purposes of this policy), will not be considered grounds for an academic grievance except where they impact the final grade.

If a student has a concern with regard to an individual assignment and would like some formal consideration, the student should contact the instructor to discuss the issue and submit it as a general complaint in writing to the instructor. If the student and instructor cannot resolve the complaint, the student may forward the complaint to the instructor's immediate supervisor. That supervisor shall review the claim and respond to both the student and the instructor. If the supervisor identifies a need for a review by another office or process, the supervisor may make an additional referral.

Dismissals based on University protocols, such as failure to maintain GPA, probation for academic performance, or other automatic administrative actions, are not subject to this process.

Only the final grades assigned in a course, final actions, or dismissals by the academic unit fall within the scope of this policy.

A grievance may only be submitted by the student impacted by the reporting event.

Process Steps

Students are required to follow the process steps outlined below in the order and without omission they are presented.

Resolution Process at the Course or Department Level

If the grievance concerns the Chairperson/Director or other department officials, the student has a right to bypass the departmental process and proceed directly to the College/School level.

1. The student shall first make a reasonable effort to resolve the grievance with the instructor concerned, with the date of the incident triggering the start of the process (i.e., the issuance of a final grade). If the instructor determines it is feasible and may be productive, the instructor shall accommodate a reasonable request to discuss and attempt to resolve this issue.
2. If the situation cannot be resolved or a meeting with the instructor is not feasible, the student must submit a Grievance Petition within three weeks of the triggering incident to both the department Chairperson/Director and Dean.
 - a. The Grievance Petition must be in writing and contain:
 - i. The grievant(s)'s name, student identification number (if applicable), and contact information, including email address
 - ii. The name(s) of the respondent(s)
 - iii. A detailed description of the nature of the grievance and the actual harm suffered by the student
 - iv. A detailed description of attempts at informal resolution
 - v. A detailed description of the relief sought
 - vi. Signature of the grievant(s)
 - vii. Date of grievance submission
3. The department Chairperson or program Coordinator must determine if the matter is an Academic Grievance (a specific policy violated or a student treated differently than others)
4. If the Chairperson/or program Coordinator determines that the matter is not an academic grievance, the Chairperson or program Coordinator will discuss the matter with the student and/or the faculty member and must advise the Dean of the

matter and the recommended resolution, if any. The Dean will then review the classification of the matter as not subject to the Academic Grievance Process and advise the student and faculty member of the Dean's decision in writing, which may be to do one or more of the following:

- a. Implement the recommendation of the Chairperson or program Coordinator (which can include dismissal of the matter).
 - b. Reject the classification and move the matter forward as an academic grievance.
 - c. Make referrals as appropriate to human resources or employee supervisor/office for intervention.
5. If the Chairperson/Coordinator determines the matter is an academic grievance, the Chairperson shall provide a copy of the student's Grievance Petition statement to the instructor. The instructor may file a written response to the grievance, and the process will continue.
 6. The department Chairperson or program Coordinator shall discuss the student's grievance as referenced above jointly or individually with the student and the instructor to determine if the grievance can be resolved. If the grievance can be resolved, the Chairperson or program Coordinator shall provide a statement to the student and instructor and submit a copy to the Dean.
 7. If the grievance cannot be resolved at this stage of the process, the Department Chair or program Coordinator shall, within three weeks, notify both the student and the instructor, informing the student of their right to make a written request to the Chair or program Coordinator within three weeks of the notification to advance the grievance to a Formal Grievance Appeal. Upon receipt of the student's request to advance the grievance to the College level and the instructor's response to the grievance (if provided), the Chairperson or program Coordinator shall immediately notify the Dean, providing copies of the student's Grievance Petition, any instructor's written response to the grievance, and the written request from the student to have the process advanced to a Formal Grievance Appeal (which shall include any additional student responses and a final statement). Should the student not file a written request to advance the grievance to a Formal Grievance Appeal within the prescribed time, the grievance will end.

Formal Grievance Appeal to College Level

Upon receipt of the grievance, the Dean will review the matter to confirm that it is an academic grievance. If the Dean determines the matter is not an academic grievance, they may dismiss it (which is a final

University decision) and notify all parties in writing. If the Dean determines that it is an academic grievance, the Dean shall, within three weeks, establish an Academic Grievance Committee. The process steps are outlined below.

1. The members of the Committee shall include two faculty members and one student (undergraduate or graduate as appropriate to the case) shall be selected by the Dean.
2. The Committee shall not include members of the faculty or students directly involved with the grievance, nor will it include faculty or students if a conflict of interest or bias exists.
3. Upon request, the student and/or instructor may meet with the Committee to make a statement concerning the grievance. Only the Committee may invite additional parties, such as faculty or students from the department involved with the grievance or the student's major department or other outside parties, to provide expert or other relevant information. The student or instructor may be present during the other's statement and may hear the additional information provided by other individuals; however, neither may be present during the Committee's deliberations. Meeting times and locations are to be set by the Committee and the Dean will provide the student and instructor with at least three days' prior written notice of the meetings that they are invited/permitted to attend. Absent good cause, the failure or an inability of the student or instructor to attend a meeting will not result in the meeting to be rescheduled or canceled.
4. If the student or instructor attends the meeting, they may be accompanied by an Advisor. The parties may not initiate contact regarding or relating to the grievance process or outcome with any member of the Committee outside of this established process before, during, or after the Committee review process. Any such contact by the student may be considered a violation of the Student Code of Conduct.
5. The Committee will operate in the following manner:
 - a. The Dean will act as the Committee Chairperson. The Chairperson shall be responsible for scheduling meetings, overseeing the deliberations of the Committee, and ensuring that full and fair consideration is provided to all parties. The Chairperson shall vote on committee decisions only when required to break a tie.
 - b. All deliberations shall be in private and held confidential by all members of the Committee. The recommendation of the Committee shall be based on their interpretation of the evidence presented to it.

- c. Within one week of the Committee decision, the Chairperson shall provide the decision in writing to all parties (the student, instructor, and Department Chair/Program Director, and the Dean).
- d. The Committee's decision is a final decision and not appealable by the instructor or student.

Outcomes

The University reserves the right to determine the outcome based on the procedures detailed herein. In the event a grievance moves to a Formal College/School Grievance Appeal, all records will be sent to the Registrar's Office for retention based on established document retention policies.

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 45 days of the day the University receives a request for access. An exception to this general provision is that confidential letters of recommendation placed in the files of the Office of Admission or Career Services files prior to January 1, 1975, are considered "closed" files. Individuals may decide whether to waive the right to view letters of recommendation placed in their files after January 1, 1975. If so, written notice to this effect must be placed in the file.
 - o 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 amendment of the student's education records that the student believes are inaccurate.
 - o 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, the student will be notified of the decision and advised of the right to a hearing regarding the request for amendment. Additional information regarding hearing procedures will be provided to students when notified of the right to a hearing.

- The right to consent to disclosures of personally identifiable information contained in students' 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/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 tasks.

- A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
- Upon request, the University discloses education records without consent to officials of other schools into 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 office that administers FERPA may be contacted here:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

Note: The University has the right to designate certain information, including each student's name, address, 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, they must notify the Registrar's Office in writing of the specific information not to be released.

Veterans Tuition Policy

For Post 9/11 GI Bill® (Ch 33) students and VA Vocational Rehabilitation and Employment (Ch 31) students, our tuition policy complies with 38 USC 3679(e), which means Post 9/11 and Vocational Rehabilitation and Employment students will not be charged or otherwise penalized due to a delay in VA tuition and fee payments. For eligibility consideration, a Post 9/11 GI Bill student must submit a VA Certificate of Eligibility (COE) and a Vocational Rehabilitation Student must provide a VAF 28-1905 form. All persons seeking enrollment must meet the general admissions policies. Those seeking to use VA Education Benefits must submit all prior transcripts for a transfer evaluation and submit one of the following a 22-1990, 22-1995, 22-5490, or a 22-5495 to the VA. GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at www.benefits.va.gov/gibill

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